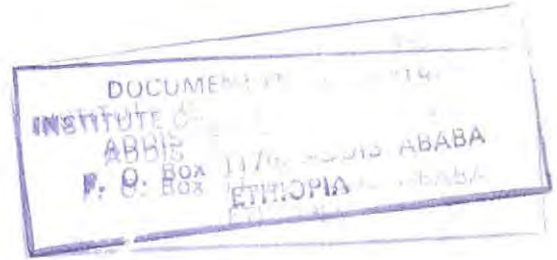


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APPRAISER - APPRAISEE PERCEPTION OF
TEACHER PERFORMANCE APPRAISAL
IN SENIOR SECONDARY SCHOOLS
OF ADDIS ABABA



MELAKU YIMAM

A Thesis Submitted in Partial Fulfilment for the
Degree of Master of Arts
in Educational Administration

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Melaku Yimam



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ABBREVIATIONS

AAU	=	Addis Ababa University
CRO	=	Classroom Observation
ILO	=	International Labour Organization
MOE	=	Ministry of Education
TPA	=	Teacher Performance Appraisal
TTI	=	Teacher Training Institute
UNESCO	=	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This exploratory study was designed to identify the major problems of the current system of TPA operating in senior secondary schools of Addis Ababa; and hence, to discover if relationships existed between appraisers and appraisees in perceiving the problems thus identified. To this end, answers to basic questions pertaining to the purposes and criteria of TPA, skill and competence of appraisers, timing and frequency of appraisal, and process and procedures involved in appraisal were sought.

Following a review of the literature related to the problem under study, a survey questionnaire was developed, field-tested and modified, and distributed to a sample of 154 appraisers and 356 appraisees drawn from 13 senior secondary schools of Addis Ababa. Of the respective total sample size of the two study groups, 144 (93.51 per cent) appraisers and 324 (91.01 per cent) appraisees filled in and returned the questionnaire.

The findings of the study showed that the two study groups perceived the primary purpose of a system of TPA to be formative rather than summative. On the contrary, summative purposes were reported to be the

primary concern of the current system of TPA; and the effectiveness of the system in achieving its purposes was rated a little more than average. Moreover, the validity, reliability, and utility levels of the performance criteria under use were rated far below the maximum high; and the level of satisfaction of appraisers and appraisees with the criteria was a little more than average.

Responses from the majority of the appraisers and appraisees revealed that no pre-appraisal meetings and post-appraisal conferences were held in senior secondary schools under study. CRO, on the other hand, was reported to be widely practised in most of these schools; but, on average, once in a semester and not for more than 40 minutes.

Appraising the performance of teachers was, by and large, the responsibility of assistant principals and department heads. However, as perceived by most of the two study groups, teachers would prefer department heads to be designated appraisers of teachers' performance. Moreover, most of the appraisees had no trust and confidence in their appraisers' skill and competence in appraisal.

It was confirmed by almost all appraisers and appraisees that performance ratings of most senior

secondary school teachers were above 3.00 points. However, reports revealed that while high performance ratings proved ineffective to stimulate teachers to improve performance, low ratings obsessed teachers and they often antagonized their appraisers and negatively affected their job.

In general, the level of satisfaction of appraisers and appraisees with the system of TPA currently operating in senior secondary schools was below average. Nevertheless, almost all appraisers and appraisees perceived the potential value of the system; but for it to function effectively, they recommended necessary revisions in the design and operation of the system in which teachers would have meaningful participation.

CHAPTER I

THE PROBLEM AND ITS APPROACH

1. Introduction

In any formal organization, it is the main function of management to coordinate and utilize the efforts and behavior of people if preconceived goals and purposes were to be served to the most extent possible. Among the various resources an organization employs, none is as critical to the success of its undertakings as its human resources. It is the human resources that supply the talent, skills and creativity, and their efforts and leadership to effectively and efficiently utilize other resources for the successful realization of desired organizational objectives (Szilagyi, 1981:326). The basic assumption underlying the emphasis on human resource aspect of an organization is that management has an obligation to motivate, develop, and effectively and efficiently utilize people at work. Organizations have, therefore, found systematic performance appraisal to be an essential aspect of management not only to make sound personnel decisions but also to identify employees' development needs and to ensure that those needs are satisfied; to promote two-way communication between management and employees; and to improve employees' level of productivity (Dessler, 1984:215).

Similarly, school systems are social institutions created to achieve desired educational goals and purposes through and with a variety of people including students, teachers, administrative personnel, and the community at large. Among these human elements involved in the execution of educational goals and purposes of school systems, teachers would be regarded as having the most significant role to play in the teaching-learning process. The central purpose of a school system is the education of the learner. Thus, in the formation of the character of the learner, the teacher is in a pivotal position to play a far more powerful role than do other school personnel, fine buildings, and expensive equipment (Mohiyuddin, 1952:323). In support of this, Bradley (in Bollington et al., 1990:41) strongly asserts:

... no matter how perceptive and far-sighted the national curriculum, no matter how well the school manipulates its funds, ... the single most significant factor in a child's learning is the teacher ... teachers are also the most expensive resources ... teachers need and deserve support, reassurance and encouragement to go on extending their skills and exploring the frontiers of their knowledge.

To this end, effective system of TPA has an indispensable role to play. The history of modern school supervision indicates that TPA was initially so mechanistic that teachers, regarded as instruments, were closely supervised and controlled to ensure that they carry out instructional activities with standardized "best" methods of teaching (Lucio and McNeil,

1979:3). TPA was administratively controlled, and its primary purpose was to obtain performance data to make personnel decisions such as promotion, salary raise, tenure, and transfer.

However, later in its development, TPA has undergone tremendous changes to be much more systematic and appropriate in its purpose, scope and approaches. Howthorne (1981:274) has noted that TPA:

... is in transition from one-to-one summative, administratively controlled and myth-bound activity to one that is predominantly diagnostic and formative, is group and school-wide in scope, is governed by both teachers and administrators, and derives its techniques and insights from research about teachers and teaching ...

This shift of emphasis in purpose and scope of TPA has been made mainly to link appraisal schemes to professional development needs of teachers, and hence, to enhance the teaching-learning process. Thus, given that a school's efficiency is, by and large, determined by the pattern of and support for teachers' development, a system of TPA needs to be designed and operated in such a way that it helps the school be more effective in achieving its purpose by helping teachers be more effective in their performance.

A system of TPA, properly designed and implemented, is believed to have favourable consequences in the professional development of teachers, in their job satisfaction, and

ultimately, in the academic performance of the learner. On the other hand, when it is simply allowed to happen, TPA becomes haphazard, unsystematic, and undirectional. Such a system of TPA tends to be a source of dissatisfaction among teachers; a source of conflict between appraisers and appraisees; and a source of inaccurate performance data that lead to subjective personnel decisions (West and Bollington, 1990:55). These consequences which ineffective system of TPA entails can cause a disruptive effect on the teaching-learning process. For a scheme of TPA to be effective, effort should be made to make it more comprehensive, more sensitive to teachers' development needs, and situationally appropriate in its modern sense of application.

This study is, therefore, designed to identify the major problems of the current system of TPA operating in senior secondary schools, and how appraisers and appraisees in these schools perceive these problems. On the final analysis, the study would attempt to seek for ways and means of alleviating the problems, and establishing an improved system of TPA which would address to individual as well as organizational needs and interests.

2. Background of the Study

Appraising the performance of teachers in Ethiopian schools was first introduced in 1937 E.C. . This system was known as

inspection headed by a British educator, and two Ethiopians to assist him (MOE, 1974 E.C.:4). The function of the three-man-staffed Inspection Section was to visit the few operating schools in and out of Addis Ababa; to collect, organize, and analyse data on teachers and pupils; and to visit teachers in the classroom (MOE, 1979 E.C.: 3).

With the growing number of schools, teachers, and students, the Inspection Section was elevated to a status of Department in 1945 E.C. headed by an Inspector General. Inspectors were assigned at Provincial Education Offices to direct and coordinate the operation of schools under the guidelines of the Department of Inspection at the center. Inspectors were appointed and assigned after having successfully completed a one-year training program for inspectors at Haileselassie I Day School (MOE 1979 E.C.:3).

The major function of the then Department of Inspection was to assure whether the policies, directives, plans and programs of the MOE were clearly communicated to, and strictly followed and appropriately implemented by those personnel at all levels of the education system including the school (MOE, 1974 E.C.:4). While the function of inspection of the time was such multifaceted, inspectors used to give more emphasis on appraising the performance of teachers in the classroom. However, as Lulseged (1969:148) has noted it:

Inspectors used to visit classes in session by suddenly appearing to observe the teachers. Reports of supervision often included negative rather than positive remarks, adversely affecting the teachers. Teachers consequently dreaded the sight of inspectors and often became nervous.

The problem was later sensed by the MOE and measure was taken by changing evaluation on the basis of inspection to evaluation for supervision. By 1955 E.C., the Department of Inspection was dissolved and, in place of it, sections for supervision under Departments of Elementary and Secondary Education as well as in each Provincial Education Office were established (MOE, 1979 E.C.:3). On the basis of the agreement made between the MOE and AAU, new supervisors as well as old inspectors used to be trained in the concepts and practices of supervision by the Faculty of Education.

The major purpose of supervision of the time was the improvement of the teaching-learning process. Hence, supervisors used to visit schools and classes in session often announced in advance; identify teachers' weak and strong performance; and suggest ways and means of improving teaching competence. The purpose and practice of supervision received acceptance of teachers

... Who in the past dreaded the very sight of the inspectors, later looked forward to the visits of the supervisors as friends and assistants, and this has created an atmosphere of the teaching profession which was conducive to growth. Teachers, eager to have the supervisors not only once a year but many times as possible, invited them to their classes (Lulseged, 1969:149).

However, the officials of the MOE perceived supervision to be too weak to effectively take necessary strong corrective measures on educational problems realized at all levels of the education system. Then, since 1973 E.C., supervision has been replaced by inspection (MOE, 1979:4). Since inspection in the present system of education gives emphasis on whole-school evaluation program, it has nothing to do with individual teachers and their teachings in the classroom. Appraising the performance of teachers has been left to educational administrators (Principals, Assistant Principals, Unit Leaders, and Department Heads) at the school level.

The current system of TPA operating in Ethiopian school systems is established to serve two distinct purposes: administrative and developmental (MOE, 1980 E.C.:68). Administrative purposes are comparative and judgemental to which teachers' performance is measured to determine who should be promoted to administrative or supervisory positions; who should be offered further training opportunity and salary raise; and who should be remunerated for the contribution one makes to the school. On the other hand, developmental purposes are non-comparative and instructional in which performance weaknesses and strengths a teacher exhibits in accomplishing job-related activities are identified in an aim of correcting the weaknesses and capitalizing on the strengths; and providing the teacher with constructive assistance and supervisory help.

The developmental purposes of TPA are aimed at the professional improvement of the teacher, and ultimately, on the academic performance of the learner. Today, in Ethiopian school systems, a system of TPA is operating to serve both administrative and developmental purposes simultaneously with a single form of performance appraisal.

However, as shown by a recent survey study, the current practice of TPA in Ethiopian school systems has proved to be one of the major factors that has caused job dissatisfaction among teachers (Ayalew, 1983 E.C.: 74-90). According to the results of this study, lack of appraisal skills and competence on the part of appraisers; teachers' mistrust and loss of confidence in their appraisers; inadequacy of the frequency and time-length of CRO; lack of pre-appraisal knowledge about the purposes and criteria of the scheme of TPA on the part of teachers; and failure of appraisers to provide teachers with adequate post-appraisal performance feedback are some of the major problems which are identified as obstructive to the operation of the current system of TPA.

3. Statement of the Problem

A system of TPA, if carefully designed and systematically operated, is believed to have a potential value to enhance professional development of teachers, and hence, to improve student learning. However, TPA has not proved to be an easy

task to successfully accomplish in many school systems. The task of TPA has been troublesome to both teachers and their appraisers. Gorton (1983:240-241) has noted that:

... staff evaluation program is perceived by many teachers and administrators as a 'mixed blessing'. Most teachers and administrators accept evaluation as an inevitable and potentially valuable, but many question its usefulness and value in practice ... because of the presence of certain basic problems and issues

In other words, teachers as well as their appraisers perceive the value and inevitability of TPA, but neither believe that it can be successfully accomplished. This perceptual problem of teachers and appraisers is closely tied to the design of the system and the manner in which it operates.

In fact, TPA, being an integral part of the instructional program of school systems, needs to be regarded as a cooperative and corporate responsibility that inevitably calls for voluntary participation of teachers and appraisers rather than as something imposed upon them from without. In this regard, it is safe to assume that the perception of teachers and appraisers about a system of TPA has a significant role to play in the effectiveness of the system.

Therefore, the objective of this study is to identify the major problems of the current system of TPA operating in government senior secondary schools of Addis Ababa, and to determine whether there are differences or similarities

between appraisers and appraisees in perceiving those problems. To this end, the following basic questions are expected to be addressed by the study:

- A. What are the major purposes of the current system of TPA, and to what degree of effectiveness are these purposes being served ?
- B. To what extent are the appraisal criteria employed appropriate to measure the performance of teachers ?
- C. Who are involved in appraising teachers' performance, and how skillful and competent are they ?
- D. When and how frequently is appraising teachers' performance conducted, and how adequate is it ?
- E. What is the process that the system of TPA involves, and how successfully does it operate ?

4. Significance of the Study

This study is supposed to identify the basic problems of the current system of TPA as perceived by appraisers and appraisees in senior secondary schools. Unfolding the problems and seeking for practical solutions may enable these school staff personnel to realize where the real problems of TPA lie, why they have come to happen, and how they should be resolved. Hence, developing in them favourable

attitude toward a system of TPA, these school staff personnel may tend to harmonize their efforts and cooperatively participate for its successful operation.

Being an integral part of the national education system, TPA will have policy implications too. To improve teachers' competence through a system of TPA, there is a need to reconsider the system's purposes, criteria, and processes, and the skills and competence of appraisers. Thus, the investigator hopes that the findings of this study would receive the attention of concerned authorities and relevant persons to review the current system of TPA in cooperation with other theorists and practitioners.

Moreover, TPA has been a matter of concern and a subject of investigation to many educational researchers; but none have claimed that it is conclusively studied and solutions to problems thus identified are secured. They rather recommend further and deep investigation of the problems in relation to various contextual factors. Therefore, this study may contribute its share to the development of the body of knowledge hitherto accumulated; and most importantly, will encourage local researchers to study the problem in a wider scope.

5. Delimitation of the Study

The current system of TPA is operating at all levels

of government school systems all over the country. However, this study involves 13 government senior secondary schools drawn from Addis Ababa Administrative Region. Primary, junior, and senior secondary schools functioning in other regions of the country are not included or represented in this study.

6. Limitations of the Study

The research instrument adopted in this study is a questionnaire with closed-end items. Besides the questionnaire, other instruments such as the interview might have enriched the data and make the findings of the study more objective and comprehensive. But for lack of time and resource, other instruments to collect descriptive data were not employed. Thus, the study may not comprehensively reveal the internal feelings and perceptions of the study population about the current system of TPA.

Moreover, as indicated earlier, there is a single system of TPA operating in government schools of all types- primary, junior, and senior secondary schools, functioning all over the country. Thus, since the study is based on data obtained from only 13 sample senior secondary schools of Addis Ababa Region, the findings of the study would not unfold problem areas of the current system of TPA as perceived by educational administrators and teachers working in school systems of other regions.

Therefore, because of these basic shortcomings, the study by no means claims to be conclusive. It would rather serve as a springboard to study the problem of the current system of TPA in a more detailed and comprehensive approach.

7. Research Methodology and Procedures of the Study

Because this was an exploratory study aimed at examining and describing the major problems encountering the current system of TPA in senior secondary schools, descriptive method of research was employed. Comparisons were made to establish similarities or differences between the two study groups (appraisers and appraisees) in their perception of the elements of the problem under study.

7.1. Instrument

To obtain descriptive information on the current system of TPA, a set of survey questionnaire, 510 in total, was distributed to 154 school administrators (appraisers) and 356 teachers (appraisees) selected from 13 senior secondary schools of Addis Ababa. The questionnaire involved a total of 54 items all of which were close-end except three. The items called on respondents to address to the following broad topics:

- A. Respondent's Biographical Information
- B. Purposes of TPA
- C. Cirteria for TPA
- D. Pre-Appraisal Meetings
- E. Classroom Observation (CRO)
- F. Appraisers and Their Sources of Teacher Performance Data
- G. Post-Appraisal Conferences
- H. Teacher Reaction to Performance Ratings
- I. General Information on the Current System of TPA

7.2. Sampling

Information on the current system of TPA was solicited from two groups of staff personnel working in government senior secondary schools of Addis Ababa. The first group consisted of principals, assistant principals, unit leaders, and department heads. This group would be referred as appraisers in this study. The second group involved teachers (or appraisees).

School administrators who constituted the first group were preferred to be the subject of this study because, as per the guideline of the MOE, it is upon these staff personnel that the responsibility of appraising teachers' performance has been bestowed. Teachers are, of course, school staff personnel who would be directly affected by

the appraisal system. Thus, in such a study of TPA, involving appraisers and appraisees would be reasonable as well as indispensable.

The study was decided to take place in senior secondary schools of Addis Ababa because according to the policy of the MOE, years of service has been the primary requirement considered in transferring academic staff personnel from other regions to Addis Ababa. Hence, it was hoped that appraisers and appraisees working in senior secondary schools of Addis Ababa would give relevant and reliable descriptive information since most of them, through a relatively longer years of service, would have accumulated better experience and understanding about the problem under study than do those in schools of other regions.

As per the 1990/91 statistics of Addis Ababa Schools Office, there were 27 government senior secondary schools in which 513 school administrators (appraisers) and 2798 teachers (appraisees) were assigned. Thirteen senior secondary schools, nearly 50.00 per cent of the total, were selected at random and involved in the study. These schools were:

Abyot Kirs Senior Secondary School

Akaki Comprehensive Senior Secondary School

Ayer Tena Comprehensive Senior Secondary School

Bole Comprehensive Senior Secondary School

Higher 12 Comprehensive Senior Secondary School

Kokebe Tsibah Comprehensive Senior Secondary School
Medhanealem Comprehensive Senior Secondary School
Nefas Silk Comprehensive Senior Secondary School
Sebeta Senior Secondary School
Sendafa Senior Secondary School
Shimelis Habte Senior Secondary School
SOS Higher 23 Senior Secondary School
Wondirad Senior Secondary School

There were a total of 234 school administrators and 1427 teachers in the aforementioned 13 sample senior secondary schools. Involved in the study were 154 (65.81 per cent) school administrators and 356 (24.95 per cent) teachers.

The sample size of school administrators was determined by drawing one representative from each of the three positions (principal, assistant principal, and unit leader); and 7 to 12 department heads depending on the size of the school and the number of departments established in each school. The size of teacher representatives in the study was set by a technique of stratified random sampling. That is, all teachers working in the 13 sample senior secondary schools were categorized in terms of their academic qualification. Then, 24.95 per cent of the total number of teachers in each qualification category was computed, and a total sample size of 356 teachers was drawn.

7.3. Methods of Data Analysis

In analysing the findings of the study:

- 7.3.1. Data collected were organized in tabular forms and in terms of frequency or percentages of respondents selecting each response option appeared in each item of the questionnaire.
- 7.3.2. In some cases, frequencies or percentages were set in rank-order to show degree of relationships between appraisers and appraisees in perceiving particular TPA-related problems.
- 7.3.3. For some data of continuous nature (High, Moderate, Low), frequencies were converted into rating scales (3,2,1, respectively) and then to total average ratings and percentages.
- 7.3.4. To test perceptual differences between appraisers and appraisees in TPA-related problems, Chi Square (X^2) test at the 0.05 level of significance was adopted. Chi Square (X^2) test is a statistical method useful to determine the difference between two sets of categorical data.
- 7.3.5. To test perceptual relationships between appraisers and appraisees in TPA-related problems, Spearman's Rank-Order Correlation Coefficient (ρ) at the

0.05 level of significance was computed. Spearman's Rank-Order Correlation Coefficient (ρ) is a measure of correlation for ranked data.

7.4. Procedures of the Study

After having adequate reading on available literature on problems of TPA and related issues, the investigator established the basic questions of the study on which the design of the questionnaire was based. The draft of the questionnaire was field-tested, and then, modified in accordance with relevant inputs obtained from the investigator's thesis advisor, professionals, and practitioners in the field of educational administration.

Moreover, before the questionnaire was administered, the investigator approached principals (or their representatives) of the 13 sample senior secondary schools in person, and presented to them a letter of cooperation written from the Head of the Department of Educational Administration (A.A.U.). After their willingness to participate in the study and in administering the questionnaire had been confirmed, the questionnaire was distributed to appraisers and appraisees selected from the respective sample senior secondary schools. While principals of most of the sample schools took the responsibility of distributing and collecting the questionnaire themselves, a few others assigned cooperative assistant

principals or unit leaders to do the job. In short, the investigator distributed the survey questionnaire to appraisers and appraisees with and through cooperative practising educational administrators of the 13 sample senior secondary schools.

8. Definition of Terms

The following are key terms with their respective meanings as used in this study.

Appraisees - refer to senior secondary school teachers whose performance is subject to appraisal.

Appraisers - refer to senior secondary school administrators such as principals, assistant principals, unit leaders, and department heads who are involved in appraising the performance of teachers.

Performance - "... in administration, is the manner in which, and the extent to which the tasks making up one's job are accomplished" (Dejnozka, 1983:120).

Performance Appraisal - is defined as "... a process of arriving at judgements about an individual's past and present performance against the background of his/her work environment, and about his/her future potential for an organization. The appraisal process is an

activity designed to assist personnel to achieve individual as well as organizational benefits" (Castetter, 1981:216).

Performance Rating - is a simple pencil and paper exercise which places a person's performance on a scale from 5 to 1 or from excellent to poor (Montgomery and Hadfield, 1989:25).

Senior Secondary Schools - are Ethiopian school systems with grade levels of 9 to 12.

9. Organization of the Study

The study is divided into four chapters. The first chapter deals with the problem and its approach in which introduction, and background of the study; statement of the problem and basic questions; significance, delimitation, and limitations of the study; research methodology and procedures of the study; and definition of key terms used are involved. While the whole of the second chapter deals with the review of the related literature, the third chapter is meant for presentation and analysis of the findings. Finally, summary, conclusions and recommendations are presented in chapter four.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is devoted to the literature review on different aspects of teacher performance appraisal (TPA). After briefly introducing the concept of appraisal as it applies to the modern system of school management, the review raises basic issues on the importance of TPA. It also presents principles of TPA so far developed from theory and practice. Moreover, since experience and research evidences have shown that appraisal schemes in many schools have proved ineffective, the major obstacles that are thought to be contributive to appraisal's malfunction are also discussed. A bulk of the body of this literature review is, however, concerned with the presentation of appropriate models of a system of TPA enunciated by prominent scholars in the field of education. Thus, the major components involved in the models of the design and process of TPA are discussed in detail.

1. An Introduction to TPA

The growth and complexity of formal organizations and the recognition of their critical importance for social development have called for the development of more systematic approach to appraise employees' performance. The basic assumption underlying this understanding is that "... the

organization has an obligation to use its employees' abilities to the fullest and to give each employee an opportunity to grow and to realize his or her potentials" (Dessler, 1984:215). Eventhough the need for appraising employees performance has long been accepted to improve individual and organizational effectiveness, it has proved to be a sensitive and complex task to accomplish. Castetter (1981:216) has noted that:

Seldom do people question the need for appraising individual performance. The real problem is to develop and improve valid and reliable appraisal procedures and to create greater understanding of the purposes and limitations of performance appraisal so that results derived from its application will not be misused.

The idea of systematic scheme of TPA was slow to develop, and when it did, it evolved from appraisal practices in industrial organizations. Criticizing the attempt made to transfuse appraisal schemes of business and industry to the school system, Howard Bradley has stated that:

... scheme of appraisal covering all head teachers and teachers ... emerged from unlikely source - an industrial dispute ... No longer had we to rely on the transposition of findings from industry which had doubtful transferability to schools: now we had our own direct experience. There emerged a style of appraisal which is unique in its professional orientation (in Bollington et al., 1990:ii).

Historically, appraisals in school systems, as in business and industry, have generally been used for summative or

administrative purposes such as promotion, wage increase, employee selection and placement, and personnel planning (Klatt et al., 1978:366); as a result, teachers and their appraisers have developed feelings of suspicion, fear, and avoidance of appraisal schemes (Howthorne, 1981:255).

More recently, however, the emphasis of TPA systems has shifted toward formative or developmental purposes. More time and effort are being devoted to link appraisal schemes to research on effective teaching; to provide training to appraisers, and to make them more accountable to conduct appraisal; to identify teacher performance weaknesses and strengths to focus on staff development; and to make teachers active partners in the design and process of appraisal schemes (Butterman and Wilson, 1987:5).

Now adays the concept of TPA is in the midst of change. It is being viewed by many school systems as an asset rather than as a bureaucratic necessity. There is a growing support from both educational theorists and practitioners to introduce formative (developmental) appraisal schemes in school systems. A recent research report recommends teacher appraisal to be conceived as:

... a continuous and systematic process intended to help individual teachers with their professional development and career planning, and to help ensure that the inservice training and development of teachers matches the complementary needs of individual teachers and schools.

The process is seen as a positive one intended to improve the quality in schools by providing teachers with ... better job satisfaction, more appropriate in-service training, and better planned career development based upon more informed decision (in Montgomery and Hadfield, 1989:9-10).

Concerned international organizations such as ILO and UNESCO (1984:28) have also shown their regard to teacher appraisal by recommending that:

Any system of inspection or supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

In sum, the consensus that has recently been reached upon is that TPA is not a matter of choice. It should rather be conceived as an indispensable aspect of human resource management which, when applied to teachers and teaching, should give more emphasis to teacher performance development and enhancement of the teaching-learning process. However, it should be taken for granted that the ultimate success of any approach to TPA heavily depends on whether or not it is perceived by teachers and appraisers as potentially valuable. Thus, to ensure the proper functioning of an appraisal scheme and to utilize appraisal results for solving performance-related problems, it is of paramount importance to identify appraiser-appraisee perception of the scheme, and hence, to win their acceptance, cooperative support, and sustained commitment to its effectiveness.

2. Importance of TPA

No one denies the fact that performance appraisal is one of the major responsibilities of an administrator involved in a system of human resource management. For organizational members to perform better, their performance should be assessed; their weaknesses and strengths should be identified; and they should be fed back with the information about the place where they stand in their performance. Not only should they be told about their levels of performance but should also be helped, guided, and inspired to bring about improved change in their performance.

As Harris (1987:44) has put it, "To neglect evaluation as a tool for improving teaching and learning is flying a plane without a compass or radio." Thus, the question should not be to appraise or not to appraise teacher performance. The concern should rather be how to design and implement an effective system of TPA which enhances improvement of teacher performance and student learning.

In spite of the fact that most TPA schemes in school systems have proved ineffective because of their undefined and often conflicting purposes, invalid and unreliable criteria, and improper operation (West and Bollington, 1990:55), its advocates have continued to claim that properly designed and effectively implemented, TPA can bring about

renewal of motivation of teachers to their job (Zaudneh, 1987:173). Teachers under effective appraisal are much motivated to do a better job because "For a teacher to change and improve, he needs to know how to change, to know what the changed teaching behavior looks like, to know what he is doing that is less than satisfactory and what should be better" (McNally, 1972:354). It should be noted, however, that mere grading of a teacher as excellent, satisfactory or poor will not motivate him to perform. The teacher needs to internalize the purpose of the appraisal scheme, and willingly accept the performance criteria and process of appraisal as realistic, helpful, and reliable to be motivated.

3. Principles of TPA

A variety of approaches to TPA are being adopted by different educational systems in different societies. But this does not mean that there are no principles governing different appraisal practices in common. There are certain key principles which have emerged from research and experience and proved relevant to any system of TPA. Presenting these key principles can be useful to point out how TPA can successfully be designed and operated in the interest of enhancing the development of both the individual teacher and the school.

3.1. Principle of Single Purpose

This principle emphasizes the need for the separation of summative and formative purposes of TPA, and the need for the establishment of two different appraisal forms to be completed by two different designated appraisers, respectively (Gorton, 1983:241). Contemporary researchers on TPA agree that effective appraisal schemes cannot serve both summative and formative purposes simultaneously (Wise et al., 1985:106; Bollington et al., 1990:7). Summative and formative purposes of TPA are contradictory and often conflicting since the latter is basically developmental aimed at improving teacher competence while the former is judgemental aimed at collecting performance data necessary to make administrative decisions such as teacher promotion, salary raise, tenure and transfer. Today, many educational systems are endeavouring to make TPA development-oriented (formative) to provide teachers with professional support for them to be encouraged to improve their teaching competence (Kyriacou, 1991:127).

3.2. Principle of Effective Communication

Effective two-way communication between teachers and appraisers is essential for the successful operation of TPA schemes. A full support and commitment of teachers and appraisers can be ensured when they have mutual understanding

about the purpose, criteria and process of the appraisal scheme.

Failure to clearly communicate about the purpose, criteria and process of appraisal can result in uncertainty and apprehension particularly on the part of teachers. When teachers are appraised without having first-hand knowledge about any aspect of the appraisal scheme, they often tend to be reluctant to cooperatively participate in the appraisal process and to accept performance ratings presented by their appraisers (Gorton, 1983:249).

3.3. Principle of Appraiser Training

TPA is a complex and sensitive task which requires appraisers adequate competence in human, technical and conceptual skills. Because of lack of adequate pre-and in-service training in skills of appraisal, many appraisers approach the task of TPA with some apprehension and reluctance, and with a sense of insecurity for knowing nothing or little about appraisal better than their appraisees (Bollington et al., 1990:10). Moreover, it has been observed that appraisers with little or no training in TPA often commit appraisal errors which ultimately result in subjectivity of appraisal results (Gorton, 1983:258). It is, therefore, indispensable to provide appraisers with pre-and in-service training so as to sharpen their knowledge and skills in appraisal.

3.4. Principle of Teacher Participation

TPA schemes will likely succeed when teachers, who are directly affected by the schemes, are made involved in the design and operation of the system (Zaudneh, 1987:173); and when they feel that the appraisal purpose is positive, its criteria are defined and realistic, and its process is appropriate (Johnston and Yeakey, 1979:21).

It has been observed in many school systems where teachers are appraised by criteria and process on which they had little or no say, and about which they may perhaps disagree (Gorton, 1983:243). If teachers are denied the opportunity to participate in the design as well as the operation of the TPA system, the likelihood is increased that many of them will not accept any attempt of appraisal. Thus, for a system of appraisal to be effective, teacher participation in the formulation as well as implementation of the scheme must necessarily be sought for.

3.5. Principle of Contextual Factors

School factors which are beyond the control of the teacher can influence his performance effectiveness. For instance, availability and adequacy of instructional materials, relevance of the curriculum, appropriateness of the school timetable, the physical condition of the classroom, the size of the class, and the type of students in the classroom

are but a few of the factors which are not within the control of the teacher. Failure to take such factors into account in the process of appraisal will lead to inaccurate and unfair judgement of teachers' performance (Gorton, 1983: 251). Thus, since most of teachers' suspicions over appraisal emanate from their conception that they are required to reach a given level of performance effectiveness torn out of their schools' context (Shipman, 1979:147), aspects of teachers' job must be appraised in view of the factors involved in the school environment.

4. Impediments of TPA

Any system can fail or malfunction if it is poorly designed and implemented. Performance appraisal is a system of no exception. Survey study by Putman (1980:36) depicts that "Evaluation is to human development ... Nobody denies its importance ... almost everybody has plans to do it ... But the results of evaluation are rarely what one had hoped for." Why ? The answer relates to the design and operation of the appraisal system, skill and competence of appraisers, and perception of appraisees about appraisal. Following is a discussion on the major appraisal barriers so far discovered.

4.1. Problems With the Design and Operation of the System

The design and operation of a system of TPA can be blamed if the system's purpose and appraisal criteria are

not clearly defined, specified, and communicated; and if its process fails to operate effectively. The purpose of the appraisal scheme, of course, determines the nature and content of the measuring criteria and the appraisal process as well. Thus, from the outset, due regard must be given to the purpose of the appraisal scheme.

There is abundant literature on TPA indicating that appraisal schemes in many school systems are trait-oriented, and focus more on summative purposes than on teacher professional improvement (Castetter, 1981:223). Undue emphasis on summative appraisal purposes has led teachers to view appraisal "... as a reward-punishment situation" (Certo and Appelbaum, 1986:260), and as somewhat "... threatening, punitive, of little help, and not in their interests" (Gorton, 1983:242). In this case, there is little wonder if an appraisal scheme, whose purpose is repulsive to teachers' needs and interests, is doomed to failure.

As indicated earlier, appraisal criteria designed to serve summative purposes will provide performance data on level of teacher competence usable to make administrative decisions. Similarly, formative purposes of appraisal require criteria by which teachers' level of performance can be identified so as to coach, counsel, and motivate them to improve professionally in their future performance. In the

latter case, little has been done so far as evidenced by research findings. In most systems of TPA by which both summative and formative purposes are attempted to be accomplished in a single appraisal form, emphasis has been placed more on the former than on the latter particularly as it relates to criteria. For instance, analysing 65 TPA forms developed by different school systems, Pohland and Wood (1983:173) have discovered that only 28.22 per cent of the items listed in all of the forms accounted for formative purpose. That means, nearly 3/4 of the measuring items are meant for summative purposes. Thus, in spite of the recent shift of emphasis toward appraisal for teacher improvement, some appraisal schemes have failed to achieve this purpose.

Lack of validity and reliability is another criteria - related setback that TPA schemes often suffer from. Morrison and Kranz (1981:16) have shown in their study that because most appraisal criteria often encourage 'person appraisal' rather than 'performance appraisal,' appraisal results are often inaccurate and subjective. Measuring criteria that fail to generate valid and reliable performance data, will serve neither summative nor formative appraisal purposes.

Moreover, TPA systems often fail because the appraisal criteria are established based on personal preference of administrators rather than on research results (Tuckman,

1979:104-108). Of course, research-based TPA criteria so far developed have not yet received universal acceptance; and may not receive in the near future, because appraisal criteria developed for a given context can not fully satisfy the other (John, 1980:158). Thus, rather than mere dependence on personal experience to develop appraisal criteria, other sources such as research findings on effective teaching and in the field of psychology should be consulted and experimented with appropriate modification to fit them into a particular context in which the appraisal scheme operates (Flanders, in Biddle and Ellena, 1964:231; Hopkins and Bollington, 1989:169-172).

Furthermore, any performance appraisal system will fail if those involved in the appraisal process (teachers and appraisers) are not given the opportunity to participate in determining the appraisal purpose and criteria. Lack of meaningful participation on the part of teachers and appraisers will result not only in malfunction of the appraisal scheme but also in deterioration of teachers' performance since their attitude towards their job could be adversely affected (Beveridge, 1975:17).

In general, a TPA system can fail if its purpose is not clearly defined, specified, and communicated to all those concerned; if the measuring criteria lack validity and reliability, and if they are not research-based and in

accordance with the context in which they are used; and if teachers and appraisers are denied meaningful participation in the design as well as the operation of the appraisal scheme.

4.2. Problems With the Appraiser

Once the purpose of the appraisal system is defined, and the criteria against which teacher performance is measured are established, the responsibility of accomplishing the appraisal process is bestowed upon appraisers. Unfortunately, however, appraisal processes and results often prove ineffective mainly because appraisers lack the required knowledge and skills in and commitment to appraisal (Heneman III et al., 1986:132). Because of these, appraisers commit a variety of errors; and the errors they often commit are discussed below.

4.2.1. The Halo Effect

The halo effect appears when an appraiser fails to discriminate the various dimensions of a teacher's job. In such a case, the appraiser tends to take a single aspect of the teacher's performance to influence the entire appraisal (Dessler, 1984:214). This is a tendency to erroneously rate a teacher as similar in all dimensions of his performance at a high, or medium, or low level.

This leads the appraiser to rely on his personal impression about the teacher in the appraisal process (Zaudneh, 1987:174).

4.2.2. Central Tendency

This is a tendency of appraisers to erroneously rate all teachers within a narrow range of appraisal results regardless of the actual performance differences existed among teachers. When an appraiser is possessing inadequate performance evidence about teachers, he hesitates to discriminate their levels of performance; and ultimately incline to ride a middle-of-the road, positively slanted, or tends to rate every teacher average or above average (Oslon, 1981:14).

4.2.3. Constant Error

This is a persistent problem of appraisers who often tend to be lenient or severe in rating teachers. Appraisers vary in their perception of rating personnel performance. Some are easy raters, rating appraisees extremely high; and some are tough raters, rating appraisees extremely low (Flippo, 1984:239). Research evidence has shown that most appraisers are lenient in their ratings mainly because of two reasons. One, they fear that low ratings demotivate teachers toward better performance; and two, they do not

want to spoil their rapport with teachers (Patz, 1975:78).

4.2.4. Recent-behavior Bias

Many appraisal results suffer subjectivity because appraisers often forget or are not concerned about the cumulative past performance of teachers. As a result, appraisal result of a teacher is determined only by evidence obtained just before appraisal rather than by the average behavior a teacher has exhibited in his past several months of performance (Heneman III et al., 1986:132).

4.2.5. Similar-to-me Error

This is an erroneous tendency of an appraiser who judge more favourably the performance of those appraisees who appear to be similar in their behavior to himself (Ahuja, 1983:232-233). Studies have indicated that appraisers' personal bias and favouratism can greatly influence appraisal results particularly if they expect their appraisees to behave in a manner appraisers think appropriate and acceptable (Glueck, 1982:376).

4.2.6. Contrast Error

Contrast error in appraisal often occurs in the sequencing of ratings; or when the performance of an appraisee is taken

as referent to rate that of others (Torrington and Champan, 1983:395). That is, if superior performers are observed and appraised first, average performers will likely be rated low; and if poor performers are appraised first, average performers will be rated high.

The foregoing appraisers' problems in carrying out appraisal process are only a few but commonly existent in almost all schemes of appraisal. These problems are believed to be significantly reduced if appraisers are offered proper and continuous training in the purpose and criteria of appraisal, and in the techniques of task observation, data collection and analysis, conferencing, target-setting, and reporting (Conley, 1987:4). It should be noted, however, besides such a training, appraisers must be encouraged to see the potential value of appraisal and to willingly exert more time and effort to periodically appraise teachers and record performance evidences for future use (Zaudneh, 1987:174).

4.3. Problems With Appraisees

For a TPA system to function well, it is of paramount importance that teachers regard it as potentially valuable to improve teachers and teaching. If the objective of an appraisal system is to change and improve the competence of those who teach, it is imperative to consider teachers' perception of the appraisal system rather than simply

imposing on them the required rules of behaviour.

However most efforts of TPA are far too narrowly focused and too oversimplified omitting an important element-favourable perception of teachers. John (1980:158) has observed that teachers' anxiety and frustration almost certainly stem from an appraisal system which they regard as arbitrary, unreliable, and imposed. A study by Montgomery and Hadfield (1989:7) has also shown that "Too many teachers have experienced supervision by an imperious person ... who had left a set of notes ... of weaknesses for them to correct before the next visit."

A substantial amount of teachers' negative attitude toward appraisal also results from their doubt about the validity, reliability, and utility of performance feedback and ratings presented by their appraisers. Wise et al. (1985:75) have noted that a great majority of teachers involved in their study believed that appraisal judgements or performance ratings of teachers depended too much on appraisers' personal impression about individual teachers rather than continuous and objective observation of teachers' task performance. Montgomery and Hadfield (1989:17) have also reported that many teachers complain about being rated without "... any single task observation, or of quick visits of ten minutes, followed by notes or comments of no practical use." As a result, teachers often question

appraisers' competence in and commitment to appraisal; and consequently tend to lose trust and confidence in their appraisers; and often resist to accept performance ratings.

Another appraisal problem often realized is teachers' reaction to positive and negative appraisal feedback or rating results. Most teachers have difficulty in facing up to appraisal involving negative feedback about their performance which often develops in them a sense of "... tension, friction, insecurity, embarrassment, frustration, anger, resentment, and anti-organization feelings and actions" (Castetter, 1981:277). Some analysts also believe that teachers, who have developed a negative attitude toward the design and process of the appraisal scheme, whether rated high or low, do not improve their performance, but they will give up, or don't bother about ratings (John, 1980:159). Undesirable teachers' perception about appraisal often stem from infrequent classroom observation (CRO), inadequate opportunity for them to participate and affect the design and operation of the appraisal system, and unfavourable attitude toward appraisers (Wise et al., 1985:70).

These and most of appraisal impediments so far discussed are believed to be reduced, if not eliminated, to a significant degree by encouraging appraisers and teachers to acknowledge the value of performance appraisal; by

providing appraisers, and to some extent to teachers, training and retraining in appraisal; by helping them to cooperatively participate in the design as well as the process of the appraisal scheme; and most importantly, by providing teachers with consistent and frequent performance feedback and professional support for them to improve in their teaching competence.

5. Major Components of the System of TPA

A systematic approach to TPA involves two broad but interrelated and interdependent components: the design of the system and its process. The design of the system comprises basic elements that need to be considered at the stage of system formulation. The system's process includes systematic approaches or steps to be followed in appraising teacher performance. The models that represent each of the two components are presented and discussed in detail.

5.1. The Design of the System

The design of a system of TPA profoundly affects the subsequent operation of the system. Thus, all those involved in TPA should give more time and effort to design a systematic appraisal scheme which can effectively contribute to the integration and satisfaction of individual and organizational needs and interests. Following is a model for the design of a system of TPA involving its constituent elements.

A Model for the Design of a System of TPA

Major Elements of the Design	Sub-elements of the Design
1. Purpose of Appraisal	- Formative or Summative (Teacher development, motivation, compensation, promotion, transfer, etc.)
2. What is Appraised ? (Appraisal criteria)	- a) Personal characteristics of teachers b) Performance competence of teachers c) Any combination of a and b
3. Who Appraises ?	- a) Superiors b) Peers c) Students d) Self-appraisal e) Any combination of a to d
4. When and How often to Appraise ?	- a) Timing and Frequency of CRO b) Approaches to CRO (announced and/or unannounced visits)
5. How to Appraise ? (Appraisal techniques)	- a) Trait rating scales b) Narrative/Essay technique c) Management by Objective (MBO) d) Critical Incident technique e) Ranking f) Forced Distribution technique g) Any combination of a to f

Source: Adapted from William B. Castetter, The Personnel Function in Educational Administration, 3rd Ed., New York: Macmillan Publishing Co., Inc., 1981, p. 227

As depicted in the model above, the design of TPA includes such major elements as purpose and criteria of appraisal, appraisers, when and how often to appraise, and appraisal techniques. Each of these elements is dealt with in detail as follows.

5.1.1. The Purpose of TPA

Perhaps the most critical phase in the design of any system of performance appraisal is determining its purpose. As Newman and Hinrichs (1980:6) have stated:

... the design of the system, the choice of criteria, the choice of techniques to measure those criteria, the nature of the feedback process, the timing and frequency of the evaluation and feedback, and so on, all depend on the purposes the performance evaluation system is designed to serve.

In this regard, determining the purpose of a system of TPA should deserve first priority in attention in the process of designing the system. Typically, appraisal involves analysis of teachers' past and present performance in an aim of planning for the future. The basic question to be addressed here is, therefore, 'to what end?' - the purpose.

Many writers on management, particularly on personnel management, have identified a variety of purposes which they believe a system of performance appraisal should serve. For instance, Dessler (1984:212) identifies three purposes

of appraisal: control, feedback and reward. The control purpose of appraisal focuses on the identification of unique performance contributions and deficiencies of each employee, and when necessary, on taking remedial actions for deficiencies. Related to the control purpose is the feedback process whereby the appraiser provides the appraisee with information about the level of performance the employee has achieved. And the reward purpose of appraisal emphasizes on the provision of material and/or financial rewards, and promotion based on merit to the employee to encourage him for better performance.

Morrison and Kranz (1981:14) see appraisal as primarily serving the purpose of documenting employees' appraisal results to make administrative decisions. Szilagyi (1984:584), in addition to what the earlier authorities have proposed, views that the purpose of performance appraisal should include employees' training needs. Zaudneh (1987:167), in agreement with Dessler and others, enumerates the following advantages that effective performance appraisal can generate:

- ... continuous performance evaluation is important because it:
 - a) is the basis for the promotion or transfer of employees
 - b) helps to establish training needs
 - c) helps to discover potentials

- d) done objectively, it helps to improve morale
- e) is the basis for staff development
- f) helps to control and improve performance
- g) helps to produce better and more competent workers.

Recently, however, remarkable changes and improvements are being made in the purposes of TPA. For instance, research report of Bradley et al. (1988:6-8) have revealed that attempts are being made in almost all school systems involved in their study to relate the purpose of TPA:

... to improve teacher performance, increase their job satisfaction; to identify training needs, and improve the delivery of in-service training and ultimately and vitally improve pupil performance, to improve the standard of teaching and the quality of teaching; to motivate teachers by indicating that they are considered as individuals, highlight problems and difficulties and help solve them; to increase teacher professional awareness; to formulate structured development of school, curriculum, teachers and pupils ...

Other than the ones indicated earlier, there are, of course, several approaches of stating the purposes of TPA. In fact, purposes of appraisal can be classified into two broad categories: Formative and Summative. And, to the best knowledge of this writer, these are broad purposes of appraisal commonly indicated in most appraisal literature available.

Formative appraisal is basically developmental in purpose, focusing on continuous and sustained professional improvement of teachers, and on developing a sense of job satisfaction in them (Gorton, 1983:241). It provides teachers with information about performance expectations of the school, feedback regarding subsequent performance, advice, coaching, counselling to help them meet expectations that haven't been achieved; and a basis for career planning and development. When appraisal is used for a formative purpose, the basis of comparison is the teacher's actual performance against appraisal criteria; and the role of the appraiser is that of counselor, guide or instructor (Megginson, 1981:312).

Summative appraisal, on the other hand, is judgemental in purpose whereby administrative or personnel decisions are made to determine a teacher's promotion or demotion, dismissal or tenure, transfer and salary raise (Gorton, 1983:241); and is often conducted at the termination of a given course of action, i.e., term, semester or academic year (Bishop, 1976:149). When appraisal is used for a summative purpose, the basis of comparison is the performance of one teacher with that of the other; and the role of the appraiser is that of a judge (Megginson, 1981:311).

Evidence from recent studies has shown that there is a controversy among scholars whether a single appraisal system can satisfactorily serve both summative and formative

purposes simultaneously. Advocates of one system for the two purposes often argue that even if a dual system would be ideal, there are limitations of time, money, and personnel to process them effectively. Thus, they recommend a properly designed system of appraisal to serve both summative and formative purposes simultaneously (Miller, 1987:17-18).

Contrary to the foregoing recommendation, many educators and researchers advocate for the separation of the two purposes and pursue them with two different appraisal systems, respectively. The justification they often give relates to the appraisal process and method, appraisers' function, and appraisees' perception about appraisal.

Advocates for a single system to a single purpose contend that serious problem can arise when a process of appraisal valid for one purpose is applied to a different purpose. For instance, Glueck (1982:374) argues that since a method of appraisal adopted in a process and the performance information it generates should be the reflection of the appraisal purpose, an appraisal method and process that reveal the extent of improvement in particular competencies may not work for ranking employees for compensation and reward purposes.

Moreover, unlike that of appraisal for a summative purpose, the format for formative TPA must reach beyond

observed teaching behavior on a given day or days. Wise et al. (1985:96) have pointed out that "The quality of ongoing classroom activities depends on how what happens today relates to what happened yesterday and last week, as well as what will happen tomorrow and thereafter." In this case, formative appraisal calls for a holistic set of performance data through a continuous process of assessing teacher performance while summative appraisal attends to the immediate rather than the long-term effects of performance of teachers.

The purpose of appraisal also influences the role of the appraiser. For instance, Rausch (1985:43) has asserted that an appraiser cannot serve in the role of coach and counselor (helping an employee improve performance) while presiding as a judge over the same employee's salary decision. In a more elaborated expression, Wise et al. (1985:96) state that in a formative appraisal which aims at continuous assessment of a teacher's competence "... to plan within and across lessons to impart knowledge that account for the students' level of development and prior learning, and to achieve immediate and long-range goals of instruction, strategies and techniques of teaching to meet the changing needs of the learners ...", a teacher must be judged by an expert observer. On the other hand, a generalist appraiser who is responsible for making defensible decisions about whether a teacher should or should not be promoted may be required only to ascertain the presence

or absence of minimal teaching competencies in a few classroom visits. Therefore, it is beyond the expertise of a generalist appraiser to assess subject area competence and the quality of ongoing classroom activities which form the basis for formative appraisal purpose.

Furthermore, formative and summative appraisals are perceived by both teachers and appraisers to be incompatible and in direct conflict particularly when done in a single system of TPA. For a successful formative appraisal, teachers must be open, candid and cooperative to uncover their inherent weaknesses and strengths of performance. But teachers often decline to reveal their performance deficiencies to their appraisers because they do not want to be rated low and lose salary raise or promotion. They rather strive to be seen in the best light of their appraisers (Gorton, 1983:241).

In view of the above discussion, possible problems of purpose should be removed early in the design of the appraisal system. What many contemporary educators recommend is that the two purposes, formative and summative, should be separated and entertained by two different appraisal systems; and different appraisers should be designated, respectively (Klatt, et al., 1978:380; Gorton, 1983:243; Wise et al., 1985:106; Bollington et al., 1990:8).

5.1.2. Criteria for TPA

Performance criteria represent specific activities involved in the teaching job which a teacher is expected to perform effectively to achieve a given instructional objective. Criteria for appraising teacher performance reflect specific instructional activities called "Key results area" (George, 1987:34) which must be carefully identified, clearly understood, and mutually agreed-upon by both appraisers and appraisees as critical to achieve the teaching-learning outcomes desired. In short, performance criteria are statements of standards against which a teacher's competence in accomplishing specified teaching activities is measured.

5.1.2.1. Major Characteristics of Performance Criteria

Effective performance criteria to measure teachers' competence are expected to possess three major characteristics: validity, reliability, and utility.

Validity

A set of performance criteria is said to be valid if it accurately measures what it is meant to measure (Manatt, 1987:11). Neither the criteria nor the measuring of them should be biased and trivial. They should rather be relevant to teachers' specific performance, enabling one

to measure the extent to which important instructional objectives are successfully achieved. The validity of an appraisal process heavily depends on its accuracy and comprehensiveness in assessing teaching quality as defined by the agreed-on criteria. Thus, for performance criteria to be valid, they should focus on agreed-on critical activities directly related to the teacher's job and the objectives of the instructional program (Leinhardt, 1980: 404-414).

Reliability

Reliability in performance criteria means consistency; that is, multiple appraisers should agree on what a teacher is and is not doing well (Oslon, 1981:2). In other words, reliability refers to the consistency of measurement across appraisers and observations. Performance criteria, to be reliable, should be relatively stable and lend themselves to accurate measurement. In general, observability and objectivity of performance criteria are important determining measures of reliability (Newman and Hinrichs, 1980:5).

Utility

Utility of performance criteria represents a proper balance of cost and benefit (Wise et al., 1985:98). That is, the time and effort (cost) used to administer the

criteria should yield accurate and reliable data on teacher performance necessary to make sound administrative decisions, or to improve teachers' competence (benefit).

5.1.2.2. Who Establishes Criteria for TPA

'Who should develop the criteria for teacher appraisal?' is an important question that needs to be considered in designing a TPA scheme. Various approaches of selecting performance criteria have been suggested by different authorities with greater emphasis on the involvement of teachers in the process. For instance, Howthorne (1981:266) believes that effective criteria that guarantee valid and reliable performance data can be established when individual teachers, the total faculty, the administration of a school, and central office personnel have equal opportunity to participate in selecting performance criteria. Gorton (1983:246) suggests that teachers be given the responsibility of investigating research findings out of which they can develop performance criteria which finally should be revised by central office personnel. John (1980:160), on the other hand, prefers senior administrative group or an ad hoc committee to prepare the first draft compilation of the appraisal criteria which, then, should be open to discussions, criticisms, modifications, additions or deletions by teachers.

However, it has been observed in many educational systems that the responsibility of selecting teacher performance

criteria is bestowed upon a handful of educational administrators (Webb et al., 1987:150), and, more often than not, it is unclear, and at times totally unknown to teachers where the criteria come from, who develops them, and why they are being used (Conley, 1987:62).

One of the most critical considerations in the design of the appraisal system is the involvement of teachers in the process of selecting performance criteria. This has received due attention of ILO and UNESCO (1984:30) that have recommended, "Professional standards relating to teacher performance appraisal should be defined and maintained with the participation of teacher organization." Thus, participation of teachers in establishing criteria for performance and in the overall design and process of the appraisal scheme should be regarded as a prerequisite for the effective attainment of the appraisal purpose and acceptance of appraisal results on the part of teachers.

In sum, the task of establishing criteria for teacher appraisal is equally important and critical as the determination of the appraisal purpose. For performance criteria to be effective, they should involve such basic characteristics as validity, reliability, and utility. The overall effectiveness of the appraisal criteria could, however, be ensured when teachers are adequately involved in the process of establishing them.

5.1.3. Who Appraises the Teacher ?

In designing an appraisal system, another significant factor worthy of consideration is the appraiser. Who should actually make the appraisal ? In a very real sense, the purpose of the appraisal determines the answer to this question.

Summative appraisal requires performance data helpful to make comparisons among teachers and to decide who should and should not be promoted or compensated. To this end, the appraisal instrument as well as the procedure should be standardized so as to make approaches uniform and appraisal results defensible (Webb et al., 1987:150). For such a purpose to be successfully achieved, appraisal by the immediate superior would be the proper approach (Glueck, 1982:383).

On the other hand, appraisal scheme meant for teachers' professional improvement (formative) is best accomplished by those expert in and knowledgeable about the profession, and by those directly involved in the teaching-learning process (Gorton, 1983:256), because, it is these appraisers who can make suggestions about ways and means of improving future teaching performance (Webb et al., 1987:150).

Educators often contend that TPA should no longer depend on a single formally designated appraiser. They rather see

the value of peers, students, and self-appraisal if used as informal sources of teacher performance data (Howthorne, 1981:256; Castetter, 1981:234). Such a multiple appraiser approach to appraisal is valuable particularly when used under conditions of interpersonal trust and confidence. Following is a discussion on potentially helpful appraisers available in all educational settings.

Superior Appraisal

A multitude of survey studies have confirmed that in almost all school systems, the key person accountable for appraising teachers is the principal (McNally, 1972:357). The reason is that the principal, by virtue of his administrative position, has a good opportunity to observe, interpret, and analyse teacher performance in light of school objectives, and hence, links effective performance with rewards (Glueck, 1982:380). There is also an assumption that since principals are strictly held accountable for TPA (Butterman and Wilson, 1987:5), they are appropriate position holders at the school level to produce valid and reliable performance data relevant to make sound administrative decisions on teachers (Morrison and Kranz, 1981:18).

As shown in research findings, most TPA schemes in many school systems have proved ineffective because appraisers

lack the required knowledge and skills in and commitment to appraisal. Gorton (1983:251) has noted that:

Many teachers now question whether the administrator, who has typically been out of the classroom for several years, and who may have specialized in only one aspect of the curriculum as an undergraduate has the expertise to evaluate them. As a result, administrators have experienced difficulties in evaluating teachers and, in particular, in getting them to accept administrative judgements about their strengths and weaknesses.

Moreover, while Webb et al. (1987:30) have observed that most school principals often lack the qualification to accurately appraise teachers, a recent research evidence has witnessed that:

... appraisers who were inexpert, out-of-date with educational developments, lacked intelligence, made subjective judgements, and spent only a short time with the appraisees were greatly resented and brought the whole process into dispute (Montgomery and Hadfield, 1989:102).

Furthermore, besides their low qualification to appraise, the responsibilities that principals are expected to perform and the size of the staff they should manage have all made them incompetent to attend, observe and measure the performance of each teacher (Butterman and Wilson, 1987:5). Above all, since TPA results are seldom used in any meaningful way for any purpose (formative or summative), principals have rarely considered the task of TPA as a high priority (Heneman III et al., 1986:134).

One of the major solutions that most educators often recommend is to provide principals and other concerned appraisers with short - and long-term training and retraining in the various areas of curriculum, teaching methods, learning theory, and other facets of the educational program; and in the methods of observation, data collection and analysis, conferencing and other techniques of performance appraisal (Conley, 1987:62). Indeed, appraisers' level of expertise in all aspects of the educational program must at least be equal, if not exceed, to that of teachers being appraised (Wise et al., 1985:93).

Moreover, instead of dumping the whole task of TPA on the principal alone, other professionals including assistant principals, unit leaders, and department heads can assume appraisal responsibility (Gorton, 1983:252) under the coordination of the principal. For these professional personnel to effeciently carry out appraisal tasks, their teaching responsibilities, or their normal hours of teaching should be correspondingly reduced (ILO and UNESCO, 1984:36).

In order to make TPA schemes more effective, different approaches of performance data collection, besides the designation of formal appraisers, should be encouraged. Peer appraisal, student appraisal and self-appraisal are dealt with in the subsequent pages.

Peer Appraisal

In an organizational setting, a peer is "... a person working with and at the same level of an employee" (Glueck, 1982:381). A teacher's peers, in a school setting, can represent a credible source of performance data not only because of their frequent contacts to each other but also because of their interdependence to accomplish common instructional objectives. Performance feedback from peers, based on observational data, provides teachers with a view of their level of performance which may not be available otherwise (Howthorne, 1981:270). This assumption may be derived from the conception of teachers themselves as recorded by Mohr (1987:75):

The best way I know of to remain on an equal footing with others is to do what they do, to see things from their point of view. Whoever comes to evaluate my teaching must be a teacher too... I want to be evaluated by people who know they are still learning rather than by those who think they know how to teach or think that they understand the task theoretically. .. They are students of the discipline I teach. The people who evaluate me need to know my field and to know whether I know it. We need to be able to sit down together and discuss ... what we have both experienced.

Authorities have also revealed the potential values of peer appraisal. For instance, Shipman (1979:41) has noted that peer appraisal helps to uncover and observe teacher attainments, aptitudes, behaviors, and creativities which are important yet difficult to measure, and hence, to judge

in a formal appraisal approach. Besides, peer appraisal, if done systematically and fairly, would help to detect and consider the behaviors that a teacher exhibits outside the classroom (Darling - Hammond et al., 1983:10).

However, peer appraisal have not yet received universal acceptance in all school systems and among all teachers. For instance, a three-year experimental study have showed that teachers in some schools are enthusiastically in support of peer appraisal while another survey research on a different school setting have evidenced that "... teachers lacked respect for evaluation by their peers and that the evaluation resulted in staff tension (Bollington et al., 1990:28). The latter case could be evident particularly if the criteria adopted for peer appraisal lack specificity and observability; and most importantly, if there is no consensus among teachers to use the criteria as frame of reference for appraisal. In such a condition, performance evidence obtained from peer appraisal often tend to involve subjective elements of bias and favouratism (Shipman, 1979:41).

In order to avoid possible dangers of peer appraisal, it is of paramount importance to ensure colleagues' agreement in advance to appraise each others performance, and their enthusiasm to accept and utilize performance feedback. It is also equally important to ensure in advance colleagues'

agreement about the specific performance areas to be observed, data gathering techniques to be employed, and the measuring criteria to be used (West and Bollington, 1990:33).

Student Appraisal

Appraisal of teachers' performance by their students is another form of classroom observation but, this time, from the students' perspectives. There is an assumption that students, because of their unique position in the classroom, and their proximity to the teacher's classroom performance, have their own ideas about the qualities of a good teacher and an effective teaching (Bollington et al., 1990:28). The use of students' judgements on teachers' performance is thought to be valuable because it is students who know when they have been motivated to learn; and who feel that they have undergone changes in their behavior; and students' performance feedback to the teacher can motivate good teaching and develop a feeling of recognition in the teacher (Darling - Hammond et al., 1983:7).

Many studies have shown that students have their own measures of effective teaching and effective teacher. Desirable qualities of a good teacher as frequently reported by students include:

- 1) cooperative, democratic attitude;
- 2) kindness and consideration; 3) patience;
- 4) wide interests; 5) good personal appearance;
- 6) fairness and impartiality; 7) sense of humor;
- 8) good disposition; 9) interest in pupils' problems;
- 10) flexibility; 11) use of recognition, and praise; and 12) unusual proficiency in teaching (Bradfield, 1964:149).

Most of the qualities of a good teacher listed above are, of course, too complex and trait-oriented to be accurately measured by students; but researchers suggest that student appraisal data are quite valid when restricted to simple description of teaching competence (Darling - Hammond et al., 1983:7). However, employing students' opinion as a source of teacher performance data has remained to be a controversial issue, and particularly teachers have often shown their reservation (Hopkins and Bollington, 1989:173).

Self-Appraisal

In most organizations, self-appraisal is often used for developmental (formative) purposes. Comprehensive self-appraisal, if the appraiser and the appraisee see the need for it, can serve as a vehicle of professional improvement, ensuring lasting change and development of teachers' competence and quality of teaching (Bollington et al., 1990:27). It has been stated that "Unless we evaluate ourselves, and the manner in which we influence the situation

for good or ill, we shall not achieve self-improvement" (McNally, 1972:357).

The literature on TPA identifies some potential values of self-appraisal at different points in the appraisal scheme. For instance, West and Bollington (1990:20) have noted that when self-appraisal precedes superior appraisal, it would enable the teacher to clarify his thoughts in readiness for appraisal components. It also helps to identify performance elements which the teacher may often be aware of but not known to the appraiser (Klatt et al., 1978:388). More important, if used genuinely and appropriately by both teachers and appraiser, self-appraisal enhances early involvement of teachers in the appraisal scheme, reducing their sense of defensiveness and complaints about appraisal (Gorton, 1983:244).

Self-appraisal may also take place during and after appraisal for a variety of advantages. Self-appraisal helps the teacher to analyse his current actual level of performance in the light of desired performance competence, and level of development in his professional skills and knowledge (Montgomery and Hadfield, 1989:46). It also generates performance data on weaknesses, strengths, and potentials of the appraisee which the appraiser, in time of appraisal, might not ascertain, but may realize through discussion in time of post-appraisal conference (Gorton, 1983:244). This is particularly helpful to make plans for

the teacher's future performance improvement.

However, effective self-appraisal is not an easy approach to be used without adequate fulfilment of its prerequisites: self-commitment of and mutual trust and confidence between the appraiser and the appraisee. The major obstacle often comes from the teachers themselves. A research evidence shows

... the weakest teachers overestimate their skills and personal performance appearing to be 'process-blind' whereas the best teachers see themselves as poor performers and underrate and undervalue themselves for their own standards are high (Montgomery and Hadfield, 1989:47).

This problem is believed to be resolved or minimized if teachers, together with appraisers, openly discuss and define what good teaching is and develop performance criteria acceptable for both (Bradfield, 1964:51). It should also be noted that for teachers to willingly and cooperatively participate in self-appraisal, and hence, to be competent and objective in analysing their own behavior for a purpose of professional growth, they should be given relevant in-service training (Gorton, 1983:244).

In sum, other than designated appraisers, teachers' performance can be appraised by adopting different approaches to appraisal. That is, the appraisal scheme should allow meaningful involvement of peers and students, and should

provide opportunity for self-appraisal. Employing such a variety of sources of data helps to offset bias and favouratism that may be realized when appraisal is conducted only by a single designated appraiser. This helps not only to objectivise appraisal results but also to win cooperation and commitment of teachers to appraisal.

5.1.4. When and How Often to Appraise

The design of any appraisal system should, in one way or another, address to two basic issues: When to appraise and how often ? These are questions of timing and frequency of appraisal, respectively. The questions of timing and frequency must be entertained in light of the purpose underlying the appraisal scheme.

A formative appraisal, which is developmental in purpose, involves a continuous professional coaching and counseling process (Manatt, 1987:2). For such a purpose to be effectively served, TPA should take place as frequently as possible, because for teachers to improve their performance they need frequent performance feedback based on valid and reliable performance data (Webb et al., 1987:150). On the other hand, a summative appraisal, which is judgemental and comparative in purpose, is aimed at securing performance information necessary to make administrative decisions. For this purpose to be achieved, one or two task observations may suffice (Montgomery and Hadfield, 1989:99).

Many educators have found it very difficult to give a definite answer to the question of timing and frequency of appraisal. The question of timing is related to any visit to classrooms. That is, should appraisers just pop in or should prior agreement about when to visit classrooms be made between the appraiser and the appraisee? A study has shown that when appraisers drop-in into classes in the middle of a lesson and leave the room before the lesson is completed without prior agreement with the teacher to do so, and this is the only formal observation by the appraiser, teachers tend to question the value and validity of the appraisal, and they often lose trust and confidence in appraisal results and recommendations presented by the appraiser (Conley, 1987:64).

Frequency of appraisal is another case which has not yet received a conclusive answer. The traditional supposition, as we practice it today, is that teachers should be appraised twice a year—once every semester (Zaudneh, 1987:165). However, some other writers believe that:

If you rate too often, you are likely to be too much impressed by day-to-day occurrences. If you wait too long, you are likely to forget many of the incidents that ought to influence your appraisal. Even if your organization has a plan that calls for rating once a year, it is good practice on your part to make an informal appraisal more often (Bittel, 1980:249).

Based on the findings of his survey study, Manatt

(1987:2) has gone to the extent of recommending an average of 29 hours for formative appraisal of a teacher's classroom performance, which involves two announced observations with pre-and post-observation conferences, and informal drop-by classroom visits as often as possible. Although the applicability of this recommendation depends, by and large, on the situation in which the appraisal program takes place, it obviously reveals the need for frequent classroom observation.

Frequency of appraisal can be quite large depending on the size of the school, the variety of tasks to be performed, and the amount of the required resources available to the school. Pre-appraisal meetings, multiple classroom observations, and post-appraisal conferences may be perceived by most appraisers as disappointing and time consuming appraisal activities. What most appraisers often complain about is that the administrative functions that they are supposed to accomplish are so complex and multifaceted that they cannot spare ample time to frequently carry out appraisal activities (Wise et al., 1985:94). Nevertheless, whatever else appraisers do, it is imperative for them to find adequate time to appraise and provide teachers with accurate feedback continuously and help them achieve sustained improvement in their performance (Thomas, 1974:2).

5.1.5. How to Appraise-Appraisal Techniques

The purpose of the appraisal and the type of job the appraisee performs influence the choice of a technique or techniques of appraisal. The assumption that some techniques of appraisal may serve one purpose better than others, and some are much more relevant to appraise performance in a given job than others has led Castetter (1981:233) to state that:

... the definition of performance effectiveness for a custodian will be different from that for a mathematics teacher. Hence, the way in which one appraises the former will differ from the approach employed to evaluate the latter. The task attributes in each of the three levels of position categories (administrative, instructional, service) vary in terms of responsibility, knowledge and skill, autonomy, interaction, and range of work-related activities.

Thus, with the understanding that there is no one best technique of appraisal that equally applies to all appraisal purposes, to all positions, and to all situations, the trend today is to adopt a variety of techniques to secure objective performance data. The constant search for new and better approaches to appraisal has brought about the development of a variety of techniques of appraisal. The major appraisal techniques so far developed and already in use in school systems are discussed hereunder.

Trait-Rating Scale

Trait-Rating scale is the oldest and perhaps the most widely used appraisal technique which requires the appraiser to assess, in some numerical form, an appraisee's possession of a list of personal and/or professional qualities. The preferred personality traits often listed in an appraisal form are stated in adjective or descriptive statements against which the appraiser marks his judgement (a point) on a graphic or continuous scale (Glueck, 1982:383).

After many years of domination as a sole technique of teacher appraisal, rating scale has proved ineffective because of various deficiencies it has involved. First, in most cases, personal and professional qualities listed in many teacher appraisal forms are not results of careful analysis of the teaching job (Heneman III et al., 1986:125). No research has so far demonstrated that effective teachers are those who possess a particular trait or cluster of personality traits (Thomas, 1972:3).

Second, since the traits are often unspecified and unrelated to the teaching job, they lead to subjective performance judgements, and to mere pencil and paper exercise, resulting in erroneous ratings (Klatt et al., 1978:369). And third, assembling, analysing, and weighing each trait in the list against each teacher's personal and/

or performance qualities is very difficult (Zaudneh, 1987: 171), and, at times, impossible.

Because of these flaws it has suffered from, trait-rating scale has received negative reaction from teachers. Teachers often report that they want to be appraised on the quality of their performance, not on how they dress or how they smile (Thomas, 1974:1). This traditional trait-oriented appraisal technique is now being replaced by or systematically incorporated into more positive motivation-oriented techniques.

Management By Objective (MBO)

MBO is a technique of performance appraisal introduced in the 1960^s particularly in business and industry as a significant departure from the traditional trait-rating scale (Plachy, 1983:59). MBO has been praised for it is committed to organizational goals; for it specifies job results on which appraisal should focus; for it allows employee participation in setting performance objectives; and for it focuses on performance rather than personality traits (Montgomery and Hadfield, 1989:49).

While the major advantage of MBO lies in appraisee's participation in the process of goal setting and in reviewing degree of goal achievement, it generally

presupposes three broad systematic steps:

- i) A set of performance objectives related to the overall goal of the organization are defined by the appraiser and the appraisee for the latter to implement within a specified period of time;
- ii) As per the agreement reached upon with the appraisee in the preceding step, the employee's performance in achieving the goal is appraised;
- iii) The final step focuses on establishing fresh objectives for the appraisee to perform in the next period of performance, thus making the appraisal process cyclical (Heneman III et al., 1986:128).

As indicated above, since a system of MBO calls for the involvement of appraisers and appraisees in the process of setting performance objectives, appraisal results may present the appraisee no surprise, and the appraiser no uncomfortable feelings of being an appraiser.

However, MBO, when examined in terms of the modern concept of teacher appraisal, has proved ineffective. MBO is regarded as a mechanistic appraisal technique which "... sends people rushing off, mentally desperate to see for targets and more targets that the poor teacher must meet ..." (Montgomery and Hadfield, 1989:48). Moreover, MBO

is concerned with the ultimate level of achievement of the appraisee rather than with the ways and methods the appraisee employs in the process of goal achievement (Glueck, 1982: 286). In short, MBO is result-oriented, but not process-oriented. In this case, MBO does not encourage follow-up observation so as to help teachers achieve a given level of performance necessary for their further professional improvement.

Narrative or Essay Technique

Narrative or essay appraisal is a technique which requires the appraiser to write, with or without the use of any specified criteria, a brief descriptive account of a teacher's performance during or after classroom observation (Klatt et al., 1978:369). However, the brief description that the appraiser presents about the weak and strong aspects of the teacher's performance often lack objectivity and precision mainly because of absence of specified criteria; and if there are any, they are often ambiguous and not objectively measurable (Glueck, 1982:385).

Moreover, narrative or essay technique is often employed without consultation to or agreement with the appraisee about the content as well as the process of the appraisal. This approach may, therefore, encourage defensiveness of teachers against any criticism or

performance evidence presented by the appraiser (Montgomery and Hadfield, 1989:46).

It is possible to deduce from the foregoing discussion that narrative or essay technique, if properly designed and utilized, can be of help in a system of TPA. The technique can be helpful if areas of performance on which the appraiser's observation, analysis and judgement should focus are specifically defined well in advance in agreement with the teacher. Since the appraiser's descriptive performance accounts could be open to discussion and scrutiny during the post-appraisal conference, they can be refined so that they can help the appraiser and appraisee to set future performance targets.

Critical Incident Technique

Critical incident is an appraisal technique whereby the appraiser records or checks certain performance events that an appraisee exhibits in a course of task accomplishment (Zaudneh, 1987:172). The events worthy of record are critical in a sense that they involve outstandingly good or outstandingly bad performance behavior of the appraisee (Glueck, 1982:386). The critical incident technique, when used skillfully, can help to secure relatively objective and reliable performance data since it avoids recency bias and encourages two-way productive communication between the

appraiser and the appraisee (Klatt et al., 1978:373).

However, critical incident technique has its own limitations. The technique is prohibitively expensive particularly to the appraiser since it requires him to devote a considerable amount of his working time to constantly observe and take notes about the day-to-day task performance of each teacher (Klatt et al., 1978:373). As a result, many appraisers often decline to employ the technique for appraisal. If there are any school principals who attempt to adopt it by their personal initiative (Zaudneh, 1987:172), they do it inconsistently.

The other most important problem of critical incident is that the determination of whether a teacher's behavior is critical or not heavily depends on the appraiser's perception only. The role of the appraisee in this technique is to participate in post-appraisal conference to discuss performance weaknesses and strengths as perceived by the appraiser (Montgomery and Hadfield, 1989:47).

Ranking

Appraisal techniques discussed earlier are used to measure the performance of teachers one at a time. There are also techniques of appraisal by which performance of a teacher is compared to that of others. One of these appraisal techniques is ranking. Ranking, as an appraisal

technique, is regarded as "... a system of comparing one employee with other employees and placing him in a simple rank order" (Zaudneh, 1987:169). The ranking technique in appraisal is helpful if it is meant for making administrative decisions such as promotion (Heneman III et al., 1986:122).

There are some difficulties for ranking technique to effectively serve appraisal purpose. For instance, if the number of appraisees to be compared is too large to compare with one another, the task often becomes arduous, and hence, leads to inaccurate rank order of appraisees (Zaudneh, 1987:170). Even if the appraisees are manageable in size, it is very difficult to rank order those appraisees whose level of performance is somewhat similar-particularly those average performers (Glueck, 1982:391).

Forced Distribution Technique

This is an appraisal technique by which appraisees are assigned into a small number of categories on the basis of their levels of performance as measured by a set of criteria (Heneman III et al., 1986:122). The distribution is forced in a sense that the appraiser is required to assign a predetermined percentage of the total appraisees under comparison into each category; for example 10% in low, 20% in low average, 40% in average, 20% in high average, and 10% in high (Glueck, 1982:392).

Forced distribution, like any other comparative techniques of appraisal, suffers certain limitations. The most critical limitation of this technique is that it does not help teachers to develop in their competence. In addition, as has been revealed by a research evidence, forced distribution tends to be morally disastrous particularly to those teachers whose ratings are at the bottom of the list (Moore and Walters, 1955:336-337).

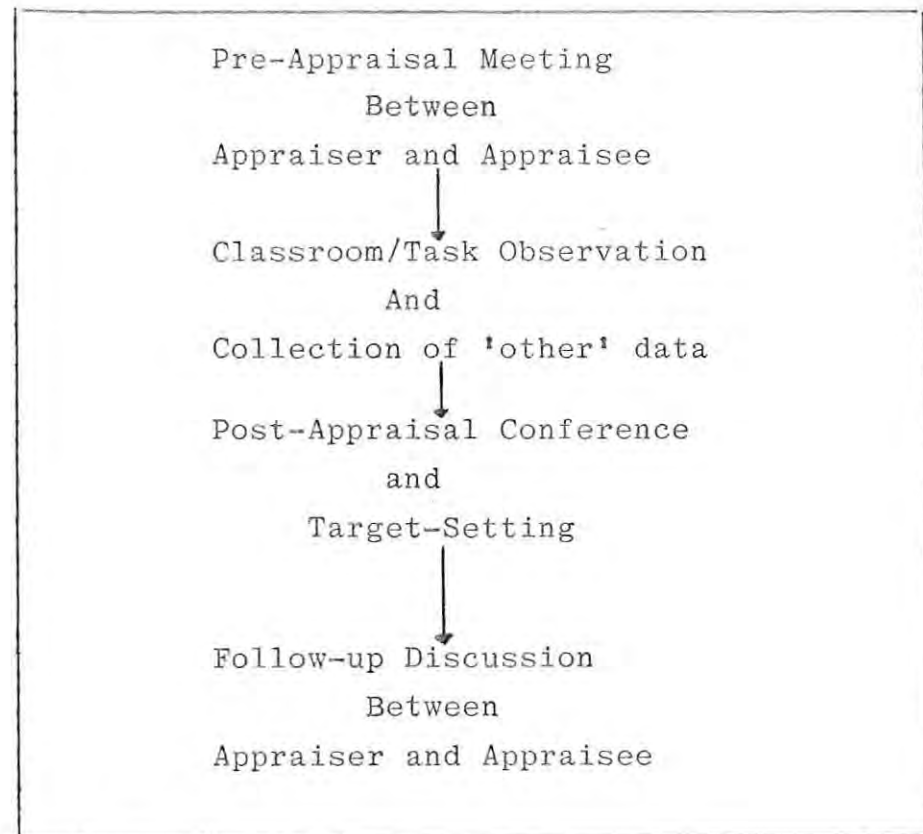
In sum, there are various techniques of appraisal so far introduced to appraise teacher performance. Each of these appraisal techniques has its own advantages and limitations. Therefore, choice or choices of appraisal techniques should be made in view of the advantages they can generate, the purpose they can best serve, and the type of job the appraisee performs.

The preceding discussion have attempted to reveal the major elements that constitute the design of a system of TPA. It is believed that the design of a system of TPA significantly determines its success in the process of implementation. The following discussion is, thus, concerned with the major steps involved in the process of TPA scheme identified in the light of the design of the system.

5.2. The Appraisal Process

Often in practice, TPA has been regarded as a process of observing, analysing, and judging a teacher's performance in the classroom. However, CRO is only one aspect of a systematic appraisal process (Kyriacou, 1991:131). A systematic process of TPA scheme comprises four major steps as shown in the following model; and each of the components indicated in the model are discussed next.

Model of the Appraisal Process



Source: Adapted from Bollington, R. et al., An Introduction to Teacher Appraisal. London: Cassell Educational Limited, 1990, p. 11

5.2.1. Preparing for Appraisal - Pre-appraisal Meetings

The pre-appraisal meeting is the preparatory stage in the process of TPA scheme. For the most part, the success of any TPA scheme is determined by the effectiveness of the pre-appraisal meeting that involves appraisers and appraisees (West and Bollington, 1990:15). The pre-appraisal meeting is a crucial initial step aimed at establishing common understanding and agreement between appraisers and appraisees about what will happen in the appraisal process (Bollington et al., 1990:30). To this end, the school principal should schedule a pre-appraisal meeting with all teachers and appraisers in the first weeks of the academic year to review with them the purpose, criteria, process, and procedures of the appraisal scheme of the school (Gorton, 1983:241).

One of the major discussion items that should be raised during the pre-appraisal meeting is the purpose of the appraisal scheme. The purpose of any appraisal scheme (summative or formative) is so crucial that should be thoroughly discussed, and hence, receive general consensus from teachers and appraisers "... since there will be little interest in any scheme which does not have acceptance" (Montgomery and Hadfield, 1989:89).

Moreover, as stated earlier, since the purpose is the one that determines the content of the appraisal criteria,

the type of appraisers, frequency and timing of appraisal, and techniques of data collection, it should receive first priority in discussion. This basic premise of TPA presupposes the need for the separation of summative and formative purposes of appraisal since the perception and reaction of teachers toward each of the two purposes significantly differ (Wise et al., 1985:160). Summative appraisal is a one or two-time activity per year, focusing on securing data for personnel decisions which is often perceived by many teachers as somewhat threatening and frustrating. On the other hand, formative appraisal, fostering teacher professional growth, is a continuous process that most teachers positively perceive and cooperatively participate in particularly if they are given the opportunity to be involved in the design as well as the process of the appraisal scheme (Kyriacou, 1991:127).

Another critical issue that needs to be carefully discussed, understood, and accepted by both appraisers and appraisees during the pre-appraisal meeting is performance criteria. It is at this early stage of the appraisal process that the responsibilities of the teachers should be clearly defined and agreed-upon by the two parties (Shimpan, 1979:135).

The behavior that a teacher exhibits in and out of the classroom is multifaceted, making the process of performance

observation, analysis, and judgement very difficult. Thus, identifying only those critical areas of performance on which the measuring criteria should focus should be one of the main purposes of the pre-appraisal meeting. In regard to this point, Peter Drucker, the veteran management author, has asserted "... if 20 per cent of the responsibilities achieve 80 percent of the job results, then it is on those 20 per cent that ... performance standards should focus" (in Rausch, 1985:39). Therefore, in the pre-appraisal meeting, teachers and appraisers should be able to jointly identify and reach a consensus on those critical job elements called "key results areas" which are indispensable for the successful accomplishment of teachers' responsibilities (George, 1987:36).

Moreover, mere identification and delineation of critical areas of performance and establishment of thorough, factual, and meaningful appraisal criteria do not ensure effectiveness of the appraisal process. The pre-appraisal meeting should also enable teachers and appraisers to discuss and develop mutual understanding on such basic issues as "... Do the performance criteria have priorities ? Are they ... specific ? Are they do-able ? Are they measureable ? and Are they understandable ?" (Castetter, 1982:262).

The pre-appraisal meeting should also be concerned

with the matching of appraisers with appraisees, because an appraisee's perception of his appraiser significantly affects his attitude toward the appraisal process as a whole. Therefore, teachers must be offered the opportunity during the pre-appraisal meeting to express their views and decide on such issues as: Who should appraise teachers' performance? Will there be peer appraisal, student -, or self-appraisal? (Montgomery and Hadfield, 1989:99).

West and Bollington (1990:58) have noted that most teachers and appraisers believe that the 'ideal' appraiser is the one who has close contacts with the appraisees' work; whom the appraisees regard as credible and experienced, and who assumes management responsibility. Besides, a research evidence has shown that a TPA process which involves more than one appraiser, i.e. the principal and his delegates, peers, students and self-appraisal, gains reliability, validity, and credibility (Hopkins and Bollington, 1989:166).

The central aim of including the item 'who should appraise?' in the agenda of the pre-appraisal meeting is to develop in both teachers and appraisers a sense of mutual trust and confidence in the overall appraisal process and in the performance evidences presented by appraisers.

In addition to what has been presented earlier, the

pre-appraisal meeting should include appraiser-appraisee discussion on the timing and frequency of appraisal and techniques of performance data collection. The timing, frequency, and techniques of appraisal, particularly when they apply to classroom observation, are very difficult to determine. The best approach which most authorities in the field recommend is for the appraisers and appraisees to discuss the cases in the pre-appraisal meeting, and reach consensus on them in view of the time and resources available to the school. It should be seriously noted, however, that a brief, rush visit to the classroom, particularly when the visit is unannounced without prior consent of teachers, can only demoralize and anger them, resulting in devaluation of the overall appraisal scheme (Conley, 1987:64).

In sum, the primary objective of pre-appraisal meetings should focus on establishing teacher acceptance and agreement to voluntarily take part in the appraisal process. Voluntary participation of teachers in the operation of the appraisal scheme must necessarily be sought for particularly if the process is expected to be a positive and developmental experience. To this end, teachers, together with their appraisers, must be given the opportunity to participate in deciding on the purpose, criteria, timing and frequency, and techniques of appraisal, and in designating their appraisers before the actual appraisal of their performance commences.

5.2.2. Classroom/Task Observation and Data Collection

There is a consensus among many educators that the process of data collection can take place anywhere, anytime during the year (Newman and Hinrichs, 1980:9). In this regard, appraising teachers' performance can be carried out not only in the classroom but also at a committee or staff meeting, in a school club, in a group activity, at a conference held in the appraiser's office. Some others, however, strongly advise appraisers to devote much of their time and effort to appraise the teacher in the classroom rather than in any other areas of the teacher's responsibilities if valid and reliable performance data are sought for (Gorton, 1983:248). Shipman (1979:134) also argues that:

... if evaluation is to be taken seriously, it has to occur at the business end, in the classroom. It is difficult to see how there could be meaningful evaluation or indeed any guarantee of efficiency unless there is some supervision of classroom performance.

On the other hand, recent research evidence reveals that although classroom observation (CRO) does occupy a prominent position in TPA, it should be by no means seen as a comprehensive source of data on teacher performance (Bollington et al., 1990:34). In other words, the performance of teachers should be appraised both in the classroom and in key areas of the teacher's responsibilities in the school (Montgomery and Hadfield, 1989:100).

However, CRO, even considered alone, is still complex and multifaceted that performance data obtained from it and utilization of those data for constructive purposes have been below satisfactory (George, 1987:34). The potential advantages of CRO is yet unrealized and many issues related to it are still awaiting for resolution. The prominent contribution of CRO resides in the provision of teachers with two interrelated and interdependent professional supportive areas: feedback and coaching (Bollington et al., 1990:34).

In the first case, feedback, CRO helps as a technique whereby the appraiser gathers objective performance evidences, indicating both weaknesses and strengths, which can serve the appraiser and the appraisee as points of discussion during post-appraisal conferences. And, in the latter case, i.e., coaching, CRO in view of the discussion results reached upon in the post-appraisal conference, helps the appraiser to render realistic remedial, maintenance or developmental professional support or advice for the teacher to achieve performance improvement. Telling the teacher where he stands in performance does not suffice; the teacher should also be shown the way and means of improving performance (Thomas, 1974:5). Thus, in both cases, feedback and coaching, CRO can be seen as developmental in purpose.

Another problem encountering CRO is lack of appraisers' commitment to adequately carry it out. Experience as well as research evidence have shown that there are schools where teachers are "appraised" without any single observation of their performance in the classroom. For instance, Holdzkom (1987:43) has reported that there are school principals who, sitting in their office, simply complete teacher appraisal forms with little or no evidence on the performance of teachers in the classroom. Such a practice of appraisal provides no feedback to teachers; offers them no suggestion for improvement; and often develops in them a feeling of mistrust and lack of confidence in their appraisers and performance ratings.

Researchers, condemning such a practice of appraisal, strongly recommend as frequent CRO as possible if a scheme of TPA is to be contributive to the improvement of teachers and student learning. For instance, Wise et al. (1985:90) suggest CRO to take place at least twice a month per teacher over the course of an entire school year if appraisal is meant for adequately measuring teachers' competence. To benefit much out of appraisal, some school principals have been observed conducting CRO even more frequently to the extent of three or more times over a period of less than three weeks and sometimes within one week (Bollington et al., 1990:84).

In general, for TPA to be an effective process, performance data should be gathered both from the classroom and other areas of the teacher's responsibilities in the school. CRO to serve developmental purpose should be conducted as frequent as possible depending on the time and resource constraints with which the school operates. The ultimate purpose of CRO and other data collection is to help in appraiser-appraisee discussion during the post-appraisal conference, the third stage in the appraisal process.

5.2.3. Post-Appraisal Conferences and Target-Setting

The efforts made during the pre-appraisal meeting and in performance data collection process can be considered truly successful if and only if they enable a productive post-appraisal conference to occur. Post-appraisal conference is regarded as the focal point in the appraisal process because it is at this stage that the appraiser and the appraisee sit together to review past performance, and to identify professional needs of the latter; and ultimately to determine and agree on future action plans that deserve careful attention during the follow-up process (Szilagyi, 1981:563; Bollington et al., 1990:47).

Post-appraisal conference occupies a particular sensitive position in the appraisal process because it is

at this stage a teacher's total contribution to the school is frankly discussed, appraised, and valued; the teacher criticizes and comments on performance evidence presented by the appraiser, and supplies additional data which he feels that the appraiser has omitted (Klatt et al., 1978:388); and the teacher exercises his right to appeal against unjustified performance ratings (ILO and UNESCO, 1984:28).

Post-appraisal conference, properly designed and systematically carried out, can help to achieve various developmental purposes. First of all, it provides the appraisee with the opportunity to express openly his feelings about his past performance, revealing the obstacles he had encountered in accomplishing tasks (Castetter, 1981:270). By so doing, the appraiser, together with the teacher, can identify any training needs of the teacher; and they determine and agree on performance targets for the teacher to perform in his future undertaking (Montgomery and Hadfield, 1989:98).

The advantages that effective post-appraisal conference can generate have not been secured in many schools because of various problems. The most prevalent problem in post-appraisal conference resides in appraisers who fail to see the importance of the conference in improving teacher performance; and who complain about lack of time to conduct such a conference (Bollington, 1990:47).

Some appraisers may hold post-appraisal conference; but since they lack relevant training, and do not analyse, synthesize and evaluate in advance the performance data they might have gathered, they simply provide appraisees with undeserved praise or focus too much on weaknesses and little or nothing on strengths of the appraisee (Szilagyi, 1981:569). Undue focus of the appraiser's attention on praises or criticisms has no contribution to the improvement of the teacher in his performance. Particularly undue emphasis on weaknesses will let the teacher feel that

... he/she is simply being assessed - the mutuality and trust necessary for successful appraisal will be damaged and it is unlikely that future targets identified will be either realistic or motivate the teacher into a real commitment to achieve (West and Bollington, 1990:38).

Some other appraisers are reluctant, and at times decline, to tell their appraisees where their performance deficiencies lie. This is a usual practice in post-appraisal conference in which both appraisers and appraisees tend to avoid issue which they think would cause unpleasantness or create ill feeling in them in an aim of keeping their mutual rapport healthy (Conley, 1987:62).

Post-appraisal conference, as it is sensitive and anxiety producing to both the appraiser and the appraisee,

should be carefully handled and systematically conducted. Thus, for it to be effective, the following basic requirements must be fulfilled with due regard to appraiser training, as the first priority, in skills of performance appraisal in general and conferencing in particular.

- i) Post-appraisal conference should take place immediately after CRO before appraisal causes anxiety and frustration in the appraisee. The conference must not be hurried. Neither the appraiser nor the appraisee "... must be anxiously watching the clock ... it is important that there is sufficient time for open discussion and negotiation" (Montgomery and Hadfield, 1989:81).
- ii) Prior to the actual post-appraisal conference, the appraiser should analyse, synthesize and evaluate performance data collected and carefully identify which agreed-on critical performance areas (key results areas) have been met, which have not, and why (George, 1987:38).
- iii) The focus of post-appraisal conference should be the teacher's performance in the defined job areas rather than personality (Hopkins and Bollington, 1989:176). That is, both the appraiser and appraisee should be aware that negative as well as positive feedback should be

performance-oriented rather than comments on personality traits.

- iv) The final aspect of the post-appraisal conference should focus on setting future performance targets. Both the appraiser and appraisee should leave the conference with mutually identified, clearly understood, and agreed-upon plan of action, including how this will be performed (Glueck, 1982:398).

In general, post-appraisal conference, when done properly, makes a profound contribution to the effectiveness of the purpose and process of the appraisal scheme. But, when totally ignored or improperly conducted, the whole system is disrupted. Effective post-appraisal conference should be perceived as an essential step in the appraisal process that encourages appraisers and appraisees jointly solve performance problems, and develops in them common understanding about what was and will be observed and appraised.

5.2.4. Follow-up Discussions

Following the post-appraisal conference in which data on past teacher performance are reviewed, and future target areas identified and agreed-upon, the next step in the appraisal process is the follow-up. The follow-up discussion

is, indeed, crucial to the appraisal process because it is at this stage that performance targets set during the post-appraisal conference are worked on, supported and monitored (Bollington et al., 1990:11), determining the credibility of the overall appraisal scheme.

Expressing the possible disruptive effects that evading or avoiding follow-up in the appraisal process entails, Turner and Clift (1988:191) have noted in their case studies that:

... if there is to be an appraisal of a member of a staff, there must be some kind of follow-up
... Despite such concern, it is evident that in many cases appraisals were not followed-up and produced little or nothing that was tangible. The lack of any decisive change produced scepticism on the part of many teachers as to the real value of having an appraisal scheme.

Many writers on TPA believe that follow-up, as an indispensable element in the appraisal process, requires appraisers to provide teachers with professional coaching and counseling service to improve performance rather than to rely on teachers to carry out targets without any specific, practical and constructive assistance (Morrison and Kranz, 1981:18; Gorton, 1983:253; Butterman, 1987:6).

For the follow-up stage to be worked out effectively, Cumming and Schwab suggest three approaches to be adopted based on the follow-up data available; these are remedial,

maintenance, and developmental (in West and Bollington, 1990:46-47).

In the remedial approach, an appraiser is expected to give the appraisee clear, specific, and objective feedback, indicating what, how, and why the appraisee is experiencing difficulty in carrying out agreed-on performance targets set during the post-appraisal conference. In such an approach, both the appraiser and appraisee jointly find out ways and means by which the difficulty realized can be tackled. The former should take the initiative to channel job-related efforts of the latter into an improved way of doing things (Heneman III et al., 1986:116).

The second follow-up approach is the maintenance action program whereby, based on the performance data obtained, both the appraiser and appraisee can ensure that performance strengths and skills currently realized can be sustained so that satisfactory level of performance and job satisfaction can be continued. In such a case, the appraiser and appraisee discuss and agree on plans and actions necessary to help the latter maintain his current level of performance in relation to the demands of the job.

The third approach in the follow-up stage is the developmental action program in which job development and personal growth of the appraisee are further enhanced.

In this approach, after ascertaining that the appraisee has successfully accomplished performance targets set in the post-appraisal conference, the appraiser and appraisee discuss and set new challenging target areas which are necessary for the latter to achieve self, as well as organizational development.

In order for the three follow-up approaches to work well, the appraiser should play a role of a coach and counsellor. The appraiser's relationship with the teacher must be based on mutual trust and respect. The appraiser must have credibility with the teacher as someone whose observation, judgement and comments will be valued. The follow-up process must be seen as collaborative exercise in which the appraiser as well as the appraisee help each other to make the overall appraisal process as valuable as possible (Kyriacou, 1991:132).

Summary

For years since its inception, formal TPA has been regarded as a tool for management to make personnel decisions such as promotion, salary raise, placement, and tenure. Recently, however, a shift of emphasis has been made to make appraisal more formative or developmental in purpose, detaching it from its long-years dominating counterpart, administrative or summative appraisal. In this endeavour, impediments of TPA often caused by

unsystematically designed and poor operation of the scheme, lack of skills and competence of appraisers, and unfavourable perception of teachers to appraisal have been identified.

TPA is sensitive and complex yet inevitable in school staff administration. Thus, educational systems should exert more time and effort to establish an effective scheme of appraisal that helps in improving teachers and student learning. Effective scheme of TPA can be realized if the design of it as well as its operation are carefully and systematically worked out with meaningful participation of teachers and commitment of appraisers.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE FINDINGS

This chapter comprises of two major parts. Part one presents the characteristics of the sample population involved in the study. Hence, the study groups - appraisers and appraisees are discussed in terms of sex and age, years of service, academic qualification, and field of study.

Part two of this chapter deals with the analysis of the findings of the study. In this part, the findings on the following major variables are analysed based on the responses obtained from the two groups of respondents.

1. The purpose of TPA
2. Criteria for TPA
3. Pre-Appraisal Meetings
4. Classroom Observation (CRO)
5. Appraisers and Their Sources of Teacher Performance Data
6. Post-Appraisal Conferences
7. Performance Ratings and Teacher Reaction
8. Appraiser-Appraisee General Perceptions & Recommendations

In analysing the findings of the study, the following

technical and statistical methods and procedures were employed:

1. Data collected were organized in tabular forms and in terms of frequency or per cent of respondents selecting each response option appeared in each item of the questionnaire.
2. In some cases, the reader should not be bothered about sums of frequencies or percentages because, to certain items, respondents were allowed to select one or more options which they thought were appropriate.
3. For some data of a continuous nature (High, Moderate, Low), frequencies were converted into rating scales (3,2,1, respectively) and then to total average ratings and percentages.
4. Items involved in the questionnaire could be classified into two major categories. Some were items designed to elicit facts; and others were meant for generating opinions, perceptions, and attitudes from appraisers and appraisees. Hence, the approach used in treating the data from the two categories would vary particularly in case of hypothesis test.

Thus, since the main purpose of this study was to identify perceptual differences or similarities between appraisers and appraisees in the current

system of TPA, only findings pertaining to opinions, perceptions and attitudes of the study groups were subjected to hypothesis tests. Hence, for such findings:

4.1. Null hypothesis (H_0) and Alternative hypothesis (H_1) were stated.

4.2. To test perceptual differences between appraisers and appraisees in TPA - related problems, Chi Square (X^2) test of significance was adopted.

4.2.1. The formula for $X^2 = \sum (O - E)^2 / E$,
Where O = Observed frequencies, and
 E = Expected values

4.2.2. Rejection Level (α) = 0.05

4.2.3. Rejection Region = $X_{cal.}^2 > X_t^2$ for a given degree of freedom.

4.3. To test perceptual relationships between appraisers and appraisees in TPA - related problems, Spearman's Rank - Order Correlation Coefficient (ρ) was computed.

4.3.1. The formula for $\rho = 1 - \frac{6 \sum d^2}{N^3 - N}$,

Where

d^2 = the sum of all squared rank differences, and

N = the sum of paired ranks

4.3.1. Rejection Level (α) = 0.05

4.3.2. Rejection Region = $\rho_{cal} > \rho_t$ for N.

N.B.

- A. For detailed frequencies of computed rating scales and statistical tests, summary tables are attached in the appendix section.
- B. Table numbers in the appendix correspond to table numbers in Chapter III.

PART ONE: CHARACTERISTICS OF THE STUDY GROUPS

The questionnaire was distributed to 154 appraisers and 356 appraisees. Of the total number of questionnaire distributed among the two study groups, 144 (93.51 per cent) from appraisers and 324 (91.01 per cent) from appraisees were appropriately filled in and returned. Based on the responses obtained from appraisers and appraisees, the characteristics of the study groups were examined in terms of sex and age, years of service, academic qualification, and field of study; and these are presented in Tables 1-3.

Table 1: Respondents By Sex and Age

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. Sex:				
a) Male	123	85.42	289	89.20
b) Female	16	11.11	27	8.33
No Response	5	3.47	8	2.47
Total	144	100.00	324	100.00
B. Age:				
a) 25 years & below	2	1.39	3	0.93
b) 26 - 35 years	65	45.14	144	44.44
c) 36 - 45 years	66	45.83	160	49.38
d) 46 - 55 years	9	6.25	17	5.25
No Response	2	1.39	-	-
Total	144	100.00	324	100.00

Table 1 shows sex and age distribution of the sample population of the two study groups. Appraisers and appraisees who accounted for 85.42 per cent and 89.20 per cent, respectively were male respondents. Female representation in this study was only 11.11 per cent for appraisers and 8.33 for appraisees. As female participation rate in Ethiopian education has been low, their employment rate to the teaching profession has also been low; and the proportion of their representation in this study would obviously take the same pattern.

As regards age, 90.97 per cent of the appraisers and 93.82 per cent of the appraisees were in the same age range; that is, between 26 and 47 years. Thus, there would probably be no barrier that age difference might have caused for appraisers and appraisees to freely discuss professional problems including those related to TPA.

Table 2: Respondents By Years of Service

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. Years of service in the MOE:				
a) 5 years & below	-	-	-	-
b) 6 - 15 years	88	61.11	174	53.70
c) 16 - 25 years	50	34.72	134	41.36
d) More than 25 years	6	4.17	16	4.94
Total	144	100.00	324	100.00
B. Years of service at the present school post:				
a) 5 years & below	57	39.58	26	8.02
b) 6 - 15 years	66	45.83	171	52.78
c) 16 - 25 years	20	13.89	120	37.04
d) More than 25 years	1	0.69	7	2.16
Total	144	99.99*	324	100.00

* does not add to 100% in round figures.

As indicated in Table 2 - Item A, of the 144 appraisers, 61.11 per cent served in the MOE for 6 to 15 years, and 38.89 per cent of them had a total service of 16 years and above. As regards appraisees, 53.70 per cent of the 324 respondents had served for a total of 6 to 15 years in the Ministry while those who accounted for 46.30 per cent had a total service of 16 years and above.

Concerning their occupational status at the school level, Table 2 - Item B shows that 39.58 per cent of the appraisers had been practising educational administrators in senior secondary schools for 5 years and below; and the remaining majority (60.41 per cent) had been at this administrative post for 6 year and above. Moreover, a great majority of the appraisees (91.98 per cent) had taught in senior secondary schools for 6 years and above.

It would be, therefore, possible to generalize from these data that such a relatively longer years of service in the education system might have helped appraisers and appraisees to possess rich experience and better understanding about the various issues and problems of TPA in senior secondary schools.

Table 3: Respondents By Qualification and Field of Study

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. Academic Qualification:				
a) 12 th Grade or below	-	-	1	0.31
b) 12 + 1	3	2.08	5	1.54
c) 12 + 2	26	18.06	143	44.14
d) 12 + 3	11	7.64	10	3.09
e) B.A./B.Sc.	98	68.06	151	46.60
f) M.A./M.Sc.	4	2.78	14	4.32
No Response	2	1.39	-	-
Total	144	100.01*	324	100.00
B. Field of Study:				
a) Agriculture	3	2.08	6	1.85
b) Educational Administration	14	9.72	6	1.85
c) Home Economics	4	2.78	3	0.93
d) Languages	25	17.36	72	22.22
e) Natural Sciences	39	27.08	132	40.74
f) Pedagogical Sciences	9	6.25	15	4.63
g) Physical Education	4	2.78	2	0.62
h) Psychology	3	2.08	3	0.93
i) Social Sciences	28	19.44	66	20.37
j) Voc./Technical Education	12	8.33	15	4.63
No Response	3	2.08	4	1.23
Total	144	99.98*	324	100.00

* does not add to 100% in round figures

It has been recorded in Table 3 - Item A that 70.84 per cent of the appraisers in senior secondary schools were first and second degree holders. Those appraisers having college education of 1 to 3 years accounted for 27.28 per cent of the total. This would suggest the tendency of preferring degree holders in staffing administrative positions of senior secondary schools.

On the other hand, 50.92 per cent of the appraisees had first and second degree. The rest, except one appraisee (0.31 per cent) with a qualification of 12th Grade or below, had 1 to 3 years of college education; and these accounted for 48.77 per cent in proportion. The distribution would, therefore, be regarded as unbiased since appraisees with inferior, equal, and superior academic qualifications to their appraisers might have been represented in the study.

Table 3 - Item B reveals the distribution of respondents in terms of their fields of study. Appraisers drawn from the Natural Sciences, the Social Sciences, and the Languages accounted for 63.88 per cent of the total sample size of this study group. The remaining proportion of appraisers (34.04 per cent) were drawn from the rest seven fields of study. Moreover, 83.33 per cent of the appraisees were also from the three fields of study indicated earlier. It was 15.44 per cent of the appraisees who were drawn from the other seven fields of study.

The distribution might seem somewhat biased; but it was not. The assignment of the teaching force in senior secondary schools would be tantamount to the number of school subjects constituting each field of study and the number of weekly periods allotted to each subject. In this regard, the three fields of study indicated earlier comprise the major eight senior secondary school subjects whose weekly period allotment would have been relatively higher than that of the subjects involved in the other seven fields of study. Thus, since teachers assigned to the three fields of study would relatively be higher in size, the sampling distribution in terms of academic qualification would be justifiable.

PART TWO: ANALYSIS OF THE FINDINGS OF THE STUDY

1. The Purposes of TPA

Appraisers and appraisees were asked to identify the purposes a system of TPA "SHOULD" primarily serve. For them to select from, nine possible purposes of TPA were presented in the list. The frequency (f) of responses that each purpose received from the two study groups, and the corresponding rank-order (r) are shown in Table 1.1.

Table 1.1.: Purposes TPA "SHOULD" Primarily Serve

Item	Frequency of Responses & Rank order			
	Appraisers (N=144)		Appraisees (N=324)	
	f_1	r_1	f_2	r_2
a) To improve quality of education	101	1	230	1
b) To motivate teachers to their job	95	2	209	3
c) To improve teacher competence	91	3	222	2
d) To decide on teacher salary raise	72	4	203	4
e) To decide on teacher promotion	69	5	131	7
f) To select teachers for further learning	68	6	134	6
g) To reward outstandingly competent teachers	67	7	122	8
h) To identify teacher training needs	51	8	136	5
i) To decide on teacher transfer	20	9	58	9

The three leading purposes of TPA, as suggested by both appraisers and appraisees in terms of primacy, were improvement of quality of education and teachers' competence, and motivation of teachers to their job. These were all formative purposes which TPA could be expected to serve. The data would, therefore, suggest

that appraisers and appraisees perceived TPA to be primarily formative in purpose rather than summative.

Hypothesis Test

H_0 : There is no relationship between appraisers and appraisees in perceiving the purposes a system of TPA should primarily serve.

H_1 : There is relationship between appraisers and appraisees in perceiving the purposes a system of TPA should primarily serve.

By computing Spearman's Rank-order Correlation Coefficient (ρ), the result of the test showed that with an N of 9 at the 0.05 level of significance, the critical value of $\rho = 0.60$; and the calculated value of $\rho = 0.87$. Hence, the null hypothesis (H_0) is not accepted. Thus, it would be concluded that there is reliable evidence confirming the existence of perceptual relationship between appraisers and appraisees that a system of TPA should primarily be formative (developmental) rather than summative (administrative) in purpose.

Moreover, requested to indicate the purposes which the current system of TPA in senior secondary schools "IS" primarily serving, appraisers and appraisees have reacted as follows.

Table 1.2: Purposes the Current System of TPA "IS" Primarily Serving

Item	Frequency of Responses & Rank-Order			
	Appraisers (N=144)		Appraisees (N=324)	
	f_1	r_1	f_2	r_2
a) To decide on teacher salary increase	67	1	133	1
b) To motivate teachers to their job	56	2	131	2
c) To improve quality of education	49	3	128	3
d) To improve teacher competence	45	4.5	117	4
e) To decide on teacher promotion	45	4.5	99	5
f) To select teachers for further learning	42	6	85	6.5
g) To reward outstandingly competent teachers	35	7	85	6.5
h) To identify teacher training needs	30	8	4	8
i) To decide on teacher transfer	23	9	65	9

As is reported in Table 1.2, appraisers and appraisees agreed that the current system of TPA has been serving to make personnel decisions on teacher salary increase as its first priority. Ranked second and third by the two study

groups were the purposes of motivating teachers to their job and improving quality of education, respectively. It would be, therefore, concluded that the current system of TPA has been perceived by appraisers and appraisees to be primarily summative in purpose.

Hypothesis Test

- H_0 : There is no relationship between appraisers and appraisees in perceiving the primary purposes which the current system of TPA is serving.
- H_1 : There is relationship between appraisers and appraisees in perceiving the primary purposes which the current system of TPA is serving.

Spearman's Rank-order Correlation Coefficient (ρ) test of relationship showed that for an N of 9 at the 0.05 level of significance the critical value of $\rho = 0.60$; and the calculated value of $\rho = 0.99$. Hence, the null hypothesis (H_0) is not accepted. Thus, conclusion would be drawn that there is evidence showing the existence of relationship between appraisers and appraisees in perceiving the primary purposes that the current system of TPA has been serving.

Furthermore, it was the interest of this study to identify the extent to which the current system of TPA has

achieved its intended purposes as perceived by appraisers and appraisees. To this end, appraisers and appraisees were requested to rate the effectiveness of the current system of TPA as High (3), or Moderate (2), or Low (1). The result was as follows.

Table 1.3: Effectiveness of the Current System of TPA in Achieving Its Purposes

Groups	Total Average Ratings	Per cent
Appraisers (N = 144)	1.66	55.33
Appraisees (N = 324)	1.63	54.33

As is seen in Table 1.3, the level of effectiveness of the current system of TPA in achieving its purpose was rated by appraisers and appraisees a little more than average, but far below the maximum possible. In this regard, it would be perceptible that there has been a considerable mismatch between the purpose designed for the current system of TPA and the manner in which the system would have operated in senior secondary schools. In other words, the process and procedures employed in executing the scheme of TPA might have been perceived to be ineffective to a certain degree for the realization of the purposes designed for the system.

Hypothesis Test

H₀: There is no difference between appraisers and appraisees in perceiving the level of effectiveness of the current system of TPA in achieving its purpose.

H₁: There is difference between appraisers and appraisees in perceiving the level of effectiveness of the current system of TPA in achieving its purpose.

The Chi Square (χ^2) test of significance resulted in that for 2 degrees freedom at the 0.05 level of significance the critical value of $\chi^2 = 5.99$; and the calculated value of $\chi^2 = 1.10$. Hence, the null hypothesis (H₀) is accepted. Thus, it would be concluded that there is evidence supporting that there existed no statistically significant difference between appraisers and appraisees in perceiving the level of effectiveness of the current system of TPA in achieving its purpose.

2. Criteria For TPA

The perceptions of appraisers and appraisees about the validity, reliability, and utility level of the criteria of the current system of TPA was considered in this study. Each of the characteristics of performance criteria were represented in the questionnaire by three

groups of items, respectively. Each of the items in each group were rated high (3), moderate (2), or low (1). On the basis of the responses given by the two study groups, total average ratings and percentages were computed, and the results are shown in the following table.

Table 2.1: Degree of Validity, Reliability, and Utility of the Performance Criteria.

Characteristics	Groups*	Total Average Ratings	Per cent
Validity	1	7.33	61.08
	2	7.10	59.17
Reliability	1	8.56	57.07
	2	8.61	57.40
Utility	1	8.04	53.60
	2	8.23	54.87

Groups*

1 = Appraisers

2 = Appraisees

One could see in Table 2.1 that both appraisers and appraisees rated the validity, reliability, and utility levels of the performance criteria of the current system of TPA above average, but far below the maximum high. The data would, therefore, reveal that the criteria or standards against which teachers' performance has been

measured would have been regarded as considerably too weak to generate as accurate and objective performance evidence as could be expected. Hence, as a result, appraisers and appraisees would have perceived the performance criteria under use to be considerably incompetent to help in making objective personnel decisions and in enhancing professional improvement of teachers.

The study also examined the extent to which appraisers and appraisees had been satisfied with the overall nature of the criteria of the current system of TPA. The ratings of the two groups of respondents are presented in the next table.

Table 2.2: Appraiser-Appraisee Level of Satisfaction With the Criteria

Groups	Total Average Ratings	Percent
Appraisers (N = 144)	1.68	56.00
Appraisees (N = 324)	1.68	56.00

Appraisers' and appraisees' level of satisfaction with the performance criteria under use, as revealed in Table 2.2, was rated a little more than average. This may indicate that what appraisers and appraisees would have expected the criteria to be and the contents of the current

performance criteria have been incompatible to a significant degree. It would be, therefore, possible to note that teacher performance has been appraised with criteria which both appraisers and appraisees perceived to be considerably inadequate to accomplish the task of TPA. Particularly teachers would tend to be reluctant to cooperatively participate in school appraisal scheme if, among other things, the performance criteria proved to be inadequate and unacceptable to them.

Hypothesis Test

- H_0 : There is no difference between appraisers and appraisees in their level of satisfaction with the performance criteria under use.
- H_1 : There is difference between appraisers and appraisees in their level of satisfaction with the performance criteria under use.

Using the chi square test of significance, the result showed that for 2 degrees freedom at the 0.05 level of significance the critical value of $X^2 = 5.99$; and the calculated value of $X^2 = 3.83$. Hence, the null hypothesis (H_0) is accepted. Thus, it would be concluded that there is no statistically significant difference between appraisers and appraisees in the manner in which they

perceived their level of satisfaction with the criteria established to appraise teacher performance.

3. Pre-Appraisal Meetings

Presented under this part of the analysis are cases pertaining to the extent to which pre-appraisal meetings were regularly held in senior secondary schools; how they were approached; and how effectively they have contributed to the successful operation of appraisal schemes as perceived by appraisers and appraisees.

Table 3.1: Whether Pre-Appraisal Meetings Were Held

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
Do appraisers arrange pre-appraisal meetings ?				
a) Yes	59	40.97	104	32.10
b) No	85	55.03	220	67.90
Total	144	100.00	324	100.00

It is observed in Table 3.1 that 55.03 per cent of the appraisers and 67.90 per cent of the appraisees reported that no pre-appraisal meetings were held in senior

secondary schools. In this case, TPA, in many school systems would have taken place in an unplanned and uncoordinated manner, and without ensuring mutual understanding and agreement between appraisers and appraisees about crucial problems which profoundly would affect the process of appraisal that follows. Non-existence of pre-appraisal meetings might have, therefore, resulted in devaluation of TPA on the part of teachers, and in their reluctance to cooperatively participate in the subsequent process of the appraisal scheme.

Based on the responses of 40.97 per cent of the appraisers and 32.10 per cent of the appraisees who confirmed the presence of pre-appraisal meetings, issues related to the timing and frequency of such meetings, agenda items and approaches of discussion, and teachers' attitude toward pre-appraisal meetings were examined.

Table 3.2: Timing and Frequency of pre-Appraisal Meetings

Item	Frequency of Responses From			
	Appraisers (N=59)		Appraisees (N=104)	
	N	%	N	%
A. Pre-appraisal meetings often take place:				
a) only at the beginning of every year	13	22.03	20	19.23
b) only at the beginning of every semester	20	33.90	41	39.42
c) whenever teachers request	-	-	-	-
d) whenever appraisers feel appropriate.	26	44.07	39	37.50
Total	59	100.00	104	100.00
B. Pre-appraisal meetings are held				
a) always	4	6.78	6	5.77
b) sometimes	36	61.02	51	49.04
c) rarely	19	32.02	47	45.19
Total	59	100.00	104	100.00

Appraisers' responses (33.90 per cent) and those of appraisees' (39.42 per cent) to Item A of Table 3.2 revealed that pre-appraisal meetings were often conducted at the beginning of every semester. Such a practice might

have helped appraisers and appraisees to review appraisal programs and avoid misconceptions and misunderstandings early in time. But according to 44.07 per cent of the appraisers and 37.50 per cent of the appraisees, pre-appraisal meetings were often held whenever appraisers felt that such meetings would be necessary. On the other hand, teachers' request for pre-appraisal meetings were hardly considered. While such a practice would reveal that pre-appraisal meetings have been held inconsistently, the decision on the timing of the meetings would be unilateral in approach where teachers' self-initiativeness and participation had been given less or no regard. Thus, in some schools, where pre-appraisal meetings were reported, appraisers would have emphasized the accomplishment of their administrative responsibilities rather than the creation of a school climate for effective participatory TPA process.

Moreover, as shown in Table 3.2 - Item B, according to 61.02 per cent of the appraisers and 49.04 per cent of the appraisees, pre-appraisal meetings were held only sometimes; and such meetings were uncommon as indicated by 32.20 per cent of the appraisers and 45.19 per cent of the appraisees. It would be, therefore, concluded that TPA, in most cases, would have been conducted in senior secondary schools without providing teachers with first-hand knowledge about the various facets of the appraisal

scheme which might have caused in teachers a sense of mistrust and lack of confidence in their appraisers and the overall appraisal process.

Table 3.3: Agenda Items and Approaches to Discussion in Pre-Appraisal Meetings

Item	Frequency of Responses From			
	Appraisers (N=59)		Appraisees (N=104)	
	N	%	N	%
A. Agenda items often discussed include:				
a) the nature of past appraisal process	40	67.20	65	62.50
b) purposes of TPA	30	50.85	47	45.19
c) teacher participation in appraisal	25	42.37	43	41.35
d) frequency and time length of CRO	23	38.98	35	33.65
e) criteria for TPA	20	33.90	31	21.81
f) sources & techniques of data collection	19	32.20	11	10.58
g) appraisers' skills and competence	14	23.73	24	23.08
B. Discussion approaches often adopted are:				
a) on a one-to-one basis	3	5.08	9	8.65
b) on a group basis	2	3.39	5	4.81
c) departmental staff meetings	18	30.51	22	21.15
d) general (school) staff meetings	36	61.02	68	65.38
Total	59	100.00	104	99.99*

*does not add to 100% in round figures.

Table 3.3 - Item A indicates that the most frequently discussed agenda item in pre-appraisal meetings was the nature of the past appraisal process as reported by 67.80 per cent of the appraisers and 62.50 per cent of the appraisees. Discussion on this particular agenda item might have helped appraisers and appraisees to identify weaknesses and strengths of the past appraisal process; and to find out solutions to the weaknesses and means of capitalizing the strengths identified.

However, as indicated in the literature review, the process model of TPA does not suggest that this agenda item is the concern of pre-appraisal meetings. Rather, such items of discussion should be entertained immediately after appraisal or CRO before anxiety or frustration develops in teachers; and this is mainly the function of post-appraisal conferences. This discrepancy might have been caused because of lack of appraisers' knowledge about the different steps involved in the appraisal process and the activities to be performed in each of the steps.

As reported by both appraisers and appraisees, next in the priority list of discussion items were the purposes of TPA and teacher participation. These items might have been perceived by appraisers as essentials for TPA because, among other things, it has been when appraisers and appraisees would have common understanding about what to

achieve through appraisal (i.e. purpose) that teachers' cooperative participation in the appraisal process could be encouraged.

However, the criteria for TPA and sources and techniques of performance data collection were among agenda items least discussed in pre-appraisal meetings. Literature on TPA emphasizes that teachers should be given the opportunity to scrutinize the criteria against which their performance would be measured. It would be equally important for them to review the reliability and feasibility of the sources and techniques of data collection too. All these should have been regarded as basic agenda items of pre-appraisal meetings because appraiser - appraisee discussion on them would have helped in ensuring teacher acceptance of and commitment to the appraisal scheme. Lack of clear understanding, and hence, unacceptability of the measuring criteria and data collection techniques and sources on the part of teachers would have led them to be reluctant to cooperate in the appraisal process, indifferent to its operation, and unresponsive to performance ratings.

It has been depicted under Item B of Table 3.3 that the majority of appraisers (61.02 per cent) and appraisees (65.38 per cent) reported that pre-appraisal items of discussion were often presented at a general (school) staff

meeting. This approach of discussion would have helped all those participants to examine appraisal issues and problems in a wider perspective, developing common understanding in them about what should be and what should not be expected during the subsequent stages of the TPA process.

This study has also examined teachers' attitude toward pre-appraisal meetings. To this end, the extent to which teachers were motivated to participate in discussion at pre-appraisal meetings; and the extent to which they found the meetings helpful to improve performance were considered. The results were the ones presented in Table 3.4.

Table 3.4: Teachers' Attitude Toward Pre-Appraisal Meetings

Items	Groups*	Total Average Ratings	Per cent
A. Teacher participation in			
discussion	1	1.72	57.33
	2	1.72	57.33
B. Helpfulness of pre-appraisal			
Meetings	1	1.87	62.33
	2	2.00	66.67

Groups*

1 = Appraiser; (N = 59)

2 = Appraisees (N = 104)

As is reported in Table 3.4 - Item A, ratings from appraisers and appraisees revealed that teachers' degree of motivation to participate in discussion at pre-appraisal meetings was above average. This level of teacher motivation might be regarded as far below what should have been expected because it would have been when teachers adequately participate and express their views freely in pre-appraisal discussions that their understanding and acceptance of the purpose and criteria of TPA could have been exhibited; and their readiness to take part in the subsequent operation of the appraisal scheme could have been ensured. The data might, therefore, suggest that teachers would have often tend to be passive and indifferent to issues and problems raised in pre-appraisal meetings.

Hypothesis Test

- H_0 : There is no difference between appraisers and appraisees in their perception about the degree to which teachers were motivated to participate in pre-appraisal discussions.
- H_1 : There is difference between appraisers and appraisees in their perception about the degree to which teachers were motivated to participate in pre-appraisal discussions.

The result of the Chi square test of significance showed that with 2 degrees of freedom, the critical value of $X^2 = 5.99$; and the calculated value of $X^2 = 2.40$. Hence, the null hypothesis (H_0) is accepted. Thus, it could be concluded that there is evidence that no statistically significant difference exists between appraisers and appraisees in perceiving the degree to which teachers were motivated to participate in discussions at pre-appraisal meetings.

Moreover, it has been depicted in Table 3.4 - Item B that teachers found pre-appraisal meetings helpful to improve their performance; and this was rated by both appraisers and appraisees well above average. In contrast to what has been indicated in Table 3.4 - Item A, in spite of their reluctance to adequately participate in discussions at pre-appraisal meetings, many teachers would have often found issues and problems raised in such meetings relevant and helpful to improve their performance.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving teachers' attitude toward the helpfulness of pre-appraisal meetings to improve performance.

H_1 : There is difference between appraisers and appraisees in perceiving teachers' attitude toward the helpfulness of pre-appraisal meetings to improve performance.

The result of the test revealed that for 2 degrees of freedom at the 0.05 level of significance the critical value of $\chi^2 = 5.99$; and the calculated value of $\chi^2 = 1.08$. Hence, the null hypothesis (H_0) is accepted. Thus, it would be concluded that there is no statistically significant difference between appraisers and appraisees in the manner in which they perceived the attitude of teachers toward the helpfulness of pre-appraisal meetings to improve performance.

4. Classroom Observation (CRO)

Although efforts are currently being made to relate a system of TPA to the key areas of teachers' responsibilities both in and out of the classroom, there is a consensus among many educators and researchers that CRO should occupy a prominent position in the process of collecting objective data on the performance of teachers (Montgomery and Hadfield, 1989:100). In view of this understanding, this part of the analysis would consider the extent to which CRO has been used as a method of collecting objective data on teachers' performance, and the approaches that appraisers often adopted in conducting CRO.

Table 4.1: Whether CRO Was Practised

Item	Frequency of Responses From			
	Appraisers (N = 144)		Appraisees (N=324)	
	N	%	N	%
Do appraisers conduct CRO ?				
a) Yes	112	77.78	234	72.22
b) No	32	22.22	90	27.78
Total	144	100.00	324	100.00

As indicated in Table 4.1, 77.78 per cent of the appraisers and 72.22 per cent of the appraisees confirmed that appraisers did observe teachers' performance in the classroom. This report would reveal that CRO would have been a common practice to most of those involved in schemes of TPA in senior secondary schools. However, to some others, as reported by 22.22 per cent of the appraisers and 27.78 per cent of the appraisees, CRO was alien. In this regard TPA would have been simply an office work of appraisers. Therefore, for appraisees under such appraisal practice, TPA would have been indeed meaningless.

It should be conceived, however, that wide spread practice of CRO alone might not ensure the effectiveness of TPA schemes of school systems. The objectivity of teacher performance data would be significantly influenced, among

other things, by the frequency and time-length of CRO. These two basic factors of CRO would be examined next.

Table 4.2. Frequency and Time-Length of CRO

Item	Frequency of Responses From			
	Appraisers (N=112)		Appraisees (N=234)	
	N	%	N	%
A. Average frequency of CRO per teacher per semester				
a) Once	81	72.32	183	78.21
b) Twice	29	25.89	48	20.51
c) Three times	2	1.79	2	0.85
d) Four times	-	-	-	-
e) More than four times	-	-	-	-
Total	112	100.00	234	100.00
B. Average time-length of CRO				
a) Less than 20 minutes	26	23.21	44	18.80
b) 20 - 30 minutes	30	26.79	87	37.18
c) 31 - 40 minutes	56	50.00	101	43.16
d) More than 40 minutes	-	-	2	0.85
Total	112	100.00	234	99.99*

* does not add to 100% in round figures.

As shown in Table 4.2 - Item A, the majority of appraisers (72.32 per cent) and appraisees (78.21 per cent) reported that a teacher's classroom performance was observed

on an average of once in a semester. On the other hand, it was from only 25.89 per cent of the appraisers and 20.51 per cent of the appraisees that CRO was reported to take place twice per teacher per semester. Observation of a teacher's classroom performance for more than twice per semester was, however, a rare case. In this regard, the current system of TPA in senior secondary schools would hardly be considered as developmental in purpose since it would be very difficult to secure comprehensive data on teachers' performance with one or two sessions of CRO.

Average time-length of CRO has also been indicated in Table 4.2 - Item B. Responses from 50.00 per cent of the appraisers and 43.15 per cent of the appraisees showed that a single CRO would last, on average, 31 to 40 minutes - nearly equivalent to a length of one subject period. On the other hand, an average of 20 to 30 minutes of CRO was reported by appraisers and appraisees who accounted for 26.79 and 37.18 per cent, respectively. There were also situations in which CRO was conducted for less than 20 minutes as indicated by 23.21 and 18.80 per cent of the appraisers and appraisees, respectively.

The data in the table would, therefore, justify that CRO in senior secondary schools would be regarded as inadequate since one or two classroom visits for such a short duration would not guarantee objective data on teachers' performance for a purpose of appraisal. Such a practice

of CRO would have, therefore, hindered teachers from seeing the practical value of schemes of TPA in senior secondary schools. As a result, they would have inclined to be passive to any appraisal situation and unresponsive to performance ratings that their appraisers would have presented.

How would appraisers and appraisees themselves perceive the degree of adequacy of the frequency and time-length of CRO they have been experiencing ? Table 4.3 would be concerned with this case.

Table 4.3: Adequacy of the Frequency and Time-Length of CRO

Item	Groups*	Total Average Ratings	Per cent
A. Frequency of CRO	1	1.48	49.33
	2	1.38	46.00
B. Time-length of CRO	1	1.68	56.00
	2	1.70	56.67

Groups*

1 = Appraisers (N = 112)

2 = Appraisees (N = 234)

Item A of Table 4.3 portrays that the level of adequacy of the frequency of CRO practised in senior secondary schools was below average as perceived by both

appraisers and appraisees; the latter being more dissatisfied than the former. To determine whether there was perceptual difference between the two study groups, a test of hypothesis was maintained.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the adequacy level of the frequency of CRO.

H_1 : There is difference between appraisers and appraisees in perceiving the adequacy level of the frequency of CRO.

The result of the test showed that with 2 degrees of freedom at the 0.05 level of significance the critical value of $X^2 = 5.99$; and the calculated value of $X^2 = 7.65$. Hence, the null hypothesis (H_0) is not accepted. Thus, it would be concluded that there exists statistically significant difference between appraisers and appraisees in perceiving the adequacy level of the frequency of CRO in senior secondary schools.

Moreover, as indicated in Table 4.3 - Item B, adequacy of the time-length of CRO was rated a little more than average by both appraisers and appraisees. This was, however, far below the maximum average that respondents

would have expected. This could reveal the ground that appraisers and appraisees would have to question the objectivity of the data collected to appraise their performance.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the adequacy level of the time-length of CRO.

H_1 : There is difference between appraisers and appraisees in perceiving the adequacy level of the time-length of CRO.

The test resulted in that for 2 degrees of freedom at the 0.05 level of significance the critical value of $\chi^2 = 5.99$; and the calculated value of $\chi^2 = 0.21$. Hence, the null hypothesis (H_0) is accepted. Thus, conclusion would be drawn that there is no statistically significant difference between appraisers and appraisees in perceiving the adequacy level of the time-length of CRO.

Considered in relation to the issue of CRO was the approach that appraisers often used in conducting CRO - announced, unannounced, or both.

Table 4.4: Approaches to CRO

Item	Frequency of Responses From			
	Appraisers (N=112)		Appraisees (N=234)	
	N	%	N	%
A. Appraisers often conduct:				
a) announced classroom visits	41	36.61	91	38.89
b) unannounced classroom visits	11	9.82	29	12.39
c) announced & unannounced classroom visits	60	53.57	114	48.72
Total	112	100.00	234	100.00
B. Most teachers often prefer:				
a) announced classroom visits	83	74.11	124	52.99
b) Unannounced classroom visits	8	7.14	31	13.25
c) They make no distinction	21	8.75	79	33.76
Total	112	100.00	234	100.00

Table 4.4 - Item A reveals that 53.57 per cent of the appraisers and 48.72 per cent of the appraisees agreed that classroom visits were often both announced and unannounced. Announced classroom visits were not also uncommon in senior secondary schools as per the responses

of 36.61 per cent and 38.39 per cent of the appraisers and appraisees, respectively. On the other hand, drop-by classroom visits were reported only by 9.82 per cent of the appraisers and 12.39 per cent of the appraisees. Unannounced classroom visits were infrequent, and this might have stemmed from appraisers' fear of spoiling their rapport with teachers who, often times, would regard drop-by classroom visits as fault-finding appraisal approaches. Responses to Item B of this same table would make this case more explicit.

Unannounced (drop-by) classroom visits were reported to be preferred by teachers only by 7.14 percent and 13.25 per cent of the appraisers and appraisees, respectively. The majority of appraisers (74.11 per cent) perceived that most teachers preferred announced classroom visits; and this was supported by 52.99 per cent of the appraisees. On the other hand, while appraisees who reported that teachers would make no distinction between the two approaches to CRO accounted for 33.76 per cent, it was only 18.75 per cent of the appraisers who shared this opinion. What could be inferred from the data would be that most teachers would have often preferred announced classroom visits to unannounced ones.

Hypothesis Test

H_0 : There is no perceptual difference between appraisers

and appraisees about teachers' preference to approaches of CRO.

H_1 : There is perceptual difference between appraisers and appraisees about teachers' preference to approaches of CRO.

The test resulted in that with 2 degrees of freedom at the 0.05 level of significance the critical value of $\chi^2 = 5.99$; and the calculated value of $\chi^2 = 13.38$. Hence, the null hypothesis (H_0) is rejected. Thus, it would be concluded that there is statistically significant difference between appraisers and appraisees in perceiving teachers' preference to approaches of CRO.

5. Appraisers and Their Sources of Teacher Performance

Data

The guideline of the MOE recommends the involvement of assistant principals, unit leaders, and department heads to appraise teachers' performance with the principal to give the final approval (1980 E.C.:70). This part of the analysis would, therefore, examine cases pertaining to those appraisers who were actually involved in TPA schemes of senior secondary schools; how adequately were they knowledgeable and skillful to undertake TPA; and what sources of teachers' performance data they often used.

Table 5.1: Appraisers and Teachers' Preference

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. Appraisers involved in schemes of TPA were:				
a) Principals	48	33.33	119	36.73
b) Assistant Principals	122	84.72	222	68.52
c) Unit Leaders	41	28.47	75	23.15
d) Department Heads	111	77.08	228	70.35
e) Committee	15	10.42	23	7.30
B. Teachers preferred to be appraised by:				
a) Principals	20	13.89	44	13.58
b) Assistant Principals	13	9.03	16	4.94
c) Unit Leaders	5	3.47	10	3.09
d) Department Heads	70	48.61	170	52.46
e) Committee	36	25.00	84	25.93
Total	114	100.00	324	100.00

As indicated in Table 5.1 - Item A, appraisers and appraisees reported that appraising teachers' performance in senior secondary schools was, by and large, the responsibility of assistant principals and department heads. Appraisal by unit leaders and committee appraisal were also practised but relatively uncommon. Principals'

involvement in schemes of TPA was far below that of assistant principals and department heads. Thus, it would be realized that most principals of senior secondary schools, as top executives as they are, might have preferred the task of TPA to be performed by their subordinate administrators through delegation of authority.

However, inspection of Table 5.1 - Item B reveals that teachers' preference would tend to be different, to some degree, from what had been practised. Most teachers preferred department heads to appraise their performance as reported by 48.61 per cent of the appraisers and 52.46 per cent of the appraisees. Moreover, as reported by 25.00 per cent of the appraisers and 25.93 per cent of the appraisees, committee appraisal was the next most preferred alternative of teachers. In contrast, the data obtained from the two study groups would reveal the tendency of teachers to be reluctant to accept principals, assistant principals, and unit leaders as designated appraisers of teachers' performance. This finding on teachers' preference to department heads would support the observation of Mohr (1987:75) who has noted that most teachers often prefer to get their performance appraised by those who are teachers too.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees

in suggesting the appraisers whom teachers would prefer most.

H₁: There is difference between appraisers and appraisees in suggesting the appraisers whom teachers would prefer most.

The chi square test showed that with 4 degrees of freedom at the 0.05 level of significance the critical value of $\chi^2 = 9.49$; and the calculated value of $\chi^2 = 3.07$. Hence, the null hypothesis (H₀) is accepted. It would, therefore, be concluded that there exists no statistically significant difference between appraisers and appraisees in their suggestion of the appraisers whom teachers would prefer most.

Did teachers have trust and confidence in their designated appraisers ? This problem would be entertained under Table 5.2.

Table 5.2: Whether Teachers Had Trust and Confidence in Appraisers

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
Do teachers have trust & confidence in their appraisers?				
a) Yes	81	56.25	106	32.72
b) No	55	38.19	206	63.58
No Response	8	5.56	12	3.70
Total	144	100.00	324	100.00

Table 5.2 depicts that appraisers who accounted for 56.25 per cent of the total felt that teachers had trust and confidence in them; but they were denied by 63.58 per cent of the appraisees. On the other hand, while 38.19 per cent of the appraisers admitted that teachers had no trust and confidence in appraisers, 32.72 per cent of the appraisees confirmed that they positively acknowledge their appraisers' appraisal efforts. The rest, i.e. 5.56 per cent and 3.70 per cent of the appraisers and appraisees, respectively reacted neither positively nor negatively to the item.

It would be, therefore, possible to deduce that discrepancy would be there between the appraisal behavior that teachers would have expected of their appraisers and that appraisers would actually have exhibited in the process of TPA. It would be also inferred that most appraisers might not have the awareness that most teachers had no trust and confidence in the manner in which appraisers would have carried out appraisal schemes.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the trust and confidence that teachers had in their appraisers.

H₁: There is difference between appraisers and appraisees in perceiving the trust and confidence that teachers had in their appraisers.

The result of the test showed that for 2 degree of freedom at the 0.05 level of significance the critical value of $\chi^2 = 5.99$; and the calculated value of $\chi^2 = 27.42$. Hence, the null hypothesis is rejected. Thus, conclusion would be drawn that there is reliable evidence showing the existence of statistically significant difference between appraisers and appraisees in their perception of the trust and confidence that teachers had in their appraisers.

What caused teachers' mistrust and loss of confidence in their appraisers ? Based on the frequency of negative (No) responses recorded in Table 5.2, the findings to this problem would be dealt with.

Table 5.3: Causes of Teachers' Mistrust and Loss of Confidence in Appraisers

Item	Frequency of Responses & Rank Order			
	Appraisers (N=55)		Appraisees (N=206)	
	f ₁	r ₁	f ₂	r ₂
Teachers' lack of trust and confidence stems from their perception that appraisers:				
a) maintain bias and favouratism	47	1	186	1
b) don't see the value of appraisal	38	2	110	3
c) don't have skills in appraisal	35	3	129	2
d) don't have adequate time to appraise	26	4	74	4
e) are unwilling to appraise	12	5	48	5

The data in Table 5.3 shows the rank order of the major causes for teachers' mistrust and loss of confidence in their appraisers. As reported by both appraisers and appraisees, the practice of bias and favouratism by appraisers was ranked first. Moreover, the response of appraisers showed that failure to appreciate the value of TPA and lack of skills in appraisal on the part of appraisers were ranked second and third, respectively. This perception of appraisers was also shared by appraisees but the two attributes were set in a reverse order in rank; i.e. third and second, respectively.

The literature on TPA indicates that such problems with the appraiser stem mainly from absence, or if any, inadequacy of training and retraining programs for appraisers.

The problems would have been minimized had there been relevant pre - and in - service training programs for appraisers to adequately acquaint themselves with the purpose, criteria, process and procedures of TPA.

Hypothesis Test

H_0 : There is no relationship between appraisers and appraisees in perceiving the major causes of teachers' mistrust and loss of confidence in their appraisers.

H_1 : There is relationship between appraisers and appraisees in perceiving the major causes of teachers' mistrust and loss of confidence in their appraisers.

The test result of the Spearman's Rank-Order Correlation Coefficient (ρ) showed that for an N of 5 at the 0.05 level of significance the critical value of $\rho = 1.00$; and the calculated value of $\rho = 0.90$. Hence, the null hypothesis (H_0) is accepted. Thus, it would be concluded that there is no statistically significant relationship between appraisers and appraisees in perceiving the major causes of teachers' mistrust and loss of confidence in their appraisers.

To what extent were appraisers and appraisees exposed to the concept of TPA by way of training; and how would they perceive the relevance of training in making TPA more

objective, and hence, acceptable to teachers ? This is a problem entertained hereunder.

Table 5.4: Training in Performance Appraisal

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. Whether respondents had any training in TPA:				
a) Yes	42	29.17	74	22.84
b) No	102	70.83	250	77.16
Total	144	100.00	324	100.00
B. Modes of the training program:				
a) Seminar	11	26.19	15	20.27
b) Workshop	8	19.05	16	21.62
c) Conference	2	4.76	6	8.11
d) Course(s) in TTI	2	4.76	17	22.97
e) Course(s) in College/ University	31	73.81	51	68.92
C. Was the training sufficient enough to know about TPA ?				
a) Yes	22	52.38	42	56.76
b) No	15	35.72	24	32.43
c) Not Sure	5	11.90	8	10.81
Total	42	100.00	74	100.00
D. Adequate Training encourages objectivity in TPA				
a) Yes	90	62.50	211	65.12
b) No	8	5.56	26	8.03
c) Not Sure	46	31.94	87	26.85
Total	144	100.00	324	100.00

Item A of Table 5.4 portrays that the majority of appraisers (70.83 per cent) and appraisees (77.16 per cent) had no training in and exposure to the concept of TPA. It was only 29.17 per cent of the appraisers and 22.84 per cent of the appraisees who reported that they had participated in TPA - related training programs.

In this case, most educational administrators and teachers in senior secondary schools were made to be involved in the complex and sensitive task of TPA without having any prior technical as well as psychological preparation. It would be, therefore, expected that the task of TPA might have been so challenging for appraisers and appraisees to cooperatively participate in and commit themselves to schemes of TPA. Moreover, errors in appraisal would be committed by appraisers if they had no any training in the skills of performance data collection, organization, and analysis; conferencing; and knowledge about the purpose and criteria of the system of TPA.

The figures in Table 5.4 - Item B do not add to 42 or 74 (for appraisers and appraisees, respectively) since some respondents might have participated in more than one training program. One could see that 50 per cent of each of the two groups of respondents participated in short-term training programs. Moreover, 78.57 per cent of the appraisers and 91.89 per cent of the appraisees had taken a course or courses while in TTI and/or higher institutions.

To what extent were these trainings sufficient enough for participants to acquire adequate knowledge and skills has been indicated in Table 5.4 - Item C. The data shows that it was 52.38 per cent of the appraisers and 56.76 per cent of the appraisees who found the training to be adequately sufficient. The rest, 35.72 per cent of the appraisers and 32.43 per cent of the appraisees, perceived the trainings they had to be insufficient to prepare them for the scheme of TPA.

It would be, therefore, perceptible from the above findings that the MOE would have a challenging job to perform in providing orientation or training to all those involved in TPA if performance appraisal has to contribute to the professional improvement of teachers and to the enhancement of student learning.

Item D of Table 5.4 indicates the perception of 62.50 per cent of the appraisers and 65.12 per cent of the appraisees who reported the helpfulness of adequate training in objectivizing schemes of TPA. On the other hand, appraisers and appraisees who accounted for 31.94 per cent and 26.85 per cent, respectively were doubtful whether such a training would encourage objectivity in TPA. These groups might not be in a position to see the value of training in TPA if they have none at all so far.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the contribution that adequate training would make in promoting objectivity in TPA.

H_1 : There is difference between appraisers and appraisees in perceiving the contribution that adequate training would make in promoting objectivity in TPA.

The result of the test showed that with 2 degrees of freedom at the 0.05 level of significance the critical value of $X^2 = 5.99$; and the calculated value of $X^2 = 1.85$. Hence, the null hypothesis (H_0) is accepted. Thus, conclusion would be drawn that there was reliable evidence confirming that there existed no difference between appraisers and appraisees in perceiving the contribution that adequate training would make in promoting objectivity in TPA.

The following table (Table 5.5) involves responses of appraisers and appraisees to two items: sources of teacher performance data in terms of frequency of use, and the potential of those sources in generating objective data. In the first case - sources in terms of use, frequencies of responses obtained from appraisers and appraisees were considered to set the sources in order of rank. In the second case - objectivity of data that each source

generates, respondents were requested to label each source as high, moderate, or low which were rated 3, 2, and 1, respectively. Based on the frequencies of responses to each of the options, average ratings were computed to get total average ratings. Then, the total average ratings/percentages of each of the sources were put in order of rank.

Table 5.5: Sources and Objectivity of Teacher Performance Data

Sources	A		B	
	Frequency of Use		Objectivity of Data	
	Appraisers (N=144)	Appraisees (N=324)	Appraisers (N=144)	Appraisees (N=324)
a) CRO	108(1)	207(1)	78.00(2)	75.00(2)
b) Appraisers' personal impression	60(2)	139(2)	49.00(7)	55.67(7)
c) Appraisers' daily record	57(3)	106(4)	83.67(1)	75.33(1)
d) Student appraisal	54(4)	115(3)	65.33(4)	67.00(5)
e) Staff personnel record	37(5)	83(5)	67.00(3)	63.67(6)
f) Self-appraisal	35(6)	36(7)	57.67(5)	74.67(3)
g) Peer-appraisal	26(7)	61(6)	56.33(6)	69.33(4)

The figures in parentheses represent rank order.

Table 5.5-A indicates the rank-order of sources of teacher performance data in terms of frequency of utilization.

Appraisers and appraisees ranked CRO, appraisers' personal impression, appraisers' daily record, student appraisal, and staff personnel record 1 to 5 in that order. The only difference appeared between appraisers and appraisees was that the former ranked self-and peer-appraisal 6th and 7th, respectively while the latter ranked the two sources of teacher performance data in a reverse order of use, i.e. 7th and 6th, respectively.

CRO might have helped appraisers to collect objective job-related data on teachers' performance particularly if, among other things, the key results areas of teachers' performance that should be observed and appraised were specified in agreement with teachers. However, appraising teachers' performance with personal impression might have led appraisers to commit appraisal errors since it would open the door wide for them to heavily rely on personal bias and favouritism. And the end result would have been teachers' mistrust and lack of confidence in their appraisers and performance ratings.

The note-taking practice on teachers' daily performance (This is what is called critical incident technique) might have been useful for appraisers to avoid recency bias. But, appraisers' daily record would be very difficult to handle since it might not be employed consistently; and since appraisers often fail to delineate critical areas of teachers' performance which should be subjected to appraisal.

Table 5.5 - B shows the rank order of sources of teacher performance data in terms of their potential in generating objective data. In this respect, appraisers' daily record and CRO were ranked first and second, respectively by both appraisers and appraisees. The two study groups also agreed in the rank-order of the source-appraisers' personal impression about a teacher; both of them ranked it seventh. But, no agreement was noted between appraisers and appraisees in ranking the rest four sources in terms of the objectivity of performance data they might have produced.

By way of contrast, one could realize the discrepancies that existed between frequency of utilization of performance data sources and level of objectivity of data they were reported to have generated. Most obvious and important to consider would be appraisers' personal impression about a teacher. While this source was ranked second in terms of frequency in use, it was ranked last (seventh) in terms of the level of objectivity of performance data it would generate. In this regard, appraisers were reported to have frequently used their personal impression to appraise teachers' performance in spite of their awareness about the subjectivity of the data they secure from such a source.

Hypothesis Test

Spearman's Rank-Order Correlation Coefficient (ρ) was

used to determine whether there would be relationship between appraisers and appraisees in judging the sources of teacher performance data in terms of their potential in generating objective data.

H_0 : There is no relationship between appraisers and appraisees in perceiving the level of objectivity of data obtained from the different sources of teacher performance evidence.

H_1 : There is relationship between appraisers and appraisees in perceiving the level of objectivity of data obtained from the different sources of teacher performance evidence.

The result of the test showed that for an N of 7 at the 0.05 level of significance the critical value of $\rho = 0.79$; and the calculated value of $\rho = 0.68$. Hence, the null hypothesis (H_0) is accepted. Thus; it would be concluded that there exists no relationship between appraisers and appraisees in perceiving the level of objectivity of the data obtained from the different sources of teacher performance evidence.

6. Post-Appraisal Conferences

In this part of the analysis, issues pertaining to post-appraisal conference are examined. Hence, the extent

to which post-appraisal conferences in senior secondary schools have been practised, how they were approached, and what were the results they have generated for the successful operation of TPA schemes would be considered.

Table 6.1: Whether Post-Appraisal Conferences Were Held

Item	Frequency of Responses From			
	Appraisers (N = 144)		Appraisees (N=324)	
	N	%	N	%
Do appraisers & appraisees held post-appraisal conferences ?				
a) Yes	49	34.03	73	22.53
b) No	91	63.19	242	74.69
No Response	4	2.78	9	2.78
Total	144	100.00	324	100.00

As per the responses obtained from 63.19 per cent of the appraisers and 74.69 per cent of the appraisees, no post-appraisal conference was held in senior secondary schools. It would be, therefore, realized that most teachers were deprived of feedback about their past performance. They had no opportunity to discuss with their appraiser and comment on how their performance was appraised. They had no opportunity to identify the aspects of their performance on which their ratings were based. They were

also deprived of information about the key results areas (specific performance targets) which their appraisers would expect them to perform in the subsequent appraisal process.

As is seen in Table 6.1, it was only 34.03 per cent of the appraisers and 22.53 per cent of the appraisees who reported that post-appraisal conferences were held between appraisers and appraisees. Based on these responses, the timing and frequency of post-appraisal conferences, focus of discussion, and professional assistance that teachers were rendered would be examined.

Table 6.2: Timing and Frequency of Post-Appraisal Conferences

Item	Frequency of Responses From			
	Appraisers (N=49)		Appraisees (N=73)	
	N	%	N	%
A. Timing of Post-Appraisal Conferences:				
a) Immediately after CRO	14	28.57	21	28.77
b) After many days/weeks of CRO	4	8.16	2	2.74
c) Whenever teachers request	6	12.24	13	17.81
d) Whenever appraisers feel appropriate	23	46.94	35	47.95
No Response	2	4.08	2	2.74
Total	49	99.99*	73	100.01*
B. Frequency of Post-Appraisal Conferences:				
a) Always	1	2.04	3	4.11
b) Sometimes	46	93.88	68	93.15
c) Rarely	-	-	-	-
No Response	2	4.08	2	2.74
Total	49	100.00	73	100.00

*does not add to 100% in round figures.

Studies on TPA often indicate that post-appraisal conferences should take place immediately after CRO before anxiety and frustration develop in teachers (Montgomery and Hadifield, 1989:81). But this was a rare case in the secondary schools under study since such a practice was reported only by 28.57 per cent and 28.77 per cent of the appraisers and appraisees, respectively, as shown in Table 6.2 - Item A.

Most of the appraisers and appraisees who accounted for 46.94 per cent and 47.95 per cent, respectively pointed out that post-appraisal conferences were often held based on the goodwill of appraisers to do so. There were also situations in which teachers themselves initiated post-appraisal conferences while it should have been the responsibility of appraisers to regularly call their appraisees for such conferences. In general, the scheduling of post-appraisal conferences might be regarded as haphazard and uncoordinated since, in many cases, they were not held immediately and consistently after CRO, probably causing a feeling of anxiety and frustration on the part of teachers.

Moreover, it has been revealed in Table 6.2 - Item B that post-appraisal conferences were conducted only sometimes as reported by 93.88 per cent of the appraisers and 93.15 per cent of the appraisees. Thus, even in senior secondary schools where post-appraisal conferences were reported, the

scheduling of such conferences was infrequent and inconsistent. In such a case, the whole scheme of TPA in senior secondary schools might be disrupted because it would have been at this step of the TPA process that it would be possible to examine whether the intended purposes of the TPA scheme were served or not.

Table 6.3: Appraisers' Point of Discussion and Their Help to Teachers

Items	Frequency of Responses From			
	Appraisers (N=49)		Appraisees (N=73)	
	N	%	N	%
A. Appraisers' point of discussion often focus on:				
a) Performance weaknesses of teachers only	7	14.29	9	12.33
b) Performance strength of teachers only	1	2.04	3	4.11
c) Performance weaknesses & strengths of teachers	41	83.67	61	83.56
Total	49	100.00	73	100.00
B. Appraisers provide teachers with professional support:				
a) Yes	43	87.76	57	78.08
b) No	6	12.24	16	29.92
Total	49	100.00	73	100.00
C. The professional support and advice often include:				
a) how to improve weaknesses	38	77.55	45	61.64
b) how to maintain good performance	9	18.37	20	27.40
c) how to capitalize on strong performance	2	4.08	8	10.96
Total	49	100.00	73	100.00

As revealed in Item A of Table 6.3, the discussion points on which appraisers often focus in post-appraisal conferences were both performance weaknesses and strengths of teachers; and this was confirmed by a majority of appraisers (83.67 per cent) and appraisees (83.56 per cent). Existence of such a practice would, therefore, suggest that negative as well as positive performance comments and criticisms would have been well perceived by the two study groups to be essentials for teachers' professional improvement.

It has been indicated in Table 6.3 - Item B that professional support and advice was rendered by appraisers to appraisees as per the responses obtained from 87.76 per cent of the former and 78.08 per cent of the latter. This would imply that in senior secondary schools where post-appraisal conferences were reported, most appraisers would have been well aware of the purpose of improving teachers and teaching that TPA should primarily serve.

Professional support and advice that appraisers offer to teachers would fall into three areas of action programs: how to improve performance weaknesses, how to maintain good performance, and how to capitalize strong performance. On which of these three areas had appraisers given emphasis has been depicted in Table 6.3 - Item C.

The responses obtained from the majority of the appraisers (77.55 per cent) and appraisees (61.64 per cent) revealed that professional support and advice of most appraisers often focussed on how teachers' performance weaknesses would be improved. Thus, it would be concluded that most of the discussion efforts in post-appraisal conferences would have emphasized more on remedial action programs than on maintenance and developmental ones.

7. Performance Ratings and Teacher Reaction

Teacher performance ratings would be considered in this part of the analysis. In relation to the case, what would be the reaction of teachers whose performance ratings have been relatively high and those whose ratings have been relatively low; were teachers aware of their right to appeal against unjustifiable ratings; and to what extent had teachers exercised this right would be entertained.

Table 7.1: Teacher Performance Ratings

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
Teacher performance ratings often fall:				
a) below 2.00 points	2	1.39	5	1.54
b) between 2.00 & 3.00 points	6	4.17	12	3.70
c) between 3.01 & 4.00 points	93	64.58	151	46.60
d) between 4.01 & 5.00 points	41	28.47	150	46.30
No Response	2	1.39	6	1.85
Total	144	100.00	324	99.99*

*does not add to 100% in round figures.

Table 7.1 indicates that performance ratings of most senior secondary school teachers, as reported by more than 92 per cent of each of the two study groups, were above 3.00 points, or well above average. This would imply that most appraisers were lenient in their ratings. Such upward biased teacher performance ratings might have been preferred by appraisers in an aim of motivating teachers to their job through high performance ratings; or most probably, appraisers might have done it intentionally not to spoil their rapport with teachers.

Table 7.2: Teacher Reaction to Performance Ratings

Items	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. High-rated teachers (3.00 pts. & above)				
a) feel motivated to perform much better	41	28.47	89	27.47
b) maintain the previous level of performance	33	22.92	42	12.96
c) feel nothing at all	60	41.67	150	46.30
d) Not sure	10	6.94	43	13.27
Total	144	100.00	324	100.00
B. Low-rated teachers (below 3.00 pts)				
a) accept ratings and endeavour to improve	8	5.56	11	3.40
b) feel obsessed and antagonize their appraisers	77	53.47	179	55.25
c) feel obsessed and negatively affect their job	31	21.53	80	24.69
d) improve rapport with appraisers to get better ratings in the future	5	3.47	12	3.70
e) never bother about ratings	15	10.42	21	6.48
f) Not sure	8	5.56	21	6.48
Total	144	100.01*	324	100.00

*does not add to 100% in round figures

Table 7.2 - Item A portrays the response of 41.67 per cent of the appraisers and 46.30 per cent of the appraisees who reported that teachers whose performance was rated high would react neither negatively nor positively to their job. Besides, as indicated by 22.92 per cent and 12.96 per cent of the appraisers and appraisees, respectively, teachers with high performance ratings were reported to maintain the previous level of performance, or would not show further improvement. It was only 28.47 per cent of the appraisers and 27.47 per cent of the appraisees who confirmed that high-rated teachers would feel motivated to perform much better. These findings would support the research result of John (1980:159) who found out that teachers who felt dissatisfied with the design and process of the appraisal scheme, even if rated high, would not improve performance, but would give up, or would not bother about ratings.

Hypothesis Test

- H_0 : There is no difference between appraisers and appraisees in perceiving the reaction of high-rated teachers to their job.
- H_1 : There is difference between appraisers and appraisees in perceiving the reaction of high-rated teachers to their job.

The test resulted in that with 3 degrees of freedom at the 0.05 level of significance the critical value of $X^2 = 7.81$; and the calculated value of $X^2 = 10.21$. Hence, the null hypothesis (H_0) is not accepted. Thus, it would be concluded that there exists statistically significant difference between appraisers and appraisees in perceiving the reaction of high-rated teachers to their job.

Item B of Table 7.2 deals with the reaction of those teachers whose performance was rated low. As suggested by 53.47 per cent of the appraisers and 55.25 per cent of the appraisees, teachers with low performance ratings would feel obsessed and antagonize their appraisers; and some others with such ratings would feel obsessed and negatively affect their jobs as reported by 21.53 per cent and 24.69 per cent of the appraisers and appraisees, respectively. Thus, it would be safe to conclude that most teachers would have difficulty of facing negative performance feedback or ratings. It might be such reactions of teachers against their appraisers, and hence, against their jobs that most appraisers would have been lenient in rating the performance of teachers. This has also been noted by Castetter (1981:277) who observed that teachers with low performance ratings would often tend to develop in them a sense of tension friction, anger, and anti-organization feelings.

Hypothesis Test

H_0 : There is no perceptual difference between appraisers and appraisees about the reaction of low-rated teachers against their jobs and their appraisers.

H_1 : There is perceptual difference between appraisers and appraisees about the reaction of low-rated teachers against their jobs and their appraisers.

The result of the test showed that for 5 degrees of freedom at the 0.05 level of significance the critical value of $\chi^2 = 11.07$; and the calculated value of $\chi^2 = 3.78$. Hence, the null hypothesis is accepted. Thus, conclusion could be drawn that there was evidence indicating that no statistically significant difference between appraisers and appraisees existed in perceiving the reaction that low-rated teachers would exhibit against their jobs and their appraisers.

Table 7.3: Teachers' Request for Reappraisal

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. Do teachers have the right to request for reappraisal ?				
a) Yes	46	31.94	65	20.06
b) No	92	63.89	178	54.94
c) Do Not Know	6	4.17	81	25.00
Total	144	100.00	324	100.00
B. Teachers request for reappraisal:				
a) Always	10	21.74	10	15.38
b) Sometimes	30	65.22	48	73.85
c) Never	6	13.04	7	10.77
Total	46	100.00	65	100.00

As shown under Item A of Table 7.3, 63.89 per cent of the appraisers and 54.94 per cent of the appraisees reported that teachers had no right to request for reappraisal if they would think that they were rated unfairly. Besides, appraisers and appraisees who were ignorant of the existence of such a right accounted for 4.17 per cent and 25.00 per cent, respectively. It was only 31.94 per cent of the appraisers and 20.06 per cent of the appraisees who were aware of the right that teachers would have.

The response of the majority of the two groups of respondents would, therefore, suggest that most teachers would have been denied of the right to request for reappraisal not only because of their ignorance about the existence of such a right but also because of their reluctance to exercise their right for they might have felt that they would have little or no influence over performance ratings once set by appraisers and endorsed by the top executive - the principal.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in the manner in which they perceived the right of teachers to request for reappraisal.

H_1 : There is difference between appraisers and appraisees in the manner in which they perceived the right of teachers to request for reappraisal.

The test resulted in that for 2 degrees of freedom at the 0,05 level of significance the critical value of $X^2 = 5,99$; and the calculated value of $X^2 = 30,60$. Hence, the null hypothesis (H_0) is not accepted. Thus, it would be concluded that there is evidence indicating that there exists statistically significant difference between appraisers and appraisees in the manner in which they

perceived the right of teachers to request for reappraisal.

Table 7.3 - Item B also depicts that among those appraisers (N = 46) and appraisees (N = 65) who reported that teachers had the right to request for reappraisal, 65.22 per cent and 73.85 per cent, respectively indicated that teachers in such a feeling of resentment exercised this right only sometimes. This would also suggest that there might be some teachers who, in spite of their awareness of the subjectivity of their performance ratings, would have chosen not to appeal against such ratings; or who would rather have simply given up.

8. Appraiser-Appraisee General Perceptions and Recommendations

This final section of the analysis considers the opinion or perception that appraisers and appraisees have about the overall system of TPA operating in senior secondary schools. It also involves the recommendations that the two study groups would give on an issue of "What should be done with the current system of TPA."

Table 8.1: Appraiser-Appraisee Level of Satisfaction With the Current System of TPA

Groups	Total Average Ratings	Per cent
Appraisers (N = 144)	1.42	47.33
Appraisees (N = 324)	1.26	42.00

One could see in Table 8.1 that the level of satisfaction of both appraisers and appraisees with the system of TPA operating in senior secondary schools was below average; the latter being much more dissatisfied than the former. This would indicate that appraisers and appraisees would have been doing with a system of TPA which they might have regarded as having little or no contribution to the improvement of teachers and teaching. In this case, the current system of TPA in senior secondary schools would have been simply made to happen without receiving adequate acceptance and commitment of most appraisers and appraisees. Hence, a system of TPA which failed to win acceptance and commitment of those involved, would be dysfunctional to achieve the purposes designed.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the satisfactory level of the current system of TPA.

H_1 : There is difference between appraisers and appraisees in perceiving the satisfactory level of the current system of TPA.

The test result revealed that for 2 degrees of freedom at the 0.05 level of significance the critical value of $X^2 = 5.99$; and the calculated value of $X^2 = 10.90$.

Hence, the null hypothesis (H_0) is not accepted. Thus, it would be concluded that there is statistically significant difference between appraisers and appraisees in perceiving the satisfactory level of the current system of TPA operating in senior secondary schools.

Table 8.2: Appraiser-Appraisee Recommendation For the Current System of TPA

Item	Frequency of Responses From			
	Appraisers (N=144)		Appraisees (N=324)	
	N	%	N	%
A. The current system of TPA is:				
a) Unnecessary; thus, should be abandoned	6	4.17	21	6.84
b) Necessary; but, should be revised	138	95.83	303	93.52
Total	144	100.00	324	100.00
B. Does teacher participation in the revision process result in improved TPA ?				
a) Yes	127	92.03	281	92.74
b) No	6	4.35	13	4.29
c) Not Sure	5	3.62	9	2.97
Total	138	100.00	303	100.00

It is indicated in Table 8.2 - Item A that appraisers and appraisees who accounted for 95.83 per cent and 93.52

per cent respectively believed that the system of TPA currently operating in senior secondary schools should not be abandoned for good; but for it to operate effectively, necessary revisions should be made on it. The data would suggest that both appraisers and appraisees, in spite of their dissatisfaction with the system of TPA they have experienced, would have well perceived the inevitability and potential value of TPA for the improvement of the teaching-learning process. It would be, therefore, concluded that a system of TPA which would be adequately designed and operated would receive acceptance and commitment of all those involved; and this would be, of course, indispensable for a system of TPA to be effective.

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the need for the existence of the current system of TPA with necessary revisions.

H_1 : There is difference between appraisers and appraisees in perceiving the need for the existence of the current system of TPA with necessary revisions.

The result of the test indicated that for 1 degree of freedom at the 0.05 level of significance the critical value of $X^2 = 3.84$; and the calculated value of $X^2 = 0.99$. Hence,

the null hypothesis (H_0) is accepted. Thus, conclusion would be drawn that there was reliable evidence confirming that there is no statistically significant difference between appraisers and appraisees in perceiving the need for the existence of the current system of TPA with necessary revisions.

In the revision process, what would be the role of teachers ? Would their participation in the revision process result in improved system of TPA ? Table 8.2 - Item B reveals that a great majority of appraisers (92.03 per cent) and appraisees (92.74 per cent) optimistically perceived that teacher participation in the process of revising the current system of TPA would bring about an improved and acceptable system of TPA. This would, of course, support the suggestion that a system of TPA in the design and operation of which teachers would meaningfully participate would likely succeed (Zaudneh, 1987:173).

Hypothesis Test

H_0 : There is no difference between appraisers and appraisees in perceiving the need for teacher participation in the process of revising the current system of TPA.

H_1 : There is difference between appraisers and appraisees in perceiving the need for teacher participation in the process of revising the current system of TPA.

The test result showed that for 2 degrees of freedom at the 0.05 level of significance the critical value of $\chi^2 = 5.99$; and the calculated value of $\chi^2 = 0.13$. Hence, the null hypothesis (H_0) is accepted. Thus, it would be concluded that no statistically significant difference exists between appraisers and appraisees in perceiving the need for teacher participation in the process of revising the current system of TPA.

The table below indicates total average ratings, percentages, and rank order of the major problem areas of the current system of TPA operating in senior secondary schools. Respondents were requested to rank-order five problem areas 1 to 5; 1 being the most critical problem, and 5 the least one. The frequencies of ranks given to the most critical problem upto the least one were rated 5 to 1 in that order. Then, converting the frequencies of ranks into average ratings, total average ratings and corresponding percentages to each of the problem areas were obtained. Finally, the total average ratings and percentages were set in rank order of 1 to 5.

Table 8.3: Rank-Order of the Problem Areas of the Current System of TPA

Item	Appraisers			Appraisees		
	T. Av. Ratings	%	Rank	T. Av. Ratings	%	Rank
a) Purpose of appraisal	3.85	77.20	1	4.23	84.60	1
b) Criteria for appraisal	3.72	74.40	2	3.65	73.00	2
c) Appraisers	2.95	59.00	3	2.93	58.60	3
d) Frequency & Length of CRO	2.40	48.00	4	2.23	44.60	4
e) The Appraisal process	2.23	41.80	5	1.92	38.40	5

As is seen in Table 8.3., the most critical problem of the current system of TPA, as perceived by both appraisers and appraisees, was the purpose of the system. It has been noted in the literature review that there are two possible purposes of TPA: Summative and Formative. Summative appraisal is comparative meant for administrative decision-making (such as promotion and salary increase). On the other hand, formative appraisal is non-comparative and developmental aimed at continuous improvement of teachers' performance and student learning.

The two purposes are conflicting for the teacher to respond to. For the teacher to be promoted or get his salary increased, he often tends to hide his performance weaknesses so as to be seen in the best light of his

appraiser, and hence, to get high performance ratings. However, for the teacher to improve his performance, he is expected to explicitly exhibit his performance weaknesses and strengths so that he could receive professional support and advice from his appraiser. Thus, because of these two conflicting purposes which the system of TPA in senior secondary schools has been designed to accomplish simultaneously, appraisers and appraisees would have perceived themselves to be in awkward predicament.

Moreover, the purpose of a system of TPA is the genesis of all other major components of the system such as the performance criteria, the type of appraisers to be designated, and the process and procedures to be followed. Since these components must necessarily reflect the central purpose of the system of TPA, unclear and unspecified purpose of the system would in deed entail inappropriateness of the components, and ultimately, ineffectiveness of the appraisal scheme. Thus it would be possible to deduce that appraisers and appraisees might have perceived the profound influence that the purposes of the current system of TPA would have on the other components of the system that they considered the appraisal purpose to be the most critical problem of all facets of TPA.

Next to purpose were ranked the performance criteria and appraisers in that order. These two elements, including

the purpose, are the major concerns of the design of the system of TPA. The literature on TPA reveals that the effectiveness of the design of the system determines the effectiveness of its operation (the process including frequency and time-length of CRO). In most cases, dissatisfaction of appraisers and appraisees with a system of TPA emanates from the ineffectiveness of the system's design, resulting in the malfunction of the schemes of TPA. In this regard, conclusion would be drawn that appraisers and appraisees would have perceived the need for revising the major elements of the design of the system (purpose, criteria, appraisers) if effective operation of the system (process and procedures) were to be realized.

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This final chapter of the thesis deals with the summary of the major findings of the study. Drawn from these major findings of the study, conclusions are presented; and recommendations which the investigator assumes to be operational are also forwarded.

Summary

1. As perceived by both appraisers and appraisees, the primary purpose of TPA 'SHOULD' be to improve quality of education and teachers' professional competence, and to motivate teachers to their job. These are all formative (developmental) purposes of TPA. However, in identifying the primary purposes that the current system of TPA 'IS' serving in senior secondary schools under study, both of the study groups placed the purpose of making decisions on teachers' salary increase as its first priority. This is one of the summative (administrative) purposes of a system of TPP. Moreover, the level of effectiveness of the current system of TPA in achieving its purpose was rated by appraisers and appraisees a little above average (55.33 per cent and 54.33 per cent, respectively).

2. Appraisers and appraisees rated the validity, reliability, and utility levels of the performance criteria of the current system of TPA above average, but far below the maximum rating possible. They also perceived their level of satisfaction with the performance criteria under use a little more than average (56.00 per cent each).

3. Responses from most of the appraisers and appraisees revealed that no pre-appraisal meetings were held between appraisers and appraisees. In some senior secondary schools where pre-appraisal meeting were reported, such meetings were held at the beginning of every semester; but their scheduling was so inconsistent that they are often called when appraisers would feel them necessary.

Discussions in pre-appraisal meetings often focused on such agenda items as the nature of past appraisal process, the purposes of TPA, and teacher participation in appraisal. However, the performance criteria, and sources and techniques of performance data collection were among agenda items least discussed in pre-appraisal meetings.

Ratings from appraisers and appraisees showed that teachers' degree of motivation to participate in

discussions at pre-appraisal meetings was a little above average (57.33 per cent each). On the other hand, discussions in pre-appraisal meetings were reported to be helpful for teachers to improve performance, and this was rated much better than that of their degree of motivation to participate in discussion.

4. CRO was reported to be practised in most of the senior secondary schools. It was also confirmed that a teacher's classroom performance was observed and appraised, on average, once in a semester which often lasted not for more than 40 minutes.

In judging the adequacy of the frequency and time-length of CRO, appraisers and appraisees rated the former below average; and the latter a little more than average, but far below the maximum possible.

As regards to approaches to CRO, both announced and unannounced classroom visits were often employed. To some appraisers and appraisees, only announced classroom visits were common approaches to CRO. Though they differed in their frequency of response, both appraisers and appraisees perceived that most teachers would prefer announced classroom visits to unannounced ones.

5. Appraising teachers' performance in senior secondary schools was, by and large, the responsibility of assistant principals and department heads. Principals' involvement in appraising teachers' performance was reported to be far below that of the former two, but much better than that of unit leaders and appraisal by committee. However, as perceived by most of the appraisers and appraisees, teachers would prefer department heads to be designated appraisers of teachers' performance.

Most appraisers perceived that there was a feeling of trust and confidence among teachers in the appraisal task of their appraisers. However, this perception of appraisers was negated by the majority of the appraisees. Most of the members of each of the two study groups witnessed that teachers' mistrust and loss of confidence in their appraisers was mainly caused by appraisers' practice of bias and favouratism. Moreover, appraisers' lack of skills in TPA and their failure to see the value of appraisal were also regarded as having their own contributions for teachers to develop such an adverse attitude toward their appraisers.

A great majority of appraisers confirmed that they had no exposure to the concepts of TPA at all in any form of training. And of those few who reported that they had undergone training in TPA, most of them had

taken a course(s) while in TTI's and/or colleges. But it was a little more than half of them who perceived the training they had to be sufficient enough to successfully carry out schemes of TPA.

The major sources of teacher performance data often used by appraisers were reported to be CRO, their personal impression about individual teachers, and their daily record on teachers' performance. However, while CRO and appraisers' daily record were considered as the most potentially valuable sources in generating objective teachers' performance data, appraisers' personal impression was ranked last among the seven data sources in the objectivity of the data it would generate.

6. No regular post-appraisal conferences were held in senior secondary schools under study according to the responses of most of the appraisers and appraisees. In schools where post-appraisal conferences were reported, they were often held based on the goodwill of appraisers, and were conducted infrequently.

As reported by a considerable majority of appraisers and appraisees, discussions on post-appraisal conferences often focused on both performance weaknesses and strengths of teachers. However, professional support and advice was often rendered by

appraisers for teachers to improve weak performance, but not to maintain or capitalize on strong performance.

7. Almost all respondents of each of the two study groups confirmed that performance ratings of most senior secondary school teachers were above 3.00 points. However, as reported by a great majority of appraisers and appraisees, teachers with high performance ratings would often show no improvement in their performance or would react neither positively to their job. On the other hand, low-rated teachers were reported to feel obsessed and often tend to antagonize their appraisers or negatively affect their job.

8. Both appraisers and appraisees rated their level of satisfaction with the system of TPA currently operating in senior secondary schools below average (47.33 per cent and 42.00 per cent, respectively), the latter being more dissatisfied than the former. Nevertheless, almost all appraisers and appraisees perceived the potential value of the system; but for it to function effectively, they recommended necessary revisions in which teachers would have meaningful participation. In ranking the problem areas which the current system of TPA has been thought to have encountered, both of

the study groups set the system's purpose, its criteria and the designated appraisers 1 to 3, respectively; followed by frequency and time-length of CRO and the overall appraisal process in that order.

Conclusions

1. In their perception about the purposes that a system of TPA 'SHOULD' serve, both appraisers and appraisees placed formative purposes in rank of priority. On the other hand, they found the system of TPA operating in senior secondary schools to be primarily summative in purpose. It would be, therefore, realized that the current system of TPA has been operating to accomplish a purpose contrary to what appraisers and appraisees would have expected to be. And it might have been for this reason that they perceived the system to be considerably ineffective in serving the purpose designed for it.
2. The criteria against which teachers' performance has been measured were regarded to be considerably too weak to generate accurate and objective performance evidence. As a result, most appraisers and appraisees perceived their level of satisfaction with the performance criteria under use to be far below what they would have been expecting. It would, therefore,

be possible to expect teachers to be uncooperative and unresponsive to a scheme of TPA whose performance criteria were perceived to be considerably incompetent to generate objective performance data. Moreover, teachers might have perceived administrative decisions made on the basis of such performance data to be unfair and unjustifiable.

3. Pre-appraisal meetings were reported to be non-existent in most of the senior secondary schools. In this regard, TPA would have been simply made to happen in an unplanned and uncoordinated manner without providing teachers with essential first-hand knowledge about the purpose, criteria, and processes and procedures of the TPA scheme. It would be, therefore, evident that teachers would have been reluctant, or possibly resistant, to cooperatively participate in the subsequent process of the appraisal scheme; and ultimately, would have been encouraged to undervalue the system of TPA.
4. CRO has been a common practice to most appraisers and appraisees. However, both parties perceived the frequency and time-length of CRO to be inadequate. Thus, since infrequent classroom visits would not guarantee comprehensive teacher performance data, teachers might have felt that their performance would have been simply

assessed as a result of which they would have probably developed in them a feeling of mistrust and loss of confidence in their appraisers and performance ratings those appraisers might have presented them..

Moreover, unannounced (drop-by) classroom visits were uncommon in almost all school systems. And most teachers were reported to prefer announced classroom visits to unannounced ones. Appraisers would, therefore, have been pressured to avoid drop-by classroom visits for fear of spoiling their rapport with teachers who, often times, would regard such visits as fault-finding approaches of CRO.

5. Most appraisers in senior secondary schools were assistant principals and department heads. Besides, to a lesser extent, appraisal by principals and unit leaders, and committee appraisal were exercised. But teachers were reported to prefer department heads to appraise teachers' performance. Teachers might have, therefore, preferred to be appraised by those who are teachers too, particularly in their major area; and by those who are directly involved in the teaching learning process. This finding would go in line with that of Mohr (1987:75).

Moreover, most appraisers had no exposure to the concept of TPA in any form of training. Such appraisers

would have been susceptible to commit appraisal errors of any kind because they would not have the required skills and knowledge in performance observation, data collection and analysis, and conferencing. They might have heavily relied on their personal impression in judging teachers' performance; and this, in turn, would have encouraged appraisers to maintain bias and favouratism in appraisal. The ultimate consequence would, therefore, have been teachers' mistrust and loss of confidence in the competence of their appraisers and performance ratings they might have produced.

6. It was found out that post-appraisal conferences had been a rare case to most appraisers and appraisees in many senior secondary schools. Such a scheme of TPA which ignored post-appraisal conferences would obviously be regarded as dysfunctional. In such a scheme of TPA, teachers would have been deprived of adequate feedback about their past performance; of a forum to express their feelings and to comment on how and which aspect of their performance had been appraised or rated; and of the opportunity to jointly set the key results areas (or specific performance targets) which they would be expected to perform in the subsequent appraisal process.
7. Most appraisers proved to be lenient in rating the performance of teachers. High ratings might have been

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7. Most appraisers proved to be lenient in rating the performance of teachers. High ratings might have been

regarded by appraisers as motivating factors for teachers to improve performance, or as a means of keeping appraiser-appraisee rapport healthy. This might have held true in the latter case; but attempts to motivate teachers to their jobs through high ratings had proved to be ineffective since most high-rated teachers were reported to show no improvement in their performance or would not bother about ratings at all. It would, therefore, be concluded that teachers who would feel dissatisfied with the design and process of an appraisal scheme, even if rated high, would not improve performance; they would rather give up. This finding would support the survey study of John (1980:159).

However, the reaction of teachers with low performance ratings was reported to be somewhat destructive. Such teachers would often feel obsessed and antagonize their appraisers or negatively affect their job. As noted by Castetter (1981:277), low-rated teachers often tend to develop a sense of tension, friction, anger, and anti-organizational feelings. Thus, it would be safe to conclude that most teachers would have been in a difficulty of facing negative performance feedback or ratings. It might be because of such teachers' reactions against their job and their appraisers that most appraisers would have been lenient in rating the performance of teachers.

8. Most appraisers and appraisees have been, to a greater extent, dissatisfied with the current system of TPA. This system would have been, therefore, regarded by both parties as having little or no contribution to the improvement of teachers' competence and enhancement of the teaching-learning process. As a result, the system would have failed to win acceptance and commitment of appraisers and appraisees, which ultimately might have caused the malfunction of the system.

However, in spite of their dissatisfaction with the current system of TPA, appraisers and appraisees recommended the continuity of the system's operation but with necessary revisions to be undertaken in which teachers would meaningfully participate. This would, therefore, suggest that appraisers and appraisees might have been optimistic in perceiving the potential value and inevitability of TPA to improve teachers' performance and student learning. Hence, it would be possible to conclude that teachers and educational administrators would be cooperative and committed to the successful operation of the scheme of TPA if the purposes and criteria of the system, skill and competence of appraisers, and the process and procedures of the system were systematically designed and operated in a way acceptable to them.

Recommendations

1. The two conflicting purposes - summative and formative, which the current system of TPA attempts to achieve simultaneously with a single appraisal form, need to be separated because the criteria, appraisers, process and procedures designed to one purpose would not equally serve the other.
2. The incompatibility of the two purposes (summative and formative) calls for the designation of two different groups of appraisers. Summative appraisal could be undertaken by principals, assistant principals, and unit leaders since these school personnel would assume the role of the generalist appraiser to make defensible administrative decisions on teachers.

Formative appraisal, which aims at continuous improvement of teachers' competence, needs to be accomplished by subject department heads who are knowledgeable about the contents and skillful in the techniques of teaching their respective subjects. However, since formative appraisal requires continuous assessment of teachers' performance to ensure their continuous and sustained professional improvement, it calls for perpetual effort and considerable amount of the working hours of department heads. Thus, for department heads to effectively perform the task of

formative appraisal, their teaching load needs to be correspondingly reduced.

3. Most important and worthy of recommendation to make TPA schemes effective is the need for providing designated appraisers with adequate training. Short - and long-term training and retraining programs need to be arranged for appraisers to acquire adequate knowledge and skills in the various areas of the curriculum, teaching methods, learning theory and other facets of the educational program; and in the methods of observation, performance data collection and analysis, conferencing, and other relevant techniques of TPA. In fact, appraisers level of expertise in all aspects of the educational program must at least be equal, if not exceed, that of teachers being appraised (Wise et al., 1987:93).

4. The performance criteria of the current system of TPA need to be revised in conformity to the purpose desired. The criteria need to be accurately measurable, specific, observable, and job - related as much as possible for them to generate objective teachers' performance data.

Most importantly, performance criteria need to be acceptable to teachers. To win their acceptance, teachers should meaningfully participate in the process of revising the criteria or in the establishment of new

ones. Teacher involvement in revising or establishing performance criteria may take place in different ways. One way of doing the job is to give the responsibility to teachers and educational administrators at the school level to develop and propose a set of performance criteria. After collecting inputs from different school systems, the central office personnel (MOE) examine and revise the proposed criteria in view of their investigations on various research findings on teacher effectiveness. Another way of developing performance criteria would be that the central office personnel, based on research findings on teacher effectiveness, develop a draft compilation of a set of performance criteria. The draft would then be open to discussions, criticisms, modifications, additions, or deletions by teachers and educational administrators at the school level. The inputs obtained would then be carefully considered in the final process of setting performance criteria to be used in TPA schemes.

5. A system of TPA should be conceived as an integral part of the instructional program of senior secondary schools. Hence, school administrators should endeavour to make TPA schemes more systematic and carefully planned. The systematization and planning of TPA schemes begins at the initial or preparatory step of the appraisal process; that is, pre-appraisal meetings. Since pre-appraisal

meetings help to bring teachers and appraisers together to discuss the purpose and criteria of the system of TPA, and to decide on the techniques, procedures, and approaches to be employed in the subsequent stages of the appraisal process, they, from the outset, develop in them mutual understanding, and a feeling of trust and confidence. Thus, school administrators should call for pre-appraisal meetings periodically and consistently if TPA were to succeed through cooperation and commitment of teachers and appraisers.

6. To make TPA schemes more objective and acceptable to teachers, and hence, helpful in improving teachers' competence, multiple-appraiser approach in collecting comprehensive teacher performance data needs to be introduced. For instance, peer-, student-, and self-appraisal methods may provide additional performance data. These methods would help to avoid appraisal by personal impression, and hence, reduce, to a greater extent, personal bias and favouratism in appraisal. It should be noted, however, that the introduction of these methods in a scheme of TPA needs to be discussed and receive acceptance from teachers.
7. CRO in the process of TPA plays a dominant role in collecting job-related teachers' performance data. It is undeniable that CRO has been widely practised in

most of the senior secondary schools involved in this study. It is, however, equally undeniable that the frequency and time-length of CRO have proved to be inadequate to secure valid and reliable data on teachers' performance. Thus, CRO, to contribute to the successful operation of a scheme of TPA, should necessarily be undertaken as frequently as possible. To this end, adequate training to and reduction of the teaching load of appraisers (department heads) would be required.

Moreover, whether CRO should be announced or unannounced or both should be decided by both appraisers and appraisees during pre-appraisal meetings; particularly to avoid misconceptions that teachers would have about drop-by classroom visits.

8. Post-appraisal conferences between appraisers and appraisees should be held consistently and immediately after CRO before teachers develop in them a feeling of anxiety and frustration. Appraiser in post-appraisal conferences should provide teachers with specific performance feedback; should allow them to express their feelings freely; and should render them constructive suggestions and professional support and advice to help them improve.
9. TPA is an aspect of educational administration which educators invariably regard as having potential value

to improve teachers' competence and student learning. Whatever complex and sensitive it may be, TPA should be perceived as an essential element to be taken as part and parcel of the educational program. Since TPA is not a matter of choice, instructional programs of school systems should operate and live with it; but not by making it simply to happen. When made simply to happen as mere bureaucratic necessity, TPA tends to be a good source of conflict between appraisers and appraisees, a cause of anger and resentment on the part of teachers, and hence, a cause of ineffective instructional program.

Therefore, this investigator strongly recommends systematic assessment and improvement of the current system of TPA operating in the senior secondary schools of Ethiopia. In this endeavour, the MOE and the Department of Educational Administration (AAU) should collaborate and undertake rigorous research at a national level to identify areas for improvement and to establish a system of TPA worthy of acceptance to teachers and school administrators.

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Appendix A-1

Table 1.1 : Purposes TPA "SHOULD" primarily serve

Items	a	b	c	d	e	f	g	h	i	
Appraisers f1 (N=144)	101	95	91	72	69	68	67	51	20	$\sum d^2 = 16$ rhoCal = 0.87
r1	1	2	3	4	5	6	7	8	9	
Appraisees f2 (N = 324)	230	209	222	203	131	134	122	136	58	N = 9 $\alpha = 0.05$
r2	1	3	2	4	7	6	8	5	9	
r1-r2	d	0	-1	1	0	-2	0	-1	3	rho0t = 0.60 Ho = Rejected
$(r1-r2)^2$	d^2	0	1	1	0	4	0	1	9	

Table 1.2 : Purposes thr Current System of TPA "is" primarily serving

Items	a	b	c	d	e	f	g	h	i	
Appraisers f1 (N=144)	67	56	49	45	45	42	35	30	23	$\sum d^2 = 1$ rhoCal = 0.99
r1	1	2	3	4.5	4.5	6	7	8	9	
Appraisees f2 (N = 324)	133	131	128	117	99	85	85	84	65	N = 9 $\alpha = 0.05$
r2	1	2	3	4	5	6.5	6.5	8	9	
r1-r2	d	0	0	0.5	-0.5	-0.5	0.5	0	0	rho0t = 0.60 Ho = Rejected
$(r1-r2)^2$	d^2	0	0	0.25	0.25	0.25	0.25	0	0	

Table 1.3 : Effectiveness of the current system of TPA in Achieving Its Purposes

Groups*	High 3	Moderate 2	low 1	Total Average Rating	Percent	
1	23(0.48)	50(0.69)	71(0.49)	1.66	55.33	
2	41(0.38)	123(0.76)	160(0.49)	1.63	54.33	
O	23	50	71	41	123	160 $X^2_{cal} = 1.10$
E	19.69	53.2	71.08	44.31	119.77	159.92 df = 2
O - E	3.31	-3.2	-0.08	-3.31	3.32	0.08 $\alpha = 0.05$
$(O-E)^2$	10.96	10.4	0.01	10.96	10.43	0.01 $X^2_t = 5.99$
$(O-E)^2/E$	0.56	0.2	0	0.25	0.09	0 Ho = Accepted

* Groups - 1 = Appraisers(N=144), 2 = Appraisees (N =324)
 Figures in Parentheses are average ratings

APPENDIX A - 2

Table 2.1 : Degree of Validity, Reliability, and Utility of the Performance Criteria

Groups*	Number	Item No.	High 3	Moderate 2	Low 1	Total Average	Percent
Appraisers	137	1	35(0.77)	51(0.37)	51(0.37)	7.33	61.0
	137	2	33(0.72)	55(0.80)	49(0.36)		
	131	3	8(0.18)	64(0.98)	59(0.45)		
	118	4	34(0.86)	46(0.78)	38(0.32)		
Appraisees	309	1	53(0.51)	132(0.84)	124(0.40)	7.1	59.1
	307	2	60(0.59)	144(0.94)	103(0.34)		
	286	3	35(0.37)	121(0.85)	122(0.43)		
	260	4	43(0.50)	122(0.94)	101(0.39)		
Appraisers	139	1	36(0.78)	41(0.59)	62(0.45)	8.59	57.0
	138	2	18(0.39)	65(0.94)	55(0.40)		
	134	3	21(0.47)	60(0.90)	53(0.40)		
	129	4	12(0.28)	75(1.16)	42(0.33)		
	135	5	14(0.31)	35(0.52)	86(0.64)		
Appraisees	305	1	70(0.69)	138(0.90)	97(0.32)	8.61	57.4
	308	2	49(0.48)	138(0.90)	121(0.39)		
	293	3	62(0.63)	109(0.74)	122(0.42)		
	278	4	29(0.31)	125(0.90)	124(0.45)		
	296	5	29(0.29)	84(0.57)	183(0.62)		
Appraisers	131	1	20(0.46)	46(0.70)	65(0.50)	8.04	53.6
	134	2	23(0.51)	47(0.70)	64(0.45)		
	136	3	30(0.66)	38(0.56)	68(0.50)		
	135	4	24(0.53)	37(0.55)	74(0.55)		
	128	5	13(0.30)	22(0.34)	93(0.73)		
Appraisees	304	1	65(0.64)	75(0.49)	164(0.54)	8.23	54.8
	298	2	56(0.56)	86(0.58)	156(0.52)		
	294	3	63(0.64)	68(0.46)	163(0.55)		
	288	4	50(0.52)	66(0.69)	172(0.60)		
	289	5	30(0.31)	66(0.46)	193(0.67)		

Table 2.2 : Appraiser - Appraisee Level of satisfaction with the criteria

Groups*	High 3	Mode. 2	Low 1	Total Average Rating	Percent		
1	16(0.33)	67(0.93)	61(0.42)	1.68	56		
2	49(0.45)	121(0.75)	154(0.48)	1.68	56		
O	16	67	61	49	121	154	$\chi^2_{cal} = 3.83$
E	20	57.85	66.15	45	130.15	148.85	df = 2
O - E	-4	9.15	5.15	4	-9.15	5.15	$\chi^2 = 0.05$
(O - E) ²	16	83.72	26.52	16	83.72	26.52	$\chi^2 = 5.99$
(O - E) ² /E	0.8	1.45	0.4	0.36	0.64	0.18	Ho = Accepted

* Groups - 1 = Appraisers(N = 144), 2 = Appraisees(N = 324)
 Figures in parentheses are average ratings

Table 3.4 : Teachers' Attitude toward Pre-Appraisal Meetings

Item		High	Moder.	Low	Total	Percent	
		3	2	1	Average		
A	1	6(0.31)	30(0.39)	23(0.39)	1.72	57.33	
	2	17(0.49)	46(0.44)	46(0.44)	1.72	57.33	
O		6	30	23	17	41	46 $\chi^2_{cal} = 2.40$
O-E		-2.33	4.3	-1.98	2.33	-4.3	1.98 $\phi = 0.05$
(O-E) ²		5.43	18.49	3.92	5.43	18.49	3.92 $\chi^2 = 5.99$
(O-E) ² /E		0.65	0.72	0.16	0.37	0.41	0.09 $H_0 = \text{Accepted}$
B	1	9(0.36)	39(1.32)	11(0.19)	1.87	62.33	
	2	22(0.63)	61(1.17)	21(0.20)	2	66.67	
O		9	39	11	22	61	21 $\chi^2_{cal} = 1.08$
E		11.22	36.2	11.58	19.78	63.8	20.42 $df = 2$
(O - E) ²		-2.22	2.8	-0.58	2.22	-2.8	0.58 $\phi = 0.05$
(O - E) ² /E		0.44	0.22	0.03	0.25	0.12	0.02 $\chi^2 = 5.99$ $H_0 = \text{Accepted}$

* Groups 1 = Appraisers(N = 59), 2 = Appraisees(N = 104)
 Figures in parentheses are average ratings

Appendix A-4

Table 4.3 Adequacy of the Frequency and Time- Length of CRO

Item	Groups				Total		
		High 3	Modern 2	Low 1	Average Rating	Percent	
A	1	5(0.13)	45(0.80)	62(0.55)	1.48	49.33	
	2	15(0.19)	60(0.51)	159(0.68)	1.38	46	
	O	5	45	62	15	60	159 $\chi^2_{cal}=7.65$
	E	6.47	33.99	71.54	13.53	71.01	149.46 $df=2$
	O-E	-1.47	11.01	-9.54	1.47	-11.01	9.54 $\alpha = 0.05$
	(O-E) ²	2.16	121.22	91.01	2.16	121.22	91.01 $\chi^2=5.99$
	(O-E) ² /E	0.33	3.57	1.27	0.16	1.71	0.61 $H_0=Rejected$
B	1	12(0.32)	52(0.93)	48(0.43)	1.68	56.00	
	2	29(0.37)	107(0.91)	98(0.42)	1.70	56.67	
	O	12	52	48	29	107	98 $\chi^2_{cal}=0.21$
	E	13.27	51.47	47.26	27.73	107.53	98.74 $df=2$
	O-E	-1.27	0.53	0.74	1.27	-0.53	-0.74 $\alpha = 0.05$
	(O-E) ²	1.61	0.28	0.55	1.61	0.28	0.55 $\chi^2=5.99$
	(O-E) ² /E	0.12	0.01	0.01	0.06	0.00	0.01 $H_0=Accepted$

* Groups - 1 = Appraisers(N = 112), 2 = Appraises(N = 234)

Figures in parentheses are average ratings

Table 4.4 : Approaches to CRO

Item B							
	O	83	8	21	124	31	79 $\chi^2_{cal} = 13.38$
	E	67.01	12.62	32.37	139.99	26.38	67.63 $df = 2$
	O - E	15.99	-4.62	-11.37	-15.99	4.62	11.37 $\alpha = 0.05$
	(O - E) ²	225.68	21.34	129.28	225.68	21.34	129.28 $\chi^2 = 5.99$
	(O - E) ² /E	3.37	1.69	3.99	1.61	0.81	1.91 $H_0 = Rejected$

Table 5.1 : Appraisers and Teachers' Preference

Item B

O	20	13	5	70	36	44	16	10	170	84	$\chi^2_{cal} = 3.07$
E	19.69	8.92	4.62	73.85	36.92	44.31	20.08	10.38	166.15	83.08	df = 4
O - E	0.31	4.08	0.38	-3.85	-0.92	-0.31	-4.08	-0.38	3.85	0.92	$\alpha = 0.05$
$(O - E)^2$	0.10	16.65	0.14	14.82	0.85	0.10	16.65	0.34	14.82	0.85	$\chi^2_c = 9.45$
$(O - E)^2/E$	0.01	1.87	0.03	0.20	0.02	0.00	0.83	0.01	0.09	0.01	Ho = Accepted

Table 5.2 : Whether Teachers had Trust and Confidence in Appraisers

O	81	55	8	106	206	12	$\chi^2_{cal} = 27.42$
E	57.54	80.31	6.15	129.46	180.69	13.85	df = 2
O - E	23.46	-25.31	1.85	-23.46	25.31	-1.85	$\alpha = 0.05$
$(O - E)^2$	550.37	640.60	3.42	550.37	640.60	3.42	$\chi^2_c = 5.99$
$(O - E)^2/E$	9.56	7.98	1.83	4.25	3.55	0.25	Ho = Rejected

Table 5.3 : Causes of Teachers' mistrust and loss of confidence in Appraisers

Items		a	b	c	d	e	
Appraisers	f1	47	38	35	26	12	$\chi^2_d = 2$
(N = 55)	r1	1	2	3	4	5	rho _{cal} = 0.90
Appraisees	f2	186	110	129	74	48	N = 5
(N = 206)	r2	1	3	2	4	5	$\alpha = 0.05$
r1 - r2	d	0	-1	1	0	0	rho _t = 1.00
$(r1 - r2)^2$	d ²	0	1	1	0	0	Ho = Accepted

Table 5.4 : Training in performance Appraisal

Item d

O	90	8	46	211	26	87	$\chi^2_{cal} = 1.85$
E	92.62	10.46	40.92	208.38	23.54	92.08	df = 2
O - E	-2.62	-2.46	5.08	2.62	2.46	-5.08	$\alpha = 0.05$
$(O - E)^2$	6.86	6.05	25.81	6.86	6.05	25.81	$\chi^2_c = 5.99$
$(O - E)^2/E$	0.07	0.58	0.63	0.03	0.26	0.28	Ho = Accepted

Table 5.5 : Sources and objectivity of teacher performance data

Item B

Items		a	b	c	d	e	f	g	
Appraisers	f1	78.00	49.00	83.67	65.33	67.00	57.67	56.33	$\chi^2_d = 18$
(N = 144)	r1	2	7	1	4	3	5	6	rho _{cal} = 0.68
Appraisees	f2	75.00	55.67	75.33	67.00	63.67	74.67	69.33	N = 7
(N = 324)	r2	2	7	1	5	6	3	4	$\alpha = 0.05$
r1-r2	d	0	0	0	-1	-3	2	2	rho _t = 0.79
$(r1 - r2)^2$	d ²	0	0	0	1	9	4	4	Ho = Accepted

APPENDIX A-6

TABLE 7.2 : Teacher Reaction to Performance Ratings

Item A

O	41	33	60	10	89	42	150	43	$\chi^2_{cal} = 10.21$
E	40.00	23.08	64.62	16.31	90.00	51.92	145.38	36.69	df = 3
O - E	1.00	9.92	-4.62	-6.31	-1.00	-9.92	-4.62	6.31	$\alpha = 0.05$
$(O - E)^2$	1.00	98.41	21.34	39.82	1.00	98.41	21.34	39.82	$\chi^2_t = 7.81$
$(O - E)^2/E$	0.03	4.26	0.33	2.44	0.01	1.90	0.15	1.09	Ho = Rejected

Item B

O	8	77	31	5	15	8	11	179	80	12	21	21	$\chi^2_{cal} = 3.78$
E	5.85	78.77	34.15	5.23	11.08	8.92	13.15	177.23	76.85	11.77	24.92	20.08	df = 5
O - E	2.15	-1.77	-3.15	-0.23	3.92	-0.92	2.15	1.77	3.15	0.23	-3.92	0.92	$\alpha = 0.05$
$(O - E)^2$	4.62	3.13	9.92	0.05	15.37	0.85	4.62	3.13	9.92	0.05	15.37	0.85	$\chi^2_t = 11.07$
$(O - E)^2/E$	0.79	0.04	0.29	0.01	1.39	0.10	0.35	0.02	0.13	0.00	0.62	0.04	Ho = Accepted

TABLE 7.3 : Teacher's Request for Reappraisal

Item A

O	46	92	6	65	1.78	81	$\chi^2_{cal} = 30.60$
E	34.15	83.08	26.77	76.85	186.92	60.23	df = 2
O - E	11.85	8.92	-20.77	-11.85	-8.92	20.77	$\alpha = 0.05$
$(O - E)^2$	140.4	79.57	431.39	140.42	79.57	431.39	$\chi^2_t = 5.99$
$(O - E)^2/E$	4.11	0.96	16.11	1.83	0.43	7.16	Ho = Rejected

Table 8.1: Appraiser - Appraisee Level of Satisfaction With the Current System of TPA

Groups*	Ratings			Total Average Rating	Percent	
	High 3	Moder. 2	Low 1			
1	8(0.17)	43(0.60)	93(0.65)	1.42	47.33	
2	14(0.13)	55(0.34)	255(0.79)	1.26	42.00	
O	8	43	93	14	55	255 $\chi^2_{cal} = 10.9$
E	6.77	30.15	107.08	15.23	67.85	240.92 df = 2
O - E	1.23	12.85	-14.08	-1.23	-12.85	14.08 $\mu = 0.05$
(O - E) ²	1.51	165.12	198.25	1.51	165.12	198.25 $\chi^2_t = 5.99$
(O - E) ² /E	0.22	5.48	1.85	0.1	2.43	0.82 Ho = Rejected

Table 8.2 : Appraiser - Appraisee Recommendation for the current system of TPA

Item	Ratings					Total	Percent	Rank
A	O	6	138	21	303	13	9 $\chi^2_{cal} = 0.99$	
	E	8.31	135.69	18.69	305.31	13.05	9.62 df = 1	
	O - E	-2.31	2.31	2.31	-2.31	-0.05	-0.62 $\mu = 0.05$	
	(O - E) ²	5.34	5.34	5.34	5.34	0.00	0.38 $\chi^2_t = 3.84$	
	(O - E) ² /E	0.64	0.04	0.21	0.02	0.00	0.04 Ho = Accepted	
B	O	127	6	5	281	13	9 $\chi^2_{cal} = 0.13$	
	E	127.67	5.95	4.38	280.33	13.05	9.62 df = 2	
	O - E	-0.67	-0.05	0.62	0.67	-0.05	-0.62 $\mu = 0.05$	
	(O - E) ²	0.45	0.00	0.38	0.45	0.00	0.38 $\chi^2_t = 5.99$	
	(O - E) ² /E	0.00	0.00	0.09	0.00	0.00	0.04 Ho = Accepted	

Table 8.3 : Rank-Order of the problem areas of the current system of TPA

Item	Groups*	Ratings					Total Average Rating	Percent	Rank
		5	4	3	2	1			
Purpose	1	65(2.26)	26(0.72)	28(0.58)	18(0.25)	7(0.05)	3.86	77.20	1
	2	185(2.85)	75(0.93)	34(0.31)	16(0.10)	14(0.04)	4.23	84.60	1
Criteria	1	24(0.83)	74(2.08)	31(0.65)	7(0.10)	8(0.06)	3.72	74.40	2
	2	48(0.74)	166(2.04)	70(0.65)	32(0.20)	8(0.02)	3.65	73.00	2
Appraiser	1	23(0.80)	17(0.47)	55(1.15)	27(0.38)	22(0.15)	2.95	59.00	3
	2	33(0.51)	33(0.41)	164(1.52)	64(0.40)	30(0.09)	2.93	58.60	3
CRO	1	10(0.35)	17(0.47)	20(0.42)	70(0.97)	27(0.19)	2.40	48.00	4
	2	13(0.20)	30(0.37)	36(0.33)	187(1.15)	58(0.18)	2.23	44.60	4
Process	1	22(0.76)	9(0.25)	10(0.21)	22(0.31)	81(0.56)	2.09	41.80	5
	2	45(0.69)	19(0.23)	19(0.18)	26(0.16)	215(0.66)	1.92	38.40	5

* Groups - 1 = Appraisers(N = 144), 2 = Appraisees(N = 324)

Figures in parentheses are average ratings

QUESTIONNAIRE ON THE SYSTEM OF TEACHER
PERFORMANCE APPRAISAL BEING USED
IN SENIOR SECONDARY SCHOOLS

Dear Respondent,

- A. The objective of this questionnaire is to collect information about the effectiveness of the current system of teacher performance appraisal in your school. Please be objective and complete in your answers.
- B. You do not need to write your name.
- C. The information you give will be kept strictly confidential.

Thank you for your cooperation.

DIRECTION

- A. Please make a check mark (x) or write brief answers whenever necessary.
- B. Please give only one answer to each item unless you are requested to do otherwise.

PART ONE: Biographical Information

1. Age: 1. 25 years & below / /
 2. 26 - 35 years / /
 3. 36 - 45 years / /
 4. 46 - 55 years / /
2. Sex: 1. Male / / 2. Female / /
3. Present post:
1. Principal / /
 2. Asst. Principal / /
 3. Unit Leader / /
 4. Department Head / /
 5. Teacher / /
4. Number of years of service at your present post:
1. 5 years & below / /
 2. 6 - 10 years / /
 3. 11 - 15 years / /
 4. 16 - 20 years / /
 5. 21 - 25 years / /
 6. More than 25 years / /

5. Total years of service in the Ministry of Education:

- | | | | |
|--------------------|-----|-----------------------|-----|
| 1. 5 years & below | / / | 4. 16 - 20 years | / / |
| 2. 6 - 10 years | / / | 5. 21 - 25 years | / / |
| 3. 11 - 15 years | / / | 6. More than 25 years | / / |

6. Academic qualification:

- | | | | |
|------------------------------------|-----|---------------|-----|
| 1. 12 th Grade or below | / / | 5. 12 + 3 | / / |
| 2. TTI | / / | 6. B.A./B.Sc. | / / |
| 3. 12 + 1 (college level) | / / | 7. M.A./M.Sc. | / / |
| 4. 12 + 2 | / / | | |

7. Field of study if you are College/University graduate:

- | | |
|-----------------------------------|-----|
| 1. Languages | / / |
| 2. Social Sciences | / / |
| 3. Natural Sciences | / / |
| 4. Agriculture | / / |
| 5. Pedagogical Science | / / |
| 6. Educational Administration | / / |
| 7. Psychology | / / |
| 8. Vocational/Technical Education | / / |
| 9. Physical Education | / / |
| 10. Home Economics | / / |

PART TWO: Purposes of Teacher Performance Appraisal

8. In your opinion, what should be the purpose of teacher appraisal? (Please check as many as you think appropriate).

- | | |
|---|-----|
| 1. to improve teachers' professional competence | / / |
|---|-----|

2. to identify teachers' professional training needs / /
3. to motivate teachers' to their job / /
4. to improve quality of education / /
5. to decide on teachers' salary increment / /
6. to decide on teachers' promotion / /
7. to decide on teachers' transfer / /
8. to reward outstandingly competent teachers / /
9. to select teachers for higher education / /

9. As you see it in practice, what is the primary purpose of our current system of teacher appraisal ? (Please check as many as you think appropriate).

1. to improve teachers' professional competence / /
2. to identify teachers' professional training needs / /
3. to motivate teachers to their job / /
4. to improve quality of education / /
5. to decide on teachers' salary increment / /
6. to decide on teachers' promotion / /
7. to decide on teachers' transfer / /
8. to reward outstandingly competent teachers / /
9. to select teachers for higher education / /

10. In general, how well do you think is the current appraisal system serving the purpose(s) you have indicated under item 9 ?

1. Highly / / 2. Moderately / / 3. Minimally / /

PART THREE: Appraisal Criteria

	<u>High</u>	<u>Moderate</u>	<u>Low</u>
11. To what extent are the current appraisal criteria:			
1. related to educational objectives?	/ /	/ /	/ /
2. related to teachers' professional responsibilities ?	/ / /	/ / /	/ / /
3. realistic to be performed by teachers ?	/ / /	/ / /	/ / /
4. stated in unambiguous language?	/ / /	/ / /	/ / /
12. How objectively do the current teacher appraisal criteria measure:			
1. the job performance of a teacher ?	/ / /	/ / /	/ / /
2. a teachers' relationship with students ?	/ / /	/ / /	/ / /
3. a teachers' relationship with superiors ?	/ / /	/ / /	/ / /
4. a teachers' relationship with peers ?	/ / /	/ / /	/ / /
5. a teachers' relationship with the public ?	/ / /	/ / /	/ / /
13. In your opinion, how objective are the evidences obtained through the measuring criteria to:			
1. identify teachers' training needs ?	/ / /	/ / /	/ / /
2. recommend teachers for higher education ?	/ / /	/ / /	/ / /

18. Agenda items often discussed in pre-appraisal meetings are: (Please check as many as you think appropriate).
1. Purposes of appraisal / /
 2. Appraisal criteria / /
 3. Sources and techniques of data gathering // /
 4. Skills and competence of appraisers / /
 5. Frequency and length of classroom observation // //
 6. Participation of teachers in the process of appraisal // //
 7. Weaknesses and strengths of past appraisal process // //
19. Appraisers and teachers often discuss pre-appraisal agenda items:
1. on a one-to-one basis / /
 2. on a group basis (teachers teaching the same subject at the same grade level) / //
 3. at a departmental staff meetings / /
 4. at a general (school) staff meeting. / /
20. To what extent are teachers motivated to participate in pre-appraisal discussions ?
1. High / // 2. Moderate // / 3. Low / //
21. In general to what extent are pre-appraisal meetings helpful for teachers to improve performance ?
1. High / / 2. Moderate / / 3. Low / //

PART FIVE: Post-Appraisal Meetings

22. Do appraisers and teachers hold post-appraisal meetings to discuss teacher appraisal results ?

1. Yes / / / 2. No / / /

"IF YOUR ANSWER TO NUMBER 22 IS "Yes", PLEASE RESPOND TO QUESTION 23 - 27".

23. How often do post-appraisal meetings take place ?

1. Always / / / 2. Sometimes / / / 3. Rarely / / /

24. When do post-appraisal meetings often take place ?

1. immediately after appraisal / / /
2. after many days or weeks of appraisal / / /
3. whenever teachers request for them / / /
4. when the appraiser feels appropriate / / /

25. Post-appraisal discussions often focus on:

1. Performance weaknesses of the teacher / / /
2. performance strengths of the teacher / / /
3. both strengths and weaknesses of the teacher / / /

26. Do appraisers provide teachers with professional advice or support ?

1. Yes / / / 2. No / / /

27. If your answer to item 26 is "Yes", on which of the following do the advice or support often focus ? (Please check as many as you think appropriate).

1. How weaknesses of performance can be improved / / /

2. How acceptable level of performance can be maintained / /
3. How strengths of performance can be capitalized / /

PART SIX: Appraisers and Sources of Evidence

28. Who is involved in appraising teachers' performance in your school? (Please check as many as you think appropriate).

- | | | | |
|---------------------|-----|---------------------|-----|
| 1. Principals | / / | 4. Department Heads | / / |
| 2. Asst. Principals | / / | 5. Committee | / / |
| 3. Unit Leaders | / / | | |

29. Do you have trust and confidence in the appraiser(s)?

- | | | | |
|--------|-----|-------|-----|
| 1. Yes | / / | 2. No | / / |
|--------|-----|-------|-----|

30. If your answer to item 29 is "No", what is the reason? (Please check as many as you think appropriate).

1. They lack the required skills and knowledge / /
 2. They are not willing to appraise / /
 3. They don't see the value of appraisal / /
 4. They don't have adequate time to appraise / /
 5. They tend to maintain bias and favouratism / /
 6. Others, if any (Please specify) _____
-

31. As far as you know, what are the major sources of appraisal evidences often used? (Please check as many as you think appropriate).

1. Peers / /
2. Students / /

- 3. Self-appraisal (the teacher himself) / /
- 4. Classroom observation / /
- 5. Appraiser's daily record on teacher's performance / /
- 6. School's staff personnel record (file) / /
- 7. Appraiser's personal impression about the teacher / /
- 8. Others, if any (Please specify) _____

32. How objective do you think are evidences obtained from the following sources ?

	<u>High</u>	<u>Moderate</u>	<u>Low</u>
1. Peers	/ /	/ /	/ /
2. Students	/ /	/ /	/ /
3. Self-appraisal	/ /	/ /	/ /
4. Classroom observation	/ /	/ /	/ /
5. Appraiser's daily record	/ /	/ /	/ /
6. Staff personnel record (file)	/ /	/ /	/ /
7. Appraiser's personal impression	/ /	/ /	/ /

33. Do you think that appropriate training enables appraisers to give objective appraisal results to teachers ?

1. Yes / / 2. No / / 3. Not sure / /

34. Most teachers want their performance be appraised by:

- 1. the Principal / /
- 2. the Asst. Principal / /
- 3. the Unit Leader / /
- 4. the Department Head / /
- 5. a committee / /

44. As far as you know, what has been the reaction of teachers whose appraisal results are high ?

(e.g. 3.00 and above).

1. They feel motivated to perform much better / /
2. They maintain the previous level of performance / /
3. They feel nothing at all / /
4. I am not sure. / /

45. As far as you know, what has been the reaction of teachers whose appraisal results are low ? (e.g. below 3.00 points).

1. They accept the result and exert more effort to improve performance. / /
2. They feel obsessed and antagonize their appraisers / /
3. They feel obsessed and negatively affect their job. / /
4. They improve rapport with their appraisers to get better result in the next semester. / /
5. They never bother about the result. / /
6. I am not sure. / /

46. Do teachers have the right to appeal for reappraisal if they don't accept appraisal results ?

1. Yes / /
2. No / /
3. I don't know / /

47. If your answer to item 51 is "Yes", how often do teachers in your school appeal for reappraisal ?

1. Always / /
2. Sometimes / /
3. Never / /

PART NINE: General

48. Did you have any training involving skills of appraisal ?

1. Yes / / 2. No / /

49. If your answer to item 48 is "Yes", how was the training program conducted ? (Please check as many as you think appropriate).

1. Seminar / / 4. Course(s) in TTI / /
2. Workshop / / 5. Course(s) in College/
3. Conference / / University / /

50. Do you think that the training was sufficient to know about teacher performance appraisal ?

1. Yes / / 2. No / / 3. Not Sure / /

51. In general, how do you rate the appraisal system of your school in improving teacher performance and the teaching-learning process ?

1. High / / 2. Moderate / / 3. Low / /

52. If you feel dissatisfied with the current appraisal scheme, what do you recommend ?

1. It is unnecessary, therefore, abandon it. / /
2. It is necessary, however, it should be revised. / /
3. Others, if any (Please specify) _____

53. Do you think that teachers' participation in the revision process can result in a significant improvement of the system of teacher appraisal ?

1. Yes / / 2. No / / 3. Not Sure / /

54. Rank order (1-5) the following problem areas of the current system of teacher appraisal scheme of your school by assigning number 1 to the most critical problem, number 2 to the next critical problem, number 3 to the third, number 4 to the fourth, and number 5 to the fifth.

1. Purpose of appraisal / /
2. Appraisal criteria / /
3. Appraisers / /
4. Appraisal frequency & length / /
5. The overall process / /

THANK YOU AGAIN

የጠቅላይ የሥራ አሰጻጻዎች መገምገሚያ ቅጽ

አስተዳደር አካባቢ/ራስ ገዝ _____ አጠቃላይ _____ ት/ቤት _____

ክፍል አንድ

1. አጠቃላይ መረጃ

1.1 የጠቅላይ ስም ከነሐያት _____ ጾታ _____ ዕድሜ _____ ዘገነት _____

1.2 የትምህርት ደረጃ _____

1.3 የሠላጠነት የትምህርት ዓይነት _____ / ዐቢይ _____ ግዕዝ _____

1.4 የሚያስቀረጡ የትምህርት ዓይነት / ዓይነቶች / _____
የክፍል ደረጃ / ደረጃዎች / _____

1.5 በሰዎች የሚያስቀረጡ የክፍል ጊዜያት በዚያ _____
የክፍል ጊዜ ሊዘገቡ _____

1.6 የሚያስቀረጡ ተግባራት በዚያ _____

1.7 የአገልግሎት ዘመን በጠቅላይነት _____ በሌላ _____

1.8 የትምህርት ደረጃውን ለማሻሻል የሚጠበቅ ሁኔታ:—
በተለዕኮ ትምህርት _____ በጣታ ትምህርት _____ በሌላ _____

1.9 ተከፋይ የሆነበት የትምህርት ጠባብዎች

ሀ. ሰሜናዊ _____ ዘመኑ _____

ለ. ወርክሻን _____ ዘመኑ _____

ሐ. ገፍረገሰ _____ ዘመኑ _____

ጊ. ሌላ _____ ዘመኑ _____

1.10 የጠቅላይ የጤንነት ሁኔታ _____

1.11 በትምህርት ቤቱ ከማስተማር ሥራው ሌላ የሚያደርገው ተሳትፎ _____

1.12 ከትምህርት ቤቱ ውጭ ያለው የሥራ ተሳትፎ _____

1.13 የገምገማታዎች ቁጥር ከ _____ አስከ _____

የመደብ ደረጃ ነጥቦች

5 = አጭር ጊዜ ጥያቄ

4 = ጊዜ ጥያቄ

3 = ጥያቄ

2 = መካከለኛ

1 = ዝቅተኛ

5	4	3	2	1

2.13 ተማሪዎች በገለና በሱዳን በራሳቸው ጥረት የሚያደርጉትን የመማርና የመማር ሁኔታ ለማመዛዘን የሚያደርገው ጥረት

2.14 ለተማሪዎች ለሰራተኞች ፈተናና የቤት ሥራ በመስጠትና በማረጋገጥ በየጊዜው ችሎታቸውን ለመመዘን የሚያደርገው ጥረት

2.15 ተጠቃሚዎች መመዘኛዎችን ለቤት ሥራና ለመልመኝ የሚሆኑ ተገቢ ጥያቄዎችን የማዘጋጀት ችሎታ

2.16 ትምህርትና ምርት የሚገናኙበትን ዘዴ የመፈለግና በሥራ የማዋል ችሎታ

አማካይ ውጤት

3. የግምገማው ስርዓት

3.1 መምህራን ካለፈው ገጽ በኋላ ወዲህ ያደረገው መሻሻል _____

3.2 ከግምገማው በኋላ በተደረገው ወይይት መሻሻል ስለሚገባቸው ጉዳዮች የተሰጠው ምክርና እርዳታ _____

3.3 ለጠቃሚው ስርዓት _____

ጣሕተዎ

የሪፖርት አቅራቢው ም/ርአሠ
መምህር ወይም የማስተማር ጣማር
አጠራር ም/ር/ጦ
ስምና ፊርማ _____
ቀን _____

የትምህርት ቤቱ ርእሠ መምህር አስተያየት _____

ስምና ፊርማ _____
ቀን _____

- ማሳሰቢያ፡
1. ይህን የመገምገሜያ ቅጽ መምህሩ በቅድሚያ አንዲያውቀው ይደረጋል ።
 2. ቅጹ በ5 ተሰባሳይ ክፍሎች ተከጋጅቶ 1ኛው ለአካባቢው አስተዳደር/ራስ ገዝ፣ 2ኛው ለአጭጭ ትምህርት ጽ/ቤት፣ 3ኛው ለመምህሩ መቀበሉን በቀሪው ፈርም ይሰጠዋል ። 4ኛው ለኢፓርትመንት ሲሰጥ፣ 5ኛው በትምህርት ቤቱ በመምህሩ ማሳደር ውስጥ ይሰጣል ።
 3. በከፍል 2 በቁጥር 1 ከተራ ቁጥር 1.1 - 1.14 ትምህርት ቤቱ ካለው አጠቃላይ አንቀሳቃሴና ንግግራም ምደባ አኳያ እየተያየ የማይመለከተው ነጥብ ይሰረዛል ።

DECLARATION

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

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