

AN ASSESSMENT OF TEACHERS' PERFORMANCE
APPRAISAL SYSTEM IN HIGH SCHOOLS OF
WESTERN WOLLEGA ZONE

BY

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A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER'S ARTS IN HUMAN
RESOURCE AND ORGANIZATIONAL DEVELOPMENT



ADDIS ABABA
JULY, 2009

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Acknowledgements

I would like to express my deepest gratitude to my thesis advisor Dr Assefa Abahumna for his unreserved guidance, constructive comments, and useful suggestions. For sure, this thesis without his assistance would not come to an end.

I would like to thank Addis Ababa University School of graduate studies for financing this study.

My thanks also extend to Oromia Education Bureau and Zonal education department for providing me up to date statistics and allow me to conduct the study. Moreover, I also thank principals and teachers who were involved in filling the questionnaire.

Further, it is with great pleasure that I acknowledge my indebtedness to my wife Addis Sime, who assists me in writing the draft of this thesis until the final document has been produced.

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Abstract

The purpose of this study was to assess problems associated with teachers' performance appraisal system operating in high schools in Western Wollega zone. To this effect, descriptive survey method of research was used. The study was conducted in 8 government high schools selected on the basis of random sampling techniques. The subjects of the investigation were 8 principals and 72 teachers drawn from the sample schools. The information's were gathered through a survey questionnaire and analysed using mean score and percentage. Thus the findings of the study proved that formative purposes were the principal purposes the criteria were found to be inadequate and inappropriate; incompetent appraisers were assigned to judge teachers' performance; and inadequate information's were used. Moreover, Teachers' performance appraisal system was not revised in the past five years. In sum, the present teachers' performance appraisal system was considered as ineffective to achieve its goal. Therefore, it is suggested that teachers' performance appraisal system ought to be revised and designed in such a way that it will meaningfully involve stakeholders.

Acronyms

TPAS Teachers' Performance Appraisal System

TPA Teachers' Performance Appraisal

BARS Behavioral Anchored Rating Scale

MOE Ministry of Education

REB Regional Education Bureau

ZED Zonal Education Desk

MBO Management By Objectives

EDPM Educational Planning and Management

Chapter One

1. Introduction

1.1. The Problem and Its Approach

Growth of formal organizations and recognition of their critical importance in a complex society have brought about the need for formal and systematic approaches to performance appraisal. Schools are complex formal organization and unique institutions, made up of unique combination of people. It is the responsibility of the management of the school to manage these unique circumstances in such a way as to maximize the effectiveness and the efficiency of the education, which is provided for the student.

The quality of education is largely dependent on the quality of the teachers' in the school, who have the main responsibility for delivering the curriculum. As Cooper (cited in Fidler and cooper, 1992) states, a properly designed appraisal system can be of help to enhance the quality of education by improving the moral and the job satisfaction of teachers.

The emphasis upon teachers as central figures in the school operation looms large as a rationale for giving teacher performance appraisal a high priority (Harris, 1986). Obviously, if teachers are important to learning, if resources are allocated primarily for their services, if schools can not function without their work, appraising teachers' performance is essential for understanding and improving the school operation. Without teacher performance appraisal, all other efforts at educational evaluation are relatively non productive.

Teachers may interpret the appraisal system as a challenge to perform at a higher level (Millman and Darling-Hammond,1990). Some teachers experience extreme

Stress and anxiety which is never converted to improved performance. Teachers appear less likely to react negatively to appraisal system when they have a prior understanding of what is expected of them, when adequate information is collected on their performance, when feedback is frequent and informative, and when resources are provided to help them improve (Natriello, 1983).

Elsabree and Reutter (1964) identified two major problems of teacher performance appraisal system. Firstly, teachers generally have little faith either in the appraisal instruments used or in the procedures employed. Secondly, rating scheme that call for critical appraisal of individual teacher achievement tends to create a gap between principals and supervisors on the one hand and classroom teachers on the other hand. This is created because teachers were appraised by subjective judgment which is done in unscientific manner. This subjective judgment is likely to be inaccurate and tinged with likes and dislikes, biases and prejudices.

Emphasizing the importance of healthy relationship between the appraiser and the appraisee, Elsabree and Reutter(1964:236) conclude that:

It is important, whatever policy is adopted, that teacher morale be maintained at a high level; otherwise the improvement program will be a great disappointment. It is important that relationships, between principals and supervisors on the one hand and teachers on the other hand, be cordial and friendly, otherwise the school program will suffer.

It is no wonder that many teachers fear appraisals(Montgomery and Hadfield, 1989). According to these authors the fear seems to be born of all those frustrating and difficult experiences during training and to lie in the fear of the unknown and untrusted. Some complain of never being observed while teaching at all, or of quick visits of class rooms.

In the Ethiopian education system, regarding teachers' performance appraisal system, most teachers complain that the criteria used to appraise their performance are not relevant to their activities. More over, the major credibility gap, which concerns all teachers were: who will their appraisers be, and are they competent and respected professionals themselves? Do they get adequate training; and who will train the appraisers, how will this be done, and will they have the time and necessary interest to do the job properly?

Based on research they conducted, Montgomery and Hadfield (1989) reported that appraisers who were inexpert, out of date with educational developments, lacked intelligence, made subjective judgments, and spent only a short time with the appraisees were greatly resented and brought the whole process in problem. Similarly Lucio and McNeil(1979) also argue that appraisal of teachers' performance should not be a responsibility of persons remote from the teaching profession.

In the Ethiopian Education and Training policy a radical change has been introduced concerning teachers' performance appraisal system. For the first time students and parents have got a chance to participate in appraising teachers' performance. However, in Oromia regional government, from the year 2003-2008 appraising teachers' performance was the responsibility of the school principal only. Since 2009 the responsibility has been bestowed upon principals, assistant principals, and department heads. Depending on the results of performance appraisal and year of teaching experience, teachers have got the opportunity of going up through six stages of career ladder; that is, beginning teacher, teacher, senior teacher, associate teacher, associate lead teacher and lead teacher.

1.2. Statement of the Problem

In Ethiopia, teachers' performance appraisal has not generally been a high concern because improving the quality of teachers has not been seen as critical for improving the quality of education. Instead, school improvement efforts over the past several decades have focused on improving the curriculum, altering the school management methods, and developing new programs. Thus, teachers' performance appraisal were practiced, was often an exercise to which few resources and little organizational attention were devoted.

According to Harris(1986), the most neglected need for better teachers' performance appraisal is that felt by administrators, school principals, and department heads. Supporting this, Ivancevich (1989) asserts that those who oppose the use of formal performance appraisal system 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 performance appraisal system 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).

Regarding appraiser problem, even if the system is well designed, problems can arise if the appraisers are not cooperative and well trained. Inadequate training of appraiser can lead to a series of problems in conducting performance appraisals (Ivancevich, 1989).

Concerning teachers problems with performance appraisal, for the appraisal system to work well, the teacher must understand it, feel it is fair, and be work oriented enough to carry about the results (Ivancevich,1989).

The process of teacher performance appraisal is subjective in its fundamental nature because all theories of value possess elements that are intrinsically emotional (.Harris,1986:6). But the degree of subjectively is diminished by the objective information that is used as a basis for appraisal. The need for detailed information about teacher performance is essential to principal who are planning, organizing, communicating and coordinating instructional programs (Harris, 1986:6). Every action of these officials is based on assumption that they have relevant knowledge about the operations that teachers control. But as Harris (1986) stated the information most readily available to them tends to be least relevant and least reliable. The teacher lounge gossip, the friendly chats in the hall or office, the faculty meeting discussions, the complaints from parents, and the reactions of students are all events supplying a stream of information.(Harris,1986:6).

The lack of information of crucially important kinds needs to be seen as a special problem of schools. The practice of compartmentalization of teaching, which places every teacher in a separate subject, with a separate room and a separate grade, produces barriers to free access to information (Harris, 1986).

In Ethiopian education system, the present practices in teachers' performance appraisal system teachers were not happy. They complain that the current performance appraisal criteria were not clearly specified. Irrelevant criteria were commonly employed. Data gathering is often superficial and objectivity is neglected. Analytical procedures were largely lacking. Appraisal as judging, punishing or controlling acts is simply inconsistent with the needs of all who are involved or concerned.

Thus, teachers' performance appraisal system in current practice is full of problems. The importance of formal education to the society, and of teaching to schooling, gives urgency to improvements in teacher performance appraisal as demands for instructional accountability grow. Parents, administrators, students, and schools officials all have a right to know that teaching is effective and improving. Teachers more than any other group need to know about their own teaching.

Therefore, the purpose of this study is to assess problems associated with the current teachers' performance appraisal system practiced in high schools of Oromia regional state of Western Wollega zone. To this end, the following basic questions were to be answered.

1. For what purpose is teachers' performance appraised? ✓
2. How do teachers perceive the appropriateness of the criteria used to appraise their performance?
3. What are the reaction of teachers regarding the competence of appraisers?
4. What procedures are followed in appraising teachers' performance?

1.3. Objectives of the Study ✓

General Objectives:- To identify the problems associated with the current teachers' performance appraisal system and suggest solution to tackle the problem.

Specific Objectives

- 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.
- To describe the information needed to appraise teachers' performance.

1.4. Significance of the Study ✓

One of the major tasks of educational management is the appraisal of teachers' performance towards the accomplishment of predetermined educational goals. Thus, it is difficult to separate the overall teaching-learning process and its effectiveness from teachers performance appraisal. Moreover, promotion, selection, tenure, discharge retirement, and teachers' professional development are all somewhat related to the question of performance appraisal.

Therefore, the study is believed to be of a large importance in the following ways:

1. It is assumed that it will enable to identify the basic problems associated with the purpose, criteria and process of teachers' performance appraisal. Unfolding these problems and indicating practical solutions that may enable to realize where the real problem lies, why they have come to happen, and how they should be solved.
2. It is hoped that the findings of the study will attract the efforts of school principals, Woreda, Zonal and Regional education authorities and teachers who have stake to design and under take a refined system of appraisal that enhances the teaching-learning.
3. It is also assumed to contribute its share to the existing literature about teacher performance appraisal in high schools and,
4. Most importantly it will set ground for others who are interested to study the problem in wider scope and depth. ✓

1.5. Delimitation of the Study

The issue under consideration is very wide and complex. However, this study was delimited by considering the purpose, criteria, process, and the competence of the appraisers as a frame of reference.

As per the 2000 E.C. statistics of Oromia Education Bureau, there were 21 high schools, in which 814 teachers were involving in the teaching profession. However, to make the study more manageable, the study was restricted to 8 government high schools which constitute 36.4% of the total high schools found in the zone. Moreover, there were 323 teachers in the sample schools out of where 72(22.3%) teachers and all the principals of a sample schools were included in the study. With regards to the time duration, the study was restricted to the past five years(that is, 1996 EC up to 2000 E.C). Hence, the schools considered in this study were:

1. Worke Yubdo Secondary School
2. Guliso Secondary School
3. Inango Secondary School
4. Najo Secondary School
5. Gori Secondary School
6. Warra Jirru Secondary School
7. Bojji Secondary School
8. Gimbi Secondary School

1.6. Limitation of the study

Because of the transportation problems, the study was confined to those schools which were found on the main road only. Moreover, although the investigator had got a chance to explain the main purpose of the study and ensure the confidentiality of their responses there were some respondents who feel unsafe. Due to this problem there may be a doubt confidently to generalize the results. ✓

1.7. Definition of key Terms

Appraisal :- refers to one of the major function of the administrative process and is concerned with the effects of the plans and procedures in relation to attainment of organization a purpose (castetter, 1962:278).

Appraiser: refers to high schools principals, who were involved in appraising the performance of teachers.

Appraisees:- refers to high schools teachers whose performance is subject to appraisal.

High schools:- are Ethiopian school systems with grade level of 9-10

Performance appraisal:- is a process of arriving at judgment about teachers past or present performance against the background of his/her future potential for an organization (castetter, 1992:253).

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 definitions of key terms. Chapter two contains review of related literature and the third chapter deals with research design and methodology. Chapter four consists analysis and Interpretation of data. Finally chapter five presents summary, conclusion and recommendation.

Chapter two

2. Review of Related Literature

This chapter deals with review of related literature on different aspects of performance appraisal in general and that of teachers' performance appraisal in particular. It includes definitions and concepts, types, purposes, principles, characteristics, criteria and methods of performance appraisal. Moreover the appraisal process, components of appraisal system, classroom observation, Performance feedback, problems of performance appraisal, and suggestions for improved performance appraisals are all dealt with in this chapter.

2.1. Definitions and Concepts of Performance appraisal

Various authors define the term performance appraisal in different ways based on the purposes it is intended to serve. This section deals with some of the definitions given by different writers.

Performance appraisal is a process of arriving at judgments about an individuals past or present performance against the background of his or her work environment and about his or her future potential for an organization (Castetter, 1992). Inevitably, someone must take the information available and apply a set of values to that information to make a judgment. In addition to this, Wendell (cited in Aquinas, 2006) defined it as the formal, systematic assessment of how well employees are performing their job in relation to established standards, and the feedback provided to them.

Moreover, Rue and Byars (1984) discussed performance appraisal as the process of determining and communicating to an employee how he or she is performing the

job. Flippo (1984) defines performance appraisal from the ethical principles as the systematic, periodic and impartial rating on an employees excellence in matters pertaining to his present job and to his potentialities for a better job.

Similarly, Rudrabasavaraj (1979) defines performance appraisal as a systematic, orderly and objective method of appraising the present and potential usefulness of the employee to the organization. This means that systematic performance appraisal is adopted by many organization as a means of helping appraisers to appraise the work of each employee. It is any personnel decision that affects the status of employees regarding their retention, termination, promotion, demotion, transfer, or admission into a training program (Gary and Kenneth cited in Glueck, 1982).

From the point of view of school personnel, Adesina (1990) defines performance appraisal as the process by which individual effectiveness is determined. As the author tried to put briefly, through appraisal we know whether the teacher has served the purposes for which he was employed. When properly conducted, performance appraisal not only let the teacher know how well he or she is performing, but should also influence the teacher's future level of effort, activities, results and task direction.

Performance appraisal involves collecting and using information to judge the worth of something (Millman and Darling-Hammond, 1990). Every teacher performance appraisal system must embody a definition of the teaching task and a mechanism to appraise the teacher. A teacher performance appraisal system represents the incentive structure and mode of accountability adopted by an organization. It communicates conceptions of teaching and expectations regarding performance priorities, norms for behavior, and the nature of the work itself.

Performance appraisal is viewed as a process for studying an operation to more clearly understand it, in order to guide changes, while retaining and supporting those components of the operation which are judged to be desirable (Harris, 1986). This definition clearly places the focus of appraisal on a specific operation such as teaching. The emphasis is on understanding about teaching rather than on judging the teacher. Teachers by the nature of their work, are appraisers. Thus they possess some sense of sound and objective judgement. This is why school principals must be very discreet in assessing and rewarding their teachers. A teacher that is misjudged is most likely to misjudge his students (Adesina, 1990).

2.2. Types of performance appraisal

1. ***Summative appraisal***:- Webb and Norton (1999:379) define it as “ A”n 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 (Sperry et al cited in Webb and Norton, 1999).
2. ***Formative appraisal***:- unlike summative appraisal, which is a terminal activity, “Formative appraisal is an ongoing appraisal designed to provide feed back 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.

In spite of the fact that summative and formative appraisals have different purposes, attempt to combine the two functions so they can be carried out simultaneously, which, according to many experts, is a mistake (Popham, 1988). Because nobody wants to get fired or not receive a promotion, merit pay, or other. The weakest teachers- in fact the ones most in need of improvement- are least likely to identify their own weaknesses. Many experts agree that given the limited impact of summative appraisal, the attention and limited resources allocated to appraisal should be focused on formative appraisal, which will impact on a larger number of teachers and have greater potential of bringing improvement district wide.

2.3. Purposes of Performance appraisal

Since organization exists to achieve goals, the degree of success that individual employee has in reaching their individual goals is important in determining organizational effectiveness. Thus, performance appraisal has been considered as a most significant and indispensable tool for an organization for the information it provides is highly useful in making decisions regarding various personal aspects such as promotion, demotion, dismissal, or professional development.

There are basically three purposes to which performance appraisal can be put (Decenzo and Robbins, 1988). First, it can be used as a basis for reward allocations. Decisions as to who gets salary increases, promotions and other rewards are determined by their performance appraisal. Second, it can be used for identifying areas where development efforts are needed. Management need to spot those individuals who have specific skill or knowledge deficiencies. Finally, it can be

used as a criterion against which selection devices and development programs are validated.

According to Castetter (1992) the purposes of performance appraisal are: to determine personnel employment status, help to achieve organizational goals, to improve individual performance, and to translate the authority system into control that regulate performance.

According to National School Boards Association (American) (cited in Webb and Norton, 1999) the purposes of teacher performance appraisal are: to ensure that students are provided high quality instruction, to meet statutory and contractual requirements, to provide opportunities for teachers to develop their professional skills, to provide an avenue for two way communication about school system and individual staff member goals, objectives, and other performance related concerns.

Natriello (cited in Millman and Darling-Hammond 1990) identified three major purposes in contemporary schools. First, appraisal may be used to control or influence the performance of individuals within 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 (cited in Webb and Norton, 1999) discussed three main purposes of appraisal. First, it assist in annual appraisal decisions regarding school level employment and professional improvement.

Second, it provide data relevant to the assessment of administrative abilities or potential and principal selection. Third, to satisfy legislative and/or state board requirements for administrator certification.

In addition to improving the efficiency of the school through improved work performance, the other purposes of performance appraisal can be captured as Dubrin(1981) stated, it assists principals to observe teachers more closely and do a better job of coaching; it motivates teachers by providing feedback on teaching performance; and identifies developmental needs which can then be used in selecting appropriate programmes for training and development.

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, community and society are met."

2.4. Characteristics of successful appraisal programs

For an appraisal program to be considered successful it must meet certain technical and legal standards (Webb and Norton, 1999). According to these authors, technical standards include validity and reliability, The legal standards are intended to ensure that the system meet 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(Ginsberg and Berry cited in 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.

According to Lucio and McNeil (1979:261), requirements for the successful operation of teachers' performance improvement and appraisal plan includes:-

1. The school objectives should be clearly stated and available up on request
2. The appraisee and the appraiser should agree on what should be appraised and how the appraisal is to be made.
3. Focus should be on the results obtained and not the processes used
4. The appraisal of teacher performance should be conscientiously and systematically under taken
5. The appraisal plan must operate with in the legal requirement of the ministry of education
6. Adequate resources should be made available.

2.5. Criteria for performance appraisal.

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

The criteria are job-related behaviors expected of the teacher, administrator, or other staff member. The first place that must be looked to for guidance in determining what will be appraised is the MOE guide line for appraising teachers' performance (ibid)

The first criteria for performance appraisals, according to Ginsberg and Berry (cited in Webb and Norton, 1999), is trait or attribute criterial. The assumption in using these criteria is that there are definable traits or attributes that are necessary for good performance. That is, trait criteria describe what the teacher is, rather than what the teacher does. Although most schools do not rely heavily on trait criteria to day, some trait criteria such as depend ability and personal appearance are still found in many appraisal system.

A second type of criteria is concerned with out comes. The rational for this approach, Ginsberg and Berry (cited in Webb and Norton,1999) is that teachers and administrators should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives have been accomplished. How the objectives are met is not considered to be as important as the results. Outcomes criteria include such things as student performance, lower drop- out rates, and school climate.

The third type of criteria, and by for the most commonly used in the appraisal of teachers, is performance- based criteria. When used, these criteria should be based on the research about effective teaching. They should describe what effective teachers do when they are working with students in the teaching-learning process(Valentine, 1992).

In sum, the use of these three types of criteria is not necessarily mutually exclusive. There is a tendency to have an appraisal system that combines more than one type.

2.6. Methods of Appraising performance.

Several methods of appraisal are available for measuring the performance of an employee. Mamoria (1994) discussed the difference in methods of appraisal as: first, they differ in the sources of traits or qualities to be appraised. According to

this author, the qualities may differ because of differences in job requirements, statistical requirements and the opinions of the management. Secondly, they differ because of the different kinds of workers who are being rated. Thirdly, the variations may be caused by the degree of precision attempted in an appraisal. Finally, they may differ because of the methods used to obtain weightings for various traits.

Decenzo and Robbins (1988) identified three different approaches exist for doing appraisals. Employees can be appraised against,

1. Absolute standards,
2. relative standards, or
3. Objectives. According to these author, no one approach is always best. Each has its strength and weaknesses.

2.6.1. Absolute Standards.

In this method subjects are not compared with any other person. This group includes the critical incident method, check list, graphic rating scale, forced choice, and behaviorally anchored rating scale (BARS) (ibid)

2.6.1.1. Critical Incident Method.

The essence of this method is that it attempts to measure workers' performance in terms of certain events episodes that occur in the performance of the appraiser's job (Mamoria, 1994).

The critical incidents technique requires the appraiser to keep a record of either positive or negative in an appraisee's work (Decenzo and Robbins, 1988; French,1990; Dessler,2003). Critical incidents, with their focus on behaviors, judge performance rather than personalities.

The strength of the critical incident method is that it looks at behaviors. Additionally, a list of critical incidents on a given appraisee provides a rich set of examples from which the appraisee can be shown which of his or her behaviors are desirable and which ones call for improvement.

According to Mamoria (1994) the critical incidents method reduces the “recency” effect (most recent incidents get too much emphasis) of most performance ratings.

Its drawbacks are:

- 1 Appraisers are required to regularly write these incidents down, but doing this on a daily or even weekly basis for all of their appraisees’ is time consuming and burdensome for principals, and
- 2 Critical incidents do not lend themselves to quantification. Therefore the comparison and ranking of appraisees is difficult.

2.6.1.2. Check list.

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

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

2.6.1.3. Graphic Rating Scale.

The graphic rating scale is the simplest and most popular technique for appraising performance (Dessler, 2003). It can be used to assess factors such as quantity and quality of work, job knowledge, cooperation, dependability, attendance, honesty, integrity, and initiative (Decenzo and Robbins,1988). The assessor goes down the list of factors and notes that point along the scale or continuum that best describes the employee. According to Aquinas (2006) one advantage is that it is easy to understand, easy to use and permits a statistical tabulation of scores of employees. On the other hand, the method has certain disadvantages. It is arbitrary and highly subjective in nature. It assumes all characteristics are of equal importance for performance of all jobs.

2.6.1.4. 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 favorable or unfavorable (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.

2.6.1.5. Behaviorally Anchored Rating Scales.

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 rely mostly on the rater's powers of observation. Similarly, DeCenzo and Robbins (1988) stated that BARS specify definite, observable, and measurable job behavior. According to these author, for instance, a job-related behavior and performance dimensions are generated by asking participants to give specific illustrations of effective and ineffective behavior regarding each performance dimension. And these behavioral 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.

2.6.2. Relative standards.

In the second general category of appraisal methods, individual are compared against other individuals (DeCenzo and Robbins, 1988). The more popular of the relative methods are group order ranking, individual ranking, and paired comparison.

2.6.2.1. Group Order Ranking

The group order ranking requires the appraiser to place appraisees 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 inflating their appraisals so every one looks good or from homogenizing the appraisals also so everyone is appraised near the average outcomes that are not usual with the graphic rating scale. According to these authors, the predominant disadvantage surfaces when the number of appraisees being compared is small.

2.6.2.2. Individual Ranking.

The individual ranking method requires the appraiser merely to list the appraisees in an order from highest to lowest (Mamoria, 1994). According to DeCenzo and Robbins (1988), if the appraiser is required to appraise for instance, thirty individuals, this method assumes that the difference between the first and second appraiser 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 appraisees are appraised. To remedy this defect, the paired comparison method has been evolved.

2.6.2.3. Paired comparison method.

By this method, each appraisee is compared every trait with all the other appraisees 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.

2.6.3. Objectives.

The third approach to appraisal makes use of objectives. Appraisees are appraised by how well they accomplish a specific set of objectives that have been determined to be critical in the successful completion of their job (DeCenzo and Robbins, 1988). This approach is frequently referred to as management by objectives (MBO). According to Terry and Stephen (1991) management by objectives emphasizes results or the achievement of objectives, instead of activities, and also places importance on human behavior through the fulfillment of needs from work efforts. MBO requires a collaborative setting of goals between a supervisor and employee along with establishing the criteria used for appraising that employee's performance in attaining the goals (KirkPatrick, 1987). They also discuss the ways and methods of measuring employee progress. In sum, the three foundations of MBO are",

1. Goal-setting,
2. Feedback, and
3. Participation- all these enhance performance (Mamoria, 1994).

DeCenzo and Robbins (1988) identified four steps of MBO. These are: goal setting, action planning, self control, and periodic reviews. According to these authors, in

goal setting, the organization's overall objectives are used as guide lines from which departmental and individual objectives are set. These goal are agreed up on and then become the standards by which the employee's results will be appraised. In action planning, the means are determined for achieving the ends established in goal setting. That is, realistic plan are developed to attain the objectives. Self-control refers to the systematic monitoring and measuring of performance by having the individual review his or her performance. Finally, with periodic progress reviews, corrective action is initiated when behavior deviates from the standards established in the goal-setting phase.

Thus we can say that MBO assists the planning and control functions and provide motivation, as well as being an approach to performance appraisal, because employees know exactly what is expected of them and how they will be appraised, and that their appraisal will be based on success in achieving their objectives.

The MBO system generally includes the following steps (French,1990:405),

1. The supervisor and the subordinate mutually agree on the primary elements of the subordinate's job.
2. The supervisor and the subordinate mutually agree on the subordinate's specific objectives for the supplied period (usually six months or a year).
3. The subordinate establishes a plan of action necessary to meet each objective.
4. During the specified period, the subordinate periodically reviews progress toward objectives. Progress checks may indicate the need to change action plans or modify objectives.
5. At the end of specified period, the supervisor and subordinate meet to jointly appraise the subordinate's performance on objectives.

In general, under management by objective programme, an employee and his appraiser meet together define, establish, and set certain goals or objectives which

the employee would attempt to achieve within the period of prescribed time. The goals which are set are work- related and career-oriented. The employee periodically meets his supervisor to appraise the employee's goals progress. Frequent feedback and supervisor subordinate interaction are the other key factors of this method.

2.7. The process of performance Appraisal.

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

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

On his part, Miner (1985:533) identified six steps of performance appraisal process.

1. Developing an appraisal form or instrument based on an organization planning and job analysis data, taking in to account legal constraints.
2. Train those who will use this measure to use it effectively.
3. Obtain appraisals from those selected to do the evaluating.
4. Have these appraisals reviewed by some one else who is knowledgeable regarding the individual's performance at higher level manager, personnel etc.
5. Feed the results back to the employee in some form.

6. Use the appraisal for whatever purposes were envisioned in step 1.

Similarly, Decenzo and Robbins (1988:361) 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. It necessary, initiate corrective action.

In sum, teachers performance appraisal involves the following major steps (Castetter, 1992:295).

1. Preappraisal phase
2. Appraisal Phase
3. Postappraisal phase

1. Preappraisal 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).

More over it is useful to high light important points about what takes place in this phase (Castetter, 1992).

- Performance appraisal activities 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.
- A review by appraiser and appraisee of some of the major support plans established by the organization to implement the performance appraisal system, such as organizational purpose, unit objectives, performance standards, position goals and appraisal procedures.
- Preparation of a performance appraisal manual.

2. Appraisal Phase.

When the appraiser understands what the appraiser's performance behavior 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 includes performance target setting, measurement of behavior change and performance improvement.

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

Measurement of behavior calls for a self appraisal by the appraisee of the extent to which he or she is achieving the goals of his or her position (ibid). In addition, the appraiser makes an independent judgment of the results achieved by subordinates in relation to performance targets that have been established jointly.

Moreover, appraiser observes performance of appraisee and records observations. These recordings of information help for the follow-up conference with the appraiser,

for performance analysis, for the action program to be developed, and for the performance history of the individual.

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 appraisee about the latter's performance. Second, it emphasis the self development of the appraisee. It is at this stage of the conference that the appraiser attempts to counsel or coach the appraisee on the resolution of problems affecting performance.

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) stated teachers' performance is judged based on the following set of criteria:

- Preparation
- Knowledge of contents
- use of resources
- Organization of work
- Classroom management and environment
- Relation ships with students
- Student participation

- Control/Discipline
- 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

It is the decisions involved in designing the appraisal system who actually should make the appraisal. 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 assessee's work, a higher level manager, a personnel manager, the assessee's peers, the assessee himself and the assessee's subordinates.

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

1. Immediate supervisor/principal
2. Students
3. Teachers/self-appraisal
4. Parents
5. Peer-Appraisal

Immediate supervisor/Principal

Appraisal by the immediate supervisor is most common (French 1990). The principal usually does the appraisal of teachers' performance (Levin, 1979). This is because as Dessler(1997) 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 subordinate's performance and to judge how well that performance serves the goals of the unit and the organization (Megginson, 1981).

It is obvious that school principal has a strategic and important role to play in the appraisal of teachers. He or she is in a better position to obtain first hand information about the appraisal through extensive classroom contacts and visitations, conference with teacher, reviewing various sources of information. As Jenson, L. (1967) confirmed, the principal is the official interpreter of the appraisal procedure to teachers. Moreover, it is his ultimate duty to make certain decisions and official recommendations in accordance with the appraisal program requirements.

Student appraisal of Teachers' Performance

Hammond (cited in Adesina, 1990) stated 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 feedback to the teacher could motivate teaching and develop a feeling of recognition in the teacher. Evidence suggests that students can make reliable responses about classroom instruction (Manatt, 1987).

Subordinate appraisals, where by subordinates rate their superiors, is useful in trying to develop better superior-subordinate relationships. Besides, it is also helpful to supervisors who want to improve their human relationships (Megginson, 1981). As Chesler (1970) in the title "shared power and student Decision making" discussed the area where students can exercise power immediately could be: in school decision making like the qualifications of teachers as they may be recruited, evaluated, considered for merit pay, and promoted must be open for student review and participation of student.

Most of the research on students' appraisals of teachers' performance has been conducted reveal that students' evaluations of teachers is reliable. That is, different groups of students tend to give similar ratings to the same teachers, and the same students will rate teachers similarly at two different times (Levin, 1979). In sum as Levin (1979:242) confirmed:

Overall, it appears that many of the fears about students' evaluations of teachers are not well founded, and that such evaluations can provide reliable, useful data for evaluation purposes.

Self Appraisal

Self appraisal is composed of many elements often mixed in various ways to produce judgments about one's own teaching for the purpose of self-improvement (Millan and Darling-Hammond, 1990).

Bailey (1981) identified three steps which realize effective self- appraisal. First, current teaching behavior must be accurately identified. That is, teachers must be aware of what they are doing, both verbally and non verbally, in the classroom. Second, problem areas need to be identified and improved, strengths acknowledged and maintained, and new behaviors practiced. Third, new behaviors should be subjected to further evaluation to determine their effectiveness.

The focus of the self-appraisal typically are goals, students, subject-matter content, assessment and evaluation of teaching, and classroom management aspects (kremer-Hayon, cited in Webb and Norton, 1999). As many authors stated, a drawback to self-appraisal is that appraisees sometimes underrate or overrate themselves. Because of this it is not advisable to use them for administrative purposes.

Parent Appraisal of Teachers' performance

According to Murphy and Pimentel (cited in Webb and Norton, 1999) parents can provide valuable information in the appraisal process. In fact, some would say appraisers have an obligation to search out and invite criticism in order to become more successful as well as an obligation to establish and maintain a trusting relationship with their students and parents.

Parents have an impact on the motivation of students and teachers, and teaching-learning process. With the present emphasis upon community school relationships and upon school use of community resources, teachers are likely to be some what appraised by parents. Supporting this Day et al., (1987) identified teachers, principals and parents as the appraisers of TPA. Moreover the school governing body and the parent body may have a special part to play in the process too.

One of the needs for teacher evaluation, according to Harris(1986), is parents no longer have close personal contacts with the teachers of their children and youth and those parents have a need for new assurances about teaching competence and the welfare of students. That is why parents can be asked to appraise staff more formally by completing rating forms cooperatively developed by supervisor (Caruso and Fawcett,1986). Soliciting the views of parents can increase their support for a program and can enhance its climate. Critical to their successful participation, however, is the method used to involve parents as well as the ways in which staff

members are prepared for the involvement. Besides, parents need to be informed about why their help is requested, to understand the nature of the actual power they have, and to know behavior for participating in the appraisal process.

Peer-Appraisal

Peer-appraisal is a major component in many self-appraisal programs (Millman and Darling-Hammond, 1990). According to these author peers provide objective feedback to teachers to assist them in identifying teaching behaviors they may have missed and to get them to focus on new behaviors they may wish to include. Due to this, peer appraisal is an essential part of the principle of collegiality (Day et al, 1987). Dean (1983) suggests that skills in observation need to be improved and that one way of achieving this is through working with colleagues.

In peer-appraisal system teachers should be encouraged to invite colleagues into their classroom for the purpose of: first, assisting them in the collection of appropriate information which will be helpful in inquiring into their teaching and their students learning. Second, providing a third eye in order to help them test the validity of their own interpretations and judgments of the teaching and learning in their classroom (Day et al., 1987).

On the other side , peer appraisal has also got some limitations. Robbins (1997) discusses that peer appraisal can suffer from co-workers' unwillingness to appraise one another and from biases of friendship. This means that the use of peers as raters both benefits and hurts an institution. Besides when the number of appraisees is high, it becomes time consuming.

How Often to Appraise

The answer is tied to the primary purpose of the appraisal (Webb, 1987) According to these author, summative appraisals tend to be made annually. In formative

appraisal where improvement is the objective, performance appraisals are utilized more frequently. Montgomery and Hadfield (1989) suggest an annual review, but with more frequent appraisals for probationers. On the other hand, Bittel (1980:249) proposed twice a year as a happy medium. He discussed the reason as:

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

2.9. Classroom Observation

If appraisal is to be taken seriously, then it must occur at the business end in the classroom (Shipman, 1974). Observing and recording classroom events are perhaps the oldest of all teacher appraisal procedures in the field of education. According to Day et al., (1987) explained 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 and that it can be seen a classroom lesson. It also assumes that visible actions provide an adequate appraisal of teaching competencies.

Classroom observation 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) stressed, 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. A further, importantly unique, feature of classroom observation for data gathering is that there is always more than one data source available. As Harris(1986) identified students, teachers, outside observer, and technical devices(microphone, camera, etc) are all potential data sources.

The typical appraisal process involves a small number of observations of a given teacher (Millman and Darling-Hammond 1990). By current practice, two or three one-hour observations represent the high end of time spent observing an individual(Wise et al.,1984). According to McLaughlin and Pfeifer(1988) a traditional measurement 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 needs to be a quite, private place where no interruptions will occur. As Montgomery and Hadfield(1989) stated a brief, rushed visit to the classroom, a snatched interrupted review session or, even worse, no feed back at all, can only demoralise and anger teachers, and does not enhance the standing of the appraiser. During the school year, as Holdzkom(1987) stated., three observations are conducted: One announced, the second an unannounced and a third that may or

may not be announced. According to this author, during the actual visit, the observer is present through out the entire class or teaching period.

2.10. Performance Feedback

Once the expected performance has been defined and the teacher's performance has been measured, it is necessary to feed that 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 feed back which is the most important parts of the appraisal process.

As Cartwright (2005) stated appraisal feedback tends to be more readily accepted as fair by recipients and lead to more positive reactions when it: first, is preceded by a discussion of performance expectation at the beginning of the performance period and by the provision of interim feedback. Next, allows the recipient to input his or her views about performance. third, discusses the 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.

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

Noe,(1996:226) identified the ways to improve the performance feedback process as follows:

- feedback should be given everyday, not once a year
- ask the teacher to rate his or her performance before the session
- encourage the teacher to participate in the session.
- recongnize effective performacne through praise
- focuse on solving problems
- focus feedback on behavior or results, not on person
- minimize criticism
- agree to specific goals and set a data to review progress.

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

2.11. Common Performance Appraisal Problems

Even if the system is well designed, problems can arise if the appraisers are not cooperative and well trained. Various authors have explained the problems that hinder the implementation of good performance appraisal program at different times. In the words of Towers (1998,215), *“Although many organizations have devoted a great deal of time, effort and resources to setting up performance appraisal schemes, the results have often been disappointing.”*

The ideal approach to performance appraisal is that in which the appraiser is free from personal biases, prejudices, and idiosyncrasies (Mamoria, 1994). This is because when an appraisal is objective, it minimizes the potential capricious and

dysfunctional behavior of the appraiser which may be detrimental to the achievement of the organizational goals (Decenzo and Robbins 1988). There are many significant factors which impede objective appraisal. These factors are:-

1. **The halo effect.** As Dessler (1997) defined halo effect, it is the tendency to rate an appraisee consistently high or low on the various traits depending upon whether the appraiser over all impression of the individual is favorable or not. Similarly Decenzo and Robbins (1988) defined halo effect as a tendency to rate high or low on all factors due to the impression of a high or low rating on some specific factor. This often occurs when the employee is more friendly or unfriendly toward the appraiser.

According to Mamoria (1994) the halo effect problem can be alleviated by: first, providing a five to ten minutes training program to the appraisers; second, restructuring the questions by requiring the appraiser to consider each question independently, and third having the appraiser appraise all rates on each dimension before going to the next dimension.

2. **Central Tendency.** Studies have found that some appraisers rate all their employees within a narrow range (Glueck,1982). Stated differently, central tendency could mean that to rate all employees average. It distorts the appraisals, making them less useful for promotion, salary, or counseling purposes (Dessler, 2003). According to this author ranking employees instead of using graphic rating scales can reduce this problem, since ranking means you can't rate them all average.
3. **Leniency Error;** Every appraiser has his or her own value system which acts as a standard against which appraisals are made. The leniency error is made by the appraiser who gives employees higher ratings than they deserve (French, 1990). According to Mamoria (1994) the tendency can be avoided by holding meetings

or training sessions for appraisers so that they may understand what is required of them in rating.

4. **Similarity Error.** When appraisers rate other employees the same way that the appraiser perceive themselves, they are making a similarity error (Decenzo and Robbins, 1988). Noe (1996) explained this as the error we make when we judge those who are similar to us more highly than those who are not. Research has demonstrated that this effect is strong, when similarity is base on demographic characteristics such as race or sex.
5. **Recent-behavior bias.** As Ivancevich (1989) stated one difficulty with many of the appraisal systems is the time frame or the behavior being appraised. Appraisers forget more about past behavior than current behavior. Thus, Gulueck (1982), many employees are appraised more on the results of the past several weeks than on six months average behavior. According to this author, the problem can be solved by using a technique such as critical incident or management by objectives or by irregularly scheduled appraisals.

2.12. How to avoid Appraisal problems

It is probably safe to say that problems like these can make an appraisal worse than no appraisal at all. Would an employee not be better off with no appraisal than with a seemingly objective but actually biased one? Problems like these are not inevitable, though, and you can minimize them (Dessler, 2003). This author identified the following solution:-

1. Learn and understand the potential problems, and the solutions for each,
2. Use the right appraisal tool. Each tool has its own pros and cons.
3. Train appraisers to reduce rating errors.
4. Diary keeping is worth the effort.

Similarly, Mamoria (1994:445) discussed how to overcome problems in performance appraisal. According to him, success of an appraisal program depends on.

1. The existence of an atmosphere of confidence and trust.
2. The appraiser must very thoroughly appraise the employee's performance.
3. The results of performance rather than personality traits should be given due weight.
4. The appraisal programme should be less time-consuming and less costly. At the same time, it should bring the maximum benefit.
5. The result of the appraisal, particular when they are negative, should be immediately communicated to the employees, so that they may try to improve their performance.
6. A post appraisal interview should be arranged so that employees may be supplied with feedback.
7. The standards of performance appraisal can be improved by training of the appraisers and by using an appropriate appraisal tools.

Aquinas (2006:109) in his part discussed ways of overcoming performance appraisal problems as follows.

1. Choosing the appropriate appraisal method
2. Using multiple rater
3. Training appraisers
4. Providing employees on going feedback.
5. Using peer appraisers
6. Carrying out post-appraisal interviews and;
7. Reward to accurate appraisers.

In sum, all authors agreed that the training of appraisers, stating clear performance standards, providing timely performance feedback, using multiple raters and the like helps to overcome problems in performance appraisal.

Chapter Three

Research Design and Methodology

The major purpose of this study was to assess problems associated with the current TPAS operating in high schools in Western Wollega zone. Thus to achieve this purpose descriptive survey design was used. This is because survey data are considered as excellent means to “produce statistics that is qualitative or numerical descriptions of some aspects of the study population” (Fowler, 1993:1). And also a mixed approach of qualitative and quantitative was employed to effect the study. Moreover, the following techniques and procedures were used to collect and analysed data.

3.1. Data Sources

Principals and teachers were the main sources of information in this study. Accordingly, all the principals of the sample schools (8 high schools) and 72 teachers selected from a total number of 323 teachers were involved in the investigation. Moreover, document (in this case teachers’ classroom performance observation checklist) was used as a secondary sources of information.

3.2. Sampling Techniques

By using random sampling techniques a total of 8 (38%) high schools were selected from a total population of 21 high schools. With regards to teacher respondents, a total of 72 teachers were selected by employing stratified sampling techniques. These were carried out by grouping each sample school in to 9 strata (in this case, departments: language, Mathematics, physics, chemistry, Biology, Geography, History, civic and Ethical Education, and physical education.) from which 9 teachers were selected from each school using a simple random sampling

techniques and a total of 72(22.3%) teachers were identified. Concerning principal respondents, all the principals of the sample schools (in this case, 8 principals) were selected using purposive sampling techniques. This is because principals are the official interpreter of the appraisal procedure to teachers and they are few in number as a result easy to manage.

3.3. Data Gathering Tools

Relevant data from principals and teachers were collected using descriptive survey questionnaire. Close-ended question items along with very limited number of open-ended items were used. Closed-ended questionnaire is easy to process and in this “all likely responses are listed and respondents simply check the one that best represents their opinion” (Hamilton, S. 1980:550). On the other hand, open-ended questionnaire is limited because as Hamilton, (1980) states open-ended responses are much more difficult to code and analyse and that some respondents may have difficulty in expressing themselves in their own words.

The questionnaire consists of 43 items written in English to address the following main parts:

1. Respondents' background information
2. Purposes of TPAS
3. Criteria of TPAS
4. Competence of the designated appraisers
5. Procedures of TPAS

The question item of part 2 and part 3 were Likert-type attitude scale and the level of agreement was indicated on a five-point scale ranging from strongly disagrees to strongly agree. For the rest that is part 1, part 4, and part 5 multiple choice type of items were formulated.

3.4. Data Gathering Procedures

Permission to conduct the study was requested and granted from Oromia Education Bureau, Western Wollega Zone Education Desk, and the 8 randomly selected schools principals. After gaining consent, the investigator contacted every principal physically to explain the purpose of the study, what instruments the teachers would be expected to complete and request time to distribute the instruments.

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

3.5. Methods of Data analysis

Depending on the basic questions of the study the data were to be analysed using mean scores, weighted mean scores and percentage. And also the open-ended question items and teachers' classroom performance observation checklist were analysed using content analysis method.

Chapter Four

Analysis and Interpretation of 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 analyse 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 analysed using mean score, average mean score, and percentage.

I. Characteristics of the sample population

A total of 80 questionnaires were distributed to 8 principals, and 72 teachers. A total of 72 questionnaires were filled in and returned. Out of 8(100%) were from principals, 64(88.8%) were from teachers. Most experts in the field recommended a 60% response rate for generalizability of the results (Glatthorn, 1988:103). Based on the responses obtained from the respondents, the characteristics of the study groups were examined in terms of sex, academic qualification, field of study, and years of service. These characteristics were exhibited in table I, II, III, and IV hereunder.

Table I. Percentage Distribution of Respondents by Sex

<i>Items</i>	<i>Principals N=8</i>		<i>Teachers N=64</i>	
	No	%	No	%
Sex				
a)Male	8	100	60	93.7
b)Female	-	-	4	6.3
Total	8	100	64	100

Table I shows sex distribution of the sample population of principals and teachers. Accordingly, in table I, all the principals were male. On the other hand, teachers who accounted for 93.7% and 6.3% were male and female respondents respectively. Thus, we can infer that female participation in school leadership was non-existent. Moreover, their involvement in the teaching profession in high school also seems very low.

Table II. Description of Respondents by their academic qualification

<i>Items</i>	<i>Principals</i>		<i>Teachers</i>	
	No	%	No	%
<u>Qualification</u>				
a)B.A	4	50	44	68.75
b)Diploma	4	50	20	31.25
C) Certificate	-	-	-	-
Total	8	100	64	100

As seen in Table II, 50% of the principals and 68.75% of the teachers were first degree holders. On the other hand, 50% of the principals and 31.25% of teachers were diploma holders.

It would, therefore, be possible to infer that half of the sample schools were managed by personnel who were not fulfill the requirements set by the MOE. Besides, almost one-third of the teachers who were assigned in the teaching profession were also below the requirements.

Table III, Description of Respondents by field of study

<i>Items</i>	<i>Principals</i>	
	No	%
<u>Field of study</u>		
a)EdPM	-	-
b)Language	3	37.5
c) Chemistry	2	25.0
d) Geography	2	25.0
e) Management	1	12.5
Total	8	100

Table III shows the distribution of principals in terms of their field of study. Accordingly, principals who accounted for 37.5%, 25.0%, 25.0% and 12.5% had an academic background of language, chemistry, Geography, and management respectively. On the other hand, principals with EdPM background were non-existent. This implies that 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.

Table IV Description of Respondents by Years of Service

<i>Items</i>	<i>Principals</i>	
	No	%
<u>Years of Service</u>		
a)10 Years and below	2	25.0
b) 11-20 years	4	50.0
c) 21-30 years	2	25.0
Total	8	100

As seen in Table IV, 50% of the principals had service years between 11 and 20 years. On the other hand, 25%, of the appraisers had a service of 10 years and below. The remaining 25% of appraisers had service years of 21-30. It would be,

therefore, possible to infer that 75% of the principals had service years above 11 years and this rich experience might help the principals to establish and maintain good relationship with teachers and moreover help them to get knowledge of good teaching.

II. Data Analysis and Interpretation

Table V. Purposes of TPA as Perceived by Appraisers and Appraisees

<i>No</i>	<i>Purposes</i>	<i>Respondents</i>		<i>Weighted Mean Score</i>
		<i>Appraisers Mean score</i>	<i>Appraisees Mean Score</i>	
1	To identify areas where development efforts are needed	4.62	4.57	4.58
2	To achieve School goals	4.75	4.65	4.66
3	To improve teaching performance	4.87	4.61	4.61
4	To ensure that students are provided high quality instruction	4.12	4.23	4.22
5	To provide opportunities for teachers to develop professionally	4.50	4.16	4.19
6	To control or influence the performance of individual	3.75	3.95	3.93
7	To decide on teachers' termination of the contract	3.37	3.51	3.50
8	To decide on teachers' promotion, transfer or demotion	3.75	3.62	3.63
9	To assess the effects of teaching on students' achievement	4.50	4.30	4.31
10	To satisfy the demands of the public for accountability	4.25	3.98	4.01
Average mean score		4.24	4.15	

Appraisers and appraisees were asked to identify the major purposes which they think the high schools TPAS primarily serving. To this effect, ten purposes were listed in the table. Six of them represent formative purposes and the remaining four represent summative purposes. Hence, Table V shows the result of these two main categories of the TPA purposes as perceived by appraisers and appraisees.

Accordingly, the results of the weighted mean scores reveal that both appraisers and appraisees strongly agree that purposes of TPA in high schools were primarily serving to achieve formative (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 summative purposes as confirmed by the weighted mean of (4.01, 3.93, 3.65, and 3.50). The summative purposes includes: to satisfy the demands of the public for accountability, to control or influence the performance of individual's, to decide on teachers' termination of their contract, and to decide on teachers' promotion, transfer or demotion.

It would, therefore, be possible to conclude that although both formative and summative purposes of TPA are necessary and much of the information are useful in making decisions about teachers, the two major purposes are quite different. But from the TPA checklist currently used in the sample schools, it is observed that both the formative and summative purposes were appeared in one instrument. Research on TPAS reveals that sharp differences in purpose, process, instrumentation, and procedural characteristics give urgency to the notion that summative and formative appraisal can not be undertaken as a single undifferentiated task.

Table VI, Perception of Appraisers and Appraisees on TPA Criteria

<i>No</i>	<i>TPA Criteria</i>	<i>Respondents</i>		<i>Weighted Mean Score</i>
		<i>Appraisers Mean score</i>	<i>Appraisees Mean Score</i>	
1	Describe what the teacher is, rather than what the teacher does	3.25	3.20	3.08
2	Teachers be significantly involved in the process of developing criteria	1.75	1.93	1.91
3	Measure teachers willingness to participate in extracurricular activists	3.50	3.85	3.83
4	The criteria are clear	2.75	2.32	2.37
5	The criteria are adequate to appraise teachers performance	1.62	2.57	2.47
6	The criteria are adequate to differentiate good performance from poor performance	1.75	2.26	2.48
	Average mean scores	2.44	2.67	

Some of TPA criteria were listed and appraisees and appraisers were asked to rate those criteria based on their level of agreement-strongly agree(SA), agree(A), undecided(UD), disagree (DA), and strongly Disagree(SD). The mean scores from the data analysis were interpreted as: 0.05-1.49 (very low), 1.5-2.49(low), 2.5-3.49(Medium), 3.5-4.49 (high), and above 4.5(very high).

Accordingly, as responded by appraisers and appraisees, the involvement of teachers in the development of TPA criteria was low as rated by mean score 1.75 and 1.93. Also the weighted mean score 1.91 confirm the fact. This shows that criteria of TPA involve external controls, in the sense that neither appraisers nor appraisees have freedom of choice to formulate, adapt or modify the criteria.

With regards to the adequacy of the criteria to differentiate good performance from poor performance, appraisers and appraisees rated low as revealed by weighted mean score of 2.48. Thus, it would be possible to generalize that the criteria recently used do not relate to the real events of the classroom.

In table VI-item 4, appraisers and appraisees rate the clarity of TPA criteria low as it was confirmed by the weighted mean score of 2.37. This shows that lack of clarity of the criteria would increase bias, and subjective judgments.

In table VI-item 5, appraisers and appraisees rated the adequacy of the criteria currently used low as confirmed by the weighted mean score of 2.47. Thus, it is possible to infer that TPA criteria recently in use were not designed or formulated in such a way that they measure what they are supposed to measure. Stated differently, it lacks validity.

With regard to the characteristics of performance criteria, appraisers and appraisees rated the assumption that the current criteria describe what a teacher is, rather than what the teacher does moderate, as indicated by appraisers mean score of 3.25 and appraisees mean score of 3.20. Moreover, the weighted mean score of 3.08 also confirmed the fact. 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 can be seen from table VI-item 3, the objectives of TPA criteria measure teachers' willingness to participate in extracurricular activities were rated high by

appraisers and appraisees, as revealed by Mean scores of 3.50 and 3.85 respectively. Moreover, the weighted mean score of 3.83 also justify the fact. 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 be part of an appraisal. In other word, how much a teacher cares about students is difficult to estimate unless it is directly tied to classroom behavior.

Table VII. Appraisers of TPA

<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=64)</i>	
	No	%	No	%
In your school, who are involved in appraising teachers performance				
a) principals	7	87.5	39	60.9
b) Assistant principals	6	75	39	60.9
c) Department head	6	75	40	62.5
d) Students	-	-	15	23.4
e) parents	-	-	14	21.8

Respondents were asked to identify persons who involved in appraising teachers' performance. As indicated in table VII, both appraisers (87.5%) and appraisees (60.9%) identify principals as appraisers of teachers' performance. And also principals who accounted for 75% and teachers 60.9% identify assistant principal as appraisers. Moreover, principals(75%) and teachers (62.5%) indicate department heads as their performance appraisers.

On the other hand, as indicated by appraisees, the involvement of students and parent were low. Research out put revealed that student ratings of teachers were more discriminating than any other source of teacher data. According to the

information obtained from the zonal education office, in the past four years principals were the only person who appraises teachers' performance. But from 2008/2000 on ward principal, assistant principal, and department heads have got the authority to appraise teachers' performance.

Table VIII How Appraisees Perceive Competence of Appraisers

<i>Items</i>	<i>Appraisees(No=64)</i>	
	No	%
Do appraisers competent enough to appraise teachers performance?		
a) yes	16	25
b) No	40	62.5
c) Not sure	8	12.5

As indicated in Table VIII, appraisees who accounted for 62.5% responded that appraisers who are involved in appraisal of performance of teachers do not have the necessary competence. On the contrary, while only 25% of the appraisees positively acknowledge their competence, 12.5% reported neither positively nor negatively. Hence, it is possible to conclude that the majority of the appraisees may not have trust and confidence in the result of TPA. As Joint Committee on Standards for Education Evaluation (1988) states the appraisal system should be managed and executed by persons with the necessary qualifications, skills, sensitivity, and authority, and appraisers should behave professionally so that appraisal reports would be respected and used.

Table IX. Appraisers as Perceived by Appraisees

<i>Items</i>	<i>Appraisees (No=64)</i>	
	No	%
Which one do you think are incompetent		
a) principals	53	82.8
b) Assistant principals	47	73.4
c) Department heads	39	60.9

Table IX, shows the perception of appraisees regarding the competence of appraisers. Accordingly, 82.8% of the appraisees consider principals as incompetent. It seems logically true that since 50% of the appraisers (see table II) were diploma holders who were authorized to conduct appraisal of teachers performance on teachers who were relatively more qualified than the appraisers. Moreover, appraisers academic qualification (see table II) also confirms that they lack knowledge of basic management principle. The second incompetent appraisers were assistant principals as reported by 73.4% of the appraisees. Moreover, 60.9% of appraisees considered department heads as the third incompetent appraiser. 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 rapport very difficult.

Table X : Perception of Appraisers and Appraisees Regarding Students as Appraisers

Items	Appraisers (N=8)		Appraisees (N=64)	
	No	%	No	%
What is the reaction of teachers in being appraised by students				
a) Negative	8	100	45	70.3
b) Positive	-	-	19	29.7
Total	8	100	64	100

As seen in Table X, all of the principals responded that teachers were not happy to be appraised by students. Besides, 70.3% of the appraisees also confirm this. But only 29.7% of the appraisees responded that they accept students as appraisers of their teaching performance. Thus, the overall results show that the majority of the appraisers and 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 XI.

Table XI: Reasons for the Negative Perception of Appraisers and Appraisees

Items	Appraisers (N=8)		Appraisees (N=64)	
	No	%	No	%
What is the reason for the reaction of teachers in appraising by students?				
a) They lack competence to appraise teachers performance	7	87.5	50	78.1
b) They tend to get biased and prejudice	5	62.5	40	62.5
c) They do not know what good teaching is	5	62.5	47	73.4
d) They lack skills to appraise teachers' knowledge of subject matter	6	75.0	48	75.0

Respondents were asked to indicate the reason why teachers do not want students as appraisers of their teaching performance. As seen from the table XI, lack of competence to appraise teachers' performance was identified as a primary reason for the incompetence of students as reported by 87.5%, 78.1% of appraisers and appraisees respectively. The second reason as reported by 75% of the appraisers and 75% of the appraisees was students' lack of skills to appraise teachers' knowledge of subject matter. The other reason as responded by 62.5% of appraisers and 73.4 of appraisees was students lack of knowledge of good teaching. Moreover, 62.5% and 62.5% of appraisers and appraisees respectively 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. Stated differently, students have extensive opportunities to observe teaching and see a variety of teachers over time (Glatthorn, 1988). Moreover, students' evaluative reports can be objective, reliable, and valid and also they are very low in cost (Harris, 1986). Further more evidence suggests that students can make reliable questionnaire responses about classroom instruction (Manatt, 1987). Disadvantages stem from the lack of acceptance traditionally accorded such data sources.

Table XII. Whether Appraisers Involved in Training on TPA ✓

<i>Items</i>	<i>Appraisers(No=8)</i>	
	No	%
Have you involved in any training program related to TPAS?		
a) Yes	2	25.0
b) No	6	75.0
Total	8	100

Table XII: Depicts whether appraisers have taken training related to the mechanics of TPAS. Accordingly, the majority of appraisers 75% were reported that they did not involve in any training related to TPAS. On the contrary, nearly 25% of appraisers were acknowledging positively. In this case, the majority of appraisers were made to be involved in the challenging task of TPA without having knowledge of how to carry out the appraisal process effectively and efficiently. Untrained observers can not see adequately, fail to control biases, do not sample events, and produce inadequate records (Harris, 1986).

Table XIII. Pre appraisal Conference between Appraisers and Appraisees

<i>Items</i>	<i>Appraisers(N=8)</i>		<i>Appraisees (N=64)</i>	
	No	%	No	%
Do appraisers and appraisees carry out preappraisal conference?				
a) yes	7	87.5	20	31.3
b) No	1	12.5	34	53.1
c) Not sure	-		10	15.6
Total	8	100	64	100

It is observed from Table XIII, that the majority of principals (87.5%) and 31.3% of teachers reported that pre appraisal discussions were held between appraisers and appraisees. On the contrary, 12.5% of appraisers and 53.1% of appraisees responded that there was no preappraisal discussion held between appraisers and appraisees. On the other hand, 15.6% 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.

Table XIV, Observation of Teachers' Classroom Performance

<i>No</i>	<i>Items</i>	<i>Appraisers(N=8)</i>		<i>Appraisees (N=64)</i>	
		No	%	No	%
1	Do appraisers observe classroom performance of teachers'				
	a) yes	8	100	44	68.8
	b) No	-		20	31.2
	Total	8	100	64	100
2	How often does classroom observation takes place				
	a) once in a year	-		13	29.5
	b) twice in a year	8	100	31	70.5
	c) three times in a year	-	-	-	-
	d) four times in a year	-	-	-	-
	Total	8	100	44	100
3	Do you think that the frequency you checked above is adequate?				
	a) yes	6	75	15	34.1
	b) No	2	25	25	56.8
	c) Not sure	-	-	4	9.1
	Total	8	100	44	100

The one undisputed requirements of good education is good teaching and performance in the classroom lies at the heart of the teacher's professional skill and of the standards of learning achieved. Stated differently, 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 XIII- item-1 all of the appraisers and 68.8% of appraisees responded that their classroom activities was observed .. On the contrary, 31.2% 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, nearly one-third of the appraisees present their doubt that their classroom teaching performance were observed. This disagreement might result in mistrust, lack of commitment, uncooperative, no feedback, and offers no suggestion for improvement.

With regard to item 2 of Table XIV, all of the appraisers and 70.5% of the appraisees confirmed that a teacher's classroom teaching performance was directly observed on an average of twice a year. Others only 29.5% of the appraisees reported that classroom observation take place once a year. Observation of teachers' classroom performance for more than twice a year was, however, non-existent. The data in the table would, therefore reveal that the frequency of classroom observation in sample schools regarded as inadequate since one or two classroom visits would not gurantte objective performance data on classroom teaching activities.

Respondents were also requested to explain whether the frequency of the classroom observation was sufficient to measure teachers' classroom teaching performance. Accordingly, 75% of appraisers and 75% and 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% and 56.8% of appraisers and appraisees respectively felt that observing teachers' classroom performance twice a year was not sufficient to gather reliable and dependable data on teachers' classroom activities. The rest, 9.1% of appraisees were 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. Research on teachers classroom observation shows that more

observation are much more likely to help produce stable and generalizable results (Millman and Darling-Hammond, 1990).

Table XV, When does Appraiser Enter into Class

<i>Items</i>	<i>Appraisers(N=8)</i>		<i>Appraisees (N=44)</i>	
	No	%	No	%
When does appraiser enter into the classroom to observe teachers' performance?				
a) before the class begins	3	37.5	14	31.8
b) during teaching-learning process	5	62.5	30	68.2
c) just before the end of the class	-	-		
Total	8	100	44	100

Table XV indicate the time when appraisers enter into classroom to observe teachers' classroom performance. Accordingly, 62.5% and 68.2% of appraisers and appraisees respectively reported that appraisers enter into 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, 37.5% of appraisers and 31.8% of appraisees indicated that appraisers enter into 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. Stated differently, it would be inadequate to take the data as a base to judge the classroom activities of the teacher.

Table XVI. Length of Time Appraisers Stay in Classroom

<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=44)</i>	
	No	%	No	%
How long the appraisers stay in classroom to observe teachers' performance				
a) approximately 10 minutes	-	-	4	9.1
b) approximately 20 minutes	5	62.5	30	68.2
c) the whole class (one period)	3	37.5	10	22.7
Total	8	100	44	100

Table XVI illustrates that appraisers accounted for 37.5% and appraisees 22.7% reported that appraisers stayed in classroom for the whole period to observe teaching performance of teachers. Staying in the classroom for the whole period help the 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, 62.5% and 68.2% of appraisers and appraisees respectively indicated that appraisers stayed in classroom approximately for 20 minutes. More over, those of appraisees who accounted for 9.1% reported that appraisers stayed in classroom approximately for 10 minutes. Thus, we can infer that in order to let the appraisers to know enough about lesson plans, activities, subject content, student characteristics, and classroom arrangements 10-20 minutes observation time may not appropriate.

Table XVII: Whether Appraisers and Appraisees Conduct Post Appraisal Conference

<i>No</i>	<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=64)</i>	
		No	%	No	%
1	Do appraisers and appraisees held post appraisal conference? a) Yes	8	100	40	90.9
	b) No	-	-	3	6.8
	c) Not sure	-	-	1	2.3
	Total	8	100	44	100
2	How often does post appraisal conference take place? a) always after classroom observation	4	50	22	50
	b) sometimes	4	50	18	40.9
	c) rarely	-	-	4	9.1
	Total	8	100	44	100
3	When does post appraisal conference take place a) always after classroom observation				
	b) after a week of appraisal				
	c) after a month of appraisal				
	d) whenever teachers ask for the post appraisal conference				
	e) when the appraiser feel appropriate				
	Total	8	100	44	100
4	What is discussed during post appraisal conference? a) about weak performance only	2	25	4	9.1
	b) about strong performance only	-	-	-	-
	c) about both strong and weak performance	6	75	40	90.9
	Total	8	100	44	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 90.9% of appraisees reported positively. On the contrary, 6.8% of appraisees responded negatively. The rest, 2.3% of appraisees confirmed neither positively nor negatively. 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. Besides, schools, as a result of the conference engendered by an appraisal system have got the opportunity formally to thank and recognize the teachers' contributions individually.

Table XVII item-2, illustrates that 50% of appraisers and 50% of appraisees were identified that post appraisal conference has taken place always after classroom observation. On the other hand, 50% and 40.9% appraisers and appraisees respectively revealed that post appraisal conference is conducted sometimes. The rest 9.1% of appraisees reported that post appraisal conference carried out in the school rarely. With regard to item 3 of Table XVI, 50% and 65.9% of appraisers and appraisees respectively reported that post appraisal conference always hold immediately after classroom observation. On the other hand 37.5% of appraisers and 18.2% of appraisees confirmed that post appraisal conference was conducted when the appraisers feel appropriate. The rest 12.5% and 15.9% of appraisers and appraisees respectively responded that post appraisal conference was conducted when appraisees ask the appraisers for it.

It would be, therefore, possible to generalize that an average of appraisers and the majority of the appraisees confirmed that post appraisal conference held immediately after classroom observation. Hence, some research results show that

a conference following observation to discuss the observation and judgements made by the appraisers is almost always important. Moreover, the appraisal conference has the potential to be a powerful learning experience for both appraisers and appraisees.

With regard to subjects to be discussed in post appraisal conference, 75% of appraisers and 90.9% of the appraisees indicated that strong and weak performance issues were the core of the discussion. The rest, 25% of the appraisers and 9.1% of appraisees reported that only weak performance issues became the center of the discussion.

In a nutshell, post appraisal conference will allow appraisees to look back at their performance over the previous time and to look forward to work to be done. Thus, reviewing the strength and the weak side in 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 XVIII Whether Good Performer Rewarded

<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=64)</i>	
	No	%	No	%
Do teachers who perform better awarded?				
a) yes	8	100	34	53.1
b) No	-	-	26	40.6
c) Not sure	-	-	4	6.3
Total	8	100	64	100

Appraisers and appraisees were asked whether teachers who perform relatively better rewarded. Accordingly, all of the appraisers and 53.1% of the appraisees reported that teachers, who perform better, were rewarded. On the contrary, 40.6% of appraisees responded negatively. Others, 6.3% 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. In the following table XIX appraiser and appraisees were asked to identify the type of reward provided.

Table XIX Types of Reward

<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=64)</i>	
	No	%	No	%
What types of reward to teachers awarded?				
a) promotion	3	37.5	14	41.2
b) Salary increment	1	12.5	-	-
c) Grant for new advanced degree	2	25	12	35.3
d) Grant for tuition expenses for summary courses completed	-	-	-	-
e) Material	2	25	8	23.5
Total	8	100	34	100

As seen in Table XIX, appraisers and appraisees were asked to identified the type of reward better performers rewarded. Accordingly 37.5% and 41.2% of appraisers and appraisees respectively were identified promotion as the primary reward. 25% of appraisers and 35.3% appraisees confirmed that grant for new advanced degree was the next reward. Material award become the third as indicated by 25% and 10.3% of appraisers and appraisees respectively. The rest, only 12.5% of appraisers identified salary increment as the other reward Thus, all the types listed above, that is, promotion, salary increment, grant for new

advanced degree, grant for tuition expenses for summer courses completed are monetary rewards or extrinsic rewards. In contrast to intrinsic motivation which arises from the behavior itself affording satisfaction and therefore being done for its own sake; the dangers of using extrinsic reward are that the new behavior is not accepted for its own sake, but for the unwanted effects of continuing with the behavior. Intrinsic and socially derived satisfactions are believed to be more effective in raising motivation and performance than are extrinsic factors (Lonsdale et al. 1988).

Table XX Revision of TPAS

<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=64)</i>	
	No	%	No	%
Does TPAS revised in the past five years				
a) Yes	2	25	10	15.6
b) No	5	62.5	40	62.5
c) Not sure	1	12.5	14	21.9
Total	8	100	64	100

In Table XIX, appraisers and appraisees were asked whether TPAS revised in the past five years. Accordingly, 62.5% and 62.5% of appraisers and appraisees respectively reported that TPAS was not revised in the past five years. On the contrary, 25% of appraisers and 15.6% of appraisees confirmed positively. On the other hand, 12.5% of appraisers and 21.9% of appraisees responded neither positively nor negatively. 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. However, from the data we can infer that although technology, methodology, and curriculum were change, TPAS has remains without improvement.

Table XXI Problems Encountered in TPAS

<i>Items</i>	<i>Appraisers (N=8)</i>		<i>Appraisees (N=64)</i>	
	No	%	No	%
What problems do you observe in conducting TPAS?				
a) Appraisers lack the necessary knowledge, skill and experience	6	75	50	78.1
b) Poor administration of the overall appraisal process	2	25	19	29.7
c) Shortage of time to appraise teachers' performance	5	62.5	24	37.5
d) The inadequacy and inappropriateness of the appraisal criteria	6	75	52	81.3
e) Absence of rewards for better performer	4	50	23	34.9
Total				

Respondents were asked to identify problems incorporated in conducting TPAS. Accordingly, appraisers and appraisees who accounted for 75% and 81.3% respectively reported the inadequacy and inappropriateness of the appraisal criteria as the principal problem. This might result from lack of validity and reliability of the appraisal criteria. The variables included in the 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. A reliable measure is one that provides consistent information about the performance being appraised. In this regard, the classroom observation procedure used in these schools suffers from inadequate information about the quality of the teachers' work.

Lack of necessary knowledge, skill and experience on the part of appraisers reported by 75% and 78.1% of appraisers and appraisees was the next major

appraisal problem. In sum, it is possible to infer that appraisers were not well trained, as a result successful TPA may not realized.

Shortage of time to appraise teachers' performance as reported by 62.5% and 37.5% of appraisers and appraisees respectively become the third appraisal problems. Thus, it is possibly to say that appraisers lack commitment to execute TPA effectively.

Appraisers and appraisees who were accounted for 50% and 34.9% respectively identified absence of adequate rewards as TPAS problems.

The last but not the least problem as discussed by 25% of appraisers and 29.7% of appraisees was poor administration of the overall appraisal process. This may be the result of appraisers failed to linking more time, and effort being devoted to class, the appraisal process to classroom performance as a result TPA have rarely been considered a high priority. To sum up, it would be reasonable to conclude that both appraisers and appraisees are not happy with the recent TPAS because of aforementioned problems.

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

Chapter Five

Summary, Conclusions and Recommendations

This last chapter of the study deals with the summary of the major findings of the investigation, the conclusion reached at, and the recommendations forwarded from the findings.

5.1. Summary

The purpose of this study was to assess problems associated with the TPAS practiced in high schools teachers in Oromia region, western wollega zone government schools. This was the intent to find out the strength and weakness of the TPA and to propose ways to alleviate the problems. To this effect, basic questions addressing the issues related to TPA such as, purposes and criteria of TPA, competence of appraisers, and procedures to be followed were all raised.

The study used descriptive survey design. To address the basic questions raised, the investigator reviewed the relevant literature, and prepared questionnaire to collect data from eight government high schools. The type of the questionnaire was close-ended along with few open-ended questions. After the questionnaire evaluated by the thesis advisor, and the necessary corrections have made and pilot-tested, then it was distributed to 8 principals and 72 teachers, among which 64 teachers fill in and returned. Then the data were presented in tabular form, tallied, and analysed using mean scores, weighted mean score, and percentage. Based on this, the following major findings are drawn from the analysis.

1. The study of TPA purposes revealed that both appraisers and appraisees rated the recent TPA purpose as formative or developmental purposes. These

formative purposes consist: achieving schools goal, improving teaching performance, identifying areas where developmental efforts are needed, assessing the effects of teaching on students' achievement, ensuring that students are provided high quality instructions, and providing opportunities for teachers to develop professionally. However, from the TPA checklist currently used in the schools, it is observed that both formative and summative purposes are appeared in one checklist.

2. The majority of appraisers and appraisees confirmed that teachers were not involved in designing, reviewing, and improvement of TPA criteria, and also the study disclosed that most of appraisers and appraisees considered the recent TPA criteria as being deficient in fulfilling the standard of validity and reliability.
3. As reported by the majority of appraisers and appraisees, appraising TPA in secondary schools from the year (1996 E.C-2000 E.C), was the responsibility of principals, But from 2001 on ward the responsibility of appraising TPA has conferred to principals, assistant principals, and department heads.
4. With regards to the competency of appraisers, the majority of appraisees considered appraiser as incompetent. Stated differently, appraisees teaching performance were appraised by whom they considere incompetent.
5. It was evidenced that all of appraisers and the majority of appraisees considered students as incompetent to appraise teachers' performance. As they have justified the reasons why they considered student as incompetent were: they lack competency, skills, knowledge of good teaching and their tendency to make bias.
6. Most of appraisers reported that they had no exposure to the mechanics of TPA at all in any form of training.
7. It was evidenced from the study that an average of the appraisees never experienced pre appraisal conference.

8. Concerning classroom observation, all appraisers and the majority of appraisees confirmed that classroom observation is conducted two times a year.
9. The majority of appraisers and appraisees noted that appraisers enter into the classroom, to observe teachers performance, after teaching-learning process has begun and stayed in the classroom for an approximately 20 minutes.
10. As reported by all appraisers and the majority of appraisees post appraisal conference was held between appraisers and appraisees immediately after classroom observation.
11. The rating of both appraisers and appraisees revealed that teachers who perform better were rewarded. The type of reward were: promotion, grant for new advanced degree, and material
12. It was evidenced from the response of appraisers and appraisees that TPAS was not revised in the past five years.
13. As identified by appraisers and appraisees, the major problems encountered in appraising the performance of high schools teachers were found to be: the inadequacy and inappropriateness of the appraisal criteria to measure teachers performance; appraisers lack of the necessary knowledge, skill, and experience, and poor administration of the overall appraisal process.

5.2. Conclusions

Based on the findings, it may be assumed that appraisers and appraisees considered the recent TPA primarily serve formative or developmental purposes. Of course, formative appraisal helps the teachers to improve his/her teaching skill and by doing so improve the student learning out comes. On the other hand, summative appraisal helps the school in decision making about teachers promotion, tenure or dismissal and hence improve the performance of school. However, both developmental purposes and summative purposes are differ in purpose, process, criteria, and procedural characteristics; they appear in one instruments (in this case check list) in

schools under study. Thus, it can be concluded that appraisees receive distorted appraisal results.

✓ The findings of the investigation also revealed that teachers were not involved in designing, reviewing, and improvement of TPA criteria. This non-involvement of teachers believed to be the result of the type of TPAS currently used to appraise teachers performance. That is Bureaucratic model of TPAS. This Bureaucratic model of TPAS is characterized by: non-participatory in designing, reviewing and improving TPA criteria; bases appraisal on generalized criteria or context-free teaching behavior; treats all teachers alike; it is procedurally oriented and organized by checklist; and it is highly standardized. In general, these inherent problems embodied in Bureaucratic Model of TPAS, that is, the exclusion of teachers in criteria setting, might result in teachers feeling of uncooperativeness, and reluctant ✓ to willingly participate in appraisal process.

The findings of the study proved that all the appraisers involved in appraising teachers' performance were incompetent. One of the reasons is that fifty-percent (50%) of principals who assigned to run the schools were diploma holders. But according to MOE directives, to be a principal one ought to have M.A degree. Even, those individuals who assigned to play a principal role had not had a management principle background (see table II). Moreover, they were not exposed to any training related to the mechanics of TPA. Thus, it would be possible to conclude that the knowledge gap between the appraiser & the appraisee might not enable ✓ them to establish a collegial relationship.

The findings of the investigation also revealed that students were not involved in appraising teaching performance. This non-involvement of students in appraising teachers performance appraisal was the result of appraisers and appraisees misconception about the role of the students. But evidence suggests that students can make reliable questionnaire responses about classroom instruction. Thus, it

would be possible to infer that depending on only classroom observation of teachers' performance might limit the objectivity of the information being gathered for performance judgment.

The study of the findings also identified that teachers were not participated in pre appraisal conference. Since teachers do not know what they are being appraised on, consequently, they can not adapt their behavior to achieve better appraisal.

Two classroom observations, as the study of findings proved, were not adequate to gather information on teachers' classroom performance. A few discrete observations of class sessions do not provide the longitudinal assessment of teacher plans, classroom activities, and student performances and product required to judge relative teacher competence. Thus, teachers might be reluctant to accept TPA based on limited samples of performance. This reluctance stems from the conviction that such samples would not be representative of their work. This in turn might create dilemma for appraisers who often be face limited resources to devote to the sampling process.

It was proved that teachers who perform better relative to others were rewarded extrinsic awards. Extrinsic award by its nature associated with the school decision making. This school decision making primarily includes decisions about promotion, tenure, termination, and etc. Thus, it would be, therefore possible to infer that the rewards which assumed to boost up motivation of an individual teacher were extrinsic rewards. However, motivating teachers with extrinsic rewards was considered as having no contribution to the improvement of the quality of the teaching-learning process and attainment of school goals.

With regards to the revision of TPAS, the findings of the study also proved that TPAS was not revised in the past five years. This might create schools not to adapt

to social and technological changes and not to be flexible in managing curriculum change. As a result students' knowledge of the change remains behind.

The findings of the study also proved that problem related to criteria, appraisers, and rewards were found to be the major problems of the recent TPAS. Thus, it could be possible to generalize that non-involvement of teachers' in designing, revising, and improving TPA criteria; inadequate sampling of behaviors; in competency of the appraisers, inadequate provision of resources and misunderstanding of the purposes of rewards were the problem encountered in conducting TPA. As a result of these problems, appraisers and appraisees considered current TPAS as ineffective.

Recommendations

On the basis of the findings obtained and the conclusions reached at, the following suggestions are forwarded.

1. The study revealed that as perceived by both appraisers and appraisees, the purposes of TPA primarily serve were developmental. It is about assisting individuals to make decisions about themselves and their work, to improve performance; and to assist in continuing professional education for teachers. Developmental/formative appraisal and summative appraisal are considered to differ in purposes, procedure, criteria, control, type of information involved and the manner in which the information is used. Hence, from the classroom observation checklist employed in high 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 both formative appraisal and summative appraisal ought to be separated and treated in two different performance checklists.

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 high school teachers in western wollega zone. The main reason was that teachers were not involved in designing, reviewing, and improving of TPA criteria. This non-involvement of teachers is believed to be the problem inherent in the type of the appraisal system operating currently. That is, bureaucratic or managerial model of assessment. This model is characterized by: it relies on principals to assess teachers in a standard manner using general criteria; it demands a common scale on which all teachers can be compared; appraisal criteria is designed at higher level (MOE) and principals and teachers are expected to implement it. Because of these limitations of bureaucratic model of appraisal, it is, therefore, recommended that more emphasis ought to be given to professional model of appraisal system. This could be done in the following ways.

- a) To use experienced and competent teachers as a coach, or assistant, in order to assist classroom teachers. In order to do so, ZED with collaboration to schools has to provide training for a coach as to how they provide assistance. By doing so principals' capacities for effective TPA get additional time and expertise for this function.
- b) To use teachers serving in various differentiated staff (department heads, unit leaders) provide other type of assistance to the teachers there by promoting the development and dissemination of professional standards of practice.
- c) Zonal teachers organization ought to play an important role in the design and ongoing implementation of the appraisal process by forming a group of expertise to design appraisal criteria based on the needs of the zone.

- d) Regional teacher development department should fulfill a responsibility of facilitating and providing training for zonal education supervisor, principals and department heads at zonal level on the mechanics of TPA- the purposes and goals of the system, formulation of criteria, limitation of data sources, and the standards against which the appraisees performance is being judge.

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 the TPA were incompetent. The reason why they were incompetent as discussed were, firstly, there is no clear criteria as to how persons were assigned to the position of principals (recall that 50% were diploma holders); secondly, they did not exposed to any training related to the mechanics of TPA. There fore, it is suggested that firstly, assigning qualified personnel who has a background knowledge of instructional leadership. Secondly, upgrading the educational level of already assigned principals through in-service education, and sponsoring them to attending regular university education. Moreover, REB with the collaboration of universities ought to prepare special training programs, at zonal level, for zonal education supervisor, school principals, department heads, and unit leaders which mainly focus on the challenges of TPAS. And these trainees in turn should prepare training program for teachers. This participatory approach enhances teachers rights and their responsibilities and moreover, creates a feeling of ownership and commitment. ✓
4. The study also identified that classroom observation was conducted two times a year. The separation of formative and summative appraisal would help decide the number of classroom observation needed. Therefore, it is recommended that formative classroom observation ought to carried out frequently until the teacher goes on the right track. On the other hand since summative appraisal is

conducted to decide on promotion, termination, and transfer, then it ought to be carried out one time a year or once in two years.

5. The findings of the study also justified that teachers who perform better relative to others were rewarded. The types of rewards were almost an extrinsic rewards. However, intrinsic and socially derived satisfactions are believed to be more effective in raising motivation and performance than an extrinsic rewards. Therefore, it is recommended that the following intrinsic rewards ought to be functioned.

- Selection as primary teacher of the year/School level, zonal level)
- Certificate of accomplishment for years of service.
- Certificate of growth in specialized competency area
- Assigning as a unit leader and the like.

6. The findings of the study proved that TPAS was not revised in the past five years. It is obvious that schools need to adapt to social and technological changes and to be flexible in managing curriculum change. This means that what constitutes a definition of a good teacher is likely to alter in order to incorporate such attributes as awareness of these changes and the abilities and willingness to consider what changes are needed, and put them in to effect. Therefore, it is suggested that, revision of TPA ought to be carried out with in 3 to 5 years based on the extent to which the appraisal system is being implemented as planned, and the extent to which it accepted by appraisees and other stakeholders.

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Appendix A

*Addis Ababa University
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Dear respondent;

This questionnaire is prepared to gather information on factors that contribute to the ineffectiveness of teachers' performance appraisal system presently used in high schools in Western Wollega zone. 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.

I. Background Information

Direction: Please give your response to the following questions by making a tick mark (\checkmark) or writing where necessary.

1. Name of the school _____
2. Sex: a) Male b) Female
3. Academic qualification:
 - a) Degree
 - b) Diploma
 - c) Certificate
4. Area of specialization _____
5. Experience in terms of Service year _____
6. Present position _____

II. Questionnaire

Direction: The following questionnaire is designed to collect information/data from the respondent's. Hence, you are kindly requested to show your response by a tick marking (\checkmark) against your choice indicated after every questions.

Key

SA=strongly agree

A= Agree

UD= Undecided

D=Disagree

SD=strongly disagree

TPA=Teachers Performance Appraisal Criteria

No	<i>Purposes of Teachers Performance appraisal</i> 01	Responses				
		SA	A	UD	DA	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					
	<i>Characteristics of TPA Criteria</i> 02					
11	Describe what the teacher is, rather than what the teacher does					
12	Teachers be significantly involved in the process of developing criteria					
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					

18. 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
 - e) department heads
 - f) if any other, please specify _____.
19. Do you think that the appraiser (appraisers) you identify above has/have the necessary competence to appraise teachers performance?
- a) Yes b) No c) Not sure
20. If your answer to question number 19 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) If any other, please specify _____.
21. What is your reason for their in competency? (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
 - f) In any other, please specify your possible appraisers related problems. _____
22. What is the reaction of teachers in appraising by student
- a) negative b) positive

23. If your answer to question number 22 is "negative" what would be the reason?

- a) they lack competency to appraise teachers performance
- b) they make biased and prejudice
- c) they do not know what good teaching is
- d) they lack skills to appraise teachers knowledge of subject matter

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

- a) yes
- b) No
- c) Not sure

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25. Before conducting appraisal, do the appraiser/s/ and teachers carryout pre appraisal conference?

- a) yes
- b) No
- c) Not sure

26. If your answer to question 24 is "yes", what is/are the subject(s) of the discussion (choose as 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) frequence and length of classroom observation
- g) if any other, please specify _____

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

- a) Yes
- b) No
- c) not sure

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

- a) yes
- b) No
- c) Not sure

29. If your answer to question 27 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) if any other, please specify _____
30. Is there a possibility of appraising teachers' performance without observing classroom activities?
- a) yes
 - b) No
 - c) Not sure
31. Do you think that the frequency you have checked under item "28" is adequate to get data on teachers' performance?
- a) yes
 - b) No
 - c) Not sure
32. 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
33. How long the appraiser(s) stay in class room to observe teachers' performance?
- a) approximately 10 minutes
 - b) approximately 20 minutes
 - c) the whole class (one period)
 - d) if any other, please specify _____
34. Which approach of classroom observation does appraiser often use?
- a) announced visits
 - b) unannounced visits
 - c) Both announced visits and unannounced visits.
35. Do appraisers and teachers hold post appraisal meetings to discuss on the appraisal results?
- a) yes
 - b) No
 - c) Not sure

36. If your response to question number 34 is "yes", how often do post appraisal meetings take place?
- a) always after classroom observation
 - b) sometimes
 - c) rarely
37. When do post appraisal meetings often take place?
- a) Immediately after classroom observation
 - b) 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
38. what is discussed during post appraisal meetings?
- a) About weak performance of the teacher only
 - b) About strong side of the teacher only
 - c) About both strengths and weaknesses of the teacher and to praise the strong side and to criticize the weak side of teachers.
 - d) To assess teacher knowledge of subject matter and pedagogy
 - e) If any other, please specify _____
39. Do teachers who perform best awarded?
- a) yes
 - b) No
 - c) Not sure
40. If your response to question number 38 is "yes" in what form?
- a) Promotion
 - b) Salary increment
 - c) Grant for new advanced degree
 - d) Grant for tuition expenses for summer courses completed
 - e) if any other, please specify _____

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

a) yes b) No c) Not sure

42. 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 _____

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

Appendix B.

እናንጎ ሁለተኛ ደረጃ ት/ቤት

የ2000 ዓ.ም. የ2ኛ ሴሚስትር የመምህራን ውጤት የሥራ ዕቅድ አፈፃፀም፡፡

ተ.ቁ	የቁልፍና የአብይ ሥራ ዕቅድ	ከ25% የተሠጠው ነጥብ	አጠቃላይ መለኪያዎች	ዝርዝር መለኪያዎች	ደረጃዎች /አስታንጻርድ		የክትትል ሥርዓትና ግብረ መልስ	የመምህሩ ደረጃ
					አጥጋቢ	ከፍተኛ		
1.	ቁልፍ ተግባር የሀገሪቷን የት/ት ዓላማን ከግቡ ለማድረስ ተማሪዎች የት/ቤቱን ደንብና ሕግ በመጠበቅ ጥራት ያለው ትምህርት በመስጠት ብቃት ያለው ዜጋን መፍጠር	16						
1.1	ትምህርት ውጤታማ እንዲሆን የት/ቤቱን ደንብና ሕግ በመጠበቅ ተማሪዎቹም ሕግ እንዲጠብቁ የማድረግ ብቃት	2	ሀ	ተማሪዎች	ችግር የሚታይባቸውን ተማሪዎች መምከር	ችግር ያለባቸውን ተማሪዎች መምከር መከታተል ፤ለይቶ ማወቅ	ተከታታይ መረጃ በመያዝ	ለሁሉም ደረጃዎች
			ለ	የዕለቱ የሚደረገው የሠዓት አከባባር ሁኔታ	የሥራ ቀንና ሰዓት ማክበርና ማስከበር	ለመደበኛ ሥራ ከተመደበው ሰዓት በላይ መሥራት		
			ሐ	በተማሪዎች ላይ የታዩ ለውጦች	ተማሪዎች በክፍል ውስጥ ከሚያላዩት መጥፎ ተግባር እንዲመለሱ	ተማሪዎች በክፍልና ከክፍል ውጪ በመምከር ከመጥፎ ተግባር ላይ መመለስና ሪከርድ መያዝ		

ተ.ቁ	የቁልፍና የአብይ ሥራ ዕቅድ	ከ25% የተሠጠው ነጥብ	አጠቃላይ መለኪያዎች	ዝርዝር መለኪያዎች	ደረጃዎች /አስታንጻርድ		የክትትል ሥርዓትና ግብረ መልስ	የመምህሩ ደረጃ
					አጥጋቢ	ክፍተኛ		
1..2	በሚያስተምሩት የክፍል ደረጃና የትምህርት አይነት ስምንታዊ የትምህርት ዕቅድ በብቃት ማዘጋጀትና በሥራ ላይ የማዋል ችሎታና ዕቅዱን በወቅቱ የማጠናቀቅ ብቃት	2	ሀ	የሚያስተምረው የትምህርት አይነት ብዛት	ተማሪዎች በክፍል ውስጥ ከሚያሳዩት ክፍተኛ ተግባር እንዲመለሱ	ተማሪዎች በክፍልና ከክፍል ውጭ በመምከር ከመጥፎ ተግባር ላይ መመለስና ሪከርድ መያዝ	ተከታታይ መረጃ በመያዥ	ለሁሉም ደረጃዎች
			ለ	በሳምንት ውስጥ የሚቀርብ አለት	ሁሉም በወቅቱ ሲቀርብ	ለሁሉም አርብ ሲቀርብ በሰዓት ሁል ጊዜ አርብ ከ7 ሰዓት እስከ 11 ሰዓት የሚቀርብ ሲሆን		
			ሐ	ሌሰን ፕላን ትክክለኛውን ነገር ሲያሟላ	ሁል ጊዜ ሰኞ የሚቀርብ ከሆነ የተዘጋጀው ሌሰን ፕላን ትክክል ከሆነ	የተዘጋጀው ሌሰን ፕላን 95% ትክክል ሲሆን		
1.3	የተሰያዩ ዘዴን በመጠቀም ተከታታይ ግምገማ የመስጠት ብቃት	2	ሀ	የተሰጡት ግምገማዎች	በሴሚስተሩ ውስጥ ከ8 / 10 የግምገማ ዘዴዎችን መጠቀም	በሴሚስተሩ ውስጥ 10 በላይ የግምገማ ዘዴዎችን መጠቀም	ተከታታይ መረጃ በመያዝ	ለሁሉም ደረጃዎች
			ለ	በ2ኛ ሴሚስተር ተከታታይ	በ15 ቀናት	በየሳምንቱ		
			ሐ	የግምገማ ነጥቦች ይዘት	የተሰጡትን ሥራዎች ግልፅነትና ጥራት 80%	የተሰጡትን ሥራዎች 95% ጥራትና ብቃት		
1.4	ለፈተና መርሆች ላይ በመመስረት ቴስቶችንና የቤት ሥራዎችን በመስጠት ማረም የፈተና ወረቀቶችን በአግባብ መመለስ ውጤትን መመዝገብ	2	ሀ	የፈተና ቴስት አይነት ብዛት	ከሦስት የፈተና አይነት ያላነሰ	ሁሉንም የፈተና አይነት የያዘ	መረጃ በመያዝ	የመ/ሀሩ ደረጃ 5-8 ለሚያስተሙሩ መምህራን ብቻ
			ለ	ወርሀዊና ምና ፈተና	በተሰጠው የጊዜ ገደብ ውስጥ ፈተናውን ማቅረብ	በተሰጠው ጊዜ አንድ ቀን ቀደም ብሎ ፈተናውን ገቢ ማድረግ		
			ሐ	ፈተናውን ያለፉት ተማሪዎች	በተዘጋጀው ፈተና የት/ቤቱን አላማና ይዘት የሚገልጽ ሆኖ ከ80-89 %ካለፉ	የተዘጋጀ ፈተና የት/ቤቱን ዓላማና የሚገልፅ ሆኖ ከ90-95 % ካለፉ		

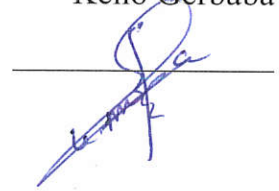
ተ.ቁ	የቁልፍና የአብይ ሥራ ፅቅድ	ከ25% የተሠጠው ነጥብ	አጠቃላይ መለኪያዎች	ዝርዝር መለኪያዎች	ደረጃዎች /አስተያየት		የሥራ ግብረ መልስ	የመምህራ ደረጃ
					አጥጋቢ	ከፍተኛ		
1.5	ከተምህርቱ ይዘት አንጻር የተምህርቱ መረጃ መላሪያዎችን በአግባቡ በተገዳ በተገቢ ቦታ መጠቀም በት/ማዕከል ከሌለ ከማዘጋጀት የተሰጠው ትምህርት	2	ሀ	የተዘጋጀው የተጠቀሙበት	በማዕከል በተዘጋጀው መጠቀም እስከ 75%	በማዕከል በተዘጋጀው በተማሪዎች በተሠራው መጠቀም 95%	ከማዕከል በማገኘት መረጃዎች	አሁኑም ደረጃዎች
				የተዘጋጀው የተጠቀሙበት	የተዘጋጀው የተጠቀሙበት	የተዘጋጀው የተጠቀሙበት	የተዘጋጀው የተጠቀሙበት	
1.6	የተለያዩ ዶክሜንቶች በአግባብ መያዝ ፤ የሰነድ መቆጣጠሪያ ፤ ማርክ ሊስት ፤ ሮስተር ፤ ክርድና ወዘተ ፤ አንዲሁም አስፈላጊ የሆኑ የተለያዩ መጠይቆችን በጥንቃቄ ሞልቶ ማቅረብ	2	ሀ	ተሠርተው የሚቀርቡ ሰነዶች	በመጣው ፕሮግራም መሠረት ገቢ ከሆኑ	በመጣው ፕሮግራም አንድ ቀን ቀደም ብሎ ገቢ ከሆነ	ተሠርተው የቀረቡ ሰነዶችን በማየት	አሁኑም ደረጃ
				ተሠርተው የሚቀርቡ ሰነዶች	ተሠርተው የሚቀርቡ ሰነዶች	ተሠርተው የሚቀርቡ ሰነዶች	ተሠርተው የሚቀርቡ ሰነዶች	
1.7	ክ/ጊዜን በአግባቡ የመጠቀም የባዘኑ ክፍል ጊዜያት ካሉ የማካከስ ብቃት	1	ሀ	የቀረ ብዛት	አክጊዜ የተሠጠውን ሰነድ በአግባብ ላይ ከዋለ	አክጊዜው የተሠጠው ሰነድ ላይ ከዋለ	መረጃ በማስባስብ	
				የቀረ ብዛት	የቀረ ብዛት	የቀረ ብዛት	የቀረ ብዛት	
1.8	የወዳጅ ተማሪዎች ቁጥር ለመቀነስ በትምህርታቸው ደካም የሚሉትን ተማሪዎች የማጠናከሪያ /ተቶር/ በመስጠት ማግኘት - ልዩ ክፍል ያላቸውንም ማስተማር	2	ሐ	ምተማሪዎቹ የፈጀው ሰዓት	በትርፍ ጊዜ ውስጥ በወር 2:00 ሰዓት ያላነሰ	ምተርፍ ጊዜ ከወር በ4:00 ሰዓት ያላነሰ	መረጃ በማስባስብ	አሁኑም ደረጃ
				ምተማሪዎቹ የፈጀው ሰዓት	ምተማሪዎቹ የፈጀው ሰዓት	ምተማሪዎቹ የፈጀው ሰዓት	ምተማሪዎቹ የፈጀው ሰዓት	
1.9	የመማር መስተማር ሥራን የሚያጠናክር የርስበርስ የልምድ ልውውጥ የተካሄደበት ቤት ላይ የተከረ የተደረገው ጥናትና ምርምር	1	ሐ	ሥልጠናው ሰዓት	አማኝነት ዲፓርትመንት ጊዜ ከተሠጠ/ቸ/ ልውውጥ ካደረገ/	አንድ ሰዓት ጊዜ ከተሠጠ/ቸ/ ልውውጥ ካደረገ/	የተሠጠው ሥልጠና	ከከፍተኛ መምህር እስከ ተባባሪ መሪ/መምህር
				ሥልጠናው ሰዓት	ሥልጠናው ሰዓት	ሥልጠናው ሰዓት	ሥልጠናው ሰዓት	

ተ.ቁ	የቁልፍና የአብይ ሥራ ዕቅድ	ከ25% የተሰጠው ነጥብ	አጠቃላይ መለኪያዎች	ዝርዝር መለኪያዎች	ደረጃዎች /አስታንጻርድ		የክትትል ሥርዓትና ግብረ መልስ	የመምህሩ ደረጃ
					አጥጋቢ	ክፍተኛ		
2.1	አብይ ተግባራት /9/ በዲፓርትመንት ዕቅድ መሳተፍና የታቀዱትን ሥራዎች ተግባራዊ ማድረግ የ15 ቀናት የሥራ ዕቅድ በማዘጋጀት በወቅቱ ማቅረብ	2	ሀ	የዕቅዱ መጠን	ለሴሚስተሩ ከታቀዱት ውስጥ 80% ተግባራዊ ከሆኑ	ለሴሚስተሩ ከታቀዱት ውስጥ 95% ተግባራዊ ከሆኑ	የተሰሩት ሥራዎች ተገምግሞ	ለሁሉም ደረጃ
			ለ	የተሰጠው የመካከስ ጥራት	የባክነው ጊዜ ምትርፍ ሰዓት ሙሉ በሙሉ ማካካስ	በሴሚስተሩ ምንም የባክነ ጊዜ ክሌስ		
2.2	ከክበባት ዕቅድ ዝግጅት መሳተፍ የታቀዱትን ሥራዎች ተግባራዊ የማድረግና ተማሪዎችን የማሳተፍ ብቃት	2	ሀ	የታቀደው ዕቅድ ብዛት	ለሴሚስተሩ ከታቀዱት 80% ተግባራዊ ከሆኑ	ለሴሚስተሩ ከታቀዱት ውስት 95%	ዕድሜን በመገምገም	ለሁሉም ደረጃ
			ለ	ለተግባር የተሰጠው ጊዜ	ለሴሚስተሩ የታቀዱት ተግባራዊ ከሆኑ	ለሴሚስተሩ የታቀዱት በተሰጠው ጊዜ ውስጥ ተግባራዊ ከሆኑ		
2.3	ተማሪዎች በሰልፍ ላይ ፤ በዕድፍትና በትምህርት ጊዜ በግቢ ውስጥ መቆጣጠርና መምከር ተማሪዎች በመልካም ሥነ ግምገባር እንዲታነፁ በክፍልና ከክፍል ውጪ መምከር ፤ መቆጣጠርና አሰፈላጊውን እርምጃ ደረጃውን ጠብቆ መውሰድ	1	ሀ	ተሰጠው ምክር	የራሱን ክፍል ተማሪ ሥርዓት በማስያዝ በሳምንታዊ ተረፎነት መሠረት	የራሱን ክፍልና ሌላምጭምር ሥርዓት በማስያዝና በሳምንታዊ ተረፎነት መሠረት	በምልከታ	ለሁሉም ደረጃ
			ለ	በየዕለቱ የሚደረግ ክትትል	ሁል ጊዜ በሰልፍ ሥነ-ሥርዓት ላይ በመገኘት ሥርዓትን ማስጠበቅ	ሁል ጊዜ በሰልፍም ሆነ በግቢው ውስጥ በማገኘት ሥርዓት ማስከበር		
			ሐ	የተማሪዎች ሥርዓት አክባሪ ሆኖ ማገኘት	ከተማሪዎች ውስጠ 75% የት/ቤቱን ሥርዓትና ደንብከጠበቁ	ከተማሪዎቹ 85% የት/ቤቱን ደንብና ሥርዓት ከጠበቁ		
2.4	ተማሪዎቹ የግልና የት/ቤቱ ንብረት በንዕህና በጥንቃቄ እንዲይዙና እንዲጠቀሙበት መቆጣጠረ መምከር	1	ለ	በሴሚስተር የሚደረግ ክትትል	የንብረት አጠቃቀም ምክር በየሳምንቱ መስጠት	በየዕለቱ ስለ ንብረት አያያዝና አጠቃቀም ዘዴን ማስተማር	በማሰጠው ትምህት	ለሁሉም ደረጃ
			ሐ	ለንብረት የተጠረገ ጥንቃቄ	በክፍልና በተማሪው እጅ እጅ የሚገኝ የት/ቤቱ ንብረት በሙሉ በጥንቃቄ ከተያዘ	በክፍሉና በተማሪው እጅ የሚገኘው የት/ቤቱ ንብረት በጥንቃቄ ከተያዘ ፤ የጉደለው /አጥፊው/ እንዲተካ ከተደረገ		

Declaration

This thesis is my 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.

Keno Gerbaba



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