



**FACTORS AFFECTING IMPLEMENTATION OF TEACHERS'
PERFORMANCE APPRAISAL SYSTEM IN SECONDARY SCHOOLS AT
YEKA SUB-CITY, ADDIS ABABA.**

**BY
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This is to certify that the thesis prepared by, Degefegn Baye, entitled: *Factors Affecting Implementation of Teachers Performance Appraisal System In Secondary Schools at Yeka Sub-City Addis Ababa* and submitted in partial fulfillment of the requirements for a Degree of Masters of Arts school leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Acronyms

BSC	Balanced Score Card
BARS	Behavioral Anchored Rating System
MBO	Management by Objective
MOE	Ministry of Education
TPA	Teachers' Performance Appraisal
SNNPRS	Southern Nations and Nationalities People Regional State
SPSS	Statistical Package for Social Sciences

ABSTRACT

The study was set out to assess factors affecting the implementation of teachers' performance appraisal system in 4 secondary schools of Yeka sub city. The objectives of the study were: to examine how management processes affects the implementation of teachers' performance appraisal in secondary schools, to investigate how the level of trust between appraisers and appraisees affects implementation of performance appraisal, to study how communication between the appraisee and appraiser affects the implementation of performance appraisal and lastly to identify the criteria of the teachers' performance appraisal in use/practice government secondary school. The study employed both availability and systematic random sampling techniques to get reliable key informants. A total of 166 respondents were used in schools, include 44 department heads, 12 vice principals, 4 principals and 106 teachers from 4 secondary schools. For the study questionnaire and interview were used to collect data from the respondents. The data were analyzed using SPSS version 20. As findings of the study indicated, management process, level of trust, criteria of the teachers' performance appraisal, and communication were the most important factors affecting the implementation of staff performance appraisals. Effective management of these factors improves the staff appraisal system while failure to manage them properly, leads to ineffective staff appraisal. The researcher therefore recommends the following; the management process of appraisal exercise needs be taken with due consideration by both the appraisees and appraisers, this enables them have ample preparations, adequate knowledge, and trust in appraisal. Implementation of staff performance appraisals should be done on the basis of trust and the feedback should aim at improvement of the performance of the appraisee. Good Communication between appraisers and appraisees before commencement of the appraisal exercise leads to effective and smooth staff performance appraisals.

CHAPTER ONE

INTRODUCTION

In this chapter the background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, limitation of the study, operational definition of basic terms and organization of the study are treated.

1.1. BACKGROUND OF THE STUDY

Employee appraisal techniques are said to have been used for the first time just before the end of the First World War, when at the instance of Walter Dill Scott, its Army adopted the “man to man” rating system for evaluating military personnel. During the 1920-1930 periods rational wage structures for hourly paid workers were adopted in industrial units. Under this system, the policy of giving grade wage increments on the basis of merit was accepted. These early employees’ plans were called merit rating programmes, which continued to be so called up to the mid-fifties. By then, most of these plans were of rating-scale type where emphasis was given to factors, degrees and points (Murphy and Cleveland, 2007).

Historically; Performance appraisal existed in the olden days. Wei dynasty (221-265 A.D) in China introduced performance appraisal in which an Imperial Rater appraised the performance of members of the official family. The New York City Civil Service adopted performance appraisal in 1883. Since then and especially after World War I, performance appraisal has been adopted by most of the large organizations particularly in business field (Murlinsand Crane, 2005).

In early fifties, however, attention began to be devoted to the performance appraisal of technical, professional and managerial personnel. Since then, as a result of experiments and a great deal of study, the philosophy of performance appraisal has undergone tremendous changes. Consequently, a change has also taken place in the terminology used. Now, the older phrase merit rating is largely restricted to the rating of hourly paid employees, and is used frequently in developing criteria for salary adjustments, promotions, transfer etc. The latter phrase, personnel appraisal, places emphasis on the development of the individual as and widely used to evaluate technical, professional and managerial personnel (Dorothy, 2005).

Currently, the appraisal of individuals in an employment has been labeled and discussed by experts over the years in different ways. Common descriptions include performance appraisal, merit rating, behavioral assessment, employee evaluation, personnel review, progress report, staff assessment, service rating and fitness reports. Some personnel authorities use such concepts interchangeably, while others interpret some of these appraisal phrases differently. However, the term performance appraisal or evaluation is most widely used (Fletcher 2000).

Performance appraisal has been considered as a most significant and indispensable tool for an organization, for the information it provides is highly useful in making decision regarding various personnel aspects such as promotions and merit increases. Performance measures also link information gathering and decision-making effectiveness of personnel sub-divisions such as recruiting, selection, training and compensation (Dorothy, 2005).

Performance appraisal is important in all organizations and also viewed as important human resource function that can contribute to the continuing development of the individual employee. For the organization performance appraisal provide inputs for many other functions. For employee, performance appraisal provides feedback about daily performance while also stressing employing development and growth plans. Most successful organizations use performance appraisals as a basis for human resource activity. Ineffective performance appraisal or performance ignorance leads to poor organizational performances (Hughes, 1995).

Performance appraisal is expected to provide answers to many of the questions relating to management of people in the organization and improve productivity. The role of performance appraisal is not limited only to make decisions about salary increment but it helps to arrive at many decisions. A study of appraisal practices in American and Indian companies suggests that performance appraisal is used for determining wage increment, promotion and transfer, discovering supervisory personnel, training and development and informing employees where he/she stands in order; follow-up interviews, personnel research and to help superiors to know their subordinates (Murlinsand Crane, 2005).

The education sector is at the center of all other organizations in that it provides the required manpower in realizing their own objectives. It serves as a fundamental element to bring about development and there by ensure better life of citizens. Thus, for the education system to address its purpose, it demands different kinds of resources as all organizations do. Among these

resources, the human resource plays a pivotal role. Because it makes an organization successful by realizing the efficient interaction and utilization of other resources in order to contribute for the accomplishment of organizational goals. This indicates that the human capital is the greatest competitive potential for an organization and the talent of employees will remain the best hope for organizations goal achievement (Kreitner and Kinichi, 1992).

Schools as social organizations are established to facilitate the teaching learning process. The goal of the teaching learning process is to change the behavior of students. Basically, the accomplishment of this goal depends mainly on the performance of teachers. Teachers have to be continuously motivated and upgraded so as to improve the quality of their teaching. To this effect, a system of performance appraisal is set aiming at improving teachers' competence (Chandan, 1999).

Therefore, in order to improve teacher's competence, it is clear that teachers' performance appraisal system should be done carefully and knowledgeably. Because of lack of clear criteria set up and complex nature of the evaluation system, teachers, vice-principals and principals have faced problems in practicing it. Therefore, conducting a study that focused on assessing the factors that affecting the implementation of teachers' performance appraisal system is important to solve the existing current problems in secondary schools of Addis Ababa.

1.2. STATEMENT OF THE PROBLEM

The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of the vision of achieving high levels of student performance. However, performance appraisal process has a number of problems that prevent it from serving the purpose for which it is established for. Some of these problems are: performance appraisal system, performance appraisal criteria, appraisers, and appraisee related factors.

According to Saiyadian and Monappa (1999), teachers' performance appraisal has to be against certain criteria. If a discrepancy between expected and actual performance is pointed out, the question is whether the expected performance was fully defined and communicated to teachers.

In the absence of such an attempt the appraisal reports can be questioned. This issue basically refers to job description. It is true that jobs can be clearly defined at the lower levels in the organizational hierarchy. However, as one goes up in the hierarchy, it becomes more and more difficult issue. Hence, in many cases the focus for his/her position shifts from tasks to abilities or job related attributes and overall responsibility of the department or unit. On the other hand, the appraisal scheme does not provide any room to recognize the fact that educational tasks are more of qualitative that hardly lend themselves to quantification and result in appraisal difficulty of its outcomes. This is of course, one of the characteristics of educational management that differentiate it from others (Ayalew, 1999). This implies that the criteria used focus solely on personality traits rather than performance.

Regarding problems related to the appraisal, for a system of performance appraisal to function well, it is important that the employees regard it as potentially valuable to improve their competency and achieve organizational goals successfully. However, most efforts of performance appraisal are narrowly focused and over simplified that they give little regard to the favorable perception of employees (Melaku, 2000).

Berhanu (2006) conducted a study on teachers' performance appraisal of Addis Ababa city Administration Education Bureau. According to his research, the system of teachers' performance appraisal is not in a position to achieve the intended objective of teaching and ensure students' learning. This is due to a number of management related; teacher related and school related problems. For instance, teachers were observed to be reluctant to readily admit negative feedbacks or lower ratings and there were defenses, confrontations and conflicts with principals or appraisers. Moreover, in the system of teacher's performance appraisal, it is not performance process and behavior of teachers that would be appraised, but results of the measurable parts of performance are appraised. Because of the complex nature of evaluation system, both teachers and principals have faced problems in implementing it.

According to Yilma (2007) before 2004, in Ethiopia teacher's performance appraisal had its own limitations it was highly subjective and the criteria were not valid and reliable to appraise teacher performance objectively. Even though teachers are evaluated using result-oriented teacher performance appraisal criteria, there are many problems and limitations to implement on the ground.

Regarding TPA, a survey study was conducted in Oromiya and South Nations Nationalities and Peoples Regional State (SNNPRS). The result showed that teachers and principals had negative attitude towards TPA criteria (Berhanu, 2006 and Yilma 2007). However, these studies did not answer many questions regarding the root problems in the implementation of the current practice of TPA based on the BSC system that still caused teachers and principal to have negative attitude towards its implementation.

Hence, the purpose of this research was to assess the factors that affecting implementation of teachers' performance appraisal in government secondary schools in Yeka Sub-City. This study was conducted to identify the major gaps that have been left unfulfilled by empirical studies; the gaps were related to lack of management ability to provide effective appraisal systems which can create trust between the appraisee and appraiser in secondary schools. Therefore, this study was conducted to identify the factors that affect the implementation of teachers' performance appraisal system in government secondary schools with a specific reference to teachers working in Yeka Sub- City.

1.3. BASIC RESEARCH QUESTIONS

In order to conduct the research the study attempted to answer the following basic research questions:

1. To what extent does the management processe affect the implementation of teachers' performance appraisal in secondary schools?
2. How does the level of trust between appraiser and appraisee affect the implementation of teachers' performance appraisal in secondary schools?
3. To what extent does communication between appraisee and appraiser affect the implementation of teachers' performance appraisal in secondary schools?
4. What are the criteria of teachers' performance appraisal in use/practice in secondary schools?

1.4. OBJECTIVES OF THE STUDY

1.4.1. General Objective

The main objective of this study was to assess the factors that affect implementation of teachers' performance appraisal government secondary schools in Yeka sub-city.

1.4.2. Specific Objectives

The specific objectives of this study were:

1. To examine how management processes affect the implementation of the performance appraisal of teachers in Yeka sub-city government secondary schools;
2. To investigate how the level of trust between the appraiser and appraisee affects implementation of performance appraisal in Yeka sub-city government secondary schools;
3. To study how communication between the appraisee and appraiser affects the implementation of performance appraisal in Yeka sub-city government secondary schools; and
4. To identify the criteria of the teachers' performance appraisal in use/practice government secondary schools.

1.5. SIGNIFICANCE OF THE STUDY

One of the major tasks of educational management is the evaluation of teachers' performance towards the accomplishment of predetermined educational goals. If these management activities are done properly the result would be good if not the result would be bad. Thus, it is difficult to separate the overall teaching-learning process and its effectiveness from teacher performance appraisal. Moreover, promotion, selection, tenure, retirement, and teachers' professional development are all somewhat related to the question of performance appraisal.

This study attempts to assess teachers' performance appraisal implementation and therefore, important for the following reasons:

1. It is assumed that it will enable to identify the basic problems associated with the purpose, criteria and process of teachers' performance appraisal. Unfolding these problems and indicating practical solutions that may be considered at School, Woreda and Sub-City level may enable to realize where the real problems lie, why they have come to happen, and how they should be solved. This will ultimately, develop in teachers a feeling of ownership, accepting the appropriateness of criteria and the contribution of the appraisal system to the improvement of the teaching learning process as a whole.

2. It is hoped that the findings of this study will attract the effort of school principles, woreda, sub-city and city administration education authorities as well as the teachers association who have stake to design and undertake a refined system of appraisal that enhance the teaching learning process.

3. In addition to that as far as to the knowledge of the researcher few researches were undertaken in Addis Ababa. Therefore, this study is assumed to contribute its share to the existing literature about teachers' performance appraisal in Secondary schools, which in turn will have its contribution to the Addis Ababa city-Administration too.

4. Additionally, the study also helps researchers in provision of information as secondary data for anybody interested to study the problem in wider scope and depth.

1.6. SCOPE OF THE STUDY

The research was conducted to assess the factors that affect the implementation of teachers' performance appraisal on work performance at Yeka sub-city government secondary schools. Therefore, in terms of content this study was delimited to investigating the appraisal system by taking the management processes, the level of trust, communication between the appraisee and appraiser, the appraisal criteria employed, and the technique used as a frame of reference. In terms of geography the study was conducted Yeka sub-city. It did not include schools out of Yeka sub-city. It focused only on 4 government secondary schools. Therefore, other forms of schools such as; private schools, missionary schools, religious schools, etc. were not included.

1.7. LIMITATIONS OF THE STUDY

It is obvious that research works can not totally be free from limitation. Hence, some limitations were also observed in this study. This study could have been more objective and comprehensive if it had wider coverage of the study population, however, because of the limited period of the study, and resource as well, it was delimited to the sample area of the study only.

Another barrier that came across in the process of data collection were refusal of some teachers of some schools not to fill the questionnaire for unbelievable grounds such as lack of time, fear of sensitivity of the questionnaire contents. Some of the teachers were not volunteered to be part of the study for reason undefined. The response expected from them might contributed to the

final findings negatively or positively. Regrettably non returned questionnaire were also a limitation for the study.

1.8. OPERATIONAL DEFINITION OF KEY TERMS

The following terms are used throughout this study as operationally defined here under.

Performance appraisal: is a process that involves collecting and using information to judge the worth of something (Millman and Darling-Hammond, 1990).

Appraiser: The person who counselor, a guide or instructor the performance of another person (Castetter, 1992).

Appraisee: An individual whose performance is being evaluated by his close superiors (Castetter, 1992).

Performance: Quality and quantity of work by the performer/employee or teachers (Mathis and Jackson, 1997).

Performance appraisal: is 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).

Principal: The formally appointed executive head of a secondary school (MoE, 2005).

1.9. ORGANIZATION OF THE STUDY

The study will have five major chapters. The first chapter is introductory part which consists of background of the study, statement of the problem, objectives of the study, significance of the study, and scope of the study. The second chapter contains literature review, in this section theoretical and empirical findings of previous studies related to the topic are reviewed. In the third chapter the research design and methodology, source of data, sampling design of the study, and methods of data analysis and tools employed to gather data are included. The fourth chapter was about data analysis and discussion. The fifth chapter deals with conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter discusses the literature review, it provides the reader with an explanation of the theoretical rationale of the problem being studied as well as what research that has already been done and how the findings relate to the problem at hand. The chapter also explains the empirical review, theoretical orientation, and research gaps of the research variables.

2.2 CONCEPT OF PERFORMANCE AND PERFORMANCE APPRAISAL

Performance can be regarded as a record of an outcome or accomplishment achieved by a person or a team (Armstrong 2009). Performance can also be defined as “the act or process of performing a task or an action that involve a lot of effort” (Oxford Advanced Learner Dictionary 2006,p 1080). It is the accomplishment or outputs/outcomes of a task undertaken but also states that performance is about doing the work effectively so as to achieve the desired goals. Performance can also be perceived as a non-job specific behavior such as cooperation, dedication, enthusiasm and persistence that develop the effectiveness of the organization to enhance the working culture and climate of the organization.

Aswatappa (2007) defines performance appraisal as the assessment of an individual’s performance in a systematic way, the performance being measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, cooperation, judgment, health, and all the like.

According to Flippo (2003), a prominent personality in the field of human resource, performance appraisal is the systematic, periodic and an impartial rating of an employee’s excellence in the matters pertaining to his present job and his potential for a better job. From the point of view of school personnel, Adesina (1990) defines performance appraisal as the process by which individual effectiveness is determined. As the author tried to put briefly, through appraisal we know whether the teacher has served the purposes for which he was employed. When properly conducted, performance appraisal not only let the teacher know how well he or she is

performing, but should also influence the teacher's future level of effort, activities, results and task direction.

2.2.1 Performance Standards

According to (Michael, 2006) performance standards are management expression of performance thresholds, requirements or expectations that employees must meet to be appraised at a particular level of performance.

The performance standards are viewed as benchmarks against which performance was measured. As Davis (1985) puts it, employees must know what they need to do to perform their job successfully. Getting employees involved in the planning process helps them to understand the goals of the organization, what needs to be done, why it is done and how well it should be done.

2.2.2 Performance Monitoring

For performance appraisal to be effective there should be performance monitoring, whereby performance is measured and feedback provided to employees. Monitoring means consistently measuring and providing ongoing feedback to employees and workgroups on their progress towards reaching their goals (Armstrong, 2004)

Ongoing monitoring provides the supervisor with opportunity to check how well employees are meeting pre-determined standards and to make changes to unrealistic, problematic standards. By monitoring continually, supervisors can identify acceptable performance at any time during the appraisal period and provide assistance to address such performance rather than wait until the end of the period. Glen (1990) affirms that "one minute rewarding and one minute reprimanding" should be equally major parts of a manager's job. Midway through the year both employee and supervisor meet to review the individual's progress towards the plans and goals discussed in the first phase. Employee may seek out coaching or ask for feedback from manager to enhance achievement of goals.

2.3 PURPOSES AND PRINCIPLES OF STAFF PERFORMANCE APPRAISAL

According to Melaku (1992) has noted the following assertion to reveal what the intention should be in accomplishing the functions of staff performance appraisal. For organizational members to perform better, their performance should be assessed; their weaknesses and strengths should be identified; and they should get feedback with the information about the place where

they stand in their performance. Not only should they be told about their levels of performance but should also be helped, guided, and inspired to bring about improved change in their performance. However, it should be understood the fact that the idea stated above could be practically possible if and only if the performance appraisal scheme is adequately systematized, involving defined purposes and guiding principles which should be clearly understood by all parties-appraisers and the appraised.

2.3.1 Purposes of Staff Performance Appraisal

Perhaps the most critical phase in designing any system of performance appraisal is determining its purpose. The purpose of the appraisal scheme determines the performance criteria and appraisal methods to be adopted, the role of the appraiser, the process of gathering performance data, and the nature of the feedback process. DeCenzo, D. and Stephen R. (1999) have suggested that staff performance appraisal serves a variety of purposes which can generally be classified as administrative and developmental. Whether administrative or developmental purpose, appraisals can also serve the secondary purpose of motivating employees.

2.4. CRITERIA FOR PERFORMANCE APPRAISAL

Teachers are appraised on the basis of possessing certain personal characteristics, demonstrating behaviors associated with successful performance, or producing specified results (Seyfarth, 2005). According to this author, the characteristics, behaviours, and results used to judge performance are called criteria.

In line with Armstrong (2009), the criteria for reviewing performance should be balanced between: achievements in relation to objectives; the level of knowledge and skills possessed and applied (competences or technical competencies); behaviour in the job as it affects performance (competencies); the degree to which behaviour upholds the core values of the organization; day-to-day effectiveness.

As Mathis and Jackson (1997), criteria for evaluating job performances can be classified as trait-based, behavioural based, or results based.

Trait based criterion: identifies a subjective character trait such as pleasant personality, initiative, or creativity and has little to do with the specific job. Such traits tend to be ambiguous, and

courts have held that evaluation based on traits such as adaptability and general demeanour are too vague to use as the basis for performance-based HR-decisions. Behaviours-based criterion: focus on specific behaviours that lead to job success. Results-based criterion: look at what the employee has done or accomplished. For some jobs where measurement is easy and appropriate, a results-based approach works very well.

Generally, since performance criteria are the standards by which performance is evaluated and help assessors maintain objectivity and inform employees about expectations, giving them a target or goal for which to strive; it should be designed and implemented carefully. It needs to look at different dimensions of the job. If the performance criteria leave out some important job duties, they are deficient. If some irrelevant criteria are included in the criteria, the criteria are said to be contaminated. Managers use deficient or contaminated criteria for measuring performance much more than they should.

2.5. APPROACHES OF APPRAISING PERFORMANCE

There are two types of measures used in performance appraisal: objective measurements which are quantifiable and subjective measures which are not directly quantifiable. Performance appraisal can be broadly classified into two categories. Traditional approach and Modern approach (Muhammad 2013).

2.5.1 Traditional Approach

Traditional approaches are relatively older approach of performance appraisal. This method is based on studying the personal qualities of the employees. It may include knowledge, initiative, loyalty, leadership and judgment. Some of the traditional approaches are considered below:

I. Ranking approach

According to Dessler (2005) ranking method is ranking employee from best to worst on a particular trait, choosing highest, then lowest, until all are ranked. The most popular ranking methods are:

A. Group Order Ranking

The group order ranking requires the appraisers to place appraises in to a particular classification, such as “top one-fifth” or “second one-fifth” (DeCenzo and Robbins, 1988). The advantage to this group ordering is that it prevents appraisers from influencing their appraisals so everyone looks good or from homogenizing the appraisal also so everyone is appraised near the average outcomes that are not unusual with the graphic rating scale. According to these authors, the predominant disadvantage surfaces when the number of appraises being compared is small.

B. Individual Ranking

The individual ranking method requires the appraiser merely to list the appraises in an order from highest to lowest (Mamoria, 1994). According to DeCenzo and Robbins (1988), if the appraiser is required to appraise for instance, thirty individuals, this method assumes that the difference between the first and second appraise is the same as that between the twenty-first and twenty-second. One limitation of this method, according to Aquinas (2006), is that the ranking of individuals is difficult when a large number of appraises are appraised. To remedy this defect, the paired comparison method has been evolved.

C. Paired Comparison Approach

By this method, each appraise is compared every trait with all the other appraises in pairs one at a time (Mamoria 1994, DeCenzo and Robbins 1988). For example, if there are five appraises to be compared, then A's performance is compared to B's, and a decision is arrived at as to whose is the better performance. Then A is compared to C, D and E... in the order. Next B is compared with all the others individual. Thus, by this method, we arrive at ten decisions. The results of these comparisons' are tabulated, and a rank is assigned to each individual. This method is not suitable when a group is large because, in that case, the number of judgments becomes excessively large.

II. Graphic Rating Scales

Graphic rating scales is a scale that lists a number of traits and a range of performance for each (Dessler 2005). The employees then rated by identifying the score that best describes his or her level of performance for each trait.

III. Critical Incident Approach

Ashima and Gour (2013) defined the critical incident technique as a set of procedures designed to describe human behaviour by collecting description of events having special significance and meeting systematically defined criteria. They originally used trained observers to collect critical incident identification. Identification of the critical incidents during task performance can be an individual process or a mutual process between user and evaluator. According to Dessler (2005), Critical Incident method is keeping a record of uncommonly good or undesirable examples of an employee's work related behaviour and reviewing it with the employee at predetermined times.

IV. Check List

Under this approach, the appraiser is presented with a list of positive or negative adjectives or descriptive behavioural statements and is asked to check off all those that apply to the appraisee being appraised (French, 1990). Under check list, a rater does not appraise employee performance, the supervisor reports about it and the final ratings are done by the personnel department (Rao and Narayana, 1987).

The check list reduces some bias, since the rater and the scorer are different, but the rater can usually pick up the positive and negative implications in each item so bias can still be introduced. From a cost stand point; this method may be inefficient if there are a number of job categories, because a check list of items must be prepared for each category (Decenzo and Robbins, 1988).

V. Forced Choice

The forced choice appraisal is a special type of check list, but the appraisers have to choose between two or more statements, all of which may be favourable or unfavourable (Decenzo and Robbins, 1988, Glueck 1982); that is, they determine which statements describe effective and ineffective behaviour. According to Glueck (1982) forced choice can be used by superiors, peers, subordinates, or a combination of these in appraising employees.

2.5.2 Modern Approaches

Modern approaches were devised to improve the traditional approaches. It attempted to improve the shortcomings of the old methods such as biasness, subjectivity, etc. The following techniques are considered in the modern approaches:

I. Management by Objectives (MBO)

In 1954, Peter Drucker introduced Management by Objective in his book “The Practice of Management”. It comprises of three building blocks: object formulation, execution process and performance feedback (Wu B, 2005).

According to Thomas and Carl (1993) Management by Objective, this 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) called MBO type of appraisal as appraisal by result, targeting coaching, review performance objective and mutual goal setting.

According to Byars and Rue (1987) 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) 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 achievable and should be written in concise way and clear language. Mathis and Jackson (1997) proposed very important idea for MBO. The authors stated three key assumptions underlining MBO appraisal system:

The first, when employees are taking part in planning and setting the objectives and determine them to high level commitment and performance may be higher. The second, 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. The third, 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.

II. Behaviorally Anchored Rating Scale (BARS)

An outgrowth of the critical-incidents technique is the development of behaviorally anchored rating scales(BARS), which focus on specific job behaviours rather than traits or characteristics (French,1990). These scales reduce the amount of judgment or subjectivity required of the rater and relies mostly on the raters powers of observation. Similarly, De Cenzo and Robbins (1988) stated that BARS specify definite, observable, and measurable job behaviour. According to these authors, for instance, a job-related behaviour and performance dimensions are generated by asking participants to give specific illustrations of effective and ineffective behaviour regarding each performance dimension. And these behavioural examples are then retranslated in to appropriate performance dimensions. Using BARS as French (1990) stated, reduce the amount of judgment or subjectivity required of the appraiser and rely mostly on the appraisers powers of observation.

2.6. THE PROCESS OF PERFORMANCE APPRAISAL

Teachers' performance, according to Castetter (1992), is an activity that follows certain logical steps. The implication of an effective teacher performance appraisal process requires commitment from participants who are engaged in appraisal.

According to Dessler (1997) performance appraisal involve three steps: define the job, appraise performance, and provide feedback. According to this author, defining the job means making sure that appraiser and appraisee agree on him or her duties and job standards. Appraising performance means comparing appraisees actual performance to the standards that have been set, this usually involves some type of rating form. Performance appraisal usually requires one or more feedback sessions. Here the appraisees' performance and progress are discussed and plans are made for any development that is required.

On his part, Miner (1985) identified six steps of performance appraisal process.

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

2. Train those who will use this measure to use it effectively.
3. Obtain appraisals from those selected to do the evaluating.
4. Have these appraisals reviewed by someone else who is knowledgeable regarding the individual's performance at higher level manager; personnel etc.
5. Feed the results back to the employee in some form.
6. Use the appraisal for whatever purposes were envisioned in step 1.

Similarly, Decenzo and Robbins (1988) discussed the following performance appraisal steps:

- A. establish performance standards;
- B. communicate performance expectations to employees;
- C. measure actual performance. Fourth, compare actual performance with standards;
- D. discuss the appraisal with the employee; and
- E. if necessary, initiate corrective action.

In sum, teachers' performance appraisal involves four major steps (Casterter, 1992). Namely: pre-appraisal phase, appraisal phase, post-appraisal phase and follow-up discussions.

1. Pre-Appraisal Phase

According to Casterter (1992), this phase may be conceived of as a period for system wide planning and staff development designed to help teachers to understanding, accept and implement organization and individual goals. This initial stage of a goal setting appraisal process is that in setting their own performance objectives and action plan, appraises and appraisers need information and guide lines as to direction of the total system (Millman and Darling-Hammond, 1990).

Moreover, it is useful to high light important points about what takes place in this phase (Casterter, 1992). First phase, a performance appraisal activity takes place between appraiser and appraise. Second phase, It helps to discuss the organization's view of the position and the manner in which it expects the work to be performed. third phase, a review by appraiser and appraise of some of the major support plans established by the organization to implement the performance appraisal system, such as organizational purpose, unit objectives, performance standards, position goals and appraisal procedures. Preparation of a performance appraisal manual.

2. Appraisal Phase

When the appraiser understands what the appraisers' performance behaviour means and what the performance needs of the individual are in relation to position performance, then, the next phases of the performance appraisal process can be implemented. According to Castetter(1992) this phase include performance target setting, measurement of behaviour change and performance improvement.

Regarding performance target setting, targets are set collaboratively. Neither the appraiser nor the appraisee can set targets effectively without advice and counsel of the other. The most fundamental responsibility of a principal is to ensure that system goals, unit objectives, and individual performance targets possess a logically integrated network.

3. Post-Appraisal Phase

Once performance appraisals are completed by the appraiser and appraisee, as stated by Castetter(1992), the next step in the appraisal process is the performance progress review conference. According to this author, progress review conference has two purposes. One it is an exchange of information between the appraiser and the appraisee about the latter's performance. Second it emphasizes the self-development of the appraisee. It is at this stage of the conference that the appraiser attempts to counsel or coach the appraisee on the resolution of problems affecting performance.

4. Follow-up Discussions

According to Melaku (2010) it is at the follow-up stage that performance targets set during the post-appraisal conference are worked on, supported and monitored. For the follow-up stage to be successful, three approaches are suggested to be adopted:

1. Remedial approach- in this approach an appraiser is expected to give the teacher clear, specific, and objective feedback, indicating what, how, and why the teacher is experiencing difficulty in carrying out performance targets. In such an approach, the appraiser and the teacher jointly find out ways and means by which the difficulty realized could be tackled.

2.Maintenance approach- in this approach both the appraiser and the teacher can ensure that performance strengths and skills currently realized in the teacher are sustained so that satisfactory levels of performance and job satisfaction can be continued.

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

In order for the above three follow-up approaches to work well, the appraiser should play a role of a coach and counselor. The appraisers' relationship with the teacher must be based on mutual trust and respect. The appraiser must have credibility with the teacher as someone whose observation, judgment, and a comment was valued.

2.7. COMPONENTS OF APPRAISAL SYSTEM

Principals and teachers should choose the mix of methods appropriate to their school. Some methods discussed below are suggested by Jacob and Lefgren (2008). In combination they should provide an accurate picture of the strengths and weakness of teachers, creating the opportunity to recognize effectiveness and establish individual development programs.

A. Student Performance and Assessment

Student performance and assessments of their work provide indicators of teachers' overall performance and of specific aspects of their teaching. Used well, they are the most direct measure available of student learning with different teachers. Ensuring that these assessments are used well is an important aspect of effective leadership in many schools, particularly those in poorer communities.

Student assessments are an important tool to diagnose how well they are learning. Appraisal and feedback should make direct links between diagnosing students' performance and better teaching to improve their performance.

B. Peer Observation and Collaboration

Peer observation involves teachers observing and learning from other teachers. It is frequently conducted in teams. Classroom observations should focus on more than teaching; since the objective of the class is to promote student learning, it is against this that teaching methods should be appraised. It is important that the observation focuses on teaching methods *and* their

effect on student learning. Importantly, peer observation also encourages sharing of the teaching and learning experience more broadly across the school.

C. Direct Observation of Classroom Learning

Direct observation to assess teaching and learning is similar to peer observation except that it is normally carried out by a school principal or a highly effective teacher.

D. Student Surveys and Feedback

Students are a vital source of feedback for teachers about individual student needs, how students are responding to distinct aspects of teaching, their progress and attitudes to class. Students are able to report on teachers with a high degree of reliability. Student ratings of teachers have been found to be better predictors of student achievement than teacher self assessments and principal assessments of effectiveness. However, the validity of the survey results depends on the instrument used.

E. 360° Feedback

360-degree feedback works on the premise that a comprehensive appraisal requires feedback from a range of sources, including the school principal, senior teachers, peers, less effective teachers and those being mentored, students, and parents. It provides opportunities for feedback on work inside and outside the classroom.

F. Self Assessment

Teacher self-assessments are a common tool for teacher appraisal. They can be useful in that they require teachers to reflect on their methods and results. Self-assessment often takes the form of a portfolio of work, compiled to highlight and demonstrate their knowledge and skills in teaching. Typically it contains multiple pieces of evidence that collectively depict the teacher's approach and effectiveness at increasing student learning.

G. Parents Survey and Feedback

Parent feedback broadens the view of teacher performance and provides the perspective of a distinct and important party in education. Parent feedback allows teachers to reflect on how they relate to both students and parents. It strengthens collaboration between parents and teachers. Parents' unique knowledge about their child's education can be used to inform appraisals and contribute to teacher improvement.

H. External Observation

External observation provides a way for schools to measure their own assessments of teaching and learning that removes any school-specific bias. It also ensures some uniformity

across schools. External appraisals force schools to look outside their own environment, giving them valuable information about their own strengths and weaknesses. They encourage sharing of innovations in teaching and learning and in organizing schools to improve learning.

Regional leaders, school principals and highly effective teachers in other schools can play a productive role in teacher appraisal and feedback, and in identifying good teaching practice. External appraisal can foster effective networks of teachers, schools and regions to share innovations and best practice teaching.

2.8. PERFORMANCE FEEDBACK

Once the expected performance has been defined and the teachers' performance has been measured, it is necessary to feed the performance information back to the teachers so they can correct any deficiencies Noe (1996). In other words upon completing the performance rating, the appraisers usually conduct an interview with the teacher to provide feedback which is the most important parts of the appraisal process.

As Cartwright (2005) stated appraisal feedback tends to be more readily accepted as fair by recipients and lead to more positive reactions when it: first, is preceded by a discussion of performance expectation at the beginning of the performance period and by the provision of interim feedback. Next, allows the recipient to input his or her views about performance. Third, discusses the raters' rationale for the performance appraisal, and finally is given by a rater who strives to be unbiased and considerate of the teachers' feelings.

Harris (1986) suggested as to how feedback procedures carried out. First, to tell teachers all the nice or positive things one can think of, suggest at least one problem area, then ask for reactions, and hope something productive emerges. And second, to ask how the teacher feels about the teaching, hope that a problem was verbalized, and then hope a quick agreement can be reached. Next, to investigate the thinking of the teacher with a series of pointed questions that encourages critical review of self. It helps the teacher to relate his/her perceptions of the available evaluation data.

Noe (1996) identified the ways to improve the performance feedback process as follows:

Feedback should be given every day, not once a year, ask the teacher to rate his or her performance before the session, recognize effective performance through praise, focus on

solving problems, focus feedback on behavior or results, not on person, minimize criticism, agree to specific goals and set a data review progress

In sum, the appraisal interview, which helps to provide feedback, should be properly conducted and set against a back cloth of trust, respect, and agreed purposes, provides the opportunity for the appraisee to discuss his performance at greater length and in greater depth. Moreover it will allow the appraisee to look back at his performance over the last year and to look forward to work to be done, priorities to be met and targets to be achieved (Day and Wren, 1987).

2.9 FACTORS AFFECTING THE IMPLEMENTATION OF PERFORMANCE APPRAISAL

2.9.1 Management Process and Performance Appraisal

Management is a process of working with and through others to achieve organizational objectives in a changing environment. This basically looks at five components (1) working with and through others (2) achieving organizational objectives, (3) balancing effectiveness and efficiency, (4) making the most of limited resources and (5) coping with a changing environment (Kreitner, 1995). Through the appraisal process, the appraisee tends to evaluate the appraiser to ascertain whether the intended organizational objectives are meant through an effective and efficient manner.

Planning is simply referred to as the process of formulation of future courses of action. Plans and objectives on which they are based give purpose and direction to the organization. The appraiser has to plan for the performance appraisal meeting before it is conducted and communicate to the appraisee in time. This gives the appraisee time to prepare well for the appraisal process (Kreitner, 1995).

According to Stoner (1983) plans are needed to give the organization its objectives and set up the best procedure for reaching them. They permit the organization to obtain and commit the resources required to reach its objectives, members of the organization to carry on activities consistent with the chosen objectives to be monitored and measured so that corrective action can be taken if the rate of progress is unsatisfactory which is determined by the appraisal system.

Controlling the appraiser during the performance process compares the desired results with the actual results and takes the necessary corrective action. He/she keeps things on track-through the control function. It's upon this that the appraiser bases on to judge the performance of the appraisee (Kreitner, 1995). Managers must ensure that the actions of the organizational members do move the organization towards the stated goals. This is the controlling function of management and it involves three elements; establishing standards of performance, measuring current performance and comparing it against the established standards, taking action to correct any performance that does not meet the organizational standards (Stoner 1983).

Decision making is the choice of a course of action from among the alternative courses of action that appear to be available to the decision maker Rao and Narayana (1987). As appraisers carry out the performance appraisal process, they make decisions according to the performance like promotion, demotion (Kreitner, 1995). This decision must be based on genuine reasons if it's to benefit the appraisee and the organization at large. Under Decision making it's done between appraisee and appraiser to identify one's performance.

2.9.2 Level of Trust and Performance Appraisal

Trust is a psychological state with both effective and motivational components. Leaders need to offer trust, since the only way to prove whether others are trustworthy or not is by experience. The levels of trust employees show to management is consistently and positively correlated with organizational commitment (Abu-Doleh & Weir, 2002).

According to Adesina (1990), point out that to be perceived as trustworthy, leaders must exhibit ability and integrity. Leadership through its control of communication channels and work conditions plays a major role in building organizational culture and trust (Lewis, 1982). According to Herzberg, motivation theory, relationship of people to their work is a basic one and that their attitude towards their work can vary, will determine their success or failure. In carrying out organizational task, trust in management is very important as it can be seen as developing from people's experiences overtime regarding how they are treated or have seen others treated by managers. For instance, employees can trust their leaders that the appraisal process was conducted in a fair and equitable manner and expect their performance to be recognized by proper rewards (Decenzo & Robbins, 2002). Nurse (2003) asserts that: If

employees know that assessment is valid, they will trust leaders and accept it hence successful appraisal.

2.9.3 Training and Performance Appraisal

No matter how careful job applicants are screened, typically a gap remains between what employees do know and what they should know. Training about performance appraisal is needed to fill this knowledge gap that exists before appraisal is done (Kreitner, 1995) Employees/appraise will need guidance on how to prepare for and conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided (Mainiero&Tromley, 2003).

Most training in organizations is directed towards upgrading and improving on employees technical skills. Technical training has become increasingly important today for two reasons; new technology and new structural designs. For example the public service changed from the old rating appraisal system of scarce appraisal to an open system of appraisal.

Training has become increasingly important because of the changes in organization design. As organizations flatten their structures, expand their use of teams and breakdown traditional departmental barriers, employees need to learn a wider variety of tasks and need an increased knowledge of how their organizations operate (Robbins, 2003).

If self-review is adopted as the medium for an annual review, it will not obviate the need for training. Training supervisors to handle this type of discussion could be valuable. It need not be any more extensive than the training given for conventional appraisal programs. In addition, employees will need guidance on how to prepare for the conduct a self-review discussion. As minimum instructional materials, perhaps in the form of a brief manual should be provided (Mainiero&Tromley, 2003). Performance appraisal is an important management tool and managers need to show support of the process in their organizations. It is a duty of managers to ensure that performance appraisal policy is understood accessible and adhered to by all levels of staff. If supervisors play their role in performance appraisal process effectively, the employees will understand them (Murphy & Cleveland, 2007). According to Hugles (1995), supervisors should ensure that their employees are made aware of organizational goals and objectives for easy setting of their targets.

Likewise, Churchill & Brown (2004) pointed out that both supervisors and supervisee should get training in performance appraisal management so as to acquire some degree of understanding of the importance of performance appraisal. This is supported by saying that there should be adequate training for employees in performance appraisal (Dessler, 2005) state that supervisors must be familiar with basic appraisal techniques, understand and avoid problems that can cripple the appraisal process. Kulvass (2007) observes that it is beneficial to train both supervisor and supervisee since both are partners in implementation of performance appraisal.

The low level of understanding of performance appraisal process can cause a lot of confusion among individual workers at all levels (Flecher, 2000). Failure to that may experience difficulties or fail to cope up with setting objectives. If this happens automatically, it will affect implementation of the performance appraisal. Performance appraisal involves a lot of activities from setting objectives to form filling and signing, therefore line managers as appraisers are supposed to have intimate knowledge of appraisal process.

2.9.4 Communication and Performance Appraisal

A management scholar Keith Davis has defined communication as the transfer of information and understanding from one person to another person (Kreitner, 1995). Communication is inherently a social process whether one communicates face-to-face with a single person or with a group of people via television; it is still a social activity involving two or more people.

Communication can be categorized into verbal or non-verbal. Verbal includes oral, written and electronic forms of communication, non-verbal communications includes eye movements, gestures, facial expressions, tone of voice and the like (Champoux , 2006).

In the case of public service, performance appraisal takes the verbal communication which is oral interview between the appraisee and the appraiser both participating and the agreed upon targets are finally written down. Unlike the old system of rating that was non verbal and only depended on the supervisor's mercy to the supervisee.

Performance appraisal programmes are often used as the basis for compensation and promotion decisions (Mainiero & Tromley, 2003). Therefore, the appraised is able to follow-up the recommendations made by the supervisor to ensure that they are implemented by the relevant stakeholders.

2.10. POTENTIAL PROBLEMS IN PERFORMANCE APPRAISAL IMPLEMENTATION

(Robbins, 1997), in his article so what would an ideal PA look like? noted that it is much easier to find problem in doing performance appraisal than to find solution for improvement. And the performance appraisal implementation has been criticized in many areas.

While organization may seek the performance appraisal process to be free from personal biases, prejudices, and idiosyncrasies, a number of potential problems can creep into the process (Robbins, 1997). Problem related to performance appraisal can be of three general types. These are:-

Human Errors (Rating Biases) - Human errors are errors that happened without the supervisor knowledge about them and have much control over them. To the degree that the following human factors are prevalent, an employee's evaluation is likely to be distorted:

Single criterion – A typical employee's job is made up of a number of tasks. Where employees are evaluated on a single job criteria, and where successful performance on the job requires good performance on a number of criteria, employees will emphasize the single criterion to the exclusion of other job-relevant factors.

Halo error - One of the most common errors in PA is the halo effect. It is the influence of a rater's general impression on ratings of specific ratee qualities (Solomonson & Lance, 1997). The rater gives subordinates good grades although their performances are not worthy. Sometimes one prominent characteristic of the subordinate may color the supervisor's perception of other qualities of the subordinate.

Recency error - This error occurs when raters use only the last few weeks or month of a rating period as evidence of their ratings of others. Raters forget more about past behaviour than current behaviour (Ivancevich, 1992). Recency refers to the proximity or closeness to appraisal period. Generally, an employee takes it easy for the whole year and does little to get by the punishment. However, as appraisal time gets closer, he or she becomes very active creating an illusion of efficiency in the rater thereby affecting his or her appraisal decision.

Primacy Effect – Primacy is the opposite of recency. It refers to a situation where an employee's initial impression influences his or her rater's appraisal decision irrespective of whether the employee has been able to keep up the initial impression or not (Ivancevich, 1992).

Proximity error - This error states that similar marks may be given to items that are near (proximate to) each other on the performance appraisal form, regardless of differences in performance on those measures. We can avoid proximity error by objectively evaluating employees' actual performance on each and every item on the assessment form (Solomonson & Lance, 1997).

Similarity error - The similarity effect occurs when raters succumb to the tendency to give better rating to those subordinates similar to themselves in terms of behavior, personality, or background (Pulakos & Wexley, 1983). Employees might also contribute to this error when they make efforts to demonstrate that their behaviour, tastes and tendencies match those of the superior, or hide those not matching with the superior's with the intent to please the superior for more favourable ratings.

Distributional errors - These errors occur in three forms: The first error is severity or strictness error, the rater evaluates everyone, or nearly everyone, as below average. The second error is central tendency error occurs when raters evaluate everyone under their control as average - nobody is either really good or really bad. The third and the last error is leniency error occurs when the rater evaluates all others as above average. Leniency error, therefore, is basically a form of grade inflation. We can avoid distributional errors by giving a range of evaluations. The distribution is often based on the ranking method of evaluation and forced distribution (Solomonson & Lance, 1997).

Feed back

According to Bradgate (2001) during the assessment and review phase, strengths, weaknesses, success and areas needing improvement are identified. The performance appraisal system should focus on the strengths and accomplishments of staff, rather than their faults and failures. It should in turn lead to a plan for future development and progress of the individual. Developing in this instance means increasing the capacity to perform through training, giving assignments that introduce new skills or higher levels of responsibility, improving work progress or any other

method. Providing employees with training and developmental opportunities encourage good performance, strengthens, job related skills and competences and help employees keep up with changes in the workplace such as introduction of new technology or methods (Michael, 2006)

2.11. APPRAISAL TECHNIQUES

Teacher performance appraisal often takes the shape of a formal observation of the teacher in the classroom. Gottschalk, (1986) alludes that appraisal techniques involves the supervising teacher or administrator scheduling an observation ahead of time. The observer sits in on the class and takes notes on teacher behavior, student response and flow of lesson. Another appraisal technique takes place outside of the classroom in the form of a portfolio review. An appointed individual will read and evaluate a portfolio of lessons and assessments the teacher has created as well as student work. These two techniques together can provide a comprehensive view of the teacher's work in and According to Thompson & Thompson, (1985) after the appraisal has been completed the individual reviewing the teacher will create a formal set of observations complete with feedback and suggestions. This is often formally presented in writing to the teacher being observed.

2.12. TECHNIQUES TO OVERCOME PERFORMANCE

APPRAISAL IMPLEMENTATION PROBLEMS

The performance evaluation process is a potential mine-field of problems. For instance, evaluators can unconsciously made decision on employee performance evaluation and commit one of the stated appraisal errors. Just because organization can encounter problems with performance appraisal should not lead managers to give up the process. Some measures can be taken to overcome most of the problems identified above. According to Mahapatron (2010), the following suggestions have significant help to make the appraisal process more objective and fair.

I. Training Employees and Raters

For employees, performance appraisal training focuses on the purpose of appraisal, the appraisal process and timing, and how performance criteria and standards are linked to job description and responsibilities. And for supervisors, it coaches on how to do performance appraisal. Because

conducting the appraisal is critical, training should be centred around minimizing rater errors and providing raters with detail on documenting performance information (Mahapatron 2010).

II. Use Multiple Evaluators

According to Mahapatron (2010), when the number of evaluators increases, the probability of attaining more accurate information increases. If rater error tends to follow a normal curve, an increase in the number of appraisers will tend to find the majority gathering together about the middle. The use of multiple raters increases the probability of achieving more valid and reliable evaluations.

III. Document Performance Behaviours in a Diary

Diaries help evaluators to better organize information in their memory (Mahapatron, 2010). The evidence indicates that by keeping a diary of specific critical incidents for each employee, evaluations tend to be more accurate and less prone to rating errors. Diaries, for instance, tend to reduce leniency and halo errors because they encourage the evaluator to focus on performance-related behaviours rather than traits.

IV. Provide Employees with Due Process

The concept of due process can be applied to appraisals to increase the perception that employees are treated fairly. Three features characterize due process systems:

1. Individuals are provided with adequate notice of what is expected of them;
2. All relevant evidence to a proposed violation is exposed to in a fair hearing so individuals affected can respond; and
3. The final decision is based on the evidence and free from bias.

V. Evaluate Selectively

Appraisers should evaluate in only those areas in which they have some expertise. This approach also recognizes that different organizational levels often have different orientations toward rates and observe them in different settings. In general, therefore, we would recommend that appraisers should be as close as possible, in terms of organizational level, to the individual being

evaluated. Conversely, the more levels that separate the evaluator and evaluate, the less opportunity the evaluator has to observe the individuals behavior and, not surprisingly, the greater the possibility for inaccuracies (Mahapatron, 2010).

VI. The Balanced Score Card

According to Robert, Mathis, John, and Jackson, (2003)the balanced score card is an example of performance measurement system. According to the proponents of this approach, business units should be assigned goals and then measured. Melaku (2010) stated that, “the balanced score card (BSC) is comprehensive management control system that balances traditional financial measures with operational measures relating to an organizations critical success factors.” In this regard, the balanced score card is a newly introduced approach to performance measurements in Ethiopia.

2.13. THEORETICAL FRAMEWORK

Organizations rely on the human resource department to perform many important functions including job analyses, personnel planning and recruiting, training and development, talent management, financial incentives, employee safety, and performance appraisals. Among these human resource practices, academic scholars and business managers indicate that employee performance appraisal or performance assessment is considered the most important in the field and has been considered a key element in organizational success (Boswell & Boudreau, 2002; Coens& Jenkins, 2000).

Performance appraisal is used by organizations to serve multiple purposes because it is believed that the assessment and feedback process will improve business. An effectively designed and administered performance appraisal process can provide the organization, the manager, and the employee with multiple benefits (Coens& Jenkins, 2000).

A valid and reliable performance appraisal is a critically needed tool for effective human resource management practices and performance improvement in any organization (Longenecker& Fink, 2007).

2.13.1. Hardner Performance Standards Theory

While the list of Major Job Duties tells the employee what is to be done, performance standards provide the employee with specific performance expectations for each major duty. They are the

observable behaviors and actions which explain how the job is to be done, plus the results that are expected for satisfactory job performance. They tell the employee what a good job looks like. The purpose of performance standards is to communicate expectations. Some supervisors prefer to make them as specific as possible, and some prefer to use them as talking points with the specificity defined in the discussion. Keep in mind that good performance typically involves more than technical expertise. You also expect certain behaviors (e.g. friendliness, helpfulness, courteousness, punctuality, etc.) It is often these behaviors that determine whether performance is acceptable (Hardner, 2002).

2.13.2 Taylor Performance Monitoring Theory

Successful business management requires the ongoing monitoring of performance in order to generate data by which to judge the success or otherwise of specific strategies. Improvement in performance can only be realistically achieved when management is properly informed about current performance. To this end it is important to identify key performance indicators (KPIs) that will enable management to monitor progress. There are three areas of activity within a professional firm that are critical to commercial and professional success and KPIs need to be established in each: Measures relating to financial performance and business development; Views of clients about the range, provision and delivery of the professional service firm's services; Views of personnel about all aspects of their relationship with the professional service firm.

2.13.3 Buckley Appraisal theory

Ownership by the appraisee is one of the principles which enables appraisal to be a self-organizing system and it is reinforced in a number of other ways. At a more micro level, the process involves gathering ones appraisers together as a group, looking them in the eye and having a conversation about my performance and my development. The dimensions of appraisal or the questions have not been defined by the organization. The appraisee with the help of their facilitator will have decided them. The facilitators role is also to allow other themes to emerge which perhaps the appraisers wish to talk about, provided they have a bearing on "improve performance, learn and grow". Enormous flexibility is built into the process which allows it to flex with the business, self-organize and respond to changes in the environment (Buckley, 1992).

2.13.4 360° Feedback Theory

360 degree appraisal theory explains that, before introducing 360 feedback in an organization the planning process must include the step addressing the benefits and perceived risks of all participants. Recipients of feedback and reviewers may have concerns about issues like confidentiality of reviews, how the completed reviews was used in the organization and what sort of follow up they can expect. Communication and support provided throughout the project must take this into account if the programme is to provide maximum value for the individuals and the organization using 360 feedbacks.

360 degree appraisal system is the preferred means of assessing individual candidates using feedback from multiple participants. This provides a more balanced or rounded view of the candidates abilities and application of skills, thus the use of the term 360. Carrying out 360 degree appraisals on a candidate requires the completion of a separate copy of the questionnaire by each participant in the 360 and of course requires the collation of all the responses into one report for each candidate. To carry out 360 assessments on all middle and upper management in a large organization requires a tremendous amount of data processing especially if hard-copy questionnaires require data entry as well (Mary, 1998).

From the reviewed literature it is evident that traditional methods don't improve performance and may actually backfire. They argue that most performance appraisal systems neither motivate nor guide employees' development. Furthermore they cause conflict between supervisors and their subordinates and lead to dysfunctional behavior.

2.14. TEACHERS' PERFORMANCES APPRAISAL SYSTEM IN ETHIOPIA

The introduction of educational inspection In the Ethiopian school systems dates back to 1937 E.C. To undertake this responsibility, three inspectors were assigned in the Ministry of Education. With the growing number of schools, teachers, and students, however, more inspectors were trained and assigned at provincial Education Offices since 1946 E.C. (MoE, 1979).

2.14.1. The Process of Performance Appraisal

The performance appraisal process is one of the human resource activities in government and private organizations of Ethiopia. The practice and process of the performance appraisal in any government employees under Federal Civil Service is according to the proclamation No. 262/2002 declared in chapter four, stating that the federal civil servants proclamation performance evaluation purpose is to enable civil servants (a) effectively discharge their duties in accordance with the expected level quality standard time; (b)-identify their strengths and weaknesses; (c) improve their future performances and develop self initiative. (d) Performance evaluation shall be transparent and shall be carried out with the collective participation of-civil servants working together. (e) Performance evaluation shall be carried out in accordance with, directives issued by the Commission. This proclamation works for teachers' performance appraisal. So the researcher sees things from the proclamations points of view.

According to Yilma (2007) 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) 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) 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 then 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 employee' 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 60%
2. Stakeholders 40 %
 - 2.1. Students 20 %
 - 2.2. Parents 10 %
 - 2.3. The Teacher himself 5 % (Focusing on Behavior)
 - 2.4. Department 5% (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 |

The existing research gaps have been developed as a result of past researchers giving little emphasis on the e the factors that affecting implementation of the performance appraisal systems. Most past researchers carried out their studies on different areas leaving the problems affecting effectiveness of the staff performance appraisal systems unaddressed, this shows that empirical studies on appraisal system relied mostly on assumptions and unproved theories. This

study will identify the major gaps that have been left unfulfilled by theoretical explanations and empirical studies, these gaps are; the management processes, the level of trust between the appraiser and appraisee gap, criteria of the teachers' performance appraisal gap, appraisal techniques gap, and communication between the appraisee and appraiser gap in Yeka sub city secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This part focuses on explaining the research design, research method, sources of data, sample size, sampling techniques, instruments of data gathering, procedure of data collection, and methods of data analysis.

3.2 DESCRIPTION OF THE STUDY AREA

The study was conducted in government secondary schools found in Addis Ababa city administration at Yeka sub-city which is located in the Eastern part of the city. The sub-city shares common boundaries with Eastern zone of Oromia in the North and East, Bole sub-city district in the South and Arada and Gulelie sub-city in the West.

The specific areas of the study were in Kefteгна 12 Secondary School, Tesfabrihan Secondary School, Milinium Secondary School and Karalo Secondary School.

3.3. RESEARCH DESIGN

The purpose of the study was to assess factors that affect implementation of teachers' performance appraisal in government Secondary schools. To achieve this purpose, mixed approach was used. According to Kothari (2004), the quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. However, qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. Research in such a situation is a function of researcher's insights and impressions. Interviews were used as the qualitative tool to explore the themes and apply the knowledge and beliefs of the respondents about the employee appraisal.

The type of research method employed under this study is mainly descriptive survey. Descriptive survey methods help to describe and interpret the trend of event that exist now and existed in the past and that influence on the present situation. It also helps to explain widely varieties of data from different respondents. Generally, descriptive research aimed at casting light on current

issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method (Fox & Bayat, 2007).

3.4. THE SOURCES OF DATA

The data was collected from two sources: primary and secondary sources of data. These help the researcher to get pertinent data related to the study at hand from these important sources.

The primary data was gathered from different respondents who may have adequate information about the teachers' performance appraisal in the secondary schools of Yeka sub-city government school. Accordingly, the primary data obtained from principals, vice principals, department heads, and teachers.

To substantiate the data obtained from the secondary sources, documents such as plans and performance reports, annual reports, directives, books, journals and published and unpublished documents were reviewed and the official website of the Addis Ababa City Administration education bureau was used as secondary data sources because it can provide authentic data for the research.

3.5. SAMPLE SIZE AND SAMPLE TECHNIQUE

The targeted schools had 268 teachers and 16 principals in total. Among these, teachers were 224, department heads 44, principals 4, and vice principals 12.

From the total population 4 principals 12 vice principals' 44 head of department teachers and 106 teachers were selected to be participants of the research. Therefore, the total participants of the study were 166 schools teachers and principals.

In Yeka Sub-city there were six secondary schools, among these schools 4 (66.67%) schools were selected to conduct the research using lottery method. Principals and vice principals were selected using availability sampling technique. The sampling of teachers is based on systematic sampling method. The sample size of the study is determined using the formula that is used to calculate the sample size:

According to Well's formula
$$n = \frac{N}{(1+N(e)^2)}$$

Where: N= is the total population

n= is the sample from the population

e= is the error term, which is 5% (i.e. at 95% confidence interval)

Using the above formula the sample size of the study is determined as

$$n = \frac{284}{(1+284(0.05))^2} = 166$$

Table 1.Sample size and sampling techniques

No.	Participants	Total Population	Sample population		Sample techniques
			No	%	
1	Principals	4	4	100	Availability
2	Vice principals	12	12	100	Availability
3	Head of departments	44	44	100	Availability
4	Teachers	224	106	47.32%	Systematic random sampling method
Total		284	166	58.45%	

3.6. DATA COLLECTION TOOLS/ INSTRUMENTS

In order to gather information, the researcher used three main instruments for data collection namely questionnaire, interview and observation of documents. Data from principal, vice principals, heads of departments and teachers were collected using questionnaire, semi structured interview and observation of documents. The main data collection instrument was questionnaire, the rest instruments were use to confirm information.

3.6.1. Questionnaire

For this study, questionnaires were important data collecting tool. It was used as the data collecting instrument to get sufficient primary data. The questionnaires were distributed to principals, vice principals, head of departments and teachers. The questionnaire is selected not only because it is the most common data gathering tool, but also it helps to collect a great deal of information within the time limit and help to reach large group of research subjects

Kothari(2004). Most of the items were developed by the researcher and some were adapted from previous studies. The questionnaire was mainly consisted of 2 parts: the demographic and the actual questionnaire part. The close ended items were rated on a 5 point Likert scale with score values of 5 to strongly disagree, 4 to disagree, 3 to undecided, 2 to agree, and 1 to strongly agree.

3.6.2. Interview

An interview guide was designed to obtain in-depth information from key respondents and it help to test for areas hard to investigate by the use of the questionnaire approach. Interviews further help test for variations in responses as suggested by Amin (2004).

A semi-structured interview having five items was administered for selected 4 principals. It is clear that interview, if conducted well, can be used to obtain rich data which was never be secure with a questionnaire. For the purpose of interview, triggering questions were developed and employed. Semi structured interview items were utilized to make the interviewees free in providing the data within the duration ranged from one up to two hours and each respondent up to 30 minute. The interviews were conducted by Amharic and it was administered at principal's office by recording respondent answer.

3.6.3. Document Analysis

In this study documents like minute of meetings which were related to factors that affect implementation of teachers' performance appraisal were observed. This is because it providedadditional information about factors that affect implementation of teachers' performance appraisal. It was used only to strengthen the data from questionnaire.

3.7. DATA COLLECTION PROCEDURES

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study the researcher passed through a series of data gathering procedures. The relevant data mainly gathered by using questionnaires.

Before the exercise of collecting data for the study, the following procedures were adhered to: First, the researcher contacted all the principals of the targeted secondary schools and requested for permission to study in their respective schools.

In quantitative studies, data collection is normally done through the use of survey instruments (Creswell, 2008). According to him, an instrument is a tool for measuring, observing, or documenting quantitative data. Questionnaire was prepared based on review literature with English language and distributed for principals, vice principals, teachers, and department heads who were selected as information sources. Responses from participants were taken using Likert Scale method of rating in which participants are asked whether they agree or disagree with the statements presented. The collected data were tallied. The interpretation and analysis were made using SPSS version 20.

3.7.1. Piloting of Research Instruments

The instruments of the study were tested in the schools which participate in the actual study. The piloting ensured clarity of the final instruments for the actual data collection. The piloting was conducted for 40 teachers who were not participants of the actual study. The pilot studies were conducted in Tesfabrehan and Karalo Secondary Schools

The researcher used the feedback obtained from the pilot test participants to make corrections or modification to the final study. The purpose of the pilot study was to:

Eliminate poor wording, check the clarity of the questionnaire items and instructions, check the readability of the questionnaire, gain feedback on the time required to complete the questionnaire, gain feedback from the respondents on the suitability of the questionnaire items and gain feedback regarding the appropriate time to conduct the data collection. In line with the pilot study, vague or unclear items were modified to be clear for the respondents.

3.7.2. Validity and Reliability Test

A. Validity

According to Cohen & Manion (1994) construct validity in instruments of data collection shows the extent to which certain explanatory concepts or qualities account for the intended objectives of the data collection tools.

Before the actual data collection was started the researcher gave the instruments to respondents to get valuable comment and criticism on the strengths and weakness of the item. Based on the comment obtained necessary modification were made and given to the thesis advisor for further

comments, criticism and evaluation. A brief orientation about the whole purpose of the study was given for the respondents and the distribution and collection of the questionnaires were done.

B. Reliability

Fraenken and Wallen (2003) reported that reliability indicates the consistency of the scores obtained between different respondents or within the responses of the same subject's overtime. The reliability and validity of the items were measured by using Crobach's alpha method by the help of SPSS version 20. Hence, the researcher used only reliable instruments which have the proper Cronbach alpha coefficient. To test on the reliability of the instruments the questionnaires dispatched to 40 teachers.

Theoretical support is sought from the pertinent literature and technical evaluation of the instruments from the pilot study. Based on the pilot test, the reliability of the instruments was calculated by using cronbach alpha as it was appropriate to test the reliability of the instruments & the results were 0.89 and 0.90 (appendix)for teachers and principals respectively. Therefore, the instrument was found to be reliable as statically literatures usually recommended a test result of 0.70 and above is reliable as results of the feedback from the pilot test, few items were modified and some terminologies were simplified.

3.8. METHODS OF DATA ANALYSIS

For this study, both quantitative and qualitative methods of data analysis were implemented. Thus, the raw data obtained through a questionnaire (close ended) were carefully coded and entered into computer for processing by using the SPSS version 20.0 and data presentation approaches like tabulation mean, standard devotions and frequencies were used. The data analysis was done by using percentage, mean and standard deviation and was followed by discussion of the most important points. The data gathered through open ended questions and interview, document analysis were analyzed qualitatively through descriptive narration for the purpose of triangulation.

The data collected through different instruments was logically present in the form of tables and the results was analyzes through descriptive analysis. The quantitative data which are drawn from close ended questions was analyzes by using the descriptive statistics such as percentage frequency and mean and also the result was present in generalized form. The qualitative data

drawn from interview and open-ended questions are purposive, and analyze narrative with related to idea in the closed ended items.

3.9. ETHICAL CONSIDERATIONS

The participants of the study were human beings who should never be treated unethically. Accordingly, the researcher started gathering data in accordance with the informed consent and interest of the respondents. On top of this, it was assured to the respondents that the information gathered was never be used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents that data were collected without asking their names.

Additionally, since researchers have the responsibility to their profession as well as to subjects in the process of conducting research, so as to form smooth accomplishment of the research objective, the researcher were also abided by other ethical principles as follow. The researcher was start collecting data by explaining the purpose of the research to subjects. After securing their permission to participate, the researcher was introducing ground rules to be followed during collecting the data. Practicing the above ethical elements were not only helped the researcher to elicit tangible and adequate data from the subjects but also helped to establish friendship which is ongoing and over lasting.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The results from the study have been presented in this chapter basing on the research objectives as answers to the research hypotheses; data has been analyzed using frequency tabulation and SPSS data Analysis package. The results have been presented systematically ranging from back ground information to the last research question whose answers have been presented as response from the informants of the study. The presentation, analysis and interpretation of the research was presented below:

4.2 BACKGROUND INFORMATION

Table 2: Demographic characteristic of respondents

Variable	Category	Teachers		Principals		Depart. heads	
		No	%	no	%	No	%
Sex	Male	75	70.8%	15	93.7%	38	86.4%
	Female	31	29.2%	1	6.3%	6	13.6%
	Total	106	100%	16	100%	44	100%
Qualification	BSc/BA/Bed	106	100%	12	75%	44	100%
	Masters	-	-	4	25%	-	-
	Total	106	100%	16	100%	44	100%
Experience	1-5 years	6	5.6%	-	-	-	-
	6-10 years	42	39.6%	4	25%	10	22.72%
	11-15 years	28	26.4%	8	50%	30	68.18%
	16-20 years	18	16.9%	4	25%	2	4.55%
	Over 20 years	12	11.5%	-	-	2	4.55%
	Total	106	100%	16	100%	44	100%
Age	20-30 years	24	22.62%	0	0	6	13.6%
	31-40 years	38	35.89%	6	37.5%	30	68.2%
	41-50 years	34	32.07%	10	62.5%	5	11.3%
	Above 50 years	10	9.43%	-	-	3	6.9 %
	Total	106	100%	16	100%	44	100%

Regarding the respondents of the research from a total of 166 questionnaire distributed 166(100%) were returned. Of these respondents, 106 respondents teachers, 44department heads and 16 principals were included and subjected to answer the research question from four different secondary schools in the sub city. The major characteristics of the respondents

presented in, as indicated in Table 2, among secondary school teachers, 75(70.8%) and 31(29.2%) were male and female respectively. In case of principals 15(93.7 %) were men and the rest 1(6.3%) was female respondents.

The third category of respondents was department heads. Among the 44 respondents 38(86.4%) were male and the rest 6 (13.6%) were female respondents. This showed that the number of female respondents was less than their male counter parts. As depicted in Table 2 the qualification distribution of respondents reveals that all of school teachers and department heads 150 (100%) were first degree holders. This indicates that there was no significant variation in qualifications among teaching staff members in the schools and the teachers fulfill the standard of secondary school teachers to effectively accomplish the teaching and learning activities in the schools. Similarly the qualification of school principals; 12 (75%) were degree holder the rest 4 (25%) were second degree (Masters Degree) holders.

With respect to services years of teachers, 6 (5.6%) teachers found out that their experience is 1-5 years. 42 (39.6%) and 28 (26.4%) were with working experience of 6-10 years and 11-15 years respectively; the experience category of 16-20 years included 18(16.9%) teachers the rest of the teachers fall on an experience category of over 20 years, they were 12 (11.5%). With respect to principals and department heads no principal and department head found with experience of less than five years. Highest number of principals and department heads were recorded 8 (50%) and 30 (68.18%) respectively in experience categories of 11-15 years. In experience category of 6-10 4 (25%) principals and 10 (22.72%) department heads were found. In the service category between 16-20; 4 (25%) principals and 2 (4.55%) department heads were categorized. There were no principals who had above 20 years of experience. 2 (4.55%) of the department heads had above 20 years of experience.

Concerning age distribution of respondents, the principals were: 6 (37.5%) in the age group of 31-40 years, 10(62.5%) in the age group of 41-50 years and no principal were found between the age group of 20-30 and above 50. The data revealed that the age distribution for the majority of teacher respondents was between 31-40 and for teacher respondents the age distribution were 24 (22.64%) from 20-30 years, 38 (35.89%) from 31-40, 34 (32.07%) from age category of 41-50 and 10 (9.43%) were above 50 years.

4.3 MANAGING THE PERFORMANCE APPRAISAL PROCESS

Table 3:Data related with managing the performance appraisal process

No.	Items	Teachers Mean	Principals Mean	Dpt. heads Mean	W. mean	Std. Devi
1	Appraiser bodies plan for appraisal meeting before the appraisal takes place	3.3774	2.8750	3.2273	3.2892	.94747
2	Management support the appraisal process	2.4528	2.4375	2.3636	2.4277	.67255
3	The appraiser controls the whole process of appraisal	3.1981	2.8750	3.2045	3.1687	.99477
4	The final decision arrived after the appraisal exercise is agreed upon between the appraiser and the appraise	3.6132	3.7500	3.6364	3.6325	.66325
5	The appraiser finds their duty to conduct the appraisal	3.3113	3.0000	3.2727	3.2711	.71690
6	The appraise finds their duty to conduct the appraisal	3.0189	2.6875	3.0682	3.0000	1.13351
7	The appraiser enjoys conducting the appraisal	3.0094	2.012	3.0227	2.670	.89003
8	The appraiser always conducts timely appraisals	3.2453	2.2500	2.3182	2.581	.85400
9	Management has positive attitude towards appraisal process	3.1415	3.2500	3.0455	3.1265	.88195
10	Management encourage appraisal and their activity	3.3774	2.8750	3.2273	3.2892	.94747
11	The implementation of appraisal process is affected by management	1.4528	1.9375	1.3636	1.5577	.67255
12	The support from the management is highly encourage able by appraise	3.1981	2.8750	3.2045	3.1687	.99477
13	The performance appraisal implementation in secondary school started year ago	3.6132	3.7500	3.6364	3.6325	.66325
14	The cross check of the process is done by management and teachers together	3.3113	3.0000	3.2727	3.2711	.71690
15	The management bodies agree that they are responsible for the implementation of the appraisal process	3.0189	2.6875	3.0682	3.0000	1.13351
16	The implementation of appraisal process has been practiced long ago and the process is cross checked by appropriate bodies	3.0094	3.3125	3.0227	3.0422	.89003

According to respondent's response for the first question which says the appraiser plans for the appraisal meeting before it takes place the respondents disagree that the appraiser don't plan the meeting before the appraisal takes place. As the weight mean 3.2 indicates the respondents disagree on the issue. The second question was about the management supporting the appraisal process the respondents mean weight 2.4 indicates that the management does support the appraisal system or process. The third question implies about the control process of appraisal process by appraiser as the respondents mean value indicates the respondents disagree that the

process is not controlled by appraiser. The mean value 3.1 indicates the three groups of respondents are in disagreement with the idea.

The fourth question was about the final decision arrived after the appraisal exercise is agreed upon between the appraiser and the appraisee. The response for this question indicates that the respondents strongly disagree on the issue of agreeing on the final decision on the appraisal exercise. The fifth question was the appraiser finds their duty to conduct the appraisal. For this the respondents disagree that the appraisers don't consider it as the part of their job rather as additional task which is also exhibited in the mean value 3.2. The appraiser finds their duty to conduct the appraisal the response is similar with the above one. The mean value 3.0 indicates that the respondents disagree with the question raised.

The appraiser timely conduct appraisal process was the next question for this the respondents response mean 2.5 indicates that the respondents agree that the appraiser timely conduct the appraisal process. The mean value confirms that the respondents are in agreement with the question. The next question was about the management attitude towards the appraisal process. As the mean 3.2 indicates the management has no positive attitude towards appraisal process. The tenth question was about the management encouraging the appraisal and the activity. As the response from the three groups of respondents, indicates that they disagree with the issue of the encouragement of the management. The mean value 3.2 indicates the disagreement of the respondents.

The next question which says the implementation of appraisal process is affected by management the respondents agree that the implementation process is affected by the management. The mean value 1.55 indicates the same degree of agreement. The next question is about the support from the management is highly encourage able by appraise. The respondents mean value 3.4 indicates that the respondents disagree with the issue. The performance appraisal implementation in secondary school started year ago was the other question raised. For this question the respondents response mean 3.6 indicates that the respondents strongly disagree with the idea of the starting of the appraisal implementation in the secondary schools.

The cross check of the process is done by management and teachers together. The respondents mean were 3.2 this indicates that the respondents disagree with the issue of the cross check of the appraisal process by the principals and teachers together. The other issue raised was about the

management bodies agreeing that they are responsible for the implementation. The mean value 3.0 indicates the respondents disagree with the issue. The response indicates that the management bodies don't agree that they are responsible for it. The last question which says the implementation process has been practiced and cross checked. The respondents disagree as the mean value 3.00 indicates. The respondents disagree that the appraisal process is being in process and checked.

In case of the standard deviation the response gap of the respondents was shown. The gap between each respondent as shown in the table was small. As the data indicates the variation among the respondents were low that the highest value was 1.1 and the lowest was 0.6 so the variation between each respondents is small.

Generally, as the above explanation shows and as confirmed by interview questions, performance appraisal was held without planning before, it was not controlled by the appraiser, it was considered as additional task by school management, and the process of performance appraisal was not viewed positively by school management.

Results of this study reveal that management process affects the effectiveness of performance appraisals. The study indicates that management of the performance appraisal is a two-way system, thus the appraisee and appraiser should get involved in the process which is highly supported motivational process. According to Heneman (1996) for performance appraisal guidelines for managers and staff shall be on two way discussion that the two parties have to agree on the criteria's. It states that openness, fairness, transparency and objectivity must be exercised by both parties. So, the management of the process of performance appraisal must be open and interactive. In addition, as Robbins (2003) and Kreitner (1995) reveal that communication is an important aspect of ensuring the smooth appraisal process between the appraiser and appraisee, it fosters motivation by clarifying employees on what is done, how well they are doing and what can be done to improve performance.

4.4 LEVEL OF TRUST IN THE APPRAISAL PROCESS

Table 4: Level of trust in the appraisal process

No.	Items	Teachers Mean	Principals mean	Dept. H mean	W. Mean	Std. D
1	The appraiser has trust in the appraisal process system	3.2453	3.2500	3.3182	3.2651	.85400
2	The appraise has trust in the appraiser that he/she will be appraised objectively	3.1415	3.2500	3.0455	3.1265	.88195
3	The appraiser finds it his/her duty to regularly for carry out the appraisal	3.3774	2.8750	3.2273	3.2892	.94747
4	The appraiser helps the appraise to improve his/her performance	3.4528	3.4375	3.3636	3.4277	.67255
5	The appraiser keeps recording the appraises performance record over time	3.1981	2.8750	3.2045	3.1687	.99477
6	The appraise has trust in the appraisal process system	3.6132	3.7500	3.6364	3.6325	.66325
7	The appraiser finds it easy to criticize and the rates performance in his/her presence	3.3113	3.0000	3.2727	3.2711	.71690
8	The appraise has an opportunity to appraise him/self before appraiser does the appraisal	3.0189	2.6875	3.0682	3.0000	1.1335
9	Appraise trust appraisers	3.0094	3.3125	3.0227	3.0422	.89003
10	There is high level of trust between the appraiser and appraise	3.2453	3.2500	3.3182	3.2651	.85400
11	The level of trust affect the performance appraisal	3.1415	3.2500	3.0455	3.1265	.88195
12	The performance appraisal process is directly related with level of trust	3.3774	2.8750	3.2273	3.2892	.94747
13	The appraises believe that their interaction level will affect the process	1.4528	1.4375	1.3636	1.4277	.67255

The second category is about the level of trust in the appraisal process. In this category of the questionnaire thirteen questions were presented for the respondents. The first question in the questionnaire is about the appraiser trust in the appraisal process system. For this question the

respondents mean value 3.2 show that the appraiser responded that they disagree with the idea that the appraiser has trust on the appraiser process. The next question was about the appraiser has trust in the appraiser that he/she will be appraised objectively. The respondents mean value 3.1 indicates that the respondents disagree. The respondent's response show that appraisee didn't have trust that he/she is appraised objectively.

The next question was about the appraiser finds it his/her duty to regularly for carry out the appraisal. For this question the respondents mean value 3.2 shows that the respondents disagree with the issue. The forth question asks about the appraiser helps the appraisee to improve his/her performance. The mean value 3.4 indicates that the respondents strongly disagree with the issue raised. The response shows that the appraisee is not getting help from the appraiser for improvement. The next question was the appraiser keeps recording the appraisees' performance record over time. The mean value for the question was 3.1 which imply the disagreement of the respondents for the issue raised. The respondents answer indicates that the appraiser is not keeping record the appraisees performance over time.

The six question was about the appraise trust in the appraisal process system. The respondents' response shows that they strongly disagree with the question. The mean value 3.6 shows disagreement. The next question was about the appraiser finds it easy to criticize and the rates performance in his/her presence. The respondent's response shows that disagreement. The mean value of the respondents, 3.3 indicate that they disagree on the question raised. The next question was about the appraisee has the opportunity to appraise himself before appraiser does the appraisal. The mean value 3.0 indicates that the response disagree on the question. The respondents response shows that the appraise opportunity to appraise himself.

The question asks about the trust between appraises and appraisers. According to the respondents mean value (3.2) it indicates disagreement. The next question which says there is high level of trust between the appraisers and appraise. The mean value of 3.1 was recorded this implies disagreement. The mean value indicates that the appraises has no trust between them. The next question asks that the level of trust affect the performance appraisal process. For this question the respondents response mean value 3.3 indicates that the respondents disagree with the question idea. The next question was about is if the performance appraisal process is directly related with level of trust. The mean value 3.3 indicates that the respondents disagree with the

idea of the question. The next question implies that the appraisees believe that their interaction level will affect the process. The mean value 1.4 indicates that the respondents agree on the idea. The respondents response show that the level of interaction will affect the process.

The gap between responses of respondents was indicated in the standard deviation which is presented below. In case of higher gap between respondents shown in questions 4th, 6th and 13th the respondents response gap shows that the gap in between is minimum as the value indicates 6.6 and 6.7 respectively. And in case of higher gap is exhibited in the question 8th which is 1.1 which implies there is a gap among the three respondent groups.

To sum up, in the activity of performance appraisal, there is no trust between the appraisers and the appraisees. The appraisees didn't trust the process of performance appraisal. Even they thought the interaction between the two parties affect the process. This means that the appraisers were not objective. Timely and continuous data were not recorded by the appraisers, this leads to misjudgment of the appraisee. These ideas were supported by interview. The respondents said that, the performance appraisal process didn't help them to improve their performance.

Level of trust between the appraiser and appraisee is a very important factor in conducting of appraisals. If appraisees have no trust in their appraisers; this affects the appraisal process negatively. This is true as the ministry of Public Service (2016) maintains that fairness, transparency and openness are the core and basic principles of any staff performance appraisal in the public service sector. Leaders must exhibit ability and integrity, communication and work conditions play a major role in building trust.

Results indicate that when the appraisees have trust in the appraisers, the appraisal is done objectively. This is supported by scholars (Kreitner and Kinick (1992) and Moorhead & Griffin (1992) who maintain that perceptions of the appraisal system or appraiser reduce the trust of the appraisee and the whole process ends up not being conducted objectively but the reverse is true.

4.5 COMMUNICATION AND PERFORMANCE APPRAISAL

Table 5: Communication and Performance Appraisal

	Items	Teachers Mean	Dpt. H Mean	principals Mean	W. mean	Std. Deviation
1	The appraiser always communicates the date when the appraisal is to take place a month before.	3.1687	3.2045	2.8750	3.1981	1.00872
2	The appraiser and appraise prepares for the appraisal process a month before performance appraisal exercise conducted.	3.6325	3.6364	3.7500	3.6132	.68412
3	The appraiser always provides timely feedback to the appraisee after carrying out the appraisal.	3.2711	3.2727	3.0000	3.3113	.70863
4	The appraiser always makes a follow up after getting the appraisal feedback.	3.0000	3.0682	2.6875	3.0189	1.12106
5	The appraiser always ensures that appraisal targets are met by the appraisee.	3.0422	3.0227	3.3125	3.0094	.94108
6	The system of appraisal is open and interactive for both appraiser and appraise	3.2651	3.3182	3.2500	3.2453	.89242
7	Appraisers and appraise meet on fixed time frame for discussion	3.1265	3.0455	3.2500	3.1415	.88843
8	The discussion between two parties is job and job related	3.2952	3.0455	3.1875	3.4151	.88229
9	The Organization regularly prepares staff for the performance appraisal exercise	3.4157	3.2955	3.6875	3.4245	.66114

This part of the questionnaire was about communication and performance appraisal and contained 9 questions. The first question was about the appraiser always communicates the date when the appraisal is to take place a month before. For this question the mean value 3.1 indicates that the respondents disagree that there is communication between the two parties before the appraisal takes place. The second question said the appraiser and appraisee prepares for the

appraisal process a month before performance appraisal exercise conducted. The respondent's response indicates that the respondents strongly disagree on the issue. The mean value 3.6 indicates that the case of preparation of the appraisal month before the process takes place was disagreed by the respondents.

In related to the above questions the principals were interviewed whether the school prepares its staff before the appraisal exercise takes place. The principals agreed that they prepare their staff before performance appraisal takes place. According to their response they prepare them via posting the requirements for the appraisal system like preparing schedules, developing criteria's, developing different formats and posting different best experiences from model schools in the city and country. In related to this when looking in to the documents of some teachers' performance appraisal the management prepares major points to be seen during performance appraisal process takes place in the class room.

The third question was on the appraiser always providing timely feedback to the appraisee after carrying out the appraisal. The mean value 3.3 of the respondents implies that the respondents disagree with the question idea. The respondents timely providing feedback to the appraisees were not conducted effectively. The next question was the appraisee always makes a follow up after getting the appraisal feedback. The mean value of 3.3 was recorded and it implies that the respondents disagree that they didn't follow the feedback given implementation. The fourth question implies that the system of appraisal is open. The respondents response mean 3.0 implies that the respondents disagree on the issue. The respondents disagree about the system openness.

In interview the principals were requested to respond to this question and they responded that they give timely feedback to appraisee. Timely feedback is one of the major point needed to enable the employees to overcome their weakness and strength their strong side so that to make the teaching learning more effective.

The appraiser always ensures that appraisal targets are met by the appraisee and interactive for both appraiser and appraisee was the next question presented to the respondents. For this question the respondents response mean value 3.2 indicates that the respondents disagree with the idea. The respondents disagree on the issue. The next question was appraisers and appraisee meet on fixed time frame for discussion. For this question the respondents response mean value 3.1 indicates that the respondents disagree on the idea of the fixed time meeting of the two

parties. The discussion between two parties is job and job related was the question presented to the respondents. According to the response gathered from the respondents they disagree with the question that says discussion between the two parties is job and job related only. The last question was about the organization regularly prepares staff for the performance appraisal exercise. The respondents response mean value 3.4 indicates that they don't agree with the idea of the appraiser prepare regular performance for staffs.

In case of the standard deviation of the respondent's questions 1 and 4 were with higher number of variation with value of 1.0 and 1.12 standard deviation respectively. In case of the lowest number of variation question number 2 and 9 were with smaller gap among the respondents with value of 0.68 and 0.66 respectively.

The results showed that communication enables the appraisee to get prepared before the appraisals are conducted hence having an effective exercise. According to Graham (1998), communication is very important in building organizational culture; among the organizational cultures for the staff performance appraisal. This shows that communication affects the effectiveness of staff appraisals.

In the same view, Ministry of Public Service (2016) emphasizes communication as an important tool in staff appraisals, it gives a reference of different documents that must be used in the performance appraisal process as a means of communication to both appraisers, and appraisees, these include; BSC plans, daily and weekly plan, C.P.D plan. Making follow ups after appraisals have been conducted is another way of communication. This enables the appraiser to make improvements where the performance has been low or insufficient. This is also supported by the MoE hand book for incentive package, among the guidelines for staff appraisal is provision of constructive feedback on performance and improvement of staff performance. In support of this, Fletcher (2000) maintains that communication is important, it involves understanding of the performance appraisal process, failure to have it, or low level of understanding of the process may cause a lot of confusion. So communication which is done both verbally and formally affects the whole process of staff performance appraisal. The results continue to indicate that due to effective communication in the schools usually the set appraisal targets are met.

4.6 THE CRITERIA FOR TEACHERS PERFORMANCE APPRAISAL

Table 6: The Criteria for Teachers performance Appraisal

No.	Items	Teachers mean	Principals mean	Dpt. h Mean	W. Mean	Std. Deviation
1	Teachers significantly involved in the process of developing criteria	3.1887	3.0909	3.3125	3.1747	.99676
2	The criteria for evaluation is clear	3.6321	3.6136	3.6875	3.6325	.66325
3	The criteria is adequate to appraise teachers performance	3.2925	3.2273	3.2500	3.2711	.71690
4	The criteria is adequate to differentiate good performance from poor performance	3.0189	3.0909	2.5625	2.9940	1.13082
5	The criteria describe what the teacher is, rather than what the teacher does	1.0755	1.0227	1.8750	1.0422	.89681
6	Appraisers have the necessary competencies	3.2264	3.2727	3.4375	3.2590	.85231
7	Appraisers evaluate teachers performance after observing the classroom activities	3.1509	3.0909	3.0625	3.1265	.88195
8	The criteria and other related guidelines are in line with what is done and being done	3.4151	3.0455	3.3750	3.3133	.93973

The forth part of the questionnaire say teachers significantly involved in the process of developing criteria. For this question the respondents' response mean value 3.17 indicates that they disagree with the response. The response clearly indicates that teachers didn't involve in the process of developing the criteria. The next question states that the criterion for evaluation is clear. According to the response of the respondents it indicates that the respondents disagree with the idea that the evaluation criteria's are clear. The mean value 3.63 implies the same idea.

The third question which says the criteria is adequate to appraise teachers performance. The mean value of 3.27 recorded for the question which implies disagreement of the respondents. As the mean value indicates the criteria for appraising teachers is inadequate.

The next question asks respondents that the criteria are adequate to differentiate good performance from poor performance. The respondents disagree on the idea of isolating performances. The mean value for the question was 2.99 which imply disagreement of respondents. The respondents disagree that the criterion is inadequate to evaluate poor performance from good performance. The respondents also asked about the criteria describe what the teacher is, rather than what the teacher does. For this question the respondents mean is 1.04. The mean indicates agreements of respondents for the given question. According to the mean it implies that the criterion does focus on what the teacher is rather than what the teacher does.

The next question says appraisers have the necessary competencies. The respondents response mean value 3.25 indicates that they disagree with what the question says. According to the data gathered the appraisers do not have the necessary competency for the process. The next question focuses about appraisers evaluate teachers' performance after observing the classroom activities. The mean value for this was 3.1 which indicate disagreement of the respondents. The idea indicates that the performance was evaluated without observing the classroom. The last question says the criteria and other related guidelines are in line with what is done and being done. The mean value for this question was 3.3 which indicate disagreement of the respondents. The response implies that the criterions stated were not related with what is done and being done.

In case of the standard deviation the highest gap between the respondents response was exhibited in question 4 which is 1.1. And the least gap between the question responses among the respondents response exhibited in question 2 with value of 0.66. The overall gap in the response indicates that the gap among the respondents is very small.

With regard to the suggestions that make the teachers performance appraisal more effective the principals forwarded the following basic points. The appraisal system becomes more effective when the appraisal process is acceptable with both parties, the appraisal process become participatory and with clear criteria's and when it become useful for recommending better ideas and suggestions for improving the teaching learning process.

The criterion's for evaluating teachers must be set together not only these teachers have to be evaluated with what they did in the teaching learning. The criteria must not be top down it has to be bottom up this is to construct ownership among and the appraisal process creates positive sense on the appraisees and appraisers.

Correlation and Testing of Hypotheses

Table 7: Relationship between Implementation of performance appraisal and management

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho
Implementation of performance appraisal Vs. Managing the performance	.398	.000	Significant relationship	Accepted
Implementation of performance appraisal Vs. Level of trust in the appraisal	.332	.000	Significant relationship	Accepted
Implementation of performance appraisal Vs Communication and performance	.354	.000	Significant relationship	Accepted
Implementation of performance appraisal Vs The criteria for Teachers performance appraisal	.505	.000	Significant relationship	Accepted

In the table above shows the correlation between implementation of performance appraisal and management, the r-values obtained in the analysis on management performance, level of trust, communication and the criteria for teachers performance appraisal are as follows 0.398, 0.333, 0.354 and 0.505 respectively all values are significant at .000. This is an implication that a significant relationship prevails between performance appraisal and the analyzed variables.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter covers summary of the findings, discussion of the results and conclusions drawn from the study as well as the recommendations based on the study findings.

5.2 SUMMARY

In this study, the researcher conducted an assessment of the factors affecting implementation of the performance appraisals at secondary schools of Yeka sub city. The factors examined include; management process, level of trust, relationship and correlation between these factors and implementation of staff performance appraisal in secondary schools has been established to be prevalent:

The study shows that the following factors affect the implementation of performance appraisals process in the secondary schools of Yeka sub city;

5.2.1 Management Process

The process of managing the staff appraisal exercise in teaching learning process is very important; it involves time management for the appraisal, obligations and duties given to both the appraisers and appraisees, plans for appraisal meetings before the exercise takes place and other preparations. The study reveals in table 3 that the respondents disagree as the mean value indicates 3.2 which mean the respondents disagree that they didn't plan the appraisal process ahead of time. When the management process is well conducted effective appraisal is realized and the reverse is true to poor management process. So factors such as obligations and duties of those involved in the performance appraisals, plans for appraisal meetings and others need serious considerations. The meeting should take place in planned and managed time and setting. As the data indicates the management process interfered on the management system even if the appraisal process started years ago the practice is still in need of further improvement and the process agreed the importance of the process as the mean values in table 3 indicates.

5.2.2 Level of Trust between the Appraiser and Appraisee

Findings of this study in table 4 indicate level of trust between the appraiser and appraisee as an important factor affecting the appraisal system. The mean value of respondents indicates that the respondents disagree on issues related to level of trust between appraiser and appraisee. The range of mean 3.6-3.0 indicates that the level of trust is very low between the two parties. Level of trust is determined by the following: recording of appraisals and rater's performance, criticism, objectivity in the appraisal, self-appraisal and trust in the whole process of appraisal by those involved. According to study results, low levels were exhibited the mean value of 3.2 was recorded as they respond to question about high level of trust between appraiser and appraisee. Low level of trust normally leads to ineffective staff performance appraisals but where the appraisers and appraisees exhibit high levels of trust, the appraisal exercise is participatory, objective and very effective. This in turn leads to feedback which brings about constructive improvement on performance and meeting performance targets.

5.2.3 Communication:

Regarding communication between the two parties 9 questions were administered to respondents and the respondents mean value reveals that there was a gap in communication. The mean value ranges 3.1-3.6 which implies that there is disagreement in the presented ideas regarding communication. Results of this study indicated that communication was very pertinent in the process of conducting staff performance appraisals in the secondary schools; it must involve monthly notifications to staff about appraisals, there were no regular preparations, feedback and interactions between appraisers and appraisees were weak. In the secondary schools communication methods need to be considered and they have to enable the school principals for successful staff performance appraisals.

5.2.4 The Criteria for Teachers' Performance Appraisal

Result of the study indicates that the criterion for the evaluation process was not clear for all teachers. As the mean value 3.6 indicates that the respondents disagreed on the clearness of the criteria. The criteria developed for evaluation didn't involve teachers the criteria was developed by higher officials this was exhibited in their response mean 3.1 which means disagreement. The clearness of the evaluation criteria was another issue in the research; the respondents agreed that

the criteria's were not clear this was related with the owning and participating in the development of the criteria as presented in table 6. The adequateness of the criteria was also under question that the criteria's might not be adequate for evaluation. The evaluation took place without observing the class room scenario. The evaluation of teachers must be related with the teaching learning process which is class room scenario which was agreed with the response of respondents mean 1.0. The mean value of 3.6 was exhibited which is the criteria is clear for the evaluation the respondents disagree that the criteria's were not clear for the evaluation.

5.3 CONCLUSIONS

After analysis of the study findings, and objectives of this research, the following conclusions have been made;-Management process is very pertinent in the process of conducting staff performance appraisals. The appraisers and appraisee must plan and conduct appraisal meetings before the actual appraisal takes place. Appraisee and appraisers are obliged with the responsibility of knowing their duties in the appraisal process this enables them to conduct this exercises successfully.

The level of trust affects the implementation of the staff performance appraisals greatly. Not all staff of the school community trusts the appraisal system and their appraisers. The school community has no trust on the appraisal process and also on the appraiser itself. In addition to this the record keeping of the appraisal document is necessary for further improvement of the process. Frequent checkup and follow-up of appraisee whether correcting the weaknesses using the feedback given is necessary if the appraiser has a high level of trust in the system has always enabled the appraisers to carry out their duty successfully.

Communication between appraisers and the appraisee is poor. As the result indicates the appraisers didn't communicate the appraisee before month. Not only this the timely feedback of the appraiser not provided by the appraisees. For the appraiser and the appraisee the system is not open to both parties. Generally the communication has been taken as a major problem. Effective communication of the staff appraisal system; it enables both the appraisers and appraisees to prepare for the appraisals, reduces confusion and enables provision of feedback for constructive improvement. Therefore, the communication process that should be done in performance appraisal process needs to be practiced to make the process effective.

The criteria's for evaluation was set by other bodies not only this for improving or suggesting improvement of the criteria's was not open for both appraisee and appraiser at school level. The criteria's lack clarity, it didn't differentiate good performance from poor one and it described what the teacher does rather what the teacher is.

5.4. RECOMMENDATIONS

Basing on the above conclusions, the following recommendations are made.

- The staff performance appraisal is being affected by management of the school. The management of the school has to consider performance appraisal in their management process;
- The management has to conduct the appraisal process with due consideration by both appraisees and appraisers so as to enable them have ample preparations, adequate knowledge, confident and trust in appraisal system which result into effective appraisal;
- Implementation of staff performance appraisals should be done on the basis of trust, so the school management and other stakeholders (sub-city education office, city education office and MOE) should involve teachers in the process of developing criteria for appraisal process;
- The appraisers should actively involve the appraisees and make them feel free during the appraisal process;
- Communication to appraisers and appraisees before commencement of the appraisal exercise is a prerequisite. And creating sound full communication channel is important to make the process more effective and to increase the level of trust;
- The progress on implementation of the recommendations made during the appraisal exercise should always be communicated for the appraisees so that follow up by the appraiser is made easy.

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ትምህርት ሚኒስቴር (1996) “የኢንሰፔክሽን መግለጫና የስራ አፈፃፀም መመሪያ” አዲስ አበባ (ያልታተመ)፤

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_____ (2003)“የትምህርት ሱፐርቪዥን ማንዋል ”አዲስ አበባ(ያልታተመ)፤

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_____ /1979/ ኢንሰፔክሽን መግለጫ መመሪያና ዘገባ አዲስ አበባ (ያልታተመ)

6. Your leadership position: a. principal () b. Vice-Principal () c. department head ()
 d. teachers ()

7. Age in terms of Year: a. 20-30 () b. 31-40 () c. 41-50 () d. more than 50 ()

Section 2. Direction: The following questions shown in the table below refers to issues on performance appraisal system. Hence make your own preferred choice by making a tick mark (✓) based on the scale.

Scale: SA= strongly agree A= Agree UD=undecided D= Disagree SD=strong disagree

No	Section 1: Managing the performance appraisal process	Responses				
		SA	A	UD	DA	SD
1	The appraiser plans for the appraisal meeting before it takes place					
2	Management support the appraisal process					
3	The appraiser controls the whole process of appraisal					
4	The final decision arrived after the appraisal exercise is agreed upon between the appraiser and the appraise					
5	The appraiser finds their duty to conduct the appraisal					
6	The appraise finds their duty to conduct the appraisal					
7	The appraiser enjoys conducting the appraisal					
8	The appraiser always conducts timely appraisals					
9	Management has positive attitude towards appraisal process					
10	Management encourage appraisal and their activity					
11	The implementation of appraisal process is affected by management					
12	The support from the management is highly encourage able by appraise					
13	The performance appraisal implementation in secondary school started year ago					
14	The cross check of the process is done by management and teachers together					
15	The management bodies agree that they are responsible for the implementation					
16	The implementation process has been practiced and cross checked					

Section 3: Level of trust in the appraisal process						
1	The appraiser has trust in the appraisal process system					
2	The appraise has trust in the appraiser that he/she will be appraised objectively					
3	The appraiser finds it his/her duty to regularly for carry out the appraisal					
4	The appraiser helps the appraise to improve his/her performance					
5	The appraiser keeps recording the appraises performance record over time					
6	The appraiser has trust in the appraisal process system					
7	The appraiser finds it easy to criticize and the rates performance in his/her presence					
8	The appraise has an opportunity to appraise him/self before appraiser does the appraisal					
9	Appraise trust appraisers					
10	There is high level of trust between the appraiser and appraise					
11	The level of trust affect the performance appraisal					
12	The performance appraisal process is directly related with level of trust					
13	The appraises believe that their interaction level will affect the process					
Section 4 Communication and Performance Appraisal						
1	The appraiser always communicates the date when the appraisal is to take place a month before.					
2	The appraiser and appraise prepares for the appraisal process a month before performance appraisal exercise conducted.					
3	The appraiser always provides timely feedback to the appraise after carrying out the appraisal.					
4	The appraise always makes a follow up after getting the appraisal feedback.					
5	The appraiser always ensures that appraisal targets are met by the appraise.					
6	The system of appraisal is open and interactive for both appraiser and appraise					
7	Appraisers and appraise meet on fixed time frame for discussion					
8	The discussion between two parties is job and job related					

9	The Organization regularly prepares staff for the performance appraisal exercise.					
Section 5. The criteria for Teachers performance Appraisal ?						
1	Teachers significantly involved in the process of developing criteria					
2	The criteria for evaluation is clear					
3	The criteria is adequate to appraise teachers performance					
4	The criteria is adequate to differentiate good performance from poor performance					
5	The criteria describe what the teacher is, rather than what the teacher does					
6	Appraisers have the necessary competencies					
7	Appraisers evaluate teachers performance without observing the classroom activities					
8	The criteria and other related guidelines are in line with what is done and being done					

Thank you for taking time to complete this questionnaire.

Appendix 2

Interview Guide for selected school principals

Qualitative Questions

1. Does the school prepare its staff before the appraisal exercise is carried out? If yes, how often?

2. Does the school implement the recommendations from the performance exercise? if yes, explain how this has affected your perception regarding the appraisal _____

3. What is your suggestion to make teachers' performance appraisal effective and acceptable?

4. Do you feel comfortable in proving constructive criticism when face to face with appraisee? If not explain why? _____

5. Do you always provide feedback to employees after the appraisal exercise? If yes, explain

Why _____

Appendix 3

Reliability result

Teacher

Case Processing Summary^a

		N	%
Cases	Valid	40	100.0
	Excluded ^b	0	.0
	Total	40	100.0

a. VAR00029 = teacher

Reliability Statistics^a

Cronbach's Alpha b	N of Items
0.87	45

a. VAR00029 = teacher

VAR00029 = principals

Case Processing Summary^a

		N	%
Cases	Valid	4	100.0
	Excluded ^b	0	.0
	Total	4	100.0

a. VAR00029 = principals

Reliability Statistics^a

Cronbach's Alpha	N of Items
0.82	45

a. VAR00029 = principals

DECLARATION

I declare that this is my original work and has not been presented for a degree in any other University, and that sources of materials have been duly acknowledged.

Name: DEGEFEGN BAYE

Signature _____

This thesis has been submitted for the examination with my approval as a university advisor.

Name: Dr. Amanuel Worku(PhD)

Signature _____