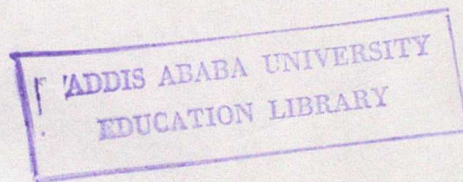


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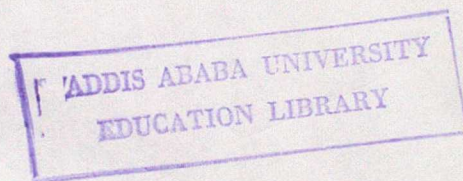


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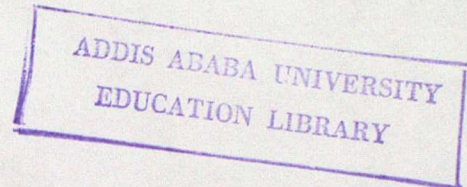
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**BY
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Arts in Educational Planning and Management**

**June 2005
Addis Ababa**

Addis Ababa University
School of Graduate Studies

**Instructors' Perception of Performance Appraisal in Government
Teacher Training Colleges of Amhara Region**

By
Habtamu Gezahagn

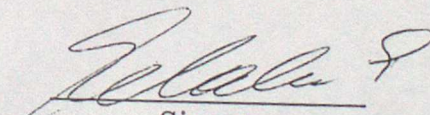
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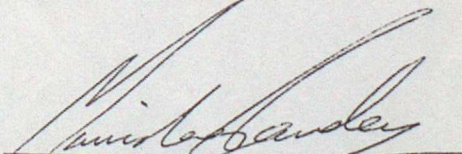
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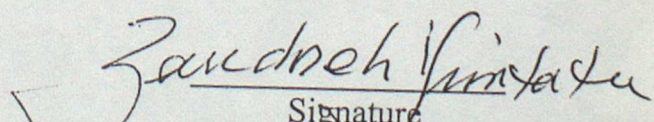
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Abbreviations / Acronyms

AREB	Amhara Region Education Bureau
EDPM	Educational Planning and Management
MBO	Management by Objectives
MOE	Ministry of Education
NSBA	National School Board Association
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
TPA	Teachers' Performance Appraisal
TTC	Teacher Training College
TTI	Teacher Training Institute

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Abstract

The main purpose of this study was to examine teachers' perception of and attitude towards the current TPA system in government TTCs of Amhara region, and forward possible suggestions for the improvement of the current TPA system in those colleges.

The areas of concern believed to be relevant to examine the perception of teachers towards the current result-oriented TPA system were: the purposes of TPA, teachers' performance appraisal criteria, teachers' participation in the formulation of TPA criteria, performance appraisal feedback, competence and objectivity of the appraisers and the process of the current TPA.

To this end, a descriptive survey research method was employed. All the three government teacher training colleges of Amhara region were included in the study; namely: Gondar teacher training college, Desse teacher training college, and Debrebirhan teacher training college. The subjects of this study were 153 teachers, 18 department heads, and 3 deans. Questionnaire, interview, and relevant documents were used for the purpose of collecting data.

Among the findings, the major ones include:

- Teachers did not participated in the formulation of the current TPA criteria.*
- Those who were engaged in appraising teachers (deans, department heads, and students) had no adequate training regarding TPA.*
- The process of the result oriented TPA involves establishment objectives, development of action plans, evaluation of performance and provision of feedback; which is the joint activity of the appraiser and the appraiser. However, this process was not properly followed by the colleges and teachers were forced to prepare action plans from the objectives already established by the upper body (REB).*
- The performance appraisal feedback system was perceived to be characterized by criticism, lack of rewards, and delay in giving feedback to teachers.*
- There were no adequate pre and post appraisal discussions between teachers and appraisers.*

The following are some of the recommendations:

- The REB need to leave the criteria open to teachers for discussion before implementing them or let the teachers and the other college members formulate these criteria and get approval of the REB.*
- The college deans, in collaboration with the REB, need to arrange training programs for appraisers. In addition, the REB assign graduates of EDPM or at least those who have knowledge of TPA to run the institutions.*
- The colleges need to arrange programs in which better performing teachers are rewarded and experiences are shared among the teachers. The feedback system also need to focus on praising and encouraging teachers. Further, teachers should be given their performance feedbacks on time so that they can appeal against them in case they have complaints.*

CHAPTER ONE

1. The Problem and its Approach

1.1. Background of the Study

In recent years, the human resources have become realized as the most important assets of an organization. Nothing is as crucial as the human resource, because no matter how up-to-date and excellent the machineries and the equipment are, the presence of human being behind those machineries is mandatory for the achievement of organizational goals. To this effect, the human resource development agenda has won the primary attention of policy makers both in developed and developing countries. Hence, organizations are required to systematically appraise their employees' performance and enrich their potential for development in order to attain their intended objectives.

The Teachers' Performance Appraisal (TPA) system that is properly designed and implemented is believed to have positive consequences in teachers' professional development, in their job satisfaction, and in the academic performance of the learner as a whole (Melaku, 1992:3). Hence, TPA has to be properly designed and well thought of prior to the implementation of the appraisal scheme, if the required objectives have to be met. Basically, human resource development efforts are highly related to the quality of education. In turn, the quality of education by itself mainly depends upon the quality of the performance of the people in the system. Thus, organizations in general and educational institutions in particular need to assess their employees' performance and thereby improve their potential on the job.

In educational institutions, teachers' performance appraisal serves as a device for better communications and development of individual teachers as well as for the attainment of organizational goals and objectives. Performance appraisal also serves to identify training and development needs, and as a criterion against which selection and development programs are validated. In general, performance appraisal serves to identify training, helps in retaining and promotional policies (Chandan, 1999:286).

In practice, however, these could only be true if the system of performance appraisal aimed at improving teachers' competence have a valid and reliable criterion directed to serve these purposes. The absence of a formal and objective performance appraisal system contributes to the employee perception that an organization is unfair and uninterested in treating them fairly (Dailey, 1988:127). Likewise, it has no use if teachers are forced to be appraised for the sake of appraising them unless the appraisal results are communicated to them on time and unless there is a proper follow up on the part of the appraisers. Elton (1987:51) comments this issue as follows: "Appraisal is an empty procedure if there is no provision for follow up or when the outcome can only be to penalize. Setting appraisal within staff development must not be rhetoric." Elton further discusses that staff appraisal must be an essential first principle. Further, lack of proper follow up and using appraisal results solely for punishment are likely to contribute to poor performance appraisal.

According to Lucio and John (1979:248), traditionally, the appraisal of teacher performance has been related primarily to evaluation of teaching personnel per se. The various views, description and criteria of teaching behavior used as bases for appraisal have generally been assumed or inferred to relate to teaching effectiveness and ultimately, to changes in student behavior. Joseph (in Elton 1987:15) links appraisal with the enhancement of professional performance and career development. According to him, teachers have seen this movement for appraisal as threatening. It is only with careful preparation that they can be helped to see it as a beneficial enterprise for all parties.

In Ethiopia, it was in 1937 E.C that appraising the performance of teachers was first introduced. Accordingly, a team of inspectors (an expatriate and two Ethiopians) was formed to carry out various educational activities. Among these, visiting few operating schools, collecting, organizing and analyzing data on the teaching-learning, and classroom observation of teachers were included (Melaku, 1992:5).

Today, as a result of the introduction of a new education and training policy, TPA at all levels has got different forms. In Ethiopia, until fairly recently, evaluation of teachers had

been carried out by principals, supervisors, and other groups of teachers (MOE, 1987 E.C:9). Later on, since 1995/96 G.C teachers' performance has been evaluated by administrators, students and parents. Regarding teachers in higher institutions or colleges, a system of appraising teachers is a bit different from secondary schools. Here, students, department heads and college Deans play the major role in appraising teachers' performance. However, peers and parents also give information pertinent to TPA to certain limit.

This study is focusing on TPA of teachers in government teacher training colleges (TTCs) of Amhara region because there are various problems that are associated with the new result-oriented TPA in those colleges which need to be investigated. The investigator of this study has tried to gather some information informally that in the past, no study on the current TPA was conducted in TTCs of Amhara region. Objectivity of the appraisers, provision of proper and timely feedback to teachers, and the validity and reliability of the appraisal criteria were all needed to be investigated. Especially, there has been a sort of complaints among college staff members on the fairness of their performance appraisal. Due to this and other related factors, teachers in these colleges have developed different views and perceptions towards the institutions' performance appraisal system. Hence, examining those different views and perceptions of teachers at the outset and recommending ways of resolving them was the main aim of the investigator. This may help to build a sound TPA system in those colleges and may clear off obstacles from the very beginning before they reach their peak.

Hence, this paper tries to make an attempt in examining these different views and perceptions of teachers in those government TTCs of Amhara Region.

1.2. Statement of the Problem

As has already been mentioned, teachers should not simply be appraised for the sake of appraising them. The purpose of the appraisal has to be clearly understood and implemented by both the appraisers and the appraisee. Whether the result of the appraisal is rewarding or not, teachers have to get their own performance feedback so that it could

be easier for them to identify their areas of strengths and weaknesses and take a proper remedy on time. According to the Education Sector Strategy (TGE, 1994:15), the main objective of higher education is to produce research oriented professionals who will be capable to act as leaders in their fields of study. These tomorrow's professionals are trained and shaped by today's college teachers. In order for the teachers to respect their job and use their efforts to the fullest extent, they have to view their performance evaluation positively and get motivated by it. Millman and Linda (1990:40) discuss this issue as follows:

Evaluation system vary in the extent to which teachers perceive evaluations of their performance to be soundly based; that is, reflective of their true performance. The more teachers perceive evaluations of their performance to be sound, the more legitimate they will deem the evaluation system and the more effort they will devote to tasks upon which they are evaluated.

Nevertheless, if the objectives that teachers are seeking are unclear, if the criteria for measuring those objectives are vague, and if there is no enough communication of the feedback between appraisers and the appraisee, teachers are likely to develop negative attitude towards the appraisal and work below their potential. This in turn can contribute to the poor performance of the organization as a whole.

The objective of this study was, therefore, to systematically examine teachers' perception of and attitude towards the new result oriented TPA system in government TTCs of Amhara region. Accordingly, the specific objectives of this study were, investigating the perception of teachers towards,

1. The major purposes of the current TPA system in government TTCs of Amhara region.
2. The appropriateness of the appraisal criteria currently being used and teachers' degree of involvement in the discussions pertinent to performance appraisal criteria.
3. The appropriateness of the process of TPA system employed in the colleges.
4. The objectivity and competence (skill/knowledge) of the appraisers.
5. The performance feedback communication system of the TTCs.

To achieve these objectives, the study attempted to find answers to the following basic questions:

1. What is the perception of TTC teachers towards the purposes of the current system of TPA?
2. What is the perception of TTC teachers concerning the objectivity, clarity and relevance of the TPA criteria?
3. How often do appraisers invite teachers for discussion on the appraisal criteria, and what is teachers' perception regarding this?
4. What is the TTC teachers' perception of their performance appraisal feedback communication system?
5. What is the perception of those TTC teachers towards the competence and objectivity of their appraisers?
6. What is the perception of the TTC teachers towards the successful operation of the process of the current teachers' performance appraisal (TPA) system in those colleges?
7. What are the major problems or errors that are associated with TPA system?

1.3. Significance of the Study

The investigator believes that this research work could be significant in the following three ways:

1. It could serve as feedback to policy formulators, REB and college deans to reconsider or revise the current TPA system in TTCs and take necessary remedial action.
2. It is assumed that the result of this study could help in identifying major problems that encountered TTCs of Amhara region, and perhaps encourage interdepartmental interaction and strengthen the relationship between teachers and college administrators (heads).
3. It may encourage others to study the problem in wider scope and depth, and could also serve as a document for future use.

1.4. Delimitation of the Study

This study was delimited to the current (result-oriented) TPA system operating in government TTCs of Amhara region.

This result oriented TPA system has first been practiced at the college level in Amhara region while other regions were in the process of implementing it. So, the investigator selected the region to get adequate information on the current TPA system in the TTCs. The investigator confined this study only to government TTCs. The reason is, from the outset, the intention of the investigator was to investigate teachers' perception of the current TPA system in the government TTCs only and to identify whether the appraisal system is going on in line with the standard set for the current TPA system in the government TTCs.

According to the information from Amhara Region Education Bureau (AREB), there are four government TTCs in the region. However, one of the colleges (Debre markos TTC) is upgraded to college level this year after serving as TTI for many years in the past. As a result, it could be difficult for the investigator to get adequate data from this college. Hence, the study focuses on the following three TTCs:

1. Debrebrehan Teacher Training College
2. Desse Teacher Training College
3. Gondar Teacher Training College

1.5. Limitations of the Study

This study was strongly limited with shortage of time as the investigator was forced to pass two and half months in bed because of car accident. In addition, lack of cooperation on the side of teachers in filling and returning the questionnaire on time and reluctance by administrative personnel and academic vice deans in providing the investigator with the required documents were among the limitations that faced the study.

1.6. Research Methodology, Procedure and Sources of Data

1.6.1. Research Methodology

Descriptive survey method was employed to conduct the study for two reasons. First, since it was an exploratory study aimed at examining the perception of teachers towards their performance appraisal, descriptive survey method was thought to be appropriate. Second, the method was also applied with the intent that it could help to reveal feelings, views, inclinations, etc of teachers towards the current (result-oriented) TPA system in the TTCs. To identify similarities and/or differences between the two study-groups (teachers and department heads), comparisons were made regarding their perception on the current TPA system.

1.6.2. Procedure of the Study

After reading available literature on issues related to TPA, the investigator established the basic questions of the study on which the design of the questionnaire was based. Prior to the pilot study, the questionnaires and the interview questions were checked and corrected by the thesis advisor. Based on the comments secured, certain modifications were made. Then, questionnaires comprising close-ended and few open-ended questions were constructed and administered to five teachers and three department heads who are currently working in Kottobe College of Teachers Education. Further, the sample questionnaires were also given to three experts (judges) who have had long experience working as educational administrators and evaluating teachers' performance. Finally, feedback from the pilot-study groups (on objectives and reliability of the instruments) served to revise the research questions. Accordingly, six items that were found to be vague and irrelevant had been omitted, the final copies were administered to the study population. Moreover, precontact of one target College was made before administration of the questionnaires.

1.6.3. Sources of Data

There were primary and secondary data gathering sources in this study. The primary sources for the study were the first-hand information that was obtained to do this research. These were information collected from college deans through interview and the data

obtained from department heads and teachers through questionnaire. In addition, the personal observation of the researcher also served as supplement to primary data gathering sources.

The second-hand information for this study include data gathered from various books, reference materials, websites and other published and unpublished sources. Furthermore, relevant documents were also used as a secondary source.

1.6.4. Instruments for Data Collection

Generally, three types of data gathering instruments, questionnaire, unstructured interview and documentary sources were used to collect data that supported the study. Since the number of college Deans was few and could be manageable, unstructured interview was held with these source, while questionnaires were administered to teachers and department heads. The level of agreement was indicated on five-point rating scales ranging from “strongly agree” to “strongly disagree”. In order to have interpretable data, the questionnaire was also constructed in the form of Likert scale.

All the college teachers, deans, and department heads can read and write English very well. Hence, both the questionnaire and the interview questions were prepared in English. In all the cases, the instruments had been pilot-tested in Kotobe college of teachers education before they were administered to the final subjects of the research. Based on comments secured, necessary corrections were made and the questionnaires were administered to the subjects of the study. In addition, documentary sources (like TPA criteria and result-based objectives) were also used to supplement the data that was gathered from the research subjects.

1.6.5. Sample Population and Sampling Techniques

1.6.5.1. Sample Population

Due to the manageable size of data sources, all teachers, department heads, and Deans of the three colleges were included in the study. Out of 153 questionnaire distributed to teachers, 139 (90.84 percent) and out of 18 questionnaire distributed to department heads,

17 (94:44 percent) were appropriately filled in and returned. In addition, the interview result from the three college deans was included in the analysis and interpretation of the data.

1.6.5.2. Sampling Techniques

The three TTCs in Amhara region and all teachers, department heads and deans currently working in them were all selected for the convenience of the study. In short, convenient sampling technique was employed in selecting them

1.6.6. Data Analysis

The data collected from the respondents was organized and some statistical computations made to explore the perception of teachers on the current TPA. The collected data was then categorized and frequency distributions made from which percentages, mean scores or average mean scores were computed and inherent relationships analyzed and interpreted.

Table 1. Statistical Techniques Used and Area of Concern in TPA

No	Area of concern	Statistical technique used
1	Characteristics of respondents	Percentage
2	Teacher and department heads' perception of the current TPA purposes	Mean scores
3	Responses on TPA criteria	Mean scores
4	Perception towards the current TPA feedback	Percentage
5	Department heads' perception of TPA feedback	Mean scores
6	Perception on training and competence of appraisers	Mean scores
7	Perception on objectivity of appraisers	Mean scores
8	Perception towards the current TPA process	Mean scores
9	Problems of the current system of TPA	Percentage
10	Common TPA errors	Mean scores

The information for each result of comparison was summarized and put in tables.

1.7. Operational Definition of Key Terms

1. **Appraisee** - a person whose performance is appraised by his/her immediate boss or department head.
2. **Appraiser** - a dean/department head or a unit that evaluates teachers' performance.
3. **Perception** - a mental image or view towards certain activities.
4. **Performance** - specific job of an employee.
5. **Performance Appraisal** - the process of evaluating a teacher's job performance.
6. **Instructors** - in this study the term "instructors" refers to teachers who teach in government TTC.

1.8. Organization of the Study

This paper is organized into four chapters. The first chapter deals with the background of the study, statement of the problem, significance of the study, delimitation of the study, limitations of the study, research methodology and data analysis, study population and data sources, sampling methods and definition of key operational terms. The second chapter treats review of the related literature while the third chapter deals with the presentation, analysis and interpretation of data. Finally, the summary of the findings, conclusions, and recommendations are presented in the fourth chapter.

CHAPTER TWO

2. Review of the Related Literature

This chapter deals with review of the related literature on different aspects of performance appraisal in general and that of teachers' performance appraisal in particular. It comprises of definitions and concepts, purposes, characteristics, criteria, and methods of performance appraisal. Further, sources of evaluators, time duration for evaluation, appraisal process, feedback, and problems in performance appraisal are all dealt with in this chapter.

2.1. Definitions and Concepts of Performance Appraisal

Various authors define the term performance appraisal in different ways based on the purposes it is intended to serve and the knowledge as well as understanding of individuals. This section deals with some of the definitions given by different writers.

As to Rue and LLoyd (1990:207), performance appraisal is the process that involves communicating to an employee how well he/she is performing the job and also, ideally involves establishing a plan improvement. As the authors tried to put briefly, performance appraisal is informing or aware an employee how well he/she is doing his/her job in accordance with the standard set. Stated differently, if an employee fails to do well following the standard, a remedial action will be taken soon to improve the employee's skill through training. Similarly, Gomezmejia, and Luis (1995:256) define performance appraisal as the identification, measurement, and management of human performance in organizations.

Traverse (1988:186) also writes that performance appraisal is the systematic evaluation of the employee's work performance and potential with the organization. He goes on discussing that appraisal necessarily involves a follow up conference between the

appraiser and the appraisee. This implies that performance appraisal should not be viewed as an isolated exercise but as an integral part of the management process. Martin and Tricia (2000: 123) confirm this idea. They say, "performance appraisal is 'the tail that wags the dog' in its relationship with performance management." In short, this is to assert that performance appraisal is an aspect of managerial activities and it is an essential management tool.

Moreover, Schermerhorn (1996:257) defines performance appraisal as the process of formally assessing someone's work and providing feedback on his/her performance. In other words, employees most of the time work without knowing how good or bad they are performing. Hence, continuous assessment and feedback is required in order to motivate them on their job or to enrich their working skills. Dailey (1988:127) also considers performance appraisal as a process that generates information about employee effectiveness of work for the purpose of making informed human resources decisions (Ibid). This means that in order to make certain decisions like promotion, transfer demotion, termination, and employee counseling, reliable data have to be obtained through employee performance appraisal.

Attwood and Stuart (1996:85) put performance appraisal as follows: "When we use the term performance appraisal, we imply that we are concerned with the process of valuing the employee's worth to the organization, with a view to increase it." Here the authors used the term to indicate their concern in giving value to employee's performance appraisal. As stated previously employees need feedback and information to know whether they are on the right track or not. They also want to know whether their performances are valued or appreciated by their supervisor. Mathis and John (1997: 343) further define performance appraisal as a process of evaluating how well employees do their jobs compared with a set of standards and communicating that information to those employees. The authors further describe that performance appraisal has also been called employee rating, employee evaluation, performance evaluation and results appraisal.

As to Terry and Stephen (1999:386), performance appraisal is the periodic evaluation of an employee's job performance measured against the jobs stated or presumed requirements. In other words, the appraisal-of employees is not an on and off activity, but should regularly and continuously take place depending on the already set standard. Mondy and Robert (1990:382) support this idea as follows: "Performance appraisal is a formal system of a periodic review and evaluation of an individual's job performance."

The term performance appraisal is also further defined by Werther and Keith (1982:338) as the process by which an organization evaluates job performance. The writers also discuss that when performance evaluation is done correctly, employees, their supervisors, and ultimately, the organization all benefit. Accurate appraisal help supervisors fulfill their dual roles as evaluators and coaches. As a coach, a supervisor is responsible for encouraging employee growth and development. As an evaluator, a supervisor is responsible for making judgments that influence employees' roles in the organization (Nelson and James, 1997:171).

Donnelly, et.al (1992:470) define performance appraisal as the formal evaluation of an individual's job performance. This includes feedback to the individual and determination of whether and how the performance can be improved. As to the above authors, effective performance appraisal requires standards, information and corrective action.

Finally, Saiyadain (1995:188) conceive the term as an objective method of judging the relative worth or ability of an individual employee in performing his tasks. According to him, if objectively done, the appraisal can help identify a better worker from a poor one. Performance appraisal can also be put as the judgment of an employee's performance in his job (Armstrong and Christ, 1985:177).

Regarding school, teacher responsibilities may include a broad range of behaviors extending from regular attendance at school and in the classroom to lesson preparation and delivery to student evaluation and feedback. However, according to educators', definitions of adequate teachers' performance generally far exceed mere physical

presence in the school and classroom (Befekadu, 1996:4). That is to say, the performance of teacher is more than his physical presence in school and lesson preparation. It is a complex activity compared to other jobs.

Hence definitions of teachers' performance should in addition, focus on particular methods of organizing and delivering instruction or that bring changes in student achievement (Ibid). According to Befekadu, appraisal is synonymous with evaluation the evaluation of performance of teachers which is a major feature of every teacher's work. How students are doing, what they have learned and where difficulties lie needs a constant assess, which is the actual task of teachers.

2.2. Purposes of Performance Appraisal

Inevitably, the nature of any appraisal scheme is closely linked to its purpose. A school or an institution lacking clearly defined performance appraisal objective or purpose is said to be like a ship without destiny. At all levels of schooling how teachers clearly perceive the purpose of appraisal will affect considerably how they respond to it and for this reason the purposes need to be fully understood and agreed by all involved. Befekadu (1996:6) supports this idea as follows: "Appraisal of teacher can only take place if everyone within the school has a clear perception of its aims and objectives, their own roles and the roles of others".

Performance appraisal serves a number of purposes in organizations. First, management uses appraisal for general personnel decisions. Appraisal provides information for such important decisions as promotions, transfers, and terminations. Second, appraisals identify training and development needs. They pinpoint employee skills and competencies that are currently inadequate but can be remedied if appropriate programs are developed. Third, performance appraisal can be used as a criterion against which selection and development programs are validated. Fourth, appraisal also fulfills the purpose of providing feedback to employees on how the organization view their performance.

Finally, performance appraisals are used as the basis for reward allocations (Robbins, 1997:219).

The points discussed by Robins emphasize that performance appraisal serves both developmental and administrative purposes. In school setting, for example, a newly hired teacher who performs poorly can be identified through performance appraisal. Similarly, the effectiveness of training and development programs can be determined by assessing how well those employees who are trained do on their performance appraisals. In addition, decisions about who gets merit pay increase and other rewards are typically determined by performance appraisal. Melaku (1992:8), writes that in Ethiopian school systems, now a days, a system of TPA is operating to serve both administrative and developmental purposes. Performance measurements for administrative purposes are used whenever there are bases for decision about the employee's work conditions, including promotions, termination, and rewards. Developmental uses of appraisal are geared toward improving employees' performance and strengthening their job skills, including counseling employees on effective work behaviors and sending them for training (Gomez-Majia and Luis 1995:258). As mentioned previously, despite the fact that the purposes of performance appraisal have been discussed by various authors, the central idea is still the improvement of performance and the development of teachers' skills and knowledge on the performance.

Martin and Tricia (2000:126), have laid down three main groups of purposes for performance appraisal:

- **Performance reviews** – managers discuss with employees progress in their current posts, their strengths, and the areas requiring further development, in order to improve current performance.
- **Potential reviews** – managers discuss with employees the opportunities for progression, and the type of work they will be fitted for in the future and how this can be achieved, by identifying their developmental needs and career aspirations.

- **Reward reviews** – these are usually separated from the appraisal system but the decision on rewards such as pay, benefits, promotion, and self-fulfillment are fed by the information provided by performance appraisal.

The above discussion clearly indicates that the purpose of performance appraisal is not only focusing on how well or poor the employee is performing, but also on the potential development of employees and the rewards or benefits employees are eligible to get.

Although lists of purposes vary in content and length, there are essentially four purposes for which teacher evaluation can be used (Millman and Linda 1990:159). These are listed as follows:

1. **Accountability** – to ensure that only effective teachers continue in the classroom.
2. **Professional growth**- to foster the professional growth of new and continuing teachers.
3. **School improvement** – to promote school improvement and the enhancement of student learning.
4. **Selection** – to ensure that the best qualified teachers are hired.

Hence, the purpose of performance appraisal comprises both the improvement of the performance of the individual and that of the institution. That is by enhancing and maximizing the educational opportunities of pupils through teachers' professional development, both institutional and individual growth can be brought about.

The National School Board Association (NSBA) in Webb and Scott (1999:380-81), also cites the following as the purposes of TPA:

- To ensure that students are provided high quality instruction.
- To meet statutory and contractual requirements.
- To recognize outstanding teacher performance.
- To provide opportunities for teachers to develop their professional skills.

One of the purposes of TPA is also to help and support good teaching. No matter how experienced and skilled a teacher might be, certain defects which need to be rectified through teachers' counseling and training may arise as a result of feedback obtained from good performance appraisal. Cullingford (1995:170) says, "there is no teacher who is so perfect that improvement is impossible." Hence, a successful system of teacher appraisal depends on his/her intention to improve. That is, to share professional insight into what makes an effective teacher and if there are faults, to find the means of correcting them.

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Similarly, Bittel (1985:225), lists what he called 'true purposes of an appraisal':

1. To encourage good behavior or to correct and discourage below standard performance. Good performers expect a reward, even if it is only praise. Poor performers should recognize that continued substandard behavior will at the very least stand in the way of advancement.
2. To satisfy our curiosity about how well we are doing.
3. To provide a firm foundation for later judgments that concern an employee's career-pay raises, promotions, transfers, or separation.

To conclude, determining the purposes of TPA system before it is implemented and continuing to communicating these purposes to affected individuals is a paramount to defining appraisal. Appraisal or evaluation system that lacks clearly articulated purposes are essentially meaningless and contribute little to the accomplishment of an organization's goals. As to Webb and Scott (1999:379), one approach to classify the purposes of performance evaluation is to distinguish the types of evaluation and then match the most appropriate use of these various types to the purposes of evaluation.

2.3. Characteristics of Good Appraisal

A sound and effective performance appraisal has certain identified characteristics. Mondy and Robert (1990: 408-411) discuss some of them as follows:

1. Job-Related Criteria

The criteria used for appraising employee performance must be job related. To put this into effect, the performance appraisal criteria are required to be clearly identified and well developed. Donnelly et.al (1992:471) write, "an important and necessary step in developing a performance appraisal system is the development of criteria that indicate successful performance." However, this does not mean that we avoid subjective factors such as initiative, enthusiasm, loyalty, and cooperation. Unless such factors can be clearly shown to be job related, they should not be used in formal evaluations (Ibid).

2. Performance Expectations

Employees have to have adequate knowledge of the standards by which they are going to be appraised. As to Mondy and Robert, managers must clearly explain performance expectations to their subordinates in advance of the appraisal period. Otherwise it is not reasonable to evaluate employees using yardsticks that they know nothing about.

This problem is common in our primary, secondary and higher schools. Mostly those who are involved in appraising teachers (students, parents, and even teachers themselves) have been ignorant about the parameters against which teachers are evaluated.

3. Standardization

The most crucial aspect of performance appraisal is identifying the standard of effective performance. Employees in the same job category under the same supervisor should be appraised using the same evaluation instrument. In addition, the appraisals should cover similar period of time. Feedback sessions and appraisal interviews should be regularly scheduled. In short, an important and necessary step in developing a performance appraisal system is the development of standard that indicates successful performance (Donnelly et.al 1992: 471).

4. Qualified Appraisers

As has been underlined by various managers and educational leaders, responsibility for evaluating employee's performance should be assigned to the individual(s) who directly observe at least a representative sample of job performance. Usually, this person is the employee's immediate supervisor. In school system, for example, the principal, assistance principal, and department heads are the ones who are involved in the appraisal of teachers. Hence, they need to update themselves with appraisal guidelines and criteria to establish consistent appraisal system in schools.

In order to ensure consistency, appraisers must be well trained. Training appraisers gives them confidence in their ability to make appraisal and handle appraisal interviews (Mathis and John, 1997:365). Training should emphasize that performance appraisal is a significant component of every manager's job and training should also stress that a primary task of the supervisor is to ensure that subordinates understood what is expected of them. That is to say, a task of appraising teachers should not simply given to their supervisor because he/she is in a critical position to appraise them, unless he or she has adequate knowledge of appraising them.

Turner and Philip (1988:122) comment this issue as follows:

... the experience of some teachers suggest that it is not sufficient simply to allocate to someone the role of appraiser. No matter how senior their position or what credibility they have with staff, they may not possess the skills which make them good appraisers.

5. Open Communication

Most employees have strong need to know how well they are performing. A good appraisal system provides highly desired feedback on a continuing basis. A worthwhile goal is to avoid surprise during the appraisal interview. Even though the interview presents an excellent opportunities for both parties to exchange ideas, it could not serve as a substitute for day-to-day communication.

6. Employee Access to Results

For many appraisal system that are designed to improve performance, withholding appraisal results would be unthinkable. Employees simply could not perform better without having access to this information. In addition, permitting employees to review appraisal results allows them to detect any errors that may have been made; or the employee may simply disagree with the evaluation and may want to challenge it formally.

7. Due Process

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

Experience entails that one of the reasons for the conflict between school principals and teachers is with the matters ascribed to performance appraisal results. Teachers might not be informed about their performance results soon or sometimes they are given their appraisal results through guards, or by calling them to the principals office. This time, the problem is that they may not be given opportunity to forward their complaints.

Nuttall (in Montgomery and Norma 1989:31) summarizes the following qualities where good appraisal schemes have been observed:

- a tradition of institutional self evaluation;
- formative rather than summative;
- results linked to action;
- involves those who will be appraised;
- gives the teacher some autonomy;
- shared understanding of criteria and processes;
- more than one appraiser or observer increases reliability and validity;
- appraisers need training.

As it is already indicated, prior to appraising its employees, an organization need to evaluate itself. In school environment where there is no clearly set standard, where the system of administration is loose and interdepartmental conflict is at its peak, it is difficult to form a sound TPA system. In addition, the appraisal system is required to be formative so that teachers can rectify their errors on time and capitalize on their strengths. Furthermore, involvement of instructors in the preparation of the appraisal scheme, existence of autonomous environment, mutual understanding of the criteria and process of the appraisal scheme, the use of multi-evaluators, and the provision of appropriate training to appraisers are considered to be some of the good qualities of an appraisal scheme.

Regardless of which method is used, an understanding of what an appraisal is supposed to do is critical. When performance appraisal is used to develop employees as resources, it usually works. When management uses appraisal as a punishment or when raters fail to understand its limitations, it fails (Mathis and John, 1997:364). The authors claim that the key is not which form or which method of performance appraisal is to be used, but whether managers and employees understand its purposes. They also argue that in its simplest form, performance appraisal is a manager's statement: "Here are your strengths and weaknesses, and here is a way to shore up the weak areas." As to them, if done right, it can lead to higher employee motivation and satisfaction. Perfect performance appraisal system may not exist; however, effective performance appraisal systems are the ones that let employees know where they stand, provide input about their jobs, and establish and clarify goals. Mathis and John put characteristics of effective performance appraisal system hereunder:

- Consistent with the strategic mission of the organization
- Useful as a development tool
- Useful as an administrative tool
- Legal
- Viewed as generally fair by employees

- Documentation of employee performance.

2.4. Criteria for Performance Appraisal

Performance criteria are standards commonly used for testing or measuring performances. Criteria for evaluating job performance can be classified as trait-based, behavior-based or result based (Mathis and John, 1997:341).

A trait-based criterion identifies a subjective character trait such as “pleasant personality” “initiative,” or “creativity”. The assumption in using trait criteria is that they are definable traits or attributes that are necessary for good performance. That is, trait criteria describe what the employee is, rather than what the employee does (Webb and Scot, 1999:383). This criteria is said to be the weakest criteria compared to other types of criteria because these traits have little to do with the specific job and they tend to be ambiguous. However, as to Robbins (1997:220) the one that is still widely used by organizations is individual traits. Robbins further comments this criterion as follows:

Traits such as having “good attitude,” showing “confidence,” being “dependable” or “cooperative,” “looking busy,” or possessing “a wealth of experience” may or may not be highly correlated with positive task outcomes.

This implies assessment of trait focus attention on the person rather than on the performance, which can create defensiveness in employees.

Behavior-based criteria focus on specific behaviors that lead to job success. Behavioral criteria are more difficult to develop but have the advantage of clearly specifying the behaviors management wants to see (Mathis and John, 1997:341). The authors also discuss that a potential problem of behavioral-based criteria are that there may be several behaviors, all of which can be successful in a given situation.

The third type of criteria is result-based criteria. These criteria look at what the employee has done or accomplished. The rationale for this approach is that teachers and administrators should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives have been

accomplished. How the objectives are met is not considered to be as important as the results (Webb, and Scott 1999:383). Here, it is clear that for some jobs where measurement is easy and appropriate, a result-based approach works very well. However, that which is measured tends to be emphasized, and equally important but non-measurable parts of the job may be left out. Further, when only results are emphasized and not how the results were achieved ethical or even legal issues may arise (Mathis and John, 1997: 341).

To sum, when measuring performance, it is important that relevant criteria be used. Generally, criteria are relevant when they measure employees on the most important aspects of their jobs. In addition, whatever criteria are adapted be objectively documented and clearly communicated to the individuals being evaluated.

2.5. Methods of Appraising Performance

There are a number of methods by which performance can be appraised. Ideally, the intention is relating performance appraisal directly to job success. However, locating or creating satisfactory measures of job success can be difficult. Rue and LLoyd (1990:208) confirm this as follows: "There are many jobs for which performance can't be objectively measured." This is true particularly in the cases of educational institutions where evaluating the job performance of teachers is more challenging compared to others (like factory) where performance can easily be judged by what the employees exactly produced.

Generally, the most frequently used performance appraisal methods are category rating methods, comparative methods, narrative method, the behavioral method, and management by objectives. The one which is under use in educational institutions of Ethiopia now a days is management by objectives. Hence, for the purpose of this study, the management by objectives method is briefly discussed hereunder.

2.5.1. Management by Objectives (MBO) - Result Management

Management by objectives (MBO) or result management emphasizes results or the achievement of objectives, instead of activities, and also places importance on human behavior through the fulfillment of needs from work efforts (Terry and Stephen, 1999:125). The MBO concept values and utilizes employee contributions. According to Atchison and Hill (in Ayalew, 1991:103), the concept of management by objectives was first popularized by Drucker in 1954 and later on, by McGregor in 1967. Currently, it is one of the most popular and frequently used approaches to effective team management in many organizations, including schools. MBO is based on the extent to which objectives have been met as measured by predetermined success criteria (Attwood and Stuart, 1996:89). The term management by objective (MBO) has appeared under several names: result-oriented management, management by objectives, and management by agreement, to name a few.

In the result management, goal formulation is a joint activity of the manager and the employee. Hence, the employee's role changes from that of passive by standard to that of active participant (Mondy and Robert, 1990: 402). Werther and Keith (1993:359) support this idea as follows:

The heart of MBO approach is that both employee and superior jointly establish mutual performance goals for the future. Ideally, these goals are mutually agreed upon and objectively measurable. If both of these conditions are met the employees are apt to be more motivated to achieve their goals since they participated in setting them.

As it is already mentioned, if employees are involved in planning and setting the objectives and determining the measure, they are highly committed and perform well. Unlike the traditional performance appraisal method which focuses on input rather than outputs, MBO stress on goal setting participation and feedback.

2.5.1.1. Management by Objectives Process

The MBO planning system is a process by which the members of an organization jointly establish its objectives. Invancevich et.al (1983:133) classify MBO process into three stages:

1. Individuals in an organization and their superior meet and determine, agree upon, and state very precisely the specific results that are to be accomplished by some designated future date. These agreed-upon objectives may be set for the individuals or for the units they manage.
2. Action plans are developed to accomplish the objectives. This stage involves developing strategies and policies. The end result is an action plan which details precisely how the individuals or the units will accomplish the objectives.
3. At designated times, performance is reviewed. The results achieved by the individuals or the units are measured against the objectives that were set previously.

As it is discussed by the authors, the primary activity in the process of MBO is that both the superior and the subordinates in an organization jointly set objectives to be achieved and define each individual's major areas of responsibility. The second key step is the development of action plan. Here, the specific activities that the subordinate will engage in are established. The last step in the MBO process is the reviewing of performance where the results achieved are weighed against the previously set objectives.

Another person to list the MBO process is Luthans (1983:280). In his classification, the process of MBO comprises five stages: These are,

1. Setting overall objectives and action plans.
2. Developing the organization for MBO.
3. Setting individual objectives and action plans.
4. Periodic appraisal and feedback on progress and adjustments made.
5. Final appraisal of results.

In spite of these logical steps, the basic concepts of MBO cannot bring about improved performance until they are translated into action.

Terry and Stephen (1999:126) confirm that results management tends to make each employee a manager of his or her own particular work. They also stress that result management diminishes the authoritarian practice of deciding and telling subordinates exactly what to do. That is to say, it is the individual who plays a great role in his/her own work decisions and purposes. As to the above authors, result management is a way of managing and it applies to manager in any kind and size of organization at all levels and in all functional areas.

One of the drawbacks of MBO is that it stresses only on what is to be done by ignoring how it is to be done. Ayalew (1991:106) writes the following: "MBO concerns itself nearly totally on what is to be done. How work is to be accomplished is significant although often neglected by MBO programs."

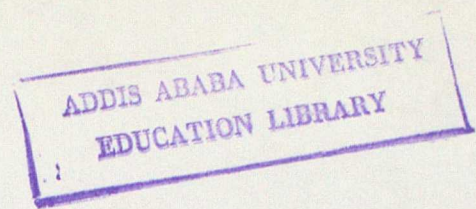
Werther and Keith (1993:359), also comment the result management with regard to its objectives. As to them, the objective of MBO are sometimes either too ambitious or too narrow. The result is frustrated employees or overlooked areas of performance.

2.6. Who Should Do the Evaluation?

Appraising teachers' performance long has been a matter of concern to educators at all levels of schooling. Numerous investigators have also tried to describe the difficulties in formulating definitive criteria for performance appraisal. Thomson and Christopher (1994:197) write, "performance appraisal is inherently complex." This complex practice requires clear criteria and well informed (or skilled) individuals who carry out the task. Many writers agree with the following sources with regard to who should appraise employee's performance in an organization.

1. Immediate supervisor
2. Peer assessment
3. Self appraisal

4. Outside sources
5. Multiple sources (360-degree) Appraisal



2.6.1. Immediate Supervisor

As most educators agree, the appraisal of employees within most performance appraisal systems is normally carried out by each individual's immediate supervisor. Employee's evaluation by immediate supervisor is the most common and traditional approach. As has been discussed by Cole (1991:287), to appraise a subordinate and his performance is part of the manager's job. Cole indicates that unless the manager does the appraising himself, he cannot adequately discharge his responsibility for assisting and teaching his subordinate.

As it is discussed by the author above, an employee's immediate supervisor is, above all, the one who is accountable to appraise employee's performance. Robbins (1997:221) asserts that about ninety-five percent of all performance evaluations at the lower and middle levels of the organization are conducted by the employee's immediate boss. The appraisal of an employee by his or her immediate supervisor has its own advantages and disadvantages.

The advantages are that the immediate supervisor usually has the best knowledge of the individual's job content, objectives and overall performance (Hume, 2000:44). This implies that an employee's immediate supervisor is the appropriate person to assess his/her performance. Nevertheless, which of these sources is best depends upon the purpose of the evaluation, the kind of criteria being used in the appraisal, and the nature of the employee being evaluated (Szilagy and Marc, 1983:365).

The main disadvantage, according to Hume (2000:44) is the issue of friendship. He stresses that with performance appraisal, it is quite possible for interpersonal relationship to bias performance ratings, either positively or negatively. Hume underlines that it is often impossible to see a glaring deficiency in the performance of a friend. Robbins (1997:221) supports the above concept by commenting the total reliance on immediate

supervisor. He says, "many bosses feel unqualified to evaluate the unique contributions of each of their subordinates."

2.6.2. Peer Assessment

Peer evaluations are one of the most reliable sources of performance appraisal. Mealiea and Gary (1996: 549) classify the reason for the effectiveness of peer assessment. First, peers have the benefit of daily interactions during which time they can effectively observe and assess performance of coworkers. As a result peers often have greater access to job relevant information. Next, multiple raters increase the number of independent ratings. The authors also claim that the average of multiple rating is often more accurate than a single evaluation. Thirdly, when done correctly, peer assessments are anonymous and thus maximize rater honesty.

It could be understood from the discussion that peers assessment of employees performance is one of the most valid and reliable approach to performance appraisal. This is due to the comprehensive view they got because of the intimacy and their day-to-day communications. Such communications are common in school system particularly in higher institutions or colleges where the interaction between teachers is very tight and where intimacy of good relationships can be observed.

In supporting the idea of mutual interaction in higher educations (or colleges) Elton (1987:34) writes the following: "The organization of higher education differs in every significant way from the types of organizations in which other professionals work, in that it has a collegial and not a hierarchal structure."

On the down side, peer evaluations have also got some limitations. Robbins (1997:222) discusses that peer evaluation can suffer from co-workers' unwillingness to evaluate one another and from biases of friendship or animosity. This means that the use of peers as raters both benefits and hurts an organization. Another potential criticism for peer appraisals is that in large groups, it becomes too time consuming for co-workers to rate one another (Mealiea and Gary, 1996: 549).

Generally, it seems that an organization can gain and may also lose as a result of using peer-groups in appraising the performance of its employees. However, the benefits of involving peer groups in appraisal system outweigh their limitations. Towers (1998: 206) summarizes the concept as follows:

Despite the risks evident from the number of possible negative factors, peers review may well have an increasing role to play in performance appraisal system of the future, especially in non-hierarchical, team-based organizational structures in which peers are willing to give objective evaluations of one another's performance.

Hence, if the utilization of peers in TPA system is inevitable, minimizing those limitations and involving peer-groups should be one of the primary concerns of educators at all levels of schooling, ranging from primary to higher institutions.

2.6.3. Self Appraisal

As has been stated by Robbins (1997: 222), having employees evaluate their own performance is consistent with values such as self management and empowerment. Robbins also discusses that self evaluations get high marks from employees themselves and tend to lessen employees' defensiveness about the appraisal process. In addition, they make excellent vehicles for stimulating job performance discussion between employees and their supervisors.

The foregoing discussion indicates that if employees are encouraged to evaluate themselves, they exercise managerial skills and also minimize the inherent tradition in which employees blame their managers and/or supervisors for their poor performance. This is among conflict generating factors between school principals and teachers still today. Some school principals are found to lag behind when the time for reporting poor performances to their employees arise.

According to Mathis and John (1997:350), self appraisal is essentially self development tool that forces employees to think about their strengths and weaknesses and set goals for improvement. They suggest that if an employee is working in isolation or possesses a

unique skill, he/she may be the only one qualified to rate his or her own behavior. This implies that if employees are knowledgeable about the objectives they are expected to achieve and if they have got better skills of the task they are performing, they are in the best position to appraise their own performance.

Self appraisal schemes lead to the development of an extra stage in the appraisal process, with the employees initiating the appraisal through the completion of a self assessment document which is passed to the appraiser. The appraiser then responds commenting on the views of the appraisee, as well as providing independent input (Towers, 1998: 205). As Towers tried to put it, self appraisal has its own procedure to follow and it is not a haphazard activity. While assessing themselves, employees have also to get comments from their appraiser(s).

In spite of the discussions made with regard to its merits, self-appraisal also couldn't escape criticism. Robbins (1997: 222) writes that self appraisal may suffer from over inflated assessment and self serving bias. He goes on commenting that self appraisals are often low in agreement with superior's ratings. In other words, since a human being naturally loves himself/herself excessively, there might be a sort of inclination or bias when we let an employee appraise himself/herself. Hence, total reliance on self appraisal may lead to unwise decision.

2.6.4. Outside Sources

Rating may also be done by outsiders. According to Szilagyi and Marc (1983:366), the judgments of such outsiders are required when evaluating the long run impacts of an employee's performance. Szilagyi and Marc stress that outsiders are the only people who can be expected to provide meaningful information with respect to such performance criteria. If this is so, they may furnish managers with professional assistance in making appraisals (Mathis and John, 1997:350). It could be understood from this discussion that if the outsiders are knowledgeable about employees' performance and in a position to provide a sound information, their participation in performance appraisal can contribute a lot. Nevertheless, there are also limitations with respect to outside appraisers.

One of the limitations is that the outsiders may not know all the important contingencies within the organization. In addition, outsider appraisals are time consuming and expensive. These problems are also commonly reflected in schools. The outside sources to evaluate teachers' performance in secondary schools are parents. As experience shows, one can easily cite different problems with regard to these sources. First, parents who are assigned to evaluate teachers' performance are not willing to come to school whenever they are requested. This is a headache for the majority of school principals. Second, it is mostly common to hear teachers complaining students and parents for matters pertinent to TPA. Teachers usually complain that teaching-learning is a technical skill and a complex process which any layman cannot judge with certainty.

According to the findings of the study conducted on high school teachers by Berhanemeskel (1999:81), 66.3 percent of teachers indicated that parents have no clear understanding of the evaluation system. Similarly, more than half (53.8) percent of teacher-respondents refused to accept the idea that students are the right persons to evaluate teachers' performance.

In educational institutions or teacher training colleges, heads or representatives of Regional Education Bureau (REB) is now a day serving as an external source to evaluate teachers' performance. In colleges under study, teachers are heard complaining this kind of evaluation. The reasons they raise is that the evaluation criteria against which they are evaluated have little to do with the day-to-day activities of college teachers. Moreover, these outside sources give much emphasis to finding the faults of teachers rather than encouraging their strengths.

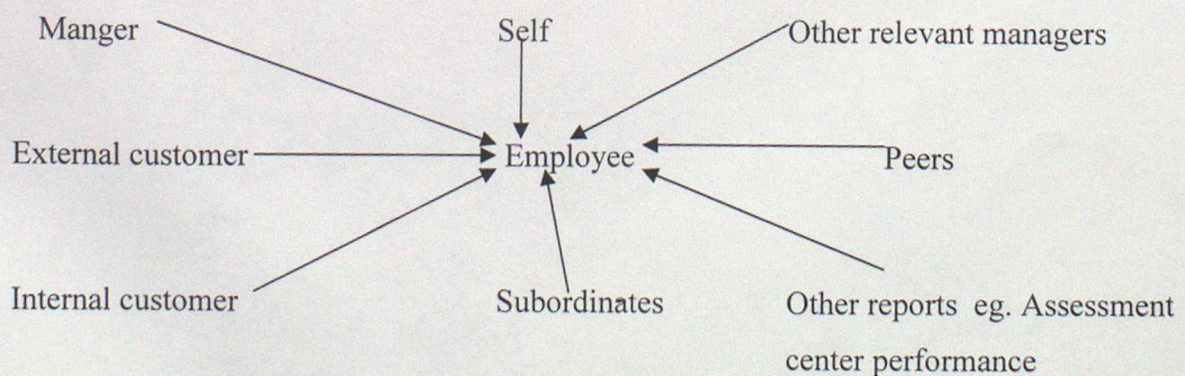
2.6.5. Multiple-Sources (360-degree) Appraisal

Multiple sources or 360-degree appraisal, also called the comprehensive approach is growing in popularity and it is the latest approach to performance evaluation. According to Robbins (2000:289), this approach provides for performance feedback from the full circle of the daily contacts that an employee might have. In this approach, the supervisor is the focus of the multi-source appraisal. Mathis and John (1997:351) put it clearly that

multi-source feedback recognizes that the manager is no longer the source of performance appraisal information. Instead, feedback from various colleagues and constituencies is obtained and given to the manager. Here, the system of appraising an employee is different from the ones discussed so far.

As it is discussed above, in the 360-degree appraisal system, an employee can get feedback from various directions while the manager remains the focal point both to receive the feedback initially and to engage in the follow up process. Towers (1998:207) explains that the concept of the comprehensive approach builds on multi-appraisal and refers to a situation where appraisal data is collected all around an employee from his or her manager, subordinates, peers and customers, internal and external (where appropriate). In discussing the concept of multi-sources (360⁰) appraisal, Martin and Tricia (2000: 127) have the following to say: "Appraisal have moved on from a fairly simple manager-subordinate (or top-down) relationship to 360-degree appraisal, involving stakeholders who provide feedback on an individual's performance." This indicates that the introduction of the 360-degree appraisal system have shifted the role of employees from the traditional system of passive recipient to more participative modern approach. Traditionally, the employee's role has been to supply whatever it takes to meet the demands of the manager. Today, however, the manager is considered as the supplier of direction, resources and coaching advice to employees (Towers, 1998:208).

Figure 1. Stakeholders in 360 Degree Appraisal



Adapted from Martin and Tricia (2000:128). Personnel Practice: London.

As has been discussed so far, there is no one best way to appraise employees in an organization. It is also better to recognize that the aforementioned approaches are not mutually exclusive. Hence, in seeking answer to who should evaluate teachers, educational managers can use a combination of these so that it may provide greater insight into teachers' actual performance.

2.7. The Process of Performance Appraisal

TPA is not a haphazard activity and it follows certain logical steps. But the implementation of an effective TPA process requires total commitment from all participants who are engaged in appraising teachers' performance. Different writers put performance appraisal process in different ways. As to Kyriacou (in Melaku, 1992:75), following are a systematic process of TPA scheme:

1. Pre-appraisal meeting between the appraisee and the appraiser.
2. Classroom/Task observation and collection of other data.
3. Post-appraisal conference and target-setting.
4. Follow-up discussion between the appraiser and the appraisee.

If appraisers follow these logical steps, there is a tendency to minimize or lessen conflicts that may arise between the appraisers and the appraisee as a result of improper performance appraisal system. For example, in the traditional approach of TPA system, supervisors used to make a surprise visit after a teacher had already entered the classroom. This was done without conducting the pre-appraisal meeting with the teacher.

Similarly, Miner (1985:533) lists six steps of performance appraisal process.

Step 1. Developing an appraisal form or instrument based on an organization planning and job analysis data, taking into account legal constraints.

Step 2. Train those who will use this measure to use it effectively.

Step 3. Obtain appraisals from those selected to do the evaluating.

Step 4. Have these appraisals reviewed by someone else who is knowledgeable regarding the individual's performance at higher level manager, personnel, manager, etc.

Step 5. Feed the results back to the employee in some form.

Step 6. Use the appraisal for whatever purposes were envisioned in step 1.

As to Miner, the primary step in performance appraisal process is the development of appraisal instrument. This is followed by training of individuals to allow them use the instrument. Then appraisal is conducted, reviewed and communicated back to the employees.

The other person to classify performance appraisal process is Glueck (1982:368). He lists down the following five steps of performance appraisal process:

- a. Establish performance evaluation policies on when and how often to evaluate, who should evaluate, the criteria for evaluation, and the evaluation tools.
- b. Have evaluators gathered data on employee performance.
- c. Have evaluators (and employees in some systems) evaluated employees' performance.
- d. Discuss the evaluation with the employee
- e. Decisions are made and the evaluation is filled.

Generally, a well designed performance appraisal process helps manager/appraisers to at least minimize common performance appraisal errors. But every performance appraisal process needs to match with the objective reality of an organization before putting them into action.

2.8. How Often to Evaluate

According to Szyilagy and Marc (1983:367), two issues or choices are involved in deciding how often to make appraisals. First, the manager may decide upon standard review cycle, for example, at the end of the year, or might choose to evaluate an employee after the completion of certain projects or programs. The second choice cited by the authors is the manager may require supervisors initiate the appraisal or have a system in which employees request the appraisal.

This is to mean that the time duration for employee's evaluation depends on the situation in which the organization functions. In support to this idea, Donnelly and his colleagues say the following: "The time to appraise depends on the situation and on the intent of the appraisal." They proceed on discussing that if performance appraisals are either too far apart or occur frequently, the appraisee may not be able to use the feedback to make improvements. Hence, it makes more sense to schedule the evaluation at the completion of a task cycle (Glueck, 1982:380). In order to make this practical, an organization needs to have a clear task cycles based on data. As to Glueck, one way to set the data is by the use of the MBO technique, where by the manager and the employee agree up on a task cycle terminating in evaluation at a specific time.

2.9. Performance Feedback

As it is mentioned earlier, one of the purposes of performance appraisal is to let employees know where they stand relative to performance objectives and organization expectations. Here, the manager uses the results of performance appraisal to provide feedback to the employee. Tyson and Alfred (2002:152) explain that feedback is designed to build confidence to reinforce desired behaviors, clarify problems, improve self awareness, give recognition, and ultimately, to improve performance. In short, providing an employee with his/her own performance appraisal (feedback) is likely to build confidence in employees and help to enrich their positive behaviors. Heneman, et.al (1987:143) confirm this idea. They also explain that feedback is in part designed to satisfy subordinates' rights to know where they stand with the organization.

Harris (1986:186) recommends the following concerning performance feedback: "Feedback should be systematic, purposeful effort to utilize information from one or more sources, to make decisions and project plans for constructive action." In other words, employee's performance appraisal feedback needs to be comprehensive and involve a single or multiple sources for a sound decision to take place. If so, the feedback could be sound and achieve the objectives it is designed for. By providing concrete evidence of performance levels, feedback can strengthen employee instrumentality perceptions for

certain types of rewards. Thus, for example, high performing employee will frequently experience feelings of achievement and accomplishment. In other words, if the feedback for good performance is linked with rewards, employees are likely to develop feelings of achievement and accomplishment.

There are various characteristics of good feedback. Swan (2000:1) cites the following: One of these is that a good feedback should emphasize positive aspects of performance. For example, a school principal who starts giving feedback to a teacher by criticizing him or her, soon may inter in conflict with the teacher who defends his/her poor performance. Hence, good feedback is required to center around corrective actions of poor performance and rewarding the excellent ones, rather than focusing on criticism. Locher and Teel (1977:1) write the following with regard to criticism during feedback: "... studies have reported that 'destructive' criticism which is vague, ill-informed... will lead to problems such as anger, resentment, tension... and poorer performance."

Good feedback should also encourage employee discussion with the manager/ appraiser. Research studies show that employees are likely to feel more satisfied with their appraisal results if they have the chance to talk freely and discuss their performance (Ibid). This is to say that a good feedback should give chance to employees to talk about their performance and permit them to challenge and appeal against their evaluation. Locher and Teel also put that the other feature of good feedback is that it is well timed. That is, employees should soon get informed about their performance before it is too late, whatever the result might be.

As stated above, both good and poor performers need to be informed about their performance on time. However, some managers are found to be reluctant in reporting poor performance to their employees. Miner (1985:539) comments that managers, the not-so-good ones do not like to feed negative results back to their subordinates. He says, "such managers tend accordingly either to fight the appraisal system as a whole or to distort their evaluations in a positive direction."

Performance feedback is also not a one time activity. Managers and all those who are involved in appraisal process should evaluate their employees from time-to-time and communicate the feedback to them. In reality, appraisal feedback should be continuing activities (Kirkpatrick, 1987:356).

2.10. Problems and Errors in Performance Appraisal

Various writers have cited the problems that hinder the implementation of good performance appraisal program at different times. In the words of Towers (1998: 215), "although many organizations have devoted a great deal of time, effort and resources to setting up performance appraisal schemes, the results have often been disappointing." That is, despite the fact that the improvement of performance appraisal schemes have been the concern of many organizations, the issue is still debating today. Lawler (1994) comments performance appraisal practice as follows: "performance appraisal has been one of the most praised, criticized and debated management practices for decades".

While there has been considerable progress in improving the instruments of performance appraisal systems, especially by shifting from the more subjective, often simplistic methods to more sophisticated, objectively based approaches, the implementation of performance appraisal still tends to be resisted, if not avoided, by managers (Towers, 1998: 215). In other words, what Towers tries to explain is that, even though certain improvements of performance appraisal schemes have been exhibited, they are found to be resisted by managers when come to implementation. Generally, organizations confront with a variety of challenges in assuring quality performance appraisal system.

Szilagyi and Marc (1983: 369) discuss that all the problems to which managers and employees point in performance evaluation can be summarized by the terms validity and reliability. The authors claim that both of these terms are qualities of the entire evaluation process.

This idea is also supported by Dailey (1988:129). As to him, most of the performance appraisal problems that occur are of the type that threaten the validity and reliability of

the performance measure. Dailey defines validity as the performance measure that actually measures what it is supposed to measure. Similarly, he defines reliability as the consistency of results obtained each time the measure is used. A good performance appraisal system ought to have these two properties. However, when performance appraisals lack these properties, employees soon conclude that the system is worthless (Ibid).

In other words, all problems that are related to performance appraisal are the problems of validity and reliability. There are several errors which can lead to poor performance validity and reliability. Each of them are shortly discussed hereunder:

2.10.1. Contamination Error

Contamination error is one of measurement errors that can threaten performance appraisals. Here, dimensions extraneous to job success are included in the performance assessed (Schermerhorn, et.al, 1985:3). According to these authors, this might take several forms, from measuring specific behaviors that are not truly a part of the job to having the measures or even biases as a part of the evaluation.

One can understand from this discussion that when evaluating an employee's performance, it is better to avoid behaviors that have no any relation with the performance to be appraised. In addition, the important sources of contamination must be guarded against if useful performance information is to be collected.

2.10.2. Halo Error

Heneman (1987:160) defines this concept as tendency to erroneously evaluate an employee as similar in all dimensions of performance, at a high, medium, or low level. Here, the rater fails to discriminate between the person's strong and weak points. Similarly, Robbins (1997:225) also defines halo error as the tendency for an evaluator to let the assessment of an individual on one trait influence his or her appraisal of that person on the other traits.

Halo error, as discussed above, occurs when the evaluator takes one factor and gives a good or a bad overall rating. An individual can be excellent in one dimension and may be reverse in the other. Hence, picking up one dimension of an employee and applying to all other traits will undoubtedly lead evaluators to a serious error. This can also create a problem where each of the performance dimensions is considered to be an important and relatively independent aspect of the job.

2.10.3. Leniency Error

In many situations, the evaluating supervisor simply gives the employee the benefit of the doubt. This practice is most prevalent where highly subjective factors are used as performance criteria (Mondy and Robert, 1990: 407). The term leniency has been discussed by various writers in different ways, all to mean the error that evaluators make by rating some individuals high and the rest low. Schermerhorn, et.al (1985:C-7) discuss leniency error as follows:

... some managers tend to give relatively high ratings to virtually every one under their supervision. Sometimes the opposite also occurs, where some raters tend to rate everyone low. A key problem is that there is a very little discrimination between the good and the poor performance.

This implies that leniency leads an evaluator to an error of failing to identify the hard worker from the poor one. Swan (2000:1) says, "this is unfair to better performs."

In addition, Robbins (1997:224) writes that every appraiser has his or her own value system that acts as a standard against which appraisals are made. He also discusses that relative to the true or actual performance of an individual, some evaluators mark high and other low. He relates the former to positive leniency error and the latter as negative leniency error. When evaluators are positively lenient in their appraisal an individual's performance becomes over-stated. Similarly, a negative leniency error understates performance (Ibid). This is to say that positive leniency is a tendency of the appraiser to rate employees' performance higher than it actually should. To the contrary, a negative leniency has to do with giving the individual a lower appraisal.

2.10.4. Central Tendency

Central tendency is the rating of all /most employees in the middle of the scale. Schermerhorn, et.al (1985:C-7) discuss the concept that in contrast to a tendency to rate all subordinates as very good or very bad, central tendency errors occur when the manager lump them together around the “average” or middle category. This gives the impression that there are no very good or very poor performers on the dimension being rated.

As it could be understood from this discussion, central tendency error seems to discourage best performers while favouring the poor ones. In short, no true performance discrimination is made. In the words of Kirkpatric (1987:357), “the fairness of appraisal is questioned when supervisors rate all employees equally, that is, giving them identical ratings.” What the writer tried to clarify is that if supervisors treat all employees equally, non of them is treated fairly.

2.10.5. Recent Behavior Bias

Even though performance appraisal generally cover a specified period of time, most managers or appraisers give decisions regarding individual’s performance appraisal simply based on the individual’s behavior they observed just before the appraisal. As has been mentioned by Schermerhorn (1985:C-7), recent behavior bias (or recency) is a kind of performance appraisal errors that occurs when a rater lets recent events influence a performance rating more than earlier ones. The person who does an outstanding job the previous week of the day before can offset mediocre performance over the previous months (Swan, 2000:1).

It can clearly be understood from this discussion that, recency error occurs when the appraisers focus on the behavior of an employee which was exhibited recently, by forgetting behaviors which are more distant past. For example, it is not uncommon to observe some teachers in schools who try to strengthen their rapport with the school principal and with all those who are involved in TPA, when two or three weeks are left

for their appraisal. Such behaviors are mostly artificial and may not last longer. If the evaluators may not have adequate information about each and every teacher's performance, they are likely to rate such individuals high. Contrary to this, some hard-working teachers may enter into conflict with their appraisers for various reasons when their appraisal time is nearer. These teachers are probably be rated low if the raters capitalize on those teachers' recent behaviors. With regard to such behaviors, Swan (2000:1) has the following to say: "a sustained effort just proceeding the appraisal is like the behavior of kids just before Christmas."

2.10.6. Similarity Error

According to Robbins (1997:225), similarity error is made when evaluators rate other people by giving special consideration to those qualities that they perceive in themselves. That is, managers are likely to be biased or make similarity error when they observe certain qualities in the appraisee that are similar to theirs.

As to Szilagyi and Marc (1983:374), similarity error is a special problem in the area of sex and racial stereotypes. He goes on discussing that similarity error is an error in which the evaluator places a person who is similar to him or her in attitude, interest, race, sex, or other demographic characteristics in a more favourable light than those who are not. In the same token, Rue and Lloyd (1990:214) summarize the causes for personal bias in the following manner:

Personal preferences, prejudices, and biases can also cause errors in performance appraisals. Managers with biases or prejudices tend to look for employee behavior that conform to their biases. Appearances, social status, dress, race, and sex have influenced many performance appraisals.

Finally, even though errors are unavoidable, educational managers are required to minimize the limitations of those errors in order for effective TPA system to be practiced in their organizations.

2.11. Overcoming Errors in Performance Appraisal

It has already been discussed that the potential for errors in performance appraisal is great. According to Rue and LLoyd (1990:215), one approach to overcome these errors is to make refinements in the design of appraisal methods.

A more promising approach that most writers cite to overcoming errors in performance appraisal is to improve the skills of raters. In the words of Robbins (1989:447), "if you can't find good evaluators, the alternative is to make good evaluators." Here what Robbins wanted to emphasize is that if an organization is not in a position to employ skilled or trained individuals from outside, it is advisable to train those within the organization for the betterment of performance appraisal. The above authors also confirm that there is evidence to support that training evaluators can make them more accurate raters.

In relation to appraisers' training, Montgomery and Norma (1989:17) also discuss that most teachers bother about the competence of their appraisers, and if these appraisers are respected professionals themselves. The other concern of teachers (as to these authors) is who will train the appraisers, how will this be done, and if they have the time and interest to do the job properly. In other words, teachers are concerned about the training of their appraisers as much as they are concerned about their own training. Schermerhorn, et. al (1985: C-13) recommend some specific things to keep in mind to reduce errors and improve appraisal. These include:

1. Train supervisors so that they understand the evaluation process rationale and can recognize the various sources of measurement error.
2. Make sure that supervisors observe subordinates on an ongoing regular basis or do not try to limit all their evaluations to the formal designated evaluation period.
3. Do not have the supervisor rate too many subordinates.
4. Make sure that performance dimensions and standards are clearly stated.

5. Try to avoid terms such as “average” and the like since different evaluators tend to react differently to the terms.
6. Remember that appraisal systems cannot be used to discriminate against employees on the basis of age, sex, race and so on.

In short, one way of reducing performance appraisal errors is giving attention to the training of supervisors or appraisers, clearly stating performance standards, and trying to avoid biases. As has been discussed by Sisk (1977:282), the weaknesses of the typical performance appraisal are attributable to failure to define the purpose of the appraisal, the need for a well defined set of criteria, and the inadequacy of the appraisal interview. Since successful performance on most jobs requires doing a number of things well, all those things should be identified and evaluated. The more complex the job, the more criteria that will need to be identified (Robbins, 1989:446).

The other approach to overcome performance appraisal errors is the use of multiple evaluators. Robbins says, “as the number of evaluators increases, the probability of attaining more accurate information also increases.” This is to say that if an employee is appraised by multiple evaluators (say two or three) the result is decided by the average, contrary to a one-man decision. This can increase the probability of achieving more valid and reliable evaluations.

CHAPTER THREE

3. Presentation and Analysis of the Data

This chapter comprises two parts. The first part presents the characteristics of the respondents. Part two deals with the analysis and interpretation of the findings of the study.

3.1. Characteristics of the Respondents

The questionnaire was distributed to 153 college teachers and 18 department heads in three distinct zones of Amhara region. Of the total number of questionnaire administered to these groups, 139(90.85 percent) from teachers and 17(94.44 percent) from department heads were appropriately filled in and collected. In addition, the interview made with the three college deans was also included. Based on the responses obtained from the respondents, the characteristics of the study groups were examined in terms of sex, age, level of education, and years of teaching experience. These characteristics were exhibited in table 2.

Table 2. Characteristics of Respondents

N ^o	Characteristics	Respondents					
		Teachers		Department Heads		Total	
		N ^o	%	N ^o	%	N ^o	%
1	Sex						
	- Male	128	92.09	17	100	145	92.95
	- Female	11	7.91	-	-	11	7.05
	Total	139	100	17	100	156	100
2	Age						
	20 years or below	-	-	-	-	-	-
	21 – 30	44	31.65	4	23.53	48	30.77
	31 – 40	45	32.40	8	47.06	53	33.97
	41 years or above	50	35.97	5	29.41	55	35.26
	Total	139	100	17	100	156	100
3	Educational Level						
	Diploma	5	3.6	-	-	5	3.21
	B.A/ B.SC	95	68.34	9	52.94	104	66.66
	M.A/M.SC	39	28.06	8	47.06	47	30.13
	Total	139	100	17	100	156	100
4	Years of teaching experience						
	5 years or below	46	33.09	-	-	46	29.49
	6 – 10 years	14	10.07	2	11.76	16	10.26
	11 – 15 years	16	11.51	2	11.76	18	11.53
	16 – 20 years	24	17.27	7	41.18	31	11.87
	21 years or above	39	28.06	6	35.30	45	28.85
	Total	139	100	17	100	156	100

As depicted by item 1 in table 2, of the total respondents, majority (92.95 percent) were males, while only 7.05 percent were females. This implies that the majority of college teachers are males. The low proportion of female teachers might be due to their low participation in primary and secondary schooling.

Regarding the age distribution, a considerable number of respondents (35.26 percent) were in the age category of 41 or above years, while 33.97 percent of the respondents have 31 to 40 years of age. There were no respondents that fall in the age category of 20 or below years of age. Thus, it seems that majority of the respondents were matured.

Item 3 of table 2 also depicts that majority (66.66 percent) of the respondents who are currently working in those colleges were B.A/B.SC holders. The remaining 30.13 percent of the respondents have got M.A/M.Sc, while 3.21 percent of the respondents (teachers) were below the standard (diploma holders). This implies that the majority of the staff are qualified though few of them were working with less qualification that could harm the quality of the TTCs.

Concerning years of teaching experience, 46(33.09 percent) of the teachers had teaching experience of 5 years or below. To put it differently, most of the respondents (29.49 percent) had teaching experience of five or below. No one from the department heads had work experience of five years or below. This indicates that experience was probably one of the requirements to be assigned as a department head in those colleges under study. The implication that most of the teachers had teaching experience of five years or below is that currently there was an increase in enrolment of students, which forced the colleges to recruit more new teachers. However, as can be seen in the same table item 4, the remaining 28.85 percent, 11.87 percent, 11.53 percent and 10.26 percent of the respondents had reasonable work experience.

3.2. Analysis and Interpretation of Data

3.2.1. Perception of Teachers and Department Heads on the Purposes of TPA

Some of the purposes of TPA were listed and teachers and department heads were asked to respond if these purposes were achieved in their institutions. Accordingly, teachers and department heads were categorized into two groups. To analyze the data, the five point Likert type scale of very minimal (1) minimal (2) moderate (3), high (4), very high (5), was used. The mean scores from the data analysis were interpreted as follows: 0.05–1.49 very low 1.5–2.49 low, 2.5–3.49 medium, 3.5–4.49 high and above 4.5 very high.

1.97
0.44
47

Table 3. Degree of achievement of TPA Purposes as perceived by Teachers and Department Heads

N ^o	Purpose of TPA	Respondents												Weighted mean score
		Rating Scales												
		Teachers (N = 139)						Department Heads (N = 17)						
		Very minimal	Minimal	Moderate	High	Very high	\bar{X}	Very minimal	Minimal	Moderate	High	Very high	\bar{X}	
1	2	3	4	5		1	2	3	4	5				
1	To develop teachers' professional skills	46	59	27	5	2	1.97	6	8	3	-	-	1.82	1.96
2	To provide information to termination decisions	19	24	62	31	3	2.82	4	1	2	10	-	3.06	2.84
3	To provide performance feedback to teachers.	14	34	46	39	6	2.92	1	2	10	4	-	3.00	2.93
4	To serve as a basis for reward allocation	41	50	41	7	-	2.1	5	8	2	2	-	2.06	2.09
5	To counsel teachers	29	38	55	14	3	2.05	4	2	10	1	-	2.47	2.12
6	To arrange in-service training for incompetent teachers	36	28	45	24	6	2.53	4	5	7	1	-	2.29	2.39
7	To promote college improvement	25	23	46	34	11	2.88	3	4	6	4	-	2.65	2.85
8	To decide on teachers' salary increment	94	38	6	1	-	1.38	10	6	1	-	-	1.47	1.39
	Average mean score						2.33						2.35	2.32

Note: \bar{X} is the mean value throughout similar tables.

Table 3 item 1 illustrates that the purpose of TPA in developing teachers' professional skills was found to be low as rated by teachers and department heads which was indicated by the mean scores of 1.97 and 1.82 respectively, while the weighted mean score (1.96) also shows the fact.

Basically, one of the purposes of TPA is providing opportunities for teachers to develop their professional skills. That is giving further education or training to teachers. However, it seemed that the attainment of this objective was minimal as revealed by the respondents on top of this, the interview made with college deans also indicated that the result of TPA had almost not contributed to the selection and development program of teachers, though they were used in rare cases when teachers compete to attend their post-graduate program or scholarships.

Item 2 of table 3 indicates the role of the current TPA in providing information to termination decisions. This was rated to be at an intermediate level with the weighted mean score of 2.84. Responses from the interview questions revealed that teachers were evaluated to identify incompetent or inefficient teachers from the efficient ones. If a teacher is found to be incompetent based on the information obtained from the efficiency oriented appraisal, he/she will be terminated or suspended. That was probably an indicator for the respondents rating of item 2 to be moderate.

Achievement of purposes of TPA in reward allocation, in counseling teachers, in arranging in-service training, and in making decisions on teachers' salary were also low as we observe from the weighted mean scores of 2.09, 2.12, 2.39, and 1.39 respectively. According to the responses of some teachers to open-ended item, the current result oriented TPA has almost not served as a basis for reward allocation.

According to the responses to an open-ended question teachers say, "we are appraised simply to fulfill the formality because our appraisers are there to blame poor performance in case there were some, but not to reward the good ones". This implies that teachers developed negative attitude towards their performance appraisal. The reason is, whether

they perform better or not, no rewards or salary advancement will come as a result of the appraisal. It is simply a matter of appraising them and giving feedback. In addition, it seems that incompetent teachers were not properly identified through the appraisal and given further training or counseling as we observe the weighted mean score 2.39 and 2.12 respectively. It seems that the appraisers did not recognize the purposes of TPA.

In general, as can be seen from table 3, both groups of respondents put it clearly that the current TPA system in their colleges had been low in achieving the above listed TPA purposes as it can be seen from average weighted mean score of 2.32.

3.2.2. Teachers' Perception of the Current TPA Criteria

Performance criteria are standards commonly used for testing or measuring performances. Since the teaching profession includes many duties and tasks, and so measuring performance usually requires more than one dimension. In line with this, if performance criteria leave out some important job duties, they are deficient. If some irrelevant criteria are included, the criteria are said to be contaminated.

In light of this, some TPA criteria were listed and teachers and department heads were asked to rate those criteria based on their level of agreement—strongly agree (SA), agree (A), undecided (UD), disagree (DA), and strongly disagree (SD). The mean scores from the data analysis were interpreted as follows; 0.05–1.49 (very low), 1.5–2.49 (low), 2.5–3.49 (medium), 3.5–4.49 (high), and above 4.5 very high.

Table 4. Responses on TPA Criteria

N ^o	TPA Criteria	Respondents													Weighted mean score
		Rating Scales													
		Teachers (N = 139)						Department Heads (N = 17)							
		SD	DA	UD	A	SA	\bar{X}	SD	DA	UD	A	SA	\bar{X}		
1	2	3	4	5	1	2		3	4	5					
1	In the current TPA system, 1.1. There is a high participation of teachers in the formulation of the criteria	55	33	30	18	3	2.14	6	6	3	2	-	2.01	2.13	
	1.2. The criteria used are clear.	27	55	37	17	3	2.38	2	7	6	2	-	2.40	2.4	
	1.3. The criteria used are relevant to the purposes of TPA	26	32	54	25	2	2.60	1	4	7	5	-	2.94	2.64	
	1.4. The criteria employed are better in promoting teachers' professional responsibilities.	30	46	35	26	2	2.45	7	7	9	1	-	2.65	2.47	
2	The current appraisal criteria objectively	36	43	38	22	-	2.33	-	11	6	-	-	2.34	2.34	
	2.1. Measure teachers professional competence														
	2.2. Promote teachers' motivation to work.	52	30	44	12	1	2.14	2	8	7	-	-	2.29	2.15	
	2.3. Strengthen teacher-student relationships.	41	46	30	20	2	2.25	4	6	4	3	-	2.3	2.3	
	2.4. Strengthen teacher-administrators relationships.	39	50	28	22	-	2.24	2	7	8	-	-	2.3	2.3	
Average mean score							2.32						2.4	2.3	

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As it could be understood from item 1 of table 4, both teachers and department heads strongly opposed the idea that teachers participated in the formulation of the current TPA criteria in their colleges. The mean scores of teachers' and department heads' responses were also 2.14 and 2.01 respectively, with the weighted mean score of 2.13. This indicates that teachers are strange to the criteria set by the upper body and only called upon to implement the already established criteria. As to the responses of some teachers, the current result oriented TPA criteria have got two problems. First, the criteria themselves are formulated by regional education bureau and no teachers are involved in their establishment. As a result they have not taken into consideration the objective reality of each college. Second, those criteria are too many and general (see Appendix 4). In addition to this, the teachers also complain that the criteria focus on the behaviors of teachers that have little to do with the day-to-day teaching-learning process.

Responses to the interview questions also indicated that the REB officers or representatives come up with these criteria, sit together with college Deans and department heads, and evaluate each and every teacher against those criteria. In such criteria the influential one in rating teachers was the REB head (representatives). If they thought that a teacher is inefficient in that particular evaluation, they would decide that the employment of the teacher should be terminated or he/she should be dismissed or warned. Besides, the efficiency of teachers itself was sometimes judged by the results obtained from such an evaluation. One teacher was terminated last year for being inefficient in his work, according to the information obtained. It could be understood from this discussion that even though some teachers and department heads participate in evaluating teachers against the criteria, the decisive one was the REB.

In their responses to the interview questions, the college Deans disclosed that two types of performance appraisal systems have been carried out by the colleges. The first one was the appraisal made against the objectives set by the REB, while the second type of appraisal was concerned with rating teachers against the performance criteria set by the

REB itself. The former system of evaluation was made every semester while the latter one was carried out once in a year.

Generally, in any organization including educational institutions, the front line actors or the implementers were highly required to take part in the establishment of criteria if proper acceptance and implementation of those criteria was required on the part of the appraisees. In addition, as these criteria were only set by those individuals who were at distant from the actual teaching-learning process, their validity and reliability were also questionable. Responses provided to the open-ended questions by teachers and department heads indicated that the establishment of college-based criteria is something that should not be overlooked. The respondents claim that this would improve performance and reduce frustration.

Item 1.2 of table 4 also reflects the clarity of the current TPA criteria as perceived by the respondents. The weighted mean score for this item was rated 2.40. This implies that the respondents perceived the current TPA criteria as vague. The college Deans also disclosed in the interview made with the investigator that the current TPA criteria were vague. The reason was probably that they were set by external bodies and teachers and other staff members have not been involved in their formulation. There was also no clear demarcation that indicates the criteria established were typically for TTCs. In the words of an interviewee, "the criteria prepared for TTIs are also applied in TTCs". As indicated in the format (see Appendix 4) the same criteria have been used to evaluate college teachers, deans and vice deans.

Table 4 item 2.1 also illustrates that the role played by the current TPA criteria in measuring teachers' professional competence was low with the weighted mean score of 2.34. According to the respondents, if this is expected, teachers have to take part in the formulation of the criteria. That was probably why they rated this item low with the weighted mean score of 2.34.

Item 2.2 (in the same table) indicates that the current TPA criteria have not promoted teachers' motivation to work. Both teachers and department heads perceived that the current TPA criteria are at the lowest position in promoting teachers' motivation to work, with the weighted mean score of 2.15 (no significant difference between the mean scores of the two groups). As discussed previously, teachers are evaluated by the controlled criteria set by the REB. Some of these criteria are vague and general. Hence, they usually create frustration among teachers. As some teachers put it, "the efficiency measurement" criteria that were set by REB are said to be a tool for demoralizing teachers rather than motivating.

The criteria which have been implemented by those TTCs also played minimum role in strengthening teacher-student and teacher-administrators relationships as perceived by the respondents with weighted mean score of 2.3 each. This seems to be true as those criteria were vague and detail.

Generally, as observed from table 4, the current TPA criteria were perceived to be low in achieving their objectives as rated by college teachers and department heads with average mean scores of 2.32 and 2.40 respectively.

3.2.3. Teachers' Perception of the Current TPA Feedback

Another point which this study intended to identify was to find out the perception of teachers regarding the provision of proper performance feedback system in the colleges under study.

Table 5. Teachers' Perception of their Performance Appraisal Feedback System

N ^o	Item	Respondents	
		Teachers (N = 139)	
		N ^o	%
1	The right to appeal and challenge against your performance feedback		
	a) Yes	62	44.60
	b) No	54	38.85
	c) To some extent	23	16.55
2	Opinion regarding the timeliness of the performance appraisal feedback?		
	a) Well-timed	49	35.25
	b) Late	66	47.48
	c) Too late	24	17.27
3	How often the colleges evaluate teachers		
	a) Once in a semester	83	59.71
	b) Twice in a semester	28	20.14
	c) More than twice in a semester	7	5.04
	d) Once in a year	21	15.11
4	Sources of TPA in the college?		
	a) College dean	103	74.10
	b) Peers	96	69.06
	c) Parents	5	3.59
	d) Students	105	75.54
	e) Department heads	130	93.53

As depicted in table 5 item 1, a considerable number (44.60 percent) of the respondents replied that they had the right to appeal and challenge against their performance feedback. However, 38.85 percent did not accept the idea while 16.55 percent accepted the concept to some extent.

Table 5 item 2 depicts that the majority (47.48 percent) of the respondents got their performance appraisal feedback late after the appraisal. That is, they are not provided with the feedback soon. The remaining 35.25 percent responded that they got their feedback on time, while 17.27 percent thought the feedback to be too late. As can be seen in table 5 item 3, the majority (59.71 percent) of the respondents agreed that their college provide performance feedback once in a semester. The interview made with the college deans also confirmed this. According to the interviewees, the result of the evaluation was provided to teachers every semester. Besides, follow up was made by each department heads if teachers are going as per the action plans. This method was not implemented previously, but was made practical recently. As item 3 of table 5 shows, 5.04 percent of the respondents indicated that they get their performance appraisal feedback more than twice in a semester. These are probably the new hirees who were confused between the appraisal feedback which is provided every six months and the monthly follow up made by department heads.

Similarly, teachers were also asked to express their perception regarding the sources of their current TPA. Accordingly, 130(93.53 percent) and 105 (75.54 percent) of the teachers respectively responded that the source of TPA were department heads and students. Similarly 103(74.10 percent) and 96(69.06) chose college Dean and peers respectively as sources of their performance appraisal, in addition to the above sources.

The reason why most of the teachers' chose department heads as a main source of TPA was probably due to the role played by department heads and the day-to-day contact and follow up they had with teachers. The interview responses of the three college Deans indicated that the TPA objectives which were sent by REB were exposed to teachers and put into practice through department heads. The department heads also follow up teachers monthly to see if the objectives are properly being implemented. In addition to this, department heads also sit together with college Dean and students to appraise teachers. Next to the department heads, students are the ones who take part in teachers' evaluation. According to the deans, five students each are selected from the whole classes based on

their intelligence, maturity and conduct. They are then given minimum orientation concerning the` evaluation of teachers and allowed to sit for the evaluation. Perhaps this could be a reason why teachers rated students high next to department heads as a source of TPA. The Deans also participated in the efficiency oriented TPA system and the evaluation that took place at the end of every semester. That could be a reason for them to be rated high next to students.

Compared to Deans, students, and department heads, the role played by peers was minimal in appraising teachers. As to the responses from the interview guide, teachers are gathered by department heads every month to report what they have accomplished. It is here that peer-groups take part in the discussion to forward comments concerning the activities of each teacher. Beyond this, no involvement of peers in any appraisal scheme was observed. As it was found out from the interview made and from the responses given to some open-ended questions, there was no classroom observation or peer teaching practice. However, one of the three colleges (Desse TTC) has currently prepared evaluation format for peer teaching, though not yet practiced (See Appendix 5). Parents as such play no role in college TPA, except they are rarely invited and give suggestions or comments regarding TPA.

In general, even though the multi-appraisal system which is being practiced in those colleges seems to be fair, the role played by peers and parents was inadequate as indicated by table 5 item 4.

Similarly, department heads were also asked to forward their opinion regarding the current TPA feedback system. Thus some four points were presented to them as follows:

Table 6. Department Heads' Perception of TPA Feedback

N ^o	Item	Responses in Percent (N = 17)										Total
		Very Low 1		Low 2		Moderate 3		High 4		Very High 5		
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	
1	To what extent does the feedback system in your college 1.1. Emphasize on positive aspects of performance?	3	17.65	4	23.53	6	35.29	4	23.53	-	-	100
	1.2. Emphasize on criticism?	-	-	1	5.88	3	17.65	8	47.06	5	29.41	100
	1.3. Encourage teacher's discussion with the appraisers?	1	5.88	5	29.41	8	47.06	3	17.65	-	-	100
2	Overall the effectiveness of TPA feedback system in your college is:	1	5.88	6	35.29	10	58.82	-	-	-	-	100

As can be observed in table 6 item 1 the tendency of the performance appraisal feedback in emphasizing the positive aspects of performance is rated moderate (35.29 percent) by the department heads. The others (23.3 percent) rated this item to be low, while 23.53 percent were contrary to this idea. Similarly, items 1.3, and 2 were all rated to be intermediate by the respondents, as shown by table 6 above.

One of the characteristics of good appraisal feedback is that it emphasizes positive aspects of performance. In this perspective, the feedback system of the colleges gives much emphasis on criticizing teachers rather than praising or rewarding them, as it could be observed from table 6.

Generally majority of the department heads (58.82 percent) perceived the effectiveness of TPA feedback in the TTCS to be moderate, though relatively smaller number (35.29) perceived it to be low.

3.2.4. Teachers' Perception of the Training and Competence of their Appraisers

Before embarking into teachers' evaluation, the appraisers themselves need to possess knowledge and know how of teachers' evaluation. In this regard, this study also intended to identify the perception of teachers and department heads concerning the competence, training and experience of the appraisers. As illustrated in table 7, some three factors were listed and teachers and department heads were asked to rate their appraisers against the factors. To do so, the five point Likert type scale was used in the same way as table 4.

Table 7. Data Pertaining to Training and Competence of Appraisers

N ^o	Item	Respondents													Weighted mean score
		Rating Scales													
		Teachers (N = 139)						Department Heads (N = 17)							
		SD	DA	UD	A	SA	\bar{X}	SD	DA	UD	A	SA	\bar{X}		
1	2	3	4	5	1	2		3	4	5					
1	Have competence or fitness	Dean	41	62	20	11	5	2.11	4	7	4	1	1	2.29	2.13
		Department Heads	20	37	68	8	6	2.58	1	2	2	7	5	3.76	2.71
		Students	32	29	39	32	7	2.66	1	6	6	2	2	2.88	2.70
2	Have adequate training on TPA	Dean	35	40	38	16	10	2.46	6	7	3	-	1	2.0	2.41
		Department Heads	33	44	39	13	10	2.44	5	8	3	1	-	2.06	2.39
		Students	45	41	40	10	3	2.17	9	3	4	1	-	1.82	2.13
3	Have adequate experience on TPA	Dean	17	22	45	47	8	3.05	-	4	1	9	3	3.65	3.11
		Department Heads	10	15	43	50	21	3.41	-	4	-	7	6	3.88	3.46
		Students	54	41	30	10	4	2.06	4	7	4	2	-	2.23	2.07
	Average Mean Score						2.54						2.73	2.57	

As it could be read from item 1 of table 7, teachers and department heads agreed that college deans have no competence and fitness in appraising teachers' performance with the mean scores of 2.11 and 2.29 respectively. The mean score 2.58 from table 7 item 1 indicates that department heads are rated medium by teachers regarding their competence and fitness in appraising teachers. However, department heads rated themselves high as it could be read from the table with the mean score of 3.76. The reason is probably the inclination towards oneself. That is to say, no one accepts the reality that he/she is incompetent in the activity he/she is undertaking.

With regard to the training of appraisers, the teacher respondents agreed that all the three groups of appraisers (Dean, department heads, and students) do not have adequate training on TPA. This was indicated by the mean scores 2.46, 2.44, and 2.17 respectively. The department heads are also forced to disclose the reality. They rated the three groups of respondents (including themselves) low with regard training on the current TPA, as shown by the mean scores 2.0, 2.06, and 1.82. Students are rated lowest of the three groups by department heads. This is probably, as discussed earlier, because of the fact that student-councils are formed each year and sit to evaluate teachers with little orientation, let alone receiving adequate training in the area of TPA.

The interview conducted with college Deans and an academic vice dean also indicated that the deans and department heads have never received a single training as how to evaluate teachers' performance. Besides, the Deans also lack adequate managerial skills and they are graduates of Psychology and Chemistry department. This was probably the reason why the respondents rated the appraisers low in this item.

As regards to experience of the appraisers, the respondents indicated that college Deans have enough experience in appraising teachers, as indicated by the weighted mean scores 3.11. Nevertheless, the two groups of respondents rated students low to show students' lack of adequate experience or TPA with the mean scores of 2.06 and 2.23. Documentary sources from the colleges indicated that students' evaluators are formed every academic

year. This was probably why the respondents refused to agree with the idea that students have adequate experience on TPA.

Generally, teachers and department heads rated the level of competence and training of their appraisers to be minimal. That implies enough has not been done on this area.

Responses were also gathered to identify the perception of teachers and department heads concerning the objectivity of their appraisers. Hence, the respondents were asked to show their degree of agreements based on rating scales.

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Table 8. Objectivity of Appraisers in Evaluating Teachers' Performance

N ^o	Item		Respondents												Weighted mean score
			Rating Scales												
			Teachers (N = 139)						Department Heads (N = 17)						
			SD	DA	UD	A	SA	\bar{X}	SD	DA	UD	A	SA	\bar{X}	
1	2	3	4	5		1	2	3	4	5					
1	Show favoritism or bias	Dean	10	11	37	42	39	3.64	5	3	7	2	-	2.35	3.5
		Department Heads	12	23	39	49	16	3.24	5	3	7	2	-	2.35	3.14
		Students	18	53	49	11	8	2.55	8	6	2	1	-	1.76	2.47
2	Much focus on criticism	Dean	5	6	22	62	44	3.96	2	4	3	5	3	3.18	3.88
		Department Heads	8	16	28	51	36	3.65	7	8	-	2	-	1.82	3.45
		Students	49	61	15	8	6	2.00	2	2	2	5	6	3.65	2.18
	Average Mean Score						3.17						2.52	3.1	

As depicted in item 1 of table 8, teachers indicated that college Deans are not objective in appraising their performance. This was expressed by the mean score of 3.64. Department heads showed their disagreement by the mean score of 2.35, to indicate their objectivity and the objectivity of Deans in evaluation, too. The reason why teachers regarded the deans to be subjective was probably be to do with the TPA criteria the Deans were employing currently. These criteria were said to be trait or behavior based rather than result oriented, which perhaps lead to subjectivity.

One of the points raised as a TPA problem by teachers in their responses to the open-ended question was that teachers have not been fairly evaluated by Deans and REB officials. The teachers say, "the regional officials come once in a year and decide on our performance with the college Dean". They also complain that the appraisers are demoralizing them in the name of "efficiency". In addition, some teaches reported that they are classified not in terms of their qualification or performance, but in terms of their views or outlook. They say, "Even though the name implies result-oriented, teachers are not exactly evaluated by their results".

The respondents did not agree with the idea that students show favoritism or bias towards the appraisee as the weighted mean score (2.47) indicates. Nevertheless, the response to the interview guide showed that students who were dissatisfied with grades seemed to take revenge on some teachers during evaluation. That is, if the teacher being appraised has good rapport with students and fair to them in grading, he/she is likely to be rated high by the student-appraisers while the reverse will be done to those teachers who were not. According to the responses of the Deans, "there is a tit-for-tat relationship between some students and teachers". Similarly, if a teacher thought that student rated him/her poor during the appraisal session, he would retaliate him/her by giving poor grade.

As indicated by table 8 item 2, both groups of respondents (teachers and department heads) agreed that college Deans focus much on criticism during the appraisal of teachers' performance. Responses to an open-ended question show that the Deans take

part on the type of evaluation conducted to upgrade or measure the efficiency of teachers. The respondents made it clear that in such type of evaluation, the deans raise each point from the list and criticize teachers. They also reported that, the appraisers' focal point during this time was the behavior or traits of teachers, and not their strengths or achievements. Since the department heads also take part in such an evaluation, they play role to some extent. That is perhaps why the teachers rated department heads high next to deans concerning criticism, as we observe from the table. However, department heads were not in a position to accept such a complaint as they indicated by the mean score of 1.82. Compared to department heads and deans, students were rated low by the two groups of respondents as indicated by the weighted mean score of 2.18. Students did not participate in the "efficiency measurement" appraisal system. This could be a reason for them to be rated low.

In general, the appraisers' perception regarding objectivity and criticism during TPA was found to be moderate – not good or not bad as indicated by the two groups of respondents with the average mean scores of 3.17 and 2.52 respectively.

3.2.5. Teachers' Perception of the Current TPA Process.

As stated previously, appraising the performance of teachers needs certain logical steps. One of the major purposes of this study, therefore, was to know the perception of teachers towards the implementation of the process of the current (result-oriented) TPA in teachers training colleges of Amhara region. Thus, a process of TPA that needs to be followed in institutions employing or implementing the current result-based TPA system was listed in table 9 below. Then, teachers were asked to respond if this has currently been working in their institutions. The rating scales very high, high, medium, low, and very low was used, while the results from the table were interpreted in the same way as table 3.

Table 9. Ratings on the Process of the Current TPA

N ^o	TPA Process	Respondents												Weighted mean score
		Rating Scales												
		Teachers (N = 139)						Department Heads (N = 17)						
		Very Low	Low	Medium	High	Very High	\bar{X}	Very Low	Low	Medium	High	Very High	\bar{X}	
1	2	3	4	5		1	2	3	4	5				
1	Prior to any action, both the appraiser and the appraisee meet and establish agreement on objectives	75	45	14	3	2	1.64	8	6	2	1	-	1.76	1.66
2	Appraiser and his/her appraisee develop action plans from the already set objectives	30	27	37	35	9	2.73	1	8	1	7	-	2.82	2.7
3	Evaluation of performance is made against the previously established objectives	22	16	48	51	2	2.96	1	7	5	2	1	2.53	2.7
4	The appraisee is provided with performance feedback	18	16	38	60	7	3.16	-	2	3	11	1	3.65	3.4
	Average mean score						2.62						2.69	2.6

The primary action in any result-oriented (MBO) system is the formulation of objectives, which is the joint activity of the appraisee and his/her immediate supervisor. A closer look at table 9 indicates that this primary duty of the appraiser and the appraisee was seen to be neglected. This could be seen from the mean score of teachers (1.64) and that of department heads (1.76), while the weighted mean score of the two groups (1.66) also strengthens this idea.

Literature in this field suggests that by participating employees in establishing their own goals, they are encouraged to think about their work, to capitalize on experiences, and to believe in the objectives (Terry and Stephen, 1999:128). As it could be observed from the responses of the respondents, this first step is almost inexistent in the colleges under study. The reason was probably that according to the interviewees, objectives pertinent to the teaching-learning process are formulated by the REB and distributed to each department heads through the college dean or academic vice Dean. The department heads, then distribute these list of objectives to teachers. Then, teachers read the already established objectives and prepare their own action plans with the minimum orientation they receive from department heads. It was also mentioned in the discussions with interviewee that these action plans were put into practice after being approved by department heads and the dean. In short, teachers implement the objectives that were set by external body. The main problem here is that these objectives were set in absolute terms (satisfactory, high, very high) and do not properly identify good performers from the poor ones. In addition, the responsibilities of teachers and department heads were not clearly identified (see appendix 6).

In general, when referring to table 9 teachers and department heads rated the three items (item 2,3, and 4) moderate with the weighted mean scores of 2.7 and 3.4 while only item 1 was perceived to be low by the respondents as indicated by the weighted mean score of 1.66. As depicted by table 9 item 2, the respondents rated the preparation of action plans to be moderate, with the weighted mean score 2.7. This shows that even though teachers

did not take part in the formulation of the current TPA objectives, they prepared action plans for the attainment of the objectives.

Item 3 and 4 of table 9 also indicate that the last two steps were achieved at intermediate level in the institutions. That is, evaluation of performance against the formulated objectives and the provision of feedback to the appraisee were made practical moderately, as indicated by the weighted mean scores 2.7 and 3.4 respectively. According to the discussion on table 5 item 2 majority of teachers disclosed that even though they were provided with their performance appraisal feedback, they get the feedback late after the appraisal. That could probably be a reason why the respondents rated item 4 of table 9 to be moderate rather than high or very high.

This indicates that a lot is expected from the REB officials and college Deans in assessing and improving the current result oriented TPA process to make it productive. A recent review of the research on result-oriented management or management by objectives (MBO) has revealed two important findings regarding its effectiveness. As have been mentioned by Neo, et.al (1996:213), of the 70 studies examined, 68 showed productivity gains, suggesting that MBO usually increases productivity. The authors also underlined that productivity gains tend to be highest when there is substantial commitment to the MBO program from top management.

3.2.6. Teachers' Perception of Problems of the Current TPA

In this section, an attempt was made to discuss the problems of the current TPA. As it was dealt with in chapter two, most of the performance appraisal problems are the problems of validity and reliability (Dailey, 1988: 129). The performance appraisal lacking these properties is likely to be regarded worthless by employees themselves. On this ground, certain problems of TPA were exposed to teachers to find out their views on those matters.

Table 10. Perceived Problems of the Current System of TPA

N ^o	Problems of TPA System	Respondents				
		Teachers (N = 139)				
		Yes		No		Total
		N ^o	%	N ^o	%	
1	Lack of necessary knowledge in evaluating teachers' performance	89	64.03	50	35.97	100
2	Lack of adequate TPA skills	93	66.91	46	33.09	100
3	Poor administration of the overall appraisal process	86	61.87	53	38.13	100
4	Lack of pre-appraisal discussion	105	75.54	34	24.46	100
5	Lack of post-appraisal discussion	86	61.87	53	38.13	100

As can be seen from item 1 of table 10, the majority (64.03 percent) of the respondents confirmed that one of the problems of TPA in their institutions is lack of the necessary knowledge of the appraisers. The other respondents (35.97 percent) are in sharp contrast with the problem indicated. Regarding skills of the appraisers, majority of the teacher-respondents (66.91 percent) replied that their appraisers lack adequate skills in appraising them.

It could be recalled from the previous discussions that the college Deans did not have adequate managerial skills or enough training in the area of TPA. This was what directly responded by those Deans during the interview made. In addition, it was also mentioned that the department heads and students were assigned to evaluate teachers without having enough training in this area. In short, let alone the Deans arrange college-based training program as how to evaluate teachers, they themselves are ignorant about the techniques. As to the responses of some teachers, the college Deans are assigned not on the basis of their competence, but on the basis of their political outlook and loyalty for the government. Response to item 1 and 2 of table 10 probably indicates this. That is, the majority of teachers disclosed that their appraisers lack adequate knowledge and skills of TPA.

Items 3 and 4 of table 10 depict that there was no adequate pre and post appraisal discussions between teachers and their appraisers, as pointed out by 75.54 percent and 61.87 percent of the respondents respectively. It was mentioned earlier that the discussion in which teachers and their immediate supervisors come together and discuss over objectives to be achieved was at its minimal level in those colleges under study. As to the responses of the interviewee, monthly sessions have been conducted between teachers and department heads on academic matters. But this cannot be substitute to the pre-appraisal discussion. In addition, it was also mentioned that the post appraisal discussions were not adequate and no classroom observations were made. These three are some of the points in TPA process that need consideration to improve the current poor administration of the appraisal process, which is rated by 61.87 percent of respondents.

In addition to the aforementioned TPA problems, teachers and department heads were asked to respond to some common performance appraisal errors; if the errors were currently being observed among the appraisers in their institutions. The interpretation is made in the same way as table 7, ranging from strongly disagree (SD) to strongly agree (SA). Even though these terms seem to be vague, an attempt was made by the researcher to explain to the respondents before hand.

Table 11. Common Errors in TPA

N ^o	Errors	Respondents												Weighted mean score
		Rating Scales												
		Teachers (N = 139)						Department Heads (N = 17)						
		SD	DA	UD	A	SA	\bar{X}	SD	DA	UD	A	SA	\bar{X}	
1	2	3	4	5	1	2		3	4	5				
1	Including appraisal dimensions that are irrelevant to the performance appraised	8	19	32	35	45	3.65	-	1	3	6	7	4.12	3.69
2	Taking one factor of a teacher (as positive or negative) and giving good or bad overall rating	10	27	25	46	31	3.44	-	5	-	8	4	3.65	3.4
3	Giving relatively high ratings or low ratings to virtually everyone	11	42	21	37	28	3.2	-	1	9	6	1	3.41	3.2
4	Rating all or most teachers in the middle of the scale (i.e rating average)	6	31	23	58	21	3.41	-	3	5	7	2	3.47	3.4
5	Focusing on the behavior of a teacher just before the appraisal and ignoring behaviors which are more distant past.	7	31	49	43	6	3.00	-	3	4	9	1	3.47	3.03
6	Appraisers' tendency of rating, a person who is similar to them in attitude, interest, race, religion, etc and rating low those who are not.	7	9	38	42	43	3.75	-	4	8	1	3	3.00	3.7
	Average mean score						3.41						3.52	3.4

As it could be observed in table 11 item 1, both groups of respondents agreed that one of the common appraisal errors that was observed in their institutions was the contamination error. Thus, it seems that the appraisers included the dimensions that are extraneous to job success in the performance evaluated (see P. 43). The teacher-respondents showed their agreement with this idea as rated by the mean score 3.65. Department heads rated this item higher than teachers as could be seen from the mean score 4.12. This is probably due to the fact that department heads were the ones who take part in TPA and are more knowledgeable about the problem than teachers. The weighted mean score of the two groups (3.69) also indicates that the existence of the problem is high in those colleges.

As it has been discussed in the previous sections, teachers have been complaining that their appraisers are demoralizing them in the name of "efficiency". They also reported that the current TPA system focuses on the behaviors or traits of teachers that have little to do with their day-to-day activities. That is probably the reason why they showed their agreement on item 1 of table 10.

Except item 1 and 6 of table 11, the rest of the items are rated medium by the respondents with the weighted mean scores ranging from 3.03 (for item 5) to 3.2 (for item 3) and 3.4 (for items 2 and 4). Responses to an open-ended item also indicates that teachers complain their appraisers for evaluating them based on their outlook or views rather than on the basis of the results they exhibited. In another words, if the appraisers think that the views or outlook of a teacher corresponds with their interests and outlook, they rate him better than others. The response to item 6 seems to emanate from the above concept. That is, majority of teachers made it clear that one of the common performance appraisal errors that was made by their appraisers was similarity error, which is shown by the weighted mean score of 3.7. Such an error is likely to be made by appraisers when they observe certain qualities in the appraisee that are similar to theirs (Robbins, 1997:225).

Overall, the two prominent appraisal errors that were commonly observed in colleges under study were found to be contamination error and similarity error, while the other errors were found to exist at an intermediate level, according to the data obtained from table 11.

CHAPTER FOUR

4. Summary, Conclusions and Recommendations

4.1. Summary

The purpose of this study was to examine the perception of instructors in government teachers training colleges of the Amhara region towards the current (result-oriented) teachers' performance appraisal. This was with intent to find out the weaknesses and strengths of the current TPA system and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to TPA such as purposes and criteria of TPA, performance appraisal feedback, competence and objectivity of appraisers, and the process and problems (errors) of performance appraisal were all raised.

The study employed descriptive survey method. To address the research questions raised, the investigator reviewed the relevant literature, prepared two sets of questionnaires and interview guides on the basis of the reviewed literature to collect data from the subjects at sampled government TTCs. The questionnaires were, after having been evaluated and checked by the thesis advisor, pilot-tested in order to avoid irrelevant and ambiguous terms. Based on comments secured, necessary corrections and modifications were made before distribution. Concerning the subjects of the study, all (153) teachers of the three colleges, all (18) department heads and Deans of the three colleges were included.

Questionnaire, interview, and relevant documents were used to collect the required data. The questionnaire included close-ended and few open-ended questions. The data obtained were analyzed and interpreted by using percentage and mean scores. Based on this, the following major findings are drawn from the analysis:

1. The study revealed that the purposes of TPA in insuring selection and development program, in reward allocation, in arranging in-service training to teachers, in deciding on teachers' salary increment, etc were found to be almost non-existent as perceived by the respondents with the weighted mean scores of 1.96, 2.09, 2.39 and

1.39 respectively. In other words, the appraisal system of the institution hardly served both administrative and developmental purposes and teachers were simply appraised to fulfill the formality.

2. Teachers did not participate in the formulation of the current TPA criteria as indicated by the respondents with the weighted mean score of 2.13. The criteria were set by the REB and implemented on teachers. In short, teachers have been evaluated by the already established criteria in which they did not take part. The respondents also perceived that some of these criteria were vague and had no relationships with the activities of teachers. It was also put clearly that the current TPA criteria do not properly measure teachers' professional competence and rather bring about frustration among teachers.
3. It was identified that majority of the teachers (44.60 percent) had the right to appeal and challenge against their performance feedback and get their performance feedback every semester. However, they were not provided with the appraisal feedback on time.
4. It was found out by the study that the major sources of TPA for those colleges under study were department heads, students and college Deans. However, the role played by peers and parents in TPA was found to be minimal. There were also no classroom observations and peer-teaching practices.
5. As revealed by the study, the current performance appraisal feedback system was also perceived to be characterized by criticism and lack of rewards as reported by a considerable number (47.06 percent) of department heads. To this effect, the feedback system was directed more in criticizing teachers, rather than praising or rewarding them.
6. Teachers and department heads showed that the Deans had no adequate knowledge and skills in appraising teachers while department heads were rated medium by teachers with the mean score of 2.58.

7. It was pointed out by the result of the study that those who evaluated teachers' performance (department heads, Deans, students) have had no adequate training on TPA.
8. Basically, TPA is an aspect of educational administration (Melaku, 1992:185). As it was disclosed by this study, however, all the college Deans were neither graduates of EDPM, nor did they have any training on TPA. The information obtained through the study also indicated that these College-Deans are graduates of Psychology and Chemistry departments, and are assigned not on the basis of their qualification but on the basis of their outlooks and political commitment.
9. The Deans and the REB heads (representatives) were found to be subjective in assessing the efficiency of teachers. They relied on the behaviors or traits of teachers that have little to do with the teaching-learning process.
10. Global experiences have shown that the employment of result oriented (MBO) TPA approach follows certain logical step. This is establishment of mutually agreed upon objectives, development of action plans, evaluation of performance against the established objectives, and provision of feedback to teachers. The primary activity (i.e. establishment of objectives) is a crucial step to motivate employees and get their commitment to the intended objectives. Terry and Stephen (1999:128) suggest that if employees are involved in goal establishment, they are likely to be encouraged and believe in the objectives to be achieved.

Nevertheless, the study revealed that teachers were forced to prepare action plans from the objectives that had already been formulated by the external body (REB). Further, the objectives to be accomplished by department heads and teachers were not clearly identified. On top of this, objectives were set in absolute terms (satisfactory, high, very high).

11. There were no adequate pre and post appraisal discussions between teachers and the appraisers as revealed by the majority (75.54 percent) and a considerable number (61.87 percent) of teacher-respondents respectively.
12. The two common TPA errors which were perceived to be prevalent in the colleges under study were contamination error and similarity error, as indicated by teachers and department heads with the weighted mean scores of 3.69 and 3.7 respectively. Contamination error is made when appraisers include the dimensions that are extraneous to the performance being evaluated (Schermerhorn, et.al 1985:3). Similarity error, on the other hand, is likely to be made when appraisers observe certain qualities in the appraisee that are similar to theirs. (Robbins, 1997:225).

4.2. Conclusions

1. The current TPA in those institutions has not almost served both the administrative and developmental purposes. It seems simply a matter of fulfilling formality and providing feedback to teachers.

As a result, teachers attach no value to their performance appraisal, and rather see it as a demoralizing and fault-finding activity. It would, therefore, be possible to expect teachers to perform below their potential in creating tomorrow's leaders and research-oriented citizens.

2. Teachers were not involved in the formulation of TPA criteria except that they were required to implement the criteria already established by REB. Further, some of these criteria were perceived to be vague and irrelevant to what was being performed by teachers. This, in turn, might threaten the validity and reliability of the criteria and eventually leading to failure in the implementation of the criteria on the part of the appraisees.
3. Classroom observations and peer-teaching practices were reported to be non-existent in the colleges under study. Hence teachers were not benefiting from such practices. Department heads, students and Deans play the major role in appraising teachers'

performance. As a result, the role played by peers was perceived to be minimal, and teachers' efficiency results were sometimes decided by the domination of the external evaluators.

4. Teachers were not provided with rewards for their good performance, while low achievers were identified through the TPA and criticized or punished. It was also found out that the rewards to teachers were sometimes verbal and no other means of remuneration in the institution. This lack of rewards forced teachers to regard the current TPA as having no value in changing their lives.
5. The appraisers have never been exposed to any kind of training regarding TPA. No organized orientation program on TPA has been practiced in the colleges. In addition, the Deans have had no adequate managerial skills or training in appraising teachers' performance. These might have resulted in incompetence, lack of objectivity, and bias on the part of those college Deans.
6. As perceived by the respondents, teachers did not take part in the formulation of the current TPA objectives, which is the first step in the current result-oriented TPA process. From the already established objectives, teachers prepare their own action plans based on the minimum orientation they receive from department heads. Hence, it would be possible to conclude that the current TPA process is not participatory and has not been properly implemented in the way it was expected to be.
7. As perceived by both groups of respondents (teachers and department heads), the evaluation of teachers' performance that capitalizes on "efficiency" was undertaken by REB, Deans and department heads, with the regional education bureau playing the leading role. The respondents also believed that these evaluators (especially the external ones) focus on the behaviors of teachers that are not relevant to their day-to-day activities. In addition, they pointed out those evaluators' rate teachers in terms of their views or outlooks, not in terms of the commitment they have to their actual work. These might have resulted in committing some common appraisal errors (contamination error and similarity error) which were pointed out by the study.

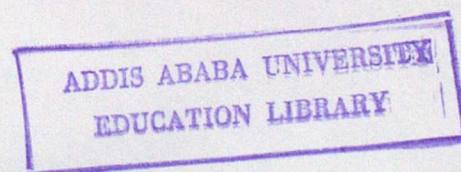
4.3. Recommendations

On the basis of the findings of the study and the conclusions drawn, the following recommendations are made:

1. As the study revealed, the current TPA scheme of the colleges have almost not served both administrative and developmental purposes. In order to make TPA a source for teachers' motivation and obtain the commitment and enthusiasm of the front-line actors (teachers), the result of TPA needs to be valued. This could be practiced by college Deans by forming rewarding committee at college level and providing those who performed better with financial or material rewards at the end of each semester or every academic year. In addition, it is good if special sessions in which teachers share experience and good works are cited as examples and praised are practiced at college level. Further, it would be wise for the college Deans if they write letters of recognition for the better performance.
2. It is expected of the REB to arrange in-service training and orientation programs for teachers, who were found to be weak in their TPA results.
3. It was indicated that the current TPA criteria were vague and some of them were irrelevant to teachers' actual work. There was also no participation of teachers in the establishment of the criteria. To alleviate these problems, the investigator recommends that the REB should either,
 - give the responsibility to college Teachers, Deans and Department heads to develop college-based criteria and get revised and approved by the education bureau itself, or
 - develop the draft of TPA criteria and leave it open to discussions, criticisms, and modifications by teachers, deans, and department heads at college level before putting into practice.
4. Since peers' assessment could provide valid and reliable information to TPA, mechanisms should be designed by college Deans and department heads to promote

peers' role in TPA. For example, arranging classroom observation programs and developing peer-teaching practices might improve their contributions to TPA.

5. In order to improve the objectivity and competence of appraisers, a training program on TPA ought to be designed by the REB; in which, not only the appraisers alone, but also teachers, students, and all who are engaged in the teaching-learning process could take part. Further, consideration should be given to the assignment of Deans by the REB based not on their political commitment, but on their fitness to that particular position. For instance, it would be wise if graduates of EDPM or those who have at least knowledge of TPA are assigned to run the TTCs.
6. Since the current (result-based) TPA system is a new trend to the whole college community, continuous training, orientation, and awareness raising conferences need to be arranged by the college Deans, in cooperation with the REB. The REB also needs to delegate the implementation of the current TPA to the colleges themselves so that teachers would actively participate in it from the time of objective formulation till the final evaluation of the performance.



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APPENDIX -2

Addis Ababa University
School of Graduates Studies
College of Education
Department of Educational Planning and Management

A Questionnaire to be Filled by Department Heads

Dear Respondent,

This questionnaire is designed to collect data on the views, perceptions or attitudes of department heads of government teacher training colleges (TTC) of Amhara region towards the current (result oriented) teacher performance appraisal (TPA) system. The success of this study depends on your genuine responses. Therefore, you are kindly requested to answer all items provided in the questionnaire.

In responding to the questions, please note the following:

1. All the questions raised here are equally important to attain the objectives of the study. Failure to complete any of them will affect the overall study:
2. All your responses will be kept confidential and used only for academic purposes;
3. Please put < ✓ > mark for questions with options or write brief answer whenever necessary.
4. You are not required to write your name.

Thank you in advance for your
kind cooperation

Part one: Background Information

1.1. Name of the college _____

1.2. Sex: Male Female

1.3. Age: 20 and below 21- 30 years 31-40 years
41-50 51-and above

1.4 service year (in teaching):

5 years and below 6-10 years 11-15 years
16-20 years 21-25 years 26 and above

1.5 Educational qualification

PHD M.A./M.S.C B.A /B.SC

Diploma Other _____

Part Two: Data pertaining to perception of department heads towards the purposes of TPA.

Direction: Some of the purposes of teachers' performance appraisal (TPA) are enumerated below. Please read each item separately and indicate your degree of agreement by putting a check mark (✓) under one of these alternatives.

No	Item	Very highly	Highly	Moderately	Minimally	Very Minimally
	2.1 To what extent are the following TPA purposes achieved in your college? 2.1.1 To insure the selection and development programs for teachers					
	2.1.2 To provide information to promotion, transfer and termination decisions.					
	2.1.3 To provide feedback to teachers					
	2.1.4 To serve as a basis for reward allocations.					
	2.1.5 To counsel teachers					
	2.1.6 To arrange in-service training for incompetent teachers					
	2.1.7 To promote college improvement					
	2.1.8 To decide on teachers' salary increment					

Part Three: Participation in the discussion of the appraisal criteria and the objectivity, clarity and relevance of the criteria.

Direction: please respond to the following items by putting tick mark (✓). Use the previously mentioned rating scales: Strongly Agree = SA, Agree= A, Undecided = UD, Disagree = DA, and Strongly Disagree = SD

No	Items	SA	A	UD	DA	SD
3	In the current TPA system,					
	3.1 There is a high participation of teachers in the development and formulation of the criteria					
	3.2 The criteria used are clear.					
	3.3 The criteria used are relevant to the purposes of TPA					
	3.4 The criteria employed are better in promoting teachers' professional responsibilities.					
4	The current appraisal criteria objectively					
	4.1 Measure teachers professional competence					
	4.2 Promote teachers motivation to work.					
	4.3 Strengthen teacher-student relationships.					
	4.4 strengthen teacher- administrators relationships.					

Part Four: Department heads' perception of performance appraisal feedback system.

Instruction: please put (✓) in the column which closely matches your response by using the following rating scales: very high= 5, high =4, Moderate =3, Low =2, Very Low=1

No	Item	5	4	3	2	1
4.1	To what extent does the feedback system in your college,					
	4.2.1 emphasize on positive aspects of performance?					
	4.2.2 emphasize on criticism ?					
	4.2.3 encourage teachers discussion with the appraisers ?					

4.2 How often are teachers provided with performance appraisal feedback?

- | | |
|------------------------|----------------------------------|
| 1. Once in a semester | 4. Once in year |
| 2. Twice in a semester | 3. More than twice in a semester |

Part Five: data pertaining to competence, and objectivity of the appraisers.

5.1 What are the sources of appraisal in your college? (Please indicate all that you think are relevant)

- a) College dean
- b) Peers
- c) Parents
- d) Students
- e) Department heads
- f) Others _____

In responding to items "5.2-5.7", consider the following:

Strongly Agree=SA, Agree= A, Undecided = UD, disagree = DA, strongly Disagree=SD.

Item	Appraiser	SA	A	UD	DA	SD
5.2 Have competence and fitness	Dean					
	Department heads					
	Students					
5.3 Have adequate training on TPA	Dean					
	Department heads					
	Students					
5.4 Have adequate experience	Dean					
	Department heads					
	Students					
5.5 Show favoritism or bias	Dean					
	Department heads					
	Student					
5.6 Much focus on criticism	Dean					
	Department heads					
	Students					

Part Six: The process of the current TPA system.

The following is a process to be followed in the successful operation of the current teachers' performance appraisal (TPA). Indicate your response if this is currently working in your college. please show your degree of agreement or disagreement by putting (✓) mark as you did previously: strongly Agree = SA, Agree = A, Undecided = UD, Disagree = DA, strongly Disagree = SD.

No	Item	SA	A	UD	DA	SD
6.1	Prior to any action, both the appraiser and the appraisee meet and establish agreed upon objectives.					
6.2	Appraisers and the appraisee develop action plans from the already set objectives.					
6.3	Appraisal of performance is made against the previously established objectives.					
6.4	Providing feedback to the appraisee					

6.5 Do you orient teachers on the current TPA in collaboration with college deans prior to the appraisal process?

1. Yes

2. No

6.6 Overall, do you think that the current TPA process in your college is successful in

running the teaching learning process? 1. Yes 2. No 3. Not sure

Part Seven: Data pertaining to problems of TPA

Which of the following common appraisal errors have you observed in your college? Please indicate your degree of agreement by putting a tick mark under one of these alternatives by using the following rating scales: strongly Agree =SA, Agree= A, Undecided = UD. Disagree = DA, and strongly Disagree = SD.

No	Errors	SA	A	UD	DA	SD
1	Including appraisal dimensions that are irrelevant to the performance appraised					
2	Taking only one factor of a teacher (as positive or negative) and giving good or bad overall rating					
3	The appraisers tendency of giving relative high ratings or low ratings to virtually everyone.					
4	Rating all or most teachers in the middle of the scale (i.e. rating average)					
5	Focusing on the behavior of teacher just before the appraisal and ignoring behaviors which are more distant past.					
6	Appraisers' tendency of rating high a person who is similar to them in attitude, interest, race, sex, etc, and rating low those who are not.					

7.2 Other sources of problems (errors) in TPA are:

7.3 What do you recommend to improve the current TPA system in your college?

APPENDIX -3

Addis Ababa University

School of Graduates studies

College of Education

Department of Educational Planning and Management

Interview Questions for College Deans

1. What are the purposes that teachers' performance appraisal (TPA) scheme is intended to serve in your institution?
2. Does the system of TPA in your college involve teachers in reviewing the appraisal criteria? If so in what way?
3. What is your opinion regarding the objectivity, clarity, and relevance of the current (result-oriented) TPA criteria?
4. How often do you provide teachers with their appraisal feedback and discuss the results with them?
5. Have you ever received orientation and training in area of TPA? If so how adequate were they to appraise teachers' performance?
6. What is the process you follow to undertake the current result-based TPA?
7. Do you orient your teachers about the current (result-oriented) TPA? How?
8. What are some of the major problems encountered in the current TPA system in your institution?
9. What measure should be taken to improve those problems?

APPENDIX-4

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ተ.ቁ	ቁልፍ የሥራ ውጤትና መግለጫዎች	ከ25 የተሰጠ ነጥብ	መሰሪያ			
			ገብተኝ 1	አጥጋቢ 2	ከፍተኛ 3	በጣም ከፍተኛ 4
1	<p>የሙያ ሥነ-ምግባር ለክልሉ ደንብና ሥነ-ምግባር ግን ተገኝ በመሆን የላየው ተጨባጭ እንቅስቃሴ፣ ሁለንተናዊ ስብሰታ ለመጠበቅ ያደረጋቸው ተግባራዊ እንቅስቃሴ፣ ከግል ጥቅም ይልቅ የህብረተሰብን ጥቅም ማስተዳደር፣ የሥራ ድክመትን መታገል፣ ከሰላሳት የዕዳ መሆን፣ ተማሪዎች/ሠልጣኞች መልካም ሥነ-ምግባር እንዲኖራቸው እያደረገ ያለው ተጨባጭ እንቅስቃሴ መኖሩ።</p>	4	<p>በክልሉ ውስጥ ህገ-ወጥ ድርጊት ሲፈጸም እያየ በቀጥታ ግንኙነት ያለፈ፣ ያለቤቱ ምክንያትና ያለፈቃድ ከማስተማር/ከማሰልጠን ሥራው መቅረት፣ ወደ ማስተማር ሥራ ዘገይቶ መግባትና አስተዳደሩ መውጣት፣ ሙያዊ ሥነ-ምግባርን አለመጠበቅና ከሰሪነክድርጊቶችን (መዋሽት፣ ማታሰል፣ አላባልታ) መፈጸም፣ የመምህርነትን ሙያና የሙያው መሠረት የሆኑትን ፖሊሲዎችና ማስፈጸሚያ ስልቶችን እውነታነት በማዘባት ለሌሎች ማቅረብ፣ ሴት ተማሪዎችን ለወሰደዋቸው ትክክለኛ መገንባት ለሌሎችም ሲገቡት እያየ አለማጋለጥ፣ ለርዕሽ ተወዳጅነትና ለጥቅም ሲባል ማርክ መጨመር ወይም መቀነስ ሊሉትም ያለአግባብ ሲጨምሩ ወይም ሲተነሱ እያየ በላይተኝነት ማለፍ፣ ከባለሙያነት ይልቅ የጋራነት ባህሪ እያገለገሉ በመሆኑ የተሳሰሉትን የሙያ ጋራነት ያልተወጣ፣ የተቆርቋሪነት ስሜት የማይታይበት የግል ጥቅምን ብቻ የሚያይ፣ ሰራ ጥቅም ወደሚገኝበት ሥራ የሚያተኩርና ሁኔታዎችን የማያመቻቹ፣ ውጤት ማስመዘገብ ዕድገት መሻት፣ ድክመትን አለመተበል እና ለማረም ዝግጁ አለመሆን፣ የሥራ ድክመት የሚታይባቸውን በመሸራን ሥራ እንዲበደል ማድረግ፣ ድክመቶችን ውጫዊ ማድረግና ምክንያት መደርደር፣ የራስን ድክመት አለማየት፣ በሌሎች አምጭ መቆራረጥ ጫት መታም፣ የሙያው ክብር በማደራጀቱ በታ።</p>	<p>በክልሉ ህገወጥ ድርጊት ሲፈጸም ለሚመለከተው ክፍል የሰጠው ለዘሀም ማረጋገጫ ያለው፣ ያለቤቱ ምክንያትና ያለፈቃድ ከማስተማር ሥራው ያልተረገ፣ የማስተማር ጊዜውን በአግባብ የሚጠቀም፣ ሙያዊ ሥነ-ምግባርን የጠበቀ/ች እና ከሰሪነክ ድርጊቶችን ያልፈጸመ፣ ፖሊሲዎችንና ስትራቴጂዎችን በማገገብ በመረዳት በተጨባጭ ሳያሳይ ለሌሎች ያቀረበ፣ ከሴት ተማሪዎች ጋር ወሰደዋቸው ትክክለኛ አለማድረግና ሌሎችም ሲፈጸሙ ያልምንም ለዘብተኝነት ያጋለጠ፣ ለርዕሽ ተወዳጅነትና ለጥቅም ሲባል ማርክ የማይጨምር ወይም የማይቀንስ ስና ሌሎችም ያለአግባብ ሲጨምሩ ወይም ሲተነሱ በላይተኝነት ያላለፈ፣ ሙያው በሚጠይቀው ሥነ-ምግባር መሠረት ዕውቀቱንና አቅሙን አሟጦ ጋራነትን ያልተወጣ፣ የተቆርቋሪነት ስሜት ያለው እና ለህዝብ ጥቅም የቆመ ለዘሀም ተጨባጭ መገለጫ የሚያተርፍ፣ ድክመትን ተተክሎ ለማሻሻል ራሱን ያዘጋጃልና በጥገና የተረገጠ፣ የሥራ ድክመት ያለባቸውን በመለየት ከድክመታቸው እንዲታረሙ ያደረገ፣ ለሥነ-ምግባር ለአደጋ ስራ ተገኝ ያልሆነ የማህበረሰቡን የህብረተሰብን ሞራላዊ እሴቶች ያልገዳ፣</p>	<p>ህገ ወጥ ድርጊቶች እንዲፈጸሙ በሆኑት የተደገፉ የሰሪዎች ላይ በተጨማሪም የተጠቀሙ የሙያ ሥነ-ምግባር በክልሉ ላይ ለሌሎች ክልሎች ክልሎች በአርጋሪዎች የተጠቀሱ ሥራ ላይ የሆኑ፣ የክልሉ ማህበረሰብ የተሻለ ሙያዊ ሥነ-ምግባር ተላብሶ በተናገሩ ለማገልገል እንዲችል ጥናትና ምርምር በማድረግ ተጨባጭ ውጤት ያስመዘገቡ።</p>	
			<p>ጠጥቶና ህክር መገኘት፣ ተማሪዎች/ሠልጣኞች የክልሉን ደንብና ሥነ-ምግባር እንዲጠበቁና ተቆርቋሪነት እንዲኖራቸው ጥረት አለማድረግ፣ ተማሪዎች/ሠልጣኞች አዘውትረው በክፍል ውስጥ እንዲገኙና ጥሩ ሥነ-ምግባር እንዲኖራቸው አለማድረግ</p>	<p>ተማሪዎች/ሠልጣኞች በክፍል ውስጥ አዘውትረው እንዲገኙና ጥሩ ሥነ-ምግባር እንዲኖራቸው ያደረገ፣</p>		
			<p>ተማሪዎች/ሠልጣኞችን በመምከር ከማብቃት ይልቅ ሥራቸውንና የሚለጡትን አስተያየት የሚያጥላላና ሞራላቸውን የሚነካ፣</p>	<p>ተማሪዎች/ሠልጣኞችን በመምከርና የሚለጡትን አስተያየት በትንገት በመተበል አትማቸውን እንዲያተላለፉ የሚያደርግ፣</p>		

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APPENDIX-6

በደ/ብርሃን መምህራን ትም/ና ሙያ ማሠልጠኛ ኮሌጅ

የውጤት ተኮር የእቅድ አፈፃፀም ምዘና

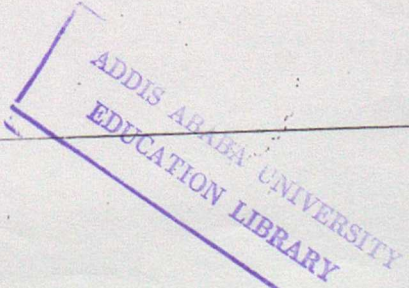
/ከጥር 1 ቀን 1996 ዓ/ም እስከ ሰኔ 30 ቀን 1996 ዓ/ም/

ለ ቁጥር 7.703/7 ትም

ተ. ቁ	የታተሙ ተግባራት	ከ25% የተሰጠው ነጥብ	የእቅድ አፈፃፀም መለኪያዎች		
			አጥጋቢ	ከፍተኛ	በጣም ከፍተኛ
1	ቁልፍ ተግባር የመምህራን ትምህርት ሥርዓት ተገደሶ ፕሮግራም ሙሉ በሙሉ ተግባራዊ ማድረግ	16			
1.1	ለሠርተኛዎች እና ለዲፕሎማ ፕሮግራም የሚሆኑትን የኮርስ ሞዴሎች ማዘጋጀት	5	- ለኮሌጁ እንዲያዘጋጅ የተሰጠውን የኮርስ ሞዴሎች መሠረታዊ የሞዴሎች ገገጃቶችን ባሟላ መልኩ በጊዜ ገደቡ ተዘጋጅቶ ከተረበ የዲፕሎማ ፕሮግራም የሁለተኛው ወሰን ትምህርት ሞዴሎች ትምህርቱ ከመጀመሩ እንደ ሳምንት ተገደሎ ተዘጋጅቶ ሥራ ላይ እንዲውል ገገጃ ከሆነ	- የተዘጋጁት ሞዴሎች በሥራ ላይ ሲውሉ ያለባቸውን ጉድለቶች በመለየት እንዲሻሻል ከተደረገ	- ሞዴሎቹ በተግባር ውለው በሥልጠናው ላይ ያመጡት አወንታዊ ለውጥ በጥናት ከተረጋገጠ
1.2	የመጀመሪያ ደረጃ ሥርዓተ ትምህርት ማሻሻል ሥራ መስራት	5	- በቤሮው በተላለፈው የአዘገጃጀት መመሪያ መሠረት የሚመለከታቸውን ተጠቃሚዎችን ባስተፈ መልኩ ተማሪ ተኮር የመማሪያና ማስተማሪያ ማቴሪያሎች ተዘጋጅተው በጊዜ ገደቡ ከተረቡ	- ተደም ሲል በሥርዓተ ትምህርቱ ዙሪያ ያሉት ችግሮችን ለይቶ ችግሮቹን ከሚቀርፍ መልኩ ከተዘጋጀና ይህም በጥናት ከተረጋገጠ	- የሥርዓተ ትምህርቱ ማሻሻል በትምህርት አሰጣጡ ላይ ለውጥ በሚያመጣ መልኩ መዘጋጀቱ በጥናት ከተረጋገጠ
1.3	የሰርተኛዎችና የዲፕሎማ ፕሮግራም በ TESO አግባብ ማካሄድ	4	- ዕድሜ ምመህራን በወጣው ፕሮግራም መሠረት እንዲሰለጥኑ ከተደረጉ - ለሲት ዕድሜ መምህራን እና በትምህርት አቀባበላቸው ላይ ችግር ያለባቸውን ዕድሜ መመህራን በመለየት በተደራጀ መልኩ ድጋፍ ከተደረገ - ዕድሜ መምህራንን ለማበቃት የተለያዩ ስልቶች ተቀይሰው ተግባራዊ ከተደረጉ	- የንጹህ ትምህርት በወጣለት ፕሮግራም መሠረት ሙሉ በሙሉ ተግባራዊ መሆኑና ዕድሜ መምህራን በሙሉ እንዲበቱ ከተደረገ	- በመጀመሪያው ወሰን ትምህርት የዕድሜ መምህራን የሥልጠና ሁኔታን በማጥናት ፕሮግራሙ እንዲሻሻል ከተደረገ
1.4	የሥራ ላይ ሥልጠና ፕሮግራሙን በ TESO አግባብ ማካሄድ	2	- ለከፈቱት ሥልጠናው ቅድመ ገገጃቶች እስከ ግንቦት 30 ቀን 1996 ከተጠናቀቀ - የማታ ትምህርት ፕሮግራሙ በወጣለት የጊዜ ሰሌዳ መሠረት ሙሉ በሙሉ ከተፈፀመ - የርቀት ትምህርት ፕሮግራም በወጣለት የጊዜ ሰሌዳ መሠረት ከተጠናቀቀ	- የሥራ ላይ ሥልጠና በተለይ የማታ ትምህርት ፕሮግራሙ ያለበትን ችግሮች በማጥናት ለማስተካከል ጥረት ከተደረገ	- የሥራ ላይ ሥልጠናዎች ውጤታማ መሆናቸውን በጥናት በማረጋገጥ ከተሻሻለ

የአቅድ አፈፃፀም መለኪያዎች

ተ. ቁ	የታቀዱ ተግባራት	ከ25% የተሰጠው ነጥብ	የአቅድ አፈፃፀም መለኪያዎች		
			አጥጋቢ	ክፍተኛ	በጣም ክፍተኛ
2	አበይት ተግባራት ለሥልጠናው አጋዥ ፕሮግራሞችን ተግባራዊ ማድረግ	7.5			
2.1	የትምህርት ቤት ተዋክሮና የማስተማር ልምምድ ጋይድ በማዘጋጀት ተግባራዊ ማድረግ	2.5	<ul style="list-style-type: none"> - የትምህርት ቤት ተዋክሮና የማስተማር ልምምድ በወጣለት የጊዜ ሰሌዳ መሰሉ በሙሉ ተግባራዊ በከተደረገ - ለአጋር ትምህርት ቤቶች መምህራን ሥልጠና ከተሰጠ - የክትትል ሥርዓት በማዘጋጀት ፕሮግራሙን ለማሻሻል ጥረት ከተደረገ 	<ul style="list-style-type: none"> - የግምገማ ሥርዓት በማዘጋጀት በፕሮግራሙ ላይ የሚታዩትን ችግሮች ለማሻሻል ጥረት ከተደረገ - ከአጋር ትምህርት ቤቶች ጋር የተጠናከረ የሥራ ትግጅት ከተፈጠረ 	<ul style="list-style-type: none"> - ፕሮግራሙ በመጀመሪያው ወሰን ትምህርት ላይ ያመጣውን ለውጥ በማጥናት ለማሻሻል ጥረት ከተደረገ
2.2	የተማሪዎችን መማከርት ማጠናከርና ሠልጣኞች ስለእኛ አይ.ቪ.ኤድስ በቂ ግንዛቤ እንዲጨብጡ ማድረግ	1	<ul style="list-style-type: none"> - ሠልጣኞች በስልጠናው የማሻሻል ሂደት ላይ እንዲግቡ ከተደረገ - ሠልጣኞች በዲፖርትመንቱ የስራ እንቅስቃሴ ላይ አስተያየታቸውን እንዲሰጡ ምቹ ሁኔታዎች ከተዘጋጁ - በዲፖርትመንቱ ስለ ኤች.አይ.ቪ. /ኤድስ ሠልጣኞች በቂ ግንዛቤ እንዲይዙ የተለያዩ እንቅስቃሴዎች ከተከናወኑ 	<ul style="list-style-type: none"> - ሠልጣኞች በስልጠናው የማሻሻል ሂደት ላይ በንቁ ሁኔታ እንዲግቡ ከተደረገ እና ከነሱ አስተያየት በመግባት ስልጠናው በተማለጠ ሁኔታ ከተካሄደ - በዲፖርትመንቱ ስለ ኤች.አይ.ቪ. /ኤድስ ሠልጣኞች በቂ ትስተግ ተደርጎ ትስተግው ያመጣው በጥናት ከተረጋገጠ 	<ul style="list-style-type: none"> - ሠልጣኞች በተለያዩ ጥናቶች እ በስርዓቱ ት/ት ማሻሻል ስራ ትርጉሞ ያለው ተግባር እንዲያደርጉ ከተደረገ እንዲሁም ስለእኛ አይ.ቪ. ኤድ በዲፖርትመንቱ በቂ ትስተግ ተደርጎ ትስተግው ያመጣው በጥናት ከተረጋገጠ
2.3	የዕድሜ መምህራንን መመልመያ መመሪያ የማሻሻል ሥራ መስራት	1	<ul style="list-style-type: none"> - ቀደም ሲል የተዘጋጀውን መመሪያ በመገምገም የማሻሻል ሥራ ከተሰራ 	<ul style="list-style-type: none"> - የተሻሻለው መመሪያ ያለፉትን ችግሮች ሙሉ በሙሉ በማቀርፍ መልኩ ከተዘጋጀ 	<ul style="list-style-type: none"> - መመሪያው በአመላካዊ ሥርዓቱ ላይ ለውጥ የሚያመጣ መሆኑ በጥናት ከተረጋገጠ
2.4	የተገቢዎች ትምህርት ቤቶች መምህራንን የማሰልጠን ተግባራት ማካሄድ	1	<ul style="list-style-type: none"> - የአካባቢ የመጀመሪያ ደረጃ ትምህርት ቤቶችን በማጥፋት ሠልጠና ከተሰጠ - ቢሮው የሚያዘጋጁትን የጉድኝት ሥልጠናዎች በተያዘላቸው የጊዜ ሰሌዳ መሠረተ ተግባራዊ ከተደረገ 	<ul style="list-style-type: none"> - በአካባቢ ትምህርት ቤቶች ጉድኝት በመመሥረትና በማጠናከር በመግር ማስተማሩ ሂደት ለውጥ ከመጣ - የተወሰኑ ሞዴል ጉድኝቶችን በመያዝ ለሌሎች አርአያ ሆነው እንዲገኙ ካስቻለ 	<ul style="list-style-type: none"> - በጉድኝት ሥልጠና የተሳተፉ መምህራን በመግር ማስተማር ሂደት ላይ ተጨባጭ ለውጥ ማምጣታቸው በጥናት ከተረጋገጠ



ተ. ቁ	የታቀዱ ተግባራት	ከ25% የተሰጠው ነጥብ	የእትድ አፈጻጸም መለኪያዎች		
			አጥጋቢ	ከፍተኛ	በጣም ከፍተኛ
2.5	የኮሌጆችን የአካዳሚያዊ የእስተዳደር ሠራተኞችን አትማ ማግደግ	2	- ፍላጎትን መሠረት በማድረግ መምህራን የማሰልጠን አትማቸውን ለማግለጫ ልዩልዩ ሥልጠናዎችን ወርቀው ለማድረግ በማዘጋጀት ከተሰጠ - ፍላጎትን ምሠረት በማድረግ የኮሌጁ የእስተዳደር ሠራተኞች የሥልጠና ፕሮግራሙን የሚያግዝ የእትም ማግለጫ ሥልጠናዎች ተዘጋጅተው ከተሰጡ	- የተሰጡት ሥልጠናዎች ያመጡት ለውጥን በማጥናት የማሻሻያ ሥራ ከተሰራ	- ሥልጠናዎቹን የተከታተሉት መምህራንና ሠራተኞች በሥልጠናው እና በአሠራር ላይ አወንታዊ ለውጥ ማምጣታቸው በጥናት ከተረጋገጥ
3	<u>ንዑሳን ተግባራት</u> ልዩልዩ ተዘጋጅ ፕሮግራሞችን ተግባራዊ ማድረግ	1.5			
3.1	የከፍተኛ ትምህርት ዲፕሎማ ፕሮግራም ሥልጠናን መከታተል	0.5	- በተሰጠው ኮታ መሠረት መምህራን እንዲሰለጥኑ ከተደረገ	- የሥልጠና ፕሮግራሙ ያመጣውን ለውጥ በማጥናት ፕሮግራሙን የበለጠ ከተጠናከረ	- የፕሮግራሙን ውጤታማነት አጥንቶ ለሌሎች መምህራን ልምድ እንዲያገኙ ከተደረገ
3.2	የሲቪል ሰርቪስ ማሻሻያ ፕሮግራምን ተግባራዊ ማድረግ	1	- ለመምህራንና ሠራተኞች ሥልጠና ከተሰጠ - ልዩልዩ ጠቋሚ መረጃዎች ከተዘጋጁ - ውጤት ተኮር የዕቅድ አፈጻጸም ምዘና ለሁሉም ሠራተኞች ተዘጋጅቶ ሙሉ በሙሉ ተግባራዊ ከሆነ	- የአገልግሎት አሰጣጥ ጥናት በማጥናት የዲፕሎማ-ቲን የሥራ አፈጻጸም ለማሻሻል ጥረት ከተደረገ	- የሲቪል ሰርቪስ ማሻሻያ ፕሮግራሙ በዲፕሎማ-ቲ ለውጥ ማምጣቱ በጥናት ከተረጋገጠ

የዲፕሎማ-ቲ መንገድ ስም _____
 የሥራ መደብ መጠሪያ _____
 ፊርማ _____
 ቀን _____

የኃላፊው ስም ተ.ፊ.ፊ አድነው
 የሥራ መደብ መጠሪያ የአካዳሚያዊ ም/ዲ/ን
 ፊርማ _____
 ቀን 15/7/90

የታላቁ ጽ/ቤት ስር ይገኛል
 ደ. ደ. ደ. ደ. ደ.
 ገምገማ (051033) ርዕይ
 ተቀባይ ገደብ
 ጽ/ቤት ይገኛል

[Handwritten signature]
 ጽ/ቤት ስር ይገኛል
 የሥራ መደብ መጠሪያ
 ፊርማ
 ቀን