

**Practice and Challenges of Teachers' Performance  
Appraisal in Government General Secondary Schools  
of Kirkos Sub city**

**MA Thesis Proposal**

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# CHAPTER ONE

## INTRODUCTION

This chapter treats a brief background explanation of the study and states the problem. It also covers objective, significance of the study and its scope.

### 1.1. Background of the Study

An organization, whether social service provider or manufacturing enterprise, needs human and nonhuman resources to achieve the goals for which it is established. Of these resources, the human side is the most valuable and critical for the successful realization of the desired organizational objectives. This is because it is the human resource that supplies the talent, skill, and efforts which enable to utilize all other resources effectively and efficiently (Martin and Tricia, 2000). Similarly, school systems are social institutions created to achieve desired educational goals and purposes through and with a variety of people including students, teachers, administrative personnel, and the community at large. Among these human elements involved in the execution of educational goals and purposes of school system, teachers would be regarded as having the most significant role to play in the teaching-learning process.

The central purpose of a school system is the education of the learner. Thus, in the formation of the character of the learner, the teacher is in a pivotal position to play a powerful role than do other schools personnel, fine building, and expensive equipment (Daniel, 2009). Showing how important teachers are, Bradley (in Bollington, 1990:41), succinctly asserts "... no matter how perceptive and far-sighted the national curriculum, no matter how well the school manipulates its funds, ... the single most significant factor in a child's learning is the teacher. Teachers are also the most expensive resources...teachers need and deserve support, reassurance and encouragement to go on extending their skills and exploring the frontiers of their knowledge".

Thus, if they assume a pivotal position in the education enterprise, how do we know if teachers are playing their expected roles in their position? It is with this question in mind performance appraisal comes into the scene. By way of appraising teachers' performance it is possible to meet

several purposes. As Megginson (1981) summarizes that there are two overall purposes of performance appraisals. First, they can be used for making administrative decisions. Second, they can be used for employee career planning and development. Whether done for administrative or development purposes, appraisals can also serve the secondary purpose of motivating employees. When a performance appraisal links the rewards employees hope to receive and their productivity, that is, if the outcomes of performance appraisal are used when organizations terminate, promote, or pay people differently, we say the appraisal is serving administrative uses.

On the other hand it can be a primary source of information and feedback for teachers, which is the key to their future development. That is, when supervisors identify the weaknesses, potentials, and training needs of teachers, inform them about their progress, discuss what skills they need to develop, and work out development plans, performance. Appraisal serves development uses. Finally motivational purpose is emphasized when performance appraisal helps foster initiative; develop a sense of responsibility, and increase teachers' efforts toward achieving personal and organizational (educational) goals.

Therefore, it is important for the schools, the teachers, students and for relevant stakeholders to design and undertake different studies so as to promote success achieved so far and recommend solutions for the major problems encountered. In light of this background the current study tries to assess the current practice and challenges of teachers' performance appraisal in secondary schools of Kirkos Sub city of Addis Ababa.

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

If the system of teacher performance appraisal (TPA) properly designed and implemented, it is believed to have favorable consequences in the professional development of teachers, teachers' job satisfaction, and ultimately the academic performance of the learner. But, when it is simply allowed to happen, TPA becomes haphazard, unsystematic, a source of conflict between appraisers and appraises, and a source of inaccurate performance data that lead to subjective personnel decisions (West and Bollington, 1990).

The more teachers perceive evaluations of their performance to be sound, the more legitimate they will deem the evaluation system and the more effort they will devote to tasks upon which they are evaluated (Millman and Linda 1990:40). Hence, for teachers to respect their job and use their efforts to the fullest extent, they have to view their performance evaluation positively and get motivated by it.

In Ethiopia, the present system of performance appraisal of teachers is result oriented and, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks (MoE, 1996 E.C). Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up six stages in the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher (MOE, 1988 E.C.). TPA in Ethiopia is not without any problems. As Wondosen (2007) states TPA has different problems. His findings indicated that the appraisers' bias, un-relatedness of performance criteria to teachers' job and negative attitude of appraisers to accept negative feedbacks from their appraisers are some of the problems related to TPA.

Other study had also revealed that knowledge on the part of appraisers was not translating into practice. a number of appraisers do the appraisal without having knowledge of the purpose, both appraisers and appraisee were not well oriented about the process of TPA, the overall arrangements with respect to TPA are nationwide and all schools are using more or less the same TPA criteria, which are centrally prepared by Ministry of Education and the composition of appraisers across schools is the same teachers, SAC, and students. Thus, other provinces, districts, and localities may be suffering from the same problem (Tilahun and Yimam, 2014)

In other studies, it was indicated that in the current TPA there are a lot of problems in its implementation. These are absence of feedback for teachers, lack of participation from the subordinates in the process of its implementation and ineffective criteria (Solomon, 2008, Dereje, 2007; Grima, 2011; and Habtamu, 2005). Many other studies (for example: Birhanu,

2006; keno, 2009 ; and Wondosen,2007) found the following complaints concerning the manner in which the appraisal was conducted: there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate performance criteria, inadequate follow up and feedback mechanism in the process of appraisal, insufficiency of training for those who are involved in the process and absence of consequences of the appraisal result.

From the above discussion one can understand that the current system of TPA has several problems. But to the researchers' knowledge no recent study has assessed the problem at secondary school level. Moreover, the researcher, being a principal of one of the Secondary schools found in Kirkos Sub city, observed dissatisfaction of teachers in the overall process of teacher Performance appraisal.

Thus, addressing the issue of teacher performance appraisal and whether the implementation is consistent with the presumed purposes is timely and important issue given the ever increasing emphasis given to improving quality of education. Hence, the purpose of this study is to examine whether the criteria established to evaluate teachers' performance is relevant, whether those that directly involve in TPA have adequate knowledge over its purposes, whether there is convergence between the intended purposes and the addressed purposes in implementation of TPA in secondary schools of Kirkos Sub city and to examine challenges of teachers performance appraisal. In this research, hence, the following basic questions were examined:

1. How knowledgeable are educational leaders about the purpose of the current TPA?
2. What are the major effects of Performance Appraisal on Teaching and Learning?
3. To what extent does the current TPA implementation meet the purposes of TPA?
4. How adequate are the criteria of TPA to evaluate teachers' performance?
5. Currently what methods are used to evaluate teachers performance appraisal?
6. What are the major challenges that appraisers and leaders encountered in adopting the current system of TPA in Government secondary school?

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

#### **1.3.1. General objective**

The general objective of this study is to assess the main challenges encountered educational management and leaders in the process of implementing the system of TPA.

#### **1.3.2. Specific objectives**

The specific objectives which are developed based on the general objective are the following.

- To examine the role of appraisal in encouraging staff for a better performance.
- To examine the problems met in performance evaluation.
- To examine the effect of performance related feedback on implementation of the teachers' appraisal results.
- To examine the relevance of the criteria used to evaluate teachers performance
- To establish the effect of teacher's attitude on appraisal scheme implementation.

### **1.4. Significance of the study**

The researcher hopes that the study will reveal the existing practice or challenges of Teachers Performance Appraisal and provide valuable information for Decision makers. The research findings will also help policy makers especially those of Educational Institutions to adopt more realistic policies regarding the management of appraisal. The researcher also hopes that the results of the study will be useful to future researchers who will be interested in undertaking a study in a related area. The results will contribute to the existing theories on employee's performance management.

### **1.5. Delimitation (scope) of the study**

Since resources are scarce, it is difficult and unmanageable to conduct research on different aspects of teachers' performance appraisal. It is also difficult to get through in all secondary schools found in Addis Ababa. Thus the content scope will particularly investigate the existing practice and challenges of teachers' performance appraisal in three general secondary schools (grade 9-10) of Kirkos Sub city.

## **1.6. Limitation of the Study**

The student researcher were confronted several constraints while conducting this study. One of the major limitations come across during the way of this research was lack of cooperation from concerned individuals to get available data. Likewise, some of the respondents particularly assessors were found to be unwilling to respond to the survey questionnaires. Even those who took the questionnaires had taken several days to complete and to return back. Moreover, time limitations and financial constraints were considered as restrictions. So the aforementioned limitations may affect the results of the study.

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

The following definitions are used for terms in the thesis.

- 1. Performance Appraisal:** The process of evaluating how well employees do their job compared to a set of standards and the communication of that information to the employees  
(Mathis and Jackson, 1997)
- 2. Appraisee:** Refers to a subordinate whose performance is subject to appraisal. (MoE, 2003:23)
- 3. Performance Weights:** Level or emphasis given to the tasks. (MoE, 2003:23)
- 4. Result Oriented Performance Appraisal:** Appraisal method that is used to appraise the employee's performance based on the result achieved not on performance activities or process. (MoE, 2004:29)
- 5. Stakeholders:** Any group or individual who is affected by or who can affect the future of an organization. Employees, suppliers' owners and other agencies can be cited as an example. (2001) V.1 <http://www.orau.gov/pbm>.

## **1.8 Organization of the Study**

The study is organized into five chapters. The first chapter deals with the introduction, Background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study and operational definition of terms. Chapter two focuses on the review of related literature and the Third chapter deals with research

methodology. The fourth chapter deals with Data presentation, analysis and interpretation of the findings. Finally the last chapter which is chapter five presents the summary conclusion and recommendations of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter deals with different review related literature topics such as definition and concept of performance appraisal, purpose of performance appraisal, approaches of performance evaluation, methods of performance appraisal, the role of human resource manager, types and functions of control in an organization, measuring, actual performance, principles of staff performance appraisal and performance appraisal in Ethiopia are discussed briefly below

#### **2.1. Definition and Concepts of Performance Appraisal.**

Different organizations have different ways of performance appraisals to measure the performance of their employees based on the stated objectives of the organizations. The term performance appraisal is applied in personnel management to a formal and systematic evaluation made in prescribed and uniform manner at a certain time. According to Pennington and Edwards (2000:163) presented the following definitions of performance appraisal. It is systematic review of the performance of staff on a written basis at regular time intervals and holds appraisal interviews at which staffs have the opportunities to discuss performance issues, past, present and future, on one to one basis, with their immediate line manager. Mathis and Jackson (1997:343) also defined performance appraisal as “The process of evaluating how well employees do their job compared to a set of standards and the communication of that information to those employees.” Employees need feed - back on their performance as a guide to know their strong side and weak side for their future performance behavior. Different scholars give different names to performance appraisal; it is also called employees rating, employee evaluation performance review, performance evaluation and result appraisal. As most scholars agree that the term appraisal in this sense means the evaluation of the performance or potential of employees. Performance appraisal is an integral part of management function. In other words employees performance appraisal is part had parcel of any organizational management activates. Other scholars like Werther and Davis (1982:233) define performance appraisal as “The process by which an organization evaluate employees’ job performance.” Systematic and accurate

performance evaluation can clearly indicate where the weakness or the short comings of the employee's performance are the result of the performance appraisal is useful to make compensation, placement, training development and career guidance decisions to be more effective. In short performance appraisal serves as a quality control check on employees and personal development performance. As described by William (1993:388) when performance appraisal is done properly, it can give a benefit to employees, supervisors, the human resource development and finally the organization itself in this regard, as noted by Weather and Davis (1982) without an effective appraisal system decisions regarding to subordinate promotion, transfers, salary increment and lay off will be subject to trial and error. Performance appraisal can be conducted both informally and formally. Informal appraisal tends to take place an ongoing basis like formative evaluation within the organization. But systematic and formal appraisal of an individual employee is likely to occur at certain intervals throughout that person's history of employment just as summative evaluation. In general performance appraisal is both periodic (summative) and ongoing process (Formative). In this sense appraisal process as it applies to an individual subordinate is cyclical in that it tends to repeat itself again and again on regular intervals.

## **2.2.Nature of Performance Appraisal and Teaching and Learning**

Performance appraisal can be an important tool for supporting and improving the quality of teaching. Unfortunately, teacher evaluation too frequently has been viewed not as vehicle for growth and improvement, but rather as a formality that must be endured (Stronge & Tucker, 1999). At times of increased accountability, public scrutiny and surveillance mechanisms in regard to schools and teachers' work, teacher evaluation is sometimes seen as a threat to teachers' autonomy. For others, however, it is an important mean for improving teacher quality and student performance. Existing literature also recognizes the key importance of self-evaluation and critical reflection to teacher professional development and improvement through, for instance, reflection in, on and about practice and action research (Day, 2010).

Thus, performance appraisal is about documenting the quality of teachers' performance, helping them improve and hold them accountable for their work (Stronge, 2006). However, for this to

happen, a number of key elements need to be taken into account. In a previous review of different systems of teacher evaluation, Vaillant (2008) identified political, conceptual and operational factors which may facilitate or hinder the appraisal process. Vaillant highlighted the importance of taking into account the contextual variables in the implementation of a teacher evaluation system as well as the adequacy of the instruments, the need of the appraisers to be recognized and the importance of feedback, amongst others. Similarly, Stronge (2010) discussed the essential components for a quality teacher evaluation system which he terms the three C's - Communication, Commitment and Collaboration – in order to create the synergy that can elevate evaluation to a meaningful dialogue about quality instruction for students. In other words, if a quality system is to be developed, it is important to look at the ways in which both appraisers and appraisees see the appraisal process and the relationship between them (Chow et al, 2002), the ways in which schools and principals put a given policy into practice as well as the nature and the purposes of the appraisal system itself (Flores, 2010).

Nevo (1994), in a research to determine how teachers benefit from teacher evaluation, established that teachers who understand how teaching is being evaluated not only improve their self-evaluation; they also benefit in preparing themselves for being evaluated by others or demonstrating the quality of their skills and performance to designated audiences. Thus, a crucial element in teacher evaluation systems is its link to teacher professional development and school improvement. Moreover, the existence of clear criteria and standards of performance are seen as a key factor for quality teacher evaluation systems (Wheeler & Scriven, 2006).

When new performance appraisal policies are put in place, as is the case with Kenya's open appraisal system for teachers, it is important to consider perceptions of the appraisees. This is in line with Fullan (2001), who discussed the dynamics of the factors of change, stating that intrinsic dilemmas in the change process, coupled with the intractability of some factors and the uniqueness of individual settings, make successful change a highly complex and subtle process. In a research to determine teachers' perceptions on a new policy on teacher performance appraisal in Portugal, Flores (2011) noted that, due to the complexity of the implementation

process of a given policy, it is important to consider the perceptions of the stakeholders, namely teachers, in regard to such a complex issue especially when what is at stake is a new policy on teacher evaluation.

Previous studies have found that teachers' perceptions of the teacher evaluation system influence the ways in which it is put into practice (Assael & Pavez, 2008; Flores, 2009; Tuytens & Devos, 2009). The research by Flores (2011) established that the perceptions of teachers in Portugal about a new policy on teacher performance appraisal were marked by uncertainty and skepticism. The study established that amongst the most critical issues were the existence of a quota system, the lack of recognition (and adequate training) of the appraisers, the bureaucratic and summative dimension, and the lack of necessary conditions (including time) to put it into practice. In general, teachers were sceptical in regard to the effects of the new policy on their professional development and on school improvement. However, some positive aspects were also identified by some teachers, namely the emergence of debates and discussion within the teaching profession, the opportunity to reflect upon teachers' practice and to change and challenge the previous system which was mainly based on self-evaluation (Flores, 2011). As past literature has pointed out, there is a need for further research on the process of implementation of teacher evaluation policy including the analysis of teachers' perceptions in regard to performance appraisal (Ovando & Ramirez, 2007; Tuytens & Devos, 2010). Consequently, one of the objectives of this study is to establish the nature and types of tools used in teachers' performance appraisal in enhancing teaching and learning in public secondary schools.

### **2.3. Relationship between Performance Appraisal and Teaching and Learning**

Performance appraisal and management practices should be regularly reviewed and evaluated, especially in terms of their impact on performance and employee development (Türk & Roolaht, 2005). In the case of Kenya, a number of studies have been conducted on the effectiveness and outcomes of performance appraisal in schools. For example, Odhiambo (2005) did a study on the teacher performance appraisal, the experience of the Kenya Secondary school teachers. His findings indicate that the teachers appraisal policies and practices in Kenya secondary schools

exhibit weakness which needed to be urgently addressed if the appraisal is to be used to improve the quality of teacher.

Datche (2007) did a study on factors affecting the teacher performance appraisal system; his findings indicated most public secondary schools in Kenya carried out performance appraisal. His study revealed that the setting of performance standards was mainly a preserve of the Principals and heads of department while the teachers formed a majority of the school members their participation in the setting of performance standard was low. The performance standards were set mostly at the beginning of the year and were rated as normal and achievable by the teachers. The teachers' lack of involvement in setting of the performance standard could therefore be seen as a weakness which affects the entire performance appraisal system.

David (2008) studied the effects of performance appraisal on teacher development. His findings were that performance appraisal influences teacher development, brought about motivation among the teachers, mode teachers' procedure, brought about innovative methods of teaching and curriculum implementation. His study however showed that performance appraisal has not been done at regular intervals.

#### **2.4. Purposes of performance appraisal**

Thomas and Carl (1993:138) explained performance appraisal is the assessment of employees' job performance appraisal serves three basic purposes:

1. To provide information on the basis of administrative decisions like promotions and pay.
2. To foster developmental feed back to employees concerning their performance by describing what improve well and what the employee needs to improve.
3. To provide documentation of human resource development activities that can justify human resource (HR) decisions.

As indicated by walker (1992:274) "performance evaluation is important to employees because it answers their basic questions." people want feedback how they are doing for the organization.

This feedback provides the reassurance that employees are contributing and doing the right things and the awareness of the impact of performance on desired results (e.g. Customer satisfaction). The four suggested principal benefits of performance appraisal as stated by Graham and Bennett (1998:240)

1. To determine the future uses of an employee. Eg. 10 Whether the employee shall remain in his or her present job or be transferred, promoted, demoted or dismissed.
2. To indicate training needs, that is area of performance where improvements would occur if appropriate training could be given.
3. To help a manager decide what increases of pay shall be given on grounds of merit.
4. To motivate the employee to do better in his or her present Job by providing the worker, recognition of merits and the opportunities to discuss work with his or her manager.

As many scholars agree, performance appraisal has two roles in any organization. The first role is in relation to administrative uses and the second one is in relation to development uses. In this regard Mathis and Jackson (1997) described the first role that is administrative use as a role to measure performance for the purpose of rewarding: or other-wise making administrative decisions about employees, promotion and layoffs. The second role of performance appraisal helps as a primary source of information and feed back for employee's future development. In this case the appraiser should act as counselor rather than decision maker. Therefore when the supervisor identifies the potential of employee work behavior and training needs through performance appraisal feedback, Employees' can be informed about their performance or progress they discuss what skills they need to develop and what support they prefer has to be planned and work accordingly.

According Jobn and John (1992:604) performance appraisal is the process of evaluating some one's work and providing feedback on his or her performance. This is an important element in the comprehensive control system of an organization. It provides a formal basis for direct superior -subordinate interaction for purposes of performance control and improvement. When properly done performance appraisal serves both 'Evaluation' and 'development' purposes. On the other hand Mullins (1996:639) has pointed out some benefits of performance appraisal. It can

improve communication by giving staff opportunities to talk about their ideas and expectations and how well they are progressing, it can identify and individuals strength and weakness and also indicate how much strengths may be utilized and weakness over come, and it can provide information for human resource planning, to assist successive planning to determine suitability for promotion and for particular types of employment and training. The process of appraisal can improve the quality of working life by increasing mutual understanding between manager and their staff or subordinate. The purposes of teacher's performance appraisal are also two types, as Davies and Ellison (1994) suggested that: the first one is formative evaluation which is developmental and used to identify the short coming and take remedial action to improve the quality of performance.

Whereas summative evaluation in contrast to the developmental approach is a formal evaluation made twice a year. The purpose of summative evaluation does not seem to be about developing the strength of the school but of defining the outcomes of evaluation and assessing their achievements by individual schools. In addition to the above mentioned purposes of performance appraisal James and Edward (1992:394) stated that the movement of personnel within an organization their promotion, transfer, demotion and separation are the major aspects of human resource management in relation to employee's performance appraisal. According to Mathis and Jackson (1997:193) the appraisal of staff performance is expected to provide answer to many questions in managing human resource in all organizations, including school systems. The performance of staff members is evaluated for many reasons. Performance appraisal of staff members may serve the following objectives. To knowing and improving the quality of teachers, to using administrative decisions: a Systematic performance of staff members provides necessary information of assistance in conducting and put actions such as promotion, salary increase discharge, layoff and transfer, to supporting employees know their current status and providing them motivation: performance makes psychological pressure on the job. If staff members are clear that their performance is being appraised properly and their future largely depends on such appraisal results they can be motivated.

It can also create satisfaction to staff members and building their moral: when there is regular and appropriate performance appraisal program, it is an important incentive to employees. This in turn provides information to staff members that their performance can contribute to the education system. Hence, this benefits their personal satisfaction and for the benefit of their organization (2010:37).

According, to Randel, (1984) as indicated by Thomson and Mabey(1999:201) explained the outcomes of performance appraisal such as “auditing, successive planning, identifying training needs, motivating staff, developing individuals performance, checking effectiveness and efficiency.” Evaluation is a systematic collection and analysis of information about the quality of performance of tasks by employees and then the formation of values, judgments with a view to further decision and action or development. Evaluation should be an acceptable growth and development of the organization.

Evaluation is ultimately concerned with doing things better by considering the past performance and comparing to present performance and planning to the 12 future performances of employees and the organization at large. This developmental function of evaluation is to assist in the process of improving of the effectiveness of meeting the organizational objectives. According to Webb and Norton (1992:381) described the purpose of teachers appraisal is evaluation should determine how well the school objectives are being carried out and implemented. The success of educational program is dependent on the quality of classroom instruction, supervision and administration, should foster the basis for motivation and for self-improvement. The employees must be aware of their strengths and weaknesses in order to improve the performance of individual and organizational objectives; evaluation has to provide the basis for in service training and supervisory activities. Such activities can be validated when objectives are used up on clear measurement instruction to enhance employee’s performance and also evaluation is vital for administrative decisions. Such decisions include the employment of personnel, their assignment promotion, demotion or termination.

According to James (1991:525) described performance appraisals are related to reinforcement theory as consequence to certain behavior of performance. There are four types of reinforcement. Positive reinforcement: giving a reward after the desired performance behavior occurs.

- I. Negative reinforcement: the removal or lack of occurrences of a negative condition when the desired performance behavior occurs.
- II. Punishment: reinforcement in which an undesired performance behavior is followed by an unpleasant consequence.
- III. Extinction: ignoring (not reinforcement) undesired behaviors in the hope that it will not be repeated.

## **2.5. Approaches of performance evaluation**

Performance appraisal is one of the manager's most important tasks, but most managers freely admit it gives them difficulty. It is not always easy to judge a subordinate's performance accurately, and often it is even harder to convey that judgment to the subordinate should be in a constructive and painless manner. This applies to both formal and informal appraisals (1991:395)

### **2.5.1. Formal appraisal**

Formal appraisal usually occurs semiannually or annually. Formal appraisal has four major processes. The first one is to let subordinates know formally now their current performance is being rated. Second to identify subordinates who deserve merit raise. The fourth process is to locate subordinates who need additional training and the final one is to identify candidates for promotion. It is important for managers to differentiate between the current performance and the promo ability (potential performance) of subordinates. Managers in many organizations fail to make this distinction because they assume that a person with the skills and ability to perform well in one job will automatically perform well in a different or more responsible position. This is why people are after promoted to positions in which they cannot perform adequately (James 1991).

### **2.5.2. Informal appraisal**

According to James and Edward (1992) the term informal performance appraisal to mean the continual process of feeding back to subordinates information about how well they are doing their work for the organization. Informal appraisal is conducted on a day –to –day basis. The manager spontaneously mentions that a particular piece of work was performed well or poorly or the subordinate stops by the manager’s office to find out how a particular piece of work was received because of the close connection between the behavior and the feedback on it. Informal appraisals quickly encourage desirable performance and discourage undesirable performance before it becomes ingrained. An organization’s employees must perceive informal appraisal not merely as a causal occurrence but as an important activity, an integral part of the organization’s culture. In some organizations evaluation conducted once a year and in other it is conducted twice or less a year. In this regard Lewis (1982) Webb and Norton (1992) and Duke (1995) describe two approaches of evaluation. The first one is formative evaluation while the second one is summative evaluation.

### **2.5.3. Formative evaluation**

According to Duke (1995:46) “The formative aspect of the evaluation cycle occurred when judgment in the form of narratives were reported to teachers during the course of conference scheduled with a few days of class room observations.”As discussed by Webb and Norton (1992) the formative evaluation is an ongoing evaluation designed to provide feedback to the person being evaluated for the purpose of self improvement. Formative evaluation helps to develop communication skill between the subordinates and the supervisor and thereby take corrective action and recommendations on the short comings revealed in the performance process. During formative evaluation process no managerial decision is taken on the employee rather than the employee take decision of how to improve his or her performance better.

### **2.5.4. Summative evaluation**

According to Duke (1995:45) stated that “the summative evaluation system was intended to allow organizational decision such as promotion, tenure, contract renewal, and staff development programs to be made on the basis of observed conditions of practice.” Lewis (1982:9) also

proposed “summative evaluation is used to collect abroad sample of information about a teachers’ overall performance in order to make administrative decision, such as salary increment, promotion or dismissal.” Summative evaluation conducted with specific time interval. Its objectives is not to improve or take remedial action to the short comings seen during ongoing performance, rather it is more used for managerial decision on employee promotion or layoff. In similar way, Webb and Norton (1992:379) stated that “summative evaluation is designed to assess the terminal behavior or overall performance.” Summative evaluation is formal somewhat in frequent and focuses only on the person being does not participate in judging his behavior face to face with the supervisor as the case of formative evaluation.

## **2.6. Methods of performance appraisal**

Different organizations employ different forms of methods of employ performance appraisal. There are different evaluation forms most of which represent an attempt to objectify or quantify observed and interpretations of employee performance.

### **2.6.1. Management by objective (MBO)**

According to Thomas and Carl (1993:139) Management by objective, which is a process to establish goals for an employee who has been agreed up on by both the employee and their supervisors Mathis and Jackson (1997:358) called MBO type of appraisal as “appraisal by result, targeting coaching, review performance objective and mutual goal setting.”

According to Byars and Rue (1987:246) MBO type of appraisal has the following process; Objectives should be clearly and precisely stated for the work to be done by employees. Developing an action plan to indicate how these objectives are to be achieved, allowing the employee to implement, taking corrective action when necessary and establishing new objectives for the future. In Mbo type of appraisal is to be effective or successful. Several requirements must be met. As described by Byars and Rue (1987:247) objectives should be quantifiable and measurable objectives whose attainment cannot be measured or at least verified, should not also be challenged it should be also be achievable and should be written in concise way and clear language. Mathis and Jackson (1997:358) proposed very important idea for mob. The authors stated three key assumptions underlining MBO appraisal system.

- a) When employees are taking part in planning and setting the objectives and determine them to high level commitment and performance may be higher.
- b) 2. Whenever objectives are identified and described precisely the employees will have a better job to achieve the desired results. By allowing employees set objectives the individual can get an accurate understanding of what is expected.
- c) The objectives of performance should be measurable and define results. Vague generalities such as “cooperation” and “initiatives” which are common in many superior-based appraisals should be avoided. Since objectives are composed of specific action to be taken or work to be accomplished.

Other writers such as Glueck and Ivancevich (1989) also pointed out that, mbo is seen as a philosophy of managerial practice or a method by which managers and subordinates plan, organize, control, communicate and debate. MBO has its own systematic process. Regarding this Glueck and Ivancevich (1989) and French (1990) listed the following systematic process of MBO are (i) Regular meeting should be conducted between superior and subordinate to define key tasks of the subordinate and to set a limited number of objectives or goals. (ii) the objectives should be specific, that are realistic, challenging, clear and comprehensive. (iii) The superior should consult with the subordinates establishing the accomplishment of the objectives. (iv) Setting intermediate review time table. (v) The superior and the subordinate should make any required modification in the designing of the objectives. (vi) Meeting should be available for final evaluation by the superior to help subordinate their performance and for encouragement session. And (vii) Objectives for next cycle are set by the subordinate after consulting with the superior keeping in minds the previous cycle and adjusting with future expectation. According to Mathis and Jackson (1997..358) concluded the following steps for mbo evaluation. “Job review and agreement, development of performance standards, guided objective setting and continuing performance discussion.” This clearly shows failure in designing and implementation, results poor performance of MBO. According to Jobn and John (1992:600) management by objective (MBO) involves a formal agreement between a superior and subordinates concerning the subordinates performance objectives for a given time period, subordinates plan, through which

they accomplish tasks, standards for measuring whether or not they have been accomplished and procedures for reviewing results.

### **2.6.2. Performance objectives in MBO**

Establishing performance objectives is an essential part of the mob process. The nature of an objective and the way in which it is established can have a major impact on how well mob works. According to Jobn and John (1992..601) the authors added the following points that “in a good MBO program, performance objectives are written. They are also formally agreed by both supervisor and subordinate and they meet the test established by these criteria for a good performance objectives.” The following steps should be considered when MBO is employed. (i) Targets a key result to be accomplished. (ii) Identifies a date for achieving results. (iii) Offers a realistic and attainable challenge. (iv) Is specific and as quantitative as possible.

### **2.6.3. Essay type of appraisal**

This is a written narrative form of appraisal conducted by the rater who describes the performance of an individual. Instructions are often provided to the rater as to the topic that should be covered. A typical essay appraisal question according to Byars and Rue (1987.248) explained that the employees’ performance including quantity, quality of work, job knowledge, and ability to get with other employees. What are the employee’s strengths and weaknesses? In the essay techniques of evaluation the rater is asked to describe the strong and weak side of employ behavior.

#### **2.6.4. Critical incident appraisal**

According to Byars and Rue (1987) the critical -incident appraisal requires the rater to keep written record of incidents as they occur. The record is about job behavior that illustrates both satisfactory and unsatisfactory performance of the person being rated. The recorded incidents will be a base for performance evaluation and for providing timely feedback to the employees. When critical incident method is employed, the supervisor keeps a record of the positive and negative behaviors of each subordinate over a period of time, such as weekly monthly, quarterly and yearly.

#### **2.6.5. Graphic rating scale**

According Gary (1985:224) Graphic rating scales are probably the most widely used performance appraisal tools since they are relatively easy to develop and use. The graphic scale can be developed on a chart with a number of traits (such as quality and quantity) as well as arrangement of performance (from unsatisfactory to exceptional for each. Each subordinate is rated by circling or checking the score that best describe his/her level of performance for each trait. The assigned value for each trait is then totaled.

#### **2.6.6. The alternation ranking method**

This used for evaluating employees is to rank them from best to worst on some trait. Since it is usually easier to distinguish between the worst cad best employees than to simply rank them, an alternation ranking method is most popular. First, list all subordinates to be rated and then cross out the names of any not known well enough to rank. Then, on a form such as that indicate the employee who is the highest on the characteristic being measured and also the one who is the lowest. Then choose the next highest and the next lowest alternating between highest and lowest until all the employees to be rated have been ranked. (Gary 1985).

#### **2.6.7. Behavioral anchored rating scale:**

According to Stephen (1988:550) stated that, performance appraisal technique in which an evaluator rates employees on specific job behaviors combine major elements form the critical incident and graphic rating scale appraiser the appraise rates an employee according to items

along a continuum but the points are examples of actual behavior rather than general descriptions or traits.

#### **2.6.8. Multi person comparison:**

Compare one individual's performance to those of one or more others it is a relative, not an absolute, measuring device. The three most popular uses of this method are group order ranking, individual ranking, and paired comparisons.

#### **2.6.9. Group order ranking:**

A performance appraisal approach that group employees in to ordered classification by the evaluator.

#### **2.6.10. Individual ranking:**

A performance appraisal approach that ranks employees in order from highest to lowest based on their performance accumulated. The evaluator ranks all individual employees in relation to their performance task.

#### **2.6.11. Paired Comparison:**

A performance appraisal approach in which each employee and rated either by the superior or weaker member of the pair.

### **2.7.The Criteria of TPA**

Webb and Norton (1992.381) define criteria as “the job related behaviors expected of the teacher an administrator or other staff member.”Accordingly they describe the following three types of criteria's for evaluation plans.

#### **i. Performance -based criteria**

This is the most commonly used performance criteria. According to these criteria, teachers and administrators behavior to do specific tasks should be evaluated or assessed.

## **ii. Trait or attribute criteria**

The trait criterion describes what the employee is, rather than what the employee does. Such traits include aggressiveness, tolerance of stress, creativity, self-confidence, adaptability and so on. Those trait criteria affect the quality of a person to perform activities positively or negatively. There are also other personal qualities which affect the teaching learning process. As Webb and Norton (1999:383) described that “although most schools do not rely heavily on trait criteria, Today strait criteria such as dependability and personal appearance are still found in many evaluation systems.”

## **iii. Result-based criteria**

The rational for this approach is that, teachers and administrators should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives shave been accomplished.

## **2.8. The role of the human resource manager**

According to Warner (2009:273)The human resource manager should mind that organizational change is a kind of chaos that the member of variables changing at the same time, the magnitude of environmental change , and the frequent resistance of human systems create a whole confluence of processes that are extremely difficult to predict and almost impossible to control. Describing the cause of organizational performance and change, we must explore important lines of thinking first. The manager must understand more thoroughly how organizations function (i.e. what leads to what) second; the manager must understand how organizations might be deliberately changed. According to Mathis and Jackson (1997:212) the human resource manager is expected to play an important role in the effort to make an organization effective and efficient in achieving its goals and objectives. It must be noted that the human resource manager’s role must be seen in relation to other managers and not as an ‘outsider.’ The human resource manager, like his colleagues in the designing and engineering of tasks of the organization, should work hand in hand with the employees. The manager is in important position in that he/she

interacts with all heads of departments, so that he offers the necessary leadership, which is vital in the achievement of organizational goals. In order to deal effectively with other specialists, the human resource manager himself must have a high degree of educational attainment. James (1970:466) stated that one of the most important roles of the human resources manager is controlling organizational activities. Controlling is an important means of coordinating diverse activity toward objective accomplishment. The control function regulates system output by measuring actual with expected performance. The control function is also concerned with means as well as ends continual feedback concerning how organizational activity is carried out is important for long-run stability. The control system can be defined as that phase of the managerial process which maintains organizational activities within allowable limits as measured from expectations just as there is a hierarchy of plans on a continuum of comprehensiveness, there are comparable control procedures appropriate at different levels. On the other hand, there are processes for making innovative decisions (adaptive system) which move the organization along its life cycle in response to external and internal stimuli (James, 1970)

## **2.9.Principles of staff performance appraisal**

According to Gary (1985:273) there are two important principles of performance appraisal they are to understand the appraisal problems and avoid them, overall appraisal process should be clear, formalized standardized and made as objective as possible, performance appraisal system should be as job related as possible. For example the criteria to be evaluated such as “Quantity of effort” and “Punctuality” should be made sense in terms of the nature of the job, appraiser should be adequately trained in the use of appraisal techniques, appraiser should have substantial daily contact with the employee being evaluated, if the appraisal involves several measures of performance (like attendance, quality and quantity), the weight of each measure in relation to the overall assessment should be fixed ahead of time. whenever possible, the appraisal should be conducted by more than an appraiser and all such appraisals should be conducted independently and employees should get feedback on how they are doing as frequently as possible. According to Edwin (1984:78) appraising performance of individual, groups and organizations is a common practice of all societies while in some instance, those appraisal processes are structured and formally sanctioned. In other instance they are informal and integral part of daily activities. In

social interactions, performance evaluation is done in haphazard and often in systematic way. But in organizations formal programs of evaluating employees and managerial performance conducted in a systematic and planned manner. According to Wikipedia, the free- encyclopedia, performance appraisal as a principles requires the job performance of an employee to be evaluated in terms of quality, quantity, cost and time typically by the corresponding manner or supervisor. It is a process of obtaining, analyzing and recording to the organization. Another principal feature of performance appraisal is an analysis of employees' recent successes and failures, personal strength and weaknesses and suitability for promotion or further training. It is also the judgment of an employee's performance in job based on considerations other than productivity alone. (<http://en.Wikipedia.org/wiki/>) performance appraisal. According to French (1990:394) there are guiding principles which are so important for staff performance appraisal. Knowing and understanding the key concepts and principles can be helpful to learn how a successful staff performance appraisal can be designed and operated in the interest of enhancing the development of the individual employee/teacher and the organization at large. There are series of principles of performance appraisal mentioned and explained as follows.

#### **2.10. Principles of effective communication**

Effective communication in the education system is very important between the evaluatee and the evaluator of performance appraisal. For example, in the school system, the school principal or vice principals, department heads, unit leaders are essential for successful operation of staff performance appraisal. Mutual understanding, support and commitment of evaluatees and evaluators about the purpose, criteria and process of performance appraisal should be taken into consideration while implementation. Improper communication about the purpose, criteria and process of the appraisal program can result in distortion and uncertainty among evaluatees and evaluators.

### **2.11. Principle of evaluators training**

The sensitivity and complexity nature of staff performance requires evaluator's adequate competence in human, technical and conceptual skills. Poor training, knowledge and skills of performance appraisal, may lead to reluctance with sense of insecurity, because, they know nothing or little about it better than their evaluatees. In addition to this, when evaluators are with no relevant training commit appraisal errors which results subjectivity and bias of performance results. Hence, it is necessary that evaluators should be provided adequate knowledge and skill of performance appraisal through pre and in service training programs.

### **2.12. Principle of staff participation**

Those who are directly affected by the appraisal program have to take part in the design and operation of the appraisal system. Evaluates awareness and acceptance about the real purpose of performance appraisal creates positive and smooth job behavior that maximizes performance of staff members.

### **2.13. problems undermining performance appraisal**

According to Gary (1985:230) there are different types of performance measurement errors committed by appraisers. The following appraiser problems are discussed below.

**The Halo effect problem** : there is a halo effect in the appraiser when the appraiser assigns the same rating to all traits regardless of an employee's actual performance on these traits .The problem often occurs with employees who are especially friendly ( or unfriendly ) toward the supervisor . For example, an unfriendly employee often be rated as unsatisfactory for all traits rather than just for the traits "gets along well with others."

**The central tendency problem**: many raters have a central tendency when filling in questionnaires or ratings. For example, if the rating scale ranges from one through seven, many raters will tend to avoid the highs (six and seven) and lows (one and two) and put most of their check marks between three and five. On a graphic rating chart, this central tendency could mean that all employees are simply rated "average." This restriction can seriously distort the evaluation, making them all most use less for promotion, salary, or counseling purposes.

According to Melaku (2010:39) indicated other type of raters errors of evaluation such as recent behavior bias.

**Recent behavior bias:** evaluators often forget or undermined past performance of employees, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistakes instead of evaluating employee based on the cumulative performance. According to James and Edward (1992: 393) added the following appraisal errors by raters.

**Different rater patterns:** managers (like teachers) differ in their rating styles some manager's rate harshly others easily. The lack of uniform standard is un fair to employees, who can become confused about where they stand, it is also unfair to organization, since it makes it difficult to decide which employees should be rewarded.

**Shifting standards:** some managers rate each subordinate by difficult standards and expectation. A low performance but motivated employee for example, might be rated higher than atop performing but seemingly indifferent employee.

### **2.10.1 Problems with the evaluatees**

According to Melaku (2010: 40) there are problem of evaluate regarding performance appraisals. They are (i) Staff members view appraisal as arbitrary and a mechanism of fault finding due to this they tend to frustration and anxiety and (ii) Because of the negative attitude of some staff members resist to accept performance appraisal results.

### **2.11 The appraisers of teacher's performance**

According to William (1993: 109) explained that "evaluators believe that evaluating staff performance should not depend on a single formally designed evaluators, the superior or the immediate superior. In addition to the superior or the immediate superior, student appraisal, peer/colleague appraisal and self appraisals are also important for valid and reliable performance appraisal.

**Superior appraisal:** the key person for evaluating staff performance is the immediate superior. The immediate superior has a good opportunity to supervise and observe subordinates performance due to this position and knowledge of instructional objective.

**Peer/colleague Appraisal:** colleagues working in the same department because of their interdependence to perform common objectives can serve as good performance feedback and to appraise each other's.

**Student Appraisal:** student because of their unique position in class room and their proximity to the teachers' performance in the class room can have ideas about the qualities of effective teaching and can evaluate their teachers based on the class room performance .

**Self Appraisal:** the purpose of self appraisal is to participate evaluates in appraisal process. Giving chance to staff members to judge themselves in light of the planned objective requires self commitment and builds trust between evaluators and evaluates.

#### **2.14. The appraisals process**

According to William (1993:128) regarding the appraisal practice, staff performance appraisal can be carried out through serious of systematic process. Staff performance appraisal consists of the following major steps.

**Pre appraisal meeting:** this is mainly done for the purpose of creating common understanding and agreement of objectives between the evaluators and their evaluatees. This should be scheduled from the first week of the academic year up to the end of the program.

**Task observation and data collection:** all tasks given to the staff members should be observed, collected, analyzed. The tasks can be the teaching learning process in the class room at committee or staff meetings and the like. However the class room observation should occupy a prominent position in the process of data collection.

**Post appraisal conference:** post appraisal conference is a sensitive position that requires wise approach in the appraisal process. This dialogue or discussion gives staff members to criticize

and comment on performance feedbacks presented by the evaluator. This helps to set targets and increase future performance.

**Follow-up and discussion:** the following discussion has three main advantages. (1) A remedial approach: this is important that the evaluator give clear, specific and objective feedback. In this approach the evaluator and evaluatee jointly find ways on how future difficulty could be tackled. (2) Maintenance approach: both evaluator and evaluatee ensure strengths and skills of the evaluatee in relation to satisfactory level of performance and job satisfaction to be continued. (3) Developmental approach: this is staff professional development and merit pay. When staff members successfully accomplished the performance targets of the organization they can get professional development and merit pay (William, 1993).

### **2.15. Teachers' Performances Appraisal 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 objective of the past teachers' evaluation as stated by MOE (1980:68) cited by Atsede (1991) 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. The current training manual of TPA criticizes past teachers' performance appraisal (1996) as, "... the past teachers' performance appraisal had been done by committee and there is no responsible body to be accounted for appraisal errors done." In addition to this, the past teachers performance appraisal was highly subjective and teachers were appraised for years in such kind of appraisal system. FCSC (2004) as cited by Beheanu (2006) the 1996 performance appraisal was substituted by evaluation system which is called TPA. Hence the following points were described as the objectives of TPA: 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.

## CHAPTER THREE

### Research Design and Methodology

This chapter presents about the research design, sample and sampling techniques, instrument of data collection, method of data analysis, and ethical considerations are briefly discussed below.

#### 3.1. Research Design

Since descriptive research method is concerned with describing the characteristics of a particular situation, the researcher will apply this research method in this study. Because he wants to describe the existing practice and challenges of teacher's performance appraisal in different secondary schools of Kirkos Sub city of A.A which is cross-sectional study.

Since qualitative type of research approach is applied to quality or kind to describe a particular situation, and it is a function of the researcher's insights and impressions. On the other hand some data's (particularly during document analysis) are explained in quantifiable manner which calls for quantitative method. Thus, this study will use mixed approach.

#### 3.2. Population and Sample

This study **will try to** assess the current practice and challenges of teachers' performance appraisal in secondary schools of Kirkos sub city where a total of four government secondary school exists. Once the study area is selected, it is rational to specify the study population, because improper specification of the population may affect the decision to be made on the type sample and resources to be used. In connection to this, Eohn and Manion (1995) suggest, it is logical to determine the sample size depending on the purpose and nature of the study groups. Thus the researcher will determine his sample size.

Since the total number of secondary schools found in the Sub city is limited and manageable for the researcher all of them will be selected as sample schools. Similarly the number of Sub city educational supervisors, secondary school principals, members of PSTA and the number of students' committee (who are involved in the evaluation of teachers performance) in the sample

schools are limited and manageable for the researcher. Thus, all members of those units will be taken as source of data. On the other hand the total number of teachers found in sample schools is 242 out of which 80 of them will be selected by systematic random sampling method. The main reasons to incorporate these populations were the fact that they are rich in information (as compared with other members of school community about TPA since they were involved in evaluation of teachers' performance).

### **3.3. Sampling Frame**

The first sampling frame for this study will be list of all government first cycle secondary schools of Kirkos Sub city. List of all secondary school Principals will be the second sampling frame of the study. Members of PSTA, students and teachers will be the third sampling frame of the study. Beside list of all Sub city's educational supervisors will be also another sampling frame of the study.

### 3.4. Sampling Unit and sample size

Sampling unit and sample size of the study

1	Sampling unit	Size of samples
1	Schools	4 schools
2	Sub city education supervisor	3 supervisors
3	Principals	12 (all principals and deputy principles
4	Members of PSTA committee	20 committee members
4	Teachers	73 teachers
5	Students	20 students
6	parents	16

### 3.5.Data Source

To get more specific, relevant and reliable information the researcher **will be collect** data from both primary and secondary sources. Under primary source sub city educational supervisors, secondary school principals, secondary school teachers' students (members of a committee, who are involved in the evaluation of teachers performance) members of PSTA (Parents, students, teachers Association) will be included. The main reason to focus on these groups is that evaluation of teachers performance is carried out by them. On the other hand, annual, quarterly and monthly reports as well as various documents such as teachers profile will be used as secondary source of data.

### 3.6. Instrument of Data Collection

To collect the necessary information for the study the researcher will be used questionnaires, interviews and, focus groups discussion. Direct observation and document analysis will be al so used as data collecting instrument.

### **3.7. Quantitative data analysis**

**Questionnaires:-** Questionnaires are generally less expensive, offer greater anonymity of respondents and appropriate for collecting factual information (Kumar : 1999). The questionnaire will be distributed to teachers, students and parents. The data collected through it will be interpreted in terms of percentage.

### **3.8. Qualitative data analysis**

**Interview:-**interviews are if conducted well, can produce rich data not possible with a questionnaire. Semi-structured interview questions will be prepared for secondary school principals and sub city educational supervisors.

**Focus groups discussion:** -To cross check and support the findings from questionnaires and interviews, the researcher will apply FGDs to gather the views and opinions of members of PSTA committees established in the sample school.

**Review of school document:-** Document reviews will be made to validate or to check the consistency of information obtained through questionnaire and interviews with actual supervisory practice.

### **3.9.Procedures of Data Collection and Data Analysis Methods**

Before distributing the questionnaires and conducting interview the researcher will contract the Kirkos Sub city Education Office to get initial information as well as letters of recognition to secondary school which will be chosen for the study. Following, the researcher will communicate principals of the school and, prior to distribution of the questionnaires, necessary clarifications will be made about the objectives of the study. The researcher then will be decided how the questionnaires should be distributed to teachers and student respondents. With regard to the actual conduct of the interview, the researcher will have frequent contacts with the participants (Principals, supervisors and members of PSTA) and it will held in the participant's (school) office.

The data gathered through questionnaires will be tabulated and organized as per the respondents' category. Finally the responses will be analyzed in terms of percentage. On the other hand, the

data which will be collected through interviews, FGDs, document analysis and direct observation will be used to triangulate the fact obtained through questionnaire.