



**ASSESSMENT OF TEACHERS PERFORMANCE APPRAISAL
PRACTICES IN GOVERNMENT SECONDARY SCHOOLS OF
BURAYU ADMINISTRATIVE TOWN OF OROMIA REGIONAL
STATE**

**BY
MESAY TADESSE**

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This is to certify that the thesis prepared by Mesay Tadesse Buli, entitled: Assessment Of Teachers Performance Appraisal In Government Secondary Schools Of Burayu Administrative Town Of Oromia Regional State entitled: and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Educational leadership and management complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Approved by Board of Examiners:

1. _____	_____	_____
Department ,Chair person	signature	Date
2. Ato Melaku Yimam	_____	_____
Advisor	signature	Date
3. Zenebi Baraki(PhD)	_____	_____
Internal examiner	signature	Date
4. Tamasgen Fereja (PhD)	_____	_____
External examiner	signature	Date

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Declaration

I, the undersigned, declare that this thesis is my own and original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged, following the scientific guidelines of the Institute.

Student`s Name: **Mesay Tadesse Buli**

Signature: _____

Confirmation

The thesis can be submitted for examination with my approval as an Institute`s advisor.

Advisor`s Name: Ato Melaku Yima

Signature:_____

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Acronyms

BARS - Behaviorally Anchored Rating Scale

BPR-Business Process Reengineering

BSC - Balanced Score Card

EDPM - Educational Planning and Management

MBO -Management by Objective

MOE - Ministry of Education

ROTPA- Result- Oriented Teachers" Performance Appraisal

TPA -Teachers" Performance Appraisal

TPAI -Teachers" Performance Appraisal Implementation

TPAS -Teachers" Performance Appraisal System

Abstract

The purpose of this study was to assess teachers' performance appraisal implementation operating in secondary schools at Burayu Administrative City/Town. To this effect, descriptive survey method of research was used. Samples Selected werertwo government secondary schools from which randomly 30 teachers and purposively 2 principals 2, vice-principals and 4 department heads. A survey questionnaire consisting both closed and open ended questions were developed and distributed to 30 teachers ,4 department heads and 4 principals and vice-principals Total 38. Moreover department heads of the administrative town secondary school were also included in the study for interview. Documents like the latest Result Oriented Teachers Performance Appraisal Standard Format, teachers' classroom observation checklist, and the revised Salary Scale regulation of 2016 by Oromia Regional State were also analyzed. Data collected through survey questionnaire was tabulated in tables and expressed in simple descriptive statistical tools. The findings of the study revealed that, the majority(75%) of appraisers' and appraises' agreed that, formative purposes were the principal purposes; the The research also revealed the following as major problems of teachers' performance appraisal system, non-involvement of teachers' in designing, revising, and improving TPA criteria, incompetency of the appraisers, inadequate provision of resources, misunderstanding of the purposes of rewards, and lack of favorable perception of teachers about teachers' performance appraisal system. In sum, the present teachers' performance appraisal system was considered as ineffective to achieve its goal. Therefore, it is suggested that adequate training should be given to both the appraisers and appraises. Besides, teachers' performance appraisal system ought to be designed in such a way that it will meaningfully involve education officers, supervisors, principals, department heads, unit leaders.

CHAPTER ONE

INTRODUCTION

This Chapter involves the back ground of the study, statement of the problem and the research questions, objective and significance of the study and delimitation of the study. If performance is conducted with good intentions to manage and improve performance of individual teachers with a proper appraisal process, criteria, and purpose, it will lead to enhanced schools efficiency, effectiveness and productivity. This research will focus on assessment of teachers performance appraisal implementation in Secondary schools of Burayu Administrative Town.

1.1.Back ground of the study

Burayu Administrative town is found in Oromia Regional State and administered by a municipality since its formation in 1988 E.C. under the proclamation of Oromia Urban Reform No.65/1995 on July 1,1997, it grew to third layer Urban status. After one year the town achieved Economic, Social and Cultural development because of which it grew to 1st level in 1998, Since then the town is administered by Mayor.

The town has six kebeles in two sub cities. Currently the population of the town is estimated to be 150,000. The number of government Primary school(1-8) of government is seven and those run by Private owners are fifty one. There are two Secondary and Preparatory school(9-12) of government is One(1) and two secondary high school is Private. The research will be done in two government secondary high school. Oromia educational Bureau was established to promote literacy by providing formal and non education for those whose age is ready for school through out the region.

A practical teachers Performance appraisal system is very essential if teachers are to offer their best services for the realization of school Objectives. This is because of decisions passed on performance appraisal have consequences on teachers Promotion, Compensation, recognition, reward, development, Career structure and Salary increase.

To make teachers Performance appraisal and the appraisal system effective the appraisal method used, the evaluators skill; decision made based on evaluation results, the appraisal

period etc should be allied with the objectives, policies and strategies of the school system. This is because using these things will bring very good results. This was done by the school administrators. Well-mannered and consistent implementation of appraisal procedures must be approved.

The main purpose of this study is to assess and investigate the current Practices and Problems of Teachers Performance Appraisal (TPA) in government Secondary School of Burayu Administrative Town. The information and data needed for the study will be collected by presenting by six questions with regard to TPA purpose, serving extent of relevance of TPA criteria, competence of appraisers and activities of TPA processes. Descriptive survey method will be used as a method for a research. Lottery random sampling and available sampling technique will be employed to select the sample respondents from Burayu Secondary school of two areas.

Based on the research questions the literature was reviewed. Survey Questionnaire was developed for 30 teachers, 2 principal, 2 vice principals, 4 department Heads, a totally 38 who will be participated on appraisal of teachers performance in the sample school to collect additional information. Statistical tools such as percentile, mean score chi-square was used in analyzing data's. The thesis study was made a contribution to get a more knowledge in various ways. It aims to increase our understanding of analyzing the performance of the teachers in the school, the criteria, standard of appraisal, and evaluation against the planned activities. It aims to further understanding the performance indicator, methods of performance appraisal of teachers, procedures of performance appraisal and in implementing such appraisal identifying problems encountering the Teachers Performance appraisal and to look for the solution of the problems.

An organization's success or failure is highly determined by effective and efficient utilization of resources at its disposal, such as human, material, financial, and information resources. Among these four resources, the human resources are the most important part and crucial of all resources for the survival of an organization. The degree of human resource contribution should be evaluated in the development of the organization and is called Performance Appraisal (PA). PA is the identification, measurement, and management of human performance in an organization (Gomez, 2001).

According to Yilma (2007:46) in Ethiopia, performance evaluation started in the 1930s, and its main purpose was to control and inspect the institutional process. Later on it continued to operate by changing its name to supervision and its function was largely remained unchanged.

1.2. Statement of the Problem

Appraisal: as an Institutional activity covers a wide range of spectrum of fields including industry, military, public administrations & education (Mulu, 2001). The purpose of school teachers performance appraisal in school management is developing teachers' performance which makes the student enhanced learning.

According to this, some studies suggest that effective teaching is resulted significantly student's academic achievement. Therefore energetic and motivational teachers should produce students.

Higher academic performance So in the assessment teacher's performance appraisal practices we have to see the problems. The problems have to be clearly identified the problems in this appraisal in specified secondary school in general secondary schools in administrative town. School principals and department heads. Supporting this, Ivancevich (1989) asserts that those who oppose the use of formal PAS argue that, it increases paper work and bureaucracy without benefiting teachers (system problem); appraisers have a problems with reaching decisions about the performance level of teachers (appraiser problem), and teachers who are not appraised in the performance category experience a reverse motivation (teacher problem).

System problem is created when the PAS is poorly designed and the techniques used cumbersome, or the system is more form than substance, and also if the criteria used to focus solely on personality traits rather than performance (Ivancevich, 1989). According to Harris (1986), the most neglected needs for better TPA is that felt by administrators,

Next what is the cause of this problem? I have to clearly identify where this problems seriously happens. In this proposal the teachers performance appraisal measures the works performed by each and every teachers. The performance of the teacher appraisal will be assessed in Burayu secondary High School by answering the following basic questions.

a. what is the major purpose of teachers performance appraisal is designed to serve and What are the approaches used ?

b. How adequate are the criteria to objectively appraise teachers Performance and What can be done to improve TPA system?

c. . What are the reactions of teachers and their appraisers towards the system of performance appraisal?

1.3. Objectives Of the Study

1.3.1. General Objectives

The general objective of this study is to assess effectiveness the performance in TPA in government Secondary School of Burayu administrative Town of Oromia Regional State.

1.3.2. Specific Objectives :-

The following are the Specific objectives set for this study.

a) To describe the purposes of teachers performance appraisal and its importance in promoting teachers professional growth,

b) To justify the criteria, process, and problems during implementation of teachers performance appraisal .

c) To identify the participation of teachers in designing performance criteria,

d) To describe professional and administrative support it provides to teachers

e) To suggest the solution in teachers performance appraisal implementation problems

1.4. Significance of the Study

The finding of this teachers Performance appraisal assessment may help the leaders like Principals, academic directors and other administrative bodies. The research study will also help the school managements by assessing problems of current practices of teacher performance appraisal process. The study also helps to increase motivation of teachers finally the result is a very good result and yields Quality of education.

-To describe the purposes of teachers performance appraisal and its importance in promoting teachers professional growth.

-To identify the participation of teachers in designing performance criteria.

-To identify whether the appraisers have adequate skill in appraising performance and the training they have taken.

-To describe the support it will provide to teachers (ongoing evaluation).

-To describe the awareness and feedback provided to teachers.

1.5. Delimitations of the study

This study focus on considering the purpose, criteria, process and the problems encountered during implementation of teachers performance appraisal in the school teachers' in class room of Burayu Government Secondary High School . This study will not include nongovernment school. Because the performance appraisal Procedure and Criteria is different According to Burayu City Administration Educational Office Annual Statistics of year 2009 E.C. there are four secondary school and one Preparatory school. From this two are government school, one government preparatory school, two non government school, 69 teachers and 1871 students in government high school, 40 teachers and 515 students in preparatory school.

1.6. Limitations of the Study

The collection of data involved primary and secondary sources. In the primary sources, some teachers carelessly responded the open-ended questions and a few of them didnot respond. The administrative city education leaders showed reluctant to give adequate time for interview and unavailability of them for interview because of security problems. So to get more information and to go beyond the limitation there was a discussion by FGD of the two schools Principals ,Department heads and Teachers.

1.7. Operational Definition of Key Terms

- **Assessment:** Evaluating the practices and Problems encountered during Teachers

Performance Appraisal inBurayu secondary High school.

-**Appraiser(Rater):**in this study, refers to secondary schools principals, students, parents and department heads, who were involved in appraising the performance of teachers.

- **Appraisee (Ratee):** the person who is evaluated by somebody for his performance for the given particular job(Teachers).

-Performance:-Accomplishments and achievements of appraise.

Appraisal: -is about praising and valuing a teachers' performance (Castetter, 1992:278)

-Performance appraisal:- the process of evaluating how well employees do their job compared to a set of standards and the communication of that information to the employees(Mathis and Jackson,1997).

-Secondary School:-is Ethiopian school system with grade level of 9-10.

1.8. Organization of the Study

The study was organized into five chapters. The first chapter deals with the problem and its approach which include statement of the problem and basic questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study, and definition of key terms. Chapter two contains review of related literature and the third chapter deals with research design and methodology. Chapter four and Five drafts will be included after data collection ,presentation and analysis is done. Then data is interpreted and summarized, concluded interpretation of data. Finally, chapter five presents summary, conclusion and recommendation.

CHAPTER TWO

Review of Related Literature

2.1. The Concept of Performance Appraisal

Performance appraisal will be done through specific methods, that are often based on division of supervisors in order to identify the overall efficiency of the staff, in order to identify aspects of the development in performance and to know the performance appraisal process, as a process aimed at determining the performance of the worker is defined and how it should perform its work and design plan for the development group, it would assess the performance of not only the definition of the worker level of performance but also influence the level of performance in the future (Hailemariam Moreda, 2013).

And also it will be the assessment of the past and present, potential, skill, resources and capability of employee's performance and select employees who need additional training and identify those employees who deserve promotion (Dunham, 1995).

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. (Australian Journal of Teacher Education Aims and objectives of teacher evaluation, Teacher Performance Appraisal: More about Performance or Development? Volume 40, Article 6, 2015)

Three major purposes

Developmental(improvement): When used for developmental purpose, Performance appraisal focuses on providing employees with information about the performance expectation of the institution; that is standards of performance feedback regarding subsequent performance, advice, coaching or counseling to help them meet expectations that have not been achieved.

Administrative Purpose: When used for administrative purposes, performance appraisal serves as a basis for granting merit based salary adjustments; selecting staff members for transfer, promotions, demotions, dismissal or tenure.

Motivational Purpose: the process of using a valid and objective staff performance appraisal system can have a motivational effect on staff. Performance appraisal, in this regard, helps to develop a sense of responsibility and to increase staff effort toward achieving personal and institutional goals.

Teacher evaluation has typically two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development – the improvement function. Second, it is aimed at ensuring that teachers perform at their best to enhance student learning – the accountability function. (Teacher Evaluation, DECEMBER 2009)

Teacher evaluation for improvement focuses on the provision of feedback useful for the improvement of teaching practices, namely through professional development. It involves helping teachers learn about, reflect on, and improve their practice. This typically occurs with account of the school context so professional development opportunities of an individual teacher are aligned with the school development plan. (Teacher Evaluation, DECEMBER 2009)

The accountability function

The accountability function of teacher evaluation focuses on holding teachers accountable for their performance associating it to a range of consequences for their career. It seeks to set incentives for teachers to perform at their best. It typically entails performance-based career advancement and/or salaries, bonus pay, or the possibility of sanctions for underperformance. Teacher evaluation for accountability is summative in nature and usually involves evaluating performance at nodal points in a teacher's career. It also works as a means to provide recognition to teachers. (Teacher Evaluation, DECEMBER 2009)

The tension between the improvement and the accountability functions

Combining both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges. When the evaluation is oriented towards the improvement of practice. (Teacher Evaluation A Conceptual Framework and examples of Country Practices ,DECEMBER 2009)

What is the summative report?

This report contains the principal's evaluation, the performance rating and the explanation of the rating. The teachers signs to acknowledge receipt. The report is also signed by the principal. A copy is placed in the official teacher file that is kept in the field super intendant's office.

Principals will give each teacher a rating based on four labels. Exemplary, good, satisfactory, and unsatisfactory. The first three rating indicates a successful appraisal. An unsatisfactory rating indicates Performance must be improved.

2.2.Purposes of Teacher Performance Appraisal

2.2.1. Summative Appraisal:-

Webb and Norton (1999:379) define it as “An appraisal that is conducted at the end of an activity or period of time and is designed to assess terminal behaviors or overall performance”. It is used to make personnel decisions regarding such matters as promotion, tenure, merit pay, and termination etc. According to Manatt (1987) summative appraisal is judgmental and comparative. Moreover, it helps management make better decisions. Summative appraisal is formal, somewhat infrequent and focuses only on the person being appraised. The individual being appraised is normally not as involved in the summative appraisal process as in the formative process, and in many cases may only be informed of the results or decision (Webb and Norton, 1999).

2.2.2. Formative Appraisal: -

Unlike summative appraisal, which is a terminal activity, “Formative appraisal is an ongoing appraisal designed to provide feedback to the person being appraised for the purposes of self-improvement” (Popham, 1988:270). Similarly, Manatt (1987) note that formative appraisal is ongoing, non judgmental, coaching and counseling, which is done to improve teachers performance.

According to Web and Norbon(1992:381) the purpose of teachers appraisal in evaluationshould determine how well the school objectives are being carried out and implemented.The success of educational program is dependent on the quality of classroom instruction, supervision and administration, should foster the basis for motivation and for self improvement.

Natriello (1983) identified three major purposes in contemporary schools. First, appraisal may be used to control or influence the performance of individuals with in particular positions. The goal is to improve performance that is already within a range that is considered acceptable for holders of the position. Second, appraisal may be used to control movement in to and out of position. This means that it may serve to screen individuals attempting to enter a position, to retain individuals in a position, or to enforce the exit of individuals from a position. Third, appraisal may be used to legitimate the organizational control system itself. In other word, it may serve to convey a sense of justice and equity both about the organization and about its control of attempts.

The Encyclopedia of Educational Research discussed three main purposes of appraisal. First, it assists in annual appraisal decisions regarding school level employment and professional improvement. Second, it provides data relevant to the assessment of administrative abilities or potential and principal selection. Thirdly, to satisfy legislative and/or state board requirements for administrator certification.

In general, the Joint committee on standards for educational Evaluation (1988:21) has identified the following purposes for evaluation of educational personnel. Evaluation of educators should promote sound education principles, fulfillment of institutional mission and effective performance of job responsibilities, so that the educational needs of students, communities and societies are met.

The Ministry of Education states the key purpose of appraisal is to provide “a positive framework for improving the quality of teaching and learning in our schools” (1997, p. 1). In contrast to this, several authors (Cardno,1999; Cardon&Piggot-Irvine, 1997; Gratton, 2004; Middlewood&Cardno, 2001) write about the dual purpose of appraisal, that is, the bureaucratic accountability used for competency and promotion, and the targeting of developmental needs. Cardno (1999), who supports this more diverse view of appraisal, argues that it makes for an effective appraisal system requiring activity that is “both evaluative and developmental” (p. 93).

The dual purposes of appraisal, accountability and development, relate to not only the individual but the organization thereby potentially producing positive outcomes for both parties integrating the elements of accountability and development (Piggot-Irvine &Cardno, 2005). These elements operate at various levels within the educational system, the organization and the individual at

both the personal and professional level. An appraisal system intended to impact at both the organizational and individual level as suggested by Piggot-Irvine and Cardno (2005) would have the school's strategic goals reflected in both the agreed performance expectations and in the development objectives set by the individual teacher. (Karen E. Brinsden, 2011)

According to Lawler, (2012) Periodic reviews help supervisors gain a better understanding of each employee's abilities. The goal of the review process is to recognize achievement, to evaluate job progress, and then to design training for the further development of skills and strengths. A careful review will stimulate employee's interest and improve job performance. Similarly to the above idea Paisey, (1983) has forwarded major reasons why performance evaluation purposes have to be clearly defined: The purpose of evaluation often determines the kind of information that the rater should acquire and It also determines the kind of method or approach that should be selected or used together with the necessary information and Evaluation creates a stress on people. Besides evaluation demand people's time and effort, which may only be given willingly when they believe that their efforts are worthwhile and rewarding, (Paisey, 1983).

In relation to these, different writers mentioned performance appraisal purposes Dessler cited in Wossenu's (1998) performance appraisal is carried out to undertake the following activities: control function that focuses on the identification of specific strengths and weakness of each employee and to take corrective measures for the weaknesses, and feedback function which both the employer and the employee with information concerning the level of performance of the employee and again the other one is reward function that focuses on the provision of material and/or financial rewards to the employee so as to motivate him/her for better performance, Furthermore, Stoner and Freeman (1989) stated that systematic performance appraisal purposes are useful to identify those employee who deserve merit raises, locate employees who need additional training and identify those employees who deserve promotion (Wossenu, 1998). and .(Masresha, 2015)

Generally from the above idea it is expected that that either in Burayu Administrative Town Secondary or other government and private schools, they use performance appraisal for their employee development by identify their weakness and strength

EFFECTIVE APPRAISAL

"Effectiveness" as described by Piggot-Irvine (2003) occurs when "appraisal interactions are non-controlling, non-defensive, supportive, educative and yet confidential" (p. 172). This final section considers the key features required for effective appraisal practice.

Effective appraisal transpires when the dual purposes of appraisal, accountability and professional development are balanced. However, a range of authors write that in addition to the integrated approach, a number of other features are required for an effective appraisal system. This section explores these features.

Feedback and Review

This phase of the National Performance and Development Framework comprises of formal and informal feedback on performance. It usually includes a teacher being provided with written feedback against their goals. During this phase, an evaluation of performance is made against the agreed action plan and new objectives are set for the next review cycle. According to the 2009 TALIS report (OECD, 2009a), appraisal and feedback have a strong influence on teachers, increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. Although Donaldson and Donaldson (2012) report that teachers need constructive feedback from skilled practitioners in order to improve their teaching, research suggests that feedback is often not a common occurrence in schools (OECD, 2009a; Zatynski, 2012).

Next Steps – Performance or Development?

Performance appraisal in education has not been without controversy. The evaluation of teaching and teachers is problematic (Kennedy, 2010) as too are the validity and reliability of the various evaluation methods (Darling-Hammond, Wise, & Pease, 1983). Mixed empirical evidence on the effectiveness of performance appraisal, a lack of validity regarding some performance measures and a conflict of interest between government systems, has led performance appraisal to be deemed, in many cases, a meaningless exercise (Danielson, 2001; Marshall, 2005). Implementing valid performance appraisal systems in schools present a range of challenges (OECD, 2013a).

Putting all the weight of appraisal onto one person to carry out these duties without the necessary

training or time to do so is likely to fail (Day, 2013). Attaining a balance between formative and summative methods and understanding the dated language associated with the system being purely about assessing teachers is vital.

A process that is seen as a means to 'manage' teachers needs to be reconsidered if a credible performance appraisal system is to be accepted by them (Ingvarson, 2012). Given initial talk of guiding ranges, ranking of teachers and balanced scorecards (Australian Education Union [AEU], 2013; Peace, 2013), the 2014 introduction of a new appraisal scheme in Victoria had a controversial inception. For: Rather than being done with and for teachers, many measures advocated and being hastily and poorly implemented in the quest to improve teaching and learning are essentially being done to teachers and without their involvement, almost guaranteeing resistance, minimal compliance and inefficiency (Dinham, 2013, p.94). With little time for teachers to become familiar with a new appraisal system and limited training to assist evaluators in the discrimination between the four performance levels, policy makers need to be cautious that these initiatives are portrayed as, and, act as effective mechanisms for improving school, teacher and student performance. (Australian Journal of Teacher Education Aims and objectives of teacher evaluation, Teacher Performance Appraisal: More about Performance or Development? (Volume 40, Article 6, 2015))

2.3 Importance of Teacher Performance Appraisal

According to HCM, (2013) performance appraisal is an investment for the company which can be justified by following advantages: **Promotion:** Performance Appraisal helps the supervisors to chalk out the promotion programs for efficient employees. In this regard, inefficient workers can be dismissed or demoted in case.

Compensation: Performance Appraisal helps in chalking out compensation packages for employees. Merit rating is possible through performance appraisal. Performance Appraisal tries to give worth to a performance. A compensation package which includes bonus, high salary rates, extra benefits, allowances and pre-requisites are dependent on performance appraisal. The criteria should be merit rather than seniority.

Employees Development: The systematic procedure of performance appraisal helps the supervisors to frame training policies and programs. It helps to analyze strengths and weaknesses

of employees so that new jobs can be designed for efficient employees. It also helps in framing future development programs.

Selection Validation: Performance Appraisal helps the supervisors to understand the validity and importance of the selection procedure. The supervisors come to know the validity and thereby the strengths and weaknesses of selection procedure.

Communication: For an organization, effective communication between employees and employers is very important. Through performance appraisal, communication can be sought for in the following ways: Through performance appraisal, the employers can understand and accept skills of subordinates.. All the above factors ensure effective communication.

Motivation: Performance appraisal serves as a motivation tool. Through evaluating performance of employees, a person's efficiency can be determined if the targets are achieved. This very well motivates a person for better job and helps him to improve his performance in the future (HCM, 2013). 11 (Thesis by, MasreshaGebrie],May 2015)

2.4.Characterstics of Successful Teachers Performance Appraisal Programs

The Effectiveness of Performance Appraisal Performance appraisal research falls into three main groups: the first group examines the variations in student learning from teachers within the appraisal process, the second evaluates teacher perceptions of the impact of the process on their practice and levels of motivation and the third evaluates effective performance appraisal conditions (Isore, 2009).

Variations

The first body of research compares outcomes for students whose teachers have participated in performance appraisal with those that have not. A sub-set compares student outcomes against results from the teachers' appraisals to determine whether the process was successful in identifying teacher quality. This body of research often draws on Value Added Measures (VAM), which aim to measure the teachers' contributions to student outcomes by comparing current test scores with test scores from the same students in previous years, as well as with scores of other students at the same grade level (Isore, 2009).Although VAM have gained in popularity over the last decade as tools for measuring teacher effectiveness (Berliner, 2013; Konstantopoulos, 2012), they are unlikely to provide the solution to building teacher capabilities

(Valli& Finkelstein, 2013). A failure to acknowledge the many aspects that contribute to teacher quality and student outcomes.(OECD, 2005) - including the role school, peers, former teachers, pre-service programs andExperiences play - makes VAM problematic (Berliner, 2013). Using student test results as the sole means of evaluating teacher quality is contentious (McArdle, 2010). Masters (2011) cautions that “when performances are evaluated only in terms of measured results, employees and organizations find ways to ‘game the system’” (p.1).While VAM may be difficult to correlate directly to the teacher, the Measures ofEffective Teaching (MET) study (Gates Foundation, 2010) points to significant progress inthe use of VAM. Used alongside additional sources of data, VAM are more likely to predict the effectiveness of ateacher and teaching and may offer, “a more accurate and nuanced view of the relationship among teacher qualifications, characteristics, practices, and student achievement growth” (Goe, 2013,p.238).(Aims and objectives of teacher evaluation, Teacher Performance Appraisal: More about Performance or Development?))(Australian Journal of Teacher Education Vol 40, 9,September 2015:238:)

Teachers’ Perceptions

The second group of studies evaluating the effectiveness of performance appraisal focuses on teachers’ perceptions of the effect of the appraisal process on their motivation and practice. Lustick and Sykes’ (2006) evaluation of the NBPTS found teachers involved in the certification process went on to apply what they had learnt in the classroom and had a newfound enthusiasm for teaching and learning. The OECD’s Teaching and Learning International Survey (TALIS) which involved 90,000 secondary teachers and principals across 24 countries found that the greater the emphasis placed on a specific aspect of teaching in the feedback offered through the performance appraisal process, the greater the impact teachers believed it had on their teaching (OECD, 2009a). This provides useful insight into the formative aspects of appraisal and the extent to which teachers believe the process assists in developing their practice.

Conditions

The third group of studies examines conditions under which performance appraisal is likely to operate effectively (Isore, 2009). According to the OECD, there are four key elements in the development of an effective performance appraisal system (Isore, 2009):

1. Teachers are involved in the process. Evidence suggests that this promotes greater ownership and encourages reflection and review among the teachers themselves (Kleinhenz&Ingvarson, 2001).
2. Stakeholders understand the process and develop a common language of quality.
3. Teachers have opportunities to express their perceptions and concerns throughout the process. Kennedy (2005) argues that teachers often reject reforms, not because they do not want to change or improve, but because many attempts at reform do not reflect what is actually happening in schools and ignore the realities of day-to-day teaching.
4. Teachers have confidence in the evaluation. The participation of multiple evaluators and sources of evidence is essential to an appraisal system's credibility (Stronge&Tucker, 2003).The impact of performance appraisal on teaching and student learning is complex. It is clearthat a diverse range of evaluations is necessary to measure the effectiveness of performanceappraisal accurately and to determine its credibility as a means of developing teachers.((Australian Journal of Teacher EducationAims and objectives of teacher evaluation, Teacher Performance Appraisal: More about Performance or Development? Volume 40,Article 6,2015)

Reflection and Goal Setting

Reflection and goal setting are key drivers for improvement within the AITSL framework. During this phase teachers were asked to reflect on their teaching practice, informed by evidence and feedback, and set measurable goals related to their performance and development. Bandura (1997), acknowledges an important source of motivation comes through goal setting and self-efficacy, with efficacy determining the type of goals peoplechoose and their ability to persist on tasks. Goal setting and reflection have been found tohave a powerful impact on action (Locke &Latham, 2002). The setting of goals is central to the development of a self-regulated learning capacity and assists teachers to identify what they need to do to improve their practice (Timperley, 2011).

For an appraisal program to be considered successful it must meet certain technical and legal standards(Webb and Norton ,1999).According to this authors, technical standards include validity and reliability. The legal standards are intended to ensure that the system meets substantive and procedural due process requirements and is free from discrimination.

Validity refers to the extent to which the appraisal measures the performance it is intended to measure (Manatt, 1987). The clarity of the criteria and standards, the data collection procedures, and the competence of the appraisers all affect validity.

Reliability in performance appraisal refers to the consistency of measurements across appraisers and observations (Webb and Norton, 1999). If different appraisers using the same criteria and standards to appraise the same individual produce different results, the appraisal system is not reliable. Thus, it is better to use multiple sources of data, to train appraisers in the use of the various appraisal instruments and techniques used by the school.

2.5 Criteria for Teachers 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, behaviors, and results used to judge performance are called criteria.

According to 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); behavior in the job as it affects performance (competencies); the degree to which behavior upholds the core values of the organization; day-to-day effectiveness.

As Mathis and Jackson (1997, 341) stressed, performance criteria are standards commonly used for testing or measuring performances. Criteria for evaluating job performances can be classified as trait-based, behavioral 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 demeanor” are too vague to use as the basis for performance-based HR-decisions.

Behaviors-based criterion: focus on specific behaviors 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, criteria are relevant when they measure employees on the most important aspects of their jobs. But there are also problems with these criteria. (Mathis and Jackson),1997:341) more than they should.

2.6. Approaches of Appraising Performance

Appraisal of teachers, or evaluation, is generally viewed as falling into two categories – summative evaluation and formative evaluation. Most often, summative evaluation consists of a pre-conference, observation by means of a checklist type instrument with minimal room for narrative, and a post-conference. The instrument used for summative evaluation documents those observable traits and methods that the evaluator considers crucial for continued employment and/or placement on an improvement plan (Searfoss&Enz, 1996). Have been afforded tenure(Brad shaw,1996)Scriven (1981) drew attention to the distinction between formative and summative evaluation. If a school system instituted a system of assessment to encourage the professional growth and development of its teachers, it is engaged in formative evaluation. Formative assessment data may be used as feedback to shape performances, build new practices or alter existing practices (Peterson, 2000).

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):

2.6.1 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 tradition approaches are consider 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 of the 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 De Cenzo 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 appraisee 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 appraisee 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 appraisees 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 ratter does not appraise employee performance, the supplies 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 ratter and the scorer are different, but the ratter 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 behavior . According to Glueck (1982) forced choice can be used by superiors, Peers, Subordinates, or a combination of these in appraising employees.

2. 6.2 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 F. 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 (1993:139) 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 (1997:358) called MBO type of appraisal as “appraisal by result, targeting coaching, review performance objective and mutual goal setting.”

In MBO type of appraisal is to be effective or successful. Several requirements must be met. As described by Byars and Rue (1987:247) objectives should be quantifiable and measurable objectives whose attainment cannot be measured or at least verified, should not also be challenged. It should be also achievable and should be written in concise way and clear language. Mathis and Jackson (1997:358) proposed very important idea for MBO. The authors stated three key assumptions underlining MBO appraisal system:

1. When employees are taking part in planning and setting the objectives and determine them to high level commitment and performance may be higher.
2. Whenever objectives are identified and described precisely the employees will have a better job to achieve the desired results. by allowing employees set objectives the individual can get an accurate understanding of what is expected.
3. 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 specification 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 behaviors 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 rater's powers of observation. Similarly, DeCenzo 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 appraiser's powers of observation.

2.6.3 Approaches to Teacher Appraisal

Appraisal of teachers, or evaluation, is generally viewed as falling into two categories – summative evaluation and formative evaluation. Most often, summative evaluation consists of a pre-conference, observation by means of a checklist type instrument with minimal room for narrative, and a post-conference. The instrument used for summative evaluation documents those observable traits and methods that the evaluator considers crucial for continued employment and/or placement on an improvement plan (Searfoss&Enz, 1996).

Formative evaluation points more toward professional development and is not as concerned with employment status as are the summative evaluation tools. Teachers and administrators meet to map out a plan and direction for the teachers' continuing development within the profession. This form of evaluation is usually reserved for experienced teachers who Scriven (1981) drew attention to the distinction between formative and summative evaluation. If a school system instituted a system of assessment to encourage the professional growth and development of its teachers, it is engaged in formative evaluation. Formative assessment data may be used as feedback to shape performances, build new practices or alter existing practices (Peterson, 2000).

If a school system established an accountability system of evaluation to license, hire, give tenure to, promote, demote, or dismiss teachers, it is engaged in summative evaluation.(Research done byKONGO ROSE MULI,Nov.2011)

2.7. The Process of Performance Appraisal

Appraisal Process

The teacher assessment process provides a means for assessing a teacher's overall proficiency rating. The overall ratings are described as Level 4 Proficiency, Level 3 Proficiency, Level 2 Proficiency, Level 1Proficiency or Does Not Meet Minimum Expectations for Level 1. These overall ratings are based onthe assessment of the Teacher Professional Expectations including specific indicators, and studentachievement gains and data, along with customer satisfaction data. Each of the expectations are rated as: Exceeds, Meets, In Progress, or Not Evident. The forms, noted below, are to be used with all instructional personnel regardless of contract status: Annual Contract (AC); Professional Service Contract (PSC); or Continuing Contract (CC). The administrator will share the assessment process and forms with the staff during preschool.(Teacher Performance Appraisal Manual ,PersonnelHumanResources,July 2008)

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 that researcher sees things from the Proclamation points of view.

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 involves 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 appraisee's 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 appraisee's performance and progress are discussed and plans are made for any development that is required.

On his part, Decenzo and Robbins (1988:361) discussed the following performance appraisal steps:-

1. Establish performance standards.
2. Communicate performance expectations to employees.
3. Measure actual performance.
4. Compare actual performance with standards.
5. Discuss the appraisal with the employee.
6. If necessary, initiate corrective action.

In sum, teachers' performance appraisal involves four major steps (Castetter, 1992:295). Namely: pre-appraisal phase, appraisal phase, post-appraisal phase and follow-up discussions.

1. Pre-appraisal Phase:-

According to Castetter (1992), this phase may be conceived of as a period for system wide planning and staff development designed to help teachers to understand, 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, appraisees 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 (Castetter, 1992).

A performance appraisal activity takes place between appraiser and appraisee.

It helps to discuss the organization"s view of the position and the manner in which it expects the work to be performed.

2. Appraisal Phase

When the appraiser understands what the appraiser"s 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 net work.

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 about the latter"s performance. Second it emphasis the self-development of the appraisee

4. Follow-up Discussions

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 (Melaku,2010):-

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..

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 appraiser must have credibility with the teacher as someone whose observation, judgment, and comments will be valued.

2.8.Components of Appraisal System

As we have seen performance appraisal can be made for a variety of reasons-counseling, promotion, salary, transfer, demotion or dismissal. So it is necessary to begin by stating very clearly the questions what, who, when of performance appraisal.

What is appraised?

What is to be appraised is a decision equally as important as the governing purposes of the appraisal system (Knezevich, 1973). According to Day et al. (1987) teachers’ performance is judged based on the following set of criteria: Preparation, Knowledge of contents, and use of resources, organization of work, classroom management and environment, relationships with students, Student participation, and control/discipline and assessment of students’ work.

Similarly, American Association of School Administrators (1982) identified six characteristics of teacher effectiveness which were almost universally included in appraisal systems. These are: Classroom management, Teacher/student relations, Staff relationship, preparation of teaching plans, Effective use of teaching materials, Interpersonal skills .

Who will Appraise?

One of the important issues in appraisal system is the question of who is supposed to be designated to make actual appraisal and their capacity too. The designation of appraisal is determined by the purpose to be served by the appraisal system.

In some organizations, the human resource management department has a responsibility for performance appraisal. However, there are various suggestions as to who will evaluate employee performances. One of the possibilities is the immediate supervisor can conduct. Usually, the immediate boss is taken as appropriate position to evaluate job performance of an employee. It is important that, the appraiser has to be a person who has respected for the feelings of teachers. As a matter of principle, appraisal is more likely to take place in a spirit of mutual confidence.(Mulu , 2001)

In general, by the virtue of his responsibility for the selection of teachers, is it the superintendent's duty to evaluate his teachers? The agent or agencies for evaluating and measuring teacher efficiency are many. Teachers are evaluated by boards of education, by superintendents, by their pupils, by the school patrons, and by the public in general (Cooke, 1991).

The evaluator themselves must have some knowledge of evaluation. If the evaluator is an ignorant of the method or is not knowledgeable about its utility, the evaluation will be hazardous. Rue and Byars (1992) is of the opinion that "Training arrangements for those involved in appraisal will not only enable them to make a better job of it but will give status seriousness to it. It must be adequately thought out and prepared, be conducted by properly trained and dedicated people and to be clear about its aims and objectives".

In relation to the above idea of having sufficient knowledge about the person appraised, some staff believed that the appraiser should be a member of staff whom the appraiser can identify. To emphasize this argument, a comment from Tuner and Cliff, (1998) stated that : "Now I wonder if I'd like to be appraised by someone who didn't know me. I mean they might just get a couple of lessons that were funny, strange lessons and make a judgment from that. Whereas someone who knows the work you've built up over years can see things in a different way". Contrary to this idea some teachers on the other hand saw the advantage of the appraiser being a little bit outside

the team. If it was team leader asking me all those questions ...there are things I might want to say about him for example which I obviously can't say to him, whereas going to someone more senior than him there are things that one can say about almost anybody, reasonably candidly (Turner and Cliff, 1988).

Similar to the above idea one of Ethiopian researcher Wossenu (1998), mentioned that: using peer performance appraisal is beneficial in that there are no formal status differentials, no formal power relationships, and no competition for rewards. And its useful mechanism with time saving for school managers and they have to facilitate material and training for the better accomplishment of the system objectives.(Masresha,2015)

It is the decisions involved in designing the appraisal system that actually who should make the appraisal process. As Ruderman (1970:11) observes,

The appraisal can be accomplished by one or more individuals involving a combination of the immediate supervisor, other managers acquainted with the assesses work, a higher level manager, a personnel manager, the assesses peers, the assesses himself and the assesses subordinates.

Many authors agree with the following sources with regard to who will appraise teachers' performance in schools. These are:

1. Immediate Supervisor /Principal

Appraisal by immediate supervisor is most common (French, 1990). The principal usually does the appraisal of teachers' performance (Levin, 1979). This is because as Dessler (1977) explained supervisor is responsible for recommending or approving appraisee actions based on the performance appraisal; and for providing a feedback of performance appraisal to the subordinate. Moreover, the supervisor has the formal authority to conduct appraisals and usually controls the rewards for performance (French, 1990). In addition supervisor is typically in the best position to observe the subordinates performance and to judge how well that performance serves the goals of the unit and the organization (Megginson, 1981).

2. Student Appraisal of Teachers' Performance

Adesina, (1990) state that students opinion on teachers' performance should be considered valuable, because it is students who feel that they have undergone changes in their behavior. He also expressed his belief that the appraisal feed back to the teacher could motivate teaching and develop classroom observation is seen to be central to the process of appraisal. Moreover, classroom observation is a necessity for those who wish to gain a greater understanding of what is happening. Similarly, as Millman and Darling-Hammond (1990) stated if one wants to know how a teacher behaves with a group of youngsters during a lesson, observation may be a very good way to gather information. Furthermore, using observation for assessing teachers requires endorsing the idea that the target for appraisal can be seen a class room. lesson. It also assumes that visible actions provide an adequate appraisal of teaching competencies

Classroom observations leaves out direct systematic evidence about teacher planning, teacher assessment and modification of instructional materials, teacher choice and adaptation of instructional methods, and teachers' working relations with colleagues, parents, and members of the school community (Millman and Darling-Hammond, 1990). Due to these, as Harris (1986) stresses, classroom observation techniques for gathering data, as related to teaching and learning, have a special place in teacher appraisal because they demand focus on: reality, the classroom, and the complexities of teacher/student/lesson/material interaction.

The typical appraisal process involves a small number of observations of a given teacher (Millman

and Darling-Hammond, 1990). By current practices, two or three one-hour observation represent the high end of time spent observing an individual measurements perspective would suggest that increasing the number of observation occasions would increase consistency and reliability.

The procedures of classroom observation are implemented in a very precise format (Montgomery and Hadfield, 1989). As the authors identified, firstly, the teacher to be appraised must agree to take part in the appraisal; voluntary participation is essential, as is the understanding that the process is to be a positive. The next stage is to negotiate a suitable time for all concerned. This means agreeing on a lesson which the teacher chooses to have observed and which has some free

time immediately following for a discussion of the lesson. Having agreed on the time to be available afterwards ,the other point to clarify is where the review discussion will take place. This need to be quite, private place where no interruptions will occur.

In performance appraisal system there are several steps to achieve the objective of appraisal and those processes are included:

Objective of appraisal: it includes effective promotion , transfer, assessing training need and like. The emphasis is to correct the problem. These objectives are appropriate as long as approach in appraisal is individual. in this system approach, appraisal aims at improving the performance, instead of merely assessing it.

Establish job expectations: the second step in the appraisal process is to establish job expectations. This includes informing the employee what is expected of him or her on the job .normally the discussion is held with his or superior to review the major duties contained in the job description. Individuals should not be expect to begin the job until they understand what is expected of them.

Design appraisal program: formal versus informal; whose performance to be assessed; who are the rater; what problems are encountered ; how to solve the problem; what should be evaluated; when to evaluate; what methods of appraisal are to be used? They are the key points to be specified in designing appraisal program.

Timing of evaluation: the general trend is to evaluate once in three months, or six months, or once in a year. Whatever it is it should be planned in time interval.

Method of appraisal: the last to be addressed in the process of designing an appraisal program is to determine methods of evaluation. Numerous methods have been devised to measure the quantity and quality of employee's job performance (Girma , 2012)

2.9. Teacher's Performance Appraisal as a Motivation.

The major importance of teachers' motivation is to achieve the goal of teachers successfully, the school and it is important to maintain the teachers teaching motivation in their performance, to enhance the teachers motivation level of satisfaction, to make teachers more creative to attract and retain teachers towards the school goals ,to invite teacher for rewards, and provide chance for promotion, to get opportunities of education, enhance their interest, commitment, self-

confidence and persistence in their workplace. Teachers are expected to render a very high teaching performance. The leader should also understand those teachers abilities alone are not sufficient to achieve satisfactory outcome but also teachers have the ability to achieve outcome, but they must also be willing to use effort to achieve the school goals.

Dessler, (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered.

Around the world, several researchers dictate that employees appraisal should be motivational and standardized, especially in educational profession, employers should be give emphasis because education is the core profession in the world. And also employee's motivations can affect by the result of appraising such as: goal achievement, promotion , demotion and salary increment

. Motivation plays a great role because it is critical for the achievement of organizational goal and to bring better teachers performance or effectiveness.(Sarkar, 2000).

The major importance of teachers' motivation to achieve successfully the organization /schools: it is important to maintain to the teachers teaching motivation in their performance, to enhance the teachers motivation level of satisfaction, to make teacher more creative to attract and retain teacher towards the school goals ,to invite teacher for rewards, and provide chance for promotion, to get opportunities of education, enhance their interest, commitment, self - confidence and persistence in their workplace. Teachers are expected to render a very high teaching performance. The leader should also understand that teacher ability alone is not sufficient to achieve satisfactory outcome but also teacher have the ability to achieve outcome, but they must also be willing to use effort to achieve the school goals, and motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception, attitude of everyone is different. For example a person feels hungry, and as a response that particular person eats so the feelings of hunger get diminished. (Sarkar, 2000).

According to Adelabu(2005) poor motivation of teacher's lead dissatisfaction with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they having low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career.

Conducting regular performance appraisal is an important work force development strategy for organizations such as schools. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staff's efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities as noted by (Cole,2002).

Generally school performance appraisal should be motivational and it needs appropriate design to help and motivate teachers for better achievement of the school objective in terms of either student academic achievement or educational quality improvement(Masresha,2015)

2.10. 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 conducts 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 discussions 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 rater's rationale for the performance appraisal, and finally is given by a rater who strives to be unbiased and considerate of the teacher's feelings.

Performance appraisal is an investment for the company which can be justified by following advantages: Promotion: Performance Appraisal helps the supervisors to chalk out the promotion programs for efficient employees. In this regards, inefficient workers can be dismissed or demoted in case.(HCM ,2013)

Compensation: Performance Appraisal helps in chalking out compensation packages for employees. Merit rating is possible through performance appraisal. Performance Appraisal tries to give worth to a performance. A compensation package which includes bonus, high salary rates, extra benefits, allowances and pre-requisites are dependent on performance appraisal. The criteria should be merit rather than seniority.

Selection Validation: Performance Appraisal helps the supervisors to understand the validity and importance of the selection procedure. The supervisors come to know the validity and thereby

the strengths and weaknesses of selection procedure. Future changes in selection methods can be made in this regard.

Communication: For an organization, effective communication between employees and employers is very important. Through performance appraisal, communication can be sought for in the following ways: Through performance appraisal, the employers can understand and accept skills of subordinates. The subordinates can also understand and create a trust and confidence in superiors. It also helps in maintaining cordial and congenial labor management relationship. It develops the spirit of work and boosts the morale of employees. All the above factors ensure effective communication.

Motivation: Performance appraisal serves as a motivation tool. Through evaluating performance of employees, a person's efficiency can be determined if the targets are achieved. This very well motivates a person for better job and helps him to improve his performance in the future (HCM, 2013). 11

2.11. Potential Problems in TeachersPerformance Appraisal Implementation

Performance appraisal is important for organizations and employees. Unfortunately, performance appraisals are not on the top of the list of "favorite things to do" for either managers or employees, and there can be a number of problems with their administration. From managers not being trained to conduct performance appraisals effectively to the failure to tie performance appraisal expectations to desired business results, businesses are often challenged to use this tool effectively,(Hilemariam ,2013).

Poorly Trained Managers: Effective performance appraisal doesn't just happen and organizations shouldn't assume that managers know how to conduct them effectively, even if they have many years of experience as managers. In fact, since the process can differ from organization to organization, it is important that training is provided to introduce managers to the philosophy of performance appraisal at the organization, including a review of the forms, the rating system and how the data gathered is used. Training should take place regularly as a refresher both for new and veteran managers.

Inconsistent Ratings: Inter-rater reliability is generally very low between managers at any organization. What one manager considers being "acceptable" performance, another may

consider "not meeting expectations." This can be a challenge for any organization and is made more of a challenge in situations where the criteria used are subjective and not based on any measurable performance outcomes (Hailemariam , 2013).

Lack of Outcome-Based Measures: Performance appraisals that ask managers to rate employees on subjective criteria such as "customer service skills" or "leadership ability" lack specific outcomes that can be tied to measurable results. The best performance appraisals provide the ability for both managers and employees to judge performance based on measurable outcomes that are objective; level of sales, safety records and evaluations from customers are all measurable ways of providing insight into an employee's (performance.Rue and Byars, 1992).

In the way some researchers dictate that in the process of employee appraisal there are so many problems and the following problems are major ones:

Leniency Error: Concerning to leniency error, Rue and Byars, (1992) say that" Leniency is the grouping of Ratings at the positive ends of the performance scale instead of spreading them throughout the scale". Every evaluator has his or her own value system which acts as a standard against which appraisal are made

Jack (2011), in his article "so what would an ideal PA looks 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, 1996). Problem related to performance appraisal can be of three general types. These are:-

I .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, and employees 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 them selves in terms of behavior, personality, or back ground(Pulakos& Wexley,1983).Employees might also contribute to this error when they make efforts to demonstrate that their behaviors, tastes and tendencies match those of the superior, or hide those not matching with the superiors, with the intent to please the superior for more favorable ratings.

Distributional errors - These errors occur in three forms:

O Severity or strictness error, the rater evaluates everyone, or nearly everyone, as below average.

O Central tendency error occurs when raters evaluate everyone under their control as average - nobody is either really good or really bad.

O 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).

II. Problems of Criteria

Appraisal has to be against criteria. If a discrepancy between and actual performance is pointed out, the question is whether the expected was fully defined and communicated to the employee. In the absence of such an attempt, the appraisal reports can be questioned. The issue basically to refer to job description. It is true that jobs can be clearly defined at the lower level in the organization hierarchy. However, as one goes up, it becomes more and more difficult to clearly specify the tasks one is supposed to perform (Muhammad, 2013). The other problem related to performance evaluation criteria is lack of standards. The standard used by different department in the organization may not be the same, hence, rating becomes unscientific and employees suffer. Some rates are too liberal while others are too strict causing lack of uniformity (Melaku, 2010).

III. Problems of Confidentiality

One important issue in performance appraisal has to do with sharing or keeping secret the ratings on various items of appraisal report. While many organizations have a system of selective feed back to the employee, the general policy is not share the total report with the employee.

There are many reasons for this, first, each employees expects rewards if the report is better than average, which may not be administratively possible. Secondly, very often supervisors pass the challenge to top management by saying that while they did give good rating to employee; top management did not take that into consideration. Thirdly, giving rewards is not the only objective of appraising employees. Given these reasons, it is emphasized that supervisory ratings of employee should be kept confidential (Melaku, 2010). On the other hand, it is claimed that since there will always be differences between the supervisor and employee's perception of the

subordinate's job performance, perhaps the employee should fully be aware of how he or she has been rated (Melaku, 2010). In fact, MBO, which is tailored to the individual, was introduced to take care of this problem. However, MBO does not readily provide the data needed for decisions on wage increase, promotion, and other personnel actions that require comparisons between two and more employee. In addition to the above three potential error which affect the performance appraisal system in one organization, employee opposition to evaluation process and the system design problem by its self also has factor on the appraisal process. If employees' perceive the evaluation to be unfair there will be lack of trust in the process causing them to oppose the whole system. As a result, makes it impossible to conduct effective performance evaluation. Poorly designed system that may cause due to poor criteria, time consuming techniques or irregularly used system may cause the performance evaluation system to break down (Melaku, 2010). So, the performance appraisal system should be designed with due care and should be tested before being implemented.

2.12. Techniques to Overcome TeachersPerformance 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 over come 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 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 Behaviors 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 expose 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 individual's behavior and, not surprisingly, the greater the possibility for inaccuracies (Mahapatron 2010).

VI. The balanced score card

According to Robert and Vijay (2004:496) 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 (2010:68) 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. Teachers’ Performances Appraisal system in Ethiopia

According to Yilma (2007:46) in Ethiopia, teachers’ performance evaluation started in the

1930s, and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function was largely remained unchanged. Berhanu (2006:7) reported that, since 1996, in Ethiopia in addition to administrative evaluation, students and parents’ evaluation of teachers’ performance has been in effect at elementary and secondary government schools. The evaluation criteria of the near past of teachers’ evaluation system comprised both trait and performance based criteria. In these criteria, how work is done is given much emphasis than what work is done. Graphic rating type of performance appraisal had been employed to apprise the over all teachers performance. As described by Robbins and decenzo(1988) in the graphic rating scale, the individual employees is assessed not only on the quality and quantity of work but also includes personal traits, such as cooperation, loyalty, reliability and job enthusiasm, which have positive or negative impact on employees performance.

The major objectives of the past teachers’ evaluation as stated by MoE (1980:68) were: (i) to provide education opportunity, salary increment, promotion and reward to effective teachers. (ii) To identify inefficient teachers’ and arrange in service training to help 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.

In Ethiopia, teacher's performance evaluation was introduced along with the beginning of inspection in 1934 for the first time as a method to control and inspect the institutional process (Haileselassie, 1996:12). Later on, it continued to operate by changing its name to supervision and teachers were evaluated by administrators and the purpose seems largely the same. Berhanu (2006) stated that result-oriented performance appraisal (ROTPA) was introduced in Ethiopia since 2004 in line with Federal Civil Service Commission (FCSC). Berhanu also explain that the overall objectives of the appraisal system was to enable civil service institutions to objectively measure and provide feedback on the result of employees 'performance using openness, transparent and result-based criteria that promote performanceeffectivenessandefficiency in the civiler institutions.

In Ethiopia, the present system of performance appraisal of teachers is result oriented and, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks.

Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up nine stages in the career ladder structure (MoE, 1998 E.C.). As stated above, to move to the next ladder on their profession, teachers are expected to score accepted results on performance appraisal. At times when the appraisal system open doors for subjective measurements, it leads educational leaders to pass unreliable decisions on teachers' career development.

Because of its complexity and lack of implementation effectiveness, a number of problems have been created in relation to teacher dissatisfaction. Even though result- oriented teacher performance was introduced by the ministry of education in 2004, however teachers and principals had negative attitude towards result- oriented teacher performance appraisal criteria (Yilma, 2007). The performance appraisal which is the 2004 appraisal criteria system in one hand and the newly introduced BSC system in the other hand are both working side by side as result - oriented teacher performance appraisal but both created problems in their authentic and genuine implementation. Because of lack of clear criteria set up and complex nature of the evaluation system, both teachers principals and vice principals have faced problems in practicing it(Kedir, 2017).

The new system of teacher appraisal and feedback assesses teachers on multiple aspects of their teaching. It requires schools to use at least four methods of assessment that draw a direct line to effective teaching and learning. This incorporates continual feedback for teachers into the appraisal of their work. Providing meaningful feedback to teachers is the best way to improve teaching and learning. The system relies on effective methods to assess and improve learning and teacher performance:

- Student performance and assessments; Peer observation and collaboration Direct observation of classroom teaching and learning; Student surveys and feedback; 360-degree assessment and feedback; Self-assessment; Parent surveys and feedback; and External Schools should choose at least four of these methods to assess teachers' performance. Each school should be required to include student performance and assessments among the four. The research shows that the greatest impact on student learning comes from meaningful feedback to improve classroom teaching. The methods chosen and developed should reflect this evidence. Schools may therefore choose to place less emphasis on self-assessment and parent surveys, given that they can provide less feedback that draws a direct line to improved student performance. However, before schools implement these assessment methods, they should define what constitutes effective teaching in their school. Schools must decide the objectives and benchmarks against which performance is assessed. This report examines effective methods to appraise and provide continual feedback to teachers. It does not discuss the mechanisms by which excellent teachers can be recognized and rewarded for their work, nor the processes by which underperformance can be managed. Future Grattan research will examine these issues. (Better Teacher Appraisal and Feedback improving Performance, Ben Jensen, April 2011)

Chapter THREE

Research Design and Methodology

This Chapter focused on how to design the research, what research approach to follow and methodology of research, population sampling and sampling technique and also sources of data, tools used to collect data's and method of data analysis and procedures of data collection.

Thus, to achieve this purpose descriptive survey design was used. Because it is considered as excellent means to “produce statistics that is quantitative or numerical descriptions of some aspects of the study population” (Singh, 2007).

In addition to this by using descriptive research method it is easy to use various forms of data as well as incorporating human experience which enabled the researcher to look the study in so many various aspects and can provide bigger overview about the subject matter. And also a mixed approach of qualitative and quantitative was employed to carry out this study. Moreover, the following techniques and procedures were used to collect and analyzed data.

3.1.Research Design

The purpose of this study is to assess the current teacher Performance appraisal practices in Burayu government secondary school. To achieve purpose and descriptive survey method of study was employed. As (Bestand kahan), 1998 descriptive method helps to describe and interprets the trend of events that will exist now and in the future. It also helps to explain widely varieties of data from different respondents. The researcher collected the relevant data at a particular point and described the nature of existing conditions.

It also helped to explain widely varieties of data from different respondents. For the discussion was reliable the explanatory approach was used to gather information, and those data was analyzed by mixed research method for comprehensive answer from the research question.

3.2.Population and Sample

-The Population of this study was defined as all teachers teaching in all secondary High School of Burayu Administrative town in the year 2017 their number is 61

-All School leavers who will graduate from Burayu Preparatory School in the year 2016 & 2017 are 515 in number, because they took entrance exam and according to their result they will join higher educations in different programs..

3.2.1. Population Sample Size

The population of this study includes the management teams (principals and Vice Principals, department heads, lead teacher) of both secondary high school was 8 and also the whole school teachers 30, Parents and Students did not participate and the total number of population was 38. For the effective accomplishment of the study some of school teachers were participated both in the questionnaire and focus group discussions.

- The administrative town has 2(two) government secondary high school. I will get answer(suggestions) for my research questions. Next the groups which I propose to select is those who have reaction with performance appraisal measurement.

3.2.2. Sample Size and Sampling Techniques

The geographical setting of this research was at the Burayu Administration Secondary School. Lottery random sampling and available sampling technique was employed to select the sample respondents from Burayu Secondary school of two areas. (Gefersa Nono & Gefersa Burayu Kebeles). The sample size proposed represented and was gave suggestion for the thesis/research. It was manageable. According to (Singh, 2007, P. 224) population or universe means, the entire mass of observations. This is parent group from which, a sample is to be formed. Sampling is the process of taking limited number of samples from the total population. Regarding this, Wilkinson and Birmingham (2003) cited as: Sampling is the process of selecting part of large group of participant with the intent of generalizing from the sample (the smaller group) to the population (the larger group). To make valid inferences about the population, we must select the sample to that it is representative of the total population. (Singh, 2007, P. 160) on his side agreed that, "the concept of sampling has been introduced with a view to making the research findings economical and accurate."

Table I:-Name of Selected Secondary Schools, Total Population and Sample Population

Table I: Population and Sample by school

No	School	Population	Sample	
			No	%
1	Burayu Secondary School	52	28	53
2	Burka Nono Secondary School	17	10	47
	Total	69	38	

3.3.Instruments Of Data Collection

3.3.1.Questionnaire

At first place, questionnaire which includes both closed and open- ended items, was developed for teachers to get rich information easily and based on the research objectives and the researcher construct that at the beginning close open items was settled and this was so because it was the ability to limit inconsistency and also save time as suggested by (Amin ,2005). The Likert scale measurement of Strongly-agree, Agree, Neutral Disagree and Strongly-disagree was used so as to have quantitative data easier for statistical analysis.

And at the end of the questionnaire there were open-ended items that gave a chance for the respondents to give their suggestions, opinions or comments, the researcher benefited from the nature of the open-ended item.

Validity of the instruments was established using both construct and content validity. Content validity was established through carrying out pre-testing measures where a few selected teachers who could not later participate in the study. The questionnaire was filled by the teachers and department heads.

3.3.2.Focus Group Discussion(FGD)

-Focus group discussion is structured group process used to obtain detailed information about a particular topic and it helps for exploring attitudes and feelings to draw out precise issues that may be unknown to the researcher. Because of this reason, Focus group discussions was proposed with two groups with eight(8) members of the school teachers.

The participants of the focus group discussion was came from two different departments. The points of discussion was about the school teachers' performance appraisal practice objective, process and problems of appraisal practice. .

3.3.3.Interview

-An interview guide was designed to obtain in-depth information from key respondents and it was tested for areas hard to investigate by the use of the questionnaire approach. Interviews further was helped to test for variations in responses as suggested by (Amin ,2005). To make the study more comprehensive and reliable semi-structured interview was administered to

principals, academic director, lead teacher and heads of departments to get information on the trends of school performance appraisal, and the interviews was conducted by both English and Afan Oromo.

3.3.4.Document

Secondary source of data was obtained from school teachers appraisal guide line, and teachers' performance appraisal format and those documents were analyzed and obtained numerous background information about the issue.

3.4.Procedure of Data Collection

-After dealing with Pilot test I was started my the thesis by the method selected by discussing /called a meeting with FGD, Interviewing and Data Collected from the groups. Basic data s which was related with this research title was collected from the educational institutions.

-In the sample schools the researcher described the purpose of the study, invited the teachers to participate, gave instructions for completing the questionnaire and assured confidentiality, and identified a teacher would be responsible for collecting and returning the questionnaires. Questionnaires were to be returned in a prepared envelope.

3.5. Pilot Study

The questionnaire was tested for its validity by distributing it to four teachers, one principal and one vice-principals at Burayu and GefersaNono Secondary school before implementing the final questionnaire to the research participants . Changes like capitalization, language edition, were made to few questions and additional points were included in the questionnaire.

Concerning the validity of instruments , as validity means checking whether the instrument measures what it was intended to measure, the draft questionnaire was checked by thesis advisor, subject matter experts from administrative town supervisors. Concerning the validity of the instrument, as validity means checking whether the instrument measures what it was intended to measure, the draft questionnaire was checked by thesis advisor, subject matter experts from administrative town supervisors and modification were made according to the suggestion given.

3.6. Methods of Data Analysis

The data collected through questionnaires was coded, tabulated, and interpretation was made using descriptive statistics, i.e. mean scores, weighted mean scores and percentage.

The data collected through interview, open- ended questions of the questionnaire and teachers classroom performance observation.

3.7. Ethical Issues

The study was conducted in such a way that it considered ethical responsibility that was being honest about what exactly the study was all about and what it intended to measure. The respondents were assured that the information that they provided was confidential and only be used for the intended purpose.

CHAPTER FOUR

4.Presentation and Analysis and interpretation of the Data

This chapter consists of two main parts. The first part presents the characteristics of the respondents. In this part appraiser (principals) and appraisees (teachers) are discussed in terms of sex, academic qualification, field of study, and years of service. The second part of this chapter deals with the analysis and interpretation of data collected.

To analyze the data respondents were provided one and in some cases more options to choose which they believe is an appropriate. Data obtained were organized in tabular form and analyzed using mean score, weighted mean score and percentage. The data collected through interview, open- ended questions of the questionnaire and teachers’ classroom performance observation checklist (See Appendix IV) and other documents were presented and analyzed using content analysis method.

4.1. Presentation and Analysis of the Demographic Characteristics of the Respondents

A total of 38 questionnaires were distributed to 2 principals 2,, 2,vice-Principals,4 department head and 30 teachers. A total of 38 questionnaires were filled in and returned. Out of which 4were from principals ,4 from department head and 30 were from teachers. Based on the responses obtained from the respondents, the characteristics of the study groups were examined in terms of sex, academic qualification, field of study, and years of service.

Table II Respondents by Age,sex,Qualification,Yearof service

No	Item		Appraiser		Appraisee	
			No	%	No	%
I	Sex	M	8	100	28	93.33
		F			2	6.66
	Total		8		30	
II	Age					
	Below 25	M	1	12.5	3	10
		F				
	25-34	M	5	62.5	17	56.66
		F			1	3.33
	35-44	M			7	23.33
		F	1	12.5	1	3.33
	44-54	M	1	12.5	1	3.33
		F				
	55 & above	M				
		F				
III	Qualification					
	MA/MSc		1	25	2	6.66
	BA/BSc		7	75	28	93.33
	Diploma					
IV	Field of Study					
	Professional Major (EDPM)		1	12.5	2	6.66
	Subject Major(Maths,English)		7	87.5	28	93.33
V.	Years of Service					
	1_5		4	50	8	26.66
	6_10		1	12.5	9	30
	11_15				7	23.33
	16_20		3	37.5	5	16.66
	Above 20				1	3.33

Item I, show sex distribution of the sample population of principals and teachers. Accordingly, in item I, all the principals were male. On the other hand, teachers who accounted for 93.33% and 6.66 % were male and female respondents respectively. Thus, we can infer that female participation in school leadership was very little. Moreover, their involvement in the teaching profession in secondary schools also seems low.

As in item II ,62.5% of the principals ,department heads and 56% of teachers their age was from 25-34 years,12.5 of the principal was their age was from 35-44, again 12.5 % of principals was 45-54 years and 12.5 % of Principals were below 25 years. And also 23.33 % of Teachers were 35-44 years. And the remaining teachers were 44-54 years and below 25 years.

As seen in item III,25 % of the principals ,department head and 6.66 % of the teachers were masters" degree holders. On the other hand, 75% of the principals and 92 % of teachers were B.A Degree holders. It would, therefore, be possible to infer that except one school all of the sample schools were managed by principals who were not fulfill the requirements set by the MoE revised school standards of 2013. But according to the 2013 revised school standard all the principals and vice principals of the school have to have MA/MSc degree and those who took EDPM course plus principals" training. The teachers who teach in the secondary schools required B.A. degree .

Item IV.shows the distribution of principals and vice-principals in terms of their field of study. Accordingly, 12.5%, had an academic background(Professional Major of EDPM) and 87.5 % of them had Subject major. On the other hand, 25 % were with EdPM background. This implies that more than half of the principals lack expertise to conduct TPA effectively. Moreover, if appraisers (principals) are not viewed as credible-being, knowledgeable about the appraisees (teachers) position and field of expertise appraisees may be uncooperative and resist the appraisal reports.

As seen in item V, regarding to respondents years of work experience, 50 % of principals, department head had service years from 1-5 years, 37.5% of principals, department head was had 16-20 years of service ,12.5 % of appraiser had 6-10 years of service . And 30 % of teachers had 6-10 year of service, 26.66 % of teachers had 1-5 year of service 23.33 % of teachers had 11-15 year of service and 50 o % f principals and vice principals had 1-5 years of

service, 27 % of teachers and 50 % of principals and vice principals had 6-10 years of service, 19 % of teachers had 11-15 years of service, 19 % of teachers had 16-20 years of service .

It would be, therefore, possible to infer that 100 % of the principals and vice-principals had service years up to 20 years and this rich experience might help the principals to establish and maintain good relationship with teachers and moreover help them to get knowledge of good teaching. On the other hand, 62 % of the teachers had less than 11 years of service and 38 % of teachers have service of years up to 20 years.

4.2. Presentation, Analysis and Interpretation of Findings

This part presents the presentation, analysis and discussion of the findings regarding with teachers, principals/ vice-principals ,administrative city supervisors,department head, Unit Leader opinion or attitude, towards teachers performance appraisal system based on the purposes, approaches, criteria, the competence of appraisers, procedures and improvement of the effectiveness and results of PAS.

4.2.1 Purposes of TPA as Perceived by Appraisers and Appraisees

The purpose of teacher's performance appraisal is to enhance and to initiate motivation and interest towards the teaching profession and to improve the quality of teaching learning process. The knowledge of teachers about the purpose of performance appraisal is very essential. In this regard, MOE identifies the major purposes in the guideline.

Table III: Purposes of TPA as Perceived by Appraisers and Appraisees

No	Purpose of TPA	Respondents		
		Appraisers mean score(principals, department head	Teacher mean score	Weighted mean score
1	To identify areas where development efforts are needed	4.4	4.7	4.55
2	To achieve school goals	4.4	4.6	4.5
3	To improve teaching performance	4.5	4.6	4.55

4	To ensure that students are provide high quality instruction	4.7	4.2	4.45
5	To provide opportunities for teachers to develop professionally	4.3	4.3	4.3
6	To control or influence the performance of individual	TPA3.8	4.1	3.95
7	To decide on teachers" termination of the contract	4	3.8	3.9
8	To decide on teachers" promotion, transfer or demotion	3.3	4.3	3.8
9	To assess the effects of teaching on students „achievement	4.4	4.6	4.5
10	To satisfy the demands of the public for accountability	3.7	4.7	4.2
	Average mean score	4.15	4.39	4.27

Appraisers and appraisees were asked to identify the major purposes which they think the secondary schools TPAS in practice. To this effect, ten purposes were listed in the table. Six of them represent summative purposes and the remaining four represent formative purposes

Hence, table III shows the result of these two main categories of the TPA purposes as perceived by appraisers and appraisees.

Accordingly, the result of the weighted mean scores reveal that both appraisers and appraisees strongly agree that purposes of TPA in secondary schools were primarily serving to achieve summative (developmental) purposes:-to achieve school goals, to improve teaching performance, to identify areas where developmental efforts are needed, to assess the effects of teaching on students achievement, to ensure that students are provided high quality instructions, and to provide opportunities for teachers to develop professionally.

On the other hand, the second major purpose as perceived by appraisers and appraisees were Formative purposes as confirmed by the weighted mean of (4.3125). The summative purpose

includes: satisfying the demands of the public for accountability, to control or influence the performance of individual's, to decide on teachers termination of their contact, and to decide on teachers promotion, transfer or demotion. This is also confirmed by weighted mean of(5.09). It would, therefore, be possible to conclude that although both formative and summative purposes of TPA were necessary and much of the information were useful in making decisions about teachers, the two major purposes were quite different. But from the TPA checklist currently used in the sample school, it is observed that both the formative and summative purpose was appeared in one instrument. Research on TPAS reveals that sharp differences in purpose, process, instrumentation, and procedural characteristics gave urgency to the notion that summative and formative appraisal cannot be undertaken as a single undifferentiated task.

4.2.2. Perception of Appraisers and Appraisees on TPA Criteria.

The participation of teachers in the development of appraisal criteria, measures and in the process of conducting appraisal will satisfied the teachers to accept the appraisal system. Appraisees and appraisers were asked their perception on the development and formulation of performance appraisal criteria by listing some of TPA criteria on the table blow

Table IV. Perception of Appraisers and Appraises on TPA criteria

No	Criteria of the instrument used	Respondents	Responses					
			Agreed		Undecided		Disagreed	
			F	%	F	%	F	%
1	Describe what the teacher is, rather than what the teacher does.	T(30)	23	76.7	4	13.33	3	10
		P,DH(8)	6	75	1	12.5	1	12.5
2	Teachers are significantly involved in the process of developing criteria	T(30)	30	100				
		P,DH(8)	6	75	1	12.5	1	12.5
3	Measure teachers willingness to participate in extracurricular activities	T(30)	27	90	3	10		
		P,DH(8)	5	62.5	3	37.5		
4	Measure Good teaching	T(30)	27	90	3	10		
		P,DH(8)	6	76.7	1	11.5	1	11.5
5	The criteria are clear	T(30)	20	66.7	7	22.22	3	11.11
		P,DH(8)	3	37.5	2	25	3	37.5
6	The criteria are adequate to appraise teachers performance	T(30)	27	90	3	10		
		P,DH(8)	4	50	3	37.5	1	12.5
7	The criteria are adequate to differentiate good performance from poor performance	T(30)	14	47%			16	53.33
		P,DH(8)	1	12.5	1	12.5	6	75

Notice:- T= Teachers(appraise) P= Principals and vice Principals, DH-department head(appraiser)

In table IV-item 1, With regard to the characteristics of performance criteria, 75% of appraisers and 76.7 % of appraises agreed on the assumption that the current criteria describe what a teacher is, rather than what the teacher does and 12.5% Appraiser and 13.33 % appraisee was not decided disagreed and 12.5 % of appraiser and 10 % appraisee was not agreed. The extensive research indicating that the teacher may be the primary influence on student learning within the school has placed much emphasis on teaching activities as criteria for appraisal. Teaching as a behavior related to producing student learning is the essential focus of teacher evaluation (Harris, 1986). As George (1987) observes a teacher 's personal traits, beliefs, and habits outside the classroom are not a central part of the job.

As responded by 75% appraisers and 100 % appraises in table IV item 2, shows there is involvement of teachers in the development of TPA criteria, where as 12.5% of appraiser undecided and also the same percentage disagreed . This shows that criteria of TPA involve appraisers and appraisees have freedom of choice to formulate, adapt or modify the criteria.

As can be seen from table IV-item 3, the objectives of TPA criteria measure teachers" willingness to participate in extracurricular activities were rated high as 62.5 % of appraisers and 90 % of appraises agreed on the issues, 10 % appraisee disagree and 37.5 % appraiser did not decided. TPA requires direct observation in the classroom. The appraisal of classroom teaching based on direct classroom observations seen to be an essential component of TPAS. As many research findings show the teachers commitment to one professional issue or his or her willingness to participate in extracurricular activities ought not to be part of an appraisal. In otherworld, how much a teacher cares about students is difficult to estimate unless it is directly tied to classroom behavior.

In table IV-item 4, 76.7% appraiser and 90 % appraise agreed, and the rest 11.5% of appraisers and 10 % appraise undecided about the issues of teachers performance criteria measure good teaching. As a result, it would be possible to generalize that the criteria recently used measure good teaching.

In table IV- item 5, 37.5% of appraiser and 66.7 % appraise agreed the criteria was clear and a 37.5 % of appraisers and 11.5 % appraise disagreed as the criteria was clear. Where as 25% of appraiser and 22.22 % of appraise did not decided as the criteria was clear. This shows that the

criteria was not clear and lack of clarity of the criteria would increase bias, and subjective judgments.

In table IV- item 6. 50 % of appraisers and 90 % of appraises agreed that the adequacy of the criteria to appraise teachers" performance. 37.5 % appraisers and 10 % appraisee did not decided and 12.5 % appraiser was dis agreed the criteria was adequate to appraise teachers performance appraisal according to appraises and according to the appraiser it is not adequate. So the result was the criteria to appraise teacher performance appraisal was not adequate. So the criteria should be revised.

In table IV item 7, with regards to the adequacy of the criteria to differentiate good performance from poor performance, 75% of appraisers and 53.3 % of appraises disagreed. Thus, it would be possible to generalize that the criteria recently used do not relate to the real events of the classroom and could not differentiate good performance from poor performance.

4.2.3. Who Involved in Appraising Teachers' Performance?

The most fundamental requirement for any rater is that he or she has an adequate opportunity to observe the ratee"s job performance over a reasonable period of time (Cascio, and Nambudin, 2010:332). Regarding who involved in appraising teachers" performance a question was distributed and administered to teachers and principals to investigate the current appraisal system.

Table V. Who involved in appraising Teachers Performance

Who involved	Appraisers (No=8)		Appraisee(30)	
	NO	%	No	%
Principals	1	12.5	7	23.3
Vice-Principals	1	12.5	5	16.7
Department Head	6	75	11	36.7
Students	0		5	6.66
Parents	0		2	3.33

Respondents were asked to identify persons who involved in appraising teachers „performance. As indicated in table V, both appraisers (12.5%) and appraisees (23.3 %) identify principals as appraisers of teachers" performance and also principals who accounted for 12.5 % and teachers

16.7% identify vice- principal as appraisers. Moreover, principals (75 %) and teachers (36.7%) indicate department heads as their performance appraisers.

On the other hand, as indicated by appraisees, the involvement of students and parents were low. Research output revealed that student ratings of teachers were more discriminating than any other source of teacher data. According to the interview information obtained from the Administrative Town - education offices, and School Managements after 2008 E.C teachers performance appraisal had been done by committee from comprising principal, vice principal, department heads, unit leader and students and parents based on BSC. But As I interviewed the school Directors in the teachers evaluation supervisors, Students and Parents do not participate in teachers Performance appraisal.

4.2.4 How Appraisees Perceive Competence of Appraisers

The appraisal of teachers performance is a complex and sensitive task which requires evaluators' adequate competence in human, technical and conceptual skills (Melaku Y., 2002). According to Melaku because of inadequate training in skills of performance appraisal, many evaluators tend to approach the task with some reluctance, and with a sense of insecurity for knowing nothing or little about it better than their evaluates -the teacher .Moreover, evaluators with no relevant training often commit appraisal errors which ultimately result in subjectivity of appraisal results (Melaku, 2002:360). To this effect, questions were developed and distributed to teachers check whether the appraisers, in the case of principals and vice principals, have adequate skill or not to appraise teachers objectively.

VI. Perception of Teachers about the Competence of Appraisers

Items	Appraisees (No =30)	
	No	%
1. Do appraisers competent enough to appraise?		
Yes	8	26.66
No	18	60
Not Sure	4	13.33
2. Which one do you think incompetent?		
Principals	20	66.66
Vice-Principals	5	16.66
Department Heads	5	16.66

As indicated in Table VI, appraisees who accounted for 60 % responded that appraisers who are involved in appraisal of performance of teachers do not have the necessary competence. On the contrary, while 26.66 % of the appraisees positively acknowledge their competence, 13.33% reported neither positively nor negatively. Hence, it is possible to conclude that the majority of the appraisees may have trust and confidence in the result of TPA.

Table VI item 2, Shows the Perception of Appraisees regarding the competence of appraisers. Accordingly, 66.66 % of the appraisees consider principals as incompetent. since 16.66 % of the appraisees (see table II) considered vice principal were incompetent . And also 16.66 % department Heads were incompetent. But minimum all are BA degree holders and 3 of them who were relatively more qualified than the appraisers. Moreover, appraisers academic qualification (field of study) (see table II) also confirms that they lack knowledge of basic management principle. In a nutshell, the overall results show that appraisees teaching performance were appraised by whom they mistrust about their knowledge of the mechanics of the appraisal system. Moreover, it also results in rejection of appraisal results and makes maintaining good report very difficult.

Table VII. Reaction of Teachers’ regarding Students as Appraisers

Item	Appraiser(30	
	No	%
Negative	16	53.33
Positive	14	46.66
Total	30	100

As seen in Table VII, 53.33% of the appraisees confirm that teachers” were not happy to be appraised by students. But only 46.66% of the appraisees responded that they accept students as appraisers of their teaching performance. Thus, the overall results show that the majority of appraisees do not accept students as appraisers of teachers” performance. The reason why they did not want students as appraisers of teachers teaching performance will be presented in table VIII.

Table VIII: Reasons for the Negative Perception of Appraisees Students as Appraisers

Item	Appraisees (30)	
	No	%
They lack competence to appraise teachers performance	12	40
They tend to get biased and prejudice	3	10
They do not know what good teaching is	7	23.33
They lack skills to appraise teachers" knowledge of subject matter	8	26.66

Respondents were asked to indicate the reason why teachers do not want students as appraisers of their teaching performance. As seen from the table VIII, lack of competence to appraise teacher's performance was identified as a primary reason for the incompetence of students as reported by 40 % appraises.

The second reason as reported by 26.66% of the appraises was students" lack of skills to appraise teachers" knowledge of subject matter. The other reason as responded by 23.33% of appraises was students lack of knowledge of good teaching. Moreover, 10% appraises identified students tendency to be bias and prejudiced as the next reason for the incompetence of students.

Research done on this issue confirmed that students can provide rich feedback to teachers about their learning and reactions to particular teaching strategies which is believed to be the criteria of TPA.

The use of students judgment on teachers" performance is valuable because it is students who know when they have been motivated to learn; and who feel that they have undergone changes in behavior.

Table IX. Whether Appraisers involved in Training onTPA

Item	Appraisees (30)	
	No	%
Participated in Training	17	56.66
Not Participated In Training	13	43.33
Total	30	

Table IX depicts whether appraisers have taken training related to the mechanics of TPAS. Accordingly, the majority of appraisers (56.66%) reported that they involved in training related to TPAS. On the contrary, 43.33% of appraisers were not involved. In this case; the majority of appraisers were involved in the task of TPA after have been taken training on TPA and Carry out the task of TPA.

4.2.5. Pre-Appraisal Conference between Appraisers and Appraisees

Appraising the performance of teachers has been regarded as a process of observing, analyzing, and judging teachers performance. A systematic process of teacher performance appraisal must include pre-appraisal conference. In this regard, questions was distributed and administered to principals and teachers to investigate the situation.

Table X. Pre-appraisal Conference between Appraisers and Appraisees

Items	Appraiser (8)		Appraisee(30)	
	No	%	No	%
Do appraisers and appraisees carry out pre-appraisal conference?				
Yes	2	25	14	46.7
No	6	75	15	50
Not Sure			1	3.33
Total	8	100	30	100

It is observed from table X, that the 25% principals and 46.66% of appraise reported that pre-appraisal discussions were held between appraisers and appraisees. On the contrary, 75% of appraisers and 50% of appraisees responded that there was no pre-appraisal discussion held between appraisers and appraisees. On the other hand, 3.33% of appraisees responded neither positively nor negatively. In sum, the disagreement that exist between appraisers and appraisees on the presence of pre-appraisal conference might indicate mistrust, lack of commitment, and lack of mutual understanding which make teachers to develop negative attitude toward the TPAS.

Melaku et. al. (2002) described that pre-appraisal meeting is crucial aimed at establishing common understanding and agreement between teachers and their appraisers. To this end, the school principal should schedule a pre-appraisal meeting with all teachers and appraisers in the first weeks of the academic year to review and decide with them (a) the purpose of the appraisal program, (b) the criteria against which their performance will be measured, (c) the timing and frequency of classroom observation, (d) the techniques that will be employed in gathering

performance data, and (e) the appraiser that will be involved in evaluating teachers performance. In general, the primary objective of pre-appraisal meetings should focus on establishing teacher acceptance and agreement to voluntarily take part in the appraisal process.

4.2.6. Observation of Teachers' Classroom Performance

The process of collecting teachers' performance data can take place anywhere and anytime during the academic year. According to Melaku, et. al. (2002) classroom observation should occupy a prominent position in the process of data collection on teachers' performance. Classroom observation, as a technique of performance data collection, helps to objectively identify both weaknesses and strengths of a teacher in his teaching task performance (Melaku et al. 2002: 369). Classroom observation is expected to help in providing teachers with objective feedback on their teaching performance, and hence, to assist them to improve their professional competence.

It is also expected to be conducted as frequently as possible depending on the time and resource constraints with which the school operates (Melaku et. al. 2002). Concerning the classroom observation frequency conducted in their respective schools, the respondents' responses are summarized below

Table XI. Observation of teachers' Classroom Performance

No	Items	Appraiser(8)		Appraisee(30)	
		No	%	No	%
1	Do appraisers observe classroom performance of teachers?				
	Yes	8	100	20	67
	No				
	Not Sure			10	33
	Total	8	100	30	100
2	How often classroom observation does takes place?				
	Once in a year			1	3.3
	Twice in a year	7	100	26	87
	Three times in a year				
	Four times in a year	1	25	3	10
	Total	8	100	30	100
3	Do you think that the frequency you checked above is adequate?				
	Yes	4	50	16	53
	No	2	25	12	40
	Not sure	2	25	2	6.7
	Total	100	100	30	100

The appraisal of classroom teaching based on direct classroom observation is seen to be an essential component of teacher appraisal. Hence, as seen in table XI- item 1 all of the appraisers and 67 % of appraisees responded that their classroom activities was observed. On the contrary, 33.33% of appraisees responded negatively. It might, therefore, be possible to conclude that however, appraisers declare that they conduct classroom observation was conducted in their schools, two third of the appraisees present that their classroom teaching performance were observed. This showed that he class room activities were observed.

With regard to item 2 of table XI, allof the appraisers and 87 % of the appraisees confirmed that a teacher"s classroom teaching performance was directly observed on an average of twice a year. Others only 3.33 % and 10 % of the appraisees reported that classroom observation take place once a year and four times ayear respectively. Observation of teacher 's classroom performance was twice a year as appraiser and appraise said. The data in the table would, therefore reveal that the frequency of classroom observation in sample schools regarded as adequate since one or two classroom teaching activities visited.

Respondents were also requested to explain whether the frequency of the classroom observation was sufficient to measure teachers classroom teaching performance. Accordingly, 50 % of appraisers and 53% of appraisees confirmed that observation of teachers" classroom performance twice a year was adequate to measure the performance of teachers" classroom activities. On the contrary, 25 % of appraisers and 40 % of appraisees felt that observing teachers classroom performance twice a year was not sufficient to gather reliable and dependable data on teachers" classroom activities. The rest, 25 % of appraisers and 6.7 % appraisees where report neither positively nor negatively. Thus, the result showed that there is perceptual difference between appraisers and appraisees on the frequency of observation of teachers" classroom performance. This might show that lack of commitment and lack of knowledge about their relative value on the part of the appraisers. Researches on teacher classroom observation show that more observation is much more likely to help produce stable and generalizable results (Millman and Draling Hammond, 1990).

Table XII. When does Appraiser enter in to Class?

No	Item	Response	Appraisers(8)	%	Appraisee(30)	%
			No		No	
1	Time of Class Room Observation	a. Before the Class begins	4	50	9	30
		b. During teaching and learning process	4	50	19	63.3
		c. Just before the end of the class	-		2	6.66
2	How long the appraisers stay in the classroom to observe teachers performance?	a. Approximately 10 minutes	-		-	
		b. Approximately 20 minutes	8	100	18	60
		c. The whole class (one period)	-		12	40

Table XII –item 1, indicate the time when appraisers enter in to classroom to observe teachers’ classroom performance. Accordingly, 50% and 63.33 % of appraisers and appraisees respectively reported that appraisers enter in to the classroom after teaching- learning process has begun. Hence, this might interrupt the teaching learning process. Moreover, it is not an appropriate time for appraisers to get appropriate place to observe specific examples of the practices as demonstrated by the teacher (Holdzkom, 1987). On the other hand, 50 % of appraisers and 30 % of appraisees indicated that appraisers enter in to the classroom before the class begins. Thus, it would be possible to generalize that it may be difficult to gather dependable information on teachers’ classroom activities which later might help the appraisers to judge teachers’ performance. It would be also inadequate to take the data as a base to judge the classroom activities of the teacher.

Table XII-item 2, Illustrates that all appraiser (100%) and appraisees accounted for 60 % reported that appraisers stayed in classroom for 20 minutes to observe teaching performance of teachers. Staying in the classroom for the whole period helps those appraisers to attending to events in progress in such ways as: to see and hear what is transpiring, to focus on a selected number of events, and to record them for future use.

On the other hand, 40% of appraisees indicated that appraisers stayed in classroom approximately for one period.

4.2.7. Whether Appraisers and Appraisees Conduct post-appraisal Conference

Post-appraisal conference occupies a particular sensitive position in the appraisal process. It is at this stage a teacher's total contribution to the school is frankly discussed, appraised, and valued. So, the researcher distributed the following questions and the respondents responses are summarized below

Table XIII: Whether Appraisers and Appraisees Conduct Post- appraisal Conference

No	Items	Appraisers(8)		Appraisee(30)	
		No	%	No	%
1	Do appraisers and appraises hold post appraisal conference?				
	Yes	8	100	21	70
	No				
	Not Sure			9	30
	Total	8	100	30	100
2	How often does post-appraisal conference take place?				
	Always after classroom observation			15	50
	Sometimes	6	75	13	43.33
	Rarely	2	25	2	6.66
	Total	8	100	30	100
3	When does post appraisal conference take place?				
	Immediately after class room observation	8	100	16	53.33
	After a week of appraisal			5	16.66
	After a month of appraisal			8	26.66
	Whenever teacher ask for the post appraisal conference				
	When the appraiser feel appropriate			1	3.33
	Total	8	100	30	100
4	What is discussed during post appraisal conference?				
	About weak performance only			6	20
	About strong performance only				
	About both strong and weak performance	8	100	24	80
	Total	8	100	30	100

The post -appraisal conference is the time when the basic job specification and any changes in it and any other aspect of a teacher role and responsibilities can be reviewed, and the school's expectations of those roles and tasks made clear.

Appraisers and appraisees were asked, whether post appraisal conference held between them. Accordingly, all of the appraisers and 70 % of appraisees reported positively. Thus, it would be possible to conclude that the presence of post appraisal conference, properly conducted provide the opportunity for teachers to discuss the performance at greater length and in greater depth. The teacher will also have the opportunity to criticize and comment on performance evidences presented by the appraiser. He will also have the change to supply additional data which he feels that the appraiser has omitted. Besides, schools, as a result of the conference created by an appraisal system have got the opportunity formally to thank and recognize the teachers' contributions individually.

Table XIII, item 2, illustrates that 50% of appraisees were identified that post appraisal conference has taken place always after classroom observation. On the other hand, 75% and 43.33 % appraisers and appraisees respectively revealed that post appraisal conference is conducted sometimes. The rest 25% of appraisers and 6.66 % of appraisees reported that post appraisal conference carried out in the school rarely. With regard to item 3 of table XIII, 100% and 53.33 % appraisers and appraisees respectively reported that post appraisal conference always hold immediately after classroom observation.

Table III Item 3 100 % appraiser and 53.33 % appraise responded post appraisal conference was done immediately after class observation .On the other hand, 16.66 % appraise responded post appraisal conference was conducted after a week of appraisal. The rest appraisees 26.66 responded that post appraisal conference was conducted after a month of appraisal. Only 3.33 % of of appraisees confirmed that post appraisal conference was conducted when the appraisers feel appropriate. It would be, therefore, possible to generalize that all of appraisers and the majority of the appraisees confirmed that post appraisal conference held immediately after classroom observation. Hence, according to Melaku et. al .(2002) post .appraisal conference should take place immediately after classroom observation before appraisal causes anxiety and frustration in the teacher. According to Melaku, post appraisal conference, when done properly,

encourage appraisers and teachers jointly solve performance problems and develop in them common understanding about what was and will be observed and appraised.

With regard to subjects to be discussed in post appraisal conference, 100 % of appraisers and 80 % of the appraisees indicated that strong and weak performance issues were the core of the discussion. The rest, 20 % of appraisees reported that only weak performance issues become the center discussion.

In a nutshell, post-appraisal conference will allow appraisees to look back at their performance over previous time and to look forward to work to be done. Thus, reviewing the strength and the weak side of post appraisal conference might help the appraisee for a full discussion of the previous time work in a supportive and constructive school environment, and also make appraisers feel the opportunity to discuss progress, review the previous work and offer suggestions for development.

Table XIV: Whether Good Performer are Rewarded

No	Items	Appraisers(8)		Appraisee(30)	
		No	%	No	%
1	Do teachers who perform better awarded?				
	Yes	6	75	15	50
	No			1	3.33
	Not Sure	2	25	14	46.66
	Total	8	100	30	100

Appraisers and appraisees were asked whether teachers who perform relatively better rewarded. Accordingly, 75 % of the appraisers and 50 % of the appraisees reported that teachers, who perform better, were rewarded. On the contrary, 3.33 % of appraisees responded negatively. Others, 25% appraiser and 46.66 % of the appraisees responded neither positively nor negatively. Thus, the presence of reward system may encourage teachers to develop and maintain long term commitments to exceptional performance in their own classroom.

Table XV: Type of Reward

No	Items	Appraisers(8)		Appraisee(30)	
		No	%	No	%
1	What types of reward to teachers awarded?				
	Promotion	6	75	15	50
	Salary increment			1	3.33
	Grant for masters degree program	2	25	14	46.66
	Total	8	100	30	100

As seen in table XV, appraisers and appraisees were asked to identify the type of reward better performers rewarded. Accordingly 75 % appraisers and 50% of appraisees were identified promotion as the primary reward. 25 % appraisers and 46.66 % of appraisees confirmed that grant for masters degree program was the next reward. Only 3.33 appraisee identified salary increment as the other award. Thus, all the types, listed above, that is, promotion, salary increment, grant for masters degree, grant for tuition expenses for summer courses completed are monetary rewards or extrinsic rewards. In contrast intrinsic motivation which arises from the behavior itself affording satisfaction and therefore being done for its own sake. Intrinsic and socially derived satisfactions are believed to be more effective in raising motivation and performance than are extrinsic factors (Lonsdale et. al, 1988).

According to Ayalew S. (1991) planning improves performance. The improvement of performance depends greatly on many situational factors as well as on the crucially of planning. So, the school administrations have to plan to reward teachers” in both intrinsic and extrinsic based on their performance result. If properly planned performance program can serve to provide information to teachers that their performance and contribution to the school is well appreciated and that there is every opportunity to develop themselves both for their personal satisfaction and for the benefit of the school.

4.2.8 Revision of Teacher’s Performance Appraisal System

As some research findings justified a performance appraisal system should be reviewed, revised, or refined every 3 to 5 years because skills needed to operate a school effectively will change. Regarding this, the respondents” responses are summarized below:-

Table XVI: Revision of TPAS

No	Items	Appraisers(8)		Appraisee(30)	
		No	%	No	%
1	Does TPAS revised in the past five years?				
	Yes	2	25	10	33.33
	No	4	50	12	40
	Not sure	2	25	8	26.66
	Total	8	100	30	100

In table XVI, appraisers and appraisees were asked whether TPAS revised in the past five years. Accordingly, 25 % appraisers and 33.33 % appraisees confirmed that TPAS was revised in the past five years. On the contrary 50 % of appraisers and 40 % appraisees reported that TPAS was not revised in the past five years. On the other hand, 25% of appraisers and 26.66 % of appraisees responded neither positively nor negatively. But, to feel the gap the researcher supported the idea by interviewing the Administrative town education officers. As a result they reported that it was revised in August, 2008 E.C. but the problem was that the principals of the schools did not aware the teachers. However, from the data we can infer that TPAS was revised in the past five years but the problem was that no awareness on the side of teachers.

4.2.9. Potential Problems of TPAI

According to Melaku (2000), Teachers performance appraisal is perceived by many teachers and school administrators as a “mixed blessing”. Most of them accept performance appraisal as inevitable and potentially valuable, but many question its usefulness and value in practice because of the presence of certain basic problems. In this regard respondents were asked to identify problems incorporated in conducting TPAS.

Table XVII. Potential Problems of TPA Implementation

No	Items	Appraisers(8)		Appraisee(30)	
		No	%	No	%
1	What problems do you observe in conducting TPAS?				
	a/ Appraisers lack the necessary knowledge, skill and experience	2	25	9	30

	b/Poor administration of the overall appraisal process			8	26.66
	c/Shortage of time to appraise teachers" performance	2	25	3	10
	d/The inadequacy and inappropriateness of the appraisal criteria	4	50	2`	6.66
	e/Absence of rewards for best performer			8	26.66
	Total	8	100	30	

In order to run good performance appraisal system in the school the factor which affect the appraisal system should assessed regularly. Schools may use accurate instruments for rating its teacher performance but there must be qualified rater with the necessary knowledge, skill and experience in relation to rating the performance of teachers. Accordingly, appraisers and appraisees who accounted for 25% and 30 % respectively reported the appraisers lack the necessary knowledge, skill and experience. According to Melaku (2013), as a result of the lack of the necessary knowledge, skill and experience appraisers commit a variety of errors, some of which are the halo effect, recent behavior error, similar to me error and contrast error.

The inadequacy and in appropriateness of the appraisal criteria reported by 50 % of appraisers and 6.66% of appraisees was the next major appraisal problem. This might resulted from lack of validity and reliability of the appraisal criteria. A set of performance criteria is said to be valid if it accurately measures what it is meant to measure. The validity of an appraisal process heavily depends on its comprehensiveness in assessing teaching quality as defined by the criteria. The variables included in the class observation schedule do not address such important issues as the quantity and quality of content the teacher expects students to learn or the effects of instruction on student attitudes and achievement. Reliability in performance criteria means consistency; that is two or evaluators should agree on what a teacher is and is not doing well.

In this regard, the classroom observation procedure used in these schools suffers from inadequate information about the quality of teachers" work.

Shortage of time to appraise teachers" performance as reported by 25% appraisers and 10 % appraisees become the third appraisal problem. Thus, it is possible to say that appraisers lack commitment to execute teachers" performance appraisal effectively. 26.66 % appraises reported that absence of rewards for best performer problem.

Many teachers complain about being rated without any single task observation, or of quick classroom visits. As a result, they often question appraisers' competence in and commitment to appraisal; and consequently tend to lose trust and confidence in their appraisers; and often resist accepting appraisal results. The last but not the least problem as discussed by 26.66 % of appraisees was poor administration of the overall appraisal process. This may be the result of appraisers failing to link more time and effort being devoted to class observation.

4.2.10. What do you suggest to make TPA implementation more Effective and Acceptable to all Stakeholders?

Regarding this, interview was conducted to Burayucity education officers. They reported that the key requirements of appraisal system have to be implemented. According to them the key requirements of effective appraisal systems are relevance, sensitivity, reliability, acceptability and practicality.

Relevance implies that there are clear links between the performance standards for a particular job and organizational objectives and between the critical job elements identified through a job analysis and the dimensions to be rated on an appraisal form.

According to them, relevance is determined by answering the question “what really makes the difference between success and failure on a particular job, and according to whom?” The answer to the latter question is simple; the customer. Customer may be internal (teachers, other staffmembers) or external (those who send their children to schools and students). According to the supervisors relevance also implies the periodic maintenance and updating of job analysis, performance standards, and appraisal systems. The administrative city did this every three to five years (See Appendix --) The second requirements to make TPAS more effective and acceptable are that sensitivity. The officers explained sensitivity as a performance appraisal system is capable of distinguishing effective from ineffective teachers. If it is not, and the best teachers are rated no differently from the worst teachers, then the appraisal system cannot be used for any administrative purpose. It certainly will not help teachers to develop, and it will undermine the motivation of both appraisers and appraisees.

The third requirement of sound TPAS is reliability. According to them reliability refers to consistency of judgment. In teachers' performance appraisal system, to provide reliable data, each rater must have an adequate opportunity to observe what the teacher has done and the

conditions under which he or she has done it; otherwise, unreliability may be confused with unfamiliarity.

The fourth requirement is acceptability. According to the administrative city officers, evidence indicates that appraisal systems that are acceptable to those who will be affected by them lead to more favorable reactions to the process, increased motivation to improve performance, and increased trust for principals.

The fifth requirement to make TPAS more effective and acceptable is that practicality. According to the officers, practicality implies that appraisal instruments are easy for principals (raters) and teachers (rates) to understand and use. Those that are not simply are not practical, and principals (supervisors) will resist using them. As we have seen, rates need as much encouragement and support to take place thoughtful performance appraisal.

In addition to the above suggestions given for problems in teachers performance appraisal by appraiser were All stake holders must ready to help any teachers by their education level ,Class observation should take place at least at a Semester, Class observation should take place at least at a Semester,to capacitate the appraisers with knowledge and skill and also to give awareness for both appraisers and appraisee(teachers),giving continuous training for teachers to strengthen the administration of the school,to reward the best and top performers,the appraisers should always have a documented information of the appraise(teacher),to full fill the teachers performance appraisal criteria ,creating conducive situation for teachers, appraiser and appraisee should prepare annual planning and monitor it to strengthen school(education) leadership to implement as per the schedule and regulations passed.

To finalize the task of presenting and analyzing the data, this chapter leads to chapter five that refers to the summary, conclusions, and recommendations.

Chapter Five

5.Summary ,Conclusions, Recommendations

In this chapter, major findings are summarized and conclusions based upon the findings are drawn. The chapter also includes recommendations forwarded based on the assumption that they could be solution for problems investigated in the study.

5.1. Summary of Major findings

The purpose of this study was to asses problems associated with the TPA implementation in government secondary schools of Burayu Administrative City. This was the intent to find out the strength and weakness of the implementation of TPA and to propose ways to tackle the problems. To meet the objectives of the study the basic research questions were addressed here under:-

Basic Research Questions

- a. what is the major purpose of teachers performance appraisal is designed to serve and What are the approaches used ?
- b. How adequate are the criteria to objectively appraise teachers Performance andWhat can be done to improve TPA system?
- c. . What are the reactions of teachers and their appraiserstowards the system of performance appraisal?

The study used descriptive survey design. To address the above basic questions the researcher reviewed the relevant literature and prepared questionnaire to collect data from theBurayu City administration of two government secondary schools found at GefersaBurayu and GefersaNonokebeles. The type of questionnaire prepared was closed-ended along with open-ended questions and interview was also designed to collect relevant datas and information from selected government secondary high schools and administrative city educational officers. After the questionnaire evaluated by the thesis advisor and the necessary corrections have made pilot – tested, then it was distributed to 4 principals and vice principals and 61 teachers among these 4 principals and 30 teachers fill in and returned the questionnaire. Then the data were presented in tabular form, recorded, and analyzed using means scores, weighted mean scores and percentage.

Based on the data presented, analyzed and interpreted, the following **major findings** were identified and presented as follows:

- 1.The study of TPA purposes revealed that both appraisers and appraises rated the recent TPA purpose as formative or developmental purposes. These formative purposes Consist : achieving school goal, improving teaching performance, identifying areas where developmental efforts was assessing the effects of teaching on students achievement, ensuring that students were provided high quality instructions, and providing opportunities for teachers to develop professionally. However, according to the FGD report from the TPA check list currently used in the schools, it was observed that both formative and summative purposes were appeared in one check list.
- 2.As reported by the majority of appraisers and appraises, appraising TPA in secondary school was the responsibility of principals, vice principals and department heads. But there were no involvement of parents and students.
- 3.With regards to the competency of appraisers, the majority of appraisees considered appraiser as incompetent.
4. Majority (75%) of the appraisers and (50 %) of the appraises reported that the teachers,who performed better ,were rewarded. The types of reward were :Promotion ,grants for master degree program and materials.
- 5.As identified by appraisees, the major problems encountered in appraising the performance of secondary schools teachers were found to be :appraisers lack the necessary knowledge, skill and experience , the in adequacy and in appropriateness of the appraisal criteria and absence of rewards for better performer.
6. As reported by education officers ,to make PA implementation more effective and acceptable the five basic requirements such as relevance, sensitivity, reliability, acceptability and practicality of performance appraisal system was implemented.
7. Concerning class room observation, all appraisers and the majority(86.66 %) of appraises conformed that classroom observation was conducted twice in a year.

.5.2. Conclusion

Performance appraisal required willingness and commitment to focus on improving performance at level of the individual teacher. Like a compass, ongoing performance appraisal system provided instantaneous ,real time information that describes the difference between the current and the desired Performance of teachers. To practice sound performance appraisal ,principals of the school provided timely feedback about teachers performance ,while constantly was focused everyone's attention on the ultimate objective (i.e. quality education). Performance appraisal served two major purposes in schools :(1) to improve the Teaching performance of teachers(i.e.t is Formative Appraisal) and (2) to provide information to school administration for use in making decisions. (Summative appraisal). In practice, teachersperformance appraisal system fails.

Teachers" performance appraisal was done twice a year in both schools, and the finding of the study indicated that this. The specific rating method used depends on the purpose for which the appraisal was intended.

Finally, to improve the reliability and validity of ratings, use frame-of-reference rating to help raters observe behavior more accurately.

Thus, for purpose of teachers development, critical incidents or behaviorally anchored rating scales were most appropriate. Because it did not satisfy one or more of the following requirements: relevance, sensitivity, reliability, acceptability, and practicality. To improve the value of performance feedback appraisers, communicate frequently with teachers; encourage them to prepare and to participate in the performance appraisal process; judge performance, not personality; be specific; avoid destructive criticism; set goals; assess progress toward goals regularly; and make rewards contingent on performance.

Teachers" performance appraisal was done twice a year in both schools, and the finding of the study indicates that this. The specific rating method used depends on the purpose for which the appraisal was intended. Thus, for purpose of teachers" development, critical incidents or behaviorally anchored rating scales are most appropriate.

5.3 Recommendations

Based on the finding ,the researcher provided the following recommendations to improve teachers performance appraisal practices in government secondary schools of BurayuTown Administration.

1. To make the performance appraisal purposes valid and reliable teachers performance must be continuously reviewed and registered in diary form- By doing this performance defaults can be avoided on time and teachers" performance can be improved through counseling and mentoring. Hence, from the classroom observation checklist employed in secondary schools understudy it was observed that both formative and summative appraisals were found in the same checklist. Attempts to use one procedure for both purposes might be expected to negatively influence morale, and performance of teachers. Therefore, it is suggested that formative appraisal and summative appraisal ought to be separated and treated in two different performance checklists; and adequate training on how to conduct

2. The study also proved that the TPA criteria currently used to appraise teachers" performance are found to be inadequate and inappropriate to appraise the performance of secondary school teachers in administrative town schools. Only officials of education are the determinant bodies to set performance criteria. So it is better to reach at consensus on the participation of teachers and principals in designing, reviewing, and improving of TPA criteria. So, the administrative city education office has to take this into account. As a result every one becomes more accountable and the system becomes more responsive to the need of all constituents.

3. The findings of the study also proved that principals who involved in the appraising of TPA were incompetent. The reason why they were incompetent as discussed were; firstly, the assigned persons as principals of the school were not fulfill the requirements set by the MoE school standards. Secondly, they did not expose to any training related to the mechanics of TPA. Therefore, it is suggested that firstly, assigning qualified principals and vice-principals who have background knowledge of instructional leadership and those who qualified the MoE school standards. Secondly, upgrading the administrative capacity of the already assignee principals through in-service training, and sponsoring them in attending regular university education. Moreover, the town administration education bureau with the collaboration of universities ought to prepare special training programs, for administrative town education supervisors, school

principals and department heads which mainly focus on the challenges of TPA implementation. And these trainees intern should prepare training program for teachers in their respective school. This participatory approach enhances teachers' rights and their responsibilities and moreover, creates a feeling of ownership and commitment.

4. As the finding of the study proved there was problem of allowing students and parents in participating in appraising teachers' performance. To make the appraisal result more objective, it is better in addition to principals, department heads, unit leaders if a committee is formed which comprised those bodies that directly and indirectly experience performance of teacher. Accordingly, the following bodies are recommended to appraise teachers performance; principals, vice principals, the unit leaders, the department heads, the students and the parent together can better appraise teachers' performance than a single appraiser.

5. The findings of the study also justified that teachers who perform better relative to others were rewarded. The types of rewards were almost extrinsic rewards. However, intrinsic and socially derived satisfactions are believed to be more effective in raising motivation and performance than an extrinsic reward. Therefore, it is recommended that the following intrinsic rewards ought to be functioned: Selection as primary teacher of the year (school level, worked level, administrative city level, - lev). Certificate of accomplishment for years of service. Certificate of growth in specialized competency area. Continuous assigning as a unit leader, department heads and the like as you had done now. So, the Administrative city education office, and the school principals are responsible for these.

6. Much attention needs to be paid to ensuring the acceptability and practicality of teachers' performance appraisal system by implementing the five basic requirements of performance appraisal system, and none of them can be ignored. Also, a comprehensive and in-depth research on TPAS need to be conducted and timely measure be taken by city administration education bureau to improve the effectiveness and results of performance appraisal implementation in government secondary schools. Formative and summative appraisal separately should be given to school principals and vice principals. The officials of education must follow up the practice every time.

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Addis Ababa University

College Of Educational and Behavioral Studies

Department of Educational Planning and Management

To be filled in by Teachers and Principals/ Vice principals

Dear respondent,

This questionnaire is prepared to gather information to assess teacher performance appraisal implemented presently used in Secondary schools at Burayu Administrative Town. Thus, the reliable information you provide determine the quality of the study.

At the outset, I would like to assure you that your responses will be used only for academic purpose and kept confidential. Thus, please be honest, confident and objective while filling the questionnaire. You are requested not to write your name in this question paper.

Thanks in Advance

Appendix i

Section I

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 4scale.

Scale:

SA = strongly agree **A**= Agree **UD**= Undecided **D**=Disagree , **SD**=strongly disagree

No	Item	Responses				
I	What do you think is the Purposes of Teachers Performance appraisal 01	SA	A	UD	D	SD
1	To identify areas where development efforts are needed					
2	To achieve schools goal					
3	To improve teaching performance					
4	To ensure that students are provided high quality instruction					
5	To provide opportunities for teachers to develop professionally					
6	To control or influence the performance of individual					
7	To decide on teachers' termination of the contract					
8	To decide on teachers' promotion, transfer or demotion					
9	To assess the effects of teaching on students' achievement					
10	To satisfy the demands of the public for accountability					
II	What do you think is the Characteristics of TPA* Criteria 02					
11	Describe what the teacher is, rather than what the teacher does					
12	Describe what the teacher is, rather than what the teacher does					
13	Measure teachers' willingness to participate in extracurricular activities					
14	Measure good teaching					
15	The criteria are clear					
16	The criteria are adequate to appraise teachers performance					
17	The criteria are adequate to differentiate good performance from poor performance					

Section II

Questionnaire to be completed by Principals, Vice Principals, Teacher

Dear respondents

The purpose of this questionnaire is to collect relevant data to the study entitled Assessment of practices and Problems of Teachers Performance Appraisal in government Secondary School of Burayu Administrative Town of Oromia. “. Your responses are vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine response, and your identity will be kept confidential and the response will be used for research purpose only.

Please note the following points before you start filling this questionnaires:

1. You do not to need write your name on the questionnaires;
2. Read all the instructions before you answer the questions;
3. do not consult others to fill the questionnaires;
4. Please indicate by using ticking sign or "X" for one of the Suggested liker scales. Kindly write your opinion briefly for the short answer questions on the space provide
5. Please do not leave any question unanswered

Thank you for your cooperation !

Section I. Background Information

1. Name of the school_____
2. Sex: a) Male ☐ b) Female ☐
3. Age: A. Below 25 ☐ B. 25 – 34 ☐ C. 35 – 44 ☐
D. Over 44 ☐
4. Academic qualification:
a. Masters Degree ☐ b. B.A. Degree ☐ c. Diploma ☐ d. Certificate ☐
5. Your Major Subject_____

6. Experience in terms of Service year a. 1-5 ☐ b. 6-10 ☐ c. 11-15 ☐ d. Over 15 ☐
7. Your Leadership Position: a. Principal ☐ b. Vice-Principal ☐ c. Department Head ☐

Section II .Questionnaires

1. In your school, who are involved in appraising teachers' performance?

(You can give response as many as you think appropriate)

- a. Principal ☐ b. Assistant principal ☐ c. Students ☐
- d. Parents ☐ Department heads ☐
- f. Other, please specify _____

2. Do you think that the appraisers of teacher performance have the necessary competence?

- a) Yes ☐ b) No ☐ c) Not sure ☐

3. If your answer to question number 2 is "no", which ones do you think are incompetent? (Please choose as many as you think appropriate)

- a. Principal ☐ b. Assistant principal ☐
- c. Students ☐ d. Parents ☐ e. Department heads ☐
- f. all do not have the required competence _____

4. What is your reason for their incompetency? (You can give more than one answer)

- a. They lack the necessary knowledge, skill and experience. ☐
- b. They did not get adequate training ☐
- c. They focus on the negative side only ☐
- d. They tend to make bias and favoritism ☐
- e. Appraisers are reluctant to devote enough time to the task to do it properly ☐
- g. If any other, please specify _____

5. What is the reaction of teachers when there is performance appraisal by student?

a) Negative ☒ Positive ☐

6. If your answer to question number 5 is "negative" what would be the reason?

a. Students lack competency to appraise teacher's performance. ☐

b. They are biased ☐

c. They do not know what effecting teaching is ? ☐

d. They lack the skills to appraise teachers knowledge of the subject matter. ☐

7. Have you involved in any training related to teachers' performance appraisal?

a) Yes ☒ b) No ☐ c) Not sure ☐

8.If your answer to question number 7 is "No " what would be the reason?

a. Do not have Plan ☐

b. They are biased ☐

c. Lack of Budget ☐

d. No attention ☐

9. Do the appraisers and teachers hold pre-appraisal conference?

a) Yes ☒ b) No ☐ c) Not sure ☐

9. If your answer to question 9 is "yes",how frequent does the pre-appraisal take place?

a)Always ☒ b) Sometimes ☐ c) Rarely ☐

10. what is the main subject(s) of discussion (chooses many as you can think appropriate)

a. about what is to be appraised ☒ b. Purposes of appraisal ☐

c. criteria of appraisal ☒ d. appraisal procedures ☐

e. when the appraisal take place ☒ f. length of classroom observation ☐

g. Other, please specify _____

11. Do teachers set their own performance target with the collaboration of the principal?

a) Yes ☒ b) No. not sure ☐

12. Do/Does appraiser/s/ observe(s) classroom performance of teachers?

a) Yes ☒ b) No. c. Not sure ☐

13. If your answer to question 12 is 'yes', how often does classroom observation take place in your school?

a. Once in a year ☒ b. Three times a year ☐

c. Twice a year ☒ d. Four times a year ☐

e. Other, please specify; _____

14. Is there a possibility of appraising teachers' performance without observing classroom activities?

a) Yes ☒ b) No c) Not sure ☐

15. Do you think that the frequency you have checked under item "13" is adequate to get data on ' teachers' performance?

a) Yes ☒ b) No c) Not ☐

16. When does /do/ appraiser (s) enter into the class to observe teachers' performance?

a. before the class begin ☒ b. during teaching-learning process ☐

c. just before the end of the class ☐

17. How long the appraiser(s) stay in classroom to observe teachers' performance?

a. approximately 10 minutes ☒ b. approximately 20 minutes ☐

c. the whole class(one period) ☐

d. Other, please specify _____

18. Which approach of classroom observation does appraiser often use?

- a. announced visits ☐ b. unannounced visits ☐
c. Both announced visits and unannounced ☐

19. Do appraisers and teachers hold post appraisal meetings to discuss on the appraisal results?

- a) Yes ☐ b) No ☐ c) Not sure ☐

20. If your response to question number 19 is "yes", how often do post-appraisal meetings take place?

- a. always after classroom observation ☐ b. sometimes ☐ rarely ☐

21. When do post appraisal meetings often take place?

- a) Immediately after classroom observation ☐ After a week of appraisal ☐
c) After a month of appraisal ☐
d. Whenever teachers ask for the post appraisal meetings ☐
e. When the appraisers feel appropriate ☐

22. What is discussed during post appraisal meetings?

- a. About weak performance of the teacher only ☐
b. About strong side of the teacher only ☐
c. both strengths and weaknesses of the teacher ☐
d. to praise the strong side and to criticize the weak side of teachers. ☐
e. To assess teacher knowledge of subject matter and pedagogy ☐ If any other, please specify

23. Are teachers who perform best awarded?

- a. yes ☐ No ☐ c) Not ☐ re ☐

24. If your response to question number 23 is "yes" in what form?

a. Promotion ☐ Salary increment ☐ Grant ☐ or new advanced degree ☐

d. Grant for tuition expenses for summer courses completed ☐

e. if any other, please specify _____

25. Does teachers performance appraisal system revised in the past five years?

a) Yes ☐ No ☐ Not sure ☐

26. What problems do you observe in conducting of teachers' performance appraisal' in general?
(Please choose as many as you think appropriate)

a. Lack of the necessary knowledge, skill and experience on the side of appraisers. ☐

b. Poor administration of the overall appraisal process ☐

c. shortage of time to appraise teachers performance ☐

d. the inadequacy and in appropriateness of the appraisal criteria. ☐

e. Absence of rewards for best performer ☐

f. If any other, please specify _____

27. What do you suggest to make teachers' performance appraisal more effective and acceptable to all stakeholders? _____

28. Are there any pre and post appraisal discussions with the appraisers'?

29. Have you been involved in the performance appraisal criteria development?

30. How does the school management appraise your classroom performance?

31. What are major problems in class room performance appraisal?

32. What do you suggest to overcome the problems and to improve the Performance appraisal system in the school?

Appendix ii

Section III

Focus Group Discussion for Teachers

Dear respondents

The purpose of this focal group discussion is to collect relevant data to the study entitled Assessment of Teachers Performance Appraisal in government Secondary School of Burayu Administrative Town of Oromia Regional state. Your responses are vital for the success of the

study. So, you are kindly requested to respond to the questions genuinely. Your responses will be processed only by the researcher and used only for research purpose. Your identity will also be kept strictly confidential.

Performance appraisal practice objectives

1. Does the school PA check list contain school teachers' responsibility and right?
2. What are major objectives of the school teachers PA?
3. Do you think PA practice meet its intended objectives?

Process of performance appraisal practice

1. Does the school Has proper schedule for PA?
2. How often the school management communicate with the school teachers?
3. Is there enough frequency of performance appraisal in the school?
4. Have you pre and post discussion in classroom observation?
5. Based on your experience; do you think that PA is useful for developing teacher's performance or does it have negative impact on teachers?

Problems of performance appraisal practice in the school

1. What are major problems in school PA? related to:

- Schedule
- Communication
- Objective

2. What do you suggest to improve the teachers performance appraisal practice?

Section IV Interview for school management

Dear respondents

The purpose of this interview is to collect relevant data to the study entitled "Assessment of Teachers Performance Appraisal in government Secondary School of Burayu Administrative

Town of Oromia Regional state.". Your responses are vital for the success of the study. So, you are kindly requested to respond to the questions genuinely. Your responses will be processed only by the researcher and used only for research purpose. Your identity will also be kept strictly confidential.

Thank you in advance for your cooperation!

1. Is there a chance to participate teachers in their performance appraisal criteria development?

If No what is the reason _____

2.How do you see the effectiveness of the implementation of teachers' performance appraisal?

3. for what purpose of your organization (Schools) conducting the performance appraisal?

4. Who rates the performance of

teachers_____

5. Do you think the raters have the required knowledge, experience and training that is necessary to rate the performance of teachers?

6. Do teachers who perform best awarded? In what

form?_____

7.What problems do you observe in conducting of teachers' performance appraisal in general?

8. What do you suggest to make teachers' performance appraisal more effective and acceptable to all stake holders?_____

9. What are the major objectives of teachers' classroom performance appraisal?

10. How much is the system is
standardized? _____

11. Who has primary benefited from performance
appraisal? _____

Appendix, iii

**BulchiinsaMagaalaaBuraayyuuWaajjiraBarnnootaMagaalaaBuraayyuuAdeemsaBaruu
,Barsiisuu fi MisoomaHoggansaBarsiisootaa**

KutaaTokko: KonferensiiCaqasa Dura

Mana Barumsaa _____ Gosa Mana Barumsicha _____

MaqaaBarsiisaa _____ Gosa

Barnnootabarate _____

Bosa BarnnootaaBarsiisuu _____

_____ SadarkaafiKutaa _____ BaayinaBarsiisootaa

GuyyaaCaqasiin(Taajjabbinni)

Gaggeeffame _____

SagantaaBarreeffamaqopheessuu

SagantaanWaggaa fi Ji’aWalsimachuuisaa _____

MeeshaaleeBarnnootaaaFayyadame _____

Tooftaaleeittiin Barsiisuu _____

Kutaa Lama: YammuuTaajjabbiingageeffamu

2.1 _____ Yeroonqaqabuu. _____

2.2 _____

SagantaaGuyyaaKeessattihammachuuisaa _____

2.3Karaa ittiinBarattootaKakaasan(Walbaruu)

2.3.1 GaheenBarsiisabarattoonnitamsaa'ina Plasma _____

2.4 SagantaaGuyyaadhiyeessuu

2.4.1 TooftaaBauufiBarsiisuu/s guyyaanbarsiisaanhojii irra oolu

2.4.2 Jechahaaraa(Yaada rime) sirriittiibsuufiyaadannoogabaabaa_____ kennuu_____

2.4.3.Odeffannoo walxaxaata'e irra deebi'iiibsi_____

2.4.4 Fakkeenya fayyadamuunibsi_____

2.4.5

MeeshaaleeBarnnootasirriita'efayyadami_____

2.4.6 YammuuPlaasmaantamsa'ugidduuttiseenaniibsaadeemuu _____

2.4.7 BarsiisaafiBaratanwliinmari'achuu_____

2.4.7.1 Barataansirriitti akka hirmaatugochuu

2.4.7.2Maqaa Barataawaamuu_____

2.4.7.3Barataa kabajuunbaacooittihimu

2.4.7.4.Barataa hundumaaijaanilaaluu(Walittibu'uu)

2.4.7.5.Barreefama Sirriittidubbifamu

2.4.7.6. KanbiraaYoojiraate_____

2.5. To’annaaKutaaBarnnootaa

2.5.1. Sochiibarsiisaankutaakeessattigodhu_____

2.5.2. Kallattiisirriikennuu_____

2.5.3 .SirnaanYerooFayyadamu_____

2.5.4. Qalbiibarataahawwachuu _____

2.5.5. Kan biraa _____

2.6 Tooftaabarssisaansagantaaguyyaaittifufsiisu

2.6.1. Tooftaabarsiisaanittiinsagantaaplaasmaaittifufsiisu _____

2.6.2 Yaadarimeenijooweyitiidhaangolobamuuqaba _____

2. 7. Beekumsa Gosa Barnnotichaaairrattiqabu

2,7.1 Tooftaa ittin barataanbarumsabarachaajirugamagamu_____

Konfirensiinerggiigaggeeffamebooda

Cimina _____

Hanqina_____

FoyyeessuufYaadaFurmaataa _____

MaqaafiMallattooTo’ataa/

MaqaafiMallattooBarsiisaa

Madaallii Raawwii Hojii Barsiisotaa

T' L	Ga'umsa	Hojii Ijoo	Agarsiistota Milkaa'naa	Qabxii	Safartuu	Gad aanaa(1)	Quubsaa (2)	Olaanaa(3)	D/olaanaa(4)	Dimshaa shaan	Bu'aa	Yaada
1	Bu'aalee Barachuu barattoof Haala Mijeessuu Ilaalchisee	Meeshaa Deeggarsa barnootaa Oomishuun baruuf barsiisuu fooyyessuu	Barnoota kenname qabatamaa fi hubatamaa gochuu	1	Bay ,qul fi yeroo							
		Meeshaa deeggarsa barnootaa ergifachuun itti fayyadamuu	Si'aahina barataa dabalu barnoota kenname qabatamaa gochuu	1	Bay ,qul fi yeroo							
		Tititoriyadii Barattoof Kennuu	Sadarkaa barattootaa adda baafachuun barattoota suuteyyiif deeggarsa kennuu	1.5	Bay ,qul fi yeroo							
		Gaafjii shaakalaa Baasuun barattoota deeggaruu	Wantootaa daree keessatti barsiifamaa ture bifa gaafjiin barataan akka itti fayyadamu gochuu	2.5	Bay ,qul fi yeroo							
		Wayitii Barnootaa qisaasessuu dhiisuu/bakka buusuu	Sababa tokko malee mana barumsaa irraa oolu dhiisuu fi wayitii qisaasa'e yeroon bakka buusuu dhabuu	1	Bay ,qul fi yeroo							
		Karoora Torbee baasuu fi itti fayyadamuu	Akkataa karoora baheen hooganamuu	0.5	Bay ,qul fi yeroo							
2	Barachuu barattootaaf haala mijeessuu	Tititoriyadii Shamarranii kennuu	Barattoota shamarranii jajjabeessuu fi dorgomaa taasisuu	1.5	Bay ,qul fi yeroo							
		Dabaree Torbee irratti argamuun hojjechuu	Naamusa Barattootaa qixa sirrii ta'een eegsisuu	1	Bay ,qul fi yeroo							
		Wayitii ganamaa yeroon argamuu galgala turanii galuu/Yeroo kabajuu	Barataa dursanii mana barumsaa seenuu fi booddee bahuu Ilaalchisee hojiin hojjetaman	4	Bay ,qul fi yeroo							
		Qorannoo gochaa mana barumsaa keessatti hojjechuu	Rakkoowwaan jiraniif furmaata kennuuf fala barbaaduu	2.5	Bay ,qul fi yeroo							
		Qulqullinaan raggaa qabachuu Ilaalchisee <i>Maqaa barattoota Seeraa Maamuu</i>	Raggalee kanneen daddarban kanneen akka Roostera barataa, Qabxii Kuusaa Barataa, Maqaa waammii fi k,k,f	1	Bay ,qul fi yeroo							

	Hojii dabalataa m/b Keessatti hojjechuu	Fakkeenyummaa gaarii qabachuu hojilee biroo raawwachuun	1	Bay, qul fi yeroo															
	Karoora adda addaa irraa barbaachisu galii gochuu 1:10 10	Karoora adda addaa irraa barbaachisu yeroo barbaadametti galii gochuu	0.25	Bay, qul fi yeroo															
	Akkaataa ijaarama 1:10 tin bakka 1:10 itti mari'atanif haala miyeessuu	Haala mana barumsaa keessaa baruuf barsiisuuf mijataa gochuu	1	Bay, qul fi yeroo															
	Marii 1:10 gaggeessuu <i>Marii 1:10 gaggeessuu</i>	Dhimma baruuf barsiisuu irratti wantoota fooyya'uu qaban irratti mari'achuu	1	Bay, qul fi yeroo															
	Quiqullina mooraa m/b keessaa eegsisuu	Mana barumsaa Hawwataa taasisuuf yaaluu/tattaafachuu	1	Bay, qul fi yeroo															
	Madaallii Kitaaba Gaggeessuu	Akkaata gosa barnootaa barsiisunis ta'ee kan ittiin barateen kitaaba kan madaale/ite	0.5	Bay, qul fi yeroo															
3	Kaka'umsa Hojii cimaa ta'e qabachuu	Kaka'umsa Hojii cimaa ta'e qabachuu hojii kennameef nuffii tokko malee raawwachuun	1.25	Bay, qul fi yeroo															
	Gumii Keessatti Hirmaachuu <i>Sechadu</i> Fi	Hojilee Barnoota Wal Maddeessaa Raawwachuun	1.25	Bay, qul fi yeroo															
	Gabaasa Quiqulluu ta'e kennuu	Hojiwwaan raawwataman gabaasuu	0.75	Bay, qul fi yeroo															
	Muummeewwan keessatti fi dippartimeeti keessatti sochii cimaa taasisuu	Hojii wal harkaa fuudhuun raawwachuun	0.25	Bay, qul fi yeroo															
B/ Wal maddeessaa	Qabxii Walii galii Kennamee 100%																		
			25																

Maqaa Abbaa Karoorichaa: _____

Maqaa I/G/Muummee: _____

M/I/G/M/B: _____

Gahae Hojii: _____

Mallattoo _____

Mallattoo _____

Guyyaa: _____

Mallattoo _____

Guyyaa: _____

Guyyaa: _____

Burqaa Noonnoo Sadarkaa 2ffaa

Madaallii Raawwii Karoora Hojii Barsiisota Naannoo Oromiyaa.
Qaama Hoggansa Mana Barnootatiin Guutamu (Qabxii Waliigalaa 100%)

GUCA ODEEFFANNOO DIMSHAASHAA

1. Mana Baruumsaa:- Sad. 2ffaa Buraayyuu .

Aanaa - Magaala Buraayyuu, Godina - Bulchinsaa Magaala Buraayyuu.

2. Maqaa B/saa Hanga Akaakayyuutti _____
Saala _____ Umurii _____

3. Sadarkaa baruumsaa: -Dipiloomaa/Level-IV = Digiiri= ☒ MA=

4. Tajaajila:-Waggaa _____

5. Guddina Sadarkaatiin Gita Barsiisaa/tuu _____

6. Akaakuu baruumsa ittiin leenji'anii Ijoo (Major) _____
Aantee (Minor) _____

7. Akaakuuwwan baruumsa barsiisanii _____

8. Kutaa (kutaalee) Barsiisan **9^{ffaa}** = **10^{ffaa}** = **9 fi 10** =

9. Baay'ina wayitii torbeen barsiisan _____

10. Yeroo Madaallii _____ hanga _____

Hub:-

Qophiin karoora bu'aarratti xiyyeeffatu seemsteeraa seemsteeraan bahee yoo hojiirra oole qabatammummaa karoorichaa dhugoomsee madaallii hojicha caalatti mirkaneessa.

N-1

Bu'aa Madaallii Raawwii Karoorra Bu'aarratti Xiyyee'aftee
Furtuu:- A=Baay'ina (Hanga) , B=Yeroo , C=Qulqullina, D=Baasii

Gahumsaa-1 Karoorra Barnoota Qopheessuuf Hojiira Oolchu Qabxii (4)

T.L	Gahumsaa Fi Gochawaan Hojilee Ijoo	Ulfina (weight)	Safartuu dinsaashaa	Sadarkaa raawwii				Dimsha shaa	Sad. Gid.gal	Bu'aa raawwii	Yaada
				Gad'anaa 1	Quubsa 2	Olaana 3	Baayee Olaanaa-4				
1.1	Karoorra barnoota wagga qopha'ee	0.5	A B C						$\frac{3}{3} \times 0.5 =$		
1.2	Karoorra torbee qopha'ee dhivyate	1.0	A B C						$\frac{3}{3} \times 1 =$		
1.3	Wayitiin barnoota qisaasa'ina malee hojiira oolee	1.5	A B C D						$\frac{4}{4} \times 2 =$		
1.4	Qabiyyee barnoota yeroon xumuramee	1	A B C D						$\frac{4}{4} \times 1 =$		
2. Firiwwaan Barattoota Maddaluufi Beeksisuu Qabxii (4)											
2.1	Madaallii wal - itti fufiinsa qabu fi yeroon soroofamee deebi'uu	1	A B C						$\frac{3}{3} \times 1 =$		
2.2	Rosteera (Markisti)qulqullina qabu yeroon qopha'ee dhivyatee	1	A B C						$\frac{3}{3} \times 1 =$		
2.3	Qabxii barattoota foyyeessuu mana yaalii (HGB) itti fayyadamuu	1	A B C						$\frac{3}{3} \times 1 =$		
2.4	Qormaata qulqullina qabu qopha'ee yeroon dhivyate	1	A B C						$\frac{3}{3} \times 1 =$		

Furtuu:- A=Baay'ina (Hanga) , B=Yeroo , C=Qulqullina, D=Baasii

N.2

Gahumsaa -2. Firiwwaan Barattoota Maddaluu Fi Beeksisuu Qabxii (3)

T.L	Gahumsaa Fi Gochawaan Hojilee Ijoo	Ufina (Weight)	Safartuu Dimshaa sha	Sadar'kaa Raawwii Gad'aanaa 1	Quubsa 2	Olaanaa 3	Baayee Olaanaa-4	Dimsha ashaa	Sad. Gid.Gal	Bu'aa Raawwii	Yaada
2.5	Qormata kennuu irratti hirmaannaa godhame (editing, Collecting, counting, staples)	1	A B C						$(\frac{3}{3} \times 1) =$		
2.6	Qabxii barattoota fayyeessuu fi gaafii shaakallaa qophaa'ee	1	A B C D						$(\frac{4}{4} \times 1) =$		
2.7	Qorumsa Raamadaman irraatti yeroon argamuu qulqullinan qoruu	1	A B C						$(\frac{3}{3} \times 1) =$		

3. Raayyaa Misooma Barmoota Hojiira Olchuu Ilaalchisegabxii (5)

3.1	Raayyaa Misooma barsiisotaa keessatti hirmaannaa tasifameera	1	A B C						$(\frac{3}{3} \times 1) =$		
3.2	Raayyaa barattootaa milkeessuu keessatti hojiwwan hojjetaman	1	A B C						$(\frac{3}{3} \times 1) =$		
3.3	Hirmaana walga'ii irratti taasifamee fi yaada ijaarsa kennamee	1	A B C						$(\frac{3}{3} \times 1) =$		
3.4	Dow keessatti hirmaana taasifame	0.5	A B C						$(\frac{3}{3} \times 0.5) =$		
3.5	Beekumsa fi Muuxannoo qaban bu'urefachuun qorannoo fi qo'annoo gochaa gaggefamee	1	A B C						$(\frac{3}{3} \times 1) =$		
	Hirmaannaa gamagama sirna barmoota irratti taasifamee	0.5	A B C						$(\frac{3}{3} \times 0.5) =$		

N-3

Furtuu:- A=Baay'ina (Hanga), B=Yeroo, C=Qulqulina, D=Baasii

Gahumsaa -2. Raayyaa Misooma Barmoota Hojiira Oolchuu Ilaalchiseqabxii (3)

T.L	Gahumsaa Fi Gochawaan Hojilee Ijoo	Ulfiina (Weight)	Safartuu Dimshaasha	Sadarkaa Raawwii				Dimsha ashaa	Sad. Gid.Gal	Bu'aa Raawwii	Yaada
				Gad'aanaa 1	Quubsa 2	Olaanaa 3	Baayee Olaanaa--4				
3.7	Sirna alaabaa irratti hirmaannaa taasifamee	1	A B C						$-(\frac{3}{3} \times 0.5) =$		
3.8	Naamusa hordoffii fi to'annoo, barattoota taasifamee (unit leader)	1	A B C						$-(\frac{3}{3} \times 1) =$		
3.9	Abbaa torbee ta'ani naamusa kabachisuu keessatti hirmaachuu	1	A B C						$-(\frac{3}{3} \times 1) =$		

Gahumsaa-4. Deggarsa Adda Barattootaaf Kennamuu (4)

T.L	Barattootaa akkata dandeetti isaanii tiin qoduun barumsa blichina kennu	1	A	B	C							
			B	C	A	B	C	D	A	B	C	D
4.1	Barattoota Shamarraniif jajjabeessuuf tutorial kennamee	2										
4.2	Kitaaba barattootaa fi yeroon rabsameefi irraa fuudhamee	1										

N4

Furtuu:- A=Baay'ina (Hanga), B=Yeroo , C=Qulqullina, D=Baasii

Gahumsaa -5 Miseensoota Hawasaa Mana Barumsaa Gidduutti Michoomaa ykn wal-degarsaa Ummuu (2).

Gahumsaa -5 Miseensoota Hawasaa Mana Barumsaa Gidduutti Michoomaa ykn wal-degarsaa Ummu (2).											
T.L	Gahumsaa Fi Gochawaan Hojilee Ijoo	Uffina (Weight)	Safartuu Dimshaa shaa	Sadarkaa Raawwii				Dimsha ashaa	Sad. Gid.Gal	Bu'aa Raawwii	Yaada
				Gad'aanaa 1	Qunbsaa 2	Olaanaa 3	Baayec Olaanaa-4				
5.1	Gumiiwwaanifi koreewwaan keessatti hirmaanna taasifamee	1	A						$-(\frac{4}{4} \times 1) =$		
			B								
			C								
			D								
5.2	Gabaasa ykn raga qulqullina qabu yeroon dhiyyeessuu	1	A						$-(\frac{4}{4} \times 1) =$		
			B								
			C								
			D								
Qabxii Dimshashaa=_____.											

Maqaa Barsiisaa/tuu _____ Maqaa I/G/Muunnee _____ Maqaa D/Bu'aa M/B _____

Mallattoo _____ Mallattoo _____ Mallattoo _____

Guyyaa - _____ Guyyaa _____ Guyyaa _____



በኦሮሚያ ብሔራዊ ክልላዊ መንግሥት
የትምህርት ቢሮ

Lakk/අගය: BBO9-26/16426/13
 Ref.No. 11/12/2008
 Guyana/අගය: 11/12/2008
 Date

Godina/B/Magaalaa Bureyyu

KBB

Dhimmi: Qajeelfama Fooyya'nsa Iskeelii Miindaa Barsiistotaa, Dura bu'oota Supparvaayizaroota Barnoota Waliigalaa, Ogeessota Akkaadaamii fi Hojjetoota Gargaartoota Teekniikaa Koollejji Barnoota Barsiisotaa Ilaala.

Rakkoo bulchiinsa gaarii hiikuufi qulqullina barnootaa mirkaneessuuf hanga humni biyya keenyaa eeyyamutti gaaffii barsiistotaa deebisuufi barsiisotni gulanata barumsaa jiru irratti dandeettii akka horatan rakkoo tur adda ba'ee sadarkaa biyyaatti qorannoon irratti gaggeeffameera. Gaaffiin dhimma kana bu'ureffatto mootummaaf dhiyaatee qaamota dhimmi kun isaan ilaallatu gurmee-suun rakkoolee turan sirriitti qorachuun adda baasuun fooyya'insi miindaa akka taasifamu murtaa'ee jira.

Haaluma kanaan qorannoon fooyya'insa iskeelii miindaa Barsiistotaa, Dura bu'oota, Supparvaayizaroota Barnootaa Waligalaa, Ogeessota Akkaadaamii fi Hojjetoota Gargaartoota Teekniikaa Koolleejjii Barnoota Barsiistotaa Ministeera Barnootaafi Ministeera Paabilik Sarvisiifi Miisooma Qabeenya Humna Namaan qoratame vaajjirri Muummichaa Ministeera Mootummaa Dinokiratawaa Federalawaa Rippablika Itoophiyaa xalayaa lakkoofsa 09/90-813/7guyyaa 13/11/2008 barreesaniin nu beeksisiiniru jechuun Ministeerri Barnootaa xalayaa lakkoofsa 1/1-1846/23296/35 guyyaa 18/11/2008 barreesseen nu beeksisee jiru.

Kaanaafuu, qajeelfammni fooyya'insa iskeelii miindaa kun akka Mootummaa Naannoo Oromiyaatti kan mirkanaaye fuula 21 xalayaa gaggeessituu kanaan walqabsiifnee waan ergiteef Adoolessa 1, bara 2008 irraa cegaiiun hojjirra akka oolchitan cimsinee isin becsisaa. qaamotni dhimmi kun isaan ilaalu raawwii qajeelfamichaaf tumsa barbaachisaa akka taasisan galgalcha qajeelfama kanaan ibsameera.

Nagaa Wajjin

Galagálcha

- Biiroo Paabilik Sarvisiifi Miisooma Qabeenya Humna Namaa Oromiyaatiif
 - Biiroo Maallaqaa fi Misooma Dinagdee Oromiyaatiif
 - Waldaa Barsiisota Naannoo Oromiyaatiif
- Finfinnee**
- Waajjira Hogganaaf
 - Itti Aantota Hoggantoota BBOtiif
 - Daayirektoreetii Misooma Barsiistotaafi Hoggansa Barnootaaf
 - Adeemsa Hojii Misooma Qabeenya Humna Namaaf
 - Adeemsa Hojii Karooraa Pirojektiiif
- BBO**

Gabatee 1

Fooyya'insa Iskeelii Miindaa Barsiistota Barnoota Idileen Duraa, Sadarkaa Tokkoffaa (1-8) Barsiistota, Dura bu'ootafi Suppravaayizarootafi Sadarkaa Lammaffaa (kutaa 9-10) (Adoollessa 1, bara 2008)

sada rkaa	Sadarkaa mana barumsaafi Gita hojii barsiistotaa			Ka'u msa miind aa	Gulantaa Miindaa									Baaxi i Miin daa
	Idileen Duraa	Mana Barumsaa (kutaa 1-8)	(kutaa 9-10)		1	2	3	4	5	6	7	8	9	
I	Barsiisaa Jalqabaa			1828	1916	2008	2100	2197	2298	2404	2514	2628	2748	2872
II	Barsiisaa G/G			2100	2197	2298	2404	2514	2628	2748	2872	3001	3132	3278
III	Barsiisaa	Barsiisaa Jalqabaa		2404	2514	2628	2748	2872	3001	3137	3278	3425	3579	3740
IV	Barsiisaa Olaanaa	Barsiisaa G/Galeessaa		2748	2872	3001	3137	3278	3425	3579	3740	3909	4085	4269
V	Barsiisaa Gargaaraa Dursaa	Barsiisaa	Barsiisaa jalqabaa	3137	3278	3425	3579	3740	3909	4085	4269	4461	4662	4867
VI	Barsiisaa Dursaa	Barsiisaa Olaanaa	Barsiisaa G/Galeessaa	3579	3740	3909	4085	4269	4461	4662	4867	5081	5304	5538
VII	Barsiisaa Dursaa Olaanaa I	Barsiisaa Gargaaraa Dursaa	Barsiisaa	4085	4269	4461	4662	4867	5081	5304	5538	5781	6036	6291
VIII	Barsiisaa	Barsiisaa Dursaa	Barsiisaa	4662	4867	5081	5304	5538	5781	6036	6291	6547	6809	7081

sada rkaa	Sadarkaa mana barumsaafi Gita hojii barsiistotaa			Ká'u msa miind aa	Gulantaa Miindaa									Baaxi i Miin daa
	Idileen Duraa	Mana Barumsaa s(kutaa I-8)	(kutaa 9-10)		1	2	3	4	5	6	7	8	9	
	Dursaa Olaanaa II	I/Aanaa Dura Bu'aa Jalqabaa	Olaanaa											
IX	Barsiisaa Dursaa Olaanaa III	Barsiisaa Dursaa Olaanaa I/Aanaa Dura Bu'aa Jalqabaa	Barsiisaa Gargaaraa Dursaa	5304	5538	5781	6036	6291	6547	6809	7081	7364	7647	7936
X		Barsiisaa Dursaa Olaanaa II Dura Bu'aa Olaanaa, Gargaaraa Supparvaayizaraa	Barsiisaa Dursaa	6036	6291	6547	6809	7081	7364	7647	7936	8236	8539	8852
XI		Barsiisaa Dursaa Olaanaa III I/A/ Dura Bu'aa Dursaa I Dura Bu'aa Olaa naa Supparvaayizara	Barsiisaa Dursaa Olaanaa I	6809	7081	7364	7647	7936	8236	8539	8852	9177	9507	9849
XII		I/A/Dura Dursaa II Dura Bu'aa Olaanaa I Supparvaayizara	Barsiisaa Olaanaa Dursaa II	7647	7936	8236	8539	8852	9177	9507	9849	10202	10567	10946

Appendix v

Table I:-Name of Selected Secondary Schools, Total Population and Sample Population

Table I: Population and Sample by school

No	School	Population	Sample	
			No	%
1	Burayu Secondary School	52	28	53
2	Burka Nono Secondary School	17	10	47
	Total	69	38	