

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ADDIS ABABA SENIOR SECONDARY SCHOOL
TEACHERS' PERCEPTION OF THE CURRENT
TEACHER'S PERFORMANCE APPRAISAL SYSTEM

BY
MULU LEGESSE

MAY 2001

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BY
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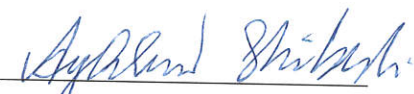
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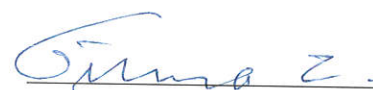

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ABSTRACT

This study was designed to examine the perception of teachers towards the purpose, criteria, process and the problems of performance appraisal of teachers encountered in secondary schools of Addis Ababa. To this end the major aim is to identify the weaknesses and come up with recommendations.

A total of 225 teachers drawn from 12 senior secondary schools were used as data sources. The data were gathered by means of questionnaire and interview. Results were analyzed using percentage, means, chi-square test and t-test.

The major findings of the study included that quite majority of the respondents support the performance appraisal scheme, but significant number of the respondents are dissatisfied with the implementation. And almost all respondents indicated that parents and students are not appropriate to appraise teachers. The lack of appropriate skill and experience, contribute to the limitations. Besides, teachers have not recognized the various purposes of performance appraisal and many of them are not applied. The criteria used by appraisers (students, parents) are not known. Teachers do not know the criteria they are evaluated with. There is no transparency in appraising teachers. The result of the performance appraisal is kept secret. It is not communicated to teachers.

Problems encountered in the implementation of performance appraisal scheme for teachers were identified. The objectives that teachers are expected to achieve are unclear, poor operation of the scheme, lack of skills and competence of appraisers and irrelevant criteria.

Hence according to the findings of the study, it was recommended that the necessary steps should be taken by the concerned authority at all level in order to revitalize the current practice of the performance appraisal of secondary school teachers. To this effect, irrelevant criteria should be avoided. Criteria should also be flexible and situational. Furthermore, appraisal system should be an integral part of staff development work in schools, it should be both positive and constructive. In this regard the formative evaluation should be well strengthened and systematically applied in schools. In addition to this, peer observation and school in-built supervision need to be introduced so that teachers develop their professional skills providing feedback to each other and assist them in improving pupils' performance. Even though, most of the potential errors in appraisals that distort evaluation can be minimized through training; the impact and the consequence of involving parents and students in the appraisal system need in-depth study.

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

In this chapter the background of the study, statement of the problem, importance of the study, scope of the study, limitations research design and methodology, definition of key terms and organization of the study are treated.

It is a well-accepted proposition that in any institution the people who work in it constitute the most important factor for its success or failure. However good the machinery and equipment may be it is ultimately the human being behind the machine who determines the success of the organization. It is for this reason that more and more emphasis is being placed in any country on human development programs for improving the performance and efficiency of institutions. In relation to this, the assessment of how successful employees have been meeting their individual or institutional goals, therefore, becomes critical part of human resources. This leads to the topic of performance appraisal.

All organizations have their own goals and objectives to accomplish. They function depending upon the primary concern of their establishment performance evaluation system is an important and integral part of human resource management. It is considered as an instrument through which an employee's performance and capabilities can be matched to the job requirements and career plan over a period of time. Properly designed performance evaluation system serves as a device for better communication and development of the employee as well as for the attainment of organizational goals and objectives.

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Performance appraisal is used for general personnel decisions. It provides input into such decisions as promotion, transfer and termination. It serves to identify training and development needs, and as a criterion against which selection and development programs are validated. Appraisal also fulfills the purpose of providing feedback to employees on how the institution views their performance.

Similarly, schools as social organizations are established to facilitate the teaching learning process. They are institutionalized to change and mould the behavior of students. To attain this objective, however, it is necessary to provide relatively high quality education.

Basically, the accomplishment of school's objectives depends on the performance of teachers. Teachers have to be continuously motivated and upgraded so as to improve the quality of their service. To do this a system of performance appraisal aimed at improving teachers' competence should involve a set of criteria geared to serve this purpose. And whatever performance appraisal method is used it must be job related. The three most popular sets of criteria are individual task outcomes, work related behaviors and traits (Robbins 1989: 441).

Issues for consideration in appraisal systems are the question of who actually make the appraisal and what should be their capacity. The designation of appraisers is determined by the purpose served by the appraisal system. Experts in the task of teaching should accomplish an appraisal system, which emphasizes teacher improvement. To make a competent job of appraising and above all to win teachers' acceptance, an appraiser needs to be knowledgeable in the various areas of curriculum, teaching methods, learning theory and other facets of the educational program. In addition to this Rue and Byars (1982: 49) state that he/she should have expertise in the methods of performance appraisal. Based on research they conducted,

Montgomery and Hadfield (1989: 102), reported that appraisers who were inexperienced, out of date with educational developments, lacked intelligence, made subjective judgments, and spent only a short time with the appraisees were greatly resented and brought the whole process in problem.

Concerning appraisers, Gorton (1983: 256) is of the opinion that the principal, the assistance principals, unit leaders, and department heads should jointly appraise teachers. Lucio and McNeil (1979: 252) also argue that appraisal of teachers' performance should not be a responsibility of persons remote from the teaching profession. Wossenu (1997:30) cited Poster, Tucker, Sikes, Measor and Woods as proponents of the argument that students, of which level not mentioned however, are consumers of instruction principals performance. Regarding Ethiopian schools since 1981 teachers have been appraised twice a year using an appraisal form prepared appropriate to the teaching occupation. And principals and department heads were appraisers until 1994.

As per the new Education and Training Policy a radical change has been introduced concerning teachers performance appraisal. In 1994 Educational Programs Supervision replaced inspection department, which was set up to carry out the activities of inspection and teaching learning activities together. Further a new policy was introduced. To this effect, the new Education and Training Policy included a new career structure. Depending on the results of performance evaluation and years of teaching experience, teachers have got the opportunity of going up through six stages of ladder beginning teacher, teacher, senior teacher, associated teacher, associate lead teacher, and lead teacher. Different kind of appraisal forms was employed to appraise teachers. Parents /community and students, unlike the past are

appraisers. Students included appraising the performance of teachers, regardless of educational level. The appraisal form to be completed by principals and department heads has 31 items/specific criteria. The form filled by parents and students have 10 items each (Ministry of Education: 1996)

1.2 Statement of the Problem

It is now the fifth year since appraisal scheme has been introduced in Ethiopian school system with the objectives of ensuring the relevance and quality of education, identifying teachers who need support or additional training and devising a strategy that enables teachers becomes beneficiary of the carrier structure. However, it is heard that teachers are complaining about the procedures, the fairness and use of appraisal system. The purpose of this study is therefore to investigate the teacher's perception of and attitude towards teachers performance appraisal system, identify the problems and come up with possible recommendations.

Thus, this study is aimed at seeking answers to the following basic

Questions:

1. What are the purposes of teacher's performance appraisal?
2. What is the process of teacher's performance appraisal?
3. How is performance appraisal carried out?
4. Do teachers exactly know the specific criteria of the appraisal?
5. Do teachers consider the appraisers appropriate and competent to evaluate teachers' performance?
6. Is there a post -appraisal discussion between appraisers and teachers on what was observed and to make recommendations for improved performance?

7. What advantages and negative consequences have teachers faced out of the performance appraisal?
8. How fairly is the appraisal of teacher's performance carried out as perceived by the teachers themselves?
9. Is there any grievance procedure in the system?
10. Do teachers visualize weaknesses and strengths of the current teacher's performance appraisal system as compared to other civil servants?

1.3 Significance of the Study

One of the major tasks of educational management is the evaluation of teacher's performance towards the accomplishment of predetermined educational goals. If these management activities are done properly the result would be good if not the result would be bad. This study attempts to identify the perception and reaction of teachers towards the current system of teacher performance appraisal and also the overall problems associated with the implementation.

This study is therefore important for the following reasons:

1. It is assumed that it will enable to identify the basic problems associated with the purpose, criteria and process of teachers' performance appraisal. Unfolding these problems and indicating practical solutions that may be considered at school, Woreda, Zonal and at higher levels may enable to realize where the real problems lie, why they have come to happen, and how they should be solved. This will ultimately, develop in teachers a feeling of ownership, accepting the appropriateness of criteria and the contribution of

the appraisal system to the improvement of the teaching learning process as a whole.

2. It is hoped that the findings of this study will attract the effort of school principals, woreda, zonal and regional education, authorities as well as the teachers' association who have stake to design and undertake a refined system of appraisal that enhances the teaching learning process.
3. In addition to that as far as to the knowledge of the researcher few researches were undertaken in Addis Ababa. Therefore this study is assumed to contribute its share to the existing literature about teachers' performance appraisal in senior secondary schools, which in turn will have its contribution to the region 14 too.
4. Most importantly it is assumed that it will raise provoking issues for anybody interested to study the problem in wider scope and depth.

1.4 Delimitation of the Study

The issue under consideration is very wide and complex. However, this study is delimited by considering the purpose, criteria, process and the problems encountered during implementation of performance appraisal in secondary schools in Addis Ababa. The newly established system of teachers' performance appraisal is applied in all government schools without exceptions but this study was delimited only to secondary schools in Addis Ababa.

The study was undertaken only in Addis Ababa because the research would not be manageable if all schools were included. Addis Ababa was selected due to the composition of teachers. As

compared to other regions, those teaching in Addis Ababa are with long services and accumulated experience. Since they are also exposed to both the former and new performance appraisal scheme, the investigator hoped to get the picture between the former and the new. The study does not include non-government schools in the region for the reason that the performance appraisal procedure and criteria in these schools are totally different from the government schools. Hence the schools included in the study are:

1. Abyot Kirs Senior Secondary School
2. Bole Comprehensive Senior Secondary School
3. Higher 4 Senior Secondary Schools
4. Kokebe Tsibah Comprehensive Senior Secondary School
5. Medhanealem Comprehensive Senior Secondary School
6. Menelik Senior Secondary School
7. Misrak Senior Secondary School.
8. Nefas Silk Comprehensive Senior Secondary School
9. Shimelis Habte Senior Secondary School
10. Tikur Anbassa Senior Secondary School
11. Yikatit Senior Secondary School
12. Wondirad Senior Secondary School

1.5 Limitations of the Study

Regarding the limitations time and resources were the main constraints, which affected the study. Due to the shortage of time and resources the investigator was dependent only on source, which were available, and on one research instrument be a questionnaire. The interview undertaken was also limited to few officials only. The research would have been

enriched and the findings likely to be comprehensive and objective if focus group discussion, and other instruments had been used.

Moreover, the data-gathering period intervened to disseminate and collect data because it was examination time. Therefore, due to the above limitations and other problems the study would not claim exhaustiveness.

1.6 Research Design

For the purpose of this study, descriptive survey method was employed. Accordingly, the following techniques, instruments and procedures were employed.

1.6.1 Sampling Technique and Size

Information was solicited from teachers only for the obvious reasons that the purpose of the study is to identify the teacher's perception towards the criteria, purpose and process of their performance appraisal. The investigation was conducted in Addis Ababa government senior secondary schools. Out of the total 29 secondary schools 12 schools (almost 31%) were selected by simple random sampling technique.

Out of 621 teachers, 225 teachers were involved in the study. And an interview was carried out with six people principals, woreda, and zonal education officers and from Ministry specialist in the area concerned. And this was done to look for some clarification on the implementation of performance appraisal.

1.6.2 Instruments for Data Collection

To obtain information, a set of survey questionnaire was distributed among 225 teachers. The questionnaire was designed and prepared so as it includes both close and open-ends items based on the existing literature and the basic research questions.

In order to have an interpretable data the questionnaire items were prepared in the form of 'Yes' or 'No' responses. In addition, the likert-scale was used in five point rating scale ranging from "Strongly Agree" to "Strongly Disagree, which has a value of 5 to 1.

The questionnaire consisted of 46 questions and had two parts. The first part of the questionnaire includes items about the respondents' characteristics and second part was about perception of teachers towards the purpose, criteria and process of performance appraisal and the problems encountered.

An interview undertaken with Ministry of Education Official Regional Educational Office, Zonal Educational officials, Principals and experts in the area. In interview focused on the implementation of performance appraisal and the difficulties encountered in the process.

Documents such as the new educational policy and its strategies, the performance appraisal forms filled by appraisers, reports of the Regional Education Bureaus and statistical data relevant to the topic were been examined.

1.6.3 Procedures of Data Collection

The questionnaire was developed in view of the basic questions. Before its administration took place it was translated to Amharic. It was tried in one of the piloted school Menelik Senior Secondary School on 25 teachers in order to ensure validity, reliability and appropriateness of

the items contained in the questionnaire and to ensure language clarity 2 questionnaires were distributed and collected. The questionnaire was then finalized based on the feed back from these teachers.

1.6.4 Methods of Data Analysis

Because of the exploratory nature of the study and aim of describing the perception of the respondents, data gathered is organized in tabular forms for each response appearing in each item of the questionnaire and analyzed using simple descriptive statistical tools. Percentages used to describe the characteristics of the respondents like sex, qualification and years of teaching experience and rank. A mean score and were further exposed to higher statistical analysis using the t test for significant differences between two independent means. The level of significance was set at $\alpha .05$. And Chi -Square test was also applied to determine the variation in perception of different variables regarding the current performance appraisal

1.7 Operational Definitions of Terms

The following are definitions of terms as used in the study:

Appraisal - is about praising and valuing a teachers' performance (Montgomery and

Norms, 1989:15)

Appraise - refers to teachers where performance is subjected to Appraisal.

Appraisee -refers to principals, assistance principals' department heads, parents, community, and students.

Community - as used in the study include parents and other community members the schools are serving.

Current Evaluation - Specifically refers, in this context, teachers' performance by students and parents.

Grievance – a written complaint by teachers that there is violation and misinterpretation of any of the teachers' performance appraisal procedure, and criteria.

Parents - those who have children learning in secondary schools of Addis Ababa.

Performance- the Performance Appraisal process of data collection, conferencing, and making judgments about the effectiveness and quality of Teachers' performance in all aspects of the job. (Mondy: 1996)

1.8 Organization of the Study

The study is organized in to four chapters. The first chapter deals with the problems and its approach including background of the study, statement of the problem and basic questions, significance of the study, delimitation and limitation of the study, research methodology and procedures of the study and operational definitions. Chapter two deals with review of the related literature and the third chapter treats the presentation and analysis of the findings. Finally chapter four presents the summary, conclusion and ends up forwarding operational recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Historical Development of Performance Appraisal

There is no written record to indicate the exact time when performance evaluation of man by man started. But it may be possible to say, "the evaluation of people's performance might be as old as existence of man himself" (Mangudaih Siyoum 1985: 15). Men have typically assessed the value of other men in a variety of situations and probably continue to do so. Abuja (1986: 221) noted that the evaluation of individual performance is considered as fundamental human act. The rating of man by another man is therefore as old as mankind. "Accordingly, informal appraisal has been going on for as long as people have been working together. But formal appraisal, however, has a shorter history as clearly indicated in (Ed Snape, and Others 1997: 44).

" Formal performance appraisal in industry originated in Scotland in the Early 1800s with the 'silent monitor' used in Robert Owens textile mills. A multicolored block of wood was hung over the employees' machines, with the front color indicating the superintendent's assessment of the previous day's conduct, from white for excellent through yellow for good, blue for indifferent and black for bad. Given the complexity of some modern systems of performance appraisal, many managers may secretly yearn for such a simple and unambiguous system"

Evaluation of performance of one person by another is not only undertaken in industry but in education also. Mangudahih (1985: 15) mentioned that appraisal of teachers has been going on as long as there has been teaching. Performance evaluation had been undertaken and there were some evidence for this. In 1905 W. F. Book and in 1907 H. E. Kratz made a study on the opinions of high school pupils. Also in 1914 Littler studies were the failure of elementary

school teachers (Ibid). These studies were found to throw some light on the factors essential to success in teaching, and as to what the weak points in the teaching process are and to offer some suggestions to those engaged in the preparation of teachers' appraisal. It is assumed that teacher's performance appraisal started during this time.

2.2 Definitions of Performance Appraisal Evaluation

The term performance has different definitions in different publications. The literature on appraisal is wide ranging and covers a wide spectrum of fields including industry, military and public administrations and education.

"In general performance appraisal is human value and it has human relation in it. In this regard, Hoggette (1980:318) argues, "in essence, performance appraisal is more than a control system, it is a human relation tool which provides a basis for ensuring that every one is treated fairly".

Moreover, Dunham (1995: 94) noted that performance appraisal is the assessment of the past and present, an over view of current and potential skill, resources and capability available for the human resource management in the organization to meet present and future challenges, and identification of training needs.

Performance evaluation is considered as an instrument through which an employee's performance and capabilities can be matched to the job requirements and career plan over a period of time. This idea was supported by Memoric, (1980: 327) and defines performance appraisal as "a process of evaluating an employee's performance on a job in terms of its

requirements".He further stated that performance appraisal is a process of estimating or judging the value, excellence, qualities or status of some object, person or thing "(Ibid: 327).

Performance appraisal is used for general personnel decisions. It provides input into such decisions as promotion, transfer and termination. It serves to identify training and development needs, and as a criterion against which selection and development programs are validated.

Regarding the process of performance appraisal evaluation, Lallon (1985:118) Boone Louis and Kurtz (1987:354) noted the person's superior continually evaluates performance. Similarly, this idea was supported by Prasad and Bennejee (1985:118) and defines performance as a systematic evaluation of employees by some other qualified person who is similar with the employee's performance. This idea indicated that some body that has the knowledge of the subject and the appraiser's level of performance carries out performance evaluation. These writers also identify objectives of performance appraisal as follows:

- to evaluate results and plan for better performance;
- to understand the gaps in knowledge, skill and training needs; and
- to identify men with potentials to man higher position in the future.

As stated above, performance is evaluating what is aspired by any organization or institution and accordingly what is performed. In order to carry out evaluation, there are five steps noted by Normark (1975:25-26). The steps are:

1. the enumeration of the goals, objectives and or standards for the program;
2. the designation of information essential to compare the performance with the objectives and or standards for the program;

3. the design of instruments or other methods of collecting the data desired.
4. the identification of discrepancies between what is desired and what exists;
5. the indication of what corrective actions should be taken to lessen or eliminate the discrepancy.

Another explanation given by Montgomery (1989: 99) is that "appraisal involves the examination of a professional's performance by an other professional". That performance may include classroom's teaching, curriculum coordination, teamwork, administrative duties, parent's liaison and so on.

The terms appraisal and evaluation are interchangeably used. The evaluation of performance of teachers is a major feature of every teacher's work. It gives a clue how pupils are doing, delivering, instructions bringing changes in student achievement, what they have learned and where difficulties lie. It needs a constant assessment, which is the actual task of teachers at all levels (Befekadu, 1996:5)

2.3 Principles of Performance Appraisal

In order to be successful, any institution or organization must be governed by principle. In relation to this many authorities have different suggestions.

Performance Appraisal Should Satisfy the Needs of Both the Organization and employees

An organization or institution is established in order to satisfy both the employees and the organization. In relation to this, Cushway (1994: 140) clarify performance management process designed to the link of an organization's objectives with those of the individual in such

a way as to ensure that both the individual and corporate objectives are met as far as possible. The definition links individual objectives to group organizational goal.

A full support of teachers and school management's to performance appraisal could be ensured only when the system considers the needs of the organization and the employees. To this effect, the objective, criteria and the technique and process of the performance appraisal must be communicated to the employee's in advance. The scheme of evaluation should be introduced and explained to the subordinate. The subordinate has to understand and accept the reasons for the methods of operation of the evaluation scheme before any sort of evaluation is done Finnigan (1973:108). This encourages a two way communication process. The employee should be involved in the discussion and this motivates employees to work better. Supporting this idea, Melaku (1997: 29) stressed that "Thus, for a system of appraisal to be effective, teachers participation in the formation as well as implementation of the scheme must necessarily be sought for".

Appraisers Training

Training is a continual process of helping employees performs at a high level from the day they start work. Training is designed to improve a person's skills to do the current job. To be effective, training program must accomplish a number of goals. First it must be based on organizational and individual's needs so that it enables to promote skills of the employees and provide an opportunity for development. Training must be based on sound theories of learning. And finally training must be evaluated to determine whether the training program is working.

In order, to accomplish the organizational and individual goal, training must be also provided to the evaluators. Regarding to the evaluator, Finnigan (1973:108) stated that training arrangement for those involved in appraisal will not only enable them to do a better job but also this helps to conduct the evaluation properly and to do clear the aims and objectives of the organization.

Evaluation should indicate training needs of the organizations and individuals. If the evaluation shows areas of weakness, it implies that either the selection methods are weak or the wrong persons are assigned to the job. or the persons assigned are not adequately trained. So evaluation plays a double role in such a case it helps managers to evaluate their method of selection, assignment and system of training and the efficiency of their subordinates (Finnigan, 1973: 104)

Performance Appraisal Should be Continuous

This signifies that improving employee's performance and helping people to development is a primary function of management. As such it is a continuing process. This idea was supported by Armstrong (1991:57) and notes performance management as a continuous process and not a one -off event. This calls for the constant monitoring and evaluation of performance.

To this effect, an organization, in order to facilitate permanent growth and development among their employees, must work constantly to improve and maintain the quality of their employee. And training determines the effectiveness of the organization/institution in order to see the outcomes and it should be carried out continuously.

Accordingly, Zaudneh (1987: 167) noted the following seven points that indicate why continuous performance appraisal is important.

- a. It is basic for the promotion or transfer of employees.

- b. It helps to establish training needs.
- c. It helps to discover potentials.
- d. it helps to improve moral.
- e. It is the basis for staff development.
- f. It helps to control and improve performance.
- g. It helps to produce better and more competent workers.

Moreover, like other organizations continuous appraisal is very essential in the educational system in order to make the teaching learning process more effective.

Regarding this Hanlock and Settle (1990: 7) also noted the following three reasons as to why there is a need for continuous performance appraisal in schools.

- a. It can be used as a means of letting teachers know how they are doing indicating to them the changes needs in behavior, attitude, skills and knowledge;
- b. It provides teaching with an accurate base on which to build coaching, counseling, self help and
- c. It ensures that objective judgment are made about the teaching on which salary increases promotion, transfer of job changes can be based.

Employees Should Participate in All Activities

In order for performance to be effective, it should encourage the participation of employees in the designing the organizational goal up to the implementation. This ensures the implementation of the organizational /institutional goals as desired. This is also true to education system. Teachers have to participate in all aspects of educational development activities in planning, coordinating, controlling, and in decision-making and evaluation.

Grievance Procedures

It is defined as an aggravated problem, which involves a disagreement between a staff member and his superiors concerning aspects of his working conditions and relationships. In other words, it is the dissatisfaction, irritation, complaints or misunderstanding of an employee or employer with or the employer with respect to their relationship in the employment situation.

A grievance may exist even though no verbal or written complaint is presented. Such silent or unuttered grievances may be as destructive of good will as the grievance, which is aired. Therefore, there should be grievance machinery to take care of the grievance that results

A grievance also exists in school system. The following have been proposed as broad objectives for grievance machinery in school system.

1. to ensure an opportunity for staff and administrators to have unobstructed communication with respect to alleged grievances without fear of reprisal;
2. to reduce the potential area of grievances between staff-members and administrators and boards of education;
3. to assure freedom of two-way communication through recognized channels between administrators and staff-members and boards of education;
4. to develop the moral and responsibility of members of Association mission on Professional Rights and Responsibilities, taking the Grief out of Grievance in Public Association, (1963: 340).

Grievance should not be regarded by administration in a negative sense. Employees should have ample opportunity and complete freedom to bring their questions, complaints and

Grievance should not be regarded by administration in a negative sense. Employees should have ample opportunity and complete freedom to bring their questions complaints and suggestions about any and all aspects of the school system to the superintendent's attention. This constitutes one of the most important means for sustaining sensitivity to a functioning program and is a vital ingredient for maintaining high moral. Individual's grievance which inevitably arise from time to time are not ignored or treated highly in school system which have a relatively high degree of moral among their employees.

In school the principals will not be deluged by employee grievances when procedures are established for dealing with them considerately and systematically when they arise. Through following sound procedures precedents are established which serve as guides to every body concerned. This realization, coupled with the assurance that the avenue for discussions open and free adds a great measure of confidence and securing to the total staff.

To this effect Pigors and Myers (1951: 140) have suggested the following desirable features of a grievance procedure

1. The dissatisfied employee should have an opportunity to express his complaint to the supervisor, without fear of retaliation;
2. If the complaints are not settled at the first step, it becomes a grievance and should be reduced to writing. It can be conceded by the next higher line management representative;
3. As a final step within the organization, an unsettled grievance reaches to top level of management and
4. In an increasing number of grievance procedures, a final step is appeared to an impartial arbitrator or umpire

The above authors also suggest criteria for the evaluation of grievance:

1. It should be demonstrably fair;
2. The provisions should be clear-cut;
3. It should be simple and
4. It should function promptly (ibid, pp 252-253).

2.4 Purpose of Performance Evaluation

The success of an appraisal scheme has to be judged in terms of how far it achieves the purpose or purposes for which it was established. Those involved, however, may perceive the purposes of appraisal differently. Senior management may see it in terms of their need to manage staff whilst teachers at junior levels in the hierarchy might see appraisal more in terms of their own professional development. It is thus possible for them to be confused as to what purposes an appraisal scheme is meant to serve and teachers may well be appraised without fully understanding the rationale for the scheme in use.

Accordingly, performance evaluation serves a number of purposes in organizations. A well-defined and clearly stated purpose that is a major prerequisite for performance evaluation, tells us "so many appraisal programs have failed because they have been launched without a clear definition of the purpose to be achieved". Bittle (1978: 48)

In this regard, Paisey (1983: 135) has forwarded major reasons why performance evaluation purposes have to be clearly defined:

- a. The purpose of evaluation often determines the kind of information that the rater should acquire
- b. It also determines the kind of method or approach that should be

selected or used together with the necessary information and

- c. Evaluation creates a stress on people. Besides evaluation demand people's time and effort, which may only be given willingly when they believe that their efforts are worthwhile and rewarding.

In relation to these, different writers mentioned performance appraisal purposes Dessler cited in Wossenu's (1997: 20-21) performance appraisal is carried out to undertake the following activities

- a. control function that focuses on the identification of specific strengths and weakness of each employee and to take corrective measures for the weaknesses;
- b. a feedback function which both the employer and the employee with information concerning the level of performance of the employee and
- c. a reward function that focuses on the provision of material and/or financial rewards to the employee so as to motivate him/her for better performance.

Furthermore, Stoner and Freeman (1989: 349) stated that systematic performance appraisal purposes

1. to identify those employee who deserve merit raises;
2. to locate employees who need additional training; and
3. to identify those employees who deserve promotion.

As explained, the nature of any appraisal scheme is closely linked to its purpose, Turner and Clift (1985: 59) also noted two basic purposes of teacher's appraisal. They are categorized as formative and summative appraisal. Those are:

- a. Formative appraisal concerned with professional development, the improvement of practice by identifying strengths, weaknesses, needs and interest a
- b. Summative appraisal concerned with the selection, promotion, deployment and dismissal of teachers.

Furthermore, these two purposes are elaborated by Gorton (in Melaku Yimam 1992: 45) stating that " formative appraisal is basically developmental in purpose, focusing on continuous and sustained professional improvement of teachers, and on developing a sense of job satisfaction in them" In other words, it provides teachers with information about performance expectations of the school, feedback regarding subsequent performance, advice, coaching, counseling to help them meet expectations that haven't been achieved; and a basis for career planning and development." On the other hand, summative appraisal is judgmental in purpose whereby administrative or personnel decisions are made to determine teachers promotion, or demotion, dismissal or tenure transfer and salary raise" (Ibid).

Szilagyi (1981: 584) in his work also indicated training needs as the purpose of performance appraisal. In relation to this Zaudneh (1987: 167) lists down that the advantages of performance appraisal as follows:

- a. is the basis for the promotion or transfer of employees;
- b. helps to establish training needs;
- c. helps to discover potentials;
- d. if done objectively, it helps to improve morale;
- e. is the basis for staff development;
- f. helps to control and improve performance and
- g. helps to produce better and more competent workers.

Appraisal also fulfills the purpose of providing feedback or providing information about performance of employees' achievement and how the institution/organization views their performance. Szilagyi (1981:584) also noted performance evaluations having information that enable to identify training needs, providing information for selection, placement and

termination decisions. Not only that but also identify where problems lie and overcome the deficiencies. To elaborate more, performance appraisals can be used for identifying areas where development efforts are needed. Management needs to spot those individuals with specific skill or knowledge deficiencies. Therefore, the performance appraisal is a major tool for identifying these deficiencies. Robbins (1989: 439)

Further more, it is used as the basis for reward allocation purposes. Those perform better has to be identified through performance evaluation and has to be decided as to who gets salary increases, promotion and other rewards as determined by their performance evaluation. (Robbins 1989: 439)

In addition, schools see that appraisal will assist in the identification and fulfillment of potentials, that appraisal schemes will provide opportunity to review each teachers needs, but as an individual and as a member of a team and they will support effective practice and give increased job satisfaction (Christopher Day and Others 1987: 12).

The personal and professional development of teacher's appraisal has a vital role to play in over all development of the institution in particular the student. Concerning the benefit of performance appraisal, Mathias and Johnes (1989: 3) say that performance evaluation enrich the educational opportunities of students through the professional development of principal, teachers and other staff members. However, the extent to which staff or students gain from the appraisal process will depend, in large measure, on the quality of planning, the extent of the commitment and the rigor with which the scheme is operated or evaluated (Ibid: 4)

In addition, performance appraisal can be used as criteria against which selection devices and development program are validated (Ibid). To elaborate more, selection process is successful in differentiating satisfactory performers from unsatisfactory performers. This concept was confirmed by Rue and Byars (1992: 489) ...in order to serve its purpose performance appraisal

system which aimed at improving teachers competence should involve a set of criteria that whatever performance methods is used must be job related. In addition to that this idea was supported by Robbins (1989: 441) work related behaviors and traits as outlined by three most popular sets of criteria are individual task outcomes work related behaviors and traits are underlined.

Stoops (1981) also mentioned three general purposes of teacher evaluation:

- a. to secure the best possible education for the young people through quality instruction;
- b. to provide continued opportunities for each teacher grow incompetence;
- c. to assist professional personnel in improving their service and
- d. to provide a record of professional service to the school and publication at large.

2.5 What should be appraised ?

In performance appraisal, what should be evaluated is very important decision. The problems to be addressed in measuring employee's performance, according to Leap (1989) are job related and within the control of the individual employee.

Regarding education teachers are to be evaluated on the basis of pupil's change of behavior and this is the central core around in which the whole evaluation program revolves.

2.6 Performance Evaluation Criteria

Since organizations exist to achieve goals, the degree of success that individual employees have in reaching their individual goals is important in determining organizational effectiveness. The assessment of how successful employees have been at meeting their individual goals or whether the organization achieved the desired goal would be evaluated through performance evaluation. In other words, performance evaluation appraisal can be used as a criterion. And the best criteria organizational performance is related to the ability to set goals, clearly identify understood and mutually agreed upon by appraiser and appraisees and planning programs that will accomplish the goals, and to succeed in achieving them (Melaku 1992: 49).

However, criteria to appraise teachers' performance cannot be the same or uniform for all quality teaching, because there is difference in curriculum, students, schools and the surrounding environment (Dull 1981: 265).

Zaudneh (1987:166-167) noted the following traits in the appraisal of personnel in education:

- a. interest in one's work;
- b. initiative and creativity;
- c. resourcefulness;
- d. an inquisitive attitude;
- f. cooperation with superiors, peers and students;
- g. maintenance of proper physical conditions;
- h. personality;
- i. evidence of professional growth and
- k. cooperation for normal activities.

Performance criteria are statement of standards against which a teacher's competence in accomplishing specified teaching activities is measured (Melaku 1992: 49). He further elaborated that as "effective performance criteria to measure teacher's competence are expected to possess three major characteristics: validity, reliability, and utility". Validity is not a set of performance criteria related with neither the criteria, nor the measurement of them should be biased and trivial rather relevant to teachers, reliability refers to consistency, and utility refers to a proper cost and benefit (Ibid). Heneman (1989: 146-147) also noted that based on the extensive research conducted identified two requirements. First identifying the dimensions of performance, and secondly the establishment of standards. He elaborated further that these two requirements help the appraisers differentiate between employees who are performing well and those who are performing poorly on each dimension that is important to job success.

Dull noted in Mathios (1998: 10) about the universal criteria of teachers evaluation as indicated below:

- a. Consistency refers to the extent to which teacher behavior is congruent with the objectives of the curriculum, organizational structure and climate;
- b. Validity refers to the extent to which the content taught or evaluation procedures used are accurate;
- c. Appropriateness refers to the extent to which the teacher's behavior is congruent with the curriculum, the students' abilities, cultural identity and learning styles and
- d. Comprehensive refers to the extent to which the teacher includes all of the major aspects of the curriculum and evaluates all critical aspects of learning.

Christopher Day and Others (1987 72) stated that assessment implies the use of measurement and or grading based on known criteria these are:

- a. teaching skills and qualities;
- b. professional and curriculum development;
- c. extra-curriculum activities
- d. management responsibilities and skill and
- e. interpersonal relationships.

2.7. Performance Appraisal Techniques

The performance appraisal techniques depend on the type of job and the purposes of the institution. And there is no consensus about technique of evaluation and how teachers should be evaluated. Since there are no one commonly techniques that can be applied to all purposes and to this effect, educators suggested a wide range of appraisal techniques in appraising personnel's. The techniques so far common in school systems are as follows:

Critical - Incident Appraisal

Critical -Incident Appraisal techniques refers to collecting written records of incidents as they occur, involving job behaviors that illustrate both satisfactory and unsatisfactory or positive or negative performance of the employee being rated. The incidents as they are recorded over time provide a basis for evaluating performance and providing feedback to the employee Melaku (1992: 71). In other words the employee is evaluated in the actual behavior and the employee being evaluated should always be given a chance to state his views on each incidents.

This method helps to provide the employee with an opportunity to establish an understanding of the behavior that the supervisor is seeking. To make this method effective the supervisor must record pertinent incidents as they occur.

In addition to the advantage mentioned the critical incident technique, when it carried out skillfully, helps to secure reliable performance data and avoids recency bias and it encourages two way productive communication between the appraiser and appraisee according to Klatt as noted by (Melaku 1992: 72).

However, this method has its own negative side. There is a tendency of recording negative records or incidents Rue and Byars (1990: 212). Ahuja in Zegaye (1988: 151) also noted some of the negative records:

- became upset over work;
- refused to help a fellow worker;
- suggested an improvement in the work methods and
- tried to get a fellow worker to accept the management decisions.

The main drawback to this approach is that rater is required to jot down incidents, when it carries out regularly this can be burdensome and time consuming. And sometimes also friction between the evaluator and the employee occur when the employee think that the rater is keeping a book on him

Ranking

This refers to the appraisal technique in which an employee is compared to that of others. In other words, it is a system of comparing one employee with other employee and placing him in a simple rank order regardless of the type of work Zaudneh (1987: 169). Ranking has many advantages thus:

- a. it deals with the type of analysis that is frequently used by the evaluator to promote individuals;
- b. it helps to make direct person to comparison
- c. it helps to separate the most worthy individuals from the least efficient ones and
- d. it makes possible for individuals to be grouped in various places along with the data or scale or scales of values (Ibid: 167)

Moreover, ranking techniques in appraisal is helpful if it is meant for making administrative decisions such as promotion (Heneman et.al 1986: 122)

Some difficulties also registered to the effect of ranking implementation that is when the number of appraisees to be compared is too large to compare to one another it would be tedious.

Essay Appraisal

Essay appraisals require the supervisor to write a series of statements about an employee's past performance, potential for promotion, strengths and weaknesses. One problem with the essay appraisal is that the length and content of the written statements can vary considerably from supervisors to supervisors. In addition, this method depends on the writing skills of the supervisor. For these reasons, it is difficult to compare essay appraisals made by different supervisors.

Graphic Rating Scales

In this type of rating the evaluator established scale based on a number of specific factors. Most rater is supplied with a printed form, one for each person to be rated, and this contained a number of qualities and characteristics to be rated. This technique resembles the point

system of job evaluation. The selection of factors to be measured on the graphic rating scale is an important point under this system. These are of two types:

- a. Characteristics such as, initiative, depend ability, and
- b. contributions such as quantity and quality of work. Since certain areas of job performance cannot be objectively measured, it is like that graphic scale will continue to use a mixture of both (Zegaye Aredo 1988: 47).

Even though this method is widely used but it has its own problem and many supervisors have a tendency of evaluating every one a little above average. It provides the same information to all employees and it is also relatively inexpensive to develop.

Forced Choice Rating

This method is used with in such away that the supervisor is supposed to choose which of two statements is either most or least applicable to the employee being reviewed. It is also the supervisor required to choose between both favorable and unfavorable statement

According to Zegaye Aredo (1988: 50) two statement the supervisors supposed to make a choose are noted here below

- given clear instructions to his subordinates can be depended upon to complete any job assigned makes promises that he knows he cannot keep;
- shows favoritism to some employees.

The advantage of this method is that it has greater objectivity than others and attempts to eliminate bias by forcing the supervisor to choose between statements that are not obviously distinguishable.

Forced choice has its own limitation and it is not free from drawback and it is very expensive to install this method. The procedure is lengthy and hence more time consuming. From all

things, it is difficult for supervisors to discuss ratings with subordinates because the items are scored by the personnel departments (Zegaye Aredo 1988: 51)

2.8 Performance Evaluation Process

Regarding to performance appraisal process, Torrington and Chapman (1983: 403) noted the methods that are commonly used for assessment they are:

- a. job performance observation;
- b. self report method
- c. reference (or verification)
- d. special exercise or activities
- e. work sampling and
- d. interview.

The appraisal process begins with the establishment of performance standards. These should have involved out of job analysis and the job description provided under human resource planning. These performance standards should also be clear and objective enough to understood be and measured (DeCenzo 1998: 361).

Appraisal process is measurement of performance. To determine what actual performance is, it is necessary to acquire information about it. We should be concerned with how we measure and what we measure. The information gathered are frequently used by managers to measure actual performance, personal observation, and statistical reports oral reports and written reports. Each has its own strengths and weakness, however a combination of them both the number of inputs sources and the probability of receiving reliable information. (Ibid: 317)

Concerning the effectiveness of an appraisal system, the process is the issue to be considered that is the frequency and the adequacy. One or two evaluation observation in a year have to be carried out to meet the summative purposes. (Montgomery and Hadfield 1989:99).

Regarding to performance appraisal process in education in order to teachers to improve their performance, evaluation should be carried out frequently. "Where school initiated systems exist they are welcome by almost everyone. Teachers need feedback and a good appraisal system offers the opportunity to them to know how they are doing-the bits they are doing well the bits that needed development and the bits where problems exist." Christopher Day and Others (1987: 11). It was further elaborated that time to plan for the future, to discuss the goals for the school and teacher.

Furthermore they argue that both the criteria and methods of appraisal should be agreed with teachers if they are going to commit themselves to the kind of review.

It was stated that performance evaluation process must be undertaken continuously. To this effect Beveridge (1975: 112) says... "if the result of evaluation are to be used for the improvement of performance, it must be a continuous and cumulative".

Rue and Byars, (1992: 480) also supported the above idea that summative part is based on formative data in which themselves of performance of teachers is determined. This idea shows that performance appraisal should be conducted frequently at least two or three times each year.

Regarding the involvement of teachers in the process of appraisal, Melaku (1992:29) stresses that; teachers should participate in all activities from formulation to implementation. Teachers should know and discuss the criteria and process of the appraisal system. Teachers should have feedback before and after evaluation is undertaken.

In general, Manatt (1987: 8) cited five areas to consider in the system of evaluation of teachers

- a. linking evaluation systems to research on effective teachers practice;
- b. providing improved training for evaluator;
- c. holding administrators more accountable for conducting evaluation
- d. using evaluation identified teachers' deficiencies to focus staff development and
- f. making teachers active partners in the evaluation process.

2.9 Who should Appraise Teacher?

One of the important issues in appraisal system is the question of who is supposed to be designated to make actual appraisal and their capacity too. The designation of appraisal is determined by the purpose to be served by the appraisal system.

In some organizations, the human resource management department has a responsibility for performance appraisal. However, there are various suggestions as to who will evaluate employee performances. One of the possibilities is the immediate supervisor can conduct. Usually, the immediate boss is taken as appropriate position to evaluate job performance of an employee. In higher educational institutes, in most cases there is a culture and opportunity where faculty members (subordinate) participate in the evaluation of department heads and deans. Concerning the personality of the person, who is to carry out the appraisal, should be a professional person who is respected for competence, and who has a good relationship with the staff. This means that the appraiser has to be a person, who really knows the teacher, the pupils and classroom reality. It is important that, the appraiser has to be a person who has

respected for the feelings of teachers and pupils. As a matter of principle, appraisal is more likely to take place in a spirit of mutual confidence (Commonwealth Secretariat: 1993). The teachers should be treated as stakeholders in the educational process working in collaborative way, and are more likely to be motivated to improve performance if they feel a sense of ownership.

Since the appraisal of teachers is to improve teachers the appraisers should have the expertise in teaching. The appraisers in order to make competent job must be knowledgeable in the field of curriculum, teaching methodology and as well human behavior. As Rue and Byars (1982:49) put it, he/she should secure expertise in the methods of performance appraisal.

In addition to that, Brafield (1964: 146) noted well qualified and trained administrators can be good appraisers and noted the following approaches to be followed by good appraisers.

1. Approach all teachers with an understanding that has something he/she does well has ideas to contribute, is interested in improvement is able to grow;
2. Approach all teachers with an expectancy of cooperation manifesting a friendly and cooperation attitude;
3. Approach all teachers with willingness and enthusiasm to share in new experience;
4. Approach all teachers with the recognition that all good learning is a certain extent exploratory and
5. Approach all teaching in the role of a helper sympathy, understanding and patience.

Montgomery and Hadfield, (1989:102) revealed that appraisers who were not expert, out of date with educational developments, lacked intelligence, made subjective judgments, and spent

only a short time with the appraisees were greatly resented and brought the whole process into disrupt.

In relation to the above idea, Gorton (1983:256) recommends the principal, the assistance principals, unit leaders, and department heads jointly appraise teachers. Lucio also confirmed this idea and McNeil (1979: 252) that appraisal of teacher performance should not be a responsibility of persons remote from the teaching profession. Thus, this shows that teachers, department heads, unit leaders could be efficient than other outsider in appraising teachers performance.

Something to be taken in to consideration is the question of appraiser is knowledge that has implications for who should appraise whom in the school hierarchy. The teachers were arguing in favor of being appraised by someone who has a close knowledge of their everyday activities, that is who works closely with them.

In general, by the virtue of his responsibility for the selection of teachers, is it the superintendent's duty to evaluate his teachers? The agent or agencies for evaluating and measuring teacher efficiency are many. Teachers are evaluated by boards of education, by superintendents, by their pupils, by the school patrons, and by the public in general (Dennis H. Cooke 1936: 186). The evaluator themselves must have some knowledge of evaluation. If the evaluator is an ignorant of the method or is not knowledgeable about its utility, the evaluation will be hazardous. Finnigon (1973: 108) is of the opinion that ;

"Training arrangements for those involved in appraisal will not only enable them to make a better job of it but will give status seriousness to it. It must be adequately thought out and prepared, be conducted by properly trained and dedicated people and to be clear about its aims and objectives".

In relation to the above idea of having sufficient knowledge about the person appraised, some staff believed that the appraiser should be a member of staff whom the appraisee can identify. Whereas a person who is too distanced from the appraisee might be unable to empathize with their particular predicament.

To emphasize this argument, a comment from Glenn Turner and Philip Cliff (1998: 127) say:

" Now I wonder if I'd like to be appraised by someone who didn't know me. I mean they might just get a couple of lessons that were funny, strange lessons and make a judgment from that. Whereas someone who knows the work you've built up over years can see things in a different way".

Contrary to this idea some teachers on the other hand saw the advantage of the appraiser being a little bit outside the team. If it was team leader asking me all those questions ----there are things I might want to say about him for example which I obviously can't say to him, whereas going to someone more senior than him there are things that one can say about almost anybody, reasonably candidly Glenn Turner and Philip (1988: 125).

Similarly, tradition 'top-down performance appraisal by the individuals superior has often been described as an unsatisfactory, unrewarding and not particularly useful process for those

involved. For example, Bush and Stinson (1980: 17) describe it as an 'exercise in form filling and verbal confrontation "and Teel (1978: 364) as an 'unpleasant and ineffective necessity' (1978: :364)

Generally, almost any plan of performance evaluation will be worthless if it lacks the support of top management, if the supervisors are poorly trained in systematic appraisal or unconvinced of its value, if discussions of results with employees is not carried on or if appraisal are not honestly used for the purposes intended (Hersey and Blanchard 1982: 15)

Supervisors/ Principals

Supervision is a means of stimulation over seeing and appraisal of activities leading to an achievement of institutional goals at a specified quality. So we can see that supervision can be used as a means of or technique of appraisal of teaching activities. To this effect, supervisor is the person who takes the responsibility of undertaking evaluation activities. His position is excellent to observe the job performance. Hall (1979: 236) stated that it is "generally accepted that the employee's immediate supervisor shall either himself make the assessment or at least be included on the assessment panel".

In relation to this Pigors and Myers (1982: 289) regarding the importance of the training of supervisors says "The management should provide careful training of the supervisor in order to get unbiased, uniform appraisal of all employees"

Peer Appraisal

Research has generally been supportive of the use of peer appraisal. Peer assessment have been found to be sound in terms of the key properties of reliability and validity, to have a useful mechanism for difference between a manager 's effort level and achievement outcomes,

and to be effective in focusing on the most relevant abilities and competence of those being rated McEvoy and Buller (1987).

Peer may be particularly appropriate for specialists' professional staff, where only peers may possess the necessary technical expertise to make a credible assessment of performance. Further more professionals feel that they themselves are responsible for maintaining the performance standards of the profession and that performance appraisal by organizational managers may violate the principles of the professional autonomy. The close teamwork involved in the work of professionals may also make peer review particularly appropriate. Similarly, Health in Wossenu (1996: 29) noted that " using peer performance appraisal is beneficial in that there are no formal status differentials, no formal power relationships, and no competition for rewards". Powner J (1991: 89) recommends that there should be frequent interaction peer observation and teachers planning designing and preparing materials together. In view of such favorable reports, it is surprising that peer appraisal is not wide spread. There are a number of possible reasons for this. Kane and Lawler (1978 555-586) forward that peer reviews are perceived as amounting of little more than a popularity contest' and that this greatly undermines their credibility in the eyes of managers.

On the other hand, there are authors that do not support the peer appraisal system. Accordingly, Williams (1989 725-36) suggests that peer appraisal may create friction, damage interpersonal relationships and erode trust amongst peers and is also subject to a friendship bias. Moreover, McEvoy and Buller's (1987: 37-52) undertook a study of peer appraisal amongst process workers in a food plant found a majority of employees is in favor of retaining the scheme in some form. Moreover, Green Wood, G.E (1981:51, 673-684) noted that he

disagreed on peer evaluation and stated that "disagree the peer evaluation to use for making decisions on tenure and promotion".

Self-Appraisal

Self-evaluation is the best methods of performance appraisal if it can be systematically introduced. According to Ahuja (1983: 240). "Self-evaluation means the way in which an individual views himself ... one should get a chance to see him as he really is. This is the first step towards becoming better that "Stoops (1981:56) also noted that self appraisal is one of the best methods in which teachers can know the way they are teaching and improving Whether or not the organization encourages Self-appraisal. People will always have a view on how well they are performing. Even those who have defended the use of more traditional systems of performance, appraisal stressed the need for greater involvement on the part of the appraisee (Patz 1975: 74-80)

According to Ed Snape, and Greg: 57, that self-appraisal has several possible advantages:

- a. it may promote personal development;
- b. improve communication between managers and subordinate;
- c. clarify differences of opinion between managers; and overcome some of the problems of subjectivity.

Subordinate appraisal

Upward appraisal has a number of strengths. First the subordinates are usually in close contact with their managers and are thus in a position to observe directly a large volume of managerial behaviors Ed Spape, T and Others (1997: 59). However, McEvoy and Beatty (1989:89) have

Powen (1991: 89) as Kyriakon and Mc Kelvey suggested, "that the rarity with which pupils perceptions are used in teachers evaluation has a social and not methodological basis".

However, Roten and Glasman in Wossenu, (Ibid) contend that since students lack experience, knowledge and perspective, and because their judgment is influenced by factors that are not related to the quality of teaching they cannot be competent appraisers of the instructional process. Further more they rejected the credibility of students as appraisers, since the opinion of students for making administrative decisions such as salary increment, promotion or dismissal is not legitimate as well as their opinions cannot be considered reliable. Moreover, Benjy Levin (1979) noted that the most difficult problem with students' evaluation of teachers has to do with their validity. Do they actually measure important aspects of teaching? This is a difficult question because rating is an impression of personal opinion.

2.10 Problems of Teachers' Performance Appraisal

Teachers' evaluation has in general not been a high stakes activity, in part because improving the quality of teachers has not been seen as critical for improving the quality of education. Instead, school improvement efforts over the past several decades have focused on improving the curriculum, altering school management methods, and developing new programs. Thus, teachers' evaluation, where practiced, was often an exercise to which few resources and little organizational attention were devoted (Linda Darling- Hammond (1990: 17)

conscientious and dependable, one might become biased towards that individual to the extent that we will rate him/her high on many desirable attributes.

Rue and Byars (1992: 491) say that halo error occurs when a manager allows a single prominent characteristic of an employee to influence their judgment on each separate item in the performance appraisal. And this often results in the employee receiving approximately the same rating on every item.

Stereotyping

Regarding this error Beveridge (cited in Zegeye Aredo, 1988: 75) says that one particular way in which we link characteristics together occurs when we build our perception of a person around his nationality or race or occupation or sex. This is to construct a stereotype of people according to their ethnic or occupational identification. This means to perceive all members of that race or occupation as possessing the same or very similar traits or characteristics.

Rue and Byars (1992: 492) say that personal preferences, prejudices, and biases can also cause error in performance appraisals. Managers with biases or prejudices tend to look for employee behaviors that make them biases. Appearance, social status, dress, race, and sex have influenced many performance appraisals. Managers have also allowed first impressions to influence later judgments of an employee.

Recency

This is performance evaluation based on work performed most recently, generally on work performed one to two months before evaluation (Ibid). Wossen (1996: 43) noted "Recency is judging the performance of the appraisee by emphasizing his/her recent behavior than the past behavior".

2.10.1. Some of the Problems Related with the Appraiser

Leniency Error

Concerning leniency error Rue and Byars (1992: 490) say that " Leniency is the grouping of ratings at the positive ends of the performance scale instead of spreading them throughout the scale".

Every evaluator has his or her own value system which acts as a standard against which appraisal are made. Relative to the true or actual performance an individual exhibits, some evaluators mark high positively lenient in their appraisal and low, which is negative leniency error DeCenzo, and Robbins (1989: 376). This idea was also mentioned in Ahuja (1987: 233) that lenient or easy raters give consistently high values or scores to their subordinates while strict or harsh raters assign consistently low ratings. Both trends can rise from varying standards of performance among supervisors and from different interpretations of how they perceive an employee's performance.

Moreover, DeCenzo and Robbins (1987: 376) noted that if all individuals in an organization were appraised by the same person, there would be no problem. Although there would be an error factor, it would be applied equally to everyone. The difficulty arises when there are different raters with different leniency errors making judgments.

Halo Error

The halo error is the tendency to rate high or low on all factors due to the impression of high or low rating on some specific factor. To elaborate more if an employee tends to be conscientious and dependable, one might become biased towards that individual to the extent that we will rate him/her high on many desirable attributes.

Central Tendency Error

It is possible that regardless of whom the appraiser evaluates and what traits are used, the pattern of evaluation remains the same. Wossen (1996: 43) elaborates that "central tendency... is the characteristics of most appraisers to give average ratings to all or in the center of the scale".

Similarity Error

When evaluators rate other people in the same way that the evaluators perceive themselves, they are making a similarity. Based on the perception that evaluators have of themselves, they project those perception onto others. Kahn and Cannel (1975: 134) are of the opinion that "the individual assigns to other persons or objects in his psychological fields the characteristic or inadequacies which are in fact his own".

According to Glueck (cited in Melaku, 1992: 36), studies have indicated that appraisers' personnel bias and favoritism can greatly influence appraisal results particularly if they expect their appraisees to behave in a manner appraisers think appropriate and acceptable.

Beveridge cited in Zegaye Aredo (1988: 65) says "an example of projection would be that of the aggressive manager who continually accuses his colleagues, his own manager and even his subordinates of displaying undue aggression towards him"

Low Appraiser Motivation

There are times the evaluator knows that a poor appraisal could significantly hurt the employee's future particularly in opportunities for promotion or a salary increase the evaluator may be reluctant to give a realistic appraisal. There is evidence that it is difficult to obtain accurate appraisals when important rewards depend on the results

2.10.2 Problems With Appraisal Format

Complexity of Teaching

Teaching has been consistently viewed as a multidimensional task. Teachers were seen as planning, providing leadership, developing curriculum, and delivering and evaluating students learning. Likewise, those who developed rating systems generally did not view teaching in simple terms. There are many factors to be taken into consideration such as the type of learner, students' behavior, teachers' effectiveness the environment, the subject matter, school context and the institutional goals etc. Therefore, the evaluation or the rating has to consider a number of factors when evaluation criteria, procedures are designed. This makes the rating system very complex. In relation to this, Darling-Hammond (1990: 200) noted that despite the administrator's awareness of the complexity of teaching ...there is no much concern for the effects of grade, subject matter, types of learners, or instructional goals on teachers effectiveness".

Lack of Objectivity

A potential weakness of performance appraisal methods is that they lack objectivity. In the rating scales methods, for example, commonly used factors such as attitude, loyalty are difficult to measure. In addition, these factors may have little to do with an employee's job performance. Some subjectivity will always exist in appraisal methods. However, the use of job-related factors does increase objectivity (Mondy, 1990: 406).

Some subjectivity will always exist in appraisal methods. However, the use of job-related factors does increase objectivity. Employee appraisal-based primarily on personal characteristics may place the evaluator-and the organization- in untenable positions with the employee. The criteria used for appraising employee performance must be job related. More specifically, job information should be determined through job analysis. Subjective factors

such as initiative, enthusiasm, loyalty, and cooperation, are obviously important. However, they defy, definition and measurement. Unless factors such as these can be clearly shown to be job related, they should not be used in formal evaluations (Ibid).

External Evaluation

Rating system were developed primarily for reasons external to teachers, that is to demonstrate to the public that students were receiving appropriate instruction or that were competent, rather than to provide teachers with information that they might use to improve instruction. Teacher evaluation has usually been performed by administrators who typically developed the criteria and procedures for assessing teachers without consulting teachers, teacher educators (Darling-Hammond 1990: 200).

Ranking

Many performance appraisal methods have been severely criticized. The rating scales methods seem to have received the greatest attention. In all fairness, many of the problems commonly mentioned are not inherent in the methods but, rather, reflect improper usage. For example, ratters may be inadequately trained or, the appraisal device actually used may not be job related (Mondy and others1992: 405).

In connection with formal challenge, ensuring due process is vital. A formal procedure should be developed if one does not exist to permit employees to appeal appraisal results that they consider inaccurate or unfair. They must have a procedure for pursuing their grievances and having them addressed objectively.

2.11 How to Improve Performance Appraisal

In order to overcome the problem encountered in the implementation of performance appraisal system, different writers suggested different opinions. Since performance appraisal is undertaken by human being problems may occur. Those who run the system need to be aware of these problems and devise some mechanism to alleviate. Accordingly, Megginson (1981: 322) gave some suggestions to improve the performance evaluation:

- a. improving their validity and reliability
- b. using multiple appraisal
- c. training the appraisers
- d. basing the appraisals on specific work standards, and
- f. providing better feedback, strengthening the importance of feedback.

Mondy and Others (1992: 411-414) put forward the following suggestions. Employees in the same job category under the same supervisor should be appraised using the same evaluation instrument. In addition, the appraisals should cover similar periods of time. Feedback sessions and appraisal interviews are some of the mechanisms and should be regularly scheduled for all employees because most employees have strong need to know how well they are performing. Employees simply could not perform better without having access to this information. Also, permitting employees to review appraisal results allows them to see any errors that may be made or the employee may simply disagree with the evaluation and may challenge it formally

The rater or evaluator must have personal knowledge and contact with the employee's job performance. This requirement may appear to be too obvious but there are instances where the rater does not have an adequate opportunity to observe employee performance. When this situation exists the chance of a valid appraisal is virtually zero.

It has been suggested that non-supervisory employees should also receive a set of the performance appraisal instructions. The major benefits cited for this approach are not only the provision of a performance management and planning tool, but also a legal safeguard to deal with potentially strong employees. According to Mondy and Others (1992: 410) in order to ensure consistency, appraisers must be well trained. Training should emphasize that performance appraisal is a significant component of every manager's job. Leap and Crino noted (cited in Wossen, 1997: 46) problems of performance appraisal would be minimized if the concerned authorities undertake the following measures:

1. Tailoring performance appraisal to an organization's specific set of jobs;
2. Training appraisers to understand the importance of objective, error -free assessment of employee performance
3. Periodically monitoring and evaluating the operation of the Organization's performance appraisal program and
4. Creating an atmosphere of teamwork employee self development, and continual involvement.

Moreover, Stahl et al, (1962: 262) cited nine major principles that could be used as guides for teachers and administrators, if they so wish to create a common understanding about performance evaluation

- 1 . Teachers react more favorably towards a system of appraisal when they themselves participate in the development and implementation of the evaluation practices employed;
- 2 . Teachers are apprehensive and reluctant about participating in any evaluation when there is fear or suspicion that the results will be used against them;
- 3 Teacher are cooperative and desirous of participation in evaluation practices that they will increase their professional competence are viewed as an activity that guides and counsels than in their work;
4. The success of instruments used in the appraisal of teachers and their work depends on the quality of human relations existing in employment of these instruments
5. Evaluation is received ed by teachers most favorably when it viewed activity that guides and counsels than in their works;
6. Effective and fair evaluation of teachers should be made in the light of recognized objectives and ideals. An evaluation is made without references to such instruments ;
7. Evaluation procedures should be sustained by the cooperative planning and understanding among the total professional staff;
8. Evaluation of teachers and teaching should be a continuous rather periodic procedure and purposeful and democratic evaluation of teachers must be founded on and dedicated to the idea of improvement and growth to those being evaluated through appraisal and analysis of their strengths and weakness (Stahl et al, 1962: 262).

Moreover, in order to carried out the performance appraisal evaluation smoothly and attain the expected goal, Wyatt (1989: 85-86) suggested that appraisers should:

1. base all their opinions up on facts;
2. be honest with appraisees;
3. be consistent in appraisals and
4. be aware of what the appraisee needs from the appraisal

2.12 Teachers' Performance Appraisal in Ethiopia

According to the document of the Ministry of Education, educational inspection in the Ethiopian education system dates back to 1945. Inspection was then replaced by supervision in 1963, with the emphasis of improving the curriculum and the teaching-learning process (MOE, 1993:112). In those years the practice was that supervisors from the provincial and / or the Awraja Education Offices appraised teachers and principals performance.

Since 1981 teachers have been appraised twice a year using an appraisal form prepared appropriate to the teaching occupation. Principals and department heads were appraisers until 1996.

The directives and guidelines for teachers performance evaluation criteria and teacher's career structure implementation, number -1/1987 E.C and number 2/1987E.C respectively dispatched to be used, were revised and improved version of June /1991E.C sent to regions in corporate regional suggestions and feedback. Accordingly, to implement the directives properly some strategically important assumption has been forwarded. And the methods of evaluation

are:

SI

- a. Awareness forum should be established for both appraisers and appraisee
- b. To carry out the tasks, committees should be organized (MOE: 1987,1991). If the assumptions are taken in to consideration and exercised, it will facilitate the practical activities.

Regarding strategy school committee and education offices are expected to facilitate the communication between parents committee and the school to discuss/community. The main focus of this group is evaluating teachers' participation in school and out school activities. Depending on certain circumstances, the parents/community representatives might used to evaluate as group or as individually.

The second group comprises of student's representatives participating in teacher's performance evaluation. As per guideline of MOE, students who participate in appraisal process should be active in their education, capable of identifying the strength and weakness of teachers with out bias, those with good discipline and have good relationships with teachers.

Thirdly, the school management and peers (school principals, deputy principal, department head, unit leader) appraise teachers' performances. This group undertakes the classroom observation; organize information recorded indicating teachers' participation, from different sources (like library, laboratory, departments, co-curricular activities, various committees, school administration...). Finally the group arranges a discussion with a teacher to be evaluated. This gives an opportunity for a teacher to spell out his/her opinion on the results of evaluation.

Both appraisers record the results of teachers performance evaluation on rating scale as 1, 2, 3, 4, or 5 and the number scales indicate the grading system as least, fair good, very good or excellent respectively. The values obtained in such system for a teacher to be evaluated by

parent/community is calculated out of 15%, the students' evaluation computed out of 25%, and the school management grades is counted out of 60%.

Similar evaluation systems are carried out for guidance and counselors, and for school principals. But what makes difference is that, guidance and counselors are evaluated based on the job given (different in performance criteria), while school principals are evaluated in terms of managerial roles. Principals perform managerial functions such as, planning organizing, directing, supervising, coordinating, and evaluating. In addition to these, they conduct classroom instructions. A committee comprised of deputy head and department heads evaluates the principal. Out of 25%, students' evaluation is counted out of 10%, parents/community evaluates out of 20%, while supervisors from education office evaluate them out of 45% and the final result is treated out of 100. Formats used for the evaluation purpose for school principal and guidance officer have been developed to suit the work responsibilities. Finally, a committee represented by parents, students, teachers and the school principal compiles the evaluation results. The evaluation results for teachers' career structure are checked and approved by various committees established at the school and woreda level. The final decision is made at woreda level. As it is stated in the guideline there are criteria established for teacher's performance evaluation. The criteria are numerous. However, the major ones to used by parents/community included:

1. Teacher's initiatives to explain the advantage of education to the community, the role-played to increase female student participation, role in community;
2. Cooperativeness of the teacher;
3. Ability in counseling and assessment of students' performance
4. Capability in controlling students solving students' and educational problems;

5. Appreciation of community culture, and
6. Good behavior and acceptance among community.

The students evaluate teachers' performance based on criteria like:

1. Competence in managing classroom situation;
2. Ability to guide and to counsel students equally without discrimination;
3. Capability to assess students' behavioral changes;
4. Relationship and cooperation, and
5. Ability to provide relevant curriculum to adapt to local needs, to promote students

for active learning. Similarly, school management appraises teachers' performance by focusing on points like:

1. Ability to evaluate the curriculum at the school level and adopt to local needs
2. Teaching -learning effectiveness and efficiency;
3. Diligence to improve his /her profession as well as willingness to share experience with others
4. Relationship with out side school community and within school community
5. Ability to give supports to bring about behavioral changes in students and
6. Ability to manage classroom and students.

Most of these criteria are applicable to evaluate performance of teachers, classified at different career ladders. However, there are some with details that are used for upper level ladders.

On top of these, the basic requirements for teachers who compete for career structure are educational level, services and efficiency reports. For example, a secondary school teacher who is classified as a teacher in the career ladder can compete for the next ladder, senior teacher. The requirements are:

1. he/she should be graduates of colleges (University);

2. First degree (BA, B.Sc.)
3. 8 years of teaching services and
4. 3.8 (80%) and above efficiency report results for the last two consecutive years

Teachers who fulfill these requirements will be candidates for competition. The modality of competition is criterion reference where teachers are judged against standardized evaluation criteria.

In addition, to elevate the status of teachers and to enhance their motivation and professional attitude, a new career structure is stated. The career structure is being implemented gradually phase by phase. The main objectives or purposes of career structure are:

- To enhance the motivation, interest and diligence of teachers;
- To attract good entrants to the teaching profession;
- To encourage the development of the teaching profession, and
- To enhance the quality of teaching learning process Befekadu (1995:1)

Teachers are also benefited from some compensation programs. The major one is the monetary aspect. The career ladder is an opportunity for promotion. The different career ladder includes: beginning teacher, junior teacher, senior teacher, associate lead teacher, and lead teacher.

Regarding implementation of the career ladders are beginner, junior teacher and teacher with regard to their years of service i.e. 2 and 3 years of service respectively.

Those who are competent teachers who fulfill the requirements of performance evaluation will be promoted to the rank of senior teachers. Moreover, to make the career to be effective, an evaluation instrument is prepared and the items in the instrument are teaching learning effectiveness and efficiency based on teachers performance base on classroom activities.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

In this chapter the results of the study on perception of teachers' performance evaluation in senior secondary schools are presented. And it consists of two major parts. In the first part the characteristics of the sample population involved in the study are presented.

The second part deals with the analysis of the findings of the study. Her, the reaction of teachers towards the purposes, criteria and process of performance appraisal system is discussed.

The findings are presented according to the design and methodology of the study that is descriptive survey. To analyze the findings:

- respondents were provided one and in some cases more options to select which they believed is appropriate;
- data obtained were organized in tabular form and put in terms of percent
- to see variation of opinion between the two junior, senior, and diploma and degree holder hypotheses test was made. To see perception difference Chi Square (X^2) test of significance and mean score and t test comparison was adopted.

Part One: Characteristics of the Study Group

The questionnaire was distributed to 250 respondents in 12 senior secondary schools in Addis Ababa. Out of the 250 questionnaires 225 (90 percent) were filled and returned. The response obtained about the characteristic of the study groups was treated in terms of sex, age, years of service, qualification and rank as presented in Tables 1-3.

Table 1. Percentage Distribution of Respondents by Sex and Age

No	Item	Respondents (N=225)	
		No.	%
1	Sex		
	Male	191	84.8
	Female	34	15.1
	Total	225	99.9
2	Age in Years		
	25 years & below	10	4.4
	26 _35	27	12
	36 _45	73	32.4
	46 & above	97	43.1
	No response	18	8.0

According to the information obtained, Table 1 item 1 shows that 191 (84.8 percent) of respondents were male and 34 (15.1 percent) were female. The data shows that the participation of women in teaching in the secondary schools is very low and hence the proportion of their representation in the study area is also low.

It is observed in Table 1 item 2, that 10 (4.4 per cent) teachers were in the age group of 25 and below, 27 (12 per cent) were in the age group of 26-35, 73 (32.4 per cent) were in the 36- 45 and 97 (43 per cent) were in the 46 and above. Eighteen percent did not respond to this question. As the findings reveal, the majority of the respondent, are in the age range of 46 and above.

Table 2. Respondents by Qualification and Years of Experience

No.	Item	Respondents			
		Male (N=191)		Female (N=34)	
1	Qualification	No	%	No	%
	TTI	-		-	
	Diploma	55	28.7	14	41.1
	Degree	133	69.6	19	55.8
	Second degree	3	1.57	1	0.8
2	Year of Service	Male	%	Female	%
	1-5 years	13	6.8	2	5.8
	6-10	18	9.4	6	17.6
	11-20	63	32.9	14	41.1
	21-25	97	50.7	12	35.2
	Total	191		34	

As far as academic qualification is concerned, respondents were categorized in to two groups, diploma and first degree and above. Table 2 reveals that 55 (28.7 percent) had diploma, and 133 (69.6 percent) had first degree and 3 (1.5 percent) respondents had second degree among

the male respondents. When we see the proportion of female 14 (41.1 percent) were diploma holders, 19 (5.8 per cent) had first degree and 1 (0.8 per cent) with second degree.

From Table 2 one can see easily that qualification of the majority of respondents is first degree. This is in line with the guideline drawn by Ministry of Education, that is at least first degree holders are supposed to teach in senior secondary schools of Ethiopia.

At the same time this figure could imply that most teachers have got sufficient professional knowledge of teaching.

Regarding respondents' years of teaching experience, as Table 2 item 2 shows 13 males (6.8 percent) and two (5.8 percent) female had less than five years of teaching, and 18 (9.4 percent), six (17.6 percent) male and female had ten years of teaching experience respectively. Moreover, 63 (32.9 percent), 14 (41.1 percent) male and female respectively had 20 years of service. And 97 (50.7 percent) 12 (35.2 percent) male and female respondents had more than twenty years of teaching experience. This would therefore, imply that almost half of the teachers served for more than 20 years and they are well experienced and it is a good opportunity to share experience.

Table 3. Respondents by Rank

Respondents					
	Rank	Male		Female	
		No	%	No	%
1	Beginning Teachers	13	5.7	-	-
2	Junior Teachers	14	6.2	5	14.7
3	Associate Teacher	14	6.2	5	14.7
4	Senior Teacher	70	31.1	18	52.9
5	AssociateLead teacher	75	33.3	6	17.6
6	Lead Teacher	5	2.6	-	-
	Total	191		34	

According to the new career ladder, teachers are ranked in six categories based on their qualification and work experience.

As Table 3 shows 13 (5.7 percent) were beginners, 14 (6.2 percent) male and five (14.7 percent) female, junior teacher. And 14 (6.2 percent) male, five (14.7 percent) female were associate teachers, 70 (31.1 percent) male, 18 (52.9 percent) female were senior teachers. Moreover, 75 (33.3 percent) male and 6 (17.6 percent) female were associate lead teachers, five (2.6 percent) male were lead teachers.

Part two: Analysis of the Findings of Data

Table 4. Appraisers' Opinion Towards Current Appraisal Scheme

		Number of Respondents					
	Response	Junior	Senior	Total	X ²	Critical Value	
1	Support	19	143	162(72%)			
2	Don't support	32	31	63(28%)			
	Total	51	174	225(100%)	3.9	3.84	

As Table 4 depicts, 162 (72 percent) of the teachers expressed their opinion that they support teachers appraisal scheme, and 63 (28 percent) are not supporting the current teachers appraisal scheme. This shows that even though the great majority of the respondents were in favor of the performance appraisal scheme the number of the respondents, which are not supporting the scheme, is not something to be ignored. It indicates that there is a negative perception towards the current performance appraisal scheme

Moreover, in order to see whether perception of teachers differ based on rank a hypotheses testing was made.

Hypothesis Test

H₀: There is no difference between junior and senior teachers perceiving the current appraisal scheme.

H₁: There is difference between junior and senior teachers in perceiving the current appraisal scheme.

As table 4 revealed the Chi Square (X^2) test of significance resulted in that for 1 degree of freedom $\alpha = .05$ level of significance the calculated value of $X^2 = 3.84$; and critical value of $X^2 = 3.9$. Therefore, the null hypothesis is rejected. As the result of this, it would be concluded that there is evidence supporting that there existed statistically significant difference between the opinion of the junior and senior teachers about the current performance appraisal scheme. To this effect, the senior teachers due to their long years of experience in principle believed that the performance appraisal scheme initiated teachers for better work, encourage teachers for research activities which benefited schools and educational system and to promote to the next career ladder.

The same question was forwarded to educational officials, vice principals. They suggested that in principle the performance appraisal scheme reinforce the teachers to be benefited from the evaluation

On the other hand, large number (28%) of respondents who disagreed with the new current appraisal system put their reasons for reacting negatively as follows:

- The appraisers particularly the parents are not in a position to evaluate teachers because they lack the skill and knowledge.
- Different personal behaviors at school level make parents evaluation subjective.
- Parents could not have ample information about teaching learning process.
- parents' evaluation is subject to be influenced by prejudices

Academic or other differences are negatively affecting the objectivity of parents as appraises.

Purpose of Performance Appraisal

The purpose of teacher's performance evaluation is to enhance and to initiate motivation and interest towards the teaching profession and to improve the quality of teaching learning

process. The knowledge of teachers about the purpose of performance appraisal is very essential. In this regard, MOE identifies the major purposes in the guideline.

Table 5. Respondents' Knowledge of Purpose of Current Performance Appraisal

	Item	Groups	Frequency Responses		Rank positively	X ²	Critical Value
			Yes	No			
a	to improve the teaching learning process	Junior Senior Total	31 89 120(53.8)	20 85 105(46.6)	3	2.15	3.84
b	to motivate teachers in their work	Junior Senior Total	28 82 110(51.8%)	23 92 115(51.1%)	4	0.92	3.84
c	to improve teachers professional competence	Junior Senior Total	10 90 100(44.4%)	19 106 125(55.5%)	6	2.31	3.84
d	for promotion purpose	Junior Senior Total	29 96 125(55.5%)	22 78 110(43.3%)	2	0.29	3.84
e	for salary increment	Junior Senior Total	35 125 160(71.1%)	16 49 65(28.8%)	1	0.19	3.84
f	to join higher institution of learning	Junior Senior Total	21 84 105(46.6)	30 90 120(53.3%)	5	.77	3.84
g	to identify training and development needs	Junior Senior Total	19 61 80(35.5%)	32 113 120(64.4)	8	9.25	3.84
h	to reward meritorious teachers and to weed out the incompetent ones	Junior Senior Total	33 56 89(39.5%)	18 118 136(60.4%)	7	17.4	3.84

* $\alpha = .05$

Regarding the purpose of performance appraisal, respondents were asked to identify from eight items of purposes performance appraisal set by MOE and suggest in terms of primacy. To this effect, the level of the respondents' perception about the purpose of the performance appraisal were categorized into two groups ' Yes' and ' No ' based on parentage as corresponding rank order. Yes is positively perceived and No negatively perceived.

As Table 5 reveals the three major purposes identified were to increase salary, 160 (71.1 percent), 125 (55.5) for promotion purpose and 120 (53.3 percent) to improve teaching learning process.

Moreover, 115 (51.1 percent) respondents reported that the purpose is to motivate teachers in their work, and 105 (46.6 percent) to identify training, development needs, and 89 (39.5 percent) said that it helps to reward meritorious teachers to weed out the incompetent ones and finally, 80 (35.5 percent) reported that it is to improve teachers professional competence.

To this end, therefore respondents perceived performance appraisal of teachers to be primarily serving administrative purpose rather than to improve quality of education. The quality of instruction and attaining educational objectives come second.

Moreover, to see whether or not there would be variation in perception on the major purposes of performance appraisal based on rank hypothesis test was made.

The Chi Square X^2 test of for Item (a), Table 5 resulted for 1 degree of freedom at the $\alpha=0.05$ level of significance's, the critical value of $X^2 = 3.84$ and the calculated therefore value of $X^2=2.15$. It would be concluded that there is no evidence that there existed statistically significant difference between the junior and senior teachers in perceiving the major purpose of performance appraisal regarding to improve the teaching learning process.

One of the major purposes of performance appraisal is to motivate teachers. To this effect test was made if any variation of perception existed between the two groups. Therefore, the Chi Square X^2 test of significance for Item (b), of Table 5 resulted for 1 degree of freedom at the $\alpha= 0.05$ level of significance's, the there is no evidence that there existed statistically significant difference between the junior and senior teachers in perceiving the major purpose of performance appraisal regarding joining higher institutions of learning

The Chi Square X^2 test of significance for Item (g), of Table 5 resulted for 1 degree of freedom at the $\alpha=0.05$ level of significance's, the critical value of $X^2 = 3.84$ and the calculated value of $X^2=9.25$. It would be concluded that there is evidence that there existed statistically significant difference between the junior and senior teachers in perceiving the major purpose of performance appraisal regarding identifying training and development needs.

The Chi Square X^2 test of significance resulted for Item (h), of Table for 1 degree of freedom at the $\alpha= 0.05$ level of significance's, the critical value of $X^2 = 3.84$ and the calculated value of $X^2 = 17.4$ would be concluded that there is evidence that there existed statistically significant difference between the junior and senior teachers in perceiving the major purpose of performance appraisal regarding in rewarding meritorious teachers and to weed out the incompetent ones. Moreover, a question was posed to teachers to identify presumed purposes of performance appraisal that have not materialized. One fourth of the respondent's claim that the appraisal system has not served for the purpose of improving the teaching learning process as to enhance teacher's professional competence and to identify training needs as designed.

Content and Criteria of Teachers Performance Appraisal

Table 6. Teacher's Familiarity with the Performance Appraisal Criteria

Responses						
	Familiarity with criteria of appraisal system		Yes	No	X^2	Critical Value
1	School management	Junior Senior Total	33 67 100 (44.4%)	18 107 125(55.5%)	7.92	3.84
2	Students	Junior Senior Total	15 36 51 (22%)	36 138 174(77.3)	1.73	3.84
3	parents	Junior Senior Total	10 35 45(20%)	41 139 180(80%)	3.2	3.84

$\alpha=0.05$

Table 6 shows that 100 (44.4 percent) respondents claimed that they are familiar with the form filled in by school committee. Quite a majority, 125 (55.5 percent) are not familiar with form filled by school committee. Regarding form filled by students 51 (22.6) said that it is familiar to them and the majority of them that is 174 (77.3 percent) did not know the forms filled in by students. And 45 (20 percent) of the respondents reported that they know and 180 (80.0 percent) did not know the form filled by parents. A close look at Table 6 shows, that more than half of the total sample population are not familiar with the form filled.

In relation to this a question was forwarded as to why they are not familiar, and the reasons pointed out were

- lack of orientation;
- those who get orientation said that the efforts made to familiarize was not satisfactory;
- some parts also lack clarity;
- lack of awareness
- most of the items are not objective.

On the other hand, to see whether or not there could be variations in perception on the knowledge of the criteria based on the qualification a paired test was made and summarized on Table 6. To this effect, Chi -Square test was calculated to detect differences between the responses of the two groups i.e. junior and senior teachers regarding the form filled by school management. The result of the test showed that a 1 degree of freedom at the $\alpha = .05$ level of significance, the critical value of $X^2 = 3.84$, and the calculated value of $X^2 = 7.92$, $\alpha = 0.05$. Hence, it could be concluded that there is reliable evidence revealing the existence of statistically significant differences between junior and senior teachers about the criteria of performance appraisal form filled by school management.

Moreover, Chi -Square test was calculated to detect differences between the responses of the two groups i.e. junior and senior teachers regarding form filled by students The result of the test showed that a 1 degree of freedom at the $\alpha= 0.05$ level of significance, the critical value of $X^2 = 3.84$, and the calculated value of $X^2 = 1.73$, $\alpha= 0.05$. Hence, it could be concluded that there is no reliable evidence revealing the existence of statistically significant differences between junior and senior teachers about the criteria of performance appraisal.

Regarding to the form filled by parents, Chi -Square test was calculated to detect differences between the responses of the two groups i.e. junior and senior teachers. The result of the test showed that a 1 degree of freedom at the 0.05 level of significance, the critical value of $X^2 = 3.84$, and the calculated value of $X^2 = 1.6$, $\alpha=0.05$. Hence, it could be concluded that there is no reliable evidence revealing the existence of statistically significant differences between junior and senior teachers about the criteria of performance appraisal form filled by parents.

Table 7. Teachers' Perception of the Relation of the Appraisal Criteria to Job Requirement

		Responses					X^2	Critical value
	Items contained in the form filled by	Groups	All of it	Some of it	Non of it	Don't Know		
1	School Management	Junior	17	14	28	5	5.13	7.81
		Senior	30	55	70	6		
		Total	47(20.8%)	69(30.6%)	98(43.5%)	11(4.8%)		
2	Students	Junior	14	17	11	16	5.28	7.81
		Senior	40	47	60	20		
		Total	54(24%)	64(28%)	71(31.5%)	36(16%)		
3	Parents	Junior	17	11	19	22	14.5	7.81
		Senior	20	26	70	50		
		Total	127(12%)	37(16.4%)	89(39.5%)	72(32%)		

* $\alpha= .05$

In order to know whether teachers know the details of the criteria they are evaluated with they were asked whether they come across items that are irrelevant to teaching learning profession or not.

Regarding to the form filled by school management, as Table 7 shows, 47 (20.8 percent) said all of it, 69 (30.6 percent) said some of it, 98 (43.5 percent) said that none of it is related and 11(4.8 percent) reported they do not know. And the form filled by students in the same table revealed that 54 (24 percent) said they know all of it, 64 (28 percent) said that some of it, 71 (31.5 percent), 36 (16 percent) reported do not know. And concerning parents form the respondent's claim that 27 (12 percent) said all of it is related to job requirement, 37 (16.4 percent) reported some of it, 89 (39.5 percent), and 72 (32 percent) reported that they do not know.

Hence Table 7 shows that quite a big number of respondents reported that they do not know whether the criteria are related or not. And this is a serious problem as employees were supposed to be aware of the criteria they are valuate with.

Moreover, Chi Square test was made in order to see whether there would be perception differences between the junior and senior teachers.

Accordingly, the Chi square X^2 test of significance for Item (1), of Table 7 resulted in that for 3 degree of freedom at $\alpha = .05$ level of significance the critical value of $X^2 = 7.8$ and the calculated value of $X^2 = 5.13$. Hence, to this effect, it would be concluded that there is evidence supporting that there is no difference on the knowledge of criteria filled by school management between junior and senior teachers. Moreover, the Chi square X^2 test of significance for Item (2), of Table 7 resulted in that for 3 degree of freedom at $\alpha = .05$ level of significance

the critical value of $X^2= 7.81$ and the calculated value of $X^2=5.28$. To this effect, it would be concluded that there is evidence supporting that there is no difference on the knowledge of criteria form filled by students between junior and senior teachers.

Regarding the form filled by parents the test indicates as follows. The Chi square X^2 test of significance resulted in that for 3 degree of freedom at $\alpha=. 05$ level of significance the critical value of $X^2= 7.81$ and the calculated value of $X^2=14.51$. To this effect, it would be concluded that there is evidence supporting that there is difference on the knowledge of criteria between junior and senior teachers due to shorter and longer years of teaching experience. Moreover, it may be because there were department heads, lead teachers that have an opportunity to know and understand the criteria.

Table 8. Teachers' Involvement in the Development of the Criteria

	Respondents	
		N o. %
1	Yes	25 11.1
2	No	200 88.8
	Total	225 99.9

Teachers were asked also to indicate whether or not teachers were involved developing the performance appraisal criteria/standard. Therefore, table 8 shows that 25 (11.1 percent) of the teachers reported that teachers were involved in the development. But majority 200 (88.8 percent) responded negatively. Moreover, a question was forwarded to indicate why they were not involved in developing the criteria. The reason as has been reported by almost all the respondents is that nobody invited them.

Table 9. Percentage Distribution of Respondents for the Development of Performance Appraisal Scheme

Respondents			
SN	Bodies who develop the criteria	No.	%
1	Ministry of Education	105	46.6
2	Education bureau	70	31.1
3	Teacher Association	20	8.8
4	1 and 3	25	11.1
5	2 and 3	5	2.2

Table 9 shows that 105 (46.6 percent) respondents reported that the Ministry of Education developed the performance appraisal and 70 (31.1 percent) of them reported that it was developed by the Regional Education Bureau. Twenty (8.8 percent) said that Teachers Association was involved. And 25 (11.1 percent) reported that Ministry of Education and Regional education bureau and 5 (2.2 percent) said that Regional education bureau and teachers association developed the performance appraisal scheme.

Process, Technique and Implementation

According to the directive, School Management/department head, parents, community and students appraise teachers. Respondents were asked as which of these they think are not appropriate to evaluate teacher's performance.

Table 10. Appropriateness of Appraisers by Respondents

Respondents					
		Yes		No	
	Items	No.	%	No.	%
1	School Management	160	71.1	65	28.8
2	Teacher/Peer	110	48.8	115	51.1
3	Parents	20	8.8	205	91.1
4	Community	30	13.3	195	86.6
6	Students	70	31.1	155	68.8

Table 10 shows that 160 (71.1 percent) respondents reported that school management are the appropriate appraisers. And 110 (48.8 percent) teachers were in favor of teachers /peer groups. Seventy (31.1 percent) claimed that students are appropriate, 20 (8.8 percent) and 30 (13.3 percent) claimed that parents and community are appropriate respectively.

And respondents were asked to give the reasons behind their agreement or disagreement about designated appraiser. The major reasons for supporting school management are:

- They have the know-how and are trained people;
- Once they had been teachers and thus they understand the problems of teachers and
- They are the leader of the school activities.

Table 10 shows that 110 (48.8 percent) of the respondents agree on the appropriateness of teachers /peer as appraisers, while of the 115 (51.1 percent) respondents do not agree with teachers /peer evaluation.

The major points cited by the majority of the respondents as strengths of peer evaluation are:

- as peers work together they know each other very well
- members of peer are also related socially, which could be a good base for peer exercise;
- peers share views opinion and worries so peer evaluation could be things even beyond the academic life.

On the other hand, the majority (51.1%) of the respondents who disagree with peer evaluation forwarded the reasons for reacting negatively as follows:

- Peer evaluation is subject to be influenced by prejudices
- Academic or other differences are negatively affecting the objectivity of peer evaluation.
- Different beliefs and other reasons make peer evaluation subjective.

The major reasons for supporting students as appraisers of teachers were that

- they know them very well continuously
- students can evaluate their instruction on their class presentation, clarity time
- budgeting time and interest on teaching
- students could have ample information regarding community services of teachers.

On the other hand 68.8 % of the respondents disagreed with involvement of students as appraisers and reported the reasons for their position as follows:

- Most of the students are not mature enough and not well aware of the objective and lack experience and capacity to evaluate their teachers
- Students might take performance appraisal as a means of revenge against their teachers if they get low grades or with poor academic performance
- Students do not have training on appraisal and thus they might mishandle it.
- Students relate their evaluation with grades they obtained or speculate to obtained -
- As teachers become scared of the negative consequence of the students evaluation they relax in their academic assessment, which eventually contribute to deteriorate the quality of education.

The data shows almost all of the respondents (91.1%) strongly opposed the involvement of parents in the evaluation scheme and mention their reasons as follows

- teachers reported that parents evaluate the teachers based on the information they receive from their colleagues and their children;

- sometime the information might be biased, and encourage tendency of favoritism.
- in some cases parents are not willing to take part in the evaluation process and appear as schedule

Table 11. Percentage Distribution of Pre and Post Appraisal Discussion on Performance Appraisal

		No. of Respondents	
	Responses	No.	%
1	Yes	25	11.1
2	No	200	88.8
	Total	225	99.9

According to the guideline of Ministry of Education (1988:2) orientation workshops need to be organized in order to acquaint the appraisees and appraisers with the currently introduced performance appraisal system. Therefore, a question was posed whether the objective and the criteria or standard expected to be met by teachers contained in the forms have been discussed in their respective school or not. In this regard, Table 11 reveals that 200 (88.8 percent) respondents reported that they have never participated and there was no discussion concerning performance appraisal evaluation. Moreover, 25 (11.1 percent) responded affirmatively and participated in related orientation programs.

According to the report 88.8 %, that is the great majority of the respondents did not involve when the appraisal was designed. Even after the design orientation program had never been organized to acquaint in the implementation of the performance appraisal, which resulted

many gaps that could be filled if it had been worked in a participatory way. In other words, the appraisees and appraisers did not sit together for discussion on weakness and strengths in order to improve the teaching in senior secondary schools.

Frequency of Appraisal

Table 12. Frequency of Teachers' Appraisal

		Responses	
No.	Frequency of Appraisal	No.	%
1	Once in a semester	135	60
	twice in a semester	-	-
3	More than twice in a semester		
4	Once a Year	50	22.2
5	No response	40	17.7

Concerning the frequency, it should be continuous assessment and a summative evaluation undertaken once in a semester. In response to the frequency of appraisal, Table 12 indicates that the majority 135 (60 percent) asserted that performance appraisal is conducted on the average once in a semester followed by once in a year 50 (22.2 percent). And 40 (17.7 percent) did not respond to this question.

Discussion on and Notification of Appraisal Results

Respondents were asked also how the result of the performance appraisal is disclosed. According to the guidelines issued, it is required that feedback should be given to the appraised teachers immediately after the appraisal has been undertaken so that they know the strengths and weaknesses for further professional development. But almost all, that is 215

(95.5 percent) said that no post appraisal discussion is undertaken; the result is not disclosed and not discussed with respondents. And 10(4.4 percent) reported that they discussed about the implementation of performance appraisal scheme.

In relation to this, respondents were asked to list down the lessons they drew from the post appraisal discussion and the advantages they got from the final outcome of the appraisal.

Respondents reported that it has helped them to teach better and they got salary increment

Table 13. Mode of Disclosing Results of Performance Appraisal to Teacher

Respondents					
No.	Items	Appraisal made by school management		Appraisal made by school parents	
		No	%	No	%
	Mode of making officials appraisal ponit to teachers				
1	All items are disclosed	-		-	
2	Partial items are disclosed	67	29.7		
3	Only averagy diclosed	-	-		
4	1 and 4	-	-		
5	No response	-			

Respondents were asked as to how the performance appraisal results are made official to them

Table 13 reveals that 67 (29.7 percent) respondents reported that items are disclosed partially but not the score provided by each designated appraisers. Thus might be department heads,

lead teachers and are appraisers. Therefore, the results of the evaluation, which is focusing on weak, and strong points of teachers are kept as secret documents and are not utilized for staff development purposes, as it should be and the major problems were presented.

Problems Encountered in Evaluating Teachers' Performance Appraisal

The respondents were asked to identify the major problems, which they think that the present system of performance appraisal encountered in senior secondary schools. To this effect, eight major problems were present

Table 14 Problems Encountered in Evaluating Teachers' Performance Appraisal

	Item	Frequency of Respondents					Rank
		Strong agree	Agree	Not Sure	Disagree	Strongly Disagree	
	Rating low based on different. of attitude	135(60%)	48	30	--	12	1
2	Rating high based on similar attitude	130(57%)	80	15	-	-	2
3	Rating high based on loyalty	116(51%)	70	-	30	9	3
4	Taking one factor a paramount important & giving a good or bad	86 (8.2%)	72	36	20	11	7
5	Giving average rating to avoid possible controversy & or criticism	93(41.3%)	87	18	19	8	6
6	Rating have on recency behavior bias	86(38.2%)	94	16	16	13	7
7	Rating based on recent relationships & between appraisers & appraisees	110(48.8%)	90	5	20	-	4
8	Lack of the necessary knowledge skill & experience	99(40%)	70	28	10	18	5

A close look at Table 14 shows that teachers appraisal system is not free from errors. The majority 135 (60 percent) said that rating is based on the similarity /differences of outlook that exist between appraisers and appraisees. This is followed by rating high based on similar attitude 130 (57.7 percent), rating based on loyalty 116 (51.5 percent), rating based on recent relationships between appraisers and appraisees 110 (48.8 percent), lack of the necessary knowledge skill and experience 99 (44 percent) giving average rating to avoid possible controversy or criticism 93 (41.3 percent). 86 (38.2 percent) said that taking one factor important and giving a good or bad.

Moreover, to examine whether or not there could be variation in perception on the problems of performance appraisal scheme based on qualification a paired t- test comparison is made and summary put in table 15.

Table 15. Test for Mean Difference Between Diploma and Degree Holders' Perception About the Major Problems of the Current System of Performance Appraisal in Secondary School

Respondents						
	Item	Diploma		Degree	Total	
		Mean	SD	Mean	SD	T value
	Rating low based on different. of attitude	3.75	2.8	5.5	3.21	-4.16
2	Rating high based on similar attitude	3.75	1.2	4.5	.77	-32
3	Rating high based on loyalty	3.4	2.3	3.9	1.22	-5.6
4	Taking one factor a paramount important & giving a good or bad	3.84	1.3	3.8	2.44	0.6
5	Giving average rating to avoid possible controversy & or criticism	3.8	1.2	3.94	1.24	.028
6	Rating have on recency behavior bias	4.08	1.71	11.3	4.8	-16.4
7	Rating based on recent relationships & between appraisers & appraisees	3.84	1.10	3.18	2.08	3.14
8	Lack of the necessary knowledge skill & experience	3.5	1.3	3.9	1.2	-11.7
	Total	2.8	1.6	1.6	5	-4.6

* Statistically significant at $\alpha = .05$ level

As seen in Table 15, the result of the t- test at $\alpha = .05$, indicates that the calculated value is -4.16, and the critical value is 1.92. Therefore, there is no significant perceptual difference between the two groups concerning the problems currently encountered the performance appraisal problems currently encountered. This shows that the major problems encountered of the current appraisal system of performance appraisal are not perceived differently by qualification. To this end, the result of the t-test also asserts that the perception of the two groups did not significantly differ concerning performance appraisal problems encountered in secondary schools.

Moreover, the respondents were asked to explain other problems encountered during appraising. Some of the problems mentioned are:

- reluctant and favoritism was also observed in the implementation process as reported by 67 (29.7 percent) of the respondents.
- an interesting issue pointed out by 55 (24 percent) respondents was the quota system over burden by higher authorities and external pressure.

In relation to this problem School Principals and Regional education officers are interviewed and their response is as follows.

The quota system was adopted because of the poor screening system as well as to safe guard the budgetary burdens. Poor screening system is exercised at school; level since school management is reluctant and irresponsible. Similar problems are recorded repeatedly. Schools' are instructed to revise their work before approval. Some times schools consider the career structure as right; such foreseen situations allow authorities to cut down the number of teachers to be promoted. Hence, the overall performance evaluation process created dissatisfaction among appraisers and other groups because of the above reported problem

Grievance Procedures

Table 16. Percentage Distribution Grievance Procedures

Responses			
	Grievance Presented to	Yes	
		No.	%
1	School Management	60	26.6
2	Woreda Edu.Bureau	2	0.8
3	Zonal Ed.Dep't	63	28
4	Regional Edu. Office	87	38.6
5	No where	13	5.7
6	No response	-	
	Total	225	99.9

Grievance has inevitably arisen from time to time. Hence teachers were asked as to where they will present grievances/complaints regarding performance appraisal.

As Table 16 reveals, 60 (26.6 percent) have reported that any grievance involved in appraising is presented to school management, 63 (28 percent) of the respondents said the grievance should be presented to Zonal education department. Eighty-seven (38.6 percent) said to Regional Education Bureau, by passing the Zonal Education Department.

In addition, respondents were asked to report whether or not these institutions give timely response to the grievance /complaints. Accordingly, 56 (24.8 percent) said 'Yes' and 159 (70.6 percent) said 'No' and 10 (4.4 percent) did not respond to this question.

Teacher's performance Appraisal System Versus Other Civil Servant Appraisal

Respondents were asked whether they have knowledge, about other civil servant performance appraisal .The differences or similarities or its strong and weak points. To this effect, the respondents listed down the strength and weakness in the system and the procedures of teacher appraisal as compared to the other and it follows:

Accordingly quite a large majority 179 (79.5 percent) does not know the other civil servant performance appraisal system and 21 (9.3 percent) reported that the other civil servant performance evaluation procedures and other implementation process would be better.

Moreover, 19 (8.4 percent) of the respondents reported that teacher's performance appraisal is better and mentioned some strong points. Strong Point, of Teachers Performance Appraisal

It was pointed out that one strong point is that a team conducts the evaluation not by a one boss.

Moreover, pre and post appraisal discussion between appraisee and appraiser was in the guideline of teacher's performance evaluation, and considered as strong point.

Opinion of Respondents on Weakness of the Teachers Evaluation

According to the report, the respondents felt that there are some weaknesses regarding to teachers' performance appraisal system. Twenty percent of them said incompetent appraisers that are parents and students are designated as appraiser. Irrelevant criteria to teaching duties and responsibilities are contained in the appraisal. And (65 percent) did not respond to this question saying they did not know the system and criteria applied in other organization.

Evaluation Point

Table 17. Evaluation Point Given By the Designated Appraisers

	Item	Responses								Total
		Below 3		3.3-5		3.6-4		4 above		
		No	%	No	%	No	%	No.	%	
1	School Management	-		-		-		-		
2	Students	-		-		-		-		
3	Parents	-		-		-		-		
4	No response									225

As seen from the Table 17 the result of the performance evaluation is not provided. And 100 % did not know the performance evaluation point. Had the evaluation point been released to teachers they would have been able to give opinion on the result of evaluation.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary

This chapter consists of summary of the major findings, conclusion drawn and the recommendations forwarded on the basis of the findings. The major purpose of this study was to make an investigation about the perception and attitude of teachers towards the teachers' performance appraisal scheme introduced as of 1996 in the Ethiopian schools. Accordingly, basic questions were raised on the purpose, criteria and process and the problems encountered during implementation of performance appraisal. The data were collected with self-administered questionnaire from a sample of 12 senior secondary school teachers in Addis Ababa. Different statistical tools such as frequency and percentage were used. In order to see whether there is perception variation based on rank and qualification and to see variation, a Chi Square and Mean score rating scale was used. Accordingly, based on the results of the data analysis the following major findings were made.

1. The majority (84.8%) of the respondents are male and the rest (15.1%) are female. This shows that the participation of male is much greater than women. With respect to age (4.4%) are below 25, (12%) are below 35, (43.1%) are 46 and above.
2. As far as qualification is concerned it is categorized in to three groups, (28.7%) male, (41.1%) female had diploma, (69.6%) male, (55.8%) of female had first degree, and 1% of male and female had second degree. Regarding years of teaching experience, (6.8%), male and (5.8%) and female had 5 years services. And (9.4%) male, (17.6%) female serves for ten years and below. Almost half of (50.7%) male, (35.2%) female serve for more than 21 years.
3. According to the new career structure teachers' are ranked in different categories. Accordingly (5.7%) male are beginners (6.2%) male, (14.4%) female are junior teachers

and (6.2%) male, (14.7%) female associate, (31.1%) male, (52.9%) female, are senior teachers (33.3%) male, (17.6%) female are associate lead teachers. Finally, (2.6 %) male are lead teachers.

4. More than 72 percent of the respondents have a positive attitude and reported that they support performance appraisal scheme, while 28 % did not support. Hypothesis testing was carried out to see if any variation existed between junior and senior teachers at (.05 level of significance accordingly there is significant perception difference between the two groups.
5. Regarding to the knowledge of purposes of performance appraisal, primarily serving (71.1%) reported that it is serving salary increment, (55.5 %) said for promotion, and (53.3 %) improve teaching learning process, (51.1%) revealed to motivate teachers in their work (46.6 %)reported that it is to identify training and development needs. In otherwords it is serving summative purposes rather than formative purposes. Moreover, hypothesis testing was undertaken in order to see if any variation of perception differences existed. As the result of that testing shows that there is no evidence supporting that there existed no statistically significant difference between junior and senior teachers in perceiving the primary purposes of performance appraisal
6. Majority of the respondents (55.5%) reported that they are not familiar with the criteria filled by school management, (77.3%)reported that they do not know the form filled by students. Similarly, (80 %) reported that they do not know the form filled by parents.
7. If criteria are related to the job requirement, (18.6%) reported that all criteria are related to the job, (28.4%) said some of it, almost half (43.5%) of the sample population perceived non of the criteria are related to the job requirement the form filled by school management. Moreover, (24%) reported all criteria are related to the job requiremen (28%) reported some of the criteria, (31.5%) non of the criteria are related the criteria filled by students. Concerning criteria filled by the

parents that only (12%) said all the criteria is related, (16.4%) said some of it and (39.5%) reported that none of it, and 32 reported that they do not know. Similarly a hypothesis testing was made to see whether there would be perception difference between junior and senior teachers in perceiving on the detail criteria. As a result, it can be concluded that there is evidence supporting that there is a difference between the two groups. Both groups are not familiar with the form filled by students and parents.

8. Quite the majority (88.8%) of the sample population reported that they have never been involved in the criteria development or in the pre and post appraisal discussion but) said they were involved. There is an assumption that thus could be department the only (11.1%) did not respond.
9. About (46.6%) of the respondents claimed that Ministry of Education develop the performance appraisal scheme, (31.1%) reported Regional Education Bureau, and (8.8%) mentioned that it was developed by Teacher Association and the rest of the sample population mentioned Ministry of Education and Regional bureau jointly.
10. Regarding to the appropriateness of appraisers (71.1%) reported that school Management, almost half (48.8%) respondents were in favor of teachers peer, (48.8%) by students, and 8.8% reported that parents would be appropriate. However, (91.1%) of the sample population perceived that parents are not the right appraiser due to are incompetent had no contact with school, not adequate knowledge.
11. With regard to Mode of disclosing the appraisal outcomes only (29.7%) reported that partially items were disclosed to teachers but quite the majority claimed that they do not know.

12. Quite majority (88.8%) of the respondents reported that there was no as such pre and post appraisal discussion or development or orientation carried in their respective schools.
13. According to the report, (60%) respondents said that teacher's performance appraisal has been carried out once in a semester and (22.2 %) reported that it was once in a year and (17.7%) do not respond.
14. In ranking the problem areas which current system of performance appraisal has been thought to have encountered accordingly, the majority of the respondents (60%) reported that one of the major problems were rating high based on different attitude (57.7%) rating based on similar attitude, and (51 %) rating base on loyalty. Again t test was made to see if any variation of perception existed between diploma and degree holders teachers. The result seems there is no a significant difference in perception ($= .05$ level based on qualification regarding to problems of performance appraisal.
15. Respondents have also mentioned some of the problems observed that are favoritism, and quota system over burden by higher authorities. A quota system is adopted because of poor screening system and this was done to safe guard the budgetary burdens.
16. Concerning grievance complaints (26.6%) reported that they report to the school management, (45.7 %) said to the Regional Education Bureau and (26.6 %) said nowhere. In relation to this, (70 %) of the respondents said the institution doesn't give timely response.
17. Almost (100 %) respondents revealed that the performance appraisal point is not disclosed to teachers. All records are kept secret.

4.2 Conclusion

1. According to the report quite majority (72%) of respondents support current performance appraisal system, and (28%) did not support. This is an indication that a big number of respondents did not support. Unless teachers support this system the teaching learning activities would be endangered. A hypothesis testing was made to see whether there exist variation of perception between junior and senior teachers. There is evidence supporting that there existed statistical significant difference between the two groups. As the result of this it would be concluded that due to the long years of experience senior teachers knew that appraisal would initiate teachers' to work better, and benefit the education system and the teacher .
2. According to the guideline of the performance appraisal scheme its primary purposes is to achieve the formative purposes to promote teachers competence, and improve the teaching learning activities. As the analysis shows the overall assessment of the primary purposes of the performance appraisal, which is currently introduced, is to serve or accomplish administrative formalities such as increment of salary, for promotion purposes. It is learnt from the findings that the various purposes of performance have not been applied and materialized. Moreover, a hypothesis test was made between the junior and senior teachers concerning the primary performance appraisal to serve. According to the result there is no evidence that revealed there is a variation of perception between the two groups. This it can be concluded that promoting the competence of profession and attaining educational objectives come second this something to be corrected..
3. The criteria that are currently used for appraisal of teacher's performance were perceived to be unknown , unclear and irrelevant and unrealistic criteria and might lead to the dissatisfaction of teachers. The result these performance criteria, might have been one of the impeding factors for effective teachers performance appraisal.

4. Teachers have been preferred to be appraised by school management. In other words, those who are directly involved in teaching and learning process. This findings is go in line with the Education policy that the respondents confirmed that school management ate the appropriate appraisers. And it was revealed that students and parents are seen as inappropriate and incompetent. Because have no skill and training specially students and parents. Due to the lack of skill and training, the performance appraisal process is conducted ineffective and inefficient and this might negatively affect the activities and evidences of performance appraisal.
5. According to the result, one basic complaint observed is that the result of their evaluation are not available to them and they even do not know the progress they made. But in principle the main purpose of evaluation as indicated by different literature is to improve the instructional progress, and if teachers do not get their efficiency results they can not know their strengths and weaknesses and could not improve their weakness. Therefore, teaching efficiency results should be provided as a feedback and means of developing self-confidence to the teachers. Regular and frequent feedback to teacher, necessary, visits, with precise comments about the observation and reports building encouragement may be all that is required.
6. According to the result of he frequency of the performance appraisal, it was carried out once a year and twice a year. This indicates that the performance appraisal frequency vary from school to school and there is no uniform appraisal system in senior secondary schools. There should be uniform process in all schools. It was revealed also the time length was insufficient Therefore, unless evaluation is conducted systematically and regularly appraisal results of teachers performance would be based on subjective impression of appraisers.
7. There is no transparency in appraising teachers. he study revealed that all schools refuse to disclose the performance appraisal evaluation point. It is kept confidential. It is not surprising if teachers are to be uncooperative an unresponsive towards the teachers performance activities.

8. In order, for teachers to develop favorable perceptions towards performance appraisal should participate in the process of evaluation. In addition, the purpose should be clearly communicated to all who are being involved in the performance appraisal process of teachers.
8. Majority appraisers proved to be hello in rating the performance teachers of senior secondary schools. It would be concluded that teachers who would feel dissatisfied with process that rating high because of similar attitude and rating low due to different attitude. And this in return would not improve performance but have negative effect on teaching learning activities and those performing good would give up.
9. When one considers the basic structure of education it finds that the teacher in the classroom is the only person who makes the educational program. What implies is that much attention should be directed towards the way individual teacher function in classroom. The study revealed that the frequency of performance evaluation or classroom observation is practiced in all the senior secondary schools involved in this study. But the frequency and time length of it is inadequate. This appraisal results need to be dependent on cumulative records, and continuous observation to arrive at better conclusion and effective appraisal. In order to understand the teachers' potential problems, strengths and weaknesses the classroom observation must be regularly supervised.
10. Consering the performance appraisal of other civil servant and according to the report evenough majority did not know about other civil servant process. But it was revealed that performance appraisal of teacher is better because of that it was carried in team and pre and post appraisal discussion is also encouraged. This minimize and rating high due the same attitude and rating low of difference in attitude.
11. Some schools reported that, quota system was one of the problems observed. And this was due to the fact that school officials believed schools have a feeling of that there is no other option for teachers promotion then schools allow everybody to share the opportunity. Such situation allow authorities to cut down thenumber of teachers to be promoted in order to safe guard the budgetary overburdens. Hence, the over all performance appraisal evaluation process created dissatisfaction among appraisees and other groups.

other option for teachers promotion then schools allow everybody to share the opportunity. Such situation allow authorities to cut down the number of teachers to be promoted in order to safe guard the budgetary overburdens. Hence, the over all performance appraisal evaluation process created dissatisfaction among appraisees and other groups.

4.3 Recommendations

In light of the study teacher's attitude towards the current appraisal system is an indication that the system has something wrong. So it is the right time to look for solution and improve the existing situation. Concerning this, the following are recommended.

1. For an appraisal system to be an integral part of staff development work in schools, it should be both positive and constructive. In this regard the formative evaluation which aimed at continuous improvement making teachers competent should be well strengthen and systematically applied in schools and need to be accomplished
2. The study shows that the adequacy and relevance of some elements of criteria have been questioned. Those items such as usage of library, laboratory, and workshops do not consider the school realities but stated ideally. Some are not job-related. Some are difficult to measure such as to teachers are supposed to be honest. Therefore, the irrelevant and unmeasurable criteria should be need to revised in conformity to the purpose desired. The criteria should be flexible and situational. Teachers must be appraised in view of factors involved in school environment. It would inaccurate and unfair to evaluate teachers in terms of demand teachers perform practical activities where there are no facilities to work in.
3. Teachers should participate in the of in pre and post performance appraisal process. In revising the criteria, process should be open to discussion and modification to teachers and educational expert. And then the obtained input must

be considered in the final criteria and process to be used in performance appraisal scheme.

4. The teacher's performance appraisal point should be transparent. The result must be communicated to teachers. According to the result of the study, 13.9% are beginner and junior teacher. Thus, numbers tell there are many beginners and junior teachers who are inexperienced. There should be an open and free professional discussion forum strengths and weakness that will ultimately lead to performance improvement. If the evaluation point had been disclosed to those ratings which are relatively low would have been appealed against unjustifiable ratings, and to what extent had teachers exercised this right.
5. According to the result of the study teachers were strongly opposing parents as appraisers due to the incompetence and had no contact with the school or teacher. Thus, it is not something to be ignored. Therefore, the impact and consequence of involving parents in the appraisal system need in-depth study. But, it seems that under the current conditions in which parents do not even visit schools, do not know teachers and do not make up of their children, it would be unrealistic for them to appraise individual teachers. The evaluation made by parents based on the information they obtained from their children and this information cannot be accurate and reliable. This does not mean that constructive comments and suggestions could not be obtained from parents. The investigator believes that they should used as sources of information but not to be direct appraisers
6. Concering students as appraiser is also one of the problems in implementation of appraisal system. It is beyond the capacity of students using a five -point rating scale. So the investigator believes that parents and students should be used as source of information but not be direct appraisers.

7. As the findings reveal, the basic problem seems implementation problem. Therefore, a more promising approach to overcome errors in performance will be to improve the skills of through training.
8. In principle to help teachers improve instruction in the school, it is necessary see what is going on in classrooms. What implies is that classroom attention should be directed towards the way individual teachers functions in classroom. How can we properly help the teachers if we have never seen them teaching regularly. The frequency and time length must be adequate. And this appraisal results need to be dependent on cumulative records, and continuous observation.
9. Grievance should not be regarded by school administration in a negative sense. Employees should have ample opportunity and complete freedom to bring their question, complaints and suggestions about any and all aspects of the school system to the boss attention. This constitute one of the most important means for sustaining sensitivity to a line functioning program and a vital ingredient for maintaining high moral. But the current practice of teachers presenting grievances to school management or to the Zonal Education Department, or Regional Education Bureau denotes that either there is no clearly stated procedures or teachers do not know whom to apply. Therefore, there should be a clearly stated rules and regulations on grievance procedures regarding disagreements on appraisals so that timely solutions are to be given to complaints.
10. A performance management system, if it is to succeed, must reflect an appreciation of particular characteristics of the institution/organization and have included within it strong elements of continuous review. So reviewing teacher's performance evaluation design, procedures, criteria and the overall administrative process is highly essential for decision-making.
11. The problems encountered in implementation are wide and complex in nature and hence close attention and careful analysis is very essential to over come these problems. Appraisal of teachers performance is primarily an essential

responsibility of teachers, principals, supervisors, not of other remote from teaching process. Therefore, the views and suggestions should be given due consideration. Authorities at all levels should be open minded and receptive to criticism and constructive ideas.

12. A comprehensive and in-depth research on teachers performance appraisal system need to be conducted and timely measure be taken.

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Questionnaire Designed To Assess the Perception and View of Teachers About the
Current Teachers Performance Appraisal System

Dear Teachers ,

As you well aware , currently a new system of appraising the performance of teachers is operating at the primary and secondary school levels. Accordingly, teachers are being appraised by principals, department heads/teachers, parents/commmunity and students since 1996.

The purpose of this questionnaire is to collect data and information on the attitude and perception of teachers about the whole appraisal system and its implementation and to finally come up with possible recommendations after analysis is made.

In this regard, as there is no body to provide dependable information and feedback about the practice of teacher performance appraisal better than teachers themselves , you are kindly requested to fill in the questionnaire.

Note

- a) It is not necessary to write your name on the questionnaire
- b) From the alternative answers provided ,please put a check mark" " or " " for an answer you think is correct
- c) There could be more than one answer

Thank You

PART ONE : BACKGROUND INFORMATION

Instruction : Please Mark by putting 'X' or in the box (boxes) provided

- 1 1.1 Name of School : _____ Grade Level _____
1.2 Location of School: Zone _____ Woreda _____ Kebele _____

Information About Respondent:

1.3 Sex a) Male b) Female

1.4 Age: _____

1.5 Qualfication:

a) TTI graduate c) degree

b) College Diploma d) second dgree

1.6 Field of Specialization: _____

1.7 Service years in the School : _____

1.8 Grade /s you are teaching in now : _____

1.9 Your present Post in the School : _____

a) beginning teacher :

b) junior teacher

c)teacher :

d) associate lead teacher

e) lead teacher

f) Others (please specify:)

1.10 Do you support the current performance evaluation ? a) yes b) no

1.11 If yes, why ? _____

1.12 If no ,why ? _____

3.8 Have you been involved in the performance appraisal criteria development?

- a) Yes b) No

3.9 In which appraisal criteria designing did you involved? If your answer for question no 4 is "yes"

3.10 If the answer is of number 4 is no Why? _____

3.11 Current appraisal criteria are :

- a) related to the purpose of appraisal system a) yes b) no
- b) realistic to the task performed by teachers a) yes b) no
- c) written in simple language a) yes b) no

3.12 The current appraisal criteria would objectively measure

- a) teachers competence in instruction a) yes b) no
- b) teachers motivation to work a) yes b) no
- c) teachers relation with student a) yes b) no
- d) teachers relation with administration a) yes b) no
- e) Specify if any other please _____

3.13 The evidence obtained through appraisal criteria are reliable to:

- a) decide on teachers salary increment a) yes b) no
- b) decide on teachers rank in the career ladder a) yes b) no
- c) decide on incompetent teachers a) yes b) no
- d) identifying teachers training needs a) yes b) no
- e) in selecting teachers for higher education a) yes b) no

f) Specify if any other please _____

Part IV

4 Process , Technique and Implementation of TPA

4.1 In your opinion, which of the following are competent and appropriate to appraisal teachers performance? (please answer all that can apply)

- a) Sch.Magagemnt
- b) teachers/peer
- c) parents
- d) community
- e) students

f) specify if any other: _____

4.2 Why are they appropriate? _____

4.3 Which of the following are not appropriate to appraise teachers?

- a) Sch. Manag. d) community
b) teachers/peer e) students
c)parents

4.4 Why are they not appropriate? _____

4.5 How often was your performance appraised in the last four years?

- a) once in a semester c) more than twice in a semester
b) twice in a semester d) once in a year
e) others _____

4.6 As per the response in 5.5. how do you rate the frequency ?

- a) enough c) too little
b) too much

4.7 Do appraisers discuss with you on the results of the evaluation?

- a) yes b)no

4.8 How are the result of the appraisal by principals disclosed to teachers?

- a) specific criteria e) a and c
b) part of the item f) b and c
c) the over all rating only g) never disclosed

4.9 How are the results of the appraisal by students disclosed to teachers?

- a) specific criteria e) a and c
b) part of the item f) b and c
c) the over all rating only g) never disclosed

4.10 How are the results of the appraisal by parents disclosed to teachers?

- a) specific criteria e) a and c
b) part of the item f) b and c
c) the over all rating only g) never disclosed

4.11 How are the results of the appraisal by supervisors disclosed to teachers?

- a) specific criteria e) a and c
b) part of the item f) b and c
c) the over all rating only g) never disclosed

4.12. Is there any pre and post appraisal discussions with the appraisers?

- a) yes b) no

4.13 What advantages, that will help to your professional development, you obtained out of the result and the post appraisal discussion?

4.14 What are the things, that are of no use to your professional development, you obtained out of the result and the post-appraisal discussion?/if any/

Part V

5 Problems encountered in appraisal System

5.1 What are the problems encountered in appraisal system in general ?

- a) lack of necessary knowledge, skill and experience of the appraisers a) yes b)
- b) poor administration of the overall appraisal process a) yes b) no
- c) the purpose of the appraisal system is unrealistic a) yes b) no
- d) the inappropriateness of the criteria to appraise teachers a) yes b) no
- e) lack of of pre and post discussion with the appraisee and appraisers a) yes b) no

5.2 Which of the following problems have you observed in the process of Teachers Performance Appraisal in your school?

- a) Rating low based on differences of attitudes
 - a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
- b) Rating high based on similar attitude
 - a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
- c) Rating high based on loyalty
 - a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
- d) Taking one factor a paramount importance and giving a good or bad on this one factor
 - a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree

5.6 What comments do you have on the system of TPA?

5.7 What do you suggest in order to improve the current teacher performance appraisal system? _____

5.8 Please, write your evaluation point _____

Annex 2

Interview Guide for Principal, Regional, Woreda, and Educational Expert

1. What are some of the major problems encountered in teachers performance appraisal that you have observed or that have been reported to you?
2. Has orientation you received on how to evaluate teachers performance adequate to undertake the evaluation?
3. Which group of the evaluator do you think considered more incompetent ?.Why?
4. What measures should be taken to improve the current scheme of performance appraisal of teachers?
5. Evaluation point is not disclosed to teachers.Why?
6. The evaluation results for teachers' career structure are checked and approved by various committee established at school and woreda level. But sometimes the woreda reject the and cut down the numbers of teachers to be promoted. Why?

የመምህራን የሥራ አፈጻጸም መገምገሚያ
(መሰፈርትና አፈጻጸም) መመሪያ

(ተሻሻሎ የተዘጋጀ)

ትምህርት ሚኒስቴር

ሰኔ 1991

አዲስ አበባ



2. የመምህራን የሥራ አፈጻጸም መገምገሚያ ቅጽ (አጠቃላይ ነጥብ 60)
(በትምህርት ቤቱ መምህራንና አመራር አካላት የሚሞላ)

የመመዘኛ ነጥቦች	
5	= በጣም ከፍተኛ
4	= ከፍተኛ
3	= መካከለኛ
2	= ገዢነት
1	= በጣም ገዢነት

ክፍል አንድ
አጠቃላይ መረጃ

1. የት/ቤቱ ስም _____ ወረዳ _____
ዞን _____ ክልል _____
2. የመምህሩ ስም ከነአያቱ _____ ጾታ _____ ዕድሜ _____
3. የትምህርት ደረጃ _____
4. የአገልግሎት ዘመን _____
5. በዕድገት መሠላሉ መሠረት የመምህሩ የሥራ መደብ _____
6. የሠለጠነበት የትምህርት ዓይነት፣ አብይ _____ ንዑስ _____
7. የሚያስተምረው የትምህርት ዓይነት /ዓይነቶች/ _____
8. የሚያስተምረው የክፍል ደረጃ /ደረጃዎች/ _____
9. በሣምንት የሚያስተምረው ክፍለ ጊዜ ብዛት _____
10. የግምገማ ወቅት ከ _____ እስከ _____

ተ.ቁ	መስፈርቶች	መለኪያ				
		1	2	3	4	5
10	ዕውቀቱንና የሙያ ችሎታውን ለማሻሻልና ወቅታዊ ለማድረግ በቤተ መጻሕፍት የመጠቀም ፍላጎትና ተማሪዎች በቤተ መጻሕፍት እንዲጠቀሙ የሚቀይሱው ሥልጣን፤					
11	ተማሪዎች የት/ቤቱን ደንብና ሥነ ሥርዓት እንዲያከብሩ የማሳወቅና የመከታተል ብቃት፤					
12	ትምህርት ነክ በሆኑ አጠቃላይ የመምህራን ስብሰባዎች ላይ የመገኘትና በስብሰባ አጀንዳ ላይ ያለው ተሳትፎ ብቃት፤					
13	በተጓዳኝ ንግግራቶች፣ በትም/ማበልፀጊያ ማእከል፣ በልዩ ልዩ ኮሚቴዎችና የኃላፊነት ቦታዎች የመሳተፍ ወይም የማስተባበር ብቃት፤					
14	የመምህርነት ሥነ ምግባር የመላበስና ተግባራዊ የማድረግ ብቃት፤					
15	የተማሪዎችን የመማር ችግር፣ የትምህርት ውጤትና የሥነ ሥርዓት አካባቢ በተመለከተ ከወላጆች ጋር የመወያየት፣ ከወላጆችና ከአካባቢው ሕብረተሰብ ጋር ያለው ግንኙነትና ተባብሮ የመሥራት ችሎታ፤					
II	ከጀማሪ መምህር እስከ መምህር ላሉ የጋራ መገምገሚያ መስፈርቶች፤					
16	ልምድ ባካባቱ መምህራን የሚቀርበውን የማስተማር መማር ሂደት በማየት ልምድ የማግኘትና ተግባራዊ የማድረግ ብቃት፤					
III	ከመምህር እስከ መሪ መምህር ላሉ የጋራ መገምገሚያ መስፈርቶች፤					
17	የሱፐርቪዥን አገልግሎት/የማቀድ፣ የክፍል ምልክታዊና ሙያዊ ድጋፍ የመስጠት፣ ልምድ የማለዋወጥ፣ አዳዲስ ጥናቶችንና ሞዴል የማስተማሪያ ዘዴዎችን የማስተዋወቅ /ለት/ቤትና ለአካባቢው ት/ቤቶች የመስጠት ችሎታ፤					
18	በሱፐርቪዥን ሥር ስላሉት መምህራን የዕለት ተለልተው የማስተማር እንቅስቃሴ መረጃ አያያዝና የማስተዋወቅ ችሎታ፤					
19	የማስተማር መማሩን ሂደት ለማበልፀግ የሚረዱ አግባብነት ያላቸውን ጥናቶች የማካሄድ ችሎታና ጥናቱን በዕቅድ መሠረት ተግባራዊ የማድረግ ብቃት					

ተ.ቁ	መስፈርቶች	መለኪያ				
		1	2	3	4	5
IV	ከከፍተኛ መምህር እስከ መሪ መምህር ላሉ የጋራ መገምገሚያ መስፈርቶች፤					
20	ሥርዓተ ትምህርቱ በወቅቱ እንዲጠናቀቅ በዕቅድ ዝግጅትና አፈፃፀም ላይ የማወያየትና ባጋጠሙ ችግሮች ላይ የመፍትሔ ሐሳብ የመስጠት ብቃት፤					
21	ለተማሪዎች የማማከር አገልግሎት የመስጠትና ችግሮቻቸውን ለመፍታት የሚያስችሉ ጥናቶችን የማካሄድና መፍትሔ የመፈለግ ብቃት፤					
V	ከተባባሪ መሪ መምህር እስከ መሪ መምህር ላሉ የጋራ መገምገሚያ መስፈርቶች፤					
22	በዲፖርትሜንቶችና በአካባቢው ት/ቤቶች መካከል የልምድ ልውውጥ፤ በጋራ የመሥራትና የመረዳዳት ባሕል እንዲዳብር ተስማሚ ይዘቶችን የመምረጥና የውይይት መድረኮችን የማዘጋጀት ችሎታ፤					
23	የትም/ችግሮች እንዲጠኑ ያበረከተው የጥናትና ምርምር ጥረት፤ ሌሎች መምህራንን በጥናትና ምርምር እንዲሳተፉ የሚያደርገው የማስተባበር ብቃት፤					
24	አጫጭር የሙያ ማሻሻያ ሥልጠና ንግግራቶችን የማዘጋጀትና የሥልጠና ውጤቶችን የመከታተልና የመገምገም ብቃት፤					
25	በስልጠናበት ሙያ ጠቃሚ የማስተማሪያ ጽሑፍ ወይም ማንዋል ለማዘጋጀት፤ በጆርናሎችና በመጽሔቶች ትምህርታዊ ፅሑፍ ለማበርከት ያደረገው ጥረት፤					
26	የትምህርት ሥራ (የኘሮጀክት) ውጤቶች በጥራት እንዲሠሩና ለትምህርት ሥራ ማበልፀጊያ እንዲውሉ የማድረግ ጥረት፤					
	አማካይ ነጥብ					

ማስታወሻ

- ከጀማሪ እስከ መለስተኛ መምህር ያሉ መምህራን የሚገመገሙት ከተ.ቁ.1 እስከ 16 በሉት ነጥቦች፤
- መምህራን ደግሞ ከተ.ቁ.1 እስከ 19 ባሉት ነጥቦች፤
- ከፍተኛ መምህራን ከተ.ቁ. 1 እስከ 21 ባሉት ነጥቦች፤
- ተባባሪና መምህር ከ1 እስከ 26 ባሉ ነጥቦች ይገመገማሉ፡፡

የገምጋሚው አስተያየት

1. መምህሩ ካለፈው ግምገማ ወዲህ ያደረገው መሻሻል

2. ከግምገማው በሁዋላ በተደረገው ውይይት መሻሻል ስለሚገባቸው ጉዳዮች የተሰጠው ምክርና ዕርዳታ

3. አጠቃላይ አስተያየት

4. የገምጋሚው አካላት ስም፣ የሥራ ድርሻና ፊርማ

5. ግምገማውን ያፀደቀው ክፍል ስምና ፊርማ

ቀን _____

3. የመምህራን የሥራ አፈጻጸም መገምገሚያ ቅጽ (አጠቃላይ ነጥብ 25%)
(በተማሪዎች የሚሞላ)

የመመዘኛ ነጥቦች	
5	= በጣም ከፍተኛ
4	= ከፍተኛ
3	= መካከለኛ
2	= ዝቅተኛ
1	= በጣም ዝቅተኛ

ክፍል አንድ

አጠቃላይ መረጃ

1. የት/ቤቱ ስም _____ ወረዳ _____
ሆነ _____ ክልል _____
2. የመምህሩ ስም ከነአያቱ _____ ጾታ _____ ዕድሜ _____
3. የትምህርት ደረጃ _____ 4. የአገልግሎት ዘመን _____
5. በዕድገት መሠላሉ መሠረት የመምህሩ የሥራ መደብ _____
6. የሠለጠነበት የትምህርት ዓይነት፣ አብይ _____ ንዑስ _____
7. የሚያስተምረው የትምህርት ዓይነት /ዓይነቶች/ _____
8. የሚያስተምረው የክፍል ደረጃ /ደረጃዎች/ _____
9. በሣምንት የሚያስተምረው ክፍል ጊዜ ብዛት _____
10. የገምገማ ወቅት ከ _____ እስከ _____

ክፍል 2

በተማሪዎች የሚሞላ

ተ.ቁ	መስፈርቶች	መለኪያ				
		1	2	3	4	5
1	ከጀማሪ መምህር እስከ መሪ መምህር ላሉ የጋራ መገምገሚያ መስፈርቶች፤					
1	የተማሪዎችን አቴንዳንስ ዘወትር የመከታተል፣ የክፍል ሥነ ሥርዓት እንዲጠበቅ የማድረግና ተማሪዎች እርስ በርሳቸው እንዲረዳዱ የማድረግ ብቃት፤					
2	ትምህርቱን ከአካባቢ ተጨባጭ ሁኔታ ጋር በማገናዘብና የትም/መርጃ መሣሪያዎችን በመጠቀም በግልፅ ቋንቋ የማቅረብና ተማሪዎች ሙሉ ተሳትፎ እንዲያደርጉ የማድረግ ብቃት፤					
3	ለተማሪዎች የተለየ የተቆረቆረ ነገር ማድረግ የማዘጋጀት ወይም በችሎታ መደብ የማስተማር ችሎታ፤ በተጓዳኝ ትም/ነገር ማድረግ እንደየላገታቸው የማሳተፍና በውጤቱ ሕብረተሰቡ ተጠቃሚ እንዲሆን የማድረግ ጥረት፤					
4	ተከታታይ ፈተናዎችን፣ መልመጃዎችን፣ የክፍልና የቤት ሥራዎችን በየጊዜው የመስጠትና የማረም፣ በትክክል መልሶች ላይ ግንዛቤ እንዲወሰድባቸው የማድረግ ጥረት፤					
5	የተማሪዎች ጋር ያለው ግንኙነት አባታዊ /እናታዊ/ ስለመሆኑ የትምህርት ቤቱን ደንብና ሥነ ሥርዓት እንዲያከብሩ፣ የማይፈለጉ ባሕርያትን እንዲያስወግዱ ከት/ ቤት ውጪ በአልባሊ ቦታዎች እንዳይውሉ የሚያደርገው ጥረትና ክትትል፤					
6	የመምህሩ ሥነ ምግባር ብቃት/ለሥራ ያለው ታታሪነት፣ አርዳኝነት፣ በዕምነት በጾታ ወይም በሌላ ልዩነት ያለማድረግ፣ ወዘተ.../					
7	ተማሪዎች በቤተ መጻሕፍት የመጠቀም ልምድ እንዲያዳብሩ የሰጠው ምክርና ሥራ/assignment) ብቃት፤					
II	ከከፍተኛ መምህር እስከ መሪ መምህር ላሉ የጋራ መገምገሚያ መስፈርቶች					
8	ለተማሪዎች የማማከር አገልግሎት የመስጠት፣ በዝንባሊያቸው መሠረት እንዲገፉ የማበረታታትና ችግሮቻቸውን ለመፍታት የሚያስችሉ ጥናቶችን የማካሄድና በሥራ ላይ የማዋል ብቃት፤					
	አማካይ ነጥብ					

የገምጋሚው አስተያየት

1. መምህሩ ካለፈው ግምገማ ወዲህ ያደረገው መሻሻል

2. ከግምገማው በኋላ በተደረገው ውይይት መሻሻል ስለሚገባቸው ጉዳዮች የተሰጠው አስተያየት

3. አጠቃላይ አስተያየት

4. የገምጋሚው አካላት ስም፣ የሥራ ድርሻና ፊርማ

5. ግምገማውን ያፀደቀው ክፍል አባላት ስምና ፊርማ

ቀን _____

4. የመምህራን የሥራ አፈጻጸም መገምገሚያ ቅጽ (አጠቃላይ ነጥብ 15%)
(በወላጆች የሚሞላ)

የመመዘኛ ነጥቦች	
5	= በጣም ከፍተኛ
4	= ከፍተኛ
3	= መካከለኛ
2	= ዝቅተኛ
1	= በጣም ዝቅተኛ

ክፍል አንድ

አጠቃላይ መረጃ

1. የት/ቤቱ ስም _____ ወረዳ _____
ዞን _____ ክልል _____
2. የመምህሩ ስም ከነአያቱ _____ ጾታ _____ ዕድሜ _____
3. የትምህርት ደረጃ _____ 4. የአገልግሎት ዘመን _____
5. በዕድገት መሠላሉ መሠረት የመምህሩ የሥራ መደብ _____
6. የሠለጠነበት የትምህርት ዓይነት፣ አብይ _____ ንዑስ _____
7. የሚያስተምረው የትምህርት ዓይነት /ዓይነቶች/ _____
8. የሚያስተምረው የክፍል ደረጃ /ደረጃዎች/ _____
9. በሣምንት የሚያስተምረው ክፍል ጊዜ ብዛት _____
10. የግምገማ ወቅት ከ _____ እስከ _____

ክፍል 2

በወላጆች የሚሞላ

ተ.ቁ.	መስፈርቶች	መለኪያ				
		1	2	3	4	5
1	ከጀማሪ መምህር እስከ መሪ መምህር					
1	የትምህርት ተሳትፎን ለማሳደግ ጠቀሜታውን ለወላጆችና ለአካባቢው ማህበረሰብ የማሳወቅና በመተባበር ለመሥራት ያደረገው ጥረት፤					
2	ተማሪዎች በቤተሰቦቻቸው፣ ቤተሰብ በተማሪዎች ላይ የሚኖራቸው እምነት እንዲጎለብት ለመምከርና ለማበረታታት ያደረገው ጥረት፤					
3	ለአካባቢው ማህበረሰብ ባሕል የሚሰጠው አክብሮትና ጎጂ ባሕሎች በውይይትና በትምህርት እንዲወገዱ ያደረገው ጥረት፤					
4	ለአካባቢው ማህበረሰብ በሚጠቅሙ ወቅታዊ ማህበራዊ እንቅስቃሴዎች ላይ በመሳተፍ የዜግነት ኃላፊነቱን በተገቢው ሁኔታ ለመወጣት ያደረገው አስተዋፅኦ፤					
5	ለተማሪዎችና ለአካባቢው ማህበረሰብ የሚያሳዩው መልካም ሥነ ምግባር፣ ተባብሮ የመሥራት ችሎታና በወላጆችና በአካባቢው ማህበረሰብ ዘንድ ያለው ተቀባይነት፤					
6	የተማሪዎችን የመማር ችግር ለማቃለል ከወላጆችና ከአካባቢው ማህበረሰብ የሚያደርገው ግንኙነትና ተማሪዎች ከት/ቤት ውጪ በአልባሌ ቦታዎች እንዳይውሉ የማድረግ ጥረትና ክትትል የማድረግና የመመለስ ብቃት፤					
7	የተማሪዎችን በተለይም የሕፃናትንና የሴት ተማሪዎችን የትምህርት ተሳትፎ ለማጎልበት ወላጆችንና የአካባቢውን ማህበረሰብ ለመቀስቀስ ያደረገው ጥረት፤					
8	የተማሪዎችን የትምህርት ዕድገት ለማጠናከር ተከታታይ ፈተናዎች፣ መልመጃዎች፣ የቤትና የክፍል ሥራዎችን አዘጋጅቶ የመስጠትና የማረም፣ ውጤቶችን ለወላጆች በማሳወቅ የወላጆችን ክትትል ለማጎልበት ያደረገው ጥረት፤					
	አማካይ ነጥብ					

የገምጋሚው አስተያየት

1. መምህሩ ካለፈው ግምገማ ወዲህ ያደረገው መሻሻል

2. ከግምገማው በሁዋላ በተደረገው ውይይት መሻሻል ስለሚገባቸው ጉዳዮች የተሰጠው ምክርና ዕርዳታ

3. አጠቃላይ አስተያየት

4. የገምጋሚው አካላት ስም፣ የሥራ ድርሻና ፊርማ


5. ግምገማውን ያፀደቀው ክፍል አባላት ስምና ፊርማ

ቀን _____

DECLARATION

I, under signed, declare that this thesis is my original work and has not been presented for a degree in any other University. All sources of material used for the thesis have been duly acknowledged

Name : Mulu Legesse

Signature : 

Place : Addis Ababa University, Addis Ababa

Date of submission : May, 2001