TEACHERS' RESULT-ORIENTED PERFORMANCE APPRAISAL SYSTEM IN GENERAL SECONDARY SCHOOLS OF NORTH SHOA ZONE, OROMIA REGIONAL STATE

By

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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This is to certify that the thesis prepared by Beza Kechem Dadi, entitled: Teachers Result-Oriented Performance Appraisal System in General Secondary Schools of North Shoa Zone, Oromia Regional State; and submitted in partial fulfillment of the requirement for the degree of Master of Arts (Educational Leadership) complies with the regulation of the university and meets the accepted standards with to originality and quality.

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Acronyms and Abbreviations

BSC	Balanced Score Card
CPD	Continuous Professional Development
FCSC	Federal Civil Service Commission
MBO	Management by Objective
MoE	Ministry of Education
NSZEO	North Shoa Zone Education Office
OCSC	Oromia Civil Service Commission
OCT	Ontario College of Teachers
OEB	Oromia Education Bureau
OECBB	Oromia Education and Capacity Building Bureau
OPM	United States Office of Personnel Management
ROPA	Result-Oriented Performance Appraisal
TPA	Teachers' Performance Appraisals
TPD	Teachers' Professional Development
TROPA	Teachers' Result-Oriented Performance Appraisal

Abstract

The main purpose of this study was to assess the current practice of teachers' result oriented performance appraisal system in the general secondary schools of North Shoa Zone, Oromia Regional state. The study employed a descriptive survey research design. The respondents were teachers, principals, vice-principals, supervisors and wóreda education office experts. Proportionate stratified random sampling technique was employed to select teachers. Principals and vice principals were selected by using availability sampling. Purposive sampling was employed to select respondents for interview. Questionnaire, interview, and document analysis were instruments employed for data collection. Validity of the questionnaire was pilot testing with a reliability coefficient value 0.74. The questionnaires were administered to 96 appraisees (teachers) and 36 appraisers (principals, vice-principals, department heads, and unit leaders), and properly completed and returned by 90 appraisees and 33 appraisers. Interview was held with six teachers, two principals, three secondary school supervisors, and three woreda education office experts. Relevant documents from schools were also reviewed to get sufficient information. Statistical tools employed to analyze the data were frequency, percentage, mean, and chi- square. The study revealed that the majority of respondents rate teacher's participation in developing appraisal criteria low. It was also learnt that most of the respondents argued appraisers' classroom observation and reports from other teachers were data sources used in TROPA system, and the frequency and lengths of classroom observation was inadequate. The majority of respondents disagreed performance feedback given to teachers was timely and adequate. The majority of respondents also rated the degree to which appraisers play their roles and, the contribution of TROPA system to teachers' professional development low. Finally, involving teachers to actively participate in developing appraisal criteria, providing training to both appraisers and appraisees ,using multiple data sources in teachers' appraisal, visiting teachers classroom performance frequently, provide teachers accurate performance feedback frequently, provide proper attention for TROPA system implementation, setting the program in which teachers competency will be examined periodically, and revising TROPA system were some of the solutions to problems as forwarded by the researcher.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms, and organization of the study.

1.1. Background of the Study

In education system, the question of improving quality of education is one of the major issues that need more attention. Countries tried to guarantee their education quality by undertaking educational reforms, and any attempt to improve the quality of education inevitably involves changing what teachers do. In regard to this, Schott (1989:2) describes, the keynote for reform in education in USA during the seventies and the first half of the eighties was "accountability" and "Excellence".

More than half of states in America have added statutes aimed at improving the accountability and quality of teachers and administrators, many by mandating "strong,' get' tough' teacher evaluation systems." More and more states and school districts have begun to explore compensation strategies that link compensation and incentives to employee skills and performance, and as performance expectation has increased; and as efforts to link performance to compensation has increased, so too has the need for every school district to have in places a sound evaluation system (Shinkfield and Stuffle Beam (1995) cited in Webb and Norton (1999:377). This show one of the major focuses in the educational reform movement was improving the performance of educational personnel.

The demand for teacher accountability was to made evaluation become an important part of the push to improve the quality of teaching. In line with this, Duke (1995:1) states that, the desire to ensure young people are served by competent teachers' led educational reformers to rethink teacher preparation and certification, staff development, and personnel evaluation.

From the above discussion one can understand how teachers' evaluation has received more attention from the educational reforms in different times. But it is also better to note

that, the central ideas related to teacher evaluation or appraisal over which policy makers have been struggling was not only accountability. According to Duke (1995:4) the ideas include accountability, professional development, professionalism and performances pay. However, McNeil (1981) in Duke (1995:5) states that,

> There are two conflicting views of teacher appraisal. The first, or "controlling view", is represented by demands of great accountability. The second, or "noncontrolling" view, holds that teacher evaluation should downplay" the crushing pressure of judgments from supervisors, principals, students, parents, and peers" and concentrate on "instructional empowerment."

Even though both type of evaluation is necessary, the debate has developed around the issue whether the accountability based or growth oriented teacher evaluation can coexist in the same evaluation system. However, according to McNeil (1981) in Duke (1995:5) "...the advocates for each position agree on one point that teachers should be held accountable for professional development."

State statues requiring the evaluation of school personnel vary widely as to their level of specificity. In relation to this Webb and Norton (1999:382) describes that, some states only require that, adopt some evaluation policy and leave the details to the board, where as other states mandates all aspects of the evaluation by itself. State, also vary across the spectrum in terms of statutory recognition of the right of teachers to participate in the design of the evaluation process. In Ethiopia, TROPA system enables the school management and teachers participate in the design of appraisal system. Concerning this, MoE (2003:2) describes key, major and minor tasks of teachers' performance appraisal plan set at the center can be revised at school level according to the school's context.

The importance of appraisal in any organization cannot be over emphasized. The literature on staff appraisal, covering a wide spectrum of fields such as commerce and industry as well as the private and the public sector including schools, identifies three main purposes of appraisal (1) to serve as a basis for modifying behavior to realize more effective working habits; (2) to provide adequate feedback to each employee on his/her performance; and (3) to provide managers with date which to evaluate future assignments and determine compensation (Kermally1997:90). Mondy (2010:239) generalizes as the

primary goal of an appraisal system for many organizations is to improve individual and organizational performance.

Formal evaluations are required to justify a wide range of human resource decisions such as pay raise, promotions, demotions, terminations, etc. It also helps to determine employees' training need. Moreover, performance measurement allows the organization to tell the employees something about their rates of growth, their competencies, and their potentials. However, regardless of its panacea, ineffective appraisal system can bring many problem including low morale, decreased employee production, a lessening of an employee's enthusiasm and support for the organization (Longnecker and Fink, 1999 cited in Zelalem2007:1).

The traditional appraisal system of teachers' performance has been repeatedly changing its name, criteria and purpose. In relation to this, Luenburg and Ornestien (1991:37) in Kibrie (2005:2) states, at different times, different types of teacher evaluation approaches such as judgmental, absolute standard, and result-oriented approaches are applied. William and McNeil (1979:248) on their way indicate the criteria for teacher performance appraisal were grouped under the broad rubrics of (1) process, (2) teacher characteristics, or (3) product. Atsede (1991:12) cited in Yilma (2009:46) also described the case in Ethiopia, teachers' performance evaluation started in the 1930s, and the main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function by large remained unchanged.

The traditional performance appraisal approach has been blamed for its being process oriented rather than measuring the outcome. In other words, it has been taught of as measuring one's personal character than his/her contributions to the organization. It was this notion that had called for the introduction of result oriented performance appraisal(TROPA)as major component in the recent civil service program that has been in effect in Ethiopia as of the year 2002 (MoE, 2003:1). According to FCSC (2002:6), the overall objectives of the new appraisal system result oriented performance appraisal (ROPA) is to enable civil service institutions to objectively measure and provide

feedback on the result of employees' performance using open, transparent and result criteria that provide performance effectiveness and efficiency.

But whatever method(s) of performance appraisals used, the Practice of evaluating employee performance is a difficult task because the nature of the job demands the immediate supervisors to understand the nature of the job and the sources of information, and it is provided as a feedback, and integrated into organizations management process for use in making compensation, job placement, and training decisions and assignments. To this end survey study conducted in Oromia Regional State on the practice of TROPA by Berhanu (2006:75-77) reported that, secondary school teachers have negative attitude towards TROPA, and its practice has a problem. In addition to this, NSZEO (2012:11) has also indicates that the current practice of teachers' performance appraisal in the zone, both in primary and secondary schools has a problem of developing participatory result-oriented appraisal plan and implementing it.

1.2. Statement of the Problem

Productive performance appraisal serves many purposes. As Rue and Byars (1990:207) a sound performance appraisal system benefits all the organizations, the supervisors and the employees. Supporting the idea, Ratzburg (2009:4) states from the employee's perspective, performance appraisal informs them about what is required of them in order to do their jobs, it tells them how well they have achieved those objectives and helps them take corrective action to improve their performance, and finally it may reward them for meeting the required standards. The firm, on the other hand, needs a performance appraisal system in order to establish principles of managerial accountability and perhaps, the most significant benefit of performance appraisals is the opportunity they provide supervisors and subordinates to have one-on-one discussions of important work issues.

To realize these benefits, proper implementation of the appraisal plan is unquestionable. For the proper implementation of the plan some pre-conditions are expected to be fulfilled. In regard to this, Webb and Norton (1999:378) indicate "...the establishment of performance appraisal as a school district priority is critical if the appraisal system is to make a meaningful contribution to the improvement of the district and individual employees". As to the authors, active participation of all employee groups, school board

members, and school customers in the development of the policies that will guide the evaluation system is critical to its success.

Even though the participation and support of those concerned bodies are needed at each step of the appraisal process, the support from the top levels of the management is very crucial. Supporting this, Stronge (1991) as cited in Webb and Norton (1999:378) describes "...if the appraisal system does not have the strong support from the school board and the administration, appraisal will be superficial at best." According to the source, one of the ways the school can demonstrate its commitment to appraisal system is through, the policy it adopt to govern and direct the appraisal system.

TROPA system has been introduced in North Shoa Zone, Oromia Regional State in 2003; if not fully implemented at all schools equally. Since then, it is applied with some interruptions in the middle. The practice of TROPA in North Shoa Zone has not been studied as far as the researcher knows. In addition to this, as formally and informally heard from Woreda Education experts, school principals and teachers; the practice of TROPA has a problem. Less attention from both the appraisees and appraisers, and support from educational hierarchy above school levels to the proper implementation of the appraisal system are some the main problem. Woreda education office blame school management in that, they appraise almost all employees at the top; and the school management on its part blame Woreda education office in that , they are forced the school to perform unattainable appraisal criteria. Still there is grievance of teachers on it, and if the magnitude differs, the result of the appraisal system is the source of conflict between the appraisers and appraisees. These and other issues accounted for the needs of conducting this research. In line with this, the research has addressed the following basic questions.

1. To what extent do teachers participate in developing the criteria of TROPA system?
2. How adequately is the process of performance data collection and provision of feedback to teachers operating?
3. To what extent do appraisers play their roles in teachers' performance appraisal system?

4. To what extent does TROPA contribute to teachers' professional development?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the practice of TROPA system in general secondary schools of North Shoa Zone, Oromia Regional State.

1.3.2 Specific Objectives

The specific objectives that guide the study include:

- To identify the extent to which teachers do participate in developing TROPA criteria
- To assess the practice of performance appraisal process in the current TROPA system of general secondary schools of North Shoa Zone
- To know the extent to which appraisers play their roles in teachers' performance appraisal system
- To assess the extent to which TROPA system contributes to teachers' professional development

1.4 Significance of the Study

The result of this study is significant in various aspects. Firstly, it may help in identifying the problems encountered the proper implementation of TROPA system. Secondly, it may help the schools and education experts in indicating how to develop and implement effective appraisal system that enables teachers to become effective in the teaching learning process, and also meet their professional development need. Thirdly, it can also serve as a bridge for other researchers to conduct an in depth study of a wider scope on the same or related issues.

1.5 Delimitations of the Study

The study was delimited in scope in terms of samples, aspects of the problem under study and area so as to make it manageable. Thus, the study was limited to the data obtained from teachers, principals, supervisors of secondary schools and Woreda education office

experts. Regardless of the multifarious characteristics of TPA and its various uses, the study was limited to teachers' participation in developing appraisal criteria, process of performance data collection and provision of feedback, roles of appraisers, and contribution of the appraisal system to teachers' professional development in some selected general secondary schools of North Shoa Zone, Oromia Regional State.

1.6 Limitation of the Study

The study was limited with lack of necessary resources. Some respondents filled the questionnaire carelessly, some others were reluctant to return the questionnaire timely, and still the some were not respond to the open-ended questions as intended. On the other hand, schools were not properly organized documents related to TROPA system. Furthermore, because of the shortage of time the data gathered for the study were limited to the school and Woreda education office level. These all can exert influence on the study to comprehensively reveal the current practice of TROPA in the zone under study. Therefore, to some extent these shortcomings inhibit to the study be conclusive. However, the researcher tried to manage the problem by using different mechanisms such as making continuous follow up during data collection with patience and conducting the interview properly to the study is successful.

1.7 Operational Definition of Key Terms

Appraisal-A system of assessing the performance and continuing professional development needs of teachers and managers in schools, colleges, and Universities (Wallace, 2008:14).

Appraiser-Refers to those school management bodies in charge of undertaking appraisal of teachers whose performance being judged or appraised.

Appraisee-General secondary school teacher whose performance being judged or appraised

General Secondary Schools-In Ethiopian education system the school division comprising grade 9-10.

Performance-The level of achievement by an individual measured against pre-determined standards of achievement.

Performance appraisal- Is the process that involves how well employees do their job compared to a set of standards and communication of that information to the employees (Rue and Byars, 1990:204).

Result-Oriented Performance Appraisal- Is the method of appraisal that is used to appraise teachers' performance based on result (outcomes) achieved and not on performance activities.

1.8 Organization of the Study

This study has five chapters. Chapter one focuses on the back ground, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms. Chapter two comprises review of the related literature, chapter three looks on research design and methodology, chapter four deals with the presentation, analysis and interpretation of data, and the last chapter (Chapter five) deals with summary, conclusion and recommendations of the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. Teachers' Performance Appraisal System

Ivancevich (1989:321) describes other terms of performance evaluation include performance review, personnel rating, merit rating, performance appraisal, or employee evaluation. So the researcher uses the terms performance appraisal and performance evaluation interchangeably in this study.

The term performance appraisal has different definition in different literature. It has been defined by several management scholars, and the following are only few of them. Rue and Byars (1990:207) define performance appraisal as, "...a process that involves co mmunication to an employee how well the employee is performing the job and also, ideally, involves establishing a plan for improvement." According to this definition performance appraisal seems a comprehensive process in that it encompasses performance provision of feedback and planning for future improvement on the basis of performance appraisal results. The definition also reveals that appraising the performance of employees is a continuous activity and the means to communicate with employees about past, present and future achievement.

Mondy (2010:239) also defines performance appraisal as"...a formal system of review and evaluation of individual or team task performance." Evaluation of team performance, differentiate this definition from the other. Even if the performance evaluation of team when it exists in the organization is critical, most definitions of performance appraisal focus on an individual employee's performance.

Furthermore, Dessler (2011:332) defines performance appraisal as "...a means of evaluating an employee's current and/or past performance relative to his/her performance standards." From this definition one can understand that in appraising employee's performance the need for considering employee's past performance. In addition to this, performance appraisal is not simply a tool of appraisal form; rather, it is more than a form that asks setting standards and appraising the employee relative to these standards.

OCT (2009:3) on its part specifically defines TPA as"...a performance management system for school based teachers designed to evaluate the performance level of individuals in order to achieve high levels of school performance".

Therefore, in this study performance appraisal is a system designed by the school with the collaboration of teachers to periodically and regularly measure the performance of teacher against pre-set standards, and that involves providing feedback to the teachers in which case the result of the appraisal will be used as a basis for administrative decisions and development purposes.

2.2 Purposes of Performance Appraisal System

Appraisal system has a purpose to serve that has to determine during its design. The purp ose may be perceived differently by the participants of the appraisal process. Thus, determining the purpose of school evaluation system before it is implemented and continuing to communicate it to affected individuals is paramount to defining the evaluation. In regard to this, Stronge (1991) cited in Webb and Norton (1999:379) states, evaluation system that lack clearly articulated purpose(s) are essentially meaningless and contribute little to the accomplishment of the district goals. Hence, schools have to determine their performance appraisal purposes collaboratively with teachers before they try to implement it.

There are a number of purposes of organizational performance appraisal forwarded by different authors. Accordingly, the purposes of performance appraisal is elaborated by Rue and Byars (1990:207-208) as three principal purposes: (1) to improve employee performance in the present job, (2) to prepare employees for future opportunities that may arise in the organization, and (3) to provide a record of employee performance that can be used as a basis for future management decisions. Webb and Norton (1999:381) also discussed the purpose of performance appraisal as the multitude reasons for evaluating personnel relate to four broad purposes: (1) staff development; (2) rewarding performance; (3) promotion; and (4) retention, remediation or termination.

FCSC (2007:9) on its part categorizes the purposes of performance evaluation into fiye as follows: a) to enable civil servants to effectively discharge their duties in accordance with the expected level, quality, standards, time and expense; b) to evaluate civil servants on

continuous basis and identify their strengths and weakness with a view to improve their future performance; c) to identify training needs of employees; d) to give reward based on result; e) to enable management to make its administrative decisions based on concrete evidence.

Generally, from the above discussion it is clear that, performance appraisal has several specific purposes to accomplish and these specific purposes can be generalized by two broad purposes: judgmental and developmental. In line with this, M. L. Armiger (1981) in Duke (1995:174) points out that "...teacher evaluation can be understood in terms of a tension between two primary purposes, variously described as summative and formative, or accountability-based and growth-oriented." Similarly, Norton (2008:217) states teacher performance evaluation has two primary purposes that are revealed in the goals for formative evaluations and summative evaluations. As to the author formative evaluation goals center on professional development purposes and summative evaluation goals are associated with making decisions.

2.2.1 The Demand for Teacher Accountability

Own et al.,(1978:495-96) states the insistence on educators accountability results from: (1) evidence that students are learning less than they are used to, (2) increasing crime and violence in school. Staffs are "too easy" critics complain, on disruptive and law breaking youngsters, and (3) The fairly new premise that virtually any children learn anything, given sufficient time and instruction. Duke (1995:4) also states accountability as a buzzword since the early seventies, often is in evoked to justify the need for teacher evaluation. As to the source it is the critics of the public schools which argue that teachers must be held accountable.

The accountability purpose of teacher evaluations are associated with making decisions relative to job continuation, tenure, placement, defining teacher compensation levels and the like. The use of teacher evaluation for accountability purpose has many drawbacks. But it is acceptable when it is used on a balance. In regard to this, Own et al., (1978:497) describe, sometimes a demand for accountability really represents a demand for control over what is taught and who is to be hired to teach it. But, on balance accountability seems to have beneficial effects on education. As to the authors, teachers,

administrators, researchers and theorists have been prompted to question what they have been doing, to refine old techniques and to experiment with new ones. But if we give much emphasis for it, its disadvantage weighs the advantage. Supported this idea, Duke(1995:175) noted that too much emphasis on the individuals for accountability purposes foster an unproductive climate for fear and detracts from the establishment of collective responsibility.

2.2.2 Teachers' Professional Development

Teacher evaluation for the purpose of professional development has steadily gained in popularity during the late 1980s and early 1990s. Besides enjoying the support of teachers' organizations such evaluation has won praise from administrator groups (Duke, 1995: 6). As to the source the latter regard growth oriented teacher evaluation as a way not only to improve relations between teachers and supervisors, but also to free administrators in order that they can spend more time with few teachers who need intensive assistance.

Many teacher evaluation systems that focus on professional development are based on individual goals that permit competent teachers to grow in a unique and meaningful ways. As described by Norton (2008:217) TPD purpose are exemplified by activities such as improving teaching skills, emphasizing student outcomes, focusing on teaching excellence and identifying in-service activities. This denotes that appraisal should be supportive process which will be used to inform continuing professional development. Thus, to realize this purposes the school should encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Goe, et al., (2012) also describe, the alignment of teachers' evaluation results with professional growth opportunities can be considered in terms of the collection and use of evidence. It begins with identifying sources of evidences that will be used for evaluating teachers. … as state develop and implement teacher evaluation systems in response to Federal State priorities, they should consider designing systems that include using evidence gathered through evaluation to inform professional growth. Adding this component to teacher evaluation system from the very begging will ensure that

implementation decisions support the collection and use of evidence for the purpose of informing professional growth. According the source the following six key components to an aligned teacher evaluation/professional growth system: (a) High-quality standards for instruction, (b) multiple standards- based measures of the teachers effectiveness, (c) High quality training on standards, tools and measures, (d) Trained individuals to interpret results and make professional development recommendations, (e) high-quality professional growth opportunities for individuals and groups of teachers, and (f) High quality standards for professional learning.

In case of Ethiopia concerning the need for linking performance appraisal to teachers' professional development, MoE (2009:12) states "The National Frame Work for Professional Competencies of Teacher's clearly sets out the core competencies that all Ethiopian teachers need in order to progress through the professional career ladder." As to the source, the following five professional competencies taken together represent the role of the Ethiopian teachers: facilitating student learning, assessing and reporting student learning outcomes, engaging in continues professional development, and forming partnerships with the school community.

From this it is clear that the high priority given to TPD in Ethiopia is demonstrated by the fact that it forms one of the five professional competencies. The MoE material further describes achievement in the other four professional competencies depends on teacher's commitment to participate in high quality continuous professional development, and for its success teachers professional development should be linked to career ladder and appraisal.

To sum up, evaluation for accountability and for professional development can be part of the same system. With careful thought and planning in the design stapes of a comprehensive evaluation system; educational leaders should design an integrated approach encompassing both accountability and developmental aspects. But previous studies conducted on TROPA by Kibrie (2005), Berihanu (2006), and Yilma (2007) indicate that our schools didn't realize the two main performance appraisal purposes on a balanced manner-they emphasized on the accountability purposes.

2.3 Summative and Formative Staff Performance Evaluation

As indicated in the above discussion the purposes of teachers' evaluation is directly related with types of evaluation system- summative and formative evaluation. According to Webb and Norton (1999:380) summative evaluation is considered at the end of an activity or period of time and is designed to assess terminal behavior or overall performance. Summative evaluation is used to make personnel decision regarding such matters as contract renewal, tenure merit pay, assignment to career ladder, and termination. Glickman et al. (2004:310) also describe as it is; an administrative function intended to meet the organizational need for teacher accountability.

Unlike summative evaluation, which is terminal activity, formative evaluation is an on-going evaluation designed to provide feedback to the person being evaluated for the purpose of self-improvement. Oliva and Pawlas (1997:546) describe for formative purpose, teachers are judged on the process, the effectiveness with which they demonstrate generic teaching skills in the classroom. Glickman et al., (2004:311) on their part state formative teacher evaluation is a supervisory function intended to assist and support teachers in professional growth and the improvement of teaching. Generally, unlike summative evaluation, which is terminal activity, formative evaluation is an on-going evaluation designed to provide feedback to the person being evaluated for the purpose of self-improvement.

2.4 Result-Oriented Rating Methods

According to the performance management literature, no one knows precisely when a formal method of reviewing employee performance was introduced. The first, monitoring system however, evolved out of the work of Fredric Taylor and his followers before World War I (OCSC, 2010:4).Since then organizations appraise their employee performance using different methods.

Cascio (2003:303), and Decenzo and Robbins (2010:237) categorized the different appraisal method into three: (1) absolute rating system-a system in which employees are compared to standard and their evaluation is independent of any other employee in a work group. This process assess employee's jobs traits and /or behaviors; (2) relative rating systems- a system which compares individuals against other individuals; and (3)

results-oriented systems. All of these methods have their own strengths and weaknesses. For the purposes of this study the researcher focuses on the result-oriented rating methods.

A result-based rating method is based on measuring the result or outcome of performance. One popular result-oriented program is called management by objective (MBO). This program typically involves the establishment of objectives jointly by manager and employee (Rue and Byars, 1990:54; Mathis and Jackson, 2008:347; Ratzburg, 2009:20).

According to Mathis and Jackson (2008:347) other names for MBO include appraisal results, target coaching, work planning and review, performance objective setting, and mutual goal setting. As to the source MBO is far more than an evaluation approach. It is usually is a part of an overall motivational program, planning technique, organization change and development.

Ratzburg (2009:20) on his way discusses on MBO that it originally advocated by management theorist Peter Drucker. Since then organizations use this method to appraise their employees' performance. As the method of performance appraisal, MBO seeks to measure, the extent to which predetermined work objective have been met by the employee. The author continues, in MBO employee made careful assessment of her/his strengths and weakness, and formulated some specific plan to accomplish her/his goals. The manager and the employee then discuss on the draft plan jointly and modify it as may be necessary. The reason for this according to Rue and Byars (1990:54) and Ratzburg (2009:21) is that, establishing personnel goals elicits employee commitment, and the employee knows more than anyone else about her/his capabilities, needs, strengths, weakness and goals.

Different authors identify requirements that must be met for MBO to be successful. Accordingly, Rue and Byars (1990:55) identified three minimum requirements: (1) individual objectives must be set by supervisor and the subordinate; (2) subordinates must periodically and regularly evaluated; (3) subordinates must be evaluated and rewarded based on objective attainment. Thus, it is better schools take these requirements into consideration for the success of TROPA system.

MBO like other methods have its own advantage and disadvantage. According to Decenzo and Robbins (2010:244) its advantage lies in its result-oriented emphasis. It can enhance superior-subordinate relationships; improve communication and a better coaching framework. Dessler (2011:344) also describes its advantage as tied to jointly agree upon performance objective and periodically providing feedback.

Concerning the disadvantages of MBO Ivancevich et al., (1986: 437) put that focusing on result may take attention away from the process of accomplishing the objective. A subordinate receiving feedback about what has been achieved still may not be certain about how to make performance connection. As to the authors, other problems linked to MBO programs include improper implementation, lack of top-management involvement, and too much emphasis on paper work, failing to uses MBO system that best fits the needs of the organization and the employment, and inadequate preparation of training for employees who are asked to establish goals.

As indicated in the above explanation each methods of performance appraisal has its own merits and demerits. Thus, for the appraisal system to be successful the method we use to appraise employees' performance is not critical by itself. In relation to this, Cascio (2003:303) discuses, many regard rating methods or formats as the central issue in performance appraisal; this is not the case. Broader issue such as trust in the appraisal system, the attitude of managers and employees, the purpose and frequency, and source of appraisal data and rater training also must be considered. The author continues, rating formats or methods play only a supporting role in the overall appraisal process. For the question, which system is best? Mathis and Jackson (1997:347) describe, "...no single appraisal method is best for all situations." Similarly, Cascio (2003:309) further states "...an extensive review of research literature that relates the various rating methods to indicators of performance appraisal effectiveness found no clear "winner." Thus, teachers' performance appraisers must take what is known about each type of system and decide how well the system fits into the culture and operations of the school.

The method of TPA which is recently used in secondary schools of NSZORS is result-oriented. The formulation of ROPA in Ethiopia civil service had its own background. In regard to this, FCSA (2002: 26) states, in Ethiopia employee's performance appraisal

have been started long time ago in the civil service sector. However, it is one of the most challenging issues of performance management. The main reasons for this were: (1) lack of standards that can evaluate employee's performance effectively, (2) rater bias: (3) lack of rewarding mechanism for different levels of performances and achievements.

The traditional method focused on the trait and behaviors of the employee rather than focusing on results, while the modern method or result- oriented, rates employees based on the plan of the organization and the employee, and rates the result of the performance based on transparency.

MoE (2003:3) also describes, TROPA was prepared to guarantee quality of education. As to the source, educational objectives to be attained by teachers are originated from curriculum based teachers' annual plan, regional and national vision and mission. The attainment of such objectives and goals are measured against the major curriculum issues, like, coverage of annual curriculum; usage of appropriate teaching strategies and teaching aids; provision of quality and concertized lessons aided by workshops, laboratories and library references; and etc. But, the question is that, did TROPA guarantee quality of education as intended? Previous study conducted on this area confirms that TROPA didn't guarantee the quality of education as intended.

2.5 Principles of Performance Appraisal System

Key guiding principles can be useful to learn how a successful staff performance appraisal can be designed and operated. Concerning principles of performance appraisal system different principles have been forwarded. Accordingly, Mathias and Jackson (1989) suggest the following.

I. Principles of mutual benefit- the goals of employee are not mostly similar with the goals of organization. Thus, the appraisal technique must take into account the goal difference between employee and organization, and set appropriate techniques for mutual benefit of both.

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

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

Andrew (1995) cited in Berhanu (2006:17) also enumerates some principles which include ensuring consistency , fairness as must element, privacy of appraisal results, allowing teachers to express disagreements, recognition for excellence, and the likes. FCSC (2005:34-39) and OCSC (2006:127) on their part outlines the following principles: what is to be measured is the output not the person; results of planned performance are attributed to the performer, results are measured on the basis of achievements of outputs, outcome and impact to the organization; measures of results are developed in line with the organizational strategic plan; plans should be transparent, measurable, achievable, tangible and relevant which could be performed within specific period of time; and the like.

2.6 Teachers' Performance Appraisal Plan

Developing teachers' performance appraisal plan is the crucial part of the appraisal system. It is by which we establish performance criteria, performance measures and other necessary elements of the plan. For the purpose of this study, the researcher discussés on the following elements.

2.6.1 Performance Appraisal Criteria

Valentine (1992) cited in Webb and Norton (1999:381) defines criteria as "...the job related behaviors expected of the teacher, administrator or other staff member." This denotes that before developing teachers' performance appraisal plan standardizing effective performance criteria is paramount. Supporting the idea, Schott (2001) as cited in Tigist (2010:18) states key component of any performance appraisal process is the creation of specific performance criteria against which the individual performance will be monitored and evaluated.

Even though performance criteria vary across organizations and the methods of performance appraisal used, Mondy (2010:243) identifies various performance criteria that can be established. The most common are:

Traits- certain employee traits such as attitude, appearance and initiative are the basis for some evaluations. However, many of these commonly used qualities are subjective and may be either unrelated to job performance or difficult to define.

Behaviors- when an individual task outcome is difficult to determine, organizations may evaluated the person's task related behaviors.

Competencies- Include broad range of knowledge and skills, trait, and behaviors that may be technical in nature, relate to interpersonal skill, or are business oriented.

Goal achievement- If organizations consider ends more than means; goal achievement outcome is an appropriate factor to evaluate.

Improvement potential: When organizations evaluate their employees' performance, many of the criteria used focus on the past. From performance management view point, the problem is that you cannot change the past. Unless a firm takes further steps the evaluation data become merely historical document. Therefore, firms should emphasize the future process achieve the firms goal.

In TROPA, the case of Ethiopia, the performance criteria is set from the school plan and the performance criteria expected to be established is similar to what Mondy identifies as goal achievement. Irrespective of the type of criteria used, they should serve effectively for the purpose to which they are designed. Concerning the effectiveness of performance criteria, Townely (1990) cited in Armstrong and Baron (2002:79-80) emphasis that the performance criteria should be job related, preferably be developed from job analysis, identify behavior than personal traits, and practice rather than vague standards. Furthermore, it argued that performance criteria should be clear, specific and understandable; reasonable and attainable; measurable and result-oriented; communicated in timely fashion; and foster continual improvement in productivity.

Melaku (1992:52) on his way describes, the effectiveness of performance criteria is characterized by the level of validity, reliability and utility. Moreover, Dattner (2007:123)

states performance criteria to be under employee's control, yet challenging, specific but comprehensive enough to cover major areas of employees work responsibility, and subject to change when needed.

Thus, performance criteria should measure relevant aspects of performance, consistent to measure performance, should be specific and should provide the basis of teacher appraisal against standards, and not against another teacher. But, what is more crucial for its effectiveness is, its acceptance with those use it, and this is tighten with the employee participation during its establishment. Supporting this, OCSC (2006:126) states ROPA is a participatory management system that encourages the involvement of employee right from goal setting to implementation that enables them to know what is expected of them. The source further states participating employees in each step make employees feel some degree of ownership.

Therefore, participating employees in setting performance criteria and other several aspects of the appraisal process enable them to own performance appraisal plan, generates atmosphere of cooperation and support which reduce appraisal related tension, defensive behavior and rater-ratee conflict. To sum up, school leaders (appraisers of teachers' performance) should mutually agree on performance criteria with teachers to the successful implementation of the appraisal system.

2.6.2 Tasks Included in Appraisal Plan and Its Classification

The identification of tasks that should be included in TROPA plan is the crucial stage in developing the appraisal plan. According to FCSC (2005: 74) tasks included in TROPA should be identified by assessing general organizational conditions. The source further indicates, employee's performance plan is based on overall organizational vision and mission, so it should not totally rely on the job description. Thus, schools should assess organizational strategic plan, strategic goals and objectives as well as understanding the detailed operational goals in collaboration with teachers.

After identifying tasks included in TROPA plan the classification of these tasks into key and major tasks is what comes next. FCSC (2005:75) describe the classification of tasks is not a random event, it is based on certain criteria and needs the involvement of those implement the plan. Key tasks are tasks which play a major role in solving key

problems and have greater contribution for achievement of organizational goals, while major tasks are tasks that contribute to the achievement of organizational goals next to key tasks. So, schools should give proper attention for the participation of the whole staff in both identifying tasks that should be included in TROPA plan, and in classifying tasks into key and major tasks by using different mechanisms.

2.6.3 Performance Measures

OPM (2001:45-6) discusses about measures that, measures are yardstick used to determine how well work units and employee produced or provided products or services to develop specific measures of performance for each element in your performance plan. In developing TROPA plan, establishing performance measures to all key and major tasks is one of the activities to be taken in to consideration. Performance measures can be categorized into two: general and individual (specific) measures. General measures can be classified into four, five or six categories by different authors. OPM (2001:46) categorizes it into four: quality, quantity, timelines and cost-effectiveness.

Quality addresses how well the employee or work unit performed the work and/or the accuracy or effectiveness of the final product. Quality refers to accuracy, appearance, usefulness, or effectiveness. **Quantity** addresses how much work the employee or work unit produced. Quantity measures are expressed as a number of products produced or service provided, or as a general result to achieve. **Timelines** addresses how quality, when, or by what date the employee or work unit produced the work. You need to make sure to include timeliness measures when applicable; otherwise, it is implied that the element must always be done and there is no margin for error.

Cost-effectiveness- Cost-effectiveness measure may include such aspects of performance as maintaining or reducing unit costs reducing the time it takes to produce or provide a product or service or reducing waste.

The general measures used in Ethiopia TROPA are those indicated by OPM above. Depending on the nature of the task, the appraiser can use two or all the four measures at the same time. In teachers' result-oriented performance appraisal, specific measures are developed after determining the general measures of the plan and they are the base in

developing performance standards. Thus, developing these too, need active participation of teachers.

2.7 Appraisers and Their Roles

2.7.1 Appraisers of Teacher Performance

Traditionally the employee's direct supervisor appraised his/her performance. However, who should do the appraising? is the debatable question. In regard to this, Casico (2003:301)indicates the most fundamental requirement for any rater is that he/she has an adequate opportunity to observe rate's performance over a reasonable period of time (e.g. 6, Months). This idea suggests the need for several possible raters for employees. Casico (2003: 301-302) and Desseler (2011:351-52) forward the following options:

I. The immediate supervisor-Supervisors ratings are the heart of most appraisals. These make sense: The supervisor usually is in the best position to evaluate the subordinates' performance, and is responsible for that person's performance. Furthermore the immediate supervisor is probably best able to relate the individual's performance to departmental or organizational objectives.

II. Peers- In some jobs, such as outside scales, law enforcement and teaching, the immediate supervisors know subordinate's actual job performance only rarely (and indirectly, through written reports). Peers can provide perspective on performance that is different from the immediate supervisors. As to the authors, peers appraisals out of its benefits can be affected by potential friendship bias. To reduce this bias it is important to specify exactly what peers are to evaluate.

III. Ratting committees-Using multiple raters make sense. Although there may be discrepancies among ratings by individual supervisors, the composite ratings tend to be more reliable, fair and valid. Using several raters can also help cancel out problem, like bias and have effects. Furthermore, where are differences in ratings, they usually stem from the fact that raters at different levels observe different facets of an employee performances.

IV. Self- appraisal-There are several arguments to recommended wider use of self-appraisal. The variable, opportunity to participate in the performance appraisal process,

particularly if appraisal is combined with goal setting, improves the rates motivation and reduce her/his defensiveness during the appraisal interview. On the other hand, self-appraisal tend to be more lenient, less more biased and show less agreement with judgments of other. Since employees tend to give themselves higher marks than their supervisors do, self- appraisals are probably more appropriate for counseling and developing.

V. Clients Served- In some situations the "Consumers" of the individuals or organizations services can provide a unique perspective on job performances. The information client provides can provide useful in put for personal decision such as promotions, transfer and need for training.

Concerning teachers' performance appraisers, in Ethiopia beginning form the introduction of the new Education and Training Policy, teachers had been appraised by three parties: school management body, representatives of parents, and student. According to MoE (2003:14) even as of the introduction of result oriented performances the above parties were in charge of appraising teacher with minor modification to appraisal weights. This system of teacher's appraisals (by parents and students) have highly been criticized with notion that student and parent lack skill for doing such a decisive rating which could have impact on teacher's career development. It might be because of this reason that, currently only school management chaired by the directors is responsible for carrying out teacher result-oriented performance appraisal (OECB, 2005) in Berhanu (2006:31).But the idea of excluding students from rating teacher's performance has opposed by different authors. For example Own et al., (1978: 520) object the idea by saying, "…students observe their teacher every day of the school year, not for an occasional forty five minutes, further more they are the consumer of the teacher's product, and if you want to know good an automobile is, you don't ask the car dealer, you ask the person who drives one." Similarly, Follman (1992, 1995) cited in Webb and Norton (1999:395) said "… student assessment can provide valuable feedback to the teacher and often can be more effective in change behavior."

2.7.2. Roles of Teacher's Performance Appraisers

To performance appraisal system attains its intended purposes appraisers have prominent roles. Their roles include designing and operating the performance plan in collaboration with teacher. Regarding to this, OCT (2010:11) states the school management team, consisting of the principals and, where applicable deputy principals and heads of department has an overall responsibility of managing the planning and implementation process. The source specifically outlines the following roles and responsibility of appraisers: train all staff members on the procedure and process of TPA; prepare and monitor the management plan of the TPA in the school, conduct pre-appraisal discussion, lesson observation, post appraisal discussion; ensures that performance appraisal of every teacher is conducted consistently fairly and accurately using the approved instruments and evaluate the effectiveness of the appraisal system, ensures the appraisal of teacher performance is included in the management plan of the school; ensure that all records and documentation on TPA are properly kept and maintained; and deliver al TPA documents to district optic within the stipulated timeframes

MoE (2003:19-20) also states "... one of the roles of the appraiser body are monitoring as to how proper accomplishments of the planned key tasks are accomplished according to criteria set". As to the source, rather than filling teacher's performance appraisal results at the end of the semester, appraiser should discuss on teacher's performance appraisal plan continuously- per 15 days or a month. The source continues, to TROPA be objectively measures teachers' performance, the appraisers should hold data and notes continuously from the beginning of year.

In addition to these, Rue and Byars (1990:204) describe one job of supervisor is to work to eliminate environmental factors include inadequate work facilities and equipment, restrictive policy, and lack of cooperation from other people and departments that can negatively affect the attainment of the purposes of teachers' performance appraisal system. The authors further state supervisors should encourage the efforts of employee by-making the work interesting, relate rewards to performance, provide valuable rewards, treat employees as individuals and encourage participation and cooperation to make appraisals system successful.

The evaluators have also expected to implement procedures that follow specific appraisal out comes. In regard to this, Oliva and Pawals (1997: 559) describe evaluators typically draw up a professional improvement plan for teachers showing areas that need improving or that could be enhanced. For those teachers demonstrating deficiencies the evaluator includes means of overcoming the deficiencies, states how evaluation of the improvement will be carried out, and establishes timeliness. OCT (2010:40-43) also identifies procedural requirements following specific appraisal outcomes that should performed by the collaboration of evaluators of teachers and teacher evaluates (new and experienced). According to the source, when a new teacher receives an unsatisfactory appraisal rating, the principals or evaluator will develop an improvement (enrichment) plan, with input from the teacher, and implemented within in 15 school days. Concerning experienced teachers, when they receive their first unsatisfactory performance appraisal rating on their summative report, the principal or evaluators must insure that they receive support, guidance, and monitoring necessary to enable them to improve their performance within a given period. Within 15 school days of the teacher's receiving the rating, the principal must provide the teacher with an improvement plan that provides written explanation of what is lacking in the teachers performance and sets out the recommended steps and actions the teacher should take to improve.

Similarly, FCSA (2005:118) also states the immediate supervisor should monitor the performance of the employee at least once every two weeks and give necessary support to the subordinates. As to the source, managers may face difficulty in monitoring performance of their subordinates daily or weekly. This is because of wide span of control, and physical separation supervisors and subordinates. Also managers have other tasks to accomplish. Therefore the evaluators have to device some monitoring mechanisms. The source also presents some common methods of monitoring as follows: observation, taking work sample, analyzing performance report, comments report, comments during general discussion and comments from customers as well as performance monitoring. In monitoring system the supervisor should also monitor poor performance closely and give due support up on identifying problems and their root causes. The support may include experience sharing or on job-training.

As can be understand from the above discussions, the appraisers are at the centers of the success of the appraisal system. Thus, they are expected to be qualified and capable with the whole techniques of appraisal system. In regard to this, FCSA (2007:6) describes if the immediate supervisor (evaluator) is new to the position he/she may has insufficient knowledge of employee's performance and may lack techniques of designing and implementing the scheme. So, he/she is likely to committing mistakes. The difficulties that may be encouraged in setting clear, achievable and challenging work objectives and standards of measurements could be overcome through intensive and continues training to both supervisors and appraisees on techniques of TROPA. Therefore, in order to ensure consistency, appraisers must be well trained and the training is ongoing process as well as it responds to changes.

2.8 Data Source and Its Collection

In apprising teachers' performance the need for using multiple sources of data has given emphasis by different authors and educational institutions. To mention some, Webb and Norton (1999:386) state "...the use of multiple sources of data is important because no one source can tell about what an employee does, nor is any single data source appropriate for all employees or all settings." MoE (2003:19), Norton (2008:220) and Melaku (2010:42) also sate the collection of teachers' evaluation data is to be complete through multiple sources.

Data used in evaluation process will vary not only by sources, but by the way they are collected. Supporting this, Webb and Norton (1999:386) describe for example, classroom observation may vary as a result of the degree of formality of the observation, the frequency of observation, the duration of the observation, and whether it is announced or unannounced. The source further states the most common teacher evaluation data source are: direct systematic observation of teaching, informal observation of teaching, peer reviews, teacher self-evaluation, student achievement data, teacher portfolio assessment, and student and parent ratings. MoE (2003:19) and Melaku (2010:42) on their part indicate in addition to classroom observation, reviewing activities such as, teachers participation in co-curricular, group and other school activities can be used as data source.

Even if the use of multiple sources of data in teachers performance appraisal is useful as indicated above, class room observation is perhaps the most commonly employed. In regard to this, Webb and Norton (1999:387-88) and Melaku (2010:42) describe classroom observation should occupies a prominent position in the process of data collection on academic teachers' performance. The sources reason out classroom observation as a technique of performance data collection, help to objectively identify both strengths and weakness of teacher in his teaching task performance. It is expected to help in providing teachers with objective feedback on their teaching performance and hence assist them improve their professional competence.

As mentioned earlier, conducting classroom observation vary across different aspects. The frequency of observation, length of each visits and others determine the quality of data collected and the purpose of appraisal system. Concerning the frequency of observation Oliva and Pawals (1997: 456) describe, "...some argue that the frequently an evaluator observe a teacher, the better he/she is able to judge that teacher's performance, and the fairer will be any personal decisions made as a result. There is some evidence that the more frequently administrators visit teachers, the more readily teachers accept the evaluation process." This indicates evaluator should observe a teacher often enough to gather sufficient data on which to make judgment about the teacher performance.

The authors further state, as far as length of each visits concerned the principal or other evaluator should remain in the classroom long enough to obtain a fair appraisal of the teacher's performance-on a rule of thumb for formative clinical supervision, one class period for secondary school level. On the other hand, the classroom observation can be announced which the clinical supervisors scheduled visits in advance time agreeable to the teacher; the summative evaluator, however, may find it describe to make a combination of announced and on unannounced visits. As to the authors, the data collected through different means to appraise teacher's performance can be used for different purposes and how we use this data can determine the purposes of the appraisal system. Accordingly, the data collected about teacher's performance is used by the administrator (evaluator) for: (1) conference with teacher, (2) creation of professional improvement plan, and (3) personal decisions.

Generally, to provide information that can serve the individual and organizational goals, and that complies with the law, a performance evaluation system should provide accurate and reliable data. Thus, to meet this objective the evaluators have to develop their ability to generate accurate data, and the concerned bodies also have to play their role to capacitate evaluators in accordance with this.

2.9 Performance Feedback and Ways to Improve Its Process

Evaluating the employees' performance is only half of the evaluators' (supervisors) job in performance evaluation system. The other half is communicating the evaluation result to the employee (Rue and Byars 1990:215). The authors describe the need for providing performance feedback as, "... no one likes to be in the dark about his performance. In fact, a negative performance review may be better than no review. A person who receives such a review will at least know what he must do to improve. Lack of feedback usually produces frustration in employees and this frustration often has negative impacts on employee performance." They also categorize the purpose of communicating performances appraisal in four: (1) provide the employee with a clear understanding of how the supervisor feels the employee is performing the job; (2) clear up any misunderstanding about what is expected; (3) establish a program of improvement; (4) improve the working relationship between the supervisor and the employee.

The above idea shows the aims of providing feedback to employee is at improving performance effectiveness through stimulating behavioral change. Thus, the manner in which employees receive feedback on their job performances is a major factor in determining the success of performance appraisal. Regarding this, Desseler (2011:354-55) explains that even though interviews are useful to make review of the appraisal and make plans to remedy deficiencies and reinforce strengths, they are potentially uncomfortable since many people don't like to receive or give negative feedback.

In providing performance feedback one of the biggest problem may be ratee's reaction to feedback. As employees differ in their age, experience, sensitivity about the negative feedback, attitude towards the supervisor, and describe for the influence and control over their destiny, the immediate appraisers should take care in providing feedback/conducting the appraisal interview.

Generally, as indicated above performance feedback should be provided to employees in a way that elicit positive behavioral responses. Thus, appraisers must possess the ability to provide such performance feedback. This can be possible by providing appraisers training on the process of appraisal system. In addition to this, Noe et al., (1996:26) forwarded the following process increases the potential for a successful performance feedback session.

a. Feedback should be given every day, not once a year- managers have a responsibility to correct performances deficiencies immediately on becoming aware of them. Employees should receive frequent feedback that already knows almost exact what their appraisal will be.

b. Encourage the subordinates to participate in the session- managers can take one of the three approaches in performance feedback sessions (tell-and-sell, the tell-and-listen interview, and the problem solving interview).

c. Recognize effective performance through praise- one usually thinks of performance feedback sessions as focusing on the employee's performance problems. This should never be the case. The purpose of the session is to give accurate performance feedback, which entails recognizing effective performance as well as poor performance, presenting effective performance providing reinforcement for that behavior.

d. Agree to specific goals and set a date and review progress- the importance of goal setting cannot be over emphasized. Besides setting goals, managers must also a specific follow up data to review the employee's performance toward the goal.

Generally, performance feedback should focus on: performance and not personality, availability of evidence and not assumptions, objectivity and not subjectivity, the specific and concrete, and not the general and the abstract.

2.10 Problems of Performance Appraisal System

Whichever performance appraisal method is employed, none of them are found to be free of criticism; as each has its own strengths and weakness. In relation to this, Mondy (2010:253) said "performance appraisal is constantly under a barrage of

criticism." Decenzo and Robbins (2010:244) also support the idea by saying, "...a completely error-free performance appraisal is only an ideal human resource management professionals can aim for. In reality, most performance appraisal falls short." Accordingly, common problem areas of performance appraisal were discussed by many scholars. These problems can be categorized into three: problems related to design and operation of the appraisal system, skill and competence of appraisers, and perception of teachers about performance appraisal.

2.10.1 Problems with the Design and Operation of the Appraisal Program

The design and operation of the system performance appraisal can be blamed if its purpose and criteria are not clearly defined, specified, and communicated, and if its process fails to operate effectively.

Concerning the purpose of performance appraisal, Mondy (2010:242) states, an appraisal system probably cannot effectively serve every desired purpose, some management should select the specific goals it beliefs to be most important and realistically achievable. Concerning the case of our educational institutions, Melaku (2010:38) describes performance appraisal schemes operating in our educational institutions are trait oriented, and focus on summative or administrative purpose than formative or developmental purpose. If mutual understanding about the Purpose of the appraisal program is not established between evaluatee and evaluator, evaluatee may incline to view performance appraisal negatively.

Another important area of problem in staff performance appraisal is the criteria against which employees' performance measured, and many literature argue that most criteria adopted to evaluate the performance of staff members lack validity and reliability. In line to this, Decenzo and Robbins (2010:236) states, "...Performance standards should be clear and objective enough to be understood and measured. Too often, standards are articulated in ambiguous phrases that tell us little". Lack of meaningful participation in the process of determining design and operation of the system will also result in malfunctioning of the appraisal scheme.

2.10.2. Problems with Appraisers

In performance appraisal system appraisers commit a variety of problems that might be because of the lack of required knowledge and skills, and commitment to appráisal. Whatever the case according to Mondy (2010:242), and Decenzo and Robbins (2010:236) the common ones are:

i. Central tendency error-this is the case when employees are incorrectly rated near the average or middle of the scale. Appraisers do this to avoid possible controversy or criticism by giving only average ratings.

ii. The halo effect-This is when the appraiser fails to discriminate the various dimensions of an employee's job. This means a manager generalizes one positive or negative performance feature to all aspects of employee performance, resulting in a higher or lower rating respectively.

iii. Constant error-This is when some appraisers are lenient or easy rater and some others are tough rater in rating employee's performance. It is the question of being too strict, or liberal.

iv. Contrast error-This is when the rater compares an individual performance with other employees instead of comparing against objective standard.

v. Recent behavior bias-This is when appraisers often forget, or are not concerned about the cumulative past performance of workers. Maintaining records of performance throughout the appraisal period helps avoid this problem.

vi. Similar- to- me error-This is when the rater rate other people in the same way that the raters perceives themselves. In other word the raters project self-perceptions on others.

2.10.3 Problems with the Appraisees

For a system of staff performance to function well, it is of paramount importance that staff members regard it as potentially valuable to improve work performance. As to Mathias and Jackson (1997:362) if appraisees are not clear with important concepts of performance appraisal, they feel uncomfortable and usually view the appraisal as a zero-sum game in which there must be a winner and a loser.

Thus, rather than imposing to the employees the required rules of behaviors, it is imperative to consider their perception of the appraisal system. Failure to take teachers perception in the appraisal system may cause barriers which negatively affect the proper implementation of the appraisal system. According to Mondy (2010:256) one of the barriers is employee anxiety, which can take the form of discontent, apathy, and turnover. Another barrier is evaluatees' reaction to positive and negative appraisal results. Most staff members have difficulty in facing up to evaluation involving negative about their performance. Supporting this, Dessler (2011:347) said, "...employees in general are overly optimistic about what their rating will be."

To sum up, these problems can hinder effective implementation of appraisal system that hinders the realization of individual and organizational goals. So, both appraisers and appraisees should being aware of these problems, and play their part in minimizing them.

2.11 Methods of Reducing Appraisal Error

As mentioned earlier, there is no ideal method used to appraise employee. All methods of appraisal have their own limitations. However, it is possible to reduce appraisal errors that committed during the implementation of the system. Many scholars cited different methods of reducing appraisal error. Accordingly, Rue and Byars (1990:215) state, "...a more promising approach to overcoming errors in performance appraisal is to improve the skill of raters. Raters should be given training to observe behavior more accurately and judge it fairly." As to the authors, at minimum raters should receive training in: (1) the performance appraisal method(s) used by the company, (2) the importance of the rater's role in the total appraisal process,(3) the use of the performance appraisal information, and (4) the communication skill necessary to provide feedback to the employee.

Gupta (1998:788) as cited in Abera (2009:39) also states some ways of minimizing the appraisal problems include: describing bench marks in specific terms, sticking to standards being objective and concentrating on job performance not on personality; doing more than one evaluation a year and planning the appraisal interview; evaluator and evaluatees should have positive approach towards evaluation; management should focus on employee development rather than on punishment.

Other suggestions which enable to reduce problems of evaluation as forwarded by Bernardin (2004:156-57) are: items (criteria) should be directly linked to effectiveness of the job; should focus on specific and observable behaviors and not traits; raters should be selected carefully and trained facilitators are to be used to provide feedback to the ratees; an overview of the individual's strengths and areas for improvement has to be provided carefully. Ratzburg (2009:12) on his part lists the following ways to improving appraisal systems: ensure all employees are subject to appraisal, the appraisal ought to spread out the year, self-evaluation should be encouraged as part of the process, establish a clear relationship between salary increments and performance appraisals and the like. Furthermore, Desseler (2011:349-50) presents the following five guidelines for how to hold effective appraisals.

a. **Know the problems**-first, learn and understand the potential appraisal problems

b. **Use the right appraisal tool**- as each has its own pros and cons use the right appraisal tool, or combinations of tools.

c. **Keep a diary**-whatever else you do, keep a diary of employees performance over the year.

d. **Get agreement on plan**- an overriding aim of appraisal should be to improve unsatisfactory performance and/or to reinforce exemplary performance. The appraisal end product, therefore always be a plan for what the employee must do to improve his/her efforts.

e. **Be fair**-make sure that every appraisal you give is fair- one study found that a number of best practices, such as "have an appeal mechanisms" distinguish fair appraisal. So, by applying different methods identified in the above discussion, it is possible to significantly minimize the evaluation problems and errors currently observed in our schools. For its realization, schools and the education sectors at different levels should work together.

2.12 The Recent Performance Management System: Balanced Score card (BSC)

In the past, most organizations relied on information systems as the primary basis for measure in their performance mainly through financial accounting measures. But the

limitations of financial measures have brought about BSC as a method of performance measurement. The balanced scorecard as a method of performance measurement was developed by Robert Kaplan and David Norton (Kermally, 1997:125 and OCSC, 2010:5). According to OCSC, in the early 1990s, the scholars led a research study on various organizations exploring new methods of performance measurement .The drive for this was a growing belief that financial measures of performance were ineffective for modern organizations and, this measures of performance was affecting their ability to create value because of organizational success were measured based on their financial performance that tell merely past achievements. The source lists the following limitations of financial perspectives:(1) it is not consistent with today's business realities,(2) it is like driving by rear view mirror, (3) tends to reinforce functional silos, instead of cross functional,(4) sacrifice long-term thinking, and(5) are not relevant to many levels of the organizations.

Balanced score card (BSC) can be defined as strategic planning and management system which provides a method of aligning business activities to the vision and strategy of the organization, improving internal and external communications, and monitoring organization performance against strategic goals (OCSC, 2010:6).As can be seen from this definition BSC is strategic planning, and this is one difference between it, and the operational planning ROPA.

According to Kermally (1997:126), BSC is organized around four perspectives: (1) financial perspective business- which can measures its growth, liquidity, share-holder value, return on capital employed and other significant indicators,(2) an internal business perspective-which measures cycle time, unit-cost defect rate, safety rate and other operational variables,(3) organizational learning and innovation-assess technological capabilities, time to market, new product introduction, rate of improving employee attitude, etc., and(4) customer perspective-the measures would relate to assessing market share, customer satisfaction, supplier relationship, key accounts and so on. Thus, organizations relied on the information gathered from these four perspectives to measures their performance, rather than based on only financial perspective. In other words, we have to balance between financial and non-financial measures to measures the individual and organizational performance. Nothing is out of proportion or unduly emphasized at

the expense of the rest. What we balance in BSC is not only between financial and non-financial measures. As to OCSC (2010:7) what we balance in BSC are: short and long-term objectives, financial measures and non-financial measures, lagging and leading indicators, external and internal performance measures, and tangible and intangible assets.

BSC has two phases: building the score card with six stapes, and implementation with three stapes. The six stapes used to build the score card are assessment of the organization, development of business strategies, setting strategic objectives, creating strategic map of the organizations, developing performance measures, and identifying new strategic initiatives. The three steps to be used in the implementation of BSC are automation, cascading, and evaluation of the success of performance results.

BSC as other performance appraisal method has its own advantages and challenges. Kermally (1997:127) states some of its advantages are its comprehensiveness in measuring various dimensions of business and the way it translates corporate strategic objectives into a coherent set of performance measures. The challenges of BSC according to OCSC (2010:18) are its requirement of employee time commitment and expense of hiring expert, training and facilitation help are some. The implementation of BSC to the education sector (education office, and bureau level) has already been started. There is also an intention to apply BSC at school level in the future, but teachers are still appraised by TROPA. So it is too early to study the practice of BSC.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

The main purpose of this study was to assess the current practices of TROPA in general secondary schools of North Shoa zone, Oromia National Regional state. In undertaking this study, descriptive survey design was employed as it was appropriate design which enabled to investigate the current practice of TROPA. In regard to this, Kumar (1996:64) describe that the major purpose of survey design is to tell "what is?" That is to describe the present problem or phenomenon. This means that, it is highly significant to show the current practice. This is also important to gather data from large number of respondents at a particular time. Moreover, this could help to reveal the feeling and views of teachers towards their appraisal. Therefore, it is relevant to collect relevant primary data on the current practice of TROPA.

3.2 Data Sources

In order to achieve the objective of this study data were obtained from sampled Woreda general secondary school teachers, principals, vice-principals, supervisors, and woreda education office experts. This is because teachers, principals and vice-principals are the participants of the TROPA (TPA) in one way or another. In the case of the secondary school supervisors, they are the responsible body for schools to accomplish their plan effectively, including TROPA plan. Woreda education office experts are also from the decision making bodies about the educational activities in their woreda schools. In addition to this, the information obtained from school documents like: school action plan, TROPA plan, minutes used by appraisers, and teachers' performance appraisal result documents were used as data sources.

3.3 Population Size, Sample Size and Sampling Technique

In North Shoa Zone there were 13 Woredas and one town administration. According to 2012/13 educational statistics report of North Shoa Zone Education Office, in the Zone there were21 general secondary schools which comprise 712 total teachers (586 male and

126 female). Five Woredas (Hidabu Abote, Kuyu, Girar Jarso, Debre Libanos, and Jida) and one town administration (Fitche) were selected using lottery simple random sampling technique. The rational for beginning the sampling with Woredas was to select only one secondary school from one sampled Woreda/ town administration. Accordingly, 6(28.6%) schools (General Taddesse Biru, Garba Guracha, Ejersa Kawo, Debre Tisge, Shambel Abebe Bikila, and Abdisa Aga) were selected. Except Kuyu Woreda who has two general secondary schools, the rest have only one general secondary school each. Thus, Garba Guracha secondary school was selected from Kuyu Woreda using lottery method simple random sampling, while the rest sampled schools were selected using availability sampling technique.

There were 286 teachers in the sampled general secondary schools. Of whom 120 (41.9%) teachers were selected as a sample. The sample size for teacher respondents for each school was determined by using quota sampling. This is for the sampling to be representative of the population. The respondents of teachers, principals and vice-principals were grouped into appraisees and appraisers. As department heads and unit leaders were part of teachers' performance appraisers; teachers can be grouped either under appraisees or appraisers. Therefore, to sample teacher respondents in each school proportionate stratified random sampling was used. On the other hand, 14 (6 principals and 8 vice-principals) found in the schools under study were selected using availability sampling technique. In addition to these, six teachers (one from each sampled schools), three secondary school supervisors, and three Woreda education office experts were also selected for interview with purposive sampling technique from three Woredas. According to NSZEO 2005 E.C second quarter report these three Woredas (Debre Tsige, Hidabu Abote, and Kuyu) were rated in different ranks with their education sector plan accomplishment. So, Supervisors and Woreda education office experts were selected from these Woredas on the assumption that they can provide different valuable information regarding the current practice of TROPA. Generally the total respondents of this study were 146.

3.4 Data Gathering Tools

Fink(2002)as cited in Creswell(2009:146)identifies four types of data collection instruments those can be used in survey research: self-administered questionnaires; interviews; structured record reviews to collect financial, medical, or school information; and structured observation. Thus, the researcher used self-constructed questionnaire (both close and open-ended), unstructured interviews, and document analysis to gather data from primary sources.

3.4.1 Questionnaire

As indicated above the questionnaire was self- constructed and comprises sixty one close and two open-ended items. In order to have data which have clearly interpretable meaning in some sort of quantitative sense, the close-ended questionnaire items were constructed in the form of Likert scale and the level of agreement was indicated on five point rating scale; rating from very high to very low, and strongly agree to strongly disagree.

The questionnaires contains five parts (1) respondents background information, (2) the extent to which teachers participate in developing TROPA appraisal criteria, (3) the adequacy of the process of performance data collection and provision of feedback, (4) the extent to which teachers performance appraisers play their roles, and (5) the extent to which TROPA contributes to teachers professional development. It was distributed to 96 appraisees (teachers) and 36 appraisers (principals, vice principals, department heads, and unit leaders), and properly filled and returned by 90 appraisees and 33 appraisers (an aggregate of 93.2% of the total sample size).

3.4.2 Interview

The second data collection tool employed in this study was unstructured interview. According to Kumar (2005:124) the strength of unstructured interview is almost complete freedom it provides in terms of content and structure. It may enable to formulate questions and raises issues on the spur of the moment, depending up on what occurs to you in the context of the discussion. Thus it is with this assumption that unstructured interview was selected as data gathering instruments. Accordingly,

interview was conducted by the researcher himself with six teachers, two principals, three supervisors, and three Woreda education office experts. Tape recorder was used to take respondent's responses, and 20-25 minutes time was taken with each respondent during the interview.

3.4.3 Document Analysis

In this study document analysis was also used to gather information from school action plan, TROPA plan, minutes used by appraisers, and teachers' performance appraisal result documents.

3.5 Pilot Testing

In the study to improve the content validity of the questionnaire the researcher assisted by expert of measurement and evaluation graduated from Addis Ababa University. Based on the comments forwarded; some corrections like revising instruction, improving clarity of the questions, omitting one close-ended question which was about the aim of performance feedback, changing two open-ended questions to interview and one questions to document analysis was made. Then the draft questionnaire was tried out (pilot tested) in Degem general secondary school on 10 respondents to check whether it was feasible to the intended purposes or need modification. After conducting the pilot testing a reliability test was made by using split half technique and a reliability coefficient was calculated with Spearman-Brown Prophecy formula and the value of 0.74 was obtained.

3.6 Procedure of Data Collection

The initial step in collecting the necessary data was started with face to face contact with the principals of the sampled schools to discuss on the objective of the study; to have necessary information that was needed in the study and to facilitate the data gathering process be smooth. Then the researcher arranged place and time with the principals to get teacher respondents to make them aware about the purpose of the study and to distribute the questionnaires. Then made close follow up and collect the questionnaires. In addition to this, a convenient time and date was fixed with the teachers, principals, secondary school supervisors, and Woreda education office experts who were selected for the

interview, and conduct the interview according to the schedule. Furthermore, check list for document analysis was given to school principals in advance to save the time.

3.7 Methods of Data Analysis

The information obtained through open-ended questions, interview, and document analysis were analyzed qualitatively, and verbatim reporting of responses was used. The result of these instruments was used to substantiate the data gathered through close-ended questions. Data collected through close-ended questions were analyzed with descriptive and inferential data analysis methods. Accordingly, to analyze and interpret these data, the following statistical tools were identified to be appropriate with the purpose of the study.

1. Frequency and percentage were used in analyzing respondents' personal characteristics and others wherever they were found relevant.
2. Mean score and weighted mean were also used to analyze questions about appraisal problems related to teachers' performance appraisers.
3. Chi-square(x^2) was also employed to test the opinion difference between the two respondent groups. In employing the x^2 test, the computed x^2 and critical x^2 value was compared, and when the computed x^2 value was greater or equal to the critical x^2 value the null hypothesis was rejected or the alternative hypothesis was accepted. That is, if computed x^2 <critical x^2value the conclusion would be "There is no significant difference between the opinions of the two respondents group." If the computed $x^2 \geq$ critical x^2 value, the conclusion would be "There is significant difference between the opinions of the two respondent groups."

On the other hand, for the convenience of analysis and interpretation, the responses for 'Strongly agree' and 'Agree' were added and reported in 'Agree'. Similarly the responses for 'Strongly disagree' and 'Disagree' were added up and reported in 'Disagree'. The same procedure was used in reporting the questions rated using rating scale very high, high, moderate, low, and very low.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The following discussion is organized around sub-topics reflecting the research objectives and questions. The purpose is to simplify the discussion and to contribute to a better understanding of the research findings. Accordingly, the presentation of data, analysis and interpretation have been successfully made table by table (for specific basic question first) before jumping to the next basic questions.

4.1 Characteristics of Respondents

In this section the demographic information of the respondents is presented for analysis. The analysis tries to provide information related to service, academic qualification, and rank in career ladder with respondent types (appraisees and appraisers).

Table 4.1: Respondents by Service, Qualification and Rank

No	Options	Items	Respondents								
			Appraisees (N=90)			Appraisers(N=33)			Total(N=123)		
			M	F	T	M	F	T	M	F	T
1	Service	Below 6	20	4	24	10	1	11	30	5	35
		6-10	31	6	37	12	2	14	43	8	51
		11-15	12	3	15	1	-	1	13	3	16
		16-20	3	-	3	1	-	1	3	1	4
		21-25	5	-	5	-	-	-	5	-	5
		≥ 26	5	1	6	6	-	6	11	1	12
		Total	**76**	**14**	**90**	**30**	**3**	**33**	**105**	**18**	**123**
2	Qualification	TTI and below	-	-	-	-	-	-	-	-	-
		Diploma	5	3	8	-	-	-	5	3	8
		1st degree	70	11	81	29	3	32	99	14	113
		2nd degree	1	-	1	-	1	1	1	1	2
		Total	**76**	**14**	**90**	**29**	**4**	**33**	**105**	**18**	**123**
3	Rank	BT	11	3	14	3	1	4	14	4	18
		JT	20	3	23	3	1	4	23	4	27
		T	17	4	21	13	1	14	30	5	35
		HT	12	2	14	4	1	5	16	3	19
		ALT	2	-	2	1	-	1	3	-	3
		LT	14	2	16	5	-	5	19	2	21
		Total	**76**	**14**	**90**	**29**	**4**	**33**	**105**	**18**	**123**

Note: BT= Beginner Teacher JT= Junior Teacher T= Teacher HT= Higher Teacher ALT= Associate Lead Teacher LT= Lead Teacher

As can be observed in table 4.1, concerning work experience, the largest proportion of appraisees fall in intervals of <6 and 6-10 years of experience each of which comprises of

24 (26.7%) and 37(41.1%) total 61(67.8%). Those appraisees group falling 11-15, 16-20, 21-25 and ≥ 26 were 16.7%, 3.3%, 5.5% and 6.7% respectively. Concerning the appraisers years of service, even if it were distributed in all categories, majority (75.7%) of them falls in the category < 6 and 6-10. Generally, both the appraisees and appraisers were sampled almost from service intervals of all categories and this indicates the sampling distribution has maintained.

In regard to academic qualification, the majority of the appraisees 81(90%) were 1st degree holders, while 8 (8.9%) were diploma holders, and 1(1.1%) was 2nd degree holder. The table also shows that none of the appraisees was from TTI and below. In the same manner, the majority (97%) of the appraisers were 1st degree holders, and 3% was 2nd degree holder. None of the appraisers were entitled below 1st degree. This sample distribution was taken from the population composed of 0.3%, 7.4%, 91% and 1.3% of TTI, diploma, 1st degree and 2nd degree holders respectively. Therefore, it would be possible to infer that the qualification wise representation was unbiased.

Finally, data in the table reveals the fact that almost all appraisees and appraisers were at similar educational status; and the teaching staff were almost in line with the requirements of the Ministry of Education, which describes that general secondary school teachers should be 1st degree holders. On the other hand, none of the principals and vice principals was 2nd degree holder, which indicates the presence of the gap. Because according to OEB (2010:15), "… the one who can be assigned as general secondary or preparatory school principal should be 2nd degree holder." Since, most of the time qualification and performance has direct relationship such gap can negatively affect the effectiveness of educational leadership.

Furthermore, it depicts concerning respondents rank. Accordingly, most of the appraisees were found in beginner, junior, and teacher rank of the career ladder, while the largest numbers of the appraisers were found in teacher rank of the career ladder. On the other hand, it shows that both appraisees and appraisers selected as a sample of this study were from all ranks.

4.2 Teachers Participation in Developing Appraisal Criteria

Participating employees in setting performance criteria and other several aspects of the appraisal process enables the employee to own performance appraisal plan, generates atmosphere of cooperation and support which reduce appraisal related tension, defensive behavior and rater-ratee conflict. Some aspects of TROPA criteria that need teachers' participation were listed. Appraisee and appraiser respondents were asked to give their opinion by rating teachers' participation in developing the appraisal criteria based on the rating scales such as Very high (5), High (4), Moderate (3), Low (2) and Very Low (1).

Table 4.2: Degree of Teachers' Participation in Developing Appraisal Criteria

No.	Items	Respondents	Responses										X^2/comp.
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	In identifying tasks to be included in TPA plan	Appraisees (N=90)	7	7.8	10	11.1	19	21.1	33	36.7	21	23.3	0.16
		Appraisers (N=33)	3	9	4	12.1	7	21.2	11	33.3	8	24.2	
2	In categorizing tasks into key and major tasks	Appraisees	5	5.5	8	8.9	23	25.6	36	40	18	20	7.27
		Appraisers	-	-	7	21.2	12	36.4	10	30.3	4	12.1	
3	In establishing measures for each tasks	Appraisees	-	-	15	16.7	27	30	27	30	19	21.1	5.25
		Appraisers	1	3	9	27.3	7	21.2	11	33.3	5	15.2	
4	In setting standards for tasks	Appraisees	3	3.3	12	13.3	19	21.1	31	34.4	25	27.8	3.62
		Appraisers	3	9.1	6	18.2	9	27.3	8	24.2	7	21.2	
5	In approving the criteria	Appraisees	2	2.2	18	20	25	27.8	32	35.6	13	14.4	5.83
		Appraisers	2	6	4	12.1	15	45.5	7	21.2	5	15.2	

At α=.05 and 4 degree of freedom the critical x^2 value= 9.49

Note: the analysis was made on the basis of Very high (5) + High (4) =High, Low (2) +Very low (1) = Low, and 3= Moderate

As depicted on table 4.2, the majority (60%) of appraisees and appraisers (57.5%) respondents rated degree of teachers' participation in identifying tasks low. In preparing TROPA plan the first step is identifying tasks that should be included in the plan; and the

process of identifying tasks should be done by participating teachers in assessing the general organizational conditions. According to FCSC (2005:74), assessing the general organizational conditions helps in identifying both organizational and individual goals that should be addressed by the appraisal system. Thus, failure to involve teachers to actively participate in this crucial stage of setting appraisal criteria don't encourage them to own the criteria and this will negatively affect the effectiveness of the whole appraisal system.

Concerning item 2, which is related to categorizing tasks into key and major task areas, the majority (60%) of appraisees and more than 42% appraisers rated low. This implies that schools job dimensions were categorized under key and major tasks without active participation of the teachers. But according to TROPA training material, the classification of these tasks during TROPA plan preparation was not the activity accomplished by certain parties alone. They should be classified carefully with active participation of the whole staff.

Similarly, good number of both group respondents (51.1% of appraisee and appraiser 48.7%) reporting on item 3 that teachers' participation in establishing performance measures low. This goes contrary to FCSC (2005:75) which states, "…one major aspects of TROPA is that teachers' performance is assessed on objective measures that should be prepared through discussion and consent between appraisers and appraisees."

Finally, 62.2% of the appraisee and 45.5% of the appraiser rate teachers' participation in setting performance standards low. This shows that schools were rated their teachers' performance with performance standards set by low participation of teachers. But as the standard of each task was expected to be implemented by the performer it should be set by active participation of the performer (teacher).Preparing performance standards by appraiser and appraise jointly might avoids the problem of setting standards above or below the capacity of the performer- the problem recently observed in the study area.

Concerning teachers' participation in setting their school TROPA criteria, interview was also conducted with principals, teachers, secondary school supervisors, and woreda education office experts. Accordingly the information obtained from the majority of the interviewees argued that, teacher's participation in developing the appraisal criteria was

low. According to their response, some of the tasks included in the TROPA plan were identified by educational hierarchy above the school levels. There are also tasks that were identified at the school level. Most of the process of developing TROPA criteria was accomplished by the school managerial body which comprises principals, vice-principals and department heads. In addition to this, there are some tasks whose level of accomplishment (standards) were also established by the body outside the school, which cannot be changed at the school level. For instance, tasks such as: improving students' examination result of each subject, promotion, and dropout rate are some of the tasks directly given to schools by the Regional Education Bureau. The whole teaching staff was participated at the final stage of the process of developing TROPA criteria during the short period of meeting for the approval of the criteria- simply for the sake of participation.

Generally, the above discussion indicates the way in which schools developed appraisal criteria does not go with the idea of OCSC (2006:126) that states, "... ROPA is a participatory management system that encourages the involvement of employee right from goal setting to implementation that enables employee to know what is expected of them." Rue and Byars (1990:191) also describes that people like to feel that they are part of their surroundings. People also tend to be committed to decisions in which they have participated and they are also more motivated when they understand why it is being done.

Moreover, in order to see whether the responses of appraisee and appraiser group respondents are statistically significant hypothesis testing was made. Accordingly, in table 4.2 the x^2 test with 4 degree of freedom and α =.05 levels of significance indicates that, there is no statistically significant difference between the responses of appraisees and appraisers regarding teachers' participation in developing performance appraisal criteria. So the null hypothesis seems not to be rejected.

On the other hand, the appraisal criteria should be effective enough to serve the purpose for which they are designed to serve as intended. Melaku (1992:52) describes that the effectiveness of performance criteria is characterized by the level of validity, reliability and utility. Moreover, Dattner (2007:123) states performance criteria to be under employee's control, yet challenging, specific but comprehensive enough to cover major

areas of employees work responsibility, and subject to change when needed. In regard to this, questionnaire were administered to both respondents of appraisee and appraiser to indicate their level of agreement on the current TPA criteria using such ratings as: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD)

Table 4.3: Teachers and Principals Opinion on Appraisal Criteria

No	Items	Respondents	Responses										x^2/comp.
			SA		A		UD		D		SD		
			f	%	f	%	f	%	f	%	f	%	
1	Clear and understandable	Appraisees	13	14.4	20	22.2	8	8.9	45	50	4	4.4	2.79
		Appraisers	4	12.1	6	18.2	1	3	19	57.6	3	9.1	
2	Specific	Appraisees	13	14.4	41	45.6	15	16.7	17	18.9	4	4.4	2.83
		Appraisers	6	18.2	17	51.5	2	6.1	6	18.2	2	6.1	
3	Related to teachers duties and responsibility	Appraisees	27	30	34	37.8	16	17.8	10	11.1	3	3.3	6.30
		Appraisers	12	36.4	17	51.5	1	3	3	9.1	-	-	
4	Measures what it is intended to measure	Appraisees	12	13.3	21	23.3	15	16.7	38	42.2	4	4.4	1.32
		Appraisers	4	12.1	9	27.3	3	9.1	15	45.5	2	6	
5	Can yield the same result each time	Appraisees	10	11.1	21	23.3	13	14.4	39	43.3	7	7.8	1.75
		Appraisers	2	6.1	11	33.3	4	12.1	14	42.4	2	6.1	
6	Cover major areas of teacher responsibility	Appraisees	25	27.8	30	33.3	23	25.6	11	12.2	1	1.1	7.34
		Appraisers	8	24.2	19	57.6	4	12.1	2	6.1	-	-	
7	Realistic to be performed	Appraisees	20	22.2	18	20	7	7.8	35	38.9	10	11.1	1.29
		Appraisers	5	15.2	9	27.3	3	9.1	12	36.4	4	12.1	

At α=.05 and 4 degree of freedom critical x^2 value =9.49

Note: the analysis was made on the basis of SA + A = Agree, D + SD =Disagree, and UD= Undecided,

Table 4.3 shows that the majority (54.4%) of appraisees and appraisers (66.7%) respondent disagreed on item 1. That is to say teachers' performance appraisal criteria were not clear and understandable. If the appraisal criteria lack clarity teachers and their appraisers may understand and interpret it differently and it might be the source of teachers' grievance on the appraisal results.

On the other hand, it also shows that the majority (67.8%) of the appraisees and appraisers (87.9%) agreed on item 3 reporting that their schools appraisal criteria were related to the duties and responsibilities of teachers. This contradicts with Tigist's research finding (2010). But the result of the document analysis also confirms that the criteria set in the sampled general secondary schools to appraise teachers' performance were related to the duties and responsibilities of teachers. Because tasks included in TROPA plan comprised such tasks as "...strengthen the relationship between the school and the communities, supporting students by providing tutorial class, evaluating student text book, conducting action research, participating in in-staff training, improving students' exam results, completing subject contents in stipulated timeliness, assessing students' performance on the regular basis."

Furthermore, 46.6% of the appraisees and 51.6% of the appraisers disagreed on item 4 which implies the appraisal criteria can't measure what it intends to measure. This is also supported by the result of the document analysis. For example, in one of the sampled school TPA plan, one of the tasks planned to be performed by teachers was about 'strengthening the relationship between the school and its surrounding communities.' The accomplishments of this task planned to be measured with two general measures-quantity and timeliness. The standards set to indicate the level of its accomplishment was as follows. If the teacher made discussion with about 30% of his students' parents (quantity) on problems related to students once in a semester (timeliness), he/she earned fair on his/her appraisal rating. Standards which enable to earn high rating were also identified in a similar way. When we are looking to this criterion, for one thing it lacks clarity, and for another it may measures only the process not the result gained by accomplishing the task. Because the result expected by performing this task might be improvement of student discipline or generally problems related to students. But according to the above standards, those teachers who can made discussion

with about 30% of their students' parents once in a semester; whether the result expectation was attained, or not, their performance on specific task under consideration were rated on a fair ratings. Thus, this contradicts with the objective of TROPA.

51.1% of the appraisees and 48.5% of appraisers also disagreed on item 5 reporting that their school TPA criteria had no consistency. The result of the document analysis also confirms that the appraisal criteria were vague and subjective which different persons can interpret them differently. So in most cases it can't yield the same result each time used.

Finally, 50% of appraisees and 48.5% of appraisers disagreed on item 7 reporting that their school criteria were not realistic to be performed. The information obtained from the interview also confirms that most criteria were not realistic to be performed. Concerning this one of the teacher respondents explained the situation as follows.

> The criteria set to appraise teachers' performance were not considered the real situation of our school. Especially those criteria imposed to school by educational hierarchy above school levels seems what were planned to be performed in the ideal world. For instance, how can be possible to perform criteria like increasing students' examination result by 10% and minimizing students drop out rate to less than 1%? (Teacher No.5, 25/07/05 E.C).

Furthermore, in order to see whether the responses of appraisee and appraiser group respondents are statistically significant hypothesis testing was made. Accordingly, in table 4.3 the x^2 test with 4 degree of freedom and α =.05 levels of significance indicates that, there is no statistically significant difference between the responses of appraisees and appraisers, regarding teachers' performance appraisal criteria. So the null hypothesis seems not to be rejected.

4.3 Performance Data Collection and Provision of Feedback

To identify what data sources do the sampled general secondary schools used in appraising teachers' performance, the researcher interviewed teachers, principals, secondary school supervisors, and Woreda education office experts. Accordingly, most of them reported that appraisers' direct classroom observation and other records on teachers' job, reports from different bodies like pedagogical center, librarian, and laboratory technician (for natural science teachers where available), school committee and co-curricular activities were the sources of data used for TPA in the schools under

indicated by different scholars concerning data sources that should be used during TPA. For example, Webb and Norton (1999:386) state teachers' performance appraisal data sources were complete through multiple sources such as direct systematic observation of teaching, informal observation of teaching, peer reviews, teacher self- evaluation, student achievement data, teacher's portfolio assessment, and student and parent ratings.

All respondents reported that appraisers conduct classroom observation to appraise teachers' performance. Using classroom observation as the source of data during TPA in the study area goes with the idea of Webb and Norton (1999:387-88) which state that, "...classroom observation has a prominent position in the process of data collection on teachers' performance."

Direct classroom observation can be a useful way to collect information on teacher performance and can provide key information to determine whether a teacher is meeting expectations for various performance standards. During classroom observation the frequency of observation, length of each visits and approaches of the visits determine the quality of data collected and the purpose of appraisal system. To know how the activity of classroom observation was practiced in the study area both appraisee and appraiser group respondents were asked and their responses on the issue are presented as follows.

Table 4.4: Frequency of Classroom Observation

No	Item	Responses			
		Appraisees (N=90)		Appraisers(N=33)	
		f	%	f	%
1	Once in a semester	47	52.2	15	45.5
2	Twice in a semester	29	32.2	9	27.3
3	Three times a semester	7	7.8	6	18.2
4	Four times in a semester	5	5.6	1	3
5	More than four times	2	2.2	2	6

As observed on table 4.4, concerning frequency of classroom observation a good number of both group respondents (52.2% of appraisee and 45.5% appraiser) reported once. However, observing teachers' performance once a semester is inadequate to help teachers continuously to bring improvement of instruction. Concerning the frequency of classroom observation Oliva and Pawals (1997:456) describe, "... some argue that the frequently an evaluator observe a teacher, the better he/she is able to judge that teacher's performance, and the fairer will be any personal decisions made as a result."

Table 4.5: Time Length of Classroom Observation

No	Item	Responses			
		Appraisees (N=90)		Appraisers (=33)	
		f	%	f	%
1	Less than 10 minutes	16	17.8	2	6
2	10-15 minutes	24	26.7	9	27.3
3	20 minutes	46	51.1	17	51.5
4	45 minutes	4	4.4	5	15.2

As presented on table 4.5 about time length of each classroom observation, a little more than half of both group respondents reported 20 minutes. But in order to let the appraisers know enough about lesson plan activities, subject content, teaching skills, students characteristics, classroom management, and other aspects, 20 minutes observation time may not be adequate. The literature on classroom observation also does not support this situation. For example Oliva and Pawals (1997: 456) state that as far as time length of each observation is concerned, evaluators should remain in the classroom long enough to obtain a fair appraisal of the teachers performance-on a rule of thumb for formative clinical supervision, one class period (in Ethiopia context 45 minutes) for secondary school level.

Table 4.6: Approaches to Classroom Observation

No	Items	Responses			
		Appraisees (N=90)		Appraisers (N=33)	
		f	%	f	%
1	Announced	53	58.9	15	45.5
2	Unannounced	14	15.6	2	6
3	Combination of the two	23	25.5	16	48.5

Table 4.6 depicts about approaches of classroom observation, and it shows 58.9% of the appraisees reported as announced approach used, while 48.5% appraisers argued combination of the two. But the majority (55.3%) of all the respondents confirmed that appraisers used announced approach. Moreover, the information gained from interview also showed that most of the time teachers' performance appraisers used announced approach. In doing this, the school simply notice teachers to be aware of the observation in advance. There was no pre-observation meeting to prepare for classroom observation component of the appraisal. Sometimes they also used unannounced approach to check where they think there was a problem.

Thus, the schools seems used both approaches, the difference in response between the appraisees and appraisers on the issue might arises from the situation that appraisers used unannounced approach only for few teachers. On the other hand, in using announced approach to identify teachers' classroom performance clearly, the expectation for the appraisal process should be communicated and clearly understood. Identifying exactly what is expected during the lesson to be observed is paramount for the effectiveness of classroom observation, and this is possible through pre-observation discussion between the appraisers and appraises.

In TPA system evaluating teachers' performance is not an end by itself. It becomes complete with communicating the evaluation result to teachers. The purpose of providing performance feedback to teachers is at improving performance effectiveness through stimulating behavioral change.

In this regard both appraisee and appraiser respondents were asked to indicate their level of agreement on the adequacy and successfulness of the process of performance feedback session using the Likert scale such as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD)in table 4.7.

Table 4.7: Respondents' Opinion on Provision of Performance Feedback

No	Item	Respondents	Responses										X^2/comp.
			SA		A		UD		D		SD		
			f	%	f	%	f	%	f	%	f	%	
1	Timely and adequate	Appraisees	6	6.7	15	16.7	7	7.8	34	37.8	28	31.1	5.05
		Appraisers	1	3	4	12.1	-	-	18	54.6	10	30.3	
2	Provided on regular basis	Appraisees	16	17.8	10	11.1	4	4.4	34	37.8	26	28.9	5.18
		Appraisers	4	12.1	9	27.3	2	6	10	30.3	8	24.3	
3	Specific	Appraisees	18	20	37	41.1	13	14.4	12	13.3	10	11.1	8.80
		Appraisers	7	21.2	21	63.6	4	12.1	1	3	-	-	
4	Based on evidence	Appraisees	11	12.2	16	17.8	7	7.8	36	40	20	22.2	6.80
		Appraisers	4	12.1	12	36.4	4	12.1	7	21.2	6	18.2	
5	Provided Only formally	Appraisees	12	13.3	47	52.3	15	16.7	12	13.3	4	4.4	11.94
		Appraisers	3	9.0	10	30.3	4	12.1	12	36.4	4	12.1	
6	Provided formally and informally	Appraisees	10	11.1	24	26.7	12	13.3	32	35.6	12	13.3	25.05
		Appraisers	7	21.2	20	60.6	3	9.1	3	9.1	-	-	
7	Focus on poor performance	Appraisees	12	13.3	19	21.1	14	15.6	36	40	9	10	2.94
		Appraisers	7	21.2	6	18.2	2	6	15	45.5	3	9.1	
8	Focus on good performance	Appraisees	21	23.3	40	44.4	7	7.8	14	15.6	8	24.2	2.76
		Appraisers	10	30.3	17	51.5	2	6	2	6	2	6	

At α=.05 and 4 degree of freedom critical x^2 value =9.49

Note: the analysis was made on the basis of SA + A = Agree, D + SD =Disagree, and UD= Undecided

Table 4.7 reveals that the majority (68.9%) of appraisees and appraisers (84.9%) disagreed with the idea of performance feedback provided to teachers timely and adequately. This goes contrary with the idea of Rue and Byars (1990:19) that states, "... no one likes to be in the dark about his performance. In fact, a timely negative performance review may be better than no review. Lack of timely feedback usually

produces frustration in employees and this frustration often has negative impacts on employee's performance." In addition to this, Noe et al., (1996: 26) states that to increase the potential for successful performance feedback session, performance should be given every day, not once a year.

The data on the table 4.7 also describes that 66.7% of appraisees and 54.6 % of appraisers disagreed on item 2 reporting that in their schools performance feedback was not provide to teachers on the regular basis. This has a negative impact on the implementation of appraisal system and in turn for the realization of educational objectives. Because providing teachers' performance feedback on the regular basis enables schools to identify strengths and problems in the early stage and increases proper accomplishments of the individual and school plan as well.

Concerning item 4, which is related to performance feedback provision based on evidence, the majority (62.2%) of the appraisees disagreed, while 48.5%of appraisers agreed on the issue. The difference in response between the two groups might be because of appraisers think as a few information they documented on some aspects of teachers' performance was enough to provide feedback on teachers' performance. However, 56.1% of the total respondents argued that feedback provision was not based on evidence. With respect to item 5 which is related to teachers' performance feedback provided only formally, the majority (65.6%) of appraisees agreed. On the contrary, 48.5% disagreed on the issue. However, 58.5% of the total respondents argued that it was provide only formally.

Finally, the majority of both group respondents agreed on item 8 reporting that, the provision of performance feedback focused on good performances. This indicates teachers were not receiving performance feedback that considers their strengths and deficiencies on balance. If the focus of performance feedback is mostly on effective side teachers think as if they were perform correctly on all aspects of their performances, and such condition hinders their continuous professional development. Thus, the focus of performance feedback in the study area goes contrary to the idea of Noe et al.,(1996:26) that state, "…the purpose of the session is to give accurate performance feedback, which

entails recognizing effective performance as well as poor performance, presenting effective performance providing reinforcement for that behavior."

Furthermore, in order to see whether the response of appraise and appraiser group respondents are statistically significant hypothesis testing was made. Thus, in table 4.7 the test for item 5 and 6 with 4 degree of freedom and $\alpha = .05$ levels of significance indicates that there is statistically significance difference between the responses' of appraises and appraisers regarding teachers' performance feedback were provided only formally, or both formally and informally. So the null hypothesis seems to be rejected. On the other hand, the x^2 test with 4 degree of freedom and $\alpha = .05$ levels of significance for items 1,2,3, 4, 7, and 8 showed that , there is no statistically significant difference between the responses of appraises and appraisers. So the null hypothesis seems not be rejected.

4.4 Teachers' Performance Appraisers and Their Roles

To identify teachers' performance appraisers in the study area and to check its uniformity the researcher has made document analysis. Accordingly, the result of this analysis reveals that, the appraisers of teachers' performance were principals, vice-principals, department heads and unit leaders. This indicates that currently it is only the school managerial body chaired by the principals who is responsible for carrying out teachers' result-oriented performance appraisal. Clients served by the teachers (students and parents) were not part of the appraising bodies of TROPA. But this approach was not supported with many scholars. Especially, excluding students from rating teachers' performance has opposed by different authors. For example Own et al., (1978: 520) object the idea by saying "…students observe their teacher every day of the school year, not for an occasional forty five minutes, furthermore they are the consumer of the teacher's product." Similarly, Follman (1992, 1995) cited in Webb and Norton (1999:395) said "… student assessment can provide valuable feedback to the teacher and often can be more effective in change behavior."

Appraisers of teachers' performance has a prominent roles to performance appraisal system attains its intended purposes. Accordingly, some roles of appraisers were listed in table 4.8, and appraise and appraiser respondents were asked to rate the degree to which

their school teachers' performance appraisers play their roles using such rating scale as Very high (5), High (4), Moderate (3), Low (2) and Very low (1).

Table 4.8: Roles of Teachers' Performance Appraisers

No	Item	Respondents	Responses										X^2/com
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Fulfilling facilities for TPA	Appraisees	5	5.6	18	20	45	50	20	22.2	2	2.2	5.26
		Appraisers	5	15.2	3	9.1	18	54.5	7	21.2	-	-	
2	Train staff on process of TPA	Appraisees	2	2.2	6	6.7	11	12.2	22	24.4	49	54.4	8.39
		Appraisers	3	9.1	5	15.2	4	12.1	11	33.3	10	30.3	
3	Leading by the management plan of TPA	Appraisees	5	5.6	9	10	18	20	39	43.3	19	21.1	9.22
		Appraisers	2	6	3	9.1	15	45.5	7	21.2	6	18.2	
4	Developing TPA plan in time	Appraisees	10	11.1	7	7.8	15	16.7	37	41.1	21	23.3	3.45
		Appraisers	1	3	3	9.1	7	21.2	17	51.5	5	15.2	
5	Prioritizing TPA in the school plan	Appraisees	4	4.4	17	18.9	44	48.9	22	24.4	3	3.3	13.5
		Appraisers	3	9.1	16	48.5	10	30.3	4	12.1	-	-	
6	Evaluating TPA accomplishment regularly	Appraisees	6	6.7	15	16.7	21	23.3	21	23.3	27	30	9.81
		Appraisers	1	3	3	9.1	17	51.5	7	21.2	5	15.2	
7	Keeping records on TPA properly	Appraisees	7	7.8	21	23.3	38	42.2	11	12.2	13	14.4	4.00
		Appraisers	2	6	4	12.1	15	45.5	8	24.2	4	12.1	
8	Filling TPA result in stipulated timeliness	Appraisees	3	3.3	8	8.9	12	13.3	49	54.4	18	20	5.36
		Appraisers	4	12.1	5	15.2	5	15.2	13	39.4	6	18.2	

At α=.05 and 4 degree of freedom critical x^2 value =9.49

Note: the analysis was made on the basis of 5+ 4=High, 2+ 1= Low, and 3= Moderate

As observed on table 4.8, concerning providing training for staff on the procedure and process of TPA (item 2) the majority (78.8%) of appraisees and (63.6%) appraisers reported low. This indicates the awareness teachers had on the appraisal system was low.

The information gained from the interview also argued that no any training was provided to teachers on the procedure and process of the TROPA system in recent years. But as many new teachers who were new for the school and school activities employed every year, and even to rehearse the experienced teachers, periodical training for the staff is paramount. Thus, this does not go with the idea of OCT (2010:11) which states that, "...appraisers of teachers' performance should train staff on the procedure and process of the appraisal system."

Regarding item 3 which is related to appraisers led by management plan of TPA, the majority (64.4%) of appraisees rated low, while 45.5% of appraiser rated it moderate. The result of document analysis also confirmed that except including TPA as one activity in the school plan none of the sampled schools has management plan for it. Because of this, major activities that should be accomplished in the appraisal system; what actions performed when, how, and who was responsible for what was not clearly defined.

Item 4 which related to developing teachers' performance appraisal plan in time also rated low by the majority (64.4%) of appraisees and (66.7%) appraisers. This idea was also supported by the information gathered through interview. Almost all interviewees agreed that TROPA plan didn't prepare in time. Mostly it was developed after teachers performed their job for two months or more. To use the statement forwarded by one of teacher respondents to explain the situation, "*...some activities included in teachers' performance appraisal plan were tasks already accomplished, and it seems back planning.*" This indicates that teachers appraised with standards which were not set prior to the task accomplishments. Teachers and principals made accountable Woreda education office and other educational hierarchies above for not developing the plan in time. According to them, it is because of these bodies didn't sent tasks that should be included in the school plan in time, which in turn used as the basis for TROPA plan. But the interviewees from Woreda education office side didn't accept this idea. As to them the reason for TROPA plan not developed in time is the low attention given by the school management to TROPA system. Whatever the case, this does not go with the idea of the TROPA material that describes the appraisal plan should be prepared in advance.

Regarding item 6 the majority (53.3%) of appraisees rated low. This was denied by 51.5% of appraisers who said that appraisers played their roles of evaluating TPA accomplishment moderately. However, more than 48% of the total respondents rated it low. The discussion made with secondary school supervisors and Woreda education office experts also disclosed that ' *...once TROPA action plan prepared, the appraiser body met again to fill teachers' appraisal results at the end of the semester.*' Thus, this violates from the idea of MoE (2003:19-20) that states, "... one of the roles of the appraiser body is monitoring and evaluating periodically as to how proper accomplishments of the planned key and major tasks are accomplished according to criteria set."

Concerning filling TPA result in stipulated timeliness (item 8) the majority of both group respondents (74.4% of appraisee and 57.6% appraiser) rated low. Moreover, the interviewees from the Woreda education office experts explained the condition as follows.

> Most schools do not fill teachers' performance appraisal results and deliver the documents in time to education office. As a result they were always in problem to accomplish activities like teachers' career structure, teachers' transfer, and selecting teachers for up-grading purpose in time which considers teachers performance appraisal results as one criterion (24-27/0705 E.C)

The interviewees from the school side also didn't deny the existence of the problem except presenting time constraints as the reason for the delay.

Moreover, in order to see whether the responses of appraisee and appraiser group respondents are statistically significant hypothesis testing was made, and on table 4.8 the test for item 5 and 6 with 4 degree of freedom and alpha= .05 levels of significance indicates that there is statistically significance difference between the response of appraisees and appraisers. So the null hypothesis seems to be rejected. On the other hand, the x^2 test with 4 degree of freedom and α=.05 levels of significance for items 1, 2, 3. 4, 7, and 8 showed that, there is no statistically significant difference between the responses of appraisees and appraisers. So the null hypothesis seems not to be rejected.

Teachers' performance appraisal system is a complex activity in which schools faced problems in practicing it. The problems may be related to the design and operation of the appraisal system, problems related to appraisees, and appraisers. Some of the appraisal problems related to the appraisers were listed, and appraisees and appraisers were asked to rate these problems based on such rating as Very highly serious (5), Highly serious (4), Moderately serious (3), Minimally serious (2), and Very minimally serious (1) on table 4.9. The mean score from the data analysis were interpreted as: below 1.5 (Very low), 1.5-2.49 (Low), 2.5-3.49 (Moderate) 3.5-4.49 (High) and, 4.5and above (Very high).

Table 4.9: Appraisal Problems Related to Appraisers

No	Item	Responses												
		Appraisees						Appraisers						W. mean
		5	4	3	2	1	Mean	5	4	3	2	1	Mean	
1	Taking single performance feature to judge all aspects of teachers' performance	6	12	41	19	12	2.78	4	9	14	6	-	2.4	2.67
2	Rating all teachers' performance as average	10	13	4	39	24	2.4	-	3	6	19	5	2.21	2.34
3	High rating to teacher with similar value and interest of those appraisers	14	19	37	13	7	3.54	3	4	7	11	8	2.48	3.25
4	Rating teachers higher than they deserve	43	25	12	8	2	4.1	19	5	5	2	2	4.54	4.21
5	Rating teachers lower than they deserve	11	12	15	19	33	2.43	1	3	4	7	18	1.8	2.06
6	Rating teachers' performance based on recent observations	16	13	35	14	12	3.4	2	5	20	5	1	3.06	3.06
7	Taking performance of a teacher as a reference to rate the performance of others	12	38	9	18	13	3.24	3	18	4	6	2	3.42	3.28
Average mean score							**3.12**						**2.84**	**3.04**

W. mean = weighted mean

As revealed on table 4.9, the mean score of apprasisees response for two items (items 3 and 4) which are related to high rating to teachers with similar value and interest of those appraisers, and rate teachers higher than they deserve; rated as highly serious problem of appraisers with the mean score of 3.54 and 4.1 respectively, while they rated three items (1, 6, and 7) as moderately serious problem with the mean score 2.78, 3.4, and 3.24 respectively.

Table 4.9 also depicts appraisers rated item 4 which is related to rating teachers higher than they deserve as a very highly serious problem with a mean score 4.54.Moreover, they rated items 6 and 7 as moderately serious problem. The weighted mean score result also shows that item 4 as highly serious problem, while four items (1,3,6,and 7) moderately serious problem.

Generally, the data on same table depicts that all the problems listed as appraisers' related problems of the appraisal system rated by both the two group respondents. This indicates the existence of the problem in the study area. On the other hand, if not the difference was that much significant the two group respondents rated some items on the different rating scale in which the appraisees group rated most of the items as moderately serious, while the appraisers group rated most of the items as low serious problem.

The information obtained from the interviewees also confirmed the existence of the problem, and rating teachers higher than they deserve was the one with highly serious problem. According to their responses appraisers did this for the following reasons.

(1) Lack of attention for TROPA proper implementation, (2) lack of necessary knowledge and skill on the appraisal system, (3) lack of enough documented and tangible (objective) evidence on teachers' performance-The activity of appraising teachers' performance requires a continuous follow up and documenting the evidence on the daily basis. Doing this properly might ask commitment and patience from the appraisers' side. Because of this most of the appraisers fail to do it, and they take rating teachers higher than they deserve as a solution, (4) fear of resistance from the appraisees- In other cases even for what they had sufficient evidences, appraisers were not do the rating by comparing TPA plan accomplishment with the criteria not to loss smooth relationship with the appraisees, and (5) not to rate their school teachers lower than other schools

teachers- Teachers' performance appraisal results were used as one criterion in activities like career structure, transfer, and selection for upgrading purposes. Since the support and follow up from Woerda education office on TROPA system was low, schools filled TROPA results as they want. If one school did the appraising in accordance with the directives of TROPA and made his teachers to earn the result based on their actual performance; other might made his teachers to get appraisal results higher than they deserve. In such a case teachers from the latter school were benefited than teachers from the first one during teachers' selection for different purposes. This causes conflict between appraisees and appraisers in the school which tried to rate his teachers according to TROPA directives.

4.5 TROPA Contributions to Teachers Professional Development

According to MoE (2009:12), in Ethiopia high priority given to teacher's professional development was demonstrated by the fact that it forms one of the five professional competencies. The achievement in the other four professional competencies depends on teacher's commitment to participate in high quality continuous professional development, and for its success TPD should be linked to career ladder and appraisal. Thus, to identify whether the sampled general schools were linked TPD to TPA system or not, and how far the respondents of both groups were aware of it, they were asked the questions table 4.10.

Table 4.10: Linking Teachers Professional Development with TROPA

No.	Item	Respondents	Responses					
			Yes		No		Don't know	
			f	%	f	%	f	%
1	Whether experienced teachers' CPD plan include in TPA plan	Appraisees (N=90)	64	71.1	15	16.7	11	12.2
		Appraisers (N=33)	26	78.8	6	18.2	1	3
2	Whether new teachers induction program plan include in TPA plan	Appraisees (N=90)	67	74.4	16	17.8	7	7.8
		Appraisers(N=33)	27	81.8	4	12.1	2	6.1
3	Whether higher weight was given to tasks related to CPD and induction program accomplishment	Appraisees(N=90)	45	50	25	27.8	20	22.2
		Appraisers(N=33)	20	60.6	8	24.2	5	15.2

As it is possible to observe from table 4.10, more than (71% of appraisees and 78% of appraisers) on item 1reportedthat experienced teachers CPD plan include in TROPA plan of their schools. However, this was denied by 16.7 % of appraisees and 18.2 % of appraisers. Moreover, appraisees and appraisers who accounts for 12.2% and 3% respectively reported don't know for the same item which shows the appraisal system was not given equal attention by teachers.

With respect to item 2, the majority (74.4 %) of appraisees and (81.8 %) appraisers reported that new teachers' induction program plan include in their school TROPA plan. On the other hand, 17.8 % of appraisees and 12.1% of appraisers argued that new teachers' induction program was not included in their school TROPA plan.

Concerning item 3, half of appraisees and more than 60% of appraisers confirmed that tasks related to CPD and induction program plan accomplishment were given higher weight in TROPA plan. But this was opposed by 27.8% of appraisees and 24.2% of appraisers. However, the document analysis confirmed that in all sampled schools experienced CPD and new teachers' induction program plan accomplishment were categorized under key task areas, which indicate it is from those tasks which were given high weight. Thus, in the study area teachers' professional development were linked to teachers' performance appraisal system as indicated in MoE material, if this alone can't guarantee the contributions of TROPA to teachers' professional development as intended.

Appraisal system helps to identify the level in which the teacher performs the given task, or it helps in identifying teacher's strengths and deficiencies related to his/her performance. In TROPA one of the crucial parts is the activity performed following specific outcomes of performance appraisal by the collaboration of appraisees and appraisers. In this regard the questionnaire were administered to the two group respondents to indicate their level of agreement about activities performed following specific outcomes of TROPA by using Likert scale such as Strongly agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly disagree (SD).

Table 4.11: Specific Outcomes Following TROPA Results

No	Item	Respondents	Responses										X^2/comp.
			SA		A		UD		D		SD		
			f	%	f	%	f	%	f	%	f	%	
1	Reward competent performers	Appraisees	20	22.2	37	41.1	12	13.3	16	17.8	5	5.6	1.21
		Appraisers	9	27.3	15	45.5	3	9.1	4	12.1	2	6.1	
2	Experience sharing for competent performers	Appraisees	13	14.4	23	25.6	10	11.1	38	42.2	6	6.7	9.00
		Appraisers	4	12.1	10	30.3	-	-	12	36.4	7	21.2	
3	Providing training to poor performers	Appraisees	7	7.8	25	27.8	11	12.2	37	41.1	10	11.1	4.31
		Appraisers	3	9.1	10	30.3	4	12.1	16	48.5	-	-	
4	Preparing planned improvement of poor performers	Appraisees	13	14.4	21	23.3	5	5.6	37	41.1	14	15.6	9.07
		Appraisers	4	12.1	2	6.1	-	-	17	51.5	10	30.3	

At α=.05 and 4 degree of freedom critical x^2 value =9.49

Note: the analysis was made on the basis of SA + A = Agree, D + SD =Disagree, and UD= Undecided

As can be observed on table 4.11, the majority of both group respondents (63.3% of appraisees and 72.8% appraisers) agreed on item1 reporting that after specific outcomes of the appraisal system competent performers rewarded. The information obtained from the interview also argued that a teacher who accomplished his/her TROPA plan in a better way relative to others has rewarded at the end of the academic year. Rewarding competent performers initiates the teacher who receives the reward, and his/her colleagues to be dedicated in performing their job in a better way. But to bring such situation, providing reward once in a year is not enough. Additionally, it should be on the spot (timely) and had continuity. On the other hand, schools should also considered rewards other than material (pay) that can be related to performance such as the assignments of preferred tasks or formal recognition.

Concerning item 2, more than (48%of appraisees and 57% appraisers) disagreed that competent performers shared their experience to the staff. But this does not goes with the idea of MoE (2009:34) which describes that,"…sharing experience intra-staff member or

visiting teachers and schools to see examples of good practice as some CPD methods which have successfully been used to facilitate professional development."

Regarding item 3more than 52% of appraisees and48 % of appraisers disagreed that following specific outcomes of TPA appraisers do not provide training to poor performers. Furthermore, the majority of both group respondents (56.7% of appraisees and 80.8% appraisers) disagreed on item 4. In addition to this, for the open ended question which asked the presence of activities done after specific outcomes of TROPA, almost all respondents argued as nothing has been performed. This implies that even though schools tried to link their appraisal system to teachers' professional development on paper, practically the system fails to serve this purpose as expected.

But according to Desseler (2011:349-50) an overriding aim of the appraisal should be to improve unsatisfactory performance and/or to reinforce exemplary performance. The appraisal's end product, therefore always be a plan for what the employee must do to improve his/her efforts. OCT (2010:40-43) also identifies procedural requirements following specific appraisal outcomes. When a new teacher receives an unsatisfactory appraisal rating, the teacher is placed on review status. The evaluator will develop an improvement plan, with input from the teacher, and implemented within 15 school days. Concerning experienced teachers, when they receive their first unsatisfactory performance appraisal rating on their summative report, within 15 school days of the teacher's receiving the rating; the evaluator must provide the teacher with an improvement plan.

In order to see whether the responses of appraisee and appraiser group respondents are statistically significant hypothesis testing was made. Accordingly, in table 4.11 the x^2 test for item (1, 2, and 3) with 4 degree of freedom and α =.05 levels of significance indicates that, there is no statistically significant difference between the responses of appraisees and appraisers. So the null hypothesis seems not to be rejected. But for item 4 with 4 degree of freedom and alpha =.05 levels of significance indicates that, there is statistically significant difference between the responses of appraisees and appraisers. So the null hypothesis seems to be rejected.

In any organization performance appraisal system has a purpose to serve. In education system the major purpose of teachers' performance appraisal system is accountability and professional development. Professional development purpose can be exemplified by different activities such as given on table 4.12. Both appraisee and appraiser respondents were asked to rate the degree to which TROPA system contributes to their school TPD using ratings such as Very high (5), High (4), Moderate (3), Low (2), and Very low (1).

As depicted on table 4.12 the majority (70%) of appraisees and (66.7%) appraisers rated item 1 low. This implies the current TPA system didn't practice in a way that it can identify teachers' strengths and deficiencies. This is due to the fact that identifying teachers' training needs requires proper implementation of the appraisal system beginning from goal setting through monitoring and evaluation.

Regarding the contributions of TROPA in improving teaching skills (item 2) the majority (60%) of appraisees and (60.6%) appraisers rated low. This shows that in the study area schools were not given the necessary attention to TROPA system make teachers develop professionally. Because teaching skill is one of the major areas in which the teacher has expected to develop professionally in order to make learners reach specified objectives.

Concerning item 4 which is related to emphasizing student's outcome, more than (61% of appraisees and 63% appraisers) rated low. Similarly, TROPA's contributions in developing the ability of teachers to conduct educational action research (item 5) the majority of both group respondents (56.7% of appraisees and 78.8% appraiser) rated low. Even though, all new and experienced teachers planned to conduct action research every academic year either individually or in group its practicality was very low. Failure to develop the ability to conduct action research has also a negative impact on the professional development of teachers. Moreover, this adversely affects the realization of effective instructional process and student achievement as well.

Table 4.12: Respondents' Opinion on TROPA's Contributions to TPD

No.	Item	Respondents	Responses										X^2/ comp.
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Identifying teachers' training needs	Appraisees	-	-	9	10	18	20	36	40	27	30	5.67
		Appraisers	1	3	1	3	9	27.3	10	30.3	12	36.4	
2	Improving teaching skills	Appraisees	6	6.7	9	10	21	23.3	42	46.7	12	13.3	6.54
		Appraisers	2	6	8	24.2	3	9.1	17	51.5	3	9.1	
3	Improving interpersonal skills	Appraisees	8	8.9	11	12.2	41	45.6	21	23.3	9	10	5.15
		Appraisers	5	15.2	3	9.1	20	60.6	4	12.1	1	3	
4	Emphasizing students outcomes	Appraisees	6	6.7	11	12.2	18	20	40	44.4	15	16.7	2.95
		Appraisers	1	3	6	18.2	5	15.2	18	54.5	3	9.1	
5	Developing the ability to conduct action research	Appraisees	10	11.1	8	8.9	21	23.3	35	38.9	16	17.8	6.56
		Appraisers	2	6	3	9.1	2	6	19	57.6	7	21.2	
6	Improving subject knowledge	Appraisees	10	11.1	12	13.3	18	20	30	33.3	20	22.2	14.56
		Appraisers	-	-	1	3	5	15.2	23	69.7	4	12.1	
7	Creating good learning environment	Appraisees	10	11.1	11	33.3	23	25.6	31	34.4	15	16.7	9.72
		Appraisers	2	6	3	9.1	6	18.2	21	63.6	1	3	

At α=.05 and 4 degree of freedom critical x^2 value =9.49

Note: The analysis was made on the basis of SA + A = Agree, D + SD =Disagree, UD= Undecided

The majority of the interviewees also believed that, the contribution of TROPA system to teachers' professional development was low. For this they reasoned out:

Most teachers perceive as it being imposed to them just to make them busy by over loaded paper work, appraisers has no the necessary knowledge and skill that enables them to develop a performance evaluation system that acknowledges the contextual nature and complexities of the job, and above all both appraisers and appraisees were not committed to implement the appraisal system as intended (24-27/0705 E.C).

Moreover, in table 4.12 the x^2 test with 4 degree of freedom and α =.05 levels of significance indicates that, there is no statistically significant difference between the

responses of appraisees and appraisers on item 1, 2, 3, 4, and 5. So the null hypothesis seems not to be rejected. But the x^2 test for item 6 and 7 with 4 degree of freedom and α =.05 levels of significance indicates that, there is statistically significant difference between the responses of appraisees and appraisers. So the null hypothesis seems not to be rejected.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

Based on data presented, analyzed, and interpreted this final chapter of the study presents the summary of major findings, conclusions and feasible recommendations forwarded from the findings.

5.1 Summary of Major Findings

The main purpose of this study was to investigate the practice of TROPA system in general secondary schools of North Shoa Zone, Oromia Regional State. To this end, the following basic questions related to teachers' performance appraisal criteria, performance data collection and feedback provision, appraisers roles, and TROPA contributions to teachers' professional development were posed.

1. To what extent do teachers participate in developing the criteria of TROPA system?
2. How adequately is the process of performance data collection and provision of feedback to teachers operating?
3. To what extent do appraisers play their roles in teachers' performance appraisal system?
4. To what extent does TROPA system contributes to teachers, professional development?

Descriptive survey design was employed to study the problem. The study was conducted on 6 general secondary schools which were selected from five Woredas and one town administration on the basis of lottery simple random sampling technique. To sample teacher respondents in each school, proportionate stratified random sampling was used. Principals and vice principals were selected using availability sampling technique. Moreover, respondents for interview were also selected using purposive sampling technique. Questionnaire, interview, and document analysis were instruments employed for data collection. The validity of the questionnaire was done through experts in measurement and evaluation and pilot testing. Reliability was also tested through split half technique and the Spearman-Brown Prophecy formula was used to compute a

reliability coefficient and the value obtained was 0.74.In order to answer the above basic questions, a questionnaire was administered to 96appraisees and 36appraisers.It was properly completed and returned by 90 appraisees and 33 appraisers (an aggregate of 93.2% of the total sample size). Supportive data were also collected through interview from: six teachers, two principals, three supervisors, and three Woreda education experts. Moreover, relevant schools documents were reviewed to get sufficient information. Then the data collected through a questionnaire was analyzed using statistical tools such as frequency, percentage, mean, and chi square. Accordingly, based on the data presented, analyzed and interpreted the following major findings were obtained.

1. The majority (60%) of appraisees and appraisers (57.5%) rated the degree of teachers' participation in identifying tasks that should be included in TPA plan low. Similarly,60% of appraisees and appraisers 42.4% rated teachers' participation in categorizing tasks under key and major tasks low. 51.1% of appraisee and 48.7% of appraiser respondents also argued that the extent to which teachers participated in establishing performance measures low. Furthermore, 62.2% of appraisee and 45.9% of appraiser respondents rated teachers' participation in setting performance standards low.

2. Appraisees' and appraisers' opinion on appraisal criteria were also assessed. As whether the appraisal criteria used to appraise teachers performance was clear and understandable, the majority of both group of respondents (54.4% of appraisee and 66.7% of appraiser) disagreed. On the contrary, the majority (67.8%) of appraisees and appraisers (87.9%) agreed with the idea that appraisal criteria were related to the duties and responsibilities of teachers, which contradicts with Tigist's research finding (2010).

   More than 46% of appraisees and 51.6% of appraisers respondents disagreed with the idea of appraisal criteria can measure what it intends to measure. Similarly, 51% of appraisees and 48.5% of appraisers disagreed on the consistency of appraisal criteria. Finally, 50% of appraisees and 48.5% of appraisers disagreed that the appraisal criteria were realistic to be performed.

3. In assessment conducted to identify the data sources used in appraising teachers' performance, most of the interviewees confirmed that appraiser's evidence on classroom observation and other records on teachers' job, reports from committee, and co-curricular activities were data sources used to appraise teachers performance.

4. Concerning classroom observation 52.2% of appraisees and 45.5% of appraisers argued appraisers observe teachers' classroom performance once a semester. While, a little more than half of both group respondents assured appraisers stay in classroom in each observation for only 20 minutes.

5. With regard to performance feedback provided to teachers, the majority (68.9%) of appraisees and (84.9%) of appraisers disagreed with the idea of teachers' performance feedback provided timely and adequately. As whether the performance feedback provided to teachers was based on evidence, 62.2% of appraises disagreed; while 48.5% of appraisers agreed on the same issue. But56.1% of the total respondents confirmed that performance feedback provided to teachers was not based on evidence. Finally, in regard to the focus of performance feedback the majority of both group of respondents (67.7% of apprasiees and 82.1% of appraisers) agreed that the performance feedback provided to teachers focused on effective performance.

6. Regarding the degree to which teachers' performance appraisers play their roles; providing training for staff on the procedure and process of TPA rated low by 78.8% appraisees and 63.6% of appraisers. Similarly, the majority of both group respondents (64.4 % of appraisee and 66.7% appraiser)rated the activity of developing teachers' performance appraisal plan in time low. More than 48% of the total respondents also rated low appraisers role of evaluating TPA accomplishments. Finally, the majority of both group respondents confirmed that the act of filling TPA results in stipulated timeliness low.

7. The assessment conducted on contributions of TROPA to teachers' professional development disclosed, TROPA contributes low in identifying teachers training needs by the majority of the two group respondents (70% of appraisee and 66.7% of appraiser).In addition to this, 60% of appraisee and 60.6% of appraiser respondents confirmed the contribution of TROPA in improving teaching skills also low.

Furthermore, 56.7% of appraisee and 78.8% of appraiser respondents argued TROPA contributed low in developing teachers' ability to conduct educational action research.

5.2 Conclusion

The study revealed that teachers' participation in the development of TROPA criteria was low. This is also supported by (Yilma, 2007) and (Tigist, 2010). This low participation of teachers may results in low acceptance of the criteria and in turn low commitment of teachers to participate fully in the implementation of the process which can negatively affect the realization of the criteria. Therefore, it would be possible to conclude that in the study area TROPA was not implemented properly.

The finding of the study also indicates that, appraisers' classroom observation and records on other job of teachers, and report from committees and co-curricular activities were the source of data used to appraise teachers' performance. Data obtained from these bodies alone during teachers' appraisal can't fully tell what teachers do and their levels of task accomplishment. Therefore, it can be concluded that the data sources used to appraise teachers performance were not complete enough to generate sufficient and objective data on teachers' performance.

Appraisers observe teachers classroom performance once a semester in which they stay for about 20 minutes in each observation. Depending only on one observation of class session was inadequate to provide the longitudinal assessment of teachers' plans, classroom activities, student performances, and product, and other aspects to judge relative teacher's classroom competence. The data gathered on this process is not only sufficient, but also may lack relevancy and objectivity. Thus, it would be possible to infer that in the study area the practice of appraisers' classroom observation was not effective to identify teachers' classroom strengths and weaknesses, and in turn to improve instruction.

According to the result of the study, provision of performance feedback was not: timely, adequate, based on evidences, and focused on effective and poor performance on balance. Such situations hinder the chance of teachers to know their actual performance strengths and deficiencies, and clear up misunderstanding about what would be expected of them on time and adequately. Furthermore, it made teachers to loose trust on the

appraisal system as a whole. Thus, it would be possible to conclude that teachers' performance improvement was affected by poor communication of evaluation results.

Furthermore, the finding of the study disclosed that the degree to which appraisers play their roles related to teachers' performance appraisal was found to be low. As the success and failure of the appraisal system is highly tied to the degree to which appraisers play their roles, this condition can negatively affect the process of TROPA system. It also results in low awareness, motivation, and commitment of teachers in accomplishing their TROPA plan as expected. Therefore, it would be possible to infer that in the study area TROPA system was highly affected by poor administration of the performance appraisal process.

Even though schools tried to link TPD to TROPA, the study revealed that TROPA contributed low to teachers' professional development. This indicates the implementation of teachers' continuous professional development was not successful which in turn can affect the achievements of others teachers professional competencies. Thus, even though schools tried to link teachers' professional development with their TROPA system, TROPA had contributed low in bringing anticipated improvement on teachers' competency, and the teaching learning process.

5.3 Recommendations

Proper performance appraisal can help teachers to identify their strengths and weakness, and improve their performance. For the appraisal system help teachers to develop professionally and in turn support the improvement of the teaching learning process, it has to get the acceptance of teachers. So based on the findings and conclusions of the study the researcher has forwarded the following recommendations.

1. The study points out that teachers' participation in the development of TROPA criteria was low. This low participation results in low acceptance of the appraisal system by teachers. Hence, schools should participating teachers in each step beginning from identifying tasks to be included in TROPA system through approval of the criteria. As developing TROPA criteria needs long time, schools may face problems in participating teachers in each step. But they can use different mechanisms to overcome this problem. For instance, in identifying tasks that should be included in TROPA plan

school can gather information from teachers by administering questionnaire. The activities of categorizing tasks under key and major tasks, deciding weight for each tasks, establishing performance measures, and setting standards can first designed at the departmental level; and finalize the process by discussing and reached on consensus at school level. This can not only increase teachers' acceptance on the appraisal system, but also increase the effectiveness of criteria. To improve the appraisal criteria more, Oromia Education Bureau should provide training for appraisers on the appraisal system periodically. Moreover, some standards set by Oromia Education Bureau and being used by school as a base line for accomplishing tasks should be research based.

2. Concerning data sources used in appraising teachers' performance appraisal, using only data appraisers had at hand and second hand information obtained from other teachers may not enable the appraisers to make fair and effective teachers' performance appraisal. Thus, teachers' self-appraisal, teacher's portfolio, peer review and students should be used as additional sources of data, and Oromia Education Bureau should revise TROPA system to students be active participants of teachers' performance appraisal

3. Concerning classroom observation, to make a fairer personal decision on teachers' performance or to gather sufficient data to make a better judgment about teachers' performance, teachers should be observed by the appraisers frequently. Prior to classroom observation the appraiser and appraisee should clearly communicate about the expectation of the observation. Furthermore, to evaluate the whole activities that take place during the observation appraisers should enter the class before the lesson begins and stay the whole period (45 minutes) until the lesson ends.

4. With regards to performance feedback, schools should clearly identify and state in TROPA plan how, when, by whom, and to whom the performance feedback process would be operating. Performance feedback should be given for teachers frequently both formally and informally. In addition to providing performance feedback on the regular basis, schools should also correct performance deficiency immediately on becoming aware of them. Furthermore, performance feedback should focus on both good and poor performance on balance.

5. In regard to the roles of appraisers, to appraisers give proper attention for their school TPA system, educational hierarchy above school levels should first give attention by prioritizing TPA system in their plan. Furthermore they should provide training for appraisers on the procedure and process of TPA periodically. On the school side, they should lead the TPA system by management plan prepared for this purpose. In addition to this, it is recommended that by recognizing the schools' context reducing period allotment or other additional school responsibilities for those participating in appraisal system as appraisers can help them to have time to accomplish their roles related to TPA.

6. The study asserts that in the schools under study TROPA contributed low to teachers' professional development. Hence, it is recommended that schools should train teachers in identifying their training needs and prepare appraisal plan that can effectively address it. Its implementation should also be supported by effective monitoring and evaluation. Based on specific outcomes of TROPA they should provide training to poor performers by identifying areas of deficiencies. They should also prepare improvement plan jointly with poor performers and help in implementing it. Activities such as experience sharing which can facilitate TPD should also provide proper attention. Furthermore, rather than relying on appraising teachers' professional development as recently done, it is recommended that the Ministry of Education should set the program in which teachers' competency will be examined periodically.

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APPENDIX: 1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teachers and Principals of General Secondary Schools of North Shoa Zone, Oromia Regional State.

Dear respondents:

This questionnaire is designed to collect data for a master thesis entitled "The Practice of Teachers' Performance Result-Oriented Appraisal System in General Secondary Schools of North Shoa Zone, Oromia Regional State." The purpose of the study is to assess how TROPA is practiced in the study area and to identify problems encountered in implementing the appraisal system. So, the study could help the education system by indicating how to implement effective appraisal system. Your genuine and honest responses contribute for the success of the study. Be sure that your response will be kept confidential and used only for the purpose of data analysis in this study. Therefore, the student researcher kindly requests you, to note the following points.

- No need to write your name;
- Indicate your response by putting a tick"√" in the box or space provided corresponding to each statements (item) of the objective type questions (close-ended item).
- Give only one answer for every statement of close ended items
- For the open-ended items, write your responses in the space provided
- Please return the questionnaire to the person delegated to collect completed questionnaire copies
- The abbreviation: TPA –Teachers' Performance Appraisal

  TROPA-Teachers' Result Oriented Performance Appraisal

Thank you, for your cooperation and timely response in advance.

Part I. Background Information

1.1 Name of school_____1.2 Sex: Male ☐Female ☐

1.3 Age in years: Below 21 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above ☐

1.4 Service in years: Below 6 ☐ 6-10☐ 11-15 ☐ 16-20 ☐ 21-25 ☐26 & above ☐

1.5 Educational Background: Certificate (12 +TTI) & below☐ Diploma(12+2/10+3) ☐

BA/B.SC/B.ED☐ MA/M.SC ☐

1.6 Rank in Career Ladder: Beginner teacher ☐ Junior teacher ☐ Teacher ☐

High-ranked (higher) teacher☐ Associate lead teacher ☐ Lead teacher ☐

1.7. Current Position in the School: Principal ☐ Vice- principal ☐

Unit leader ☐ Department head ☐ Teacher ☐

Part II. Appraisal Criteria

2.1 Teachers' opinion in Developing Appraisal Criteria

2.1.1 What is the degree of teachers' participation in developing different aspects of teachers' performance appraisal criteria in your school?

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

No.	Items	Rating scale				
		5	4	3	2	1
a	Degree of teachers' participation in identifying tasks to be included in TPA plan					
b	Degree of teachers' participation in categorizing tasks into key and major tasks					
c	Degree of teachers' participation in establishing measures for the tasks					
d	Degree of teachers' participation in setting standards for tasks					
e	Degree of teachers' participation in approving the criteria					

2.2 Teachers Opinion on Appraisal Criteria Effectiveness

2.2.1 What is your level of agreement on your school teachers' performance appraisal criteria?

SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree, and SD=Strongly Disagree

No.	Items	Rating Scale				
		SA	A	UD	D	SD
a	Clear and understandable					
b	Specific					
c	Related to the duties and responsibility of teachers					
d	Can measure what intends to measure					
e	Can yield the same result each time it used					
f	Cover major areas of teacher responsibility					
g	Realistic to be performed					

Part III. Process of Data Collection and Feedback Provision

3.1 **Data Source and its Collection**

3.1.1 Do appraisers conduct classroom observation? a. Yes ☐ No ☐

3.1.2 If your response to item 3.1.1 is "Yes", answer item 3.1.2.1-3.1.2.3

3.1.2.1 How often do appraisers visit classrooms in a semester?

a. Once ☐b. Twice ☐c. Three times ☐ d. Four times ☐e. More than four times☐

3.1.2.2 On average, how long does a single classroom visit take?

a. Less than 10 minutes☐ b. 10-15 minutes ☐c. 20 minutes☐ d. 45 minutes☐

3.1.2.3 Which approaches of classroom observation is often used in your school?

a. Announced☐ b. unannounced ☐c. Combination of the two☐

3.2 **Feedback Provision**

3.2.1 Do appraisers provide performance appraisal feedback?

a. Yes ☐ b. No ☐ c. Don't know ☐

3.2.2 What is your opinion on the teachers' performance appraisal feedback provided?

SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree, and SD=Strongly Disagree

SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree, and SD=Strongly Disagree

NO.	Item	Rating scale				
		SA	A	UD	D	SD
a	Timely and adequate					
b	Provided on regular basis					
c	specific					
d	based on availability of evidence					
e	Provided only formally					
f	Provided both formally and informally					
g	Focuses on poor performance (problems)					
h	Focuses on effective performance					

IV Teachers Performance Appraisers

4.1 Roles of Appraisers

4.1.1To what degree your school teachers' performance appraisers accomplish the following tasks?

Very high=5, High=4, Good=3, Low=2, and Very low=1

No	Item	Rating scale				
		5	4	3	2	1
a	Fulfilling the necessary facilities needed for TPA implementation					
b	Providing training for staff on procedure and process of TPA					
c	Preparing and leading by the management plan of TPA					
d	Developing TPA plan in time					
e	Prioritizing TPA system in the school plan					
f	Evaluating TPA accomplishment on the regular base					
g	Keeping all records and documentation on TPA properly					
h	Filling TPA result and deliver documents to teachers and Woreda education office in stipulated timeliness					

4.2 Appraisal Problems Related to Appraisers

4.2.1 Which of the following do you think among the major appraisal problems related to appraisers?

SA=Strongly Agree, A= Agree, UN=Undecided, D=Disagree, and SD=Strongly Disagree

No	Item	Rating scale				
		SA	A	UD	D	SD
a	Taking single performance feature to judge all aspects of teacher performance					
b	Rating all teachers performance as average					
c	High rating to teachers with similar value and interest of those appraisers					
d	Rating teachers higher than they deserve					
e	Rating teachers lower than they deserve					
f	Rating teachers performance up or down based on recent observations					
g	Take performance of a teacher as a reference to rate the performance of others					

Part V TPA and Teachers' Professional Development

5.1 **Including CPD and Induction Program Plan in TROPA**

No.	Item	Rating scale		
		Yes	No	DK
5.1.1	Does experienced teachers CPD plan accommodated in TROPA plan?			
5.1.2	Does new teachers induction program plan accommodated in TROPA plan?			
5.1.3	Does relatively high weight was given to tasks related with CPD and induction program plan accomplishment?			

DK=Don't Know

5.1.4 If your responses for questions under 5.1.3 is "No" please mention the tasks which given most high weight in your school TPA system?_____

_____

_____

5.2 Activities performed following specific outcomes of TROPA

5.2.1 What is your level of agreement on activities performed following specific outcomes of TROPA?

SA=Strongly Agree, A= Agree, UD=Undecided, D=Disagree, and SD=Strongly Disagree

No	Item	Rating scale				
		SA	A	UD	D	SD
a	Reward Competent performers					
b	Experience sharing for competent performers					
c	Identifying areas of deficiencies and providing training to poor performers					
d	Preparing poor performers improvement plan and help he/she in implementing it					

5.3 If your response for questions a-c above are "strongly disagree" or "disagree" please, explain activities performed following specific outcomes.

_____

_____

5.4Contributions of TPA to Teachers professional Development

5.4.1 To what degree your school TPA system contributed to the realizations of the following teachers' professional development purposes?

Very high=5, High=4, Good=3, Low=2, and Very low=1

No	Item	Rating scale				
		5	4	3	2	1
a	Identifying teachers' training needs					
b	Improving teaching skills					
c	Improving interpersonal skill					
d	Emphasizing student out comes					
e	Developing the ability to conduct educational action research					
f	Improving subject knowledge					
g	Ability to Create good learning environment					

APPENDIX: 2

ADDIS ABABA UNIVERSITY

GRADUATE SCHOOL OF STUDIES

COLLEGE OF EDUCATION

An Interview Guide for Teachers, Principals, Secondary School Supervisors and Woreda Education Office Experts

1. How far teachers participate in developing performance appraisal criteria in your school (in your Woreda secondary school/s)?
2. What data sources were used for TPA in your school (Woreda secondary school/s)? How far the process of data collection is adequate?
3. Do you think the provision of TPA feedback operating adequately? How?
4. Do appraisers play their role in implementing teachers' performance appraisal as intended? How?
5. What are the major errors committed by teachers' performance appraisers?
6. To what extent TPA contributes to teachers' professional development?

Thank You!!

APPENDIX-3 የአብዲሳ ኢጋ ሁለተኛ ደረጃ ት/ቤት የ2005 ዓ/ም 1ኛ ሴሚስቴር ውጤት ተኮር ዕቅድ

Sample TROPA Plan መለኪያ A=ብዛት B=ጥራት C= ጊዜ D=ወጪ

ተ ቁ	ሊሠሩ የታቀዱ ሥራዎች	ክብ ደት	አጠቃላይ መለኪያ	ዝርዝር መለኪያ	የአፈጻጸም እስታንዳርድ ደረጃ	
					አጥጋቢ	ከፍተኛ
1	ቁልፍ ተግባራት	16				
1.1	በትምህርት ልማት ሠራዊት ውስጥ በንቃት በመሣተፍ እና ተማሪዎችንም በማሣተፍ የተገኘ ውጤት በተመደበበት ክፍል አንቀሳቅሷል።	2(1)	B	በተገኘው ለውጥ	የሚያስተምረው ተማሪዎች 70% ለውጥ ካመጡ	ተማሪዎቹ በ85% ለውጥ ካመጡ
			C	በተሳትፎ ሰዓት	በወር ሁለት ጊዜ	በየሳምንቱ
1.2	ለሴት ተማሪዎችየተደረገ ልዩ ዕገዛ እና የ ተ ገ ኘ ውጤት ፣	2	A	በተደረገ የዕገዛ መጠንብዛት	ለሚያስተምረው ተማሪዎች በሙሉ በወር አንድ ጊዜ	በወር ሁለት ጊዜ
			B	በተገኘ ለውጥ	በ8% ውጤታቸው ከተሻሻለ	በ10%ውጤታቸው ከተሻሻለ
1.3	የተማሪዎች Dropout መቀነስ ላይ የተሠራ ሥራ እና የተገኘ ውጤት፣	0.5	A	በተቀነው Dropout ብዛት	ወደ 2% ከወረደ	ወደ 1% ከወረደ
			B	በተደረገ ጥረት	ተማሪዎችን በየሁለት ሳምንቱ ከመከረ	በየሳምንቱ ከመከረ
			C	ለምን ያህል ጊዜ እንዳቆዬ	እስከ ሚያዘያ ከቆዬ	እስከ መጨረሻ ካቆዩ
1.4	ሞጁል በማዘጋጀት ለተማሪዎች አገልግሎት ላይ ውሏል።	1	A	በተሠራው ብዛት	አንድ	ሁለት
			B	ከት/ቱ ይዘት ጋር የሚጣጣም	ከሚያስተምረው ት/ት ጋር በ80% ከተጣጣመ	ከሚያስተምረው ት/ት ጋር በ90% ከተጣጣመ
			C	በሚፈፀመው ጊዜ	እስከ ታህሳስ	እስከ ሕዳር
1.5	የት/ት ቤትና የሕ/ሰብ ግንኙነት ጠንክሮ ታይቷል።	0.5	B	ከቤተሰብ ጋር በተደረገ ውይይት	በሴሚስተር ከተማሪዎች ቾግር ጋር በተያየዘ 30% ቤተሰብን ካወያየ	በሴሚስተር ከተማሪዎች ቾግር ጋር በተያየዘ 50% ቤተሰብን ካወያየ
			C	በሚፈፀመው ሰዓት	በሴሚስተር አንድ ጊዜ	በሴሚስተር ሁለት ጊዜ
1.6	ወርክሾቶችን በማዘጋጀት ለተማሪዎች አገልግሎት ላይ ውሏል።	1.5	A	በተሠራው ብዛት	አንድ	ሁለት
			B	ከት/ቱ ይዘት ጋር የሚጣጣም	85% የሚገናኝ ከሆነ	90%የሚገናኝ ከሆነ
			C	በሚፈፀመው ጊዜ	እስከ ሕዳር	እስከ ጥቅምት

1.7	የቲቶሪያል ክፍለ ጊዜ በማዘጋጀትና ሥራ ላይ በማዋል ውጤት ተገኝቷል፡፡	2/1/	A	በተሰጠው የቲቶሪያል ብዛት	በወር አንድ ጊዜ ለክፍሉ ተማሪዎች በሙሉ	በወር ሁለት ጊዜ
			B	በሥራው ጥራት	ለሁሉም ተማሪዎች ከተሰጠ	ተማሪዎችን በየፈርጃቸው ለይቶ ከተሰጠ
			C	በተሰጠው ሰዓት	ለ4 ሰዓት ከተሰጠ	ለ6 ሰዓት ከተሰጠ
1.8	“”CPD ``ለመጀመር ዕቅድ ማውጣት	0.5	A	በተለየው የፍላጐት መጠን እና በተዘጋጀው ዕቅድ	ስስት የት/ቤቱ ፍላጐት ከተለየ እና ዕቅድ ተዘጋጅቶ ወደ ሥራ ከተገባ	አራት የት/ቤቱ ፍላጐት ከተለየ እና ዕቅድ ተዘጋጅቶ ወደ ሥራ ከተገባ
			B	የት/ቤቱን ችግር ያካተተ	በራሱ አስተያየት ብቻ ከለየ	ከሚመለከታቸው አካላት /Stakeholders/ አስተያየት በመሰብሰብ ካቀረበ የተለየውን ችግር ከፈታ
1.9	በእርስ በርስ ልምድ ልውውጥ እና ስልጠና የተገኘውን ልምድ ሥራ ላይ በማዋል ውጤት ተገኝቷል፡፡	0.25	A	በተካፈለው ብዛት	ሁለት ጊዜ ከተካፈለ	ሶስት ጊዜ ከተካፈለ
			B	በተተገበረው	60% ከተተገበረ	70% ከተተገበረ
1.10	በሶስቱ ማነቆዎች ላይ የተሠራ ሥራ እና የተገኘ ውጤት	0.5	A	በተቀረፉ ማነቆዎች ብዛት	ሁለቱ ማነቆዎተ ከተቀረፉ	ሶስቱም ማነቆዎች ከተቀረፉ
			B	በሚነሱ ቅሬታዎች	ቅሬታ ከተነሳበት	ቅሬታ ከሌለ
1.11	የመፃሕፍት ግምገማ ማካሄደድና ለሚመለከተው አካል ግብረ-መልስ ተሰጥቷል	0.5	A	የመፃሕፍት ብዛት	የተማሪ መፅሐፍት	የመምህሩ መምሪያ እና የተማሪ መፅሀፍ
			C	የግምገማው ሰዓት	በአምስት ወር ውስጥ ከሆነ	በሶስት ወር ውስጥ ከሆነ
1.12	ላብራቶሪን በመጠቀም ት/ት ተሰጥቷል፡፡	1	A	ዕቅዱን በመተግበር	የዕቅዱ 90% ከተተገበረ	የዕቅዱ 95% ከተተገበረ
			B	በተማሪዎች እርካታ	ከ5- 6 ቅሬታዎተ ከተነሱ	ከ3-4 ቅሬታዎች ከተነሱ
1.13	በመደበኛ እና ከመደበኛ ውጭ የሥነምግባር ት/ትን በማስተማር የተማሪዎች ባህርይ ማሻሻልና የት/ቤቱን ደህንነት ተረጋግጧል፡፡	0.5	B	በተሠራው ሥራ	70% የተማሪዎች ባህርይ ከተሻሻለ	80% ከተሻሻለ
			C	በተሠራው ሰዓት		
1.14	የሚቃጠሉ የት/ት ክ/ጊዜ ተቀንሷል፡፡	0.5	A	በባከነውና ባልተካካሰው የክ/ጊዜ መጠን	እንደአጠቃላይ 6 ክ/ጊዜ ተቃጥሎ ካልተካካሰ	አራት ክ/ጊዜ ተቃጥሎ ካልተካካሰ
			C	በተካካሰው ጊዜ	በሳምንቱ ከተካካሰ	ከሳምንት በፊት ከተካካሰ
1.15	ድርጊታዊ ጥናት/Action research/ ለማካሄድ የተገኘ ውጤት /የተደረገውን ሥራ በማዋል/	1	B	ወደ ሥራ በተተገበረው	80% ወደ ሥራ ከተተገበረ	90% ወደ ሥራ ከተተገበረ
			C	በተካሄደው ሰዓት እና ገቢ የሆነበት	በአራት ወር ውስጥ	በሶስት ወር ውስጥ
1.16	የተማሪዎች ነጥብ ማሻሻያ ዕቅድ ግብ ደርሷል፡፡	0.5	A	በተሻሻለው መጠን	የሚያስተምረው ክፍል ውጤት በ 10% ከተሻሻለ	በ 11% ከተሻሻለ

			B	በተሠራው ሥራ	ተማሪን በወር አንድ ጊዜ ቤተሰብን በ6ወር ካወያዬ	ተማሪን በየ2ሳምንት ቤተሰብን በ3ወር ካወያዬ
1.17	ዕቅድና / Checklist/ በማውጣት በዕቅዱ ተመርተዋል፡፡	0.5	B	በተሠራው ሥራ	80% የታቀደውን ሥራ ከግብ ካደረሰ	80% ከግብ ካደረሰ
			C	በወጣው ሰዓት	የሴሚስተር እና የወሩን በሰዓቱ ካወጣ	የሴሚስተር የወሩን እና የሳምንቱን በመከፋፈል በሰዓት ካወጣ
1.18	በመደበኛ ስብሰባ ከስሬ ላሉ አባላት በሥራ በመመዘን ደረጃ ተሰጥቷል /ለኮሚቴ፣ ክለብ ዲፖርትመንት ፣ልማት ሠራዊት ሃላፊዎች/	1	B	በተገልጋዬች እርካታ	ሶስት ቅሬታዎች ካለ	ሁለት ቅሬታዎች ካለ
			C	በተሠራው ሰዓት	በሶስት ወር አንዴ	በወር አንዴ
1.19	የትምህርት ይዘቱ በጊዜ ተጠናቋል፡፡	1	B	በተማሪዎች እርካታ	70% ከረኩበት	90 %ከረኩበት
			C	በታቀደው ጊዜ የሚጠናቀቅ ከሆነ	እስከ ፈተና ድረስ	ከክለሣ ጋር
1.20	ተከታታይ ምዘና መስጠትና ውጤት ማስመዝገብ	0.5	A	በተሰጠው መጠን	30%	50%
			B	ባሳየው ለውጥ	የተማሪው ውጤት 4%	የተማሪው ውጤት6 %
	2. አበይት ተግባራት	9				
2.1	የሚፈለገው መረጃ በማቀናጀት የሥራ ሪፖርት ለሚመለከተው ክፍል በወቅቱ ቀርቧል፡፡	1.5	B	በመረጃ አያያዝ በተደረገው ሪፖርት	መረጃ ግልፅ በሆነ ፋይል ተመዝግቦ ከተቀመጠና ሪፖርት ከተደረገ	መረጃ ማንኛውም ሰው አንብቦ መረዳት በሚችል መልኩ ከተቀመጠና ሪፖርት ከተደረገ
			C	ሪፖርት በተደረገበትሰዓት	በተፈለገው ሰዓት	አንድ ቀን ቀደም ብሎ
2.2	የት/ት መርጃ መሣሪያ ተሰርቶ ወይም ተውሶ ሥራ ላይ ውሏል፡፡	1	A	ባዘጋጀው ወይም በተዋሰው መሣሪያ ብዛት እና በተሠራው አይነት	አንድ መሣሪያ ከአካባቢ ማቴሪያል አዘጋጅቶ ከተጠቀመ	ሁለት መሣሪያ በICT አዘጋጅቶ ከተጠቀመ
			B	ከት/ቱ ርዕስ ጋር ከተጣጣመ እና በተማሪዎች እርካታ	80% ከተጣጣመ 80% የሚሆኑ ከረኩበት	90% ከተጣጣመ 90% የሚሆኑ ከረኩበት
2.3	ሳይንሳዊ ፈተና በማዘጋጀት በታቀደው መሠረት ተሰጥቷል፡፡	0.5	B	ተማሪ በሚያነሳው ቅሬታ	ቅሬታ ከተነሳ	ቅሬታ ከሌለ
			C	በገባበት ሰዓት	በተባለው ቀን	ከአንድ ቀን ቀደም ብሎ
2.4	በት/ቤት ውስጥ መልካም አስተዳደርን ለማስፈን የተሠራ ሥራ፡፡	0.5	B	በሚቀርብበት ቅሬታ	ባለጉዳይ ከ 80% ከረካበት	በ 90% ከረካበት

			C	በተሠራው ሰዓት	በሁሉም የሥራ ሰዓት	በሥራው ሰዓትና ከሥራ ሰዓት ውጭ
2.5	በክለብ ኮሚቴ ወይም ዲፓርትመንት ውስጥ በንቃት በመሣተፍ ሥራ ተሠርቷል፣ሪፖርትም ለሚመለከተው ክፍል ቀርቧል።	1	A	በተካፈለበት ብዛት	ሶስት ከሆነ	አምስት ከሆነ
			B	በተገኘው ውጤት	80% ከዕቅዱ ጋር ከሄደ	90% ከዕቅዱ ጋር ከሄደ
			C	ሪፖርቱ ገቢ በሆነበት ሰዓት	በተፈለገው ሰዓት	አንድ ቀን ቀደም ብሎ
2.6	ተጨማሪ ሥራ በመሥራት ውጤት ተገኝቷል።	0.5	B	ባለው ተነሳሽነት	ት/ቤቱ የሰጡውን ብቻ በመጠበቅ	በራስ ፍላጐትና ተነሳሽነት
			C	በሚፈፀመው ሰዓት	በተፈለገው ቀን	አንድ ቀን ቀደም ብሎ
2.7	በሰንደቅ አላማ ላይ በመገኘት ተማሪዎች በስርዓት እንዲሰለፉ ተደርጓል።	1	A	በተሳተፈበት ብዛት	በተመደበበት ፈረቃ	በሳምንት ሶስተ ቀን
			B	በተገኘው ለውጥ	ሥም የሚጠራበት/ የሚያስተምረው ክፍል 90% ለውጥ ካመጡ	በ 90% ከተለወጡ
			C	በተሳተፈበት ሰዓት	በተባለው ሰዓት	ከ10 ደቂቃ ቀደም ብሎ
2.8	ተማሪዎች ከት/ቤት እንዳይቀሩ በክፍል ውስጥ ስም በመጥራት ሪፖርቱ ለሚመለከተው ክፍል ቀርቧል።	1.5	A	በተቆጣጠረው የክፍለ ብዛት	ስም የሚጠራበት ክፍል	የሚያስተምረው ክፍል በሙሉ
			B	በተሠራው ሥራ	ቀሪ ያላቸውን ተማሪዎተ ከመከረ እና የተማሪዎተ መቅረትን በ70% ካሻሻለ	ተማሪዎችን በመምከር ሪፖርቱን ለሚመለከተው ክፍል ካቀረበ እና ቀሪን በ85% ካሻሻለ
2.9	በስብሰባ ላይ በመገኘት ገንቢ ሀሳብ ተሰጥቷል።	1.5	A	በተገኘበት ብዛት	በሁለት ብስበባዎች ብቻ ከቀረ	በአንድ ብቻ ከቀረ
			B	የተወሰኑትን ውሳኔዎች ወደ ተግባር በመቀየር	80% ወደ ተግባር ከተቀየረ	90% ወደ ተግባር ከተቀየረ
			C	በተገኘበት ሰዓት	በተባለው ሰዓት	ከ5 ደቂቃ ቀደም ብሎ

ያዘጋጀው ስም----------

ቀን----------

ፊርማ----------

ያፀደቀው ስም----------

የሥራ ድርሻ----------

ቀን----------

ፊርማ----------

DECLARATION

I, the undersigned, declare that this study is my original work and that all sources of material used for this thesis have been duly acknowledged.

Name: Beza Kechem Dadi

Signature: _____

Place: Addis Ababa University

Date of submission: 05-10-2005 E.C

This thesis has been submitted for examination by my approval as a university Advisor

Name: Ato Melaku Yimam

Signature: _____

Date of approval: 13/06/2013