



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**CHALLENGES OF PRACTICING TEACHERS' PERFORMANCE APPRAISAL IN  
GOVERNMENT SECONDARY SCHOOLS OF KIRKOS SUB CITY**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS  
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FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL  
LEADERSHIP AND MANAGEMENT**

**BY:**

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**ADDIS ABABA UNIVERSITY**  
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## **Letter of Certification**

This document certifies that the research study titled "Challenges of Practicing Teachers' Performance Appraisal in Government High Schools of Kirkos Sub City Administration," conducted by SisayAlemu, is an original work. This research was undertaken as part of the requirements for the Master of Education Degree in Educational Leadership and Management at Addis Ababa University. It has not been previously submitted for a degree at this or any other university.

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YekunoamelakAlemu (PhD)

Research Advisor

## **DECLARATION**

I hereby declare that this thesis is entirely my own original work. It has not been submitted in any form for another degree at any university or college. All sources of information from published or unpublished works of other authors have been duly acknowledged. I conducted this research independently, with the guidance and supervision of my research advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

AAU-Addis Ababa University

BARS- Behaviorally Anchored Rating Scales

BOS- Behavioral Observation Scales

BSC- Balanced Score Card

CPD- Continuous Professional Development

EdPM- Educational Planning and Management

HRM- Human Resource Management

IIEP-Institute of International Educational Planning

MBO-Management by Objective

MOE- Ministry of Education

OECD – Organization for Economic Cooperation and Development

PM-Performance Management

PTA-Parent Teacher Association

ROTPA Result- Oriented Teachers’ Performance Appraisal

SIP-School Improvement Program

SPSS- Statistical Package for Social Sciences

TPA- Teacher Performance Appraisal

VSO- Voluntary Service Overseas

## ***Abstract***

*The primary aim of this research was to explore the challenges associated with practicing teacher performance appraisals and to assess whether these appraisals serve as an effective approach to managing teacher performance. A descriptive survey analysis was utilized for this study, employing a sequential explanatory mixed-method approach with a stronger emphasis on quantitative data. The study focused on the four schools within Kirkos Sub City. Data collection involved 139 teachers, 16 department heads, and 48 student council members, selected through systematic random sampling. Additionally, a census sampling technique was used to include all 16 directors (four from each school), 10 sub-city supervisors, and 24 parent union members. The researcher employed a questionnaire with both closed-ended and open-ended questions to gather data from the teachers, while interviews were conducted to obtain in-depth insights from principals, supervisors, and department heads. Furthermore, focus group discussions (FGDs) were held with sample student council members and PTA respondents. Relevant documents related to teacher performance appraisal practices and implementations were also reviewed. Quantitative data from the closed-ended questionnaire responses were analyzed using methods such as frequency, percentage, mean, and standard deviation. The qualitative data from interviews, open-ended questionnaire responses, FGDs, and document analysis were used to validate and triangulate the quantitative findings. The research findings revealed that the practice of teacher performance appraisal in the secondary schools of Kirkos Sub City was suboptimal. Issues identified included flaws in the design and purpose of the appraisal system, negative perceptions among practitioners, the absence of pre-appraisal meetings, infrequent classroom observations, lack of feedback and discussion, insufficient training for both appraisers and appraisees, unclear and inconsistent criteria, subjectivity and bias, and the failure to use relevant information in teacher evaluations. Inconsistency in the appraisal practice was also noted. To address these issues, the researcher recommended several strategies for the secondary schools in the study area: planning and assigning student appraisers at the start of the academic year, maintaining consistent and ongoing classroom observations, designing a reliable feedback system, providing training for appraisers, raising awareness among both appraisers and appraisees, developing comprehensive appraisal criteria encompassing all school programs, involving peers in the appraisal process, and incorporating self-appraisal as a source of performance information.*

# CHAPTER ONE

## INTRODUCTION

This chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study that would be under investigation. It also gives details of the basic research questions that were addressed in the research process and the fundamental contributions of the study.

### 1.1 Background of the Study

Performance management is a fundamental aspect of human resource management across organizations. Regardless of an organization's size or complexity, effective performance management is essential for achieving objectives (Mathis & Jackson, 2005). At its core, performance appraisal systems (PAS) are crucial mechanisms within Human Resource Development (HRD), designed to foster both employee and organizational growth.

Performance appraisal, integral to the broader performance management approach, involves identifying, measuring, and evaluating employee performance, followed by discussions aimed at improving future performance (Aguinis, 2009). Armstrong (2009) defines performance appraisal as a structured system for assessing job-related behaviors and outcomes to understand performance drivers and enhance effectiveness for the benefit of employees, organizations, and society at large.

Information derived from performance appraisal programs informs management decisions regarding selection, placement, promotion, training, and even termination. These appraisals are vital for enhancing staff motivation, developing attitudes and behaviors, aligning with organizational goals, and fostering positive management-staff relationships (Mathis & Jackson, 2003).

Organizational performance management systems, including performance appraisal, contribute to achieving short and long-term goals by improving efficiency and effectiveness in job performance (Bacal, 1999). This dual benefit extends to employers who gain insights into

employee strengths and weaknesses, facilitating targeted training and development to enhance performance before resorting to punitive measures. Similarly, employees benefit from receiving feedback on their performance, identifying areas for improvement, and gaining recognition for their achievements.

In Ethiopia, performance evaluation, initially introduced in the 1930s to monitor institutional processes, evolved into supervision with a relatively unchanged function. Notably, the Ethiopian Education and Training policy of 1994 marked a significant shift by introducing a teacher performance appraisal system that included evaluations by students and parents in government schools (Yilma, 2007; Berhanu, 2006).

Within school settings, teachers represent valuable resources deserving support, encouragement, and professional development opportunities. A well-designed and implemented teacher performance appraisal (TPA) system is expected to enhance teachers' professional growth, job satisfaction, and ultimately improve educational outcomes (MoE, 1996).

This study focuses on Kirkos Sub City, which encompasses four high schools with a substantial demographic of teachers, students, and administrative personnel. Given the fluctuating academic performance of grade 12 students, particularly in national exams over the past five years as documented by the Kirkos Sub City Education Office (see Appendix VII), addressing challenges in practicing teacher performance appraisal is crucial to mitigating current issues.

## **1.2. Statement of the Problem**

The emphasis on improving the quality of education in Addis Ababa has historically focused on curriculum enhancements, school management methods, and new program developments rather than on prioritizing teachers' performance appraisal (City Administration Education Bureau, 2015). Consequently, teachers' performance appraisal has been perceived as a routine exercise receiving limited organizational attention and resources.

Researchers have consistently highlighted various issues with the performance appraisal system. Ivancevich (1992) notes that managers often hesitate to provide candid feedback to employees, fearing potential reprisals or strained relationships. In the context of Ethiopia's teacher

performance appraisal, criticisms include unclear and irrelevant appraisal criteria, superficial data collection practices, and inadequate analytical procedures (Keno, 2009).

Melaku's study (1992) on teacher performance appraisal in the Oromia region identifies management, teacher, and school-related challenges that hinder the system from effectively enhancing teaching quality and ensuring student learning outcomes. These challenges include teachers' reluctance to accept negative feedback, the focus on measurable performance outcomes rather than holistic teaching practices, and the complex nature of the evaluation system affecting both teachers and principals (Berhanu, 2006).

Furthermore, criticisms extend to the administrative aspects of the appraisal system. These include the lack of mutual involvement between principals and teachers in developing appraisal criteria, insufficient follow-up and feedback mechanisms, and inadequate training for those involved in the appraisal process (Keno, 2009).

Abera's (2009) research on teachers' attitudes towards performance evaluation in Addis Ababa secondary schools underscores additional issues such as evaluator skill gaps, performance criteria not aligning with teachers' job roles, and negative perceptions towards the appraisal system as a whole. Similarly, studies by Dereje (2007), Girma (2008), and Habtamu (2005) identify shortcomings including the absence of pre- and post-appraisal meetings, challenges in developing valid performance criteria, lack of teacher participation in the appraisal process, and inadequate oversight by school principals.

Despite the introduction of result-oriented performance appraisal (ROPA) and more recently, Balanced Score Card methodologies by the Ministry of Education since 2004 E.C., these frameworks have not been fully implemented in government secondary schools in Addis Ababa due to various challenges (Ministry of Education). Addressing these challenges through a focused study on the issues surrounding teachers' performance appraisal is imperative to resolve current shortcomings.

### **1.3. Research Questions**

The following were the research questions to be answered by the study:

1. To what extent teachers' performance appraisal criteria are designed in accordance with the steps of teachers' performance appraisal system?
2. What are the contributions of performance appraisal towards achieving the educational goals?
3. What are the major challenges on appraising teachers' performance?
4. What can be done to improve the effectiveness and results of teachers' performance appraisal?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The general objective of this study was assessing the challenges of practicing teachers' performance appraisal system in Kirkos Sub City government high schools.

#### **1.4.2. Specific Objectives**

The specific objectives of this study were:

- Assessing the designed teachers' performance appraisal criteria in accordance with the steps of teachers' performance appraisal system.
- Describing the contribution of performance appraisal on achieving educational goals.
- Identifying major existing challenges which secondary schools face in practicing teachers' performance appraisal.
- Suggesting strategies that could help to improve the practice of teachers' performance appraisal.

### **1.5. Significance of the Study**

This research contributes novel insights that challenge existing literature on the correlation between performance appraisal and the challenges of teachers' performance appraisal (TPA). The

findings from this study will accurately identify the current challenges in teachers' performance appraisal within the targeted schools, offering valuable information for all stakeholders involved. Specifically, the research outcomes aim to:

- Assist school managers, supervisors, and directors in identifying numerous issues related to teachers' performance appraisal and propose substantive recommendations to enhance appraisal practices within the study area.
- Inform educational policymakers in developing effective policies pertaining to the system of teachers' performance appraisal.
- Serve as a reference for future researchers interested in exploring similar topics.
- Contribute new perspectives to the current literature on the performance appraisal systems of teachers.

### **1.6.Delimitation of the Study**

The scope of this study is inherently broad and intricate. However, it is delimited to focus on the purpose, criteria, process, and challenges encountered during the performance appraisal in secondary schools within Kirkos Sub City. Although the newly established system of teachers' performance appraisal applies to all government schools, this research specifically targets secondary schools within Kirkos Sub City. The decision to focus solely on Kirkos Sub City was made due to the impracticality of encompassing all schools within the entire city administration. Additionally, this study excludes non-government schools in the Sub City administration, as their performance appraisal procedures and criteria differ significantly from those of government schools.

### **1.7.Definition of Key Operational Terms**

In this part the researcher has listed definition of terms from theoretical perspective and practical definition of terms given by the researcher.

- **Performance Management (PM):** This involves a continuous process aimed at identifying, measuring, and enhancing the performance of individuals and teams to align with the strategic objectives of the organization
- **Appraisal:** A formal evaluation of teachers' performance.

- **Performance Appraisal (PA):** This method assesses the behavior of employees at work, typically encompassing both quantitative and qualitative aspects of job performance.
- **Appraisee (Ratee):** Refers to the individual, in this case, teachers, who are being evaluated based on their performance in a specific job role.
- **Appraisers (Rater):** In the context of this study, appraisers include secondary school principals, students, parents, and department heads who participate in evaluating the performance of teachers.

### **1.8. Organization of the Study**

This study is structured into five chapters. The first chapter provides an overview of the background of the study, statement of the problem, objectives, significance, delimitations of the study, and definition of terms. The second chapter presents a review of relevant literature. The third chapter details the research design and methodology, including sources of data, study population, sample size and sampling technique, procedures of data collection, data gathering tools, and data analysis methods. The fourth chapter focuses on the presentation, analysis, and interpretation of data. Finally, the fifth chapter includes a summary, conclusions, and recommendations drawn from the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter assesses relevant literature on the general concepts of performance management, performance appraisal, purposes, process, participants in TPA, the prevailing challenges in rating teacher performance, strategies to overcome rating errors and conceptual framework.

#### 2.1 Concept of Performance Management

Organizations are established with the primary purpose of achieving specific goals. According to Robert (2003), organizations are groups of individuals who come together with a shared objective. These entities are constructed and restructured intentionally to pursue particular aims. Given that organizations exist to accomplish these goals, a crucial responsibility for managers is the implementation of performance management.

Various scholars have defined 'performance management' in unique ways, though the underlying concept remains consistent. Jackson et al. (2009) describe performance management as a systematic process designed to assess, evaluate, and influence employees' job-related attitudes, behaviors, and outcomes. This process is vital for guiding and motivating employees to enhance their efforts for the organization's benefit. It encompasses not only individual performance but also that of teams and the organization as a whole.

Ivancevich (2009) defines performance management as a process whereby managers and supervisors work collaboratively to align employee performance with organizational goals. In the context of schools, this means that school leaders ensure that teachers' activities and outputs contribute to achieving the school's objectives. Performance management in educational institutions is a component of human resource management focused on managing staff performance. It involves a shared process between school leaders and teams, where objectives are mutually agreed upon and regularly reviewed.

Noe et al. (2009) highlight that effective performance management can demonstrate to top performers that their contributions are valued, facilitate communication between managers and employees, establish consistent standards for employee evaluation, and help identify the

organization's strengths and weaknesses. In a school setting, this implies that effective performance management fosters a shared understanding among staff, particularly teachers, about their roles, responsibilities, and the rationale behind their tasks. It also allows school leaders and teachers to identify desired activities and outcomes, assess performance continuously, and provide feedback based on observed results.

## **2.2 Purposes of Performance Management**

From the previous definitions, it is evident that performance management is a deliberate process encompassing activities such as defining and assessing performance and providing feedback. Noe et al. (2009) state that organizations implement performance management systems for six primary purposes: strategic, administrative, developmental, communication, organizational maintenance, and documentation.

### **i. Strategic Purpose**

Effective performance management enables organizations to achieve their goals by aligning employee behavior with organizational objectives. This process starts with clearly defining what is expected from each employee and measuring their performance to determine if these expectations are met. This allows organizations to take corrective actions, such as training, providing incentives, or implementing disciplinary measures. Performance management achieves its strategic goals when performance metrics are aligned with organizational objectives, and goals and feedback are communicated to employees effectively.

### **ii. Administrative Purpose**

The administrative role of a performance management system involves providing information for everyday decisions regarding salaries, benefits, and recognition programs. It also supports decisions related to employee retention, termination for poor performance, and hiring or layoffs. Performance appraisals significantly impact individual employees' futures. For instance, in Ethiopian schools, teachers' career progression is based on their performance evaluations.

### **iii. Developmental Purpose**

Performance management serves as a foundation for enhancing employees' knowledge and skills. Even those who meet expectations can become more valuable through feedback discussions. Effective performance management highlights employees' strengths and areas for improvement. Although discussing weaknesses can be uncomfortable, it is essential for developmental purposes.

### **iv. Communication Purpose**

A performance management system is a powerful communication tool. It informs employees about their performance and highlights specific areas needing improvement. Additionally, it communicates organizational and supervisor expectations, emphasizing the most critical aspects of their work.

### **v. Organizational Maintenance Purpose**

An essential part of workforce planning is maintaining a talent inventory, which includes information on current employees' skills, abilities, promotional potential, and work history. Performance management systems are crucial for compiling accurate talent inventories. They also help assess future training needs, evaluate organizational performance achievements, and determine the effectiveness of HR interventions, such as the impact of training programs on performance. These activities rely on a robust performance management system.

### **vi. Documentation Purpose**

Performance management provides data that can assess the accuracy of new selection tools and inform critical administrative decisions. This information is particularly useful in legal contexts.

Regardless of the specific purpose, all aspects of performance management are vital for effective human resource management. Implementing an effective performance management system requires considerable time and effort. Jackson et al. (2009) emphasize that performance management aims to optimize performance by motivating employees to achieve organizational goals, necessitating well-coordinated and organized efforts.

In the context of schools, performance management systems aim to optimize the performance of directors, teachers, and non-academic staff. These systems motivate staff by integrating them into the workforce and ensuring they understand their contributions toward achieving school objectives. Additionally, they provide strategies for addressing poor performance in daily tasks. Effective performance management can meet these objectives only if the system is well-designed and properly implemented.

### **2.3 Teacher Performance Appraisal**

Performance appraisal is a continuous process that involves identifying, measuring, and enhancing employees' performance within an organization. This includes recognizing employee achievements, providing regular feedback, and offering opportunities for career development (Aguinis, 2007). Roberts (2003) supports this view, suggesting that performance appraisal is not a mere technique or a one-time event but a comprehensive process. It involves making employees aware of managerial expectations, motivating them to excel, mentoring, and evaluating their performance to pinpoint areas needing improvement.

In the context of education, teacher performance appraisal is the process of assessing the quality and effectiveness of teachers according to standards set by the government and schools. This appraisal identifies the strengths and weaknesses of teachers in their practice. Namuddu (2005) describes teacher performance appraisal as a structured, formal interaction between a teacher and a head teacher, typically involving periodic interviews to review and discuss the teacher's performance. The aim is to identify areas for improvement and opportunities for skills development.

Teacher performance appraisal is crucial for understanding each teacher's abilities and competencies. It measures their performance and evaluates their contributions toward school goals, aligning individual performances with the school's objectives and providing a basis for future improvement.

In a broader context, teacher performance appraisal systems offer principals and teachers processes and procedures to enhance teaching and learning. This appraisal process promotes collaboration and relationship-building, which are essential for creating and sustaining an

effective learning community. It should be viewed as a supportive and effective method for helping teachers develop into confident and proficient educators (Namuddu, 2005).

Teachers, as the most vital resource in schools, play a critical role in raising education standards. Ensuring that teachers are highly skilled, well-resourced, and motivated is key to improving the efficiency and equity of schooling. Enhancing teaching performance is a policy direction that can lead to significant gains in student learning. Effective monitoring and evaluation of teaching are central to the continuous improvement of teaching and learning in schools. Knowing the strengths of teachers and the areas of their practice that need further development is essential.

From this perspective, teacher evaluation is a crucial step in improving the effectiveness of teaching and learning and raising educational standards (OECD, 2009). Meaningful teacher evaluation involves accurately assessing the effectiveness of teaching, identifying strengths and areas for development, and providing feedback, coaching, support, and opportunities for professional development. It is also important to celebrate, recognize, and reward teachers' work. Most teachers appreciate appraisal and feedback that are beneficial, fair, and supportive of their development.

### **2.3.1 Teacher Performance Appraisal Processes**

Appraising teacher performance involves a systematic approach of observing, analyzing, and judging teachers' performance. According to AdaneTesera et al. (2000) and Armstrong (2006), this process encompasses four key steps:

#### **i. Pre-Appraisal Meetings**

The pre-appraisal meeting serves as the initial preparation stage in the teacher performance appraisal process. This meeting is crucial for establishing a mutual understanding and agreement between teachers and their appraisers. During this stage, several important issues are addressed:

a. **Role Definition or Role Profile:** Role definition sets a roadmap and provides a basis for the performance measurement framework. It begins with outlining the "purpose of role," which clarifies the overall aim and what is expected from the job holder. It then specifies the "key result

areas," detailing agreed objectives, main output areas, and performance standards. Finally, "key competencies" required to perform the role effectively are identified, including teamwork, communication, customer focus, problem-solving, and leadership (Armstrong, 2005).

b. **Performance Agreements:** These agreements, also known as "performance contracts," are made between supervisors and teachers during task assignments. They include:

- **Objectives and Standards of Performance:** Objectives should be "SMART" (Specific, Measurable, Achievable, Relevant, and Time-bound), aligning individual goals with organizational objectives. Performance standards are conditions used when time-based targets are not feasible, providing a consistent measure of performance.
- **Competency Assessment:** This involves discussing the competencies defined in the role profile, clarifying manager expectations, and understanding the competencies required.
- **Core Values and Operational Requirements:** Discussions also cover the school's core values, such as quality, customer service, and teamwork, which teachers are expected to uphold.

c. **Performance Development Plan:** This plan outlines the actions teachers should take to enhance their skills, knowledge, and competencies to improve their performance.

## ii. Task Observation and Data Collection

Teacher performance appraisal emphasizes a continuous process of performance management, moving away from annual reviews to ongoing feedback and learning. Continuous feedback is essential for addressing the development and improvement needs of the school. Performance reviews can be informal, taking place in team meetings, school clubs, group activities, or conferences. Classroom observation is a crucial component, as it provides objective data on a teacher's performance, highlighting strengths and areas for improvement (AdaneTesera et al., 2000).

### **iii. Post-Appraisal Conference and Target Setting**

The post-appraisal conference is a sensitive yet critical stage where a teacher's overall contribution to the school is discussed. Teachers have the opportunity to critique and comment on the appraisal, providing additional data if necessary. This meeting allows teachers to appeal against unfair ratings and ensures that both appraisers and teachers focus on performance rather than personality traits. The conference concludes with setting future performance targets, resulting in a mutually agreed plan of action (AdaneTesera et al., 2000).

### **iv. Follow-Up Discussion**

In the follow-up stage, the performance targets set during the post-appraisal conference are monitored and supported. Three approaches are suggested for successful follow-up:

- a. **Remedial Approach:** The appraiser provides clear, specific, and objective feedback to help the teacher overcome difficulties in achieving performance targets. Together, they find solutions to address these challenges.
- b. **Maintenance Approach:** This approach ensures that the teacher's current strengths and skills are sustained to maintain satisfactory performance and job satisfaction.
- c. **Developmental Approach:** This approach focuses on further enhancing the teacher's professional development and personal growth. After achieving the initial performance targets, new, challenging goals are set to promote continuous improvement and school development.

### **2.3.2 Approaches to Appraising Teacher Performance**

Evaluating teacher performance is a crucial but often challenging task for managers. They need to assess subordinates' performance accurately and communicate their assessments constructively. This applies to both formal and informal appraisals (Robbins, 1991).

### **a. Formal Appraisal**

Formal appraisals typically occur semiannually or annually and involve several key processes. The first process is to formally inform subordinates about their current performance ratings. The second process is to identify those who deserve merit raises. Another critical process is to find subordinates who require additional training, and the final one is to identify candidates for promotion. It's essential for managers to differentiate between an employee's current performance and their potential performance. Many managers make the mistake of assuming that an individual who excels in one role will automatically succeed in a higher or different position, leading to poor performance after promotions (Robbins, 1988).

### **b. Informal Appraisal**

Informal appraisals are a continuous process where managers provide ongoing feedback to subordinates about their work performance. This feedback can happen daily, as managers comment spontaneously on specific tasks or when subordinates seek feedback. The close connection between behavior and immediate feedback makes informal appraisals effective in quickly encouraging desirable performance and discouraging undesirable performance before it becomes entrenched. Organizations must integrate informal appraisal as a critical part of their culture, not just as a casual activity (Decenzo & Robbins, 1988).

In some organizations, evaluations are conducted annually, while in others, they may be done twice or less frequently each year. According to Lewis (1982), Webb and Norton (1992), and Duke (1995), there are two primary approaches to evaluation: formative and summative.

### **c. Formative Evaluation**

Formative evaluation is an ongoing process designed to provide feedback for self-improvement. It involves regular reporting and discussions between teachers and their supervisors following classroom observations. This type of evaluation helps develop communication skills and allows for corrective actions and suggestions to address performance shortcomings. The goal of formative evaluation is to facilitate self-improvement rather than making managerial decisions about the employee's future (Duke, 1995; Webb & Norton, 1992).

#### **d. Summative Evaluation**

Summative evaluation, on the other hand, is used to make organizational decisions such as promotions, tenure, contract renewals, and staff development programs. This evaluation collects broad data on a teacher's overall performance to inform administrative decisions like salary increments, promotions, or dismissals. Unlike formative evaluation, summative evaluation is conducted at specific intervals and focuses on assessing terminal behavior and overall performance. It does not involve the employee in judging their performance directly, but rather it provides a basis for managerial decisions (Duke, 1995; Lewis, 1982; Webb & Norton, 1992).

#### **2.3.3 Participants in Teacher Performance Appraisal**

Evaluating teacher performance requires careful decisions about who will gather and analyze the performance data. The evaluator should understand the job requirements and have opportunities to observe the employee in action. Traditionally, managers have been responsible for collecting performance data and assigning ratings (Noe et al., 2009).

According to Jackson et al. (2009), performance data can come from various sources, including organizational records, supervisors, employees, peers, and team members. Organizational records provide objective performance indicators, while people provide subjective judgments. When deciding who should be involved in measuring performance, managers must consider the level and type of contact each evaluator has with the person being assessed. Different appraisers—team members, customers, supervisors, and subordinates—observe different aspects of an individual's behavior. Using multiple sources to measure performance increases the validity and reliability of the results. Noe et al. (2009) support this idea, noting that relying on a single person for performance information has several drawbacks, such as potential bias and limited observation opportunities. To get a comprehensive assessment, organizations should use a 360-degree performance appraisal, combining information from all possible sources. Jackson et al. (2009) and Noe et al. (2009) identify the following key sources of performance data:

### **a. Supervisors**

Supervisors are the most common source of performance information. They generally possess extensive knowledge and skills related to the job requirements and have ample opportunities to observe their employees. Supervisors have an incentive to provide accurate and helpful feedback since their success is linked to their employees' performance. Additionally, when supervisors observe teachers' behaviors and discuss performance issues during feedback sessions, it can improve performance and enhance teachers' perception of the appraisal's accuracy (Noe et al., 2009). However, there are challenges. For instance, in some situations, supervisors may not have sufficient opportunities to observe all teachers' performance, especially if the number of teachers is very high.

### **b. Peers**

Peers or co-workers are another valuable source of performance information, particularly in environments where supervisors do not frequently observe employees. Peers often have the most opportunities to observe day-to-day activities and possess expert knowledge of job requirements. They can offer different perspectives and provide valid assessments of performance. In team-based organizations, peer involvement in performance appraisal can increase interpersonal effectiveness, group cohesiveness, communication openness, and group satisfaction (Jackson et al., 2009). However, peer appraisal can also pose problems, such as becoming popularity contests, creating reluctance among managers to cede control over the appraisal process, and potential retaliation from those receiving low ratings. Friendships or rivalries can bias ratings, and peers may feel uncomfortable rating colleagues for decisions that might affect them. Generally, peers are more favorable toward participating in reviews aimed at employee development rather than administrative decisions (Belcourt et al., 1998; Noe et al., 2009).

### **c. Customers (Students and Parents)**

Customers, including students and parents, can be significant sources of performance information, especially in contexts where services are produced and consumed simultaneously. Students and parents directly observe the service performance of teachers and can provide valuable feedback. Customer evaluations are particularly useful when an employee's job

involves direct service to customers or linking customers to the organization's services. Customer feedback can help determine the products and services desired by customers. Jackson et al. (2009) emphasize that using customer evaluations makes it difficult for employees to discount the results since they come from multiple sources. Students, in particular, are well-positioned to evaluate teachers' performance in the classroom, providing valuable insights into teaching effectiveness and classroom dynamics (Hammond et al., 1992; MelakuYimam, 1992). However, it is essential to note that while students' feedback can be valuable, it may also be subjective and influenced by factors unrelated to teaching performance.

#### **d. Self-Appraisal**

Self-appraisal involves employees evaluating their own performance, often combined with downward appraisal led by managers. This approach encourages employee participation and commitment, allowing them to take ownership of the process. Self-appraisal can help employees reflect on their achievements and contribute to performance planning for the next period. It can increase involvement in the review process and help employees understand their strengths and weaknesses, leading to productive discussions and identification of barriers to effective performance (Porter et al., 2008; Noe et al., 2009). However, self-appraisal can also lead to inflated assessments, as individuals tend to credit themselves for successes and blame external circumstances for failures. This tendency can be problematic if ratings are used for administrative decisions (Belcourt et al., 1998).

### **2.4 Performance Appraisal Problems**

Any performance appraisal system, irrespective of the method used, must meet two essential criteria: reliability and validity. According to AdaneTessera et al. (2000), many teachers and school administrators perceive staff performance appraisals as "a mixed blessing." While they acknowledge its potential value, they often question its practical usefulness due to certain fundamental issues. These issues generally relate to the design and operation of the appraisal system, the skill and competence of evaluators, and staff perceptions of the appraisal process itself.

## **i. Issues with the Design and Operation of the Appraisal Program**

AdaneTessera et al. (2000) argue that the design and operation of a performance appraisal system can be problematic if its purposes and criteria are not clearly defined, communicated, and effectively implemented.

- **Purpose:** Many school systems' performance appraisal schemes are trait-oriented, focusing more on summative or administrative purposes (such as making decisions on promotion or salary increases) rather than formative or developmental purposes (such as helping teachers develop professionally). If teachers and evaluators do not have a mutual understanding of the appraisal program's purpose, teachers may view it as a punitive measure rather than a helpful tool for improvement.
- **Criteria:** Another major issue in teacher performance appraisal is the criteria used for evaluation. These criteria must be valid and reliable to achieve the purpose of professional development and performance improvement. Valid criteria accurately measure what they are supposed to, while reliable criteria yield consistent results across different evaluators and situations (Schermerhorn et al., 2011). In practice, however, many criteria used to evaluate teachers lack validity and reliability, negatively impacting the appraisal process.
- **Process:** According to Rue and Byars (2009), performance appraisal involves determining and communicating employees' performance and establishing improvement plans. Effective performance appraisal can also provide valuable input for identifying individual and organizational training needs. However, an appraisal system will fail if the participants (teachers and evaluators) are not involved in its design and operation. Lack of meaningful participation can lead to the system's malfunction (AdaneTessera et al., 2000).

## ii. Issues with Appraisers (Evaluators)

Performance appraisal often fails due to appraisers' lack of knowledge, skills, and commitment.

Common errors made by appraisers include:

- **The Halo Effect:** Schermerhorn et al. (2011) describe this error as occurring when an appraiser's overall impression of an employee influences ratings across multiple dimensions. Rue and Byars (2009) explain that this leads to similar ratings for each aspect of performance, regardless of actual differences.
- **Central Tendency Error:** This error occurs when appraisers rate all employees similarly, regardless of actual performance differences. Inadequate performance evidence may cause appraisers to rate everyone as average or above average (AdaneTessera et al., 2000; Rue and Byars, 2009; Schermerhorn et al., 2011).
- **Constant Error:** According to AdaneTessera et al. (2000), appraisers may vary in their rating tendencies, with some being lenient and others severe. Most appraisers tend to be lenient to avoid damaging relationships with employees.
- **Recent Behavior Bias:** Schermerhorn et al. (2011) explain that this error happens when recent events disproportionately influence performance ratings, neglecting the employee's overall performance. Rue and Byars (2009) note that this can lead to evaluations based on the most recent work rather than cumulative performance.
- **Contrast Error:** Belcourt et al. (1998) describe this error as occurring when an employee's evaluation is biased due to comparison with another employee evaluated just before. This can make an average performer seem exceptional or poor depending on the preceding evaluation.
- **Similar-to-Me Error:** This error arises when appraisers favor employees who are similar to them in certain characteristics, such as background or interests, which can lead to biased evaluations and potential discrimination (Belcourt et al., 1998).

According to Porter et al. (2008), providing honest feedback is challenging for many people, leading them to avoid or dilute critical feedback. Common problems in appraisal practices include:

- Lack of regular feedback: Difficult issues are often not addressed in real-time but stored up for the appraisal period.
- Inadequate evidence collection: Appraisers may not always work closely with the staff they are appraising, making it hard to gather comprehensive performance data.
- Lack of follow-up and time pressure: Performance appraisal is sometimes seen as a tedious routine, with paperwork taking precedence over motivational aspects.
- Focus on negatives: Appraisals often emphasize what went wrong rather than positive performance aspects.
- Inadequately trained appraisers and complex appraisal processes.

## **2.5 Strategies to Overcome Performance Appraisal Problems**

Performance rating errors, including those previously mentioned, often occur unintentionally, particularly when performance measurement criteria lack specificity. Training can significantly reduce these errors by equipping raters with the necessary knowledge and skills. Training programs should aim to increase awareness of the complexities involved in evaluating teacher performance, enabling raters to assess various aspects effectively (Noe et al., 2009). Rue and Byars (2003) emphasize that enhancing the skills of managers, such as school principals and other relevant personnel, is a promising approach to mitigating appraisal errors. According to these scholars, managers should receive training in performance appraisal methods, understanding their critical role in the appraisal process, effectively utilizing performance appraisal information, and developing the communication skills needed to conduct appraisals and provide feedback. Additionally, Harris (1997) suggests comprehensive strategies to help school leaders address rating errors in teacher performance appraisals. These strategies include:

### **i. Providing Training to Raters**

A significant issue with rating arises from the low self-confidence of school leaders and administrators. Principals who lack confidence are often hesitant to provide negative feedback. To boost raters' confidence and minimize judgment errors, schools should offer training on conducting effective teacher performance appraisals. Effective training programs should cover

the use of appraisal forms, delivering feedback, documenting and utilizing appraisal results, ensuring raters are committed to conducting appraisals effectively and efficiently.

## **ii. Involving Users in the Development of Rating Forms**

To enhance the usability of rating forms, schools should involve teachers in the development process of performance appraisal forms and criteria. By participating in the creation of these forms and standards, teachers are more likely to be committed to improving the final product and the overall appraisal process.

## **iii. Educating School Managers on the Importance of Teacher Performance Appraisal**

One common issue is the lack of a training culture among appraisers, leading to improper appraisals and resulting in teacher frustration and dissatisfaction. Both teachers and school heads need to fully understand and accept the purposes of the appraisal processes. This highlights the necessity of thorough training in appraisal methods (Namuddu, 2005). Rue and Byars (2003) support this by stating that it is crucial to explain to school managers the importance of accurate ratings and feedback for both teachers and the school's effectiveness. Managers need to be convinced that effective teacher performance appraisals will enhance the quality of education provided by the school. Additionally, they must understand the importance of giving the highest ratings to the best performers to motivate continued hard work. Conversely, they must also recognize the legal requirement to provide specific feedback and appropriate ratings to underperforming teachers.

## **iv. Rewarding School Managers for Conducting Performance Appraisals**

To ensure effective performance appraisals, school managers should be rewarded for their efforts. School leaders should be held accountable for teacher development through various mechanisms, including providing effective feedback, conducting independent evaluations, and tracking teachers' performance as they advance to different positions. Since teacher development impacts bonuses and financial incentives, these activities should be closely linked to performance management efforts.

## **v. Choosing Appropriate Raters**

While many organizations rely solely on an employee's immediate supervisor for performance appraisals, some have started to incorporate other raters. For example, teams and coworkers can be primary sources of performance appraisal in certain organizations. Other organizations seek input from customers, and universities and colleges often value student evaluations of their instructors. Recently, many companies have adopted a 360° feedback program, which involves a variety of different parties, including subordinates. In Ethiopia, the teacher performance appraisal process has expanded to include students, parents, peers, and supervisors to enhance the reliability of appraisal results and minimize rating errors.

### **2.6. Teachers' Performances Appraisal system in Ethiopia**

According to Yilma (2007:46) in Ethiopia, teachers' performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function was largely remained unchanged. Berhanu (2006:7) reported that, since 1996, in Ethiopia in addition to administrative evaluation, students and parents' evaluation of teachers' performance has been in effect at elementary and secondary government schools. The evaluation criteria of the near past of teachers' evaluation system comprised both trait and performance-based criteria. In these criteria, how work is done is given much emphasis than what work is done. Graphic rating type of performance appraisal had been employed to appraise the overall teachers' performance. As described by Robbins and Decenzo (1988) in the graphic rating scale, the individual employees is assessed not only on the quality and quantity of work but also includes personal traits, such as cooperation, loyalty, reliability and job enthusiasm, which have positive or negative impact on employees' performance. The major objectives of the past teachers' evaluation as stated by MoE (1980:68) were: (i) to provide education opportunity, salary increment, promotion and reward to effective teachers. (ii) To identify inefficient teachers and arrange in service training to help them minimize their weakness (iii) To develop positive proportional attitude and (iv) To take proper measure on teachers who do not improve their performance after taking in service training. (v) To measure the attainment of the objectives of the educational process. Later, in 1996 the MoE added a new process of performance appraisal which was career ladder plan,

which helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied by proportional salary increment. According to Berhanu (2006) the 1996 performance appraisal was substituted by evaluation system which is called ROTPA. Hence the following points were described as the objectives of ROTPA: Ensuring that managers and employees are fully performing to their level best as expected of them in terms of quantity, quality, time and cost, identifying strengths and weakness at organizational level, department group, and individual level with intention of improvement in the fourth coming performance period, identifying the need assessment for development and training both for the managers and employees, providing performance based payment or incentive for the managers and employees and making decision on management and employees matter that is based on tangible documents and concrete facts.

In 2015 the Addis Ababa City Administration Education Bureau prepared individual cascading implementation manual by revising the existing performance appraisal system. The general objectives of this manual is that to create awareness in the implementation of BPR, BSC and School Strategic Plan, to improve the knowledge of teachers about the school vision, mission ,values and strategies, to ascertain quality education and to create strategy focused organizations and to create teachers who work for result.

According to the 2015 City Administration Education Bureau new manual, to achieve the school objectives the current teachers' performance appraisal system was implemented based on the principles of balanced score card and strategic plan of the school. Based on the 2014 Addis Ababa capacity building bureau manual of evaluation, recognition and reward, the city administration education bureau did an attempt to give answer for teachers' basic question "What is in it for me?" So, the November 2015 improved teachers' performance appraisal score card has the following strategic goal : work for quality education, community participation, recording ability, service giving quality, school resource using ability, students' learning outcome evaluation mechanism, work for the improvement of teaching and learning process (Participation on the Evaluation of the Curriculum) and upgrading himself and his colleagues. So, based on the revised individual score card of 2015, TPA computed out of:-

1. Score Card 55%
2. Stakeholders 45 %
  - 2.1. Students 20 %
  - 2.2. Parents 10 %
  - 2.3. The Teacher himself 5 % (Focusing on Behavior)
  - 2.4. Department 10% (Focusing on Behavior)
3. Total 100%

The requirement for teachers who compete for career structure is classified at different career ladders:

1. Beginning Teacher 50% and above,
2. Junior Teacher 65% and above,
3. Teacher 70% and above,
4. Senior Teacher 75% and above,
5. Associate Lead Teacher 80% and above,
6. Lead Teacher 85% and above, and
7. Senior Lead Teacher 90% and above.

## **2.7. Empirical Review**

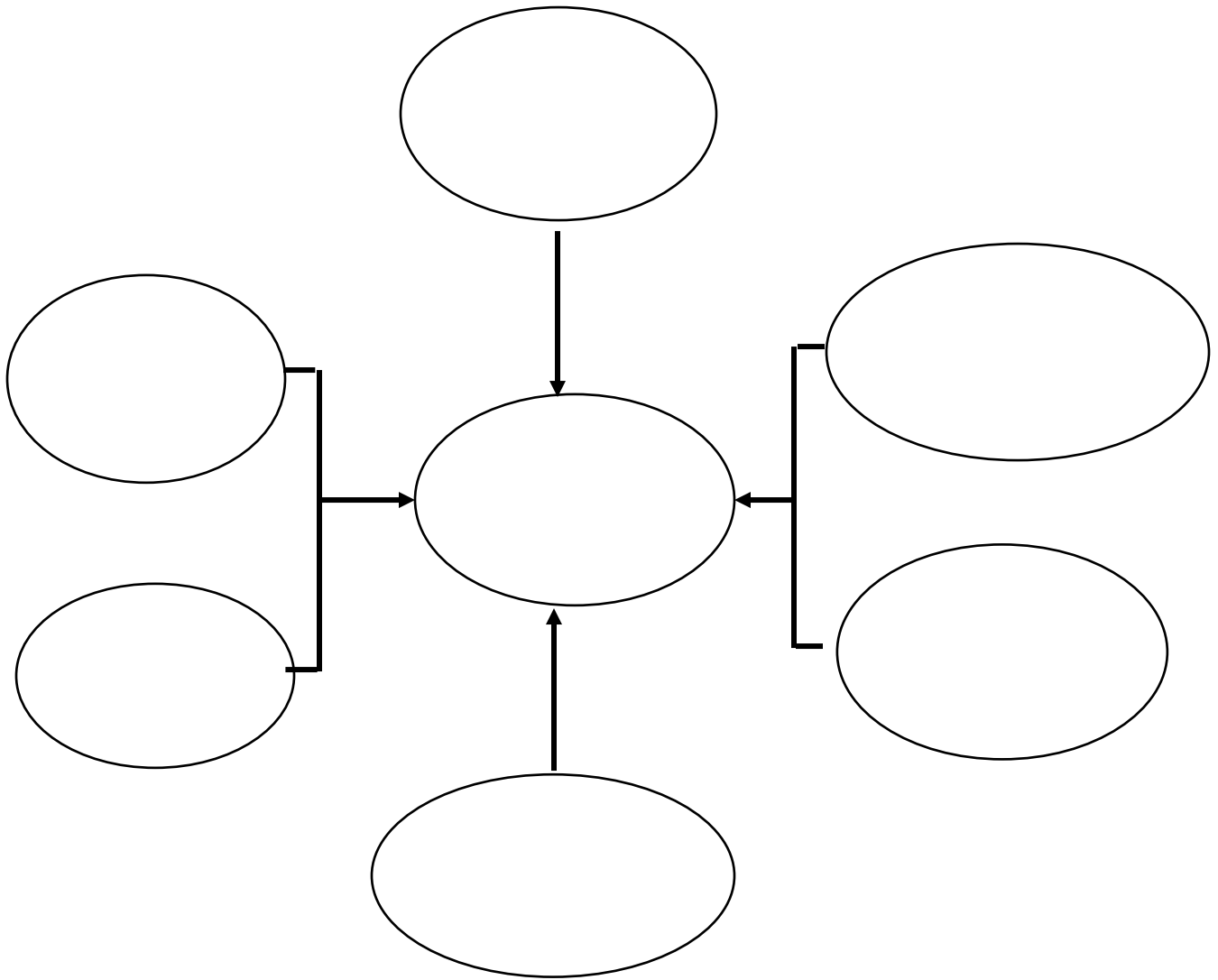
There are different studies are conducted on the title of assessment of teacher's performance appraisal practice on different organization, According to Daniel Gelegela, (2009) appraisal practice of governmental schools in West Shewa, Oromia, concludes that performance appraisal aims to evaluate the job performance of teachers to improve their performance and consequently the organization's performance. In order to do so, the performance appraisal system should use job-related criteria, an appropriate method of appraisal for each purpose, qualified and well-

trained appraiser and participation of employees in one way or the other. Although almost all of the respondents suggest that evaluation should be conducted quarterly, rather than twice a year.

According to DerejeAbebe, (2007) the practices of performance planning and evaluation system in Bole Sub city, private high schools concludes that if employees are not evaluated based on the current job they are performing and not given an explanation of the reasons behind each rating, they will not be able to know what was done well and what was missing to make an effort to improve their performance. Instead, they will be de-motivated and indifferent to the whole process which makes the appraisal system useless and only a waste of the supervisor's time. According to Kassim, (2014), employee performance evaluation practices and challenges at Ethiopian Road Construction Corporation concludes that, As the study result showed, in the corporation, there is no trend of employee participation in the development of work plan. As indicated in the study, the work plan of employee performance evaluation was developed by the performance management team, regardless of the participation of employees. This practice decreases the initiation of employees to implement the plan as their concern.

## **2.8. Conceptual Framework**

Performance appraisal practice is directly linked with the process of performance appraisal which begins with the establishment of performance standards, followed by communicating the standards to the employees because it is left to them, would find it difficult to guess what is expected of them. This is followed by measurement of actual performance and then compare the actual performance to the performance standard set and discuss the appraisal outcome with the employee and if necessary, initiate corrective action



**Figure 1: conceptual framework (sources: Decenzo and Robbins, 2010)**

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Research Design

The study focused on challenges of practicing teachers' appraisal system in secondary schools of Kirkos Sub City. It also aims to suggest some possible strategies for intervention. To this end, this study used mixed methods which is viewed as a class of research where both qualitative (QL) and quantitative (QN) research techniques, methods or approaches would be combined in a single study (Creswell, 2007). Furthermore embedded research design was employed where the quantitative and qualitative data are collected simultaneously, but the qualitative data is embedded within the quantitative data. This method is preferred over others because it maximizes the potential benefit that each approach offers and minimizes the risks of separate use of each approach independently. (Brannen, and Moss, 2012). It also has a powerful role to play in fostering better dialogue between quantitative and qualitative approaches (Morgan 2007). Specifically, the reason to use qualitative approach was to describe and explain the qualitative and theoretical aspects of performance appraisal whereas the quantitative approach used to assess and describe efficiency and awareness of employees with table and percentage. The Quantitative data generally were in numerical form and derived from questionnaires while the qualitative data were descriptively presented from unstructured interview, open ended questionnaire and focus group discussion. Substantially, the mixed method study encompasses the collection and analysis of both qualitative and quantitative data in the research methodology of a single study in which the data were collected concurrently or sequentially and involve the integration of the data collected, make analysis and inferences at one or more stages in the process of the research. (Fielding, 1986; Creswell, 2007; Happ, 2009; Johnson, Onwuengbuzie, and Turner, 2007).

#### 3.2. Sample and Sampling Techniques

In research context, population is defined as population characteristics of people with a minimum of one common characteristic which distinguishes that group from other individuals (Best, 2006). The target populations of this research were 417 teachers of all the four general secondary schools, 16 principals who are working in those target schools, 24

parent union members, 52 department heads, 142 members of student councils and 10 Sub city educational experts.

**Table 1: Samples for the study**

Name of the Schools	Total No of Teachers	Sample	Total No of dep't heads	Sample	Number of student Council	Sample	Total No of Directors	Total No of Supervisors	Total No of Parent Union
AbiyotKirs	107	36	13	4	38	13	4	3	6
MisrakGoh	105	35	13	4	38	13	4	2	6
Shemeles Habte	121	40	13	4	38	13	4	3	6
Tebeneja Yazhe	84	28	13	4	28	9	4	2	6
<b>Total</b>	<b>417</b>	<b>139</b>	<b>52</b>	<b>16</b>	<b>142</b>	<b>48</b>	<b>16</b>	<b>10</b>	<b>24</b>

A sample is viewed as a finite part of a statistical population whose properties are studied to gain information about the whole. In relation to this, a strategy used to select elements from a population is called sampling (Best, 2006).

It is significant for a sample to properly demonstrate the characteristics of the population from which it is taken. Therefore, for this study because of the proximity to the researcher, purposive sampling is used to select the Sub City. Census is used to include the four high schools which are found in the Sub city. Concerning sample teachers, department heads and student council members, systematic random sampling technique was employed. This technique was used to include teachers from each school proportional to their size to ensure representation in the population. After the number of samples get determined, systematic sampling technique is used and thus, every 3<sup>rd</sup> teacher, department heads and student council members on the name list were

selected using the formula  $K=N/n$  where "N" is the total number of teachers and student council in the school and "n" is the sample required from that population which makes up a total of 139 teachers, 16 department heads and 48 student council members (36 teachers, 4 department heads and 13 student council members from AbiyotKirs, 35 teachers, 4 department heads and 13 student council members from MisrakGoh, 40 teachers, 4 department heads and 13 student council members from ShemelesHabte and 28 teachers, 4 department heads and 9 student council members from TebenejaYazhe schools) were included in the study.

Contrary to this, availability sampling were used to include all 16 directors four from each school, who were directly involved in the performance appraisal of teachers to get accurate data which would best enable to answer the research questions. In addition to this, census were also used for Sub City education supervisors and parent union as their numbers are limited and thought to be manageable to use the entire population as a sample.

### **3.3. Sources of Data**

The relevant data for this study were collected from primary data sources. In this regard mainly data were obtained from teachers, principals, deputy principals, department heads, sub city education office supervisors, parent unions and student council members. The rational for selecting principals, deputy principals, department heads, sub city education office supervisors, parent union and student council members as the sources of data for this study is that, the researcher believed these bodies were involved in teachers' performance appraisal process. Teachers were selected as sources of data because teachers are continuously appraised by the above mentioned bodies and are expected to know weakness and strengths of the appraisal practice at their respective schools. In addition, data also obtained through analyzing documents related to teacher performance appraisal activities and functions. For this purpose, such documents as classroom observation plans and observation results, checklists, feedback reports, measures taken based on the results of teachers' performance appraisal etc. were consulted to explore data that would reveal the picture of the current challenges being encountered.

### **3.3.Data Collection Instruments**

Before developing the data collection instruments, relevant literature was consulted on performance management and performance appraisal, especially teacher performance appraisal. Based on the information obtained from literature, three data collecting instruments, i.e., questionnaire, interview and focus group discussion were developed. Besides, document analysis was undertaken to solicit additional data which are not treated through questionnaire, interview and focus group discussion on challenges of practicing teachers' performance appraisal. For further detail, a description is given for each instrument below.

#### **i. Questionnaire**

A questionnaire consisting of both close and open-ended question items were prepared for teachers in English because it was believed that the respondents can read and understand English as they are secondary school teachers. The main purpose of using extensive close ended questions was to gather huge data from many sample respondents within a relatively short time. In preparing close-ended question items, likert scale was employed to identify to what extent the respondents agree or disagree on the stated issues regarding the challenges of practicing TPA. This is because likert scale is commonly used in survey research, easy and takes less time to construct, simplest way to describe opinion and provides more freedom to respond. For the majority of questions, the scale consisted of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree were employed. The open-ended questions in a questionnaire were used as they allow the respondents to respond their answers in their own words. Moreover, they are more qualitative and can produce detailed answers to complex problems. Furthermore, open-ended question items give greater insight and understanding of the topic under study by enabling respondents to write what they feel about the issue under consideration.(Cooper and Schindler, 2014).

#### **ii. Interview**

Interview is a primary data collection technique for gathering data in qualitative methodologies (Cooper and Schindler, 2014). It is also unique there in as it involves the gathering of information through direct verbal interaction between individuals (Borg, et al, 2003). For this research, semi-structured interview was accustomed to collect data because it is flexible and

provides numerous chances to change the order and details of the questions while the interview goes on (Bernard and Ryan, 2010; Maree, 2007). Thus, interview was conducted for principals, department heads and Sub City educational experts. The questions were revolved around items on practice, objectives, involvement, criteria, challenges, perceived effectiveness and solutions to the issues.

### **iii. Focus Group Discussion**

Focus group discussions were conducted with all parent union members (one group consisting of six members from each school) and systematically randomly selected student council members (one group consisting of eight to thirteen members from each school). This technique was employed to acquire qualitative data about the various aspects related to the problem under study as it combines elements of both interviewing and participant observation. In addition, this technique enabled the researcher to generate qualitative data which gave an insight into attitudes and perceptions in a social context where people can consider their own views in the context of the views of others and where new ideas and perspectives can be introduced as it allows observation of group dynamics and non-verbal communication. To maximize the responses which were gained from focus groups, the focus group discussions were conducted in Amharic and held in a non-threatening environment in which participants feel comfortable to extract opinions and to share ideas and perceptions through group interaction. In addition, the researcher was act as a facilitator and listener and asked pre-determined open-ended questions which the respondents are expected to answer in any way they choose.

### **iv. Document Analysis**

Document analysis was used in order to gather additional data which helped the researcher to enrich the information obtained through questionnaire, interview and focus group discussion. This has also helped the researcher to crosscheck the data obtained through questionnaire, interview and focus group discussion. Documents provided the investigator with useful information about the challenges the schools face in practicing teacher performance appraisal. Furthermore, documents were used for making comparisons between appraisals policies and practical implementation in secondary schools of Kirkos Sub City. The documents

were classroom observation plans and observation results, checklists, feedback reports and measures taken based on the results of performance appraisal in each school.

### **3.4. Data Collection Procedures**

The researcher and two data collectors traveled to each of the sample schools and the Sub City for the sake of collecting data from teachers, principals, vice-principals, supervisors, department heads, parent unions and student council members. One day training has been given for the data collectors. The training focused on clarifying general procedures for completing questionnaires. Then the researcher introduced himself to the school principals and sample respondents and briefly explained the purpose of the study and asked them for kind cooperation. The researcher was personally distributed the questionnaires to the selected respondents and conducts an interview and focus group discussion. Care was taken in order not to interfere with teachers' and student council members' normal class hours and efforts were made to collect all the distributed questionnaires from the respondents.

### **3.5. Pilot Study**

To check content validity and internal reliability of the instruments pilot test study was conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications to correct and avoid confusing and ambiguous questions. For pilot testing, 30 randomly selected teachers of Bulbula Secondary School (which is not among the sampled Schools) were selected to fill the questionnaire and the researcher asked the respondents about the clarity and whether the questionnaire fully covered all the area and measures issues related to challenges of TPA practice. The measuring instrument is reliable if it provides consistent results (Kothari: 2005). To check the reliability of the instruments used in the research, especially the close-ended questions, the Cronbach's Alpha model was utilized by using SPSS. As a result of the Cronbach's Alpha value of 0.818 was obtained. According to Tavakol (2011) the acceptable values of alpha is ranging from 0.70 to 0.95. Thus, the result showed the reliability of the questions. In addition to the research advisor comments and suggestions, panel discussion was conducted with principals, department heads and educational experts about validity and reliability of questionnaire, interview and FGD. Based on the comments obtained from respondents as well as panel discussion participants, items which

are not clear have been made clear, unnecessary items were omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire.

### **3.6. Method of Data Analysis**

Data collection from respondents analyzed and interpreted so as to arrive at meaningful finding. SPSS Version 29 was used to process the data gathered through questionnaire. After proper editing, data were coded; entered to the software and then made ready for analysis. Data analysis is the process of cleaning, transforming, and modeling data to discover useful information for decision making. The purpose of data analysis is to extract useful information from data and taking the decision based upon the data analysis. Accordingly, the method of data analysis selected for this study was descriptive analysis method, which makes analyses of complete data or a sample of summarized numerical data. This method shows mean and deviation for continuous data whereas percentage and frequency for categorized data. The data were displayed using table. Moreover, qualitative data gathered via interview, open ended questionnaire and focus group discussion were analyzed via thematic analysis.

### **3.7. Ethical Considerations**

Having received official letter of cooperation from Department of Educational Planning and Management of Addis Ababa University, the researcher communicated all concerned bodies and individual participants. Respondents were adequately aware of the type of information the researcher wanted from them, why the information is being sought, what purpose it was put to, how they are expected to participate in the study, and how it directly or indirectly affects them. Any communications with the concerned bodies were accomplished at their voluntary consent without harming and threatening their personal and institutional wellbeing. The information obtained from schools and individuals was kept confidential for anonymity of both organizations and respondent individuals. Moreover, the researcher was care of committing bias, inappropriate use of information and inappropriate reporting of results.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter consists of two main parts. The first part presents the characteristics of the respondents. In this part teacher, principals and department heads were discussed in terms of sex, academic qualification and years of service. The second part of this chapter deals with the analysis and interpretation of data collected.

#### 4.1 Profiles of Respondents

A total of 139 questionnaires were distributed to 139 teachers. A total of 132 (95%) questionnaires were filled in and returned. Most experts in the field recommended a 60% response rate for generalizability of the results (Glatthorn, 1988:103). Based on the responses obtained from the respondents, the characteristics of the study groups were examined in terms of sex, academic qualification and years of service. These characteristics were exhibited in table 2.

**Table 2: Characteristics of the Respondents'**

Items	Principals N=16		Teachers N= 132		Department heads N= 16	
	No.	%	No.	%	No.	%
<b>1. Sex</b>						
Male	16	100	102	77.3	16	100
Female	-	-	30	22.7	-	-
Total	16	100	132	100	16	100
<b>2. Qualification</b>						
Master's Degree	13	81.2	49	37.1	13	68.8
B.A. Degree	3	19.8	83	62.9	5	31.2
Total	16	100	132	100	16	100
<b>3. Years of service</b>						
1-5	-	-	16	12.1	-	-
6-10	-	-	28	21.2	-	-
11-15	3	18.8	32	24.2	5	31.2
16-20	9	56.2	29	22	7	43.8
Above 20	4	25	27	20.5	4	25
Total	16		132	100	16	100

Item 1, shows sex distribution of the sample population of principals, department heads and teachers. Accordingly, in item 1, all the principals and department heads were male. On the other

hand, teachers who accounted for 77% and 23% were male and female respondents respectively. Thus, we can infer that female participation in school leadership was nonexistent. Moreover, their involvement in the teaching profession in secondary schools also seems low.

As seen in item 2, 81% of the principals and 37% of the teachers were masters' degree holders. On the other hand, 19% of the principals and 63% of teachers were B.A Degree holders. It would, therefore, be possible to infer that most of the sample schools were managed by principals who fulfill the requirements set by the MoE revised school standards of 2013.

As seen in item III, regarding to respondents years of work experience, 12.1% of teachers had 1-5 years of service, 21.2% of teachers had 6-10 years of service. 24.2% of teachers, 31.2 % of department heads and 19.8% of principals had 11-15 years of service. 22% of teachers, 43.8% of department heads and 56.2% of principals had 16-20 years of service and 20.5% of teachers, 25% of department heads and 25% of principals had above 20 years of service. It would be, therefore, possible to infer that all of the principals had service years above 11 years and this rich experience might help the principals to establish and maintain good relationship with teachers and moreover help them to get knowledge of good teaching. On the other hand, 33.3% of the teachers had less than 11 years of service.

#### **4.2. Presentation, Analysis and Interpretation of Data**

This part presents the presentation, analysis and discussion of the findings regarding with teachers, principals/ vice-principals, department heads, parent union, student council and sub-city supervisors opinion or attitude towards teachers performance appraisal system based on the contributions, approaches, criteria, the competence of appraisers, challenges and improvement of the effectiveness and results of PAS.

To analyze the data respondents were provided one and, in some cases, more options to choose which they believe is appropriate. Data obtained from the questionnaire were organized in tabular form and analyzed using mean score, standard deviation and percentage. The data collected through interview, focus group discussion, open- ended questions of the questionnaire and other documents were presented and analyzed using thematic analysis method.

**Table 3: Mean score range for five scale likert's response**

Mean	Level of agreement	Level of interpretation
1.00-1.80	Strongly Disagree	Very low
1.81-2.60	Disagree	Low
2.61-3.40	Neutral	Moderate
3.41-4.20	Agree	High
4.21-5.00	Strongly Agree	Very high

Source –Motwani,et al 2017

#### **4.2.1. Steps in Teacher Performance Appraisal**

School leaders should practice teacher performance appraisal through steps like conducting preappraisal meetings, classroom observation, post-appraisal discussion (feedback) and follow up discussions by appropriately performing each specific activity which should be carried out under each step. Therefore, under this part the researcher had tried to investigate the actual practice and come up with data in the Table below.

**Table 4: Pre- appraisal meeting practice**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	Roles are clearly described	24	18.2	29	22	12	9.1	41	31.1	26	19.7	3.12	1.43
2	The key performance results are pre-determined before appraisal	66	50	26	19.7	7	5.3	20	15.2	13	9.8	2.15	1.428
3	Tasks are assigned based on their competence, skill and knowledge	11	8.3	6	4.3	32	24.2	52	39.4	31	23.5	3.65	1.139
4	Objectives of each task are clearly defined	19	14.4	39	29.5	7	5.3	26	19.7	41	31.1	3.23	1.508
5	Performance standards of teachers' daily tasks are clearly indicated	65	49.2	5	3.8	11	8.3	24	18.2	27	20.5	2.57	1.686
6	Core operational values and requirements are identified and communicated to all teachers	40	30.3	40	30.3	24	18.2	19	14.4	9	6.8	2.37	1.244
7	Teachers & appraisers are involved in the process of designing TPA	62	47	56	42.4	10	7.6	3	2.3	1	.8	1.67	.777
8	School leaders clearly communicate teachers performance appraisal	49	37.1	52	39.4	5	3.8	10	7.6	16	12.1	2.18	1.335

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

Regarding to item 1 of Table four, 67(50.8%) teachers responded that the secondary school leaders of the study area clearly describing roles of teachers at the beginning of the academic year. The mean score of 3.12 indicates, on average, teachers somewhat agree that their roles are clearly described at the beginning of the academic year. Depending on the scale used (e.g., 1 to 5, where 1 = strongly disagree and 5 = strongly agree), this score indicates a moderate level of clarity. A standard deviation of 1.43 indicates a considerable amount of variation in teachers' responses. Some teachers may strongly agree that their roles are clearly described, while others may strongly disagree or have differing perceptions.

To conclude, almost all of interviewed principals suggested we should understand the current state of role clarity and identify the need for more consistent and clear communication about teachers' roles at the beginning of the academic year. Furthermore, one of the interviewed principal replied that "I am not good in pre appraisal meeting with my teachers, but in order to sustain a quality education efforts could be made to standardize the process and ensure all teachers receive the same level of information and clarity regarding their roles at the time of pre appraisal meeting".

With item 2 of Table 4, the respondents were asked to agree or disagree with their school practice in predetermining the key performance results of teachers' daily activities before appraising teachers. Accordingly, most teacher respondents 92(69.7%) showed their disagreement. The mean score of 2.15 indicates a general disagreement among teachers about the clarity and pre-determination of key performance results before appraisal, suggesting that many teachers do not feel adequately informed about what is expected of them. The standard deviation of 1.428 shows considerable variation in teachers' responses, highlighting inconsistent experiences regarding the communication of performance expectations.

As opposed to this, most of interviewed principals and supervisors replied that there was good practice in this regard. Similar to teachers' responses, department heads and the document analysis revealed that there was no any document which shows lists of key performance results which the school expects of teachers and will help teachers to adjust their plans and daily activities with expectation of the school.

Finally the researcher suggested that, the instructional leaders need to improve how performance expectations are communicated to teachers. Ensuring that performance criteria are clearly defined and communicated well in advance of appraisals could help address these concerns and create a more transparent and fair appraisal process.

Regarding item 3 of Table 4, most respondents 83(62.9%) teachers agreed that teachers' tasks were assigned based on their competences, skills and knowledge. The calculated mean score of 3.65 indicates a positive trend where teachers generally feel that their tasks are appropriately assigned based on their competence, skill, and knowledge. The standard deviation of 1.139 indicates that while there is some variability in perceptions, the majority of teachers have a consistent view regarding the alignment of tasks with their abilities. To sum up, majority of the

respondents imply that the process of task assignment is largely effective but may still require attention to ensure even greater consistency. Ensuring that all teachers feel their skills and knowledge are considered in task assignments can lead to improved satisfaction and performance.

Consequently one can conclude that, secondary schools of Kirkos Sub City were properly utilizing manpower specifically teachers by assigning them according to their special competence, skill and knowledge.

Item 4 of Table 4 was related to clarity of objective of each task assigned to teachers. In response to this item, 67(50.8%) teachers agreed that teachers were clear about the objectives of each task assigned to them. The mean score of 3.23 suggests that, on average, teachers tend to somewhat agree with this statement. This indicates a moderate level of clarity regarding task objectives. A standard deviation of 1.508 indicates a high level of variability in responses. This means that while some teachers may strongly agree that the objectives are clearly defined, others may strongly disagree, reflecting significant inconsistency in how task objectives are communicated.

From this the researcher concluded that, while many teachers in the schools feel that task objectives are clear, there are substantial inconsistencies. To improve, efforts could be made to standardize how objectives are communicated and ensure that all teachers have a clear understanding of the goals for each task. This could involve providing more detailed explanations, setting specific and measurable objectives, and offering opportunities for teachers to seek clarification.

Concerning item 5 of Table 4, more than half of teacher respondents 70(53%) disagreed with the existence of the identified performance standards of teachers' tasks. Regarding the issue, the computed mean score of 2.57 indicates that, on average, teachers tend to disagree or have neutral feelings towards this statement. This indicates a relatively low to moderate level of clarity regarding performance standards. A standard deviation of 1.686 indicates a very high level of variability in responses. This means that while some teachers may feel that performance standards are clearly indicated, others may strongly disagree, reflecting significant inconsistency in how performance standards are communicated.

In addition, from the interviewed department heads and the document analysis in many of sample secondary schools under the study has revealed that there was no school which listed and documented the performance standards of each tasks expected of each teacher. From the evidences, it is possible to realize that teacher performance appraisers in secondary schools under the study area were in problem to assign and justify the performance level and standards of each teacher during their appraisal process as there was no standard set for each task.

On the other hand most of interviewed principals and supervisors revealed that performance standards of teacher's daily tasks are clearly indicated on daily lesson plans and one page plan in the schools.

From this the researcher suggests, a need for improvement in how performance standards are communicated. To address this issue, instructional leaders could: provide more explicit and detailed descriptions of performance standards, ensure that all teachers receive the same level of information regarding performance expectations, offer training sessions or workshops to clarify these standards and establish regular check-ins or feedback sessions to ensure teachers understand what is expected of them in their daily tasks.

While responding to item 6 of Table 4, considerable proportion of respondents 80(60.6%) teachers disagreed that secondary schools identify and communicate core operational values to teachers. The mean score of 2.37 suggests that, on average, teachers tend to disagree with this statement. This indicates a relatively low level of satisfaction with how well these values and requirements are communicated. The standard deviation of 1.244 shows that there is moderate variability in teachers' perceptions, indicating some differences in experiences but generally leaning towards a negative view.

From the responses the researcher suggests that, there is significant room for improvement in how core operational values and requirements are communicated to teachers. To address this issue, school leaders could: develop clear and more consistent communication strategies to convey these values and requirements to all teachers, use multiple channels (e.g., meetings, written materials, digital platforms) to ensure the information reaches everyone, provide training sessions to reinforce the importance and understanding of these core values and requirements

and regularly review and update the communication process to ensure it remains effective and inclusive.

In support of responses, document analysis in many sample secondary schools of the Sub City under study indicated the unavailability of lists of identified core operational values. Therefore, based on the evidences, it is possible to recognize that secondary schools of Kirkos Sub City were not in a better position to easily evaluate teachers based on the identified core operational values in relation to maintaining quality of education in general and, properly serving clients( students), participating in group works, etc in particular.

In response to item 7 of Table 4, the greater number of teachers 124(94%) disagreed that teachers, school leaders, students and parents involved in the process of designing TPA scheme. The mean score of 1.67 indicates a strong consensus among stakeholders that they are not involved in the process of designing the TPA scheme. This suggests a significant perceived exclusion of key stakeholders in the design process. A standard deviation of 0.777 indicates a relatively low level of variability in responses. Most stakeholders share a similar view regarding their lack of involvement in the TPA design process.

In addition almost all of interviewed principals, supervisors and department heads and FGD participants (parent union and student council members) reveled that they are not involved in the process of designing TPA scheme. Accordingly the TPA scheme is designed by city administration offices and distributed to the Sub Cities and finally instructional leaders and other stakeholders work on it. Furthermore one of the interviewed supervisor replied that, “Those who design the TPA scheme are not aware of the instructional process, they are political officials who do not give much concern for the sector.”

From this the researcher suggests, a critical area for improvement. Involving teachers, school leaders, students, and parents in the design of the TPA scheme can lead to a more effective and accepted appraisal process. To address this issue, school leaders could: establish inclusive committees or working groups that represent all stakeholders conduct surveys, focus groups, and meetings to gather input and feedback from all relevant parties, ensure transparency in the design process and communicate how stakeholder feedback is being used and create a structured

process for ongoing stakeholder involvement and collaboration in the TPA scheme design and review.

In response to item 8 of Table 4 the greater number of teachers 101(76.5%) disagreed that school leaders make clear for teachers about why, what, when and where of their performance is appraised. The computed mean score of 2.18 suggests a general dissatisfaction among teachers regarding the clarity of communication from school leaders about the performance appraisal process. Many teachers feel that the reasons, content, timing, and location of appraisals are not clearly explained. The standard deviation of 1.335 shows that there is moderate variability in teachers' perceptions, indicating differing experiences but generally leaning towards a negative view.

In addition, concerning the issue, the student council members and PTA participants of FGD illustrated as it was unusual that the school principals clarify for appraisees and appraisers about the purpose, methods and benefits of teacher performance appraisal. From the analysis of data through both an open ended questionnaire and focus group discussion, it is possible to deduce that secondary school teachers of the study area were not clear about the reason what aspects and when they will be going to be appraised as well as other important points concerning their appraisal, implying that they were not willing to participate in it and as a result, have negative attitude towards the practice. Furthermore one of the interviewed department head said that, “As it is indicated on BSC manual we appraise teachers out of 10 but it is not practical, our main work is counting and distributing exams.”

From this the researcher suggests, there is significant room for improvement in how school leaders communicate the details of the performance appraisal process to teachers. To address this issue, instructional leaders could: provide detailed and consistent information about the appraisal process to all teachers, use multiple communication channels (e.g., meetings, written guidelines, digital platforms) to ensure that all teachers receive and understand the information, offer opportunities for teachers to ask questions and seek clarification about the appraisal process and regularly review and update the communication strategies to ensure they are effective and that all teachers are well-informed about the appraisal process.

**Table 5: Classroom observation and data collecting practice**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	School leaders frequently appraise teachers in classroom	50	37.9	40	30.3	17	12.9	15	11.4	10	7.6	2.2	1.271
2	Teachers frequently appraised informally	55	41.7	43	32.6	18	13.6	4	3	12	9.1	2.05	1.225
3	Teachers are praised whenever they perform good instructional tasks	43	32.6	19	14.4	8	6.1	18	13.6	44	33.3	3.01	1.714

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

Regarding item 1 of Table 5, the majority of respondents 90(68.2 %) teachers disagreed that the school leaders were frequently appraising teachers by direct classroom observation. The mean score of 2.2 suggests a general dissatisfaction among teachers regarding the frequency of classroom observation by school leaders. The standard deviation of 1.271 shows that there is moderate variability in teachers' perceptions, indicating differing experiences but generally leaning towards a negative view.

In addition, student council participants in focus group discussion explained that, in this academic year the instructional leaders didn't appraise teachers in classrooms. At the time of reviewing documents I didn't see document which shows the practice. Therefore, it is possible to realize that most of the secondary school teachers of the study area were appraised without direct observation of their classroom performance.

From this the researcher suggests, there is might be a room for improvement in how school leaders communicate the details of the performance appraisal process to teachers. To address this issue, school leaders should: frequently appraise teachers in the classroom in order to assist teachers to improve their instructional activity, which at end improve the results of students.

While responding to item 2 of Table 5, the majority of respondents 98(74.3%) teachers disagreed that teachers were appraised informally all the time during team meetings, school club activities group activities etc. the mean score of 2.05 indicates that, on average, teachers tend to slightly

disagree with this statement. This indicates that there is a perception among teachers that informal appraisals in these settings are not very frequent. A standard deviation of 1.225 indicates a moderate level of variability in responses. While some teachers might feel they are informally appraised more frequently in these settings, others may not, reflecting inconsistency in experiences.

Based on the evidences, one can recognize that, secondary school teachers of Kirkos Sub City were not appraised continuously and their appraisal results were given based on partial information.

From this the researcher suggests, there might be opportunities to increase the frequency and effectiveness of informal appraisals in various school settings. To address this, instructional leaders could: encourage more regular feedback and discussions about teaching practices during team meetings, school clubs, and group activities, provide training for school leaders and colleagues on how to conduct constructive informal appraisals, foster a culture of open communication and collaboration where teachers feel comfortable giving and receiving feedback in informal settings, recognize and reward effective informal appraisal practices to encourage their implementation across the school community.

In response to item 3 of Table 5, 62(47%) of disagreed that teachers were praised whenever they perform well in instructional and non-instructional activities. The mean score of 3.01 indicates that, respondents, on average, are neutral regarding the statement. This suggests that there is no strong consensus on whether teachers are regularly praised for good instructional tasks. It may indicate inconsistency in recognition practices. The high standard deviation 1.714 shows that, there is considerable variability in the responses. While the average opinion is neutral, individual responses range widely, with some respondents feeling strongly that teachers are praised, and others feeling strongly that they are not.

In addition, one of the interviewed principal replied that, “when a teacher is participating on different co-curricular activities and performing differently in the school from others, he/she got benefits in kind and honor awards are issued, but it is not conducted regularly and even the benefits and awards are given if the academic year budget permits.”

Overall, it is possible to conclude that, while there is some recognition of teachers for good instructional tasks, the practice is inconsistent and varies significantly among respondents. Efforts should focus on standardizing and enhancing recognition practices to ensure that all teachers are equally acknowledged and appreciated for their contributions.

**Table 6: Post-appraisal discussion and target setting practice (Feedback practice)**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	There is a regular feedback schedule	41	31.1	32	24.2	8	6.1	32	24.2	19	14.4	2.67	1.486
2	Discussion conducted as classroom observation is over	26	19.7	44	33.3	11	8.3	25	18.9	26	19.7	2.86	1.447
3	Discussion focuses only on criticizing the weakness	21	15.9	5	3.8	32	24.2	40	30.3	34	25.8	3.46	1.345
4	Discussion lasts by mutual agreement	29	22	41	31.1	11	8.3	35	26.5	16	12.1	2.76	1.377
5	The future direction are set by both parties	34	25.8	42	31.8	8	6.1	28	21.2	20	15.2	2.68	1.443

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

While responding to item 1 of Table 6, majority of the teachers 73(55.3%) teachers disagreed with existence of regular feedback related to their performance level. The mean score of 2.67 indicates that respondents, on average, are neutral regarding the statement. This suggests that there is no strong consensus on whether teachers are regularly praised for good instructional tasks. It may indicate inconsistency in recognition practices. The high standard deviation 1.486 shows that there is considerable variability in the responses. While the average opinion is neutral, individual responses range widely, with some respondents feeling strongly that teachers are praised, and others feeling strongly that they are not.

In addition, the response obtained from student councils and parent union members' participants of focus group discussion in the schools reflected that a feedback for teachers after appraisal is not given. Lack of timely feedback regarding strengths and weaknesses observed during teacher evaluation was one of the major problems in teacher performance appraisal(Berhanu, 2006). From this, it is possible to conclude that the secondary school teachers of the study area were not getting appropriate feedback about their strengths and weaknesses observed during appraisal. This implicitly shows that teachers were ignorant of what they have done better or not and even they were not clear about what they should improve in the future.

In addition, one of the interviewed supervisor said that, "a regular feedback after classroom observation is not immediately given, because of the presence of large number of staffs in the school".

Overall, it is possible to conclude that, while there is some perception of feedback being provided, it is not seen as regular or consistent by many respondents. Efforts should focus on establishing and maintaining a clear, structured feedback schedule to ensure that all staff receives timely and constructive feedback.

Regarding item 2 in Table 6, 70 (53%) of the teacher respondents expressed disagreement with the practice of conducting discussions between appraisers and appraisees immediately after classroom observations. The average score of 2.86 and a standard deviation of 1.447 suggest below-average performance with notable variability.

Furthermore, the findings from document analysis and responses to open-ended questionnaires in the sampled schools indicated a notable absence of regular practices in providing immediate feedback to teachers based on observed strengths and weaknesses during classroom observations. Based on this evidence, it is reasonable to conclude that secondary schools in Kirkos Sub City have not effectively implemented the practice of providing prompt feedback to teachers regarding identified strengths and weaknesses observed during classroom observations. This suggests that discrepancies may exist between appraisers and appraisees, potentially due to differing recollections or interpretations of these observations.

Over all, the researcher suggests that, immediate feedback discussions can be highly effective if they are balanced, specific, and supportive. Providing both strengths and weaknesses, along with actionable suggestions and continuous support, will help teachers improve their performance and maintain motivation.

Concerning item 3 in Table 6, 74 (56.1%) of the teachers responded positively, indicating agreement that discussions between appraisers and appraisees tend to emphasize criticism of weaknesses rather than addressing both weaknesses and strengths. The average score of 3.46 with a standard deviation of 1.345 suggests overall satisfactory performance with some variability.

The researcher concluded that, while it's important to address weaknesses, focusing solely on criticism can be detrimental to morale and professional development. A balanced approach that includes both strengths and weaknesses, along with specific, actionable feedback and continuous support, is more effective in fostering improvement and maintaining motivation. This indicates that appraisers in secondary schools within Kirkos Sub City tended to prioritize identifying weaknesses rather than giving equal consideration to both weaknesses and strengths during teacher appraisals.

In response to item 4 of Table 6, a majority of teacher respondents 70(53.1%) indicated that the discussion between appraisers and appraisees does not conclude through mutual agreement. The mean score of 2.76 and a standard deviation of 1.377 imply below-average performance with moderate variability.

It is possible to conclude that, mutually agreed discussions can lead to more effective and collaborative feedback sessions. Ensuring that feedback is balanced, specific, and actionable, and providing continuous support and follow-up will help teachers improve their performance and maintain motivation.

Regarding the last item of Table six, 76 (57.6%) teachers disagreed that both teachers themselves and appraisers set the future direction for improving teachers' performances at the end of feedback sessions. The mean score of 2.68 and a standard deviation of 1.443 suggest below-average performance with significant variability.

This suggests that in secondary schools within the study area, appraisers were not actively providing professional support to teachers to enhance their future performance based on identified issues during appraisals. This implies that appraisers tended to focus more on documenting teachers' performance rather than using the appraisal process for teacher development.

Finally the researcher suggested that, collaborative goal setting at the end of feedback sessions can lead to more effective and meaningful improvements. Ensuring that feedback is balanced, specific, and actionable, and providing continuous support and follow-up will help teachers improve their performance and maintain motivation.

**Table 7: Follow up and discussion practice**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	Appraisers assist the appraisee in devising strategies to address challenges in their future performance goals.	37	28	24	18.2	12	9.1	37	28	22	16.7	2.87	1.5
2	Appraisers consistently monitor whether teachers have enhanced their performance levels based on the feedback given after classroom observations.	50	37.9	27	20.5	13	9.8	12	9.1	30	22.7	2.58	1.602

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

Based on the findings from item 1 of Table 7, where 61 (46.2%) teachers disagreed that appraisers helped appraisees in setting means to tackle challenges in their future performance targets, it is evident that secondary school leaders in the study area did not effectively utilize teacher performance appraisal for practical problem-solving or school performance enhancement. The mean score of 2.87 and the standard deviation of 1.5 indicate a slightly below-average performance with significant variability. Therefore, it is reasonable for the researcher to conclude that the appraisal practices were not geared towards remedial purposes where both appraisers and appraisees collaborate to identify and solve performance-related issues.

At the end the researcher suggested that, supportive goal setting where appraisers help appraisees tackle challenges can lead to more effective and meaningful improvements. Ensuring that feedback is balanced, specific, and actionable, and providing continuous support and follow-up will help teachers improve their performance and maintain motivation.

Based on the findings from item 2 of Table 7, where 77 (58.4%) teachers disagreed that appraisers were following up on teachers' performance improvement based on feedback provided after classroom observation, it is evident that secondary school leaders in the study area did not effectively monitor and support teachers in addressing weaknesses identified during

classroom observations. The mean score of 2.58 and the standard deviation of 1.602 indicate a relatively low performance with significant variability.

Furthermore, insights from open-ended questionnaire responses and document analysis on classroom observation feedback and discussions corroborated these findings, revealing a lack of documented practices in secondary schools. This absence suggests that secondary school leaders in the study area were not systematically checking and supporting their teachers to improve weaknesses observed during classroom observation sessions.

In conclusion, based on this data, it is evident that secondary school leaders in the study area were not adequately engaged in monitoring and supporting teachers' professional development based on feedback from classroom observations.

Furthermore one of the interviewed principal said that, “As instructional leader my duty is conducting follow up on whether teachers’ performance is improved or not but we principals are not doing this in the school, because of the influence from the higher officials we are giving more time on the political issues rather”

At the end the researcher suggested that, continuous follow-up by appraisers is essential for ensuring accountability, providing ongoing support, and facilitating improvement. Effective feedback should be balanced, specific, and actionable, with regular follow-up sessions to monitor progress and adjust support as needed. This approach helps teachers improve their performance and maintain motivation over time.

#### **4.2.2. The Contribution of Teacher Performance Appraisal System**

The effectiveness of teacher performance appraisal hinges on how schools integrate this system into their operational framework. It should serve strategic, administrative, and developmental objectives. This implies that schools must utilize teacher performance appraisal to identify teachers' strengths and weaknesses, foster collaboration among staff members, facilitate constructive dialogue among teachers, recommend targeted program designs and training to enhance professional competence, and make decisions related to salary increases, promotions, and other administrative matters.

**Table 8: Contributions of Teachers' Performance Appraisal**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	TPA improves teaching and learning	37	28	27	20.5	17	12.9	32	24.2	19	14.4	2.77	1.451
2	TPA has promoted the collaboration and relationship	36	27.3	26	19.7	9	6.8	32	24.2	29	22	2.94	1.557
3	TPA helped teachers to know performance levels	45	34.1	28	21.2	8	6.1	24	18.2	27	20.5	2.7	1.582
4	TPA forwarded a specific program to help teachers to improve their performance	53	40.2	22	16.7	13	9.8	17	12.9	27	20.5	2.57	1.598
5	Pay increases and promotion are made based on teachers' performance	47	35.6	29	22	13	9.8	18	13.6	25	18.9	2.58	1.543
6	Trainings to teachers provided based on their performance appraisal results	22	16.7	43	32.6	12	9.1	32	24.2	23	17.4	2.93	1.394

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

Regarding item 1 of Table 8, 64 out of 132 (48.5%) teacher respondents disagreed that teacher performance appraisal has not helped the schools to bring about improvements in teaching and learning. The mean score 2.77 indicates that respondents, on average, tend to be neutral or slightly disagree that teacher performance appraisal has significantly helped schools improve teaching and learning. This suggests a perception that the appraisal process may not be as effective as intended in driving improvements. The standard deviation 1.451 shows that there is considerable variability in the responses. While the average opinion leans towards neutrality or slight disagreement, there are differences in how strongly individuals hold this view. Some respondents may strongly agree that appraisals have helped, while others may strongly disagree.

In addition, most of interviewed Principals, supervisors and Department heads and FGD respondents (members of PTA and student council) revealed that teacher performance appraisal is conducted in the school but it doesn't contribute a lot in the improvement of teaching and

learning. The interviewed principals, department heads and supervisors and reviews from the open ended questionnaire of teachers recommends the steps for improvement in TPA like reviewing the appraisal criteria by involving all stakeholders, providing professional development or training for the stakeholders, providing regular feedbacks before and after the appraisal and using continuous monitoring and evaluation.

Overall, the researcher suggests that, while there is recognition that teacher performance appraisals may have some impact on improving teaching and learning, the perceived effectiveness is limited and varies significantly among respondents. Efforts should focus on enhancing the appraisal process to better support school improvement and address the diverse perspectives of stakeholders.

With item 2 of Table 8, respondents were queried about whether teacher performance appraisal has fostered collaboration and relationships among staff members, which are crucial for creating and maintaining an effective learning community in their respective schools. In their response, 62(47%) teachers' respondents disagreed. The mean score 2.94 indicates that respondents, on average, tend to be neutral or slightly disagree that teacher performance appraisal has promoted collaboration and relationship building. This suggests a perception that the appraisal process may not be particularly effective in fostering a collaborative and supportive learning community. The high standard deviation 1.557 shows that, there is considerable variability in the responses. While the average opinion is neutral or slightly negative, some respondents may strongly agree that appraisals have promoted collaboration, while others may strongly disagree.

Overall, the researcher suggests that while there is recognition that teacher performance appraisals may have some impact on promoting collaboration and relationship building, the perceived effectiveness is limited and varies significantly among respondents. Efforts should focus on enhancing the appraisal process to better support the development of a collaborative and supportive learning community.

Regarding item 3 of the same Table, respondents were asked to share their views on whether teacher performance appraisal provided opportunities for teachers to regularly discuss their performance levels and standards with their supervisors. Regarding this, most respondents 73(55.3%) teachers expressed their disagreement. The computed mean score is 2.7 suggests that,

on average, respondents may slightly disagree or are neutral regarding whether the TPA provided teachers with opportunities to discuss their performance levels and standards regularly with their supervisors. In summary, while the mean score leans towards disagreement or neutrality, the standard deviation of 1.582 indicates that, opinions are widely dispersed. This suggests that there are likely differing perspectives among respondents regarding the extent to which the TPA facilitates regular discussions on performance levels and standards between teachers and supervisors.

In addition most of the interviewed principals, department heads and parent union and student council members from focus group discussion replied that TPA is sometimes conducted in the schools, but feedbacks are not regularly provided for teachers in the schools.

The researcher examined the documented reports from instructional leaders in the sample schools, which revealed sparse evidence of discussions between teachers and supervisors or appraisers regarding teacher performance levels. As a result, it is apparent that the teacher performance appraisal system in the secondary schools of the study area seldom facilitates opportunities for discussions between teachers and supervisors concerning the strengths and weaknesses observed in teachers.

The aim of presenting item 4 in Table 8 was to ascertain respondents' opinions on whether teacher performance appraisal has empowered school leaders to propose specific program designs. Concerning this, 75(56.9%) teachers disagreed. The mean score of 2.57 indicates that respondents, on average, tend to be neutral or slightly disagree that TPA has significantly enabled school leaders to recommend specific program designs for teacher improvement. This suggests a perception that the appraisal process may not be very effective in this regard. The high standard deviation of 1.598 shows that, there is considerable variability in the responses. While the average opinion is neutral or slightly negative, some respondents may strongly agree that TPA has been effective, while others may strongly disagree.

Overall, the researcher suggests that, while there is some recognition of the role of TPA in enabling school leaders to recommend specific programs for teacher improvement, the perceived effectiveness is limited and varies significantly among respondents. Efforts should focus on

enhancing the appraisal process to better support the development and implementation of targeted improvement programs for teachers.

Respondents were also queried about whether pay increases, promotions, and other administrative decisions were determined based on teachers' performance levels (item 5 of Table 8). A majority of teachers 76 (57.6%) expressed disagreement with this practice in their respective schools. The computed mean score 2.58 is below the midpoint of a hypothetical scale. It suggests that, on average, respondents may slightly disagree or are neutral regarding whether pay increases, promotions, and other administrative decisions are solely based on teachers' performance. With a standard deviation of 1.543, we can infer that there is considerable variability in responses. Some respondents may strongly agree with the statement, indicating that they believe such decisions are heavily influenced by performance, while others may strongly disagree, suggesting they believe other factors play a more significant role.

In summary, the mean score leans towards disagreement or neutrality, indicating that respondents may not perceive performance as the sole determinant for pay increases, promotions, and administrative decisions. The standard deviation indicates that opinions are widely dispersed, reflecting differing perspectives among respondents regarding the influence of performance on such decisions.

Furthermore, the document analysis indicated that no measures were implemented regarding pay increases, promotions, and other administrative decisions based on teacher performance appraisal. Hence, it can be inferred that school leaders in the study area did not utilize teacher performance appraisal practices to incentivize or motivate teachers, potentially failing to cultivate a culture of high-performance among educators.

According to the findings from the same Table, respondents were asked to indicate their agreement or disagreement regarding whether teachers receive training based on their performance appraisal results. Out of the total, 65(49.3%) teachers disagreed with this statement. The mean score of 2.93 suggests a moderate level of effectiveness or satisfaction with the training provided.

To sum up these, the instructional leaders should focus on the overall effectiveness of their training programs and identify areas for improvement. If the goal is to have a more consistent

impact, efforts could be made to reduce the variability in training effectiveness, possibly by tailoring the training more closely to individual teacher needs or by improving the training materials and methods.

#### **4.2.3. The Required Skill and Knowledge of Teacher Appraisal Participants**

According to Rue and Byars (2003), addressing challenges in teacher performance appraisal involves selecting suitable raters, gathering comprehensive feedback from multiple sources on teachers' performance, and enhancing the competence of appraisers. Schools should adopt diverse approaches, including peer and self-assessment, student and parent involvement in appraisal, alongside evaluations conducted by principals and supervisors. Embracing a 360-degree appraisal method allows for a holistic view of teachers' performance. Moreover, appraisers need proficiency in utilizing appraisal forms, conducting classroom observations, documenting and utilizing appraisal outcomes, and devising corrective measures. This study examines how secondary schools in Kirkos Sub City integrate these prerequisites into their teacher performance appraisal practices.

**Table 9: The Required Skill and Knowledge of Teacher Appraisal Participants**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	Teachers are appraised only once a semester	29	22	28	21.2	13	9.8	46	34.8	16	12.1	2.94	1.391
2	Performance level is continuously evaluated	36	27.3	45	34.1	10	7.6	23	17.4	18	13.6	2.56	1.405
3	Supervisors have appropriate knowledge	27	20.5	51	38.6	14	10.6	26	19.7	14	10.6	2.61	1.3
4	peers are involved in appraising teachers	34	25.8	31	23.5	17	12.9	30	22.7	20	15.2	2.78	1.437
5	Students are aware of TPA	65	49.2	37	28	9	6.8	17	12.9	4	3	1.92	1.163
6	Students have performance records	53	40.2	40	30.3	10	7.6	15	11.4	14	10.6	2.22	1.361
7	PTA are aware of TPA	42	31.8	46	34.8	15	11.4	12	9.1	17	12.9	2.36	1.355
8	Practicing self-appraisal by teachers	38	28.8	60	45.5	12	9.1	13	9.8	9	6.8	2.2	1.164
9	School leaders appraise by using only limited sources	20	15.2	21	15.9	16	12.1	23	17.4	52	39.4	3.5	1.511

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

Regarding the first item of Table 9, 62(46.9%) teachers indicated agreement that teachers undergo appraisal only once per semester. The mean score 2.94 indicates that respondents, on average, are neutral about the statement. This suggests that there is no strong agreement or disagreement on whether teachers are appraised only once a semester. The neutrality may reflect varied experiences or uncertainties regarding the appraisal frequency. The standard deviation 1.391 shows that, there is significant variability in the responses. This indicates that some respondents may experience or perceive more frequent appraisals, while others may feel that appraisals are less frequent or aligned with the statement.

In addition, to the above responses most of interviewed department heads and Focus group participants (parent union and student council members) replied that on the paper the appraisal procedures and criteria's are properly stated but in reality we appraise a few number of teachers in this academic year.

Overall, the researcher suggests that, while there is no strong consensus on the frequency of teacher appraisals, there is a need to clarify and standardize appraisal practices to ensure consistency and transparency across the schools.

For item 2 of Table 9, the respondents were asked to indicate whether teachers' performance levels were continuously evaluated. A majority of 81(61.4%) teachers disagreed, suggesting this practice is not consistently implemented. The mean score of 2.56 indicates a slight tendency to disagree with the statement that the performance level of each teacher is continuously evaluated. This suggests that, on average, respondents do not perceive continuous evaluation as a common practice. The high standard deviation (1.405) shows that there is a wide range of opinions among respondents. Some strongly disagree with the statement, while others might agree or be neutral, indicating diverse experiences or perceptions regarding the continuous evaluation of teachers.

Regarding item 3 of Table 8, a significant majority 78 (59.1%) of teachers disagreed with the adequacy of supervisors' knowledge in accurately assessing the performance levels of their supervisees. A mean score of 2.61 with a standard deviation of 1.3 reflects a general slight disagreement among respondents regarding supervisors having appropriate knowledge about the performance level of teachers. However, the presence of moderate variability in responses indicates diverse perceptions and experiences related to this issue.

Hence, it is reasonable to conclude that supervisors in secondary schools within the study area lacked sufficient awareness of each teacher's performance levels. This suggests they were not actively engaged in the continuous teacher performance appraisal system as intended.

In item 4 of Table nine, 65 (49.3%) teachers indicated that peers were not involved in the teacher performance appraisal process. Regarding this issue, the computed mean score of 2.78 with a standard deviation of 1.437 reflects a general slight disagreement among respondents regarding the involvement of peers in appraising teachers, with considerable variability in opinions. This indicates that the practice of peer involvement in teacher appraisal is not uniformly perceived or experienced by the respondents.

Therefore, it is reasonable to assert that secondary schools in Kirkos Sub City did not utilize peer expertise in conducting valid and reliable teacher performance appraisals. Consequently, this

implies that the practice of teacher performance appraisal in these schools did not contribute to enhancing interpersonal interaction, group cohesiveness, and group satisfaction.

Therefore, it is evident that 102 out of 132 teachers (77.2%) disagreed with the notion that students were aware of the what, why, and how of teacher performance appraisal, as indicated in item 5 of the Table. A mean score of 1.92 with a standard deviation of 1.163 reflects a general disagreement among teachers regarding the student awareness of the teacher performance appraisal process, with a moderate range of opinions on the matter. This indicates that most of teachers feel that students are uninformed about the appraisal process, but there is some variation in their levels of awareness.

Therefore, it is clear that 93 out of 132 teachers (70.5%) disagreed with the statement that students have their own performance records and means to appraise teachers starting from the beginning of the academic year, as indicated in item 6 of the Table. In summary, a mean score of 2.22 with a standard deviation of 1.361 reflects a general disagreement among teachers regarding students having their own performance records and means to appraise teachers, with considerable variability in their responses. This indicates that most teachers do not feel that students are equipped to appraise their teachers, but there are varying degrees of agreement and disagreement among the respondents.

Based on the evidence from the focus group discussions with student participants regarding items 5 and 6, it is evident that secondary school leaders did not adequately inform students about the purpose, process, and requirements of teacher performance appraisal. Students expressed that they were not informed at the beginning of the academic year to maintain their own records about each teacher, and they felt that they were selected suddenly to appraise teachers on the appraisal date. As a result, students were not well-prepared to fairly appraise teachers, and this suggests that the practice of teacher performance appraisal in Kirkos Sub City secondary schools was generally misused.

Based on the responses gathered for item 7 of Table 9, it can be inferred that a significant majority of teachers (88 out of 132, or 66.6%) indicated that Parent-Teacher Association (PTA) members lacked knowledge about the purpose, process, and requirements of teacher performance appraisal. This suggests that PTA members were not adequately informed or involved in

understanding the nuances of teacher appraisal practices within the schools. In summary, a mean score of 2.36 with a standard deviation of 1.355 reflects a general disagreement among respondents regarding the knowledge of PTA members involved in teacher performance appraisal, with a significant variability in opinions. This indicates that while most respondents do not believe PTA members are well-informed about the TPA process, there are diverse views on the matter, reflecting varied experiences and perceptions.

Based on the feedback gathered from the focus group discussion with PTA participants, it is evident that they perceive their role in teacher performance appraisal as primarily procedural rather than understanding the broader impacts. They mentioned that while they participate in rating teachers, they lack awareness of how these appraisal results directly influence teachers' lives, classroom teaching dynamics, and overall school performance. This insight underscores a gap in their understanding of the significance and implications of teacher performance appraisal beyond the procedural aspect. In addition, they strongly commented that school principals did not give them any training regarding the issue. Surprisingly, one of them said that, "usually even we don't know physically some teachers whom we are going to appraise so that we sometimes rate blindly."

Based on the information gathered, it is reasonable to conclude that the PTAs in secondary schools within the study area are engaged in teacher performance appraisal without a clear understanding of its purposes, methods, and without having comprehensive information about each teacher's performance level. This lack of understanding suggests that the appraisal results generated by PTAs may not accurately reflect the actual performance levels of some teachers. Therefore, it is valid to assert that the teacher appraisal process conducted by PTAs may not be entirely reliable or representative of teachers' actual performance.

Based on the findings from item 8 of Table 9, it can be concluded that a significant majority of teachers (74.3%) indicated the absence of a practice of self-appraisal in their respective schools. This implies that teachers in these schools do not engage in evaluating their own performance, which could potentially limit their ability to reflect on their teaching practices and identify areas for personal improvement. The mean score 2.2 indicates that respondents, on average, tend to disagree that there is a system for self-appraisal by teachers at the school. This suggests a perception that self-appraisal practices are either lacking or not effectively implemented. The

moderate standard deviation 1.164 shows that, while the average opinion leans towards disagreement, there are some differences in how strongly individuals hold this view. Some respondents might feel more strongly that a self-appraisal system is absent, while others might see some elements of it.

Therefore, these pieces of evidence have led the researcher to conclude that secondary school leaders in Kirkos Sub City did not primarily rely on individual teachers as the main source of information for their performance appraisal practice. This implies that teachers had limited involvement in identifying strengths and weaknesses in their own performance, as well as in reviewing the direction of their future performance.

Overall, the researcher suggest that, while there are some elements of self-appraisal practices at the school, they are not perceived as well-established or effective by the majority of respondents. Efforts should focus on developing a formal self-appraisal system and providing the necessary support to ensure that all teachers can benefit from regular self-assessment.

Regarding the last item of the same Table, 75 (56.8%) teachers responded that secondary school leaders use limited sources of information in appraising teachers' performance. Since 3.5 is midway between Neutral (3) and Agree (4), it suggests that, on average, respondents tend to slightly agree with the statement. This indicates a moderate belief that school leaders do use only limited sources to measure teachers' performance. A standard deviation of 1.511 suggests that, there is significant variation in respondents' opinions. Some respondents might strongly disagree, others might be neutral, and some might agree or strongly agree with the statement.

In summary, a mean score of 3.5 with a standard deviation of 1.511 reflects a general tendency among respondents to slightly agree that school leaders measure teachers' performance using only limited sources, but there is a significant variability in opinions. This indicates that while many believe in the limited scope of performance measurement, others have varied experiences and perceptions, ranging from strong agreement to strong disagreement.

In addition, the findings from item 4 and 8 in table 9 indicate that secondary schools in the study area did not practice peer and self-appraisal. This implies that they relied only on limited information sources for evaluating teachers. Therefore, it is more justifiable for the researcher to conclude that the secondary schools of Kirkos Sub City were failing to apply the principle of

360-degree appraisal, which provides more accurate information for assessing the current performance level of teachers.

#### **4.2.4 Reliability and Validity of Teacher performance Appraisal Criteria**

The effectiveness of a teacher performance appraisal system hinges on its validity and reliability. These qualities are contingent upon the system's adherence to government policies, program frameworks, and school initiatives. Equally important is the relevance of appraisal criteria in capturing all dimensions of teacher performance, ensuring consistency in ratings across different appraisers, and prioritizing job-related behaviors and outcomes over personal traits. This study evaluates the extent to which secondary schools in the study area employ valid and reliable appraisal criteria that align with these principles.

**Table 10: Reliability and Validity TPA of criteria**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	TPA criteria related to teaching-learning practice	35	26.5	47	35.6	7	5.3	27	20.5	16	12.1	2.56	1.388
2	TPA criteria can accurately measure	44	33.3	41	31.1	8	6.1	19	14.4	20	15.2	2.47	1.459
3	TPA criteria identify good, average and poor performers	46	34.8	42	31.8	10	7.6	19	14.4	15	11.4	2.36	1.382
4	There are policy guidelines and manuals of TPA	26	19.7	30	22.7	19	14.4	30	22.7	27	20.5	3.02	1.441
5	The rating criteria measure all aspects in TPA	36	27.3	45	34.1	15	11.4	16	12.1	20	15.2	2.54	1.4
6	TP results given by students, parents and school are not the same	37	28	46	34.8	13	9.8	13	9.8	23	17.4	2.54	1.438
7	TPA criteria focuses on work behaviors and performance results	20	15.2	38	28.8	20	15.2	19	14.4	35	26.5	3.08	1.452

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

With regard to item 1 of Table 10 most of 82(62.1.2%) teachers respondents disagreed that TPA criteria are fully related to the teaching-learning process. The mean score 2.56 indicates that, on average, the teaching-learning process criteria are rated below average, suggesting that there are several aspects that need attention and improvement. The high standard deviation 1.388 suggests that, there is inconsistency in the evaluation. Some aspects of the teaching-learning process may be performing well (closer to average or above), while others are performing poorly.

Overall, the mean score and standard deviation together highlight that while there is room for improvement, the variation indicates that not all aspects are uniformly poor, and there are likely specific strengths and weaknesses within the teaching-learning process.

The objective of item 2 of Table 10 was to evaluate whether the teacher performance appraisal criteria effectively measure the objectives outlined in the TPA plan, as well as in school

improvement plans and programs. In response to this, majority of 85(64.4%) teachers disagreed with the issue. The mean score 2.47 indicates that, on average, the TPA criteria are rated as slightly below average in terms of their ability to accurately measure the objectives of the TPA plan and school improvement plans. This suggests there may be issues with the precision or relevance of the criteria used. The high standard deviation 1.459 indicates that, there is a significant inconsistency in the ratings. Some evaluators may find the criteria to be quite effective, while others may find them lacking.

In addition, the interviewed principals and supervisors revealed that the TPA criteria is not fully evaluates teachers because the criteria are prepared by higher officials who are not good enough as the instructional leaders in schools who are working with teachers.

To support this, the document analysis of teacher performance rating criteria indicated that aspects related to maintaining current educational quality packages were not included in the criteria for teacher performance appraisal. This suggests a mismatch between the actual tasks teachers were engaged in and the criteria used for their appraisal. Consequently, this misalignment could contribute to appraisal errors and potential conflicts between teachers and principals.

At the end, the researcher reflects that, while the criteria have some capability to measure the objectives in the TPA plan and school improvement plans, there are notable inconsistencies and areas where the criteria are not performing as well as they could. Efforts should be directed towards making the criteria more consistently reliable and improving their accuracy.

While response to item 3 of Table 10, most of teacher respondents 88(66.6%) disagreed on TPA criteria is designed to identify the difference between good, average and poor performers. The mean score 2.36 indicates that, on average, the TPA criteria are rated below average in their ability to differentiate between good, average, and poor performers. This suggests potential issues with the criteria's clarity, specificity, or relevance in accurately identifying performance levels. The high standard deviation 1.382 indicates significant inconsistency in the ratings. Some evaluators may find the criteria effective, while others do not, resulting in a wide range of scores.

At the end, the researcher reflects that, while the criteria have some effectiveness in distinguishing between performance levels, there are notable inconsistencies and areas where the

criteria are not performing as well as they could. Efforts should be directed towards making the criteria more consistently reliable and improving their ability to accurately differentiate between good, average, and poor performers.

In item 4 of Table 10, respondents were asked whether there were policy guidelines and manuals related to teacher performance appraisal. Out of the respondents, 56 (43.2%) teachers indicated that there were policy guidelines and manuals available. Conversely, a considerable number of respondents, specifically 57 (42.4%) teachers, replied that there were no available policy guides and manuals. The mean score 3.02 indicates that, on average, the policy guidelines and manuals are rated slightly above average in terms of their helpfulness in practicing TPA properly. This suggests that they are generally effective but may not be consistently meeting the needs of all users. The high standard deviation 1.441 indicates significant inconsistency in the ratings. Some evaluators find the guidelines and manuals very effective, while others find them less helpful, leading to a wide range of scores.

In addition, the interviewed principals and supervisors replied that different manuals for the implementation of performance appraisal in the schools are there but they are not fully designed in accordance to strategic goals, programs and teachers daily activities in the schools. Most of the manuals are not designed by involving majority of the stakeholders in the educational sectors because of this teachers don't build trust on the criteria. Most of the principals told me even if the manuals and guidelines are good enough we are not using them properly to run and improve our schools because most of the time we focused on political issues which are beyond our scope.

Overall, the researcher reflects that, at the policy guidelines and manuals are generally helpful for practicing TPA properly, but there are inconsistencies in their perceived effectiveness. Efforts should focus on making these resources more consistently reliable and nationally applicable to improve their overall usefulness.

As depicted in item 5 of Table 10, the respondents were asked whether teacher performance appraisal criteria were relevant to measure all aspects of teacher performance and their daily tasks. The majority of teacher respondents, specifically 81 (61.4%), disagreed that the teacher performance appraisal criteria were valid and covered all aspects of teacher performances. The mean score 2.54 indicates that, on average, the rating criteria are viewed as slightly below

average in terms of their relevance to measuring all aspects of teacher performance and daily tasks. This suggests potential gaps in the criteria's ability to fully and accurately reflect the various dimensions of a teacher's work. The high standard deviation 1.4 indicates significant inconsistency in the ratings. Some evaluators may find the criteria more relevant than others, resulting in a wide range of scores.

Based on the evidence, one can realize that secondary school leaders in the study area were unable to accurately measure what teachers were doing in their daily instructional and non-instructional activities. This suggests that appraisers were assessing teachers based on partial and incomplete performance information.

Overall, the researcher reflects that, while the rating criteria have some relevance, there are notable gaps and inconsistencies in their application. Efforts should focus on making the criteria more comprehensive, relevant, and consistently applied to improve their effectiveness in measuring all aspects of teacher performance and daily tasks.

With regard to item 6 of the same Table, 83 (62.8%) teachers disagreed that teacher performance appraisal results given by students, parents, and school leaders were different. The mean score indicates 2.54 that, on average, the respondents slightly disagree that there is consistency in the performance appraisal results from students, parents, and the school. This suggests a notable level of disagreement and inconsistency in the appraisals. The high standard deviation 1.438 indicates significant inconsistency in the ratings. This means some respondents might perceive high consistency, while others perceive very low consistency, resulting in a wide range of scores.

Overall, the mean score and standard deviation suggest that while there is some level of consistency in performance appraisal results, significant discrepancies exist that need to be addressed to achieve more uniform and fair evaluations across all stakeholders.

Similar to the above evidence, document analysis of teachers' personal documents revealed that principals, students, and PTA members gave almost the same appraisal results for many teachers. Participants of focus group discussion (members of PTA and student council) revealed that the appraisal format is mainly distributed at the end of the academic year without informing or giving training for us about the criteria so we don't have time to read and understand the questions, then we give the same result for teachers. Most of the PTA members replied that we

fill the appraisal without evaluating teachers in the classroom and even without physically knowing them.

From this, one can generalize that participant in teacher performance appraisals in secondary schools of the study area lack sufficient performance evidence about each teacher to properly evaluate them. This suggests that schools should consider using additional sources such as peer appraisals, self-appraisals, and generally apply the principle of a 360-degree appraisal approach.

Overall, the researcher reflects that, while there is some level of consistency in performance appraisal results, significant discrepancies exist that need to be addressed to achieve more uniform and fair evaluations across all stakeholders.

Given the response to item 7 of Table 10, 58 (44%) teachers disagreed that teacher performance appraisal criteria were prepared focusing on teacher behaviors rather than performance results. The mean score 3.08 indicates that, on average, respondents slightly agree that the TPA criteria focus more on teachers' behavior and personal traits than on their work behaviors and performance results. This suggests that there is a general perception that the criteria may not be adequately capturing professional performance and outcomes. The high standard deviation 1.452 indicates significant inconsistency in the ratings. Some evaluators may strongly agree with this statement, while others may disagree, leading to a wide range of scores. Overall, the mean score and standard deviation indicates that, while there is a perception that TPA criteria are somewhat focused on personal traits over professional performance, there are inconsistencies in this perception.

Based on the reviewed appraisal format document and interviews with most of the principals, supervisors, and student focus group participants, it was clarified that many of the teacher performance appraisal criteria were designed to measure teachers' performance levels rather than focusing solely on their personal behaviors. Respondents also indicated that some criteria did lead to assessing teachers' personal traits, particularly ethical aspects. Therefore, it can be inferred that teacher performance appraisers in secondary schools of the study area were accurately assessing performance levels without ambiguity.

#### **4.2.5 Challenges of practicing teacher performance appraisal**

According to Adane, et al. (2000), challenges in teacher performance appraisal typically stem from issues in the design and operation of the appraisal system, inadequate skills and competence of evaluators, and negative perceptions among staff towards the appraisal process as a whole. This section of the research aims to analyze these appraisal challenges.

**Table 11: Challenges of practicing teacher performance appraisal**

No	Items	Respondents (teachers N= 132)										Computed	
		SD		D		UN		A		SA		M	STD
		F	%	F	%	F	%	F	%	F	%		
1	TPA causes negative consequence	51	38.6	41	31.1	4	3	20	15.2	16	12.1	2.31	1.426
2	School leaders lack knowledge to conduct TPA	58	43.9	56	42.4	7	5.3	7	5.3	4	3	1.81	.974
3	Instructional leaders conduct TPA for documenting	19	14.4	28	21.2	8	6.1	45	34.1	32	24.2	3.33	1.417
4	Appraisers give the same result for many teachers	24	18.2	35	26.5	9	6.8	36	27.3	28	21.2	3.07	1.458
5	Appraisers rate teachers based on only recently observed performances	11	8.3	13	9.8	11	8.3	54	40.9	43	32.6	3.8	1.234
6	TP appraisers can give faire results	40	30.3	47	35.6	12	9.1	13	9.8	20	15.2	2.44	1.405
7	Appraisers usually commit bias	23	17.4	41	31.1	16	12.1	16	12.1	36	27.3	3.01	1.496

SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree, SD- Strongly Disagree, M-Mean, SD- Standard Deviation

Based on the response to item 1 of Table 11, a substantial number of respondents [92 (69.7%)] disagreed that teacher performance appraisal always results in negative consequences for teachers. The mean score 2.31 indicates that, on average, respondents disagree that teacher performance appraisals always cause negative consequences. This suggests that many respondents believe that appraisals do not necessarily result in negative outcomes, and there may be positive or neutral consequences as well. The high standard deviation 1.426 indicates significant inconsistency in the ratings. This means that while the average opinion leans towards disagreement, there are a substantial number of respondents who have a different view, with some agreeing or strongly agreeing that appraisals have negative consequences.

Overall, the researcher suggest that, while there is not a strong belief that appraisals always cause negative consequences, there are significant concerns among some teachers in the schools. Addressing these concerns through improved processes and support can help mitigate negative perceptions and outcomes associated with performance appraisals.

Based on the response to item 2 of the same Table, 114 (86.3%) teachers indicated that the knowledge and skill of appraisers are critical requirements for practicing valid, reliable, fair, and acceptable teacher performance appraisal. The mean score 1.81 indicates a general disagreement with the statement that conducting TPA does not demand knowledge and skills of appraisers. This suggests a consensus among respondents that skills and knowledge is indeed necessary for conducting effective performance appraisals. A standard deviation of 0.974 indicates that there is some variability in the responses, but the scores are relatively close to the mean. This means that while most respondents disagree with the statement, there are some who have different views.

Therefore, it is reasonable to conclude that the majority of teacher performance appraisal practitioners in secondary schools within the study area understand the importance of appraisers possessing adequate knowledge and skills. These competencies are crucial for effectively utilizing appraisal forms, providing feedback, documenting appraisal outcomes, and applying appraisal results. Efforts should be directed towards reinforcing the significance of these competencies and ensuring that appraisers are well-prepared to fulfill their roles effectively.

Based on the information provided, it is evident that a significant number of respondents (77 out of 132, 58%) agreed that teacher performance appraisal should primarily serve the purpose of documenting teachers' appraisal results. This indicates a prevailing perception among the teachers that the appraisal process is more focused on documentation rather than other developmental purposes. The mean score 3.33 indicates that respondents, on average, believe that instructional leaders conduct teacher performance appraisals with a primary focus on documenting performance results. This suggests a perception that the appraisal process is primarily administrative in nature rather than aimed at professional growth or development. The standard deviation 1.417 shows that there is some variability in the responses. While the average opinion leans towards agreement with the statement, there are differences in how strongly individuals hold this view.

At the end the researcher reflects that, while there is a perceived focus on documenting performance results in teacher appraisals, there may be differing opinions and room for improvement in aligning the appraisal process with broader goals of professional growth and development.

Based on the information provided, 64(48.5%) out of the total respondents agreed that appraisers in their respective schools were giving almost the same result for many teachers. This suggests a perception among teachers that there might be a lack of differentiation or variation in the appraisal outcomes provided by the appraisers. The mean score 3.07 indicates that respondents, on average, tend to agree that appraisers give almost the same result for many teachers. This suggests a perception among respondents that there is a lack of differentiation or nuance in the appraisal process, leading to similar outcomes for different teachers. The standard deviation 1.458 shows that there is significant variability in the responses. While the average opinion leans towards agreement with the statement, there are differences in how strongly individuals hold this view. Some may strongly agree, while others may strongly disagree.

Certainly, based on the responses provided by the teachers regarding the similarity in appraisal results given by appraisers, it is reasonable for the researcher to perceive that appraisers in secondary schools of Kirkos Sub City might be rating teachers without properly documented evidence. This perception could imply the occurrence of central tendency error, where appraisers tend to rate most teachers around the average performance level rather than differentiating based on individual performance variations.

Based on the responses to item 5 of Table 11, where 97 (73.5%) teachers agreed that secondary school teachers were rated based only on behaviors observed recently by appraisers, it can be inferred that appraisers in these schools may not be considering a comprehensive view of teachers' performance over time. This narrow focus on recent observations could potentially lead to an incomplete or biased assessment of teachers' overall performance and may not reflect their consistent efforts and achievements throughout the appraisal period. The mean score 3.8 indicates that respondents, on average, tend to agree that appraisers usually rate teachers based only on recently observed behaviors and performances. This suggests a perception among respondents that there is a focus on short-term observations rather than considering a broader range of teacher behaviors and performances. The standard deviation 1.234 shows that there is moderate variability in the responses. While the average opinion leans towards agreement with the statement, there are differences in how strongly individuals hold this view. Some may strongly agree, while others may disagree.

Based on the general findings that appraisers in secondary schools of the study area did not consistently document teachers' performance information and lacked continuity in their appraisal

practices, it implies that appraisers may have relied heavily on observations of teachers' behaviors that were recent and near the time of the appraisal. This tendency suggests a bias toward recent behaviors when assessing teachers, potentially overlooking their overall performance and contributions over a longer period. Efforts should focus on enhancing the fairness, accuracy, and comprehensiveness of the appraisal process to ensure that it appropriately recognizes and rewards teacher performance.

Raising question 6 of Table 11, majority of teacher respondents 87(65.9) disagreed on teacher performance appraisers can give fair results for teachers without conducting classroom observation. The mean score 2.44 indicates that respondents, on average, tend to disagree that performance appraisers can provide fair results for teachers without conducting classroom observation. This suggests a perception among respondents that classroom observation is essential for fair and accurate performance evaluation. The standard deviation 1.405 shows that there is significant variability in the responses. While the average opinion leans towards disagreement with the statement, there are differences in how strongly individuals hold this view. Some may strongly disagree, while others may be more neutral or slightly agree.

At the end the researcher reflects that, while there is a general disagreement with the idea of providing fair results without classroom observation, there are differing opinions among respondents. Efforts should focus on enhancing the fairness, accuracy, and effectiveness of the appraisal process to ensure that it appropriately recognizes and rewards teacher performance.

Based on the response to the last item of Table 11, where 64 (48.5%) teachers indicated that appraisers were not biased based on factors such as ethnicity, sex, locality, etc., it suggests that according to these teachers, bias related to these factors did not significantly influence the appraisal process in their schools. This finding indicates a perception among these teachers that appraisers were making evaluations based on performance rather than demographic characteristics. The mean score 3.01 indicates that respondents, on average, tend to be neutral or slightly agree that bias based on ethnicity, sex, locality, etc., may occur among appraisers while rating teachers. This suggests a perception among respondents that while bias may exist, it may not be prevalent or significant in every case. The standard deviation 1.496 shows that there is considerable variability in the responses. While the average opinion leans towards neutrality or slight agreement, there are differences in how strongly individuals hold this view. Some may strongly agree or disagree, while others may be more neutral.

Overall, the researcher suggest that while there is a recognition that bias may occur in teacher performance appraisals, there are differing opinions about the extent of its prevalence. Efforts should focus on raising awareness, implementing measures to minimize bias, and ensuring that the appraisal process is fair and transparent for all teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Summary of the Findings**

This study focused on exploring the challenges of implementing the Teachers' Performance Appraisal System in Government High Schools of Kirkos Sub City. The research aimed to identify these challenges and propose solutions to mitigate them. The study addressed the following research questions:

1. To what extent teachers' performance appraisal criteria are designed in accordance with the steps of teachers' performance appraisal system?
2. What contributions does performance appraisal make towards achieving educational goals?
3. What are the major challenges encountered in appraising teachers' performance?
4. How can the effectiveness and outcomes of teachers' performance appraisal be improved?

In doing so, quantitative and qualitative data were collected from different sources using varieties of data collecting mechanisms. The data collected in this way were analyzed and interpreted both in quantitative and qualitative methods.

- This study used mixed methods which is viewed as a class of research where both qualitative (QL) and quantitative (QN) research techniques, methods or approaches would be combined together in a single study (Creswell, 2007). Furthermore embedded research design was employed where quantitative and qualitative data collection and analysis simultaneously undertaken.

- In the study sample required from the population which makes up a total of 139 teachers and 48 student council members and 16 department heads were included in the study. Further, availability sampling technique was used to include all 16 directors four from each school, 10 sub city supervisors and 24 parent union members.

- Both appraisers and appraisees indicated that teachers were not involved in designing, reviewing, or improving the criteria for Teacher Performance Appraisal (TPA). The current TPA criteria were perceived as lacking in validity and reliability.
- Principals, vice principals, and department heads were primarily responsible for conducting TPA, with minimal involvement of students and parents.
- There was a lack of a clear TPA system that could contribute to enhancing teachers' professional competence, aligning teacher performance with school development strategies, making informed administrative decisions related to personnel issues, and fostering communication and collaboration among staff members.
- Appraisers reported insufficient training in conducting TPA according to established manuals and guidelines.
- Teachers perceived the criteria used for appraisal as rigid, irrelevant, and imposed by the Addis Ababa Education Bureau, potentially leading to bias and favoritism.
- The primary use of TPA in the studied secondary schools was for documentation purposes rather than as a tool for communication, feedback, collaboration, and professional development.
- Teachers were generally appraised infrequently, typically once per semester, which limited their opportunities for feedback and learning from appraisal results.
- Student and parent association members involved in TPA lacked documented information about teachers and had limited understanding of the purpose and process of teacher appraisal.
- Appraisers tended to rate teachers based on prominent characteristics rather than evaluating performance across all criteria, indicating potential biases such as halo effect and recent behavior bias.

## 5.2 Conclusions

Performance appraisal is essential for improving individual teacher performance, akin to a compass providing real-time feedback on the gap between current and desired performance levels.

Effective performance appraisal requires school principals to provide timely feedback to teachers, thereby focusing efforts on achieving quality education objectives. It is crucial for performance appraisal systems to have clear and achievable objectives; otherwise, they risk becoming mere formalities without meaningful impact.

The findings from this study indicate that in secondary schools within the study area, teacher performance appraisal primarily serves a documentation purpose rather than actively contributing to school improvement or teachers' professional growth. Thus, it can be concluded that teacher performance appraisal in these schools is underutilized.

Effective teacher performance appraisal should be a continuous and comprehensive process, not a one-time event. It must be fair, ongoing, and as objective as possible to meet legal requirements and organizational expectations.

The research findings revealed that teachers in the study area were appraised only once per semester, lacking the continuous feedback necessary for professional and academic growth. Therefore, it is evident that teacher performance appraisal lacks continuity and consistency, thereby hindering its effectiveness in achieving intended goals.

The validity and reliability of appraisal criteria significantly influence the acceptance and effectiveness of teacher performance appraisal results for decision-making purposes. In this study, it was found that the criteria used for teacher performance appraisal were inadequate in measuring all aspects of teachers' daily tasks and behaviors, thus impacting the overall effectiveness of the appraisal system.

### **5.3 Recommendations**

Based on the findings and conclusions drawn from this study, the following recommendations are proposed:

- It is crucial to involve teachers fully in the development of appraisal criteria and performance plans, aiming for consensus on objectives outlined in the teacher performance appraisal (TPA) plan.
- Appraising teachers' performance requires continuous and adequate training. Therefore, Addis Ababa Education Bureau, Kirkos Sub City Education Office, and cluster center supervisors should organize and facilitate ongoing training programs for teachers and principals.
- The study revealed that schools in the study area use appraisal criteria prescribed by city education offices. Hence, it is advisable for schools to have the autonomy to design their own appraisal systems and criteria tailored to their specific needs and context.
- Appraisers often evaluated teachers without sufficient performance information, leading to appraisal errors. It is recommended to assign students and inform them at the beginning of the academic year to gather documented performance information about each teacher. Similarly, parent-teacher association members should maintain records of teacher performance. School principals and department heads should conduct planned and consistent classroom observations to objectively assess teachers' performance.
- Schools should schedule performance review meetings as per guidelines, provide continuous feedback to teachers, identify strengths and weaknesses, and support them in improving their performance for better outcomes.
- The study found that teacher performance appraisal results are predominantly used for administrative and documentation purposes in secondary schools of the study area. School leaders should consider utilizing these results for strategic, developmental, and communicative purposes to enhance teachers' academic and professional competence and overall school performance.

- It is recommended that teachers receive a copy of the appraisal criteria at the beginning of the academic year. This will enable them to align their actions with school expectations and self-assess in the absence of others.

- A comprehensive research study on Teacher Performance Appraisal Systems (TPAS) should be conducted to inform timely measures by city administration education bureaus aimed at improving the implementation, effectiveness, and outcomes of performance appraisal in government secondary schools.

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## Appendix I

### Addis Ababa University College of Education Department of Educational Planning and Management

#### Data gathering instruments

##### I. Questionnaire to be filled by Teachers

###### Dear respondents:

The purpose of this questionnaire is to collect relevant data on the study titled “Challenges of Practicing Teachers’ Performance Appraisal in Governmental Secondary Schools of Kirkos Sub City”. I am currently a student of Addis Ababa University pursuing MA program in Educational leadership and Management. Since your responses are vital for the success of the study, you are kindly requested to read all questions and fill the questionnaire genuinely. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

#### General Directions

1. You do not need to write your name on the questionnaire;
2. Read all the instructions before attempting the items in the questionnaire;
3. There is no need to consult others to fill the questionnaire;
4. Please, use a tick mark  $\surd$  or “X” to choose one of the suggested scales. For the short questions write your opinion in brief.

**Thank you for your cooperation!**

#### Part One: Background Information

Indicate your response either by using a tick mark  $\surd$  in the box provided or by giving short answers on the space provided.

1.1 School.....

1.2 Sex Male  Female

1.3 Work experience: 0-3 years  4-7 years  8-11 years  12-15 years  15 and above years

1.4 Educational background: Diploma  First Degree  Second Degree  above

**Part Two: Please, respond to the following likert’s scale questions based on the instruction given above each table.**

2.1. The table below outlines the process and steps of TPA. Please indicate your response using the following scale: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD). Use a check mark (√) or cross (X) to indicate your response.

No	Items	Scales				
		5	4	3	2	1
	<b>1. Pre- appraisal meeting practice</b>					
1	Roles and responsibilities of teachers are clearly outlined at the beginning of the academic year.					
2	Key performance metrics for teachers' daily activities are established prior to appraisal.					
3	Task assignments for teachers are based on their competencies, skills, and knowledge.					
4	Clear objectives are set for each task assigned to teachers.					
5	Performance standards for teachers' daily tasks are explicitly defined.					
6	Core operational values and requirements are communicated effectively to all teachers.					
7	The process of designing the teacher performance appraisal scheme involves teachers, school leaders, students, and parents.					
8	School leaders provide clarity to teachers regarding the purpose, content, timing, and location of their performance appraisals.					
	<b>2. Classroom observation and data collecting practice</b>					
1	School administrators regularly conduct teacher evaluations through direct classroom observations.					
2	Teachers undergo informal appraisals consistently during team meetings, school clubs, and group activities.					
3	Teachers receive commendation whenever they effectively execute instructional tasks.					
	<b>3. Post-appraisal discussion and target setting practice (Feedback</b>					

	<b>practice)</b>					
1	School has a consistent schedule for providing feedback					
2	There is a discussion between the appraiser and appraisee immediately after classroom observations					
3	The discussion primarily focus on identifying areas of improvement rather than acknowledging both strengths and weaknesses					
4	The duration of the discussion conclude based on mutual agreement between the appraiser and appraisee					
5	Future goals for improving teacher performance jointly established by both the teacher and the appraiser at the conclusion of the feedback session					
	<b>4. Follow up and discussion practice</b>					
1	Appraisers assist the appraisee in devising strategies to address challenges in future performance goals					
2	There is an ongoing monitoring by appraisers to track improvements in teachers' performance levels following feedback provided after classroom observations					

2.2 The table below lists items describing the contributions of teacher performance appraisal. Please indicate your response using the following scale: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD). Use a check mark (√) or cross (X) to indicate your response for each item.

No	Items	Scales				
		5	4	3	2	1
1	Teacher performance appraisal has facilitated school improvement by identifying both strengths and weaknesses among teachers, leading to targeted corrective actions.					
2	Teacher performance appraisal fosters collaboration and community-building within schools, enhancing the effectiveness of the learning environment.					
3	Regular performance appraisal allows teachers to discuss their performance levels and standards with supervisors on a consistent basis.					
4	Performance appraisal enables school leaders to recommend tailored programs aimed at improving teacher performance.					
5	Decisions regarding pay increases, promotions, and other administrative matters are informed by teachers' performance evaluations in their teaching and learning roles.					
6	Training programs tailored to teachers' needs are developed and delivered based on their performance appraisal outcomes.					

2.3. The table below presents items describing the frequency of involvement and the level of knowledge, skills, and awareness of school principals, supervisors, department heads, peers,

students, parents, and teachers themselves in Teacher Performance Appraisal (TPA). Please indicate your response using the following scale: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD). Use a check mark(✓) or cross (X) to indicate your response for each item.

No	Items	Scales				
		5	4	3	2	1
1	Teachers undergo appraisal once per semester.					
2	Teachers' performance levels are continuously assessed.					
3	Supervisors possess adequate knowledge regarding teachers' performance levels.					
4	Peer involvement is practiced in the appraisal of teachers.					
5	Students understand the objectives, reasons, and procedures of teacher performance appraisal.					
6	Students maintain their own performance records and participate in teacher appraisal processes.					
7	Members of the Parent-Teacher Association involved in teacher performance appraisal are informed about its objectives, reasons, methods, and timing.					
8	The school has a system in place for teachers to conduct self-appraisal.					
9	School leaders evaluate teachers' performance using a limited set of criteria/sources.					

2.4. The table below contains items discussing the reliability and validity of criteria used in teacher performance appraisal. Note: 5=Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=Strongly Disagree (SD). Use a check mark(✓) or cross (X) to indicate your response for each item.

No	Items	Scales				
		5	4	3	2	1
1	The criteria for teachers' performance appraisal are closely aligned with the teaching-learning process.					
2	Teachers' performance criteria can effectively measure the objectives outlined in the Teachers' Performance Appraisal Plan.					
3	The criteria for teachers' performance are designed to distinguish between good, average, and poor performers.					

4	Policy guidelines and manuals are available to assist school leaders in conducting teacher performance appraisal effectively.					
5	The rating criteria are pertinent for assessing all facets of teacher performance and their daily responsibilities.					
6	There are discrepancies in the performance appraisal results provided to individual teachers by students, parents, and school leaders.					
7	Teacher performance appraisal criteria prioritize teachers' work behaviors and performance results over their personal traits and behaviors.					

2.5. The table below lists issues that may arise during the teacher performance appraisal (TPA) process. Note: 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2=Disagree (D), 1=Strongly Disagree (SD). Use a check mark (✓) or cross (X) to indicate your response for each item.

No	Items	Scales				
		5	4	3	2	1
1	Teacher performance appraisal sometimes results in negative consequences for teachers.					
2	School instructional leaders may lack the necessary skills and knowledge to effectively conduct TPA.					
3	Instructional leaders sometimes conduct TPA primarily to document performance results.					
4	Appraisers often assign similar ratings to many teachers.					
5	Appraisers frequently base their ratings of teachers on recently observed behaviors and performances.					
6	Teacher performance appraisers can provide fair results for teachers even without conducting classroom observation.					
7	Appraisers sometimes exhibit biases based on factors such as ethnicity, gender, or locality when rating teachers.					

### **Part Three: Challenges of Teacher performance Appraisal Practice and Recommendations for Improvement.**

3.1 What significant challenges were encountered or observed in implementing teacher performance appraisal?

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3.2 List the potential solutions that you believe will aid in enhancing teacher performance.

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## AppendixIV

### Addis Ababa University College of Education Department of Educational Planning and Management

#### IV. Interview guide for Sub City education officers

##### A: Background information.

1. Age      A. 21-25                      B. 26-30                      C. 31-35 D. 36-40D.41-45  
                    E.46-50G.51-55              F.56 and above

2. Academic qualification \_\_\_\_\_

3. Length of service as a Head/Education office? \_\_\_\_\_

##### B: Performance Appraisal Information

1. Have you received formal training in implementing the performance appraisal system? If not, how do you conduct teacher appraisals?
2. Is there a structured induction process (pre-appraisal) to familiarize teachers with the criteria used in performance appraisal? How are post-appraisal discussions conducted with teachers?
3. Does your school have specific assessment standards used to determine ratings for teachers?
4. What is your assessment of the implementation of the performance appraisal system at your school?
5. Do you believe the Performance Appraisal (PA) criteria in your school align with school improvement plans and contribute to improving student outcomes?
6. What are the primary challenges you face as an appraiser in implementing the performance appraisal system?
7. From your perspective, what are the strengths and weaknesses of the PA system currently in place at your school?

**AppendixV**

**Addis Ababa University  
College of Education  
Department of Educational Planning and Management**

**V. ከተማሪመማክርትተወካዮች ጋር ለሚደረግ ወይይት የተዘጋጁ ጥያቄዎች**

**I. አጠቃላይ መረጃ**

- 1. የት/ቤቱስም .....
- 2. የተሳታፊዎች ቁጥር : ወንድ..... ሴት..... አጠቃላይ.....
- 3. የሚማሩበት ክፍል: 9ኛ .....10ኛ.....11ኛ.....12ኛ....

**II. የወይይት ተዋና ጥያቄዎች**

- 1. በመምህራን ግምገማላይ በተደጋጋሚ ተሳትፎ ዋል
- 2. ከት/ቤቱ የአመራር አካላት በመምህራን ግምገማ አላማ እና ጥቅም ዙሪያ በቂ መረጃ አግኝተዋል
- 3. የተማሪ መማክርት አባላት በዓመት ምን ያህል ጊዜ መምህራን ይገመገማሉ
- 4. የተማሪ መማክርት አባላት በመምህራን ግምገማ ስተማር ብቃት ዙሪያ በቂ እና ወቅታዊ መረጃ ያገኛሉ
- 5. የተማሪ መማክርት አባላት የመምህራን ግምገማ መቻቻ፣ እንዴት እና ለምን እንደሚያስፈልግ የሚገለፅበባቸው ልጠና አግኝቷል
- 6. የተማሪ መማክርት አባላት መምህራን ከገመገመ በኋላ ግብረ መልስ ለመስጠት ችሏል
- 7. የተማሪ መማክርት አባላት መምህራን በሚገመገመበት ወቅት ምን ያህል ነገት ግዳሮች አጋጥመዋል
- 8. በመምህራን ግምገማ ወቅት ላጋጠሙ ችግሮች ምን ያህል ነገት መፍትሄ ሲሰጥ ጥሩ ነው ትላለችዋል

**AppendixVI**



## Appendix VII

**Table: Students who scored above 50% in grade 12 national exam in sample schools**

Name of the school	2011				2012				2013				2014				2015			
	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
AbiyotKirs	64	57	121	81	71	62	133	37	33	19	52	6	130	163	293	9.6	94	103	197	25.8
MisrakGoh													240	248	488	4.5	164	199	363	18.7
ShimelisHabte													169	246	415	4.1	184	273	457	15.1
TemenjaYazh													100	183	283	4.6	109	218	327	11.9

