

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**JIMMA UNIVERSITY TEACHERS' PERCEPTION  
OF THE FACULTY TEACHING PERFORMANCE  
EVALUATION SYSTEM**

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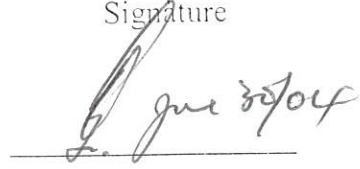
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**JIMMA UNIVERSITY TEACHERS' PERCEPTION OF  
THE FACULTY TEACHING PERFORMANCE  
EVALUATION SYSTEM.**

***MEKONNEN SINTAYEHU***

***A THESIS SUBMITTED TO THE SCHOOL OF  
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER  
OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY***

***JUNE, 2004  
ADDIS ABABA***

## ACKNOWLEDGEMENTS

I would like to express my heart-felt gratitude to my advisor, Dr.Belay Tefera for his valuable suggestions and assistance in shaping and correcting the paper to have its present shape. Moreover, his welcoming face at any time and his encouraging words will never be forgotten and worth- mentioning. I would also like to acknowledge Dr. Ayele Meshesha and Ato Tamire Andualem, my instructors, for their constructive comments on the method of this research.

My deepest appreciation goes to Ato Derib Ado, my dear friend, for his welcoming face and devoting his precious time and patience in editing and commenting on the paper. I am also indebted to my colleagues who gave me valuable suggestions and moral support.

I wish to express my thanks to Jimma university teachers and administrative workers in general for their valuable and considerable support and cooperation they provided during the data collection

Lastly, I also would like to extend my heart-felt thanks to Addis Ababa University, School of Graduate Studies for financial support it offered to conduct the study.

## ABSTRACT

*The major purposes of the study were to examine the perceptions of Jimma university teachers regarding students', colleagues' and department heads' evaluations of their teaching performance. There are six faculties and one college in Jimma university. From these, 95 teachers were considered. Questionnaire was used to collect data on teachers' perception. Analysis of variance (ANOVA) and t-test were employed to analyze the data. The result revealed that Jimma University teachers had favorable perceptions regarding the faculty teaching performance evaluation system. Although teachers had positive attitude on the purpose of faculty teaching performance evaluation, there were differences across faculties and they had some doubt about the competence and fairness of students as evaluators. Besides, teachers viewed that the system of the evaluation enhances student-teacher relationships. On the other hand, students evaluation is perceived to be affected by the grades students' received or expected and impairs academic freedom of teachers. Teachers also had positive attitude regarding student-teacher face-to-face evaluation system but opposed the continuation of the evaluation system as it is. There were perception differences among teachers regarding department heads' evaluation qualification and teaching experiences wise. It is generally recommended that sufficient orientation be given both to the evaluators and evaluatees. Moreover, each faculty is recommended to design its own evaluation instrument for a better evaluation system.*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

The enhancement of university teaching is a genuine scholarly activity and should be regarded as a professional commitment by all academic staff involved in teaching. The evaluation of teaching is an integral feature of quality teaching. Hence, evaluation of faculty teaching performance has become an accepted practice. University teachers have been urged to use evaluative feedback from students for the purpose of improving their teaching (Centra, 1977).

Though, ideally evaluation should have a healthy purpose of instructional improvement, Camp et al (1979: 17) regret that teachers' evaluation processes have been poorly handled by administrators because they view each evaluation in terms of job orientation rather than career development. Seldom is the objective to improve the quality of education and to further professional development realized.

In Ethiopia, evaluation of university teachers has been carried out by students, colleagues and department heads. No matter who the evaluators or the evaluatees are, the evaluation process should be perceived as fair, objective, and comprehensive by both . For example, if the evaluation is negatively perceived, the major goal of education is likely to be negatively affected.

There are differences in opinions about students', colleagues', and department heads' evaluation of teachers' performance among various educators and scholars: some in favor

and others against. The university teachers themselves, who are being evaluated by students, colleagues, and department heads, develop either favorable or unfavorable perceptions regarding the evaluation systems.

The rationale behind this study is, thus, to examine these different views and perceptions of teachers in the university level. Studying teachers' views and opinions regarding teachers' performance evaluation in the universities is useful in order to identify its appropriateness and also examine other additional sources that may be included in deciding upon the effectiveness of teachers' work.

## **1.2 Statement of the Problem**

There has been rapidly developing pressure in recent years to provide evaluative data on college or university teaching: pressure from teaching faculty, students, and administrators. The major reasons for the pressure seem to be that teaching faculty want information which will aid them in improving their instruction, students want information to guide them in course and instructor selection and administrators want information to guide them in pay and promotion decisions.

At college and university levels, teaching effectiveness can be evaluated by current students, former students, peers, administrators, or trained observers. Effective teaching or the degree to which a teacher enhances student achievement, requires a willingness to interact with students, to engage them in discussion, encourage them to think critically and creatively, to list their comments and questions, and so on (Park, 1996).

Because of individual differences and variability of human beings on the one hand, and increasing heterogeneity and complexity within the educational field on the other, evaluation must be called upon to help determine the appropriateness of one for the other (Clifford, 1956). In the same sense evaluation of teachers is very essential to determine how the instructional process is going on and take measures to improve the weakness observed.

In Ethiopia , this tradition has been in effect in the higher educational institutions of the country. The writer of this paper has been a member of teaching staff at Jimma University and heard a heated debate about teachers' performance evaluation made by students, colleagues, and department heads, some in favour and others against. This condition initiated the researcher to raise questions in his mind concerning the views, opinions and inclinations of university teachers toward the current evaluation system.

Even if performance evaluation of university teachers by students, colleagues and department heads has continued, there is still controversy on issues related to accuracy, bias, competence and fairness of the evaluation which has an influence on the perception of teachers, their performance, and teaching effectiveness thereby.

The primary purpose for conducting this study is, thus, to find out the perception of teachers in universities regarding students', colleagues' and department heads' evaluations of faculty teaching performances .

1. What is the perception of teachers regarding the current faculty teaching performance evaluation made by students, colleagues and department heads? More specifically, how do they perceive:
  - 1.1 the purpose of faculty teaching performance evaluation in general?
  - 1.2 the effectiveness (appropriateness , usefulness and usability) of items included in the students', colleagues' and department heads' rating questionnaires of faculty teaching performance?
  - 1.3 the competence and fairness of the assessors (students, colleagues and department heads)?
  - 1.4 the effect of :
    - 1.4.1 students' received or expected grades on faculty teaching performance evaluation?
    - 1.4.2 students' evaluation on student-teacher relationships, and academic freedom of teachers?
  - 1.5 the administration of the evaluation system?
2. what is the perception of teachers regarding student–teacher face-to-face evaluation system?
3. how does the perception variation of teachers qualification wise, experience wise, and faculty wise?

### **1.3 Objectives of the study**

The study has the following objectives :

1. investigating the perceptions of university teachers of their performance evaluation made by students, colleagues and department heads.
2. finding out the perception of university teachers regarding the purpose of teachers' performance evaluation.
3. finding out the perception of teachers regarding the administration of faculty teaching performance evaluation.
4. finding out the perception of university teachers regarding the new student-teacher face-to-face evaluation system.
5. finding out if there are perception differences of university teachers regarding students', colleagues' and department heads' evaluation qualification wise, experience wise and faculty wise.

### **1.4 Operational definition of important terms**

Current Evaluation System – refers to the evaluation of university teachers' performance at Jimma University made by assessors (students, colleagues and department heads) using Students' Rating Form, (See Appendix 2.1), Colleagues' Rating Form (See Appendix 2.2) and Department Heads' Rating Form (See Appendix 2.3).

Student Evaluation- refers to the assessment of the teaching quality of the teacher by his/her students with the objectives of providing feedback to the teacher and contributing to the improvement of the quality of teaching and providing information to the administrators in order to make proper decision on the teachers' promotion (Zelalem, 2004, interview on April 25, at Dean's office). The rating form consists of 27 items.

The contents of the items include preparation for instruction, presentation of organized instruction, assessment of student performance, classroom management, positive learning climate and communication. It has a scale value of five point likert type scale, with values ranging from very low (i.e., 1) up to very high (i.e, 5). The evaluation is conducted a week ahead of the end of the semester and administered by a teacher other than the evaluatee. Usually 10 to 15 minutes are given for the evaluators to complete the form. It accounts for 50% of the teachers' performance evaluation.

Colleague Evaluation – refers to the assessment of the teaching quality of the teacher by his/her all colleagues in the department to which he /she belongs with the objectives of providing feedback to the teacher and fostering the improvement of the quality of teaching and providing information to the administrators in order to make proper decision about the teachers promotion (Zelalem, 2004, interview on April 25 at Dean's Office). The rating form consists of 33 items. The contents of the items include preparation for instruction, effort for conducting research, cooperativeness, interests for the improvement of his/her institution, punctuality and interest for sharing his knowledge to his peers. It has a scale value of five point likert type scale with values which ran through from 1 (very low ) to 5 (very high) respectively. It has an additional option "do not concern." It accounts for 15% of the teachers' performance evaluation. The evaluation is usually conducted before the end of the semester.

Department Head Evaluation –refers to the assessment of the teacher by his/her department head with the objectives of providing feedback to the teacher and enhancing the improvement of the quality of teaching (Zelalem, 2004, interview on April 25 at Dean's Office). The rating form consists of 48 items. The contents of the items

include preparation for instruction, professional development and leadership, performance of professional responsibility, effort for conducting research, interest for development of his/ her institution, and punctuality. It has a five point likert type scale ranging from 1 (very low) to 5 (very high). It has an additional choice “do not concern”. It accounts for 35% of the teachers’ performance evaluation. The evaluation usually takes place before the end of the semester.

Effectiveness – refers to the appropriateness, usefulness and usability of items included in the students’, colleagues’ and department heads’ rating questionnaires of faculty teaching performance.

Qualification – refers to first degree, second degree and third degree which teachers hold.

Teaching Experience- refers to years of service the teacher has taught at Jimma University.

Faculties – refers to the existing faculties at Jimma University such as Faculty of Medical Sciences, Faculty of Public Health, Faculty of Business and Economics, Faculty of Technology, Faculty of Education, and Faculty of Law.

Face-to-face evaluation-refers to the newly established way of assessing the teaching quality of the teacher by his/her students sitting together and students criticizing and praising the faculty’s teaching performance. (Zelalem, 2004 interview on April 25 at Dean’s office) .The evaluation is conducted at the faculty level chaired by Faculty Dean. It was conducted before the final examinations of second semester, 2003 for the first time.

Perception – refers to Jimma University teachers’ views and interpretations that gives to teachers’ performance evaluation by using all his /her thoughts and experiences there in .

\*Zelalem Teshome ,Dean of Faculty of Education ,interview at Dean’Office,Jimma University, April25,2004.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

The related literature is presented under the following main topics with their sub-topics

- 2.1 Conceptual Basis of performance Evaluation
- 2.2 Meaning and Roles of Teachers' Performance Evaluation
- 2.3 Purpose of Teachers' Performance Evaluation
- 2.4 Principles of Teachers' Performance Evaluation
- 2.5 Approaches of Teachers' Performance Evaluation
- 2.6 Research Studies Related to Teaching Performance

#### **2.1 Conceptual Basis of Performance Evaluation**

Since 1970s academicians have seen evaluation as the process of collecting information judging its worth or merit. In other words, evaluation in education has been understood as a systematic description of educational objects and an assessment of their worth or merit (Glasman, 1986; Hopkins, 1989).

Many aspects of education are subject to evaluation be it schools tests, curriculum, educational project, performance of teachers etc. Among the many types of educational evaluations teachers' performance evaluation has long assumed increasing importance. The demand for education has shifted from broad issues of finance and program management to specific concerns about the quality of classroom teaching aspects and teachers. From the elementary school classroom to the higher education level, evaluations of teachers' performance have received considerable value (Hammond, 1990).

Performance, according to (Rue and Loyd cited in Berhanemeskel, 1999:14) refers to how well an employee is fulfilling the requirements of the job and also, ideally, involves establishing a plan for improvement. They also enumerated three combined factors as basic determinants of the quality of an employee's performance. These factors are effort (which refers to how hard a person works), ability (concerned with the person's capability), and direction (referring to how well the person understands what is particularly expected on the job). Rue and Loyd also advise that to obtain an acceptable level of performance, all the three factors that determine the quality of performance must be allowed to exist to some extent.

Nevertheless, (Rue and Loyd cited in Berhanemeskel, 1999:14) do not deny that an employee's performance can be influenced by certain environmental factors that are beyond the employee's direct control. Such factors include inadequate work facilities and equipment, restrictive policies that affect the job, lack of cooperation from other people and departments and even luck.

Finally, we should recognize that any evaluation is worthwhile if its results give a support to the betterment of the program. Therefore, performance evaluation should be supported and checked by continuing research.

## **2.2 Meaning and Roles of Teachers' Performance Evaluation**

Teacher's performance evaluation is the process of estimating the value of a teacher's work. It is a series of activities and actions that are interconnected and related to a specific purpose. Since teachers deal with complex problems, they should be evaluated as professionals, which means their standards should be developed by their peers and their evaluation should focus on the degree to which they solve professional problems competently (Coker, Medley and Soar cited in Sawa, 1995:3). The emphasis of their evaluation should be on their teaching and not on them as individuals (Estabrook and Findley cited in Sawa, 1995:4). It should also take into consideration the involvement and responsiveness of others involved in the education process (Weade and Evertson, cited in Sawa, 1995:4).

A teacher-evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and suggestions from principals and other teachers on how to make changes in their classrooms. To achieve these goals, evaluators must first set specific procedures and standards. The standards should be :

- a) related to important teaching skills
- b) as objective as possible
- c) clearly communicated to the teacher before the evaluation begins and be reviewed after the evaluation is over and
- d) linked to the teachers' professional development (Boyd and Ronald, 1989).

### **2.3 Functions of Teachers' Performance Evaluation**

The general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students (Kremer cited in Sawa , 1995:3 ). According to Mekonnen (2000 :14 ) the process of performance evaluation is justified for the following purposes:

1. to improve instruction,
2. to provide information for personal decisions for retention, promotion, tenure, and salary increases,
3. to stimulate professional growth and development and to direct and guide faculty efforts,
4. for administrators to give a chance to standing judgment (just-as teachers feel the need to judge students, some administrators feel the need to judge teachers),
5. to gather data that will justify institutional purpose to say to the world, "We are good",
6. to gather data for research on teaching and learning, and
7. from simple inertia- because other institutions do it (Morrill and Spees, 1982).

Of the above reasons, Morrill and Spees assert that some have more importance over others, some are vague and more difficult to implement. However, we should not ignore any of them in deciding while evaluation is taking place.

A similar view was expressed by Owen (1978) that evaluation serves two purposes.

1. It permits administrators to weed out the incompetent and to reward with promotion and merit raised to the competent.
2. It enables teachers to correct their own shortcomings by providing them feedback on the quality of their work.

## **2.4 Principles of Teachers' Performance Evaluation**

Evaluation is essential at all levels of education for the appropriateness of decisions. Hence it is essential that evaluation is done according to plan and in a systematic way so that it will not mislead the decisions to be made.

A good teacher-evaluation system should indicate ways in which excellent performance can be recognized and short comings can be remedied. At any time to maintain such an objective, evaluation should be operated based on common principles which benefit both the evaluator and the evaluated equally. Many educators, scholars, and policy makers have forwarded, at different periods of time, a number of principles which they considered are necessary to evaluate teachers' performance. Among these Jim and Stow, (1980:539) and Stoops (1981:383) propose the following principles.

1. In the evaluation of teachers' performance, information should be collected from a variety of sources.
2. Each teacher should be given a copy of evaluation policy when first hired. Teachers should understand the reasons for and methods of the evaluation scheme before any sort of evaluation is done.
3. Evaluation should be conducted by properly trained and dedicated persons.

On the other hand, Wise (1985) notes that, if it is to work, teacher evaluation must satisfy competing individuals and organizational needs, and must balance the centralization and standardization needed for personnel decisions against the flexibility and responsiveness needed for helping teachers improve.

Generally, all evaluation of teaching has the ultimate purpose of improving instruction. However teacher evaluation is an exceedingly complex matter. So, those that engage in such activities should be aware of its complexity, of the possibility of arriving at erroneous

judgments, and of the consequences that follow from such evaluations. Such evaluation has to be done based on preplanned criteria related to effectiveness. The evaluator has to keep in mind that there are different external factors which influence teacher effectiveness. Hence, evaluators should get necessary training about the merit of teachers' performance evaluation before going to involve in the teachers' evaluation processes.

### **2.5 Approaches of Teachers' Performance Evaluation**

Researchers have suggested different approaches of evaluation. Some are found to be productive while others are somewhat invalid strategies (Morrill and Spees, 1982). These approaches usually include multiple data procedures that involve collecting several different types of data in addition to student ratings (Smoke et al; 1973). Twenty years ago, in their comprehensive computer assisted search of the literature on multidata alternatives to quantified students ratings, Greenwood and Ramagli (1980:674) found that sixteen percent focused on peer or colleague evaluation, twelve percent on direct measurement of student achievement, and twelve percent on instructor self evaluation. Two percent of the literature was on integrated multiple data systems, while the largest amount (twenty five percent) examined the interrelationships among different types of data (e.g., peer ratings versus administrative ratings versus self-ratings versus students ratings).

Alternative approaches of student evaluations of teaching continue to be explored (Miller cited in Mekonnen, 2000:17) though. Among the many techniques which have been used to evaluate instructors and their instruction- students' rating, colleagues' rating and department heads' rating are discussed below.

## **A. Students Evaluation of Teachers' Performance**

Recently, attention has focused on broadening ways of evaluating teaching effectiveness. Formal student evaluations of courses and teaching have been receiving a good deal of attention and have been being used at many colleges and universities.

Student evaluation of university lecturers is the most common methods of formally assessing teaching effectiveness, and it has widespread use in attempts to improve lecturers' teaching abilities (Firth, 1979). Numerous studies support the use of students as sources of data about teaching effectiveness (e.g. Marsh, 1984), and students' opinions (collected primarily by the use of end -of-course, standardized student rating forms) continue to be a major source of evaluation of faculty effectiveness in institutions of higher education (Seldin, 1984).

Although there are many literatures in favor of using student ratings, this approach is questioned by many for different reasons. It is argued that students lack the experience and maturity to pass judgments. According to Glasman and Rotem (1979) students are not competent judges of instruction because they lack experience, knowledge and perspective, and because they are affected in their judgment by factors unrelated to the quality of teaching.

Generally, student ratings have their own strengths and weakness. But this fact should not limit their practical application and it will be advisable to use them as one source of evidence for making decisions.

## **B. Colleagues' Evaluation of Teachers' Performance**

Subjective judgments currently play an important part in evaluating teaching performance. Among the groups that might provide judgment on teaching performance one consists in

the teachers' colleagues. This subjective judgment is probably based on all the information that raters have accumulated about a person, that is, the actual accomplishments and the subjective judgments that are communicated among faculty and students. Centra (1975) concludes that colleagues can make a unique and important contribution to the evaluation of faculty performance.

On the other hand, according to Marsh (1984), peer ratings based on classroom visitation do not appear to be substantially correlated with student ratings or with any other indicators of effective teaching. The findings of Marsh's (1984) study indicate that the use of peer evaluations for personnel decisions is unwarranted.

It could be summarized that there is controversy as to the use of colleagues rating in making important decisions related to teachers' work efficiency. This means that the use of colleagues rating in evaluating teachers is favored by some while opposed by others. Of course, there could be drawbacks of this technique, but it can give additional information for taking right decisions. Therefore, it seems wise to use colleagues' rating not as an end of itself but as additional information.

### **C. Department Heads' Evaluation of Teachers' performance**

Ratings by appropriate administrators (eg, department chairman, dean, vice president) have a long history in faculty evaluation and were traditionally based on informal and unsystematic sources of information, such as student complaints and comments from faculty colleagues. Sometimes administrators' judgments were based on class room visitations, systematic student or peer ratings, examination of course materials, or examination of the faculty member's productivity.

According to Hanlon and Mortensen (1980) an administrator can evaluate teachers' performance through classroom observation, review of student learning data, and feedback from students. The strength of this approach is that classroom observation helps to interpret data from other approaches. But bias due to previous data, over expectations, personal relationships, reason for observation, own values and favored teaching methods could affect the evaluation process.

Since there is a tendency of department heads' rating of teachers to be biased, the best way is to collect data from different sources as a basis for judging teachers' work efficiency.

## **2.6. Research Studies Related to Faculty Teaching Performance**

### **A. Student -Teacher relationships**

When we speak about student-teacher relationships, we should also consider and differentiate the personal and professional relationship. Accordingly, a teacher in his professional life is involved in relationships with his students, his colleagues, his administrators, the parents of these students and other persons in the community. Bush (1958) stated these relationships as restrictions laid up on the teacher's behavior. This is to say that those with whom he associates expect certain things from him because he is a teacher. These expectations are regarded as the professional requirements of his position. On the other hand, the teacher is also a person. Consequently, he has a personal relationship with these different types of persons. The demands of personal and professional relationship do not always coincide. Each comes side by side for supremacy (Bush, 1958).

## **B. Grades Received by Students**

One question which has been examined often in many researches is whether the obtaining of a higher or lower grade results in a more positive or negative instructor evaluation. Marsh et al (cited in Atsede, 1991:43) have proposed a grade satisfaction hypothesis. They suggested that when course grades and performance criterion such as standardized exam scores are closely related, higher evaluations may be :

- a) due to a better quality of teaching that produces greater learning
- b) simply the result of increases in student satisfaction with the higher grades or higher expected grades if evaluations are conducted before administration of the final examination.

Peterson and Cooper (1980) have indicated that a number of studies have demonstrated a positive correlation between the grade expected or received by students and that students' evaluation of the instructor and these results seem to cast doubt on the validity of teacher evaluation questionnaires. Perhaps students reward lenient teachers with positive evaluations and punish strict teachers with negative evaluations.

On the other hand, Costin (1971) has argued that the positive findings might better be viewed as a partial function of the better achieving students' greater interest and motivation, rather than as a more contamination of the validity of student ratings. Indeed, grades are necessarily correlates of teachers' evaluation since effective teachers are those whose students do well. Similarly Worthington and Wong (1979) study suggests that good teachers tend to have their students perform better on a final examination than teachers judged as less adequate do.

Cohen (1981) did a study to synthesize research on the relationship between student rating of instruction and student achievement. The average correlation between an over

all instructor rating and student achievement was 0.43. Correlations of ratings and achievement were larger when students knew their final grades before rating instructors and when an external evaluator graded students' achievement tests. The results provide strong support for the validity of student ratings as measures of teaching effectiveness. Most studies find that students rate their instructors performance more positively when they expect or get higher grades (e.g. Freedman and Stumpf, 1979). In general, there is no agreement among researchers as to the effect of grades in the evaluation of teachers by students. Some show that student ratings are not totally biased by the grades because, in most cases, students taught by the effective teacher get better results. However, instructors' perception of this relationship is what matters.

### **C. Academic Freedom of Teachers**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. The faculty member is entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility.

There are numerous statements by faculty in the research literatures clearly arguing that student evaluation of faculty is an infringement on academic freedom. These statements by faculty contend that student evaluation of faculty :

1. is prima facie evidence of administrative intrusion into the classroom (Haskell, 1997)
2. are often used as an instrument of intimidation forcing conformity to politically correct standards (Young cited in Haskell, 1997:5)
3. create pressure for a self policed lowered teaching standard (Bonetti cited in Haskell, 1997:5)

4. is responsible for a considerable amount of grade inflation (Greenwald cited in Haskell 1997:5).
5. becomes a potent means of manipulating the behavior of faculty when used for promotions, salary raises or continued employment (Stone cited in Haskell, 1997:5)
6. pressures faculty to teach in manner that results in higher student evaluation when salary and promotion are possible consequences of student evaluation of faculty (Damron cited in Haskell, 1997:5).
7. leads to the inappropriate dismissal of faculty (Parini cited in Haskell, 1997:5)
8. constitutes a threat to academic freedom (Stone cited in Haskell, 1997:5)

Finally, it would seem that student evaluation of faculty creates an educational conflict of interest between faculty and students impacting on the quality of instruction.

#### **D. Administration of the evaluation**

It is suggested that every evaluation form should contain some standard open ended questions and each instructor should have the opportunity to add one or more questions, the results of which could go only to the instructor (Bain cited in Assefa, 1999:41). Examples include questions that indicate students' perceptions of teaching methods, such as the primary teaching strengths of the instructors, the primary weaknesses of the instruction, and suggestions for improvement. Besides these, others that indicate the learning process and that can be reported to individual instructors need to be included. Student ratings are higher if the teacher being rated remains in the evaluation room. It is preferable that student ratings be administered during the last two or three weeks of the semester rather than during examination times (Braskamp and Ory, 1994).

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own student rating

instruments. Hence, as Morrill & Spees conclude, many student rating instruments used by individual faculty members, departments, to get student opinions are “unfortunately” developed. In simple words, some one just sits down and thinks about questions inviting answers that ought to relate to the quality of teaching. Student rating forms are important as main instruments of getting students’ views of the instructor and his or her instructions, which in turn are valuable data sources for improving teaching-learning process, providing feedback for the instructors, and evaluating teaching for use in personnel decisions. Every homemade rating form, however, cannot be as effective as standardized instruments.

Tagomori (1993) at the University of San Francisco did his Ed. Doctorate on instruments used for student evaluation of faculty. He established that the assessment used by universities and colleges to appraise a professor’s teaching effectiveness were conducted by evaluation through instruments they designed, borrowed, or adapted from other universities and colleges. The reliability of the instruments used was generally unknown. A comprehensive content analysis of faculty evaluation instruments had not been conducted. As a result, faculty members in higher education might have been evaluated with flawed evaluation instruments, conceivably leading to unfair assessment of their teaching performance.

Generally the construction of standardized instruments begins with a large pool of items which are thought to be related to good instruction .A variety of sources for these items are available literature, faculty, students, administrators, or any other source that stands a chance of making a helpful contribution.

## **F. Teachers' Perception of their performance evaluation**

Though, ideally, evaluation should have a healthy purpose of instructional improvement, Camp et al (1979:17) regret that the teacher evaluation process has been poorly handled by administrators. They view each evaluation in terms of job orientation rather than career development. Seldom is the objective to improve the quality of educational and to further professional development realized. Such misuse would definitely give rise to mistrust, fear and feelings of insecurity which would apparently be pedagogically counterproductive. The undesirable consequences of errant administration of evaluation have led to many concerns of teachers given voice by Kult (Cited in Camp et al, 1979) as follows.

1. The majority of persons observing and evaluating teachers are lacking in proportional academic and pedagogical competence,
2. Forms surveyed by evaluators including survey sheets which, at best, are highly subjective and in many cases, entirely useless for teacher improvement since they are devoid of any substance criteria or content.
3. The absence of any similar evaluation for the evaluators as either evaluators or administrators presupposes that teachers comprise the only educational segment that needs improvement.
4. There is lack of any active and defensible forms of formal evaluation for all professional members of the educational complex, which inhibits professional growth at all levels.

In a study of faculty attitude toward student evaluations, Marsh ( cited in Amanuel , 1998 ) reported that although 80% felt the students' ratings are important, only 38% believed that such ratings give a correct picture of instructional performance. Fich (2003:1) also concluded that the purpose of student evaluations of teaching is to fairly evaluate the

teaching quality of faculty members and help them improve their teaching. But the perception of many faculty members is that the use of student evaluations of teaching achieves neither of these goals. Similarly, Berhanemeskel (1999) concluded that, since teachers believed that students are incompetent, not qualified, immature, subjective, lack experience to evaluate and make sensible judgments, they developed unfavorable perception towards student evaluation of teachers' performance. Darge (2002) in his study on the predominance of different sources of stress among teachers in government senior high schools of A.A also suggests that some teachers are dissatisfied with the criteria (considering them to be too demanding), and with the evaluation process (e.g evaluation by parents)

#### **G. Factors affecting Teachers' Perception of their performance evaluation**

Experienced teachers often state that evaluations are not productive (Boyd and Ronald, 1989). Some of the dissatisfactions on the performance evaluation based on research experiences are said to be avoidable. The following is a list of the major factors that affect performance evaluation.

1. Teachers not having any input into the evaluation criteria. Other professionals (doctors, lawyers, engineers) control the criteria for entering and maintaining membership in their profession. Teachers, on the other hand, often do not have that privilege. State laws or school boards decide the focuses of the evaluation. This leads teachers to distrust the evaluation process and to question the validity of the results it produces.
2. Evaluators not spending enough time on the evaluation. Teachers complain that the principal, or whoever is conducting the evaluation, does not provide useful feedback.

3. Evaluators not being well trained. Teachers complain that few evaluators have any special training to help them plan and carryout a successful evaluation. Even worse, many have had little or no recent experience in the classroom. The criteria for evaluation are often vague, subjective, and inconsistent.
4. Results of evaluations not being used to further teacher development. For many teachers, the evaluation process can be a dead end. The results do not figure into salary increases, promotions, or any meaningful program for professional development.

Teachers have also been opposed to the employment of any performance evaluation except training and experience as a measure of the salary received (Hood cited in Berhanemeskel,1999 ).

Generally, any system of teacher evaluation, however reliable, must, first and foremost, be faithful to teaching.

## **H. Summary of the Review of Literature**

Conducting an evaluation relies on systematically collected and analyzing data and then providing the results of the analysis as information (usually referred to as feedback) so that critical, realistic and useful decisions about the individual is being evaluated can be made.

Teacher evaluations are often designed to serve to measure teacher competence and to foster professional development and growth. Teachers who want to improve their teaching are eager to know how other teachers and their students view them. The evaluator has to know the factors that can influence teachers' efficiency. The judgment of teachers' work will be reliable and possible only if different participants in the process contribute positively: the individual academic must be committed to the educational mission and want

to seek improvements to his/her teaching contributions, and be open to feedback and suggestions. Moreover, the rating forms should be understood by the rater and the results of evaluation should be available to the ratee.

There are many oppositions by educators to the practice of evaluating the effectiveness of teaching in general and students', colleagues' and department heads' evaluations of teachers in particular.

Students' evaluation of teachers is a controversial issue in which some are in favor of its application and others are against. But the most important suggestion given was that instead of avoiding students' ratings, it is recommended to use as one source of information for judging effectiveness of teachers.

Colleagues' evaluation of teachers in making important decisions related to teachers' work efficiency favored by some and opposed by others. But it can give additional information for taking correct decisions.

Department heads' evaluation of teachers in relation to teachers' work efficiency is also favored by some while opposed by others. It is seen that there is a tendency for it to be biased. The best way is to collect data from different sources as a basis for judging teachers' work efficiency.

The problems in the evaluations of teachers' effectiveness are related to the effectiveness of the instruments used and the competence and experience of the evaluators. Another problem lies to the administration of the process and the criteria used for the evaluation of teachers.

Researches have been carried out by different investigators to observe the effectiveness of the instruments used by students, colleagues and department heads and also to see the opinion of teachers on the evaluation system as a method of sources of information. In

some of the studies significant positive results were observed while in others there were no such results. Studies have also been done to find out the relationship between students ratings and grades achieved by these students as well as the relationship between teacher evaluation and academic freedom. In some of these studies there were positive correlations while in others not. There were also studies about the perception of teachers to the evaluation of teachers as well: some studies in favor of evaluation while others not.

These results indicate that the controversy in the evaluation of teacher effectiveness has not yet been resolved. The writer of this paper believes that teacher evaluation will be no more effective unless teachers support it. The cornerstone of teacher evaluation schemes should be the belief that teachers wish to improve their performance. This research is conducted to find out the perception of university teachers regarding the current teacher' performance evaluation system so as to help solve the controversy on the evaluation of teacher effectiveness in general and Ethiopian university teachers effectiveness in particular.

## **CHAPTER THREE**

### **METHOD**

#### **3.1 Population and Sampling**

The population consists of a total of 369 teachers currently working at Jimma University. Among 369 teachers, 112 of them left for education abroad and in Addis Ababa University. 40 teachers did not have teachers' performance evaluation experience because they were new employees; therefore, they are not included in this study. Another 30 teachers were also involved in pilot study. Therefore, out of the remaining 187 teachers 95 of them were taken as subject of this study (see Table 1 regarding the distribution of the population and sample by faculty, qualification and service).

In order to ensure a fair representation, representative samples were selected by stratified random sampling technique. Respondents were classified based on faculty, qualification and years of teaching experiences. With respect to qualification, the respondents were classified into three groups: first, second and third degree holders (teachers with Ph.Ds are very few).

As for teaching experience, the respondents were classified into three groups: 1-5 years of services, 6-10 years and 11 and above years.

The number of female teachers in Jimma University are only 10 of whom 4 have left the university for further studies. Therefore, it was difficult to make a sex-wise comparison of teachers' perceptions.

Table 1 : Distribution of the population of teachers in Jimma University by faculty, qualification, years of services and sample considered

Faculty/College	Population						Sample					
	Qualification			Service			Size					
	1 <sup>st</sup> degree	2 <sup>nd</sup> degree	3 <sup>rd</sup> degree	1-5 years	6-10 years	11 and above years	1 <sup>st</sup> degree	2 <sup>nd</sup> degree	3 <sup>rd</sup> degree	1-5 years	6-10 years	11 and above years
Faculty of Medical Sciences	65	47	1	46	40	27	12	10	-	10	8	4
Faculty of Public Health	49	21	2	30	22	20	11	8	-	7	6	6
Faculty of Business & Economics	19	8	3	20	7	3	5	3	2	5	3	2
Faculty of Technology	36	2	-	27	11	-	10	1	-	7	4	-
Faculty of Education	19	49	-	30	28	10	6	12	-	8	6	4
Faculty of Law	5	-	-	5	-	-	2	-	-	2	-	-
College of Agriculture	9	30	4	25	15	3	4	8	1	6	5	2
<b>Total</b>	<b>202</b>	<b>157</b>	<b>10</b>	<b>183</b>	<b>123</b>	<b>63</b>	<b>50</b>	<b>42</b>	<b>3</b>	<b>45</b>	<b>32</b>	<b>18</b>

### 3.2 Instruments

A 63 items questionnaire was constructed to gather data about teachers' perceptions of the faculty teaching performance evaluation system. The questionnaire items were constructed in the form of five point likert type scale ranging from "more appropriate" (or 5 point) to "not at all appropriate" (or 1 point). The questionnaire still included 4 open ended questions in the last section (please see Appendix 1). The questionnaire has ten parts .These ten parts and their sub parts and number of items are indicated in Table 2. \*

**Table 2: Components/Sub Scales of the Questions and Reliability Index**

Parts	Components	Sub components and no. of items	Total no. of questions or items	Reliability index
1	Back ground information	-	3	-
2	Purpose of teachers' performance evaluation	1. Reward & Punishment =3 2. Quality of Instruction =3 3. Professional development = 3	9	0.87
3	Student evaluators as source of evidence	1. Subjectivity = 6 2. Lack of Competence =5	11	0.88
4	Effectiveness of items in students' rating questionnaire of faculty teaching performance	1. Appropriateness= 1 2. Usefulness = 1 3. Practicality = 1	3	-
5	Colleague evaluators as sources of evidence	1. Subjectivity = 4 2. Lack of training	7	0.85
6	Effectiveness of items in colleagues' rating questionnaire of faculty teaching performance	1. Appropriateness = 1 2. Usefulness = 1 3. Practicality = 1	3	-
7	Department Heads evaluators as source of evidence	1. Subjectivity = 3 2. Lack of training = 3	6	0.84
8	Effectiveness of items in department heads' rating questionnaire of Faculty Teaching performance	1. Appropriations = 1 2. Usefulness = 1 3. Practicality = 1	3	-
9	Administration of teachers' performance evaluation	-	7	0.62
10	Student teacher face-to-face performance evaluation	1. Rating type of questions = 10 2. Open ended questions =4	14	Only for the rating type, 0.83

The highest reliability index of the questionnaire is 0.88 and the least reliability index is 0.62. Therefore, the instrument is reliable to measure the teachers perception.

\* Note in part 4,6 and 8, respondents were asked to rate the same issues on three different criteria separately or one at a time : appropriateness, usefulness and practicality.

### **3.4 Procedures of Data Collection**

The following procedures were used to proceed with the study.

1. Two fourth year students were selected from Jimma University as assistant researchers. Their roles were to assist the researcher to distribute and collect the questionnaire to and from the respondents.
2. Orientation about the purpose of the study was given for research assistants to make the written directions on the rating forms more clear.
3. Before the distribution of the questionnaire, the respondents were briefed orally about the purpose of the study.
4. The questionnaire was distributed to the respondents with the aid of the research assistants.
5. The questionnaire was filled and returned within two weeks and collected by research assistants and the researcher himself.

### **3.5 Data Analysis**

The following statistical tools were employed to analyze the data gathered.

1. Descriptive statistics was used to determine either favorable or unfavorable teachers' perception in all perception issues.
2. One Sample t- test was used to test the mean of the sample to determine whether or not the sample mean is differing from the population mean.
3. Mean comparison was made to determine whether or not there were perception differences among teachers qualification wise, service wise, and faculty wise.
4. Scheffee method of multiple comparison was also made to determine the specific group responsible for mean differences in perceptions for factors having more than two groups

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

The results of the data collected from Jimma University teachers are presented in accordance with the questions listed in the statements of the problem and discussed accordingly.

#### 4.1 Teachers' perception regarding the current faculty teaching performance evaluation made by students, colleagues and department heads (tested using one sample t- test)

Table 3: Descriptive statistics of teachers' perception regarding the current faculty teaching performance evaluation made by students' colleagues' and department heads' (N=95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Perception of teachers regarding students' evaluation	11	35.52	3.87	11	33	55	6.38	94	.000*
Perception of teachers' regarding colleagues evaluation	7	24.91	3.22	7	21	35	11.83	94	.000*
Perception of teachers' regarding department heads evaluation	6	20.48	2.80	6	18	30	8.64	94	.000*

The results indicated in the above table show that the means of the sample (35.52, 24.91 and 20.48) were greater than the expected means of the population (33, 21 and 18) with

respect to perception of teachers for all the three teachers' performance evaluations . These indicate that most teachers scored above the means of the population.

Closer examination of the overall perception of university teachers regarding students' colleagues' and department heads' evaluations, as indicated in Table 3, shows that most university teachers have a favorable perception regarding students', colleagues' and department heads' evaluation and were all significant at 0.01 level. The finding seems to indicate that university teachers have been interested to receive evaluative feedback from students, colleagues and department heads. The result of this study in this case seems to confirm Centra's (1977) idea that university teachers are urged to use evaluative feedback from students for the purpose of improving their teaching.

Table 4: T-test of mean comparison for perception variation of university teachers regarding department heads' evaluation across qualification of teachers

Variable	Qualification of teachers	N	Mean	Std. dev	t	df	Sig (2-tailed)
Perception of university teachers regarding department heads' evaluation	First degree	50	21.000	2.989	1.99	90	0.050*
	Second degree	42	19.833	2.555			

In an attempt to determine variations in perception of university teachers regarding students', colleagues' and department heads' evaluations, mean comparisons yielded no significant difference for students' and colleagues' evaluations across qualification and teaching experiences. But there were significant perception variations for department heads evaluation across qualification and teaching experiences. As it is clearly shown in Table 4,

the mean scores of teachers holding first degree were greater than that of teachers holding second degree. This implies that teachers holding second degree might think that they were more qualified than those holding first degree and they might have tried to teach their subject relatively in better capacity but department heads might have failed to observe and evaluate them in line with their work. This perspective might have created perception difference between the two groups.

Table 5a: Descriptive statistics for teachers' perception regarding department heads evaluation by teaching experiences.

Teaching experience	N	Mean	Std.Deviation
1-5 years	45	21.04	2.78
6-10 years	32	18.70	2.98
11 and above years	18	19.29	1.96
Total	95	20.48	2.80

Table 5b: Summary ANOVA of perception variation of the department heads' evaluation by teaching experience

Source	Sum of Squares	df	Mean square	F	Sig
Between Groups	77.229	2	38.615	5.379	.006 *
With in Groups	660.497	92	7.179		
<b>Total</b>	<b>737.726</b>	<b>94</b>			

As we can observe from Table 5b above, there was a significant perception variation of university teachers regarding department heads' evaluation system with teaching experiences.

**Table 5c: Scheffe's multiple comparison of teachers' perception of the department heads' evaluation of faculty teaching performance evaluation by teaching experience.**

Teaching experiences	1	2	3
1-5 years = 1	-	0.04*	0.60
6-10 years = 2	0.04	-	0.85
11 and above year= 3	0.60	0.85	-

\* P<.05

The perception variation was significant between 1-5 years of service and 6-10 years of service at 0.05 levels.

Perception differences might have occurred due to differences in experiences of relating and valuing the merit of the feedback obtained from department heads.

**4.1.1 Teachers' perception regarding the purpose of the current faculty teaching performance evaluation system (tested using one sample t- test )**

Table 6 : Descriptive statistics of the purpose of the current faculty teaching performance evaluation system (N=95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Overall perception of teachers regarding the purpose of the faculty teaching performance evaluation system	9	34.04	6.17	9	27	45	11.10	94	0.000*
Perception of teachers regarding reward and punishment purpose of evaluation	3	10.58	2.52	3	9	15	6.13	94	0.000*
Perception of teachers regarding the instructional quality improvement purpose of evaluation	3	11.89	2.29	3	9	15	6.13	94	0.000*
Perception of teachers regarding professional development purpose of evaluation	3	11.57	2.84	3	9	15	8.82	94	0.000*

The results show that the means of the sample (34.04, 10.58, 11.89 and 11.57) were greater than the means of the population (27, 9, 9, 9) with respect to the perception of teachers regarding the purposes of teachers' performance evaluation respectively This indicates that most teachers scored above the means of the population. As can be observed in Table 6, most university teachers had positive feelings regarding the purpose of the current teachers' performance evaluation system in general. The purpose of teachers' performance evaluation was categorized into three specific purposes and the teachers were asked about reward and punishment, quality of instructional improvement and professional development purposes. The results showed that most of the teachers had favorable attitude

regarding reward and punishment, quality of instructional improvement and professional development purposes and they all were significant at 0.01 level.

The finding seems to indicate that a large number of teachers have a belief that the purpose of teachers' performance evaluation, if properly applied, could help improving the quality of instruction to attain educational objectives and contribute as a means to develop teachers' professional attitude. The result of this study shows that teachers' perception properly reflects the real purpose of faculty evaluation. According to Wise (1985), teachers' performance evaluation is used for improving instruction, stimulating professional growth and development, enables teachers to correct their own shortcomings by providing them feedback on the quality of their work.

Table7a: Descriptive statistics with respect to the purpose of the faculty teaching performance evaluation across faculties.

Faculty	N	Mean	Std.Deviation
Education	18	35.11	5.41
Agriculture	13	32.23	10.04
Business and Economics	10	28.30	6.81
Medical Sciences	22	32.63	11.48
Public Health	19	22.90	12.77
Technology	11	22.70	17.78
Total	93	30.91	10.79

Table 7b : Summary ANOVA for perception variation of university teachers regarding the purposes of teachers' performance evaluation across faculties

<i>Source</i>	<b>Sum of squares</b>	<b>df</b>	<b>mean square</b>	<b>F</b>	<b>Sig</b>
Between Groups	2065.065	5	413.013	4.14	0.002*
With in Groups	8662.247	87	99.566		
Total	10727.312	92			

Table 7c : Scheffe's multiple comparison of teachers' perception of the purpose of faculty teaching performance evaluation by type of faculty (N=6)

Faculty	1	2	3	4	5	6
Education = 1	-	0.96	0.60	0.99	0.04*	0.04*
Agriculture = 2	0.96	-	0.96	1.00	0.36	0.34
Business and Economics = 3	0.60	0.96	-	0.96	0.91	0.90
Medicine Sciences = 4	0.99	1.00	0.96	-	0.42	0.40
Public Health = 5	0.04	0.36	0.91	0.42	-	1.00
Technology = 6	0.04	0.34	0.90	0.40	1.00	-

\* P<0.05

In an attempt to see whether or not there could be variations in the perceptions of university teachers regarding the purpose of teachers' performance evaluation system based on academic qualification, years of teaching experiences and different faculties,

mean comparisons showed that there were no significant perception variations regarding the purpose of teachers' performance evaluation based on academic qualification and years of teaching experience, but there was significant perception variation across faculties. This seems to indicate that some faculties and departments in the faculties required unique evaluation mechanisms and measuring items to evaluate the effectiveness of teachers' performance according to the nature of the departments and faculties. Hence, evaluating teachers who are found in different faculties with one and the same evaluation items might have created a variation in perception regarding the purpose of teachers' performance evaluation system.

**4.1.2 Teachers' perception regarding the appropriateness, usefulness, and usability of students', colleagues' and department heads' evaluation items (tested using one sample t- test)**

Table 8: Descriptive statistics of teachers' perception regarding the appropriateness, usefulness and usability of students', colleagues' and department heads' evaluation items (N = 95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Perception of teachers regarding the appropriateness of students' evaluation items	1	4.27	0.56	1	3	5	2.26	94	0.000*
Perception of teachers regarding the usefulness of students' evaluation items	1	4.20	0.61	1	3	5	1.96	94	0.000*
Perception of teachers regarding the usability of students' evaluation items	1	3.89	0.53	1	3	5	1.67	94	0.000*
Perception of teachers regarding the appropriateness of colleagues' evaluation items	1	3.96	0.73	1	3	5	1.31	94	0.000*
Perception of teachers regarding the usefulness of colleagues' evaluation items	1	3.92	0.76	1	3	5	1.21	94	0.000*
Perception of teachers regarding the usability of colleagues' evaluation items	1	3.57	0.73	1	3	5	0.78	94	0.000*
Perception of teachers regarding appropriateness of department heads' evaluation items.	1	3.62	0.55	1	3	5	1.12	94	0.000*
Perception of teachers regarding usefulness of department heads' evaluation items.	1	3.63	0.57	1	3	5	1.10	94	0.000*
Perception of teachers regarding the usability of department heads' evaluation items.	1	3.34	0.60	1	3	5	0.56	94	0.000*

The results indicated in the above table show that the means of the sample (4.27, 3.96, 3.62) and) were greater than the means of the population (3 for all) with respect to the perception of teachers regarding the appropriateness of students', colleagues' and department heads' evaluation items. Similarly, the means of the sample (4.20, 3.92, 3.63) are greater than the means of the population (3 for all) with respect to the usefulness of students', colleagues' and department heads' evaluation items. As to the usability of students', colleagues' and department heads' evaluation items, means of the sample (3.89, 3.57, 3.34) were greater than the means of the population (3 for all). These indicate that most teachers scored above the means of the population and all were significant at 0.01 level.

A closer look at Table 8 indicates that most university teachers had positive attitude regarding the appropriateness, usefulness and usability of students', colleagues' and department heads' evaluation items in general. This seems to indicate that a great number of teachers have a belief that the effectiveness of teachers' performance evaluation, if properly administered and applied, could reflect the perception that the items of the evaluation can diagnose specific teaching behaviors of university instruction.

**4.1.3 Teachers' Perception of the competence and fairness of evaluators (tested using one sample t- test )**

Table 9: Descriptive statistics of perception of teachers regarding the competence and fairness of assessors (N= 95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Perception of teachers regarding the competence of students	5	14.90	4.37	5	15	25	-0.21	94	0.833
Perception of teachers regarding the subjectivity of students	6	20.69	3.74	6	18	30	7.01	94	0.000*
Perception of teachers regarding the competence of colleagues	3	10.93	2.83	3	9	15	6.66	94	0.000*
Perception of teachers regarding the fairness of colleagues	4	13.97	3.18	4	12	20	6.06	94	0.000*
Perception of teachers regarding the competence of department heads	3	11.31	2.81	3	9	15	8.02	94	0.000*
Perception of teachers regarding the fairness of department heads	3	9.16	2.99	3	9	15	0.54	94	0.585

The results indicated in the above table show that the mean of the sample (14) was less than the mean of the population (15) for the perception of teachers regarding the

competence of students as evaluators. This indicates that most teachers scored below the mean of the population but not significant, which means, even if the sample mean was below the population mean, it was not far from it. On the other hand, the mean of the sample (20.69) was greater than the mean of the population (18) for the perception of teachers regarding the subjectivity of students as evaluators.

This indicates that most teachers score above the mean of the population and it was significant at 0.01 level. Moreover, the means of the sample (10.93, 13.97, 11.31 and 9.16) were greater than the means of the population (9, 12, 9 and 9) for the perception of teachers regarding colleagues' competence, colleagues' fairness, department heads' competence and department heads' fairness as teachers' performance evaluators respectively. These also indicate that most teachers scored above the means of the population which was significant at 0.01 level, but the mean difference on the fairness of department heads as evaluators was not significant, which means, even if the sample mean was higher than the population mean, it was not far from it.

As it is clearly put in Table 9, most university teachers had favorable attitude regarding the competence and the fairness of colleagues and department heads in general, but the teachers had negative perception regarding the competence and fairness of students as evaluators. The finding seems to indicate that teachers perceive that students are lacking inappropriate academic and pedagogical competence and training to evaluate teaching effectiveness and hence tend to be unfair in their evaluation. The result of this study in this case seems to confirm Berhanemeskel's (1999) idea that teachers believe that students are incompetent, not qualified, immature, subjective and less experienced to evaluate or make sensible judgments, and these have led them to develop unfavorable perception towards students' evaluation of teachers' performance. This also confirms with Glassman and

Rotems' (1979) result that students are not competent judges of instruction because they lack experience, knowledge and perspectives, and they are affected in their judgment by factors unrelated to the quality of teaching.

**4.1.4 Teachers' perception of the effect of grades students' received or expected on faculty teaching evaluation, students' evaluation on student-teacher relationships and students' evaluation on the academic freedom of teachers (tested using one sample t- test)**

Table 10: Descriptive statistics of the effect of grades students' received or expected on faculty teaching evaluation, students' evaluation on student- teacher relationships and students' evaluation on academic freedom of teachers (N=95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Perception of teachers regarding the effect of students' received or expected grade on teachers' performance evaluation	1	3.93	1.20	1	3	5	7.60	94	0.000*
Perception of teachers regarding the effect of students' evaluation on student- teacher relationships	1	3.23	1.21	1	3	5	1.86	94	0.066
Perception of teachers regarding the effect of students' evaluation on the academic freedom of teachers	1	2.69	1.28	1	3	5	-2.32	94	0.02*

relationships. This seems to indicate that a great number of teachers have a belief that students' evaluation, if properly applied, could strengthen student – teacher relationships because teachers have been interested to receive valuable feedback from their students.

Another variable on which teachers were asked to express their perceptions was the effect of students' evaluation on the academic freedom of teachers. The result shows that teachers seemed to perceive that students' evaluation affected the academic freedom of teachers. This seems to indicate that teachers have a perception that the teachers intentions and innovative ideas are not considered during the establishment of faculty teaching evaluation system. The result of this study in this case seems to confirm Peterson and Coopers' (1980) idea that students reward lenient teachers with positive evaluations and punish strict teachers with negative evaluations. Numerous research literature argue that students' evaluations of teachers are infringement on academic freedom. Hence, students evaluation of teachers are responsible for a considerable amount of grade inflation and exert pressure on the teachers to teach in a manner that results in higher student evaluation (Green and Damron cited in Haskell, 1997).

4.1.5 Teachers' perception of the administration of faculty teaching evaluation  
(tested using one sample t- test)

Table 11: Descriptive statistics of perception of teachers regarding the administration of teachers' performance evaluation (N=95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Teachers perception regarding the administration of faculty teaching evaluation	7	25.81	5.76	7	21	35	8.13	94	0.000*

The result indicated in the above table shows that the mean of the sample (25.81) was greater than the mean of the population (21) for the perception of teachers regarding the administration of teachers' performance evaluation. This indicates that most teachers scored higher than the mean of the population and it was significant at 0.01 level.

As it is clearly put in Table 11, most university teachers had favorable perception regarding the administration of teachers' performance evaluation in general.

Table 12 : T-Test comparison of perception variation of university teachers regarding the administration of teachers' performance evaluation.

Variable	Qualifications teachers	N	Mean	Std. dev	df	t	Sig (2 tailed)
Perception of university teachers regarding the administration of teachers evaluation	First degree	50	27.800	4.729	90	3.374	0.001*
	Second degree	42	24.000	6.068			

In an attempt to see whether or not there could be variations in the perception of university teachers regarding the administration of teachers' performance evaluation system, mean comparisons were made and there were significant perception differences regarding the administration of teachers' performance evaluation across academic qualification of teachers. As can be observed in Table 12, the mean score of teachers with first degree was greater than the mean score of teachers with second degree on their perception of the administration of teachers' performance evaluation. This difference was also supported by the t-test result, which indicated that there was a significant perception difference at 0.01 level on the administration process between the two study groups. This perception difference might have happened due to variations in expectations and attainment of evaluation feedback which probably passed through the process of administration of teachers' performance evaluation.

#### 4.2 Teachers' Perception of the new student- teacher face-to-face evaluation (tested using one sample t- test)

Table 13: Descriptive statistics of perception of teachers regarding the new face-to-face evaluation system (N=95)

Variable	No. of items	Observed Mean	Std. Dev	Minimum score	Expected mean	Maximum score	t	df	Sig (2 tailed)
Teachers' perception regarding the new student –teacher face-to-face evaluation	10	32.32	7.83	10	30	50	2.89	94	0.005*

The result indicated in the above table shows that the mean of the sample (32.32) was greater than mean of the population (30) for the perception of teachers regarding the face-

to-face evaluation system. This indicates that most teachers scored above the mean of the population and significant at 0.01 level.

In addition to five point likert scale type questions, university teachers were asked four open ended questions about the student-teacher face-to-face evaluation system. The first question was : do you think that student –teacher face-to-face evaluation has strong sides ? Respondents listed out the following strong points of the system .

1. It provides chances for the teacher to hear direct comments from the students.
2. It strengthens the culture of transparency and confidence for both teachers and students.
3. It allows two- way communications.
4. It provides immediate and specific feedback for the teacher.
5. It helps to develop democratic thought and cultivate committed citizens.

Here, I feel that the concerned authorities, specifically at university level should facilitate student-teacher face-to-face evaluation by considering the feedback it provides to the teachers because the main purposes of faculty teaching evaluation are contributing to the improvement of quality of instruction and developing the teachers' professional confidence about their work by providing immediate feedback.(Mekonnen ,2000 ).

The second question was : do you think that student-teacher face-to-face evaluation has weaknesses ?

Respondents also listed out many weaknesses as follows .

1. Students criticize just for the sake of criticizing the teacher.

2. Incompetent students who received low grade may use it as an opportunity to make revenge and demoralize the teacher because these students associate evaluation with the grade they earn.
3. Most students raised ideas irrelevant to the teaching-learning process and violate the teachers' academic freedom.
4. Most students lack honesty and confidence to express their feelings face-to-face
5. Some students used it as a means to satisfy their hidden motives.
6. Some students seek cheap popularity.
7. The system is time consuming and does not invite all students for participation.
8. Most students lack training about merit of evaluation.
9. Some teachers also tried to defend real comments and made unnecessary reactions.
10. It hinders the warm relationship between students and teachers.

Since weaknesses pointed out by the respondents probably occurred due to lack of training and experiences of both the evaluators and evaluatees, the concerned authorities, specifically at university level should arrange consecutive training and orientation programs in order to minimize the deficiencies of face-to-face evaluation system.

The third question was: do you think that it is better to continue to use student –teacher face-to-face evaluation system ? Why?

Of the total 95 teachers, 83 teachers gave their opinions while 12 of them did not respond. Among these who responded 44 (53.01%) of them did not support the face-to-face evaluation to continue. They believed that before the implementation of this type of evaluation system, training and orientation must be given about the aim and merit of evaluation and honesty must be developed. On the other hand, 39 (46.98%) of the

respondents were in favor of the continuation of face-to-face evaluation system because they believed that it gives direct and strong information.

The fourth and the last question was : if you are infavor of student –teacher face-to-face evaluation system what is your general opinion to improve the evaluation system ?

They gave the following opinions .

1. The evaluation process must focus on the teaching-learning process instead of on personal attributes of the teacher.
2. The concerned body should produce evaluation guidelines in order to attain the objectives of effective evaluation process.
3. Awareness should be created before the evaluation system is applied in order to develop the culture of face-to-face evaluation system.
4. It requires sufficient time to conduct the evaluation process. Therefore, appropriate time should be taken from the normal program and cultivate important comments for improving the teaching-learning process.

Closer examination of the overall perception of teachers suggests that a large number of university teachers have positive attitude regarding student – teacher face-to-face evaluation system in general.

Here, even if university teachers have favorable attitude regarding face-to-face evaluation in general, they have oppositions on different ideas of the student teacher face-to-face evaluation system because teachers have a belief that students lack honesty and they are often subjective. They did not deliver their feedback in a positive and considerate way as well as they did not maintain a balance between praise and criticism.

Table 14: T-test of mean comparison for perception variation of university teachers regarding the student-teacher face-to-face evaluation across qualification of teachers

Variable	Qualifications teachers	N	Mean	Std. dev	df	t	Sig (2 tailed)
Perception of university teachers regarding student- teacher face-to-face evaluation	First degree	50	34.100	7.083	90	2.141	0.035*
	Second degree	42	30.690	8.188			

In an attempt to see whether or not there could be variations in perception of university teachers regarding student-teacher face-to-face evaluation, mean comparisons were made and there was significant perception difference regarding face-to-face evaluation across academic qualification of teachers. As clearly shown in Table 14, the mean score of teachers with first degree was greater than that of teachers with second degree. This seems to indicate that since teachers holding second degree are more qualified than those holding first degree, they may resist to teach only simple facts which may be entertained by most students just to pass the exam. Hence, students may criticize this approach. This discrepancy may create a deviation.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

The objectives of the present study were to examine the perceptions of university teachers regarding students', colleagues' and department heads' faculty teaching performance evaluation at Jimma University. There were six faculties and one college at Jimma University. From all of these, 95 teachers were selected by stratified random sampling technique. A 63 item questionnaire was used to collect the data. Analysis of variance (ANOVA) and t-test were employed to analyze the data.

#### 5.1 CONCLUSIONS

Based on the analysis of the data the major findings obtained are:

1. Jimmia University teachers had favorable perceptions regarding students', colleagues' and department heads' faculty teaching performance evaluation system .
2. Jimma University teachers had positive attitude regarding the purpose of the current faculty teaching performance evaluation.
3. Jimma University teachers had favorable perception regarding the appropriateness, usefulness and usability of faculty teaching performance evaluation items which are found in students' colleagues' and department heads' evaluation.
4. Jimma University teachers had negative attitude regarding the competence and fairness of students as faculty teaching performance evaluators. On the other hand, they have positive perceptions to colleagues' and department heads' competencies and fairnesses.
5. Jimma University teachers have perceived that students evaluate their teachers on the basis of the grade they received or expected.
6. Jimma university teachers have perceived that students' evaluation has a positive effect on student- teacher relationships .

7. Jimma university teachers have perceived that students' evaluation denied the academic freedom of teachers.
8. Jimma university teachers had favorable perception regarding the administration of faculty teaching performance evaluation.
9. Jimma university teachers had positive attitude regarding the new student–teacher face-to-face evaluation system but oppose the idea of the continuation of the evaluation system as it is.
10. There were significant perception variations for department heads evaluation across qualification and teaching experiences.
11. There were significant perception variations regarding the purpose of faculty teaching performance evaluation across faculties.
12. There were significant perception differences regarding the administration of faculty teaching performance evaluation across qualification.
13. There were significant perception differences regarding student –teacher face-to-face evaluation across qualification.

## 5.2 Recommendations

Developing a strong culture of teaching relies partly on a healthy culture of teaching evaluation. To create a basis for smooth and effective learning- teaching process and to achieve the desired educational goals, teachers should have favorable perceptions regarding the evaluation of their performance made by students, colleagues and department heads. All this is possible only if different participants in the process contribute positively. In view of this the following suggestions are forwarded.

1. The uses of students' evaluation of their teachers' performance may not provide the actual result unless it is properly applied. Therefore, sufficient orientation should be given for students about the merits and purposes of teachers' performance evaluation.

2. At university level, students and teachers should get orientation on how to evaluate teachers' performance when a new teachers' performance evaluation process is established. Besides, student should be clear what they evaluate about the teachers. This helps the students to focus on professional aspects instead of personal shortcomings of the teachers. Moreover, it provides students with a chance to identify the merit of teachers, to avoid subjectivity and bias, to be honest and to evaluate teachers with a balance in criticism and praise.
3. The main purpose of seeking teachers' evaluation, as indicated by different writers, is to assist the teachers in monitoring their effectiveness as teachers. Different faculties and departments require different criteria and procedures to evaluate the effectiveness of the accomplishment of the educational objectives of the faculty. Hence, using similar evaluation instruments to evaluate different requirements may not be fair. Therefore, every faculty should prepare its own evaluation system in line with the nature of the courses given and materials required at the faculty level.
4. Collecting data from different sources as indicated by different writers are the best way for judging faculty teaching efficiency. Hence, paper-and-pencil and face-to-face evaluation systems are considered as two different sources of evidences. Even if they have their own strengths and weaknesses, using both evaluation systems together may minimize the shortcomings and maximize the strengths. As a result, the weaknesses of one may be compromised by the strengths of the other. Therefore, using both instruments as faculty teaching performance evaluation systems probably enable to collect accurate and immediate feedback about the quality of teaching.
5. Finally, comprehensive research should be conducted on the area to thoroughly examine the problems that affect teachers' perception on evaluation of their performance by students, colleagues and department heads.

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## APPENDICES

### APPENDIX 1

#### QUESTIONNAIRE USED TO COLLECT INFORMATION ABOUT THE PERCEPTION OF TEACHERS REGARDING TEACHERS' PERFORMANCE EVALUATION

#### ADDIS ABABA UNIVERSITY, SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION, DEPARTMENT OF PSYCHOLOGY

#### QUESTIONNAIRE TO BE FILLED BY UNIVERSITY TEACHERS

This questionnaire has ten parts. The objective of the questionnaire is to collect information about the effectiveness of the current evaluation of university teachers' performance made by students, colleagues, and department heads at Jimma University.

The information you provide determine the effectiveness of the study. At the outset, I would like to assure you that your responses will be used only for academic purposes and kept confidential. Thus, please be honest, confident and objective while filling the questionnaire.

Note: You do not need to write your name.

I am most grateful for your cooperation.

**PART ONE:** Respondent's background information

**DIRECTION:** Please respond to the following questions by making a check mark (√), or in writing where necessary.

1. Name of the faculty \_\_\_\_\_.
2. Academic qualification: a) First degree \_\_\_\_\_  
b) Second degree \_\_\_\_\_  
c) Ph. D \_\_\_\_\_  
d) Other (please specify) \_\_\_\_\_
3. Teaching experience in terms of service years.  
a) 1-5                      b) 6-10                      c) 11 and above

**APPENDIX 1.1 Questionnaire used to collect Information about the purpose of teachers' performance evaluation**

**PART TWO:** - Purposes of teachers' performance evaluation

**DIRECTION:** - Some of the purposes of evaluation of teachers' performance are enumerated below. Please read each item separately and indicate your opinion by putting a checkmark (√) under one of these alternatives.

**Key:** More appropriate – MA, appropriate – A, Undecided UD, Not appropriate – NA, Not at all appropriate – NAA.

	<b>I. Reward and punishment</b>	<b>MA</b>	<b>A</b>	<b>UD</b>	<b>NA</b>	<b>NAA</b>
	The purpose of the evaluation is:-					
1	To decide on teachers' salary increment, promotion and reward for effective teachers.					
2	To identify incompetent teachers and arrange in-service training					
3	To dismiss or take measures on incompetent teachers'					
	<b><u>II. Quality of instruction</u></b>					
	The purpose of the evaluation is:					
1	To upgrade the qualities of instruction					
2	To assure the attainment of educational objectives					
3	To protect the students from incompetent teachers					
	<b><u>III. Professional development</u></b>					
	The purpose of the evaluation is:					
1	To promote teachers' professional attitude					
2	To identify areas of teachers' development and improvement					
3	To assure professional confidence of teachers					

**APPENDIX 1.2: Questionnaire used to collect information about student evaluators as source of evidence**

**PART THREE-** Student evaluators as source of evidence in evaluating teachers' performance

**DIRECTION:** - This section seeks to assess the perception of teachers about student evaluation of their performance. Accordingly, some possible statements are listed in the following table. Please read each item separately and respond as More appropriate – MA, Appropriate – A, Undecided UD, Not Appropriate– NA, not at all Appropriate – NAA based on your opinion by putting a check mark (√) in the respective spaces.

	<b>I. <u>Subjectivity (Lack of fairness)</u></b>	<b>MA</b>	<b>A</b>	<b>UD</b>	<b>NA</b>	<b>NAA</b>
1	Evaluation by their students could demoralize and discourage teachers					
2	Students evaluation is more subjective than any other evaluation system					
3	Students' judgment can be colored by situations irrelevant to the teaching-learning process.					
4	Students evaluation is affected by personal bias					
5	Students evaluate their teachers on the basis of expected or received grade.					
6	Students evaluation did not recognize the academic freedom of the teacher					
	<b>II. <u>Lack of competence and experience</u></b>					
1	Students are not mature enough to judge the merits of teachers					
2	Students are not qualified to judge teachers' competence					
3	Students lack the necessary knowledge and experience of evaluation					
4	Students can not consider and differentiate between personal and professional relationships with their teachers in evaluating their performance					
5	Student evaluation of teachers performance affect negatively the relationship between teachers and students					

**PART FOUR – The effectiveness of students rating item**

**DIRECTION:** -This section seeks to assess the perception of teachers about the effectiveness of students rating items, which are found in the students rating format. Please read each item separately and respond as More Appropriate- MA, Appropriate, A, Undecided- UD, Not Appropriate - NA, Not at all Appropriate – NAA based on your pinion by putting a check mark (✓) in the respective spaces

**የክፍተኛ ትምህርት ተቋማት መምህራን መገምገሚያ መስፈርት በተማሪዎች የሚሞላ**

ተ. ቁ	የመገምገሚያ መስፈርት	1. How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	NAA
1	የትምህርቱን አጠቃላይ ዓላማ ለተማሪዎች ያሳውቃል															
2	የትምህርት ዝርዝር ዓላማ በየጊዜው ለተማሪዎች ግልጽ ያደርጋል /ለምሳሌ/ በየምዕራፍ በየደረጃው ወዘተ															
3	የትምህርት ዝርዝር የዘት/ኮርስ አውታላይን በግልጽ ያሳውቃል															
4	የትምህርቱን ዝርዝር ይዘት/ኮርስ አውታላይን/ በጊዜ ሰሌዳ መጥኖ ያዘጋጃል ያቀርባል															
5	ለሚያስተምረው ትምህርት ተገቢ ዝግጅት አድርጎ ያቀርባል															
6	ስለሚያስተምረው ትምህርት በቂ ዕውቀት አለው															
7	በትምህርቱን ዝርዝር ይዘት መሰረት ትምህርቱን ያቀርባል															
8	በማስተማሪያ ቋንቋ በመጠቀም ትምህርቱን በግልጽ ያቀርባል															
9	በክፍል ውስጥ የተማሪዎችን ጥያቄ ተቀብሎ ያስተናግዳል															
10	በክፍል ውስጥ የተማሪዎች ስለትምህርት ሀሳቦቻቸውን አስተያየታቸውን እንዲገልጹ ይፈቅዳል															
11	ተማሪዎች በትምህርቱ ተሳታፊ እንዲሆኑ ያበረታታል															
12	ለትምህርቱ ጠቃሚ የሆኑ መልመኛዎችን ይሰጣል ፣ያርማል ውጤቱንም ያሳውቃል /Class Work ,Home work.....etc/															

ተ. ቁ	የመገምገሚያ መስፈርት	1. How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	NAA
13	የተለያዩ የትምህርት መረጃ መሳሪያዎችን በመጠቀም ያስተምራል															
14	የሚጠቀሙባቸውን የምዘና ዘዴዎች ከነዋጋቸው በቅድሚያ ለተማሪዎች ይገልጻል															
15	የፈተና ጥያቄዎችን ካስተማረው ትምህርት ጋር አዛምዶ ያወጣል															
16	በሚሰጣቸው ፈተናዎች ለሚጠቃለሉ ጥያቄዎች ሚዛናዊ በሆነ መንገድ ዋጋ ይሰጣል															
17	ለሚያወጣቸው ፈተናዎች የተመጣጠነ ጊዜ ይመድባል															
18	በሚሰጠው ትምህርት አስፈላጊውን ጽህፎች /Handout/ያዘገጃል															
19	ለሚሰጠው ትምህርት ጠቃሚ የሆኑትን የማጠቀሻ /reference/ መጻሕፍት ዝርዝር አዘጋጅቶ ይሰጣል															
20	ለትምህርቱ አስጣጥ የሚረዱ የማስተማሪያ ቁሳቁሶች በቅድሚያ አዘጋጅቶ ይጠቀማል															
21	በተመደበለት የትምህርት ክፍለ ጊዜ ሰዓት እኩብሮ ይገኛል															
22	ለማስተማር ሥራ ፍላጎት አለው															
23	ክፍለጊዜውን በአግባቡ ለማስተማር ተግባር ያውላል															
24	ተማሪዎችን ለመርዳት የቢሮ ሰዓት መደብ የውቃል															
25	የተማሪዎች ችግር ለማዳመጥ ፈቃደኛ ነው															
26	በመደበኛው ሰዓት ተማሪዎች ለሚያቀርቡት የአካዳሚክ ችግሮች መፍትሄ ይፈልጋል															
27	በሥነ ሥረዓት እክባሪነቱና በሚያሳየው ጤዋነቱና ሀቀቀኛነቱ የተማሪውን እኩብሮትና እምነት ለማግኘት ጥረት ያደርጋል ለተማሪዎቹም ተገቢውን ክብር ይሰጣል															

**APPENDIX 1.3** Questionnaire used to collect information about colleague evaluators as sources of evidence.

**PART FIVE:-** Colleague evaluators as sources of evidence in evaluating teachers' performance.

**DIRECTION:** - This part seeks to assess the perception of teachers' about colleague (peer) evaluation of their performance. Accordingly, some possible statements are listed in the following table. please read each item separately and respond as More appropriate – MA, appropriate – A, Undecided UD, Not appropriate – NA, not at all appropriate – NAA based on your opinion by putting a check mark (√) in the respective spaces.

	<b>I. <u>Subjectivity (lack of fairness)</u></b>	<b>MA</b>	<b>A</b>	<b>UD</b>	<b>NA</b>	<b>NAA</b>
1	Colleagues' evaluation is more subjective than any other evaluation system.					
2	Colleague judgments can be colored by situations irrelevant to the teaching- learning process.					
3	Colleague evaluation is affected by personal bias.					
4	Colleagues have limited opportunity to obtain all necessary information about the teacher.					
	<b>II. <u>Lack of training and experience</u></b>					
1	Colleagues are not qualified to judge teachers' competence.					
2	Colleagues lack the necessary knowledge and experience of evaluation					
3	Colleagues are not the right persons to evaluate teachers' performance					

**Part Six :-** The effectiveness of Colleagues rating item

**Direction:-** This section seeks to assess the perception of teachers about the effectiveness of colleagues rating items, which are found in the colleagues rating format .Please read each item separately and respond as More Appropriate- MA, Appropriate- A, Undecided- UD, Not Appropriate- NA ,Not at all Appropriate – NAA based on your pinion by putting a check mark (√) in the respective spaces

**የክፍተኛ ትምህርት ተቋማት መምህራን መገምገሚያ መስፈርቶች በስራ ባልደረቦቹ የሚሞላ**

ተ.ቁ	የመገምገሚያ መስፈርት	1 .How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	NAA
1	የትምህርት ክፍሉ የመማር ማስተማር ሥራ የሚሻሻልበትን ሃሳብ ያቀርባል ተሳትፎም ያደርጋል															
2	በትምህርት ክፍሉ ችግሮች ቢከሰቱ የመፍትሄ ሀሳብ ያመነጫል ረሳትፎም ያደርጋል															
3	በሙያው ጥናትና ምርምር ያደረጋል															
4	የጥናትና የምርምሩን ሂደት ለትምህርት ክፍሉ መምህራንና ተማሪዎች በሚዘጋጅለት መድረክ ያሳውቃል															
5	ከጥናቱ የተገኘውን ወጤት ለሚመለከታቸው የኮሌጅ ህብረተሰብ ያሳውቃል															
6	የሚያስተምራቸውን ኮርሶች የማስተማሪያ ጽሑፍ/ ቲችንግ ማቴሪያል/ እና ወይም መጽሐፍት ያዘጋጃል															
7	ዕውቀቱን ልምዱን ጉልበቱንና ጊዜውን ለተመደበበት ሥራ ያውላል															
8	እንደአስፈላጊነቱ ከተቋሙ ውጭ ላለው ህብረተሰብ ሙያዊ አገልግሎት ያበረክታል															
9	ለመማር ለመሠራመር ልዩ ልዩ የመስተማሪያ ጽሑፎችንና መጻሕፍትን ለማዘጋጀት አዳዲስ አሰራሮችን ለመጠቀምና እራሱን ለማሻሻል ጥረት ያደርጋል															



ተ.ቁ	የመገምገሚያ መስፈርት	1 .How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	NAA
27	የሥራው ደረጃና የሙያውን ክብር የጠብቃል															
28	ለጓደኞቹ ተገቢውን ክብር ይሰጣል															
29	ያለውን ቅሬታ በግልጽና በተገቢው መድረክ ላይ ያቀርባል															
30	የሌሎች ሥራ እንደራሱ እድርጌን ላለማቅረብ ይጥራል															
31	ለማስተማሪያ የተረከቡትን ሰዎች ካስፈለገ ሌሎች በመስኩ ከሚያስተምሩ መምህራን ጋር በጋራ ለመጠቀም ፈቃደኛ ይሆናል															
32	የመሳሪያ እጥረት ሲያጋጥም ሌሎች መምህራን ለትምህርታቸው መሳካት የሚያስፈልጋቸውን መሳሪያ በውስጥ ለመስጠት ፍላጎት አለው															
33	የተዋሳኝነትን መሳሪያዎች በጊዜውና በተረከበበት ሁኔታ የመመለስ ግዴታውን ይወጣል															

**APPENDIX 1.4** Questionnaire used to collect information about department head evaluators as source of evidence

**PART SEVEN:-** Department head evaluators as source of evidence in evaluating teachers' performance.

**DIRECTION: -** This section seeks to assess the perception of teachers about department head evaluations of their performance. Accordingly, some possible statements are listed in the following table. Please read each item separately and respond More appropriate – MA, appropriate – A, Undecided UD, Not appropriate – NA, not at all appropriate – NAA based on your opinion by putting a checkmark (✓) in the respective spaces.

	<b>I. <u>Subjectivity</u></b>	<b>MA</b>	<b>A</b>	<b>UD</b>	<b>NA</b>	<b>NAA</b>
1	Department heads evaluation is more subjective than any other evaluation system.					
2	Department heads judgments can be colored by situations irrelevant to the teaching- learning process.					
3	Department heads evaluation is affected by personal bias.					
	<b>II. <u>Lack of training and experience</u></b>					
1	Department heads are not qualified to judge teachers' competence.					
2	Department heads lack the necessary knowledge and experience of evaluation					
3	Department heads are not the right persons to evaluate teachers' performance					

**PART EIGHT:-** The effectiveness of department heads rating items.

**Direction:** -This Section seeks to assess perception of teachers about the effectiveness of Department Heads rating items, which are found in the boss-rating format. Please read each item separately and respond as More Appropriate- MA, Appropriate- A, Undecided- UD, Not Appropriate- NA, Not at all Appropriate – NAA based on your pinion by putting a cheek mark ( ) in the respective spaces

**የከፍተኛ ትምህርት ተቋማት መምህራን መገምገሚያ መስፈርት  
በሀላፊው የሚሞላ**

ተ.ቁ	የመገምገሚያ መስፈርት	1.How appropriate is this item?					2. How useful is this item?					How applicable is thi item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	N
1	የሚያስተምረውን ኮርስ በተዘጋጀው ሲለበስ /ኮርስ ዲሰክሪፕሽን/ መሰረት ኮርስ አውት ላይን ያዘጋጃል															
2	ፈተናውን በጊዜው አርጦ ያሰረከባል															
3	የማስተማሪያ መረጃ መሳሪያዎችን አግባብነት/Relevance/ ይገመግማል															
4	ያስተማረውን ኮርስ ሂደት ከአላማው አኳያ ብቃቱን ያገመግማል															
5	ተማሪዎች ትምህርቱን ለመረዳት የሚያስችላቸውን የቤት ስራዎችን ( ያዘጋጃል)															
6	የማስተማሪያ መረጃዎችን ይመርጣል(ያዘጋጃል)															
7	ለትምህርቱ አስፈላጊ የሆኑ ጽሁፎችን( ሃንደ አውት) ያዘጋጃል															

ተ.ቁ	የመገምገሚያ መስፈርት	1. How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	N
8	ለሚያስተምረው ኮርስ ለተማሪዎች የሚነበቡ ጽሑፎችን ዝርዝር ያዘጋጃል															
9	በሙያው ጥናትና ምርምር ያደርጋል የጥናቱም ሂደት ለትምህት ክፍሉ መምህራንና ተማሪዎች በተዘጋጀለት መድረክ ያሳውቃል															
10	ከጥናትና ምርምሩ የተገኘው ውጤት የሚያመለክታቸው የተቋሙ ህብረተሰብ ያሳውቃል															
11	ከጥናቱ የተገኘው ውጤት ለህብረተሰቡ ጠቃሚ ሆኖ ከተገኘ የስራው ላይ የሚውልበትን ዘዴ ይፈልጋል ለሚመለከታቸው የተቋሙ ህብረተሰብ ያሳውቃል															
12	የሚያስተምረውን ኮርሶች የማስተማሪያ ጽሑፍ( ቲቺንግ ማቴሪያል) እና ወይም መጽሐፍ ያዘጋጃል ይጻፋል															
13	ሠቋሙ በሚያዘጋጅቸው ትምህርታዊ ሰብሰባዎች ይሳተፋል															
14	ከተቋሙ ውጭ ያዘጋጅና እሱ በታዘዘበት ሰብሰባ ይሳተፋል															
15	በሙያውና ባለው ልምድ ለተቋሙ የሚጠቅም ምረት በሚያሰገኝ ስራ ላይ ይሳተፋል															

ተ.ቁ	የመገምገሚያ መስፈርት	1. How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	N
16	የተቋሙን የገቢ ምንጭ ሊያሳድግ በሚችል አገልግሎት ስራ ላይ ይሳተፋል															
17	በሚያስተምረው ኮርስ አዳዲስ ሁኔታዎችን ለመረዳት የሚያስችሉ መጽሕፍት አንዲገዙ ይጠይቃል ክትትል ያደርጋል															
18	መሙያው የሚታተሙ ጆርናሎች በተቋሙ አንዲገኝ ይከታተላል															
19	ከሥራ ኃላፊዎች ባልደረቦች ተማሪዎችና ከሰራተኞች ጋር ተግባብቶና ተባብሮ ይሰራል															
20	ፕሮግራም አውጥቶ ለተማሪዎች የአካዳሚክ ምክር ይሰጣል															
21	ተማሪዎች አንደያስፈላጊነቱ ትተር ያደርጋል															
22	ተማሪዎች የሚገመገሙበትን ዘዴ በግልጽ ያስቀምጣል ተማሪዎችን በስራቸውና እና በተጨማሪው ሁኔታቸው ያለአድልዎ በሚሳተፉት ይገመገማል															
23	ለማስተማሪያ ስራ የተረከባቸውን መሳሪያዎች በጥንቃቄ አንዲቀመጡ ያደርጋል															

ተ.ቁ	የመገምገሚያ መስፈርት	1. How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	N
24	የተበላሽ መሳሪያዎችና እቃዎች በየጊዜው እንደሁኔታው ይጠግናል እና /ወይም አብዲጠገኑ ያደርጋል															
25	ለስራው የተሰጠውን የጽሕፈት መሳሪያ የቢሮ መገልገያ ዕቃዎች በቁጠባ በተገቢው ስራ ያውላል															
26	ለተቋሙ ንብረት ተቆርቆሪነት ያሳያል															
27	አስቸኳይና አጣጣሪ ስራዎች ሲከሰቱ ኃላፊው በሚመደበው ስራ ላይ ይሳተፋል															
28	የተሰጠውን ተደራቢ ስራ በተሰጠው የጊዜ ገደብ በሚፈልገው ሁኔታ ሰርቶ ለመጨረስ ይሞራል															
29	የተቋሙን ንብረትና የትምህርት መሳሪያዎች ለተቋሙ ስራ ብቻ ያውላል															
30	ለክፍሉ የተመደበለትን ሰዓት ያከብራል															
31	የሚያስተምረውን ኮርስ በሰዓቱ ጅምር በሰዓቱ ይፈጽማል															
32	ያለበቁ ምክንያት የክፍል ኃላፊው ሳያውቅ የሚያስተርበትን የክፍል ሰዓት አይለወጥም አያስተላልፍም															
33	የሰብሰባ ሰዓት ያከብራል															
34	የቢሮ ሰዓት ነው ብሎ ባወጣው ሰሌዳ ይገዛል															

ተ.ቁ	የመገምገሚያ መስፈርት	1. How appropriate is this item?					2. How useful is this item?					How applicable is this item?				
		MA	A	UD	NA	NAA	MA	A	UD	NA	NAA	MA	A	UD	NA	N
35	በተቋሙ የስራ ሰዓት በተቋሙ አዘውትሮ የመገኘት ልምድ አለው															
36	ከስራው ጋር በተያያዘ የተሰጠውን ወይም የቀበለውን የቀጠሮ ሰዓት ያከብራል															
37	ግምገማ ከስራ ሂደት አንዱ መሆኑን ይቀበላል															
38	እራሱን የመገምገም የሌሎችንም የስራ ብቃትና ውጤት የመገምገም በሌሎችም የመገምገም መብትና ግዴታ ይቀበላል															
39	መግምገማ የተገኘ ገንቢ አስተያየቶችንም የቀበላል አስተያየቶችንም በስራው ለማካተትና ሊተረጎም ይጥራል															
40	ለተማሪዎች ጥሩ ምሳሌ /ሮል ሞዴል/ ሊሆን ይጥራል															
41	የአልኮል መጠጥ አደንዛኝ እዎች ተገዥ ላለመሆን ይጥራል															
42	የስራውን ደረጃና የሙያውን ክብር ይጠብቃል															
43	ለስራው ኃላፊዎችና ባልደረቦች ተገቢውን ክብር ይሰጣል															
44	ያለውን ቅሬታ በግልጽና በተገቢው መድረክ ላይ ያቀርባል															

**APPENDIX 1.5** Questionnaire Used to Collect information about the administration of teachers' performance evaluation

**PART NINE:-** Administration of teachers evaluation system

**Direction:-** This part seeks to assess the perception of teachers about the administration of the evaluation system. Accordingly some possible statements are listed in the following table. Please read each item separately and respond as More appropriate – MA, appropriate – A, Undecided UD, Not appropriate – NA, not at all appropriate – NAA based on your opinion by putting a check mark (√) in the respective spaces.

No	Statements	MA	A	UD	NA	NAA
1	The teacher evaluation process is administered by a person who is qualified to administer teacher evaluation					
2	A considerable administrative preparation such as preparing evaluation forms, assigning qualified evaluators takes place to evaluate teachers					
3	Teacher evaluation takes place timely such as weeks ahead before the beginning of the final examination.					
4	Students are allowed adequate time to complete their evaluation forms.					
5	The teacher who is being evaluated leave the room when students are completing their evaluation.					
6	Completed evaluation forms are confidential records and departments show strong interest to maintain the forms in a secure manner.					
7	After completion of the evaluation the administrator of teacher evaluation send a copy of the evaluation result to be used as a feedback to teachers at the right time.					

**APPENDIX 1.6** Questionnaire used to collect information about student – teacher face-to-face evaluation

**PART TEN** - Student - teacher face-to-face evaluations

**DIRECTION:** - This section seeks to assess the perception of teachers about student-teacher face-to-face evaluation of their performance. Accordingly, some possible statements are listed in the following table. Please read each item separately and respond as More appropriate – MA, appropriate – A, Undecided UD, Not appropriate – NA, not at all appropriate – NAA based on your opinion by putting a check mark (√) in the respective spaces.

	Statements	MA	A	UD	NA	NAA
1	Feed back to the teacher from face-to-face evaluation can enhance the collaborative relationship between students and teachers.					
2	The teacher and students are participating in face-to-face evaluation in which feedback flows in both directions.					
3	Teacher and students engage in a face-to-face evaluation has a great impact on teaching improvement.					
4	The face-to-face evaluation enable teachers to correct their own short comings by providing them feedback on the quality of their teaching by students own words					
5	During fact-to-face evaluation students offer ideas and suggest changes that make sense to the teacher					
6	During face-to-face evaluation students deliver the feedback in a positive and considerate way.					
7	During face-to-face evaluation students maintain a balance between praise and criticism					
8	The face-to-face evaluation focuses on the specific teaching behaviors of university-wide teaching.					
9	Face- to-face evaluation by their students could demoralize and discourage teachers.					
10	During face-to-face evaluation students cannot consider and differentiate between personal and professional relationships with their teachers in evaluating their performance.					

1. Do you think that student-teacher face-to-face evaluation has strong sides? Mention them briefly.

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2. Do you think that student-teacher face-to-face evaluation has weaknesses? Mention them briefly.

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3. Do you think that it is better to continue to use student-teacher face-to-face evaluation system? Why? \_\_\_\_\_

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4. If you are infavour of student-teacher face-to-face evaluation system what is your general opinion to improve the evaluation system?

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Appendix II

Faculty Teaching Performance Rating Questionnaire  
Appendix 2.1 Students Rating Questionnaire

የከፍተኛ ትምህርት ተቋማት መምህራን መገምገሚያ መሥሪያ ቤቶች የሚሞላ

የመመህሩ ስም.....  
የሚያስተምረው የትምህርት ዓይነት .....

መግለጫ

1. እያንዳንዱ የመገምገሚያ ነጥብ በጥንቃቄ አንብብ
2. ከአነብብከው የመገምገሚያ ነጥብ አኳያ የመምህርህን የማስተማር ዝግጅት፣ የትምህርት አቀራረብ፣ አጠቃላይ ባህሪ

ሚዛናዊነት ገምት፡

3. ከአነብብከው የመገምገሚያ ነጥብ አኳያ የመምህርህን የሥራ አፈጻጸም ከበጣም ዝቅተኛ እስከ በጣም ከፍተኛ በቁጥር ተመንዘር ከተቀጥታዎቹ ውስጥ አንዱን በመክብብ አመልክት

ተ.ቁ	የመገምገሚያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
1	የትምህርቱን አጠቃላይ ዓላማ ለተማሪዎች ያሳውቃል	1	2	3	4	5
2	የትምህርቱን ዝርዝር አለማ በየጊዜው ለተማሪዎች ግልጽ ያደርጋል/ለምሳሌ/ በየምዕራፉ በየደረጃው ወዘተ	1	2	3	4	5
3	የትምህርቱን ዝርዝር ይዘት /ኮርስ አውት ላይን/ በግልጽ ያሳውቃል	1	2	3	4	5
4	የትምህርቱን ዝርዝር ያዘት /ኮርስ አውት ላይን/ በጊዜ ሠሌዳ መጥኖ ያዘጋጃል ያቀርባል	1	2	3	4	5
5	ለሚያስተምረው ትምህርት ተገቢ ዝግጅት አድርጎ ያቀርባል	1	2	3	4	5
6	ስለሚያስተምረው ትምህርት በቂ ዕውቀት አለው።	1	2	3	4	5
7	በትምህርቱ ዝርዝር ይዘት መሠረት ትምህርቱን ያቀርባል	1	2	3	4	5
8	በማስተማሪያ ቋንቋ በመጠቀም ትምህርቱን በግልጽ ያቀርባል	1	2	3	4	5
9	በክፍል ውስጥ የተማሪዎችን ጥያቄ ተቀብሎ ያስተናግዳል	1	2	3	4	5

ተ.ቁ	የመገምገሚያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
10	በክፍል ውስጥ የተማሪዎችን ስለትምህርት ሀሳብቸውንና አስተያየታቸውን እንዲገለጹ ይፈቅዳል።	1	2	3	4	5
11	ተማሪዎች በትምህርቱ ተሳታፊ እንዲሆኑ ያበረታታል	1	2	3	4	5
12	ለትምህርቱ ጠቃሚ የሆኑ መልመጃዎችን ይሰጣል፣ ያርማል፣ ውጤቱንም ያሳውቃል /Class work, Homework ... etc./	1	2	3	4	5
13	የተለያዩ የትምህርት መርጃ መሣሪያዎችን በመጠቀም ያስተምራል	1	2	3	4	5
14	የሚጠቀምባቸውን የምዘና ዘዴዎች ከነዋጋቸው በቅድሚያ ለተማሪዎች ይገልጻል	1	2	3	4	5
15	የፈተና ጥያቄዎችን ካስተማረው ትምህርት ጋር አዛምዶ ያወጣል	1	2	3	4	5
16	በሚሰጣቸው ፈተናዎች የተመጣጠነ ጊዜ ይመድባል	1	2	3	4	5
17	ለሚያወጣቸው ፈተናዎች የተመጣጠነ ጊዜ ይመድባል	1	2	3	4	5
18	በሚሰጠው ትምህርት አሰፈላጊዎች ጽሑፎች /Handout/ ያዘጋጃል	1	2	3	4	5
19	ለሚሰጠው ትምህርት ጠቃሚ የሆኑትን የማጣቀሻ /Reference/ መጻሕፍት ዝርዝር አዘጋጅቶ ይሠጣል	1	2	3	4	5
20	ለትምህርቱ አሰጣጥ የሚረዱ የማስተማሪያ ቁሳቁሶች በቅድሚያ አዘጋጅቶ ይጠቀማል	1	2	3	4	5
21	በተመደበለት የትምህርት ክፍል ጊዜ ሰዓት አክብሮት ይገኛል	1	2	3	4	5
22	በማስተማር ሥራ ፍላጎት አለው	1	2	3	4	5
23	ክፍሉ ጊዜውን በአግባቡ ለማስተማር ተግባር ያውላል	1	2	3	4	5
24	ተማሪዎችን ለመርደት የቢሮ ሰዓት መደብ ያወቃል	1	2	3	4	5
25	የተማሪዎችን ችግር ለማዳመጥ ፈቃደኛ ነው	1	2	3	4	5
26	በመደበው ሰዓት ተማሪዎች ለሚያቀርቡት የአካዳሚክ ችግሮች መፈትሄ ይፈልጋል	1	2	3	4	5
27	በሥነ ሥርዓት አክባሪነቱና በሚያሳየው አክብሮትና እምነት ለማግኘት ጥረት ያደርጋል ለተማሪዎቹም ተገቢውን ክብር ይሰጣል	1	2	3	4	5

## Appendix 2.2 Colleagues Rating Questionnaire

### የከፍተኛ ትምህርት ተቋማት መምህራን መገምገሚያ መስፈርት በሥራ ባልደረቦቹ የሚሞላ

የተገምጋቢው ስም.....  
 የትምህርት ክፍል.....

**መግለጫ**

1. እያንዳንዱ የመገምገቢያ ነጥብ በጥንቃቄ አንብብ
2. ከአነብብው የመገምገሚያ ነጥብ የሥራ ባልደረባህን
  - 2.1 ለማስተማር የሚያደርገው ዝግጅት
  - 2.2 ጥናትና ምርምር ለማድረግ የሚያሳየው ጥረት
  - 2.3 የጋራ ለመሥራት የሚያሳየው ፍላጎት
  - 2.4 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናት ለሻሻል የሚያሳየው ዝንባሌ
  - 2.5 ለተቋሙ ንብረት የሚያሳየው ተቆርቋሪነት
  - 2.6 የሥራ ሰዓት የቢሮ ሰአትና የቀጠሮ ሰአት አክባሪነት
  - 2.7 ያለውን ልምድና ዕውቀት ለባልደረቦቹ ለማካፈል ዝግጅነቱን
  - 2.8 ጠቅላላ ባህሪው

**በሚዛናዊነት ገምት**

3. ከአነብብኩ የመገምገሚያ ነጥብ አኳያ የመምህራን የሥራ አፈጻጸም ከበጣም ዝቅተኛ እስከ በጣም ከፍተኛ በቁጥር ተመንዝሮ ከተቀመጠው ውስጥ አንዱን በመክበብ አመልክት።
4. ምናልባት አንዱ የመገምገሚያ ነጥብ መመህሩን በመትመዝንበት ጊዜ ነገሩ የሚይዘው ለከተሉ ከሆነ "አይመ" በሚለው ሥር የሚቀመጠውን "X" ምልክት ክብብ።

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከተውም
1	የትምህርት ክፍሉ የመማር ማስተመር ሥራ የሚሻሻልበትን ሀሳብ ያቀርባል ተሥትሮም ያደርጋል።	1	2	3	4	5	X
2	የትምህርት ክፍሉ ችግሮች ቢከሰቱ የመፈት ሀሳብ ያመነጫል ተሰትሮም ያደርጋል	1	2	3	4	5	X
3	በሙያው ጥናትና ምርምር ያደርጋል	1	2	3	4	5	X
4	የጥናትና የምርምሩን ሂደት ለትምህርት ክፍሉ መምህራንና ተማሪዎች በሚዘጋጅለት መድረክ ያሳውቃል።	1	2	3	4	5	X
5	ከጥናቱ የተገኘውን ውጤት ለሚመለከታቸው የኮሌጅ ህብረተሰብ ያሳውቃል።	1	2	3	4	5	X
6	የሚያስተምራቸውን ኮርሶችን የማስተማሪያ ጽሑፍ/ቴቺንግ ማቴሪያል/አና ወይም መጻሕፍት ያዘጋጃል	1	2	3	4	5	X

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከተውም
7	ዕውቀቱን ለምዱን ጉልበቱንና ጊዜውን ለተመደበበት ሥራ ያውላል	1	2	3	4	5	X
8	እንዳስፈላጊነቱ ከተቋሙ ውጭ ላለው ህብረተሰብ ሙያዊ አገልግሎት ያበረክታል።	1	2	3	4	5	X
9	ለመማር ለመራራ ልዩ ልዩ የማስተማሪያ ጽሑፎችንና ማሳሰቢያዎችን ለማዘጋጀት አዳዲስ አሠራሮችን ለመጠቀምና እራሱን ለማሻሻል ጥረት ያደርጋል	1	2	3	4	5	X
10	ከሥራ ኃላፊዎች ባልደረቦች ተማሪዎችና ሠራተኞች ጋር ተግባብቶና ተባብሮ ይሠራል።	1	2	3	4	5	X
11	ያለውን ልምድና እውቀት ለባልደረቦቹ ለማካፈል ዝግጁ ይሆናል	1	2	3	4	5	X
12	በክፍሉ የሚደረጉ ስብሰባዎች ላይ ይሳተፋል	1	2	3	4	5	X
13	በክፍሉ የሚሰጡትን የፈተና ብቃት /ቫሊዩቲ/ በጋራ ይገመግማል	1	2	3	4	5	X
14	በክፍሉ የሚሰጡትን የፈተና ውጤት በጋራ ይገመግማል።	1	2	3	4	5	X
15	በክፍሉ የሚደረግ የመምህራን ብቃት ግምገማ ይሳተፋል	1	2	3	4	5	X
16	የኮሚቴ ሥራ ይቀበላል	1	2	3	4	5	X
17	ከሥራ ባልደረቦቹ ጋር የተሰጠውን የኮሚቴ ሥራ /ስብሰባ/ በተገቢው ያከናውናል።	1	2	3	4	5	X
18	ተማሪዎችን የሚገመግምበት ዘዴ በግልጽ ያስቀምጣል ተማሪዎችን በሥራቸውና በተጨማሪ ወጤታቸው ያስከድልዎ በሚዛናዊነት ይገመግማል	1	2	3	4	5	X
19	ለማስተማሪያ ሥራዎች የተረከባቸውን መሣሪያዎች በጥንቃቄ እንዲቀመጡ ያደርጋል።	1	2	3	4	5	X
20	የተበላሽ መሣሪያዎች ዕቃዎች በየጊዜው እንደ ሁኔታው ይጠግናል እና ወይም እንዲጠገኑ ያደርጋል።	1	2	3	4	5	X
21	የስብሰባ ሰዓት ያከብራል።	1	2	3	4	5	X
22	በሥራ ምክንያት ለሥራ ንደኞቹ የሰጠውን የቀጠሮ ሰዓት ያከብራል።	1	2	3	4	5	X
23	በተቋሙ የሥራ ሰዓት በተቋሙ አዘውትሮ የመገኘት ልምድ አለው።	1	2	3	4	5	X
24	ግምገማ ከሥራ ሂደት አንዱ መሆኑን ይቀበላል	1	2	3	4	5	X
25	በግምገማ የተገኘ ገንቢ አስተያየት ይቀበላል አስተያየቶችንም በሥራው ለማካተትና ለመተርጎም ይጥራል	1	2	3	4	5	X
26	ያልከል መጠጥ ወይም የሌሎች አደንዛዥ እጾች ተገዥ ላለመሆን ይጥራል	1	2	3	4	5	X

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከት ውም
27	የሥራው ደረጃና የሙያውን ክብር ይጠብቃል።	1	2	3	4	5	X
28	ለንደኞቹ ተገቢውን ክብር ይሰጣል።	1	2	3	4	5	X
29	ያለውን ቅሬታ በግልጽና በተገቢው መድረክ ላይ ያቀርባል።	1	2	3	4	5	X
30	የሌሎችን ሥራ እንደራሱ አድርጎ ላለማቅረብ ይጥራል።	1	2	3	4	5	X
31	ለማስተማሪያ የተረከባቸውን ዕቃዎች ከአስፈላጊ ሌሎች በመስኩ ከሚያሳተምሩ መምህራን ጋር በጋራ ለመጠቀም ፈቃደኛ ይሆናል።	1	2	3	4	5	X
32	የመሣሪያ እጥረት ሲያጋጥም ሌሎች መመህራን ለትምህርታቸው መሣካት የሚያስፈልጋቸው መሣሪያ በውሰት ለመስጠት ፍላጎት አለው።	1	2	3	4	5	X
33	የተዋሳቸውን መሣሪያዎች በጊዜውና በተረከበበት ሁኔታ የመመለስ ግዴታውን ይወጣል።	1	2	3	4	5	X

## Appendix 2.3 Department Heads Rating Questionnaire

### የከፍተኛ ትምህርት ተቋማት መምህራን መገምገሚያ መሥራርት በኃላፊው የሚሞላ

የተገምጋቢው ስም \_\_\_\_\_  
 የትምህርት ክፍል \_\_\_\_\_

**መግለጫ**

1. እያንዳንዱ የመገምገቢያ ነጥቡ በጥንቃቄ አንብብ
2. ከአነበብው የመገምገምያ ነጥብ አኳያ መምህሩን
  - 2.1 ለማስተማር የሚያደርገው ዝግጅት
  - 2.2 ጥናትና ምርምር ለማድረግ የሚያሳየው ጥረት
  - 2.3 የጋራ ለመሥራት የሚያሳየው ጥረት
  - 2.4 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናት ለሻሻል የሚያሳየው ዝንባሌ
  - 2.5 ለተቋሙ ንብረት የሚያሳየው ተቆርቋሪነት
  - 2.6 የሥራ ሰዓት የቢሮ ሰአትና የቀጠሮ ሰአት አክባሪነት
  - 2.7 ጠቅላላ ባህሪው

**በሚዛናዊነት ገምት**

3 ከአነበብኩ የመገምገሚያ ነጥብ አኳያ የመምህሩን የሥራ አፈጻጸም ከበጣም ዝቅተኛ እስከ በጣም ከፍተኛ በቁጥር ተመንዝሮ ከተቀመጠው ውስጥ አንዱን በመክበብ አመልክት፡፡

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከተውም
1	የሚያስተምረው ኮርስ በተዘጋጀው ሲለበስ/ኮርስ ዲስክሪፕሽን/ መሠረት ኮርስ አውት ላይን ያዘጋጃል	1	2	3	4	5	X
2	ፍተናውን በጊዜው አርፎ ያስረክባል	1	2	3	4	5	X
3	የመስተማሪያ መርጃ መሣሪያዎችን አግባብነት ይገመግማል	1	2	3	4	5	X
4	የስተማሪውን ኮርስ ሄደት ከአለማው አኳያ ብቃቱን ይገመግማል	1	2	3	4	5	X
5	ተማሪዎች ትምህርቱን ለመረዳት የሚያስችላቸውን የቤት ሥራዎችን ያዘጋጃል፡፡	1	2	3	4	5	X
6	የማስተማሪያ መረጃዎችን ይመርጣል /ያዘጋጃል/	1	2	3	4	5	X
7	ለትምህርቱ አስፈላጊ የሆኑ ጽሁፎችን /የንድን አውት/ ያዘጋጃል	1	2	3	4	5	X
8	ለሚያስተምረው ኮርስ ለተማሪዎቹ የሚነበቡ ጽሁፎችን ዝርዝር ያዘጋጃል	1	2	3	4	5	X

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከት ውም
9	በሙያው ጥናትና ምርምር ያደርጋል የጥናቱንም ሂደት ለትምህርት ክፍሉ መምህራንና ተማሪዎች በተዘጋጀለት መድረክ ያሳውቃል።	1	2	3	4	5	X
10	ክጥናትና ምርምሩ የተገኘውን ውጤት ለሚመለከታቸው የተቋሙ ህብረተሰብ ያሳውቃል።	1	2	3	4	5	X
11	ከጥናቱ የተገኘውን ውጤት ለህብረተሰቡ ጠቃሚ ሆኖ ከተገኘ በሥራው ላይ የሚውልበትን ዘዴ ይፈልጋል ለሚመለከታቸው የተቋሙ ህብረተሰብ ያሳውቃል	1	2	3	4	5	X
12	የሚያስተምራቸውን ኮርሶች የማስተማሪያ መጽሐፍ ያዘጋጃል ይጽፋል።	1	2	3	4	5	X
13	ተቋሙ በሚያዘጋጅቸው ትምህርታዊ ስብሰባዎች ይሳተፋል።	1	2	3	4	5	X
14	ከተቋሙ ውጪ ያዘጋጅና እሱ በታዘዘበት ስብሰባ ይሳተፋል።	1	2	3	4	5	X
15	በሙያውና ባለው ልምድ ለተቋሙ የሚጠቅም ምርት በሚያስገኝ ሥራ ላይ ይሳተፋል።	1	2	3	4	5	X
16	የተቋሙን የገቢ ምንጭ ሊያሳድግ በሚችል አገልግሎት ሥራ ላይ ይሳተፋል።	1	2	3	4	5	X
17	በሚያስተምረው ኮርስ አዳዲስ ሁኔታዎችን ለመረዳት የሚያስችሉ መጽሐፍት እንዲገዙ ይጠይቃል ክትትልም ያደርጋል።	1	2	3	4	5	X
18	በሙያው የሚታተሙ ጆርናሎች በተቋሙ እንዲገኝ ይከታተላል።	1	2	3	4	5	X
19	ከሥራ ኃላፊዎች፣ ባለደረቦች፣ ተማሪዎችና ከሥራተኞች ጋር ተግባብቶና ተባብሮ ይሠራል።	1	2	3	4	5	X
20	ኘሮግራም አውጥቶ ለተማሪዎች የአካዳሚክ ምክር ይሰጣል።	1	2	3	4	5	X
21	ተማሪዎችን እንደየአስፈላጊነቱ ተተር ያደርጋል።	1	2	3	4	5	X
22	ተማሪዎችን የሚገመገሙትን ዘዴ በግልጽ ያስቀምጣል ተማሪዎችን በሥራቸውና እና በተጨማሪ ውጤታቸው ያለአድልዎ በሚዛናዊነት ይገመገማል።	1	2	3	4	5	X
23	ለማስተማሪያ ሥራ የተረከባቸውን መሣሪያዎች በጥንቃቄ እንዲቀመጡ ያደርጋል።	1	2	3	4	5	X

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከተውም
24	የተበላሹ መሣሪያዎችን፣ እቃዎችን በየጊዜው እንደ ሁኔታው ይጠግናል እና /ወይም እንዲጠገኑ ያደርጋል።	1	2	3	4	5	X
25	ለሥራው የተሰጠውን የጽሕፈት መሣሪያ የቢሮ መገልገያ ዕቃዎች በቁጠባ በተገቢው ሥራ ያውላል።	1	2	3	4	5	X
26	ለተቋሙ ንብረት ተቆርቋሪነት ያሳያል።	1	2	3	4	5	X
27	እስቸኳይና አጣጣሪ ሥራዎች ሲከሰቱ ኃላፊው በሚመድበው ሥራ ላይ ይሳተፋል።	1	2	3	4	5	X
28	የተሰጠውን ተደራቢ ሥራ በተሰጠው የጊዜ ገደብ በሚፈለገው ሁኔታ ሰርዮ ለመጨረስ ይጥራል።	1	2	3	4	5	X
29	የተቋሙን ንብረትና የትምህርት መሣሪያዎች ለተቋሙ ሥራ ብቻ ያውላል።	1	2	3	4	5	X
30	ለክፍሉ የተመደበለትን ሰዓት ያከብራል።	1	2	3	4	5	X
31	የሚያስተምረውን ኮርስ በሰዓቱ ጀምሮ በሰዓቱ ይፈጽማል።	1	2	3	4	5	X
32	ያለበቁ ምክንያት የክፍል ኃላፊው ሳይውቅ የሚያስተምርበትን የክፍል ሰዓት አይለውጥም፣ አያስተላልፍም።	1	2	3	4	5	X
33	የሰብሰባ ሰዓት ያከብራል።	1	2	3	4	5	X
34	የቢሮ ሰዓት ነው ብሎ ባወጣው ሰሌዳ ይገዛል።	1	2	3	4	5	X
35	በተቋሙ የሥራ ሰዓት በተቋሙ አዘውትሮ የመገኘት ልምድ አለው።	1	2	3	4	5	X
36	ከሥራው ጋር በተያያዘ የሰጠውን ወይም የተቀበለውን የቀጠሮ ሰዓት ያከብራል።	1	2	3	4	5	X
37	ግምገማ ከሥራ ሂደት አንዱ መሆኑን ይቀበላል።	1	2	3	4	5	X
38	ራሱን የመገምገም የሌሎችን የሥራ ብቃትና ውጤት መብትና ግዴታ መሆኑን ይቀበላል።	1	2	3	4	5	X
39	በግምገማ የተገኙ ገንቢ እስተያየቶችንም ይቀበላል እስተያየቶችንም በሥራው ለማካተትና ሊተረጉም ይጥራል።	1	2	3	4	5	X
40	ለተማሪዎች ጥሩ ምሳሌ /ሮል ሞደል/ ሊሆን ይጥራል።	1	2	3	4	5	X
41	የአልኮል መጠጥ ወይም የሌሎች አደንዛኝ ዕጾች ተገዥ ላለመሆን ይጥራል።	1	2	3	4	5	X

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ADDIS ABABA ETHIOPIA

ተ/ቁ	የመገምገቢያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ	አይመለከተውም
42	የሥራውን ደረጃና የሙያውን ክብር ይጠብቃል።	1	2	3	4	5	X
43	ለሥራ ኃላፊዎችና ባልደረቦች ተገቢውን ክብር ይሰጣል።	1	2	3	4	5	X
44	ያለውን ቅሬታ በግልጽና በተገቢው መድረክ ላይ ያቀርባል።	1	2	3	4	5	X
45	ለማስተማሪያ የተረከባቸውን ዕቃዎች ካስፈለገ ሌሎች በመስኩ ከሚያያዙትም ርዕሰ ስራ ለመጠቀም ፈቃደኛ ይሆናል።	1	2	3	4	5	X
46	እንደአስፈላጊነቱ ሌሎች መምህራን ለትምህርቱ መሳካት የሚያስፈልጋቸው መሣሪያዎች ካሉ በውስጥ ለመስጠት ፈቃደኛ ይሆናል።	1	2	3	4	5	X
47	የተዋሳቸውን መሣሪያዎች በጊዜው በተረከበበት ሁኔታ የመመለስ ግዴታውን ይወጣል።	1	2	3	4	5	X
48	ሌሎች ከሙያውና ከሥራው ጋር ግንኙነት ያላቸው ሥራዎችን ከኃላፊው ሲሰጠው ያከናውናል።	1	2	3	4	5	X

**ማሳሰቢያ**

አይመለከተውም የሚለው ላይ ምልክት የሚደረገው በግምገማው ወቅት ከተሰጠው መስፈርት አንጻር መምህሩ የፈፀመው ነገር ሳይኖር ሲቀር ነው። ይህ በሆነበት ጊዜ የዚያ መስፈርት ነጥብ ታሳቢ አይሆንም።