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浙江师范大学
ZHEJIANG NORMAL UNIVERSITY

硕士学位论文

A RESEARCH ON PRACTICE OF TEACHERS' PERFORMANCE

APPRAISAL: COMPARISON BETWEEN ADDIS ABABA UNIVERSITY

AND ZHEJIANG NORMAL UNIVERSITY.

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ABSTRACT

The purpose of this study was to conduct a descriptive comparative analysis on the practice of teachers' performance appraisal (TPA) between Addis Ababa University (AAU), Ethiopia, and Zhejiang Normal University (ZJNU), China. The use of comparative strategies would allow a description of these educational institutions in their particular settings of the practice of TPA to improve the teaching and learning process between the two universities. Analyzing and comparing the existing practices of teachers' performance appraisal between the two universities was not a simple task, but it was complex in nature. This is because both universities were founded geographically at a long distance and they have their own working culture and value system.

For this study, a qualitative research method was employed by using semi-structured in-depth interviews as primary data sources, and document analysis was also used as a secondary data source. The purposive sampling technique was employed in order to collect the data from the target population. Based on this technique, from each university 1 academic vice president, 1 chairperson of the teachers' union, and 12 teachers were used as a sample. To collect the data, based on research questions and review of related literature, semi-structured interview guided questions were administered, and a person-to-person interview was conducted by using a recorder as well as pen and paper to write field notes. Then, the collected data was critically analyzed by using comparative analysis and thematic analysis methods. The researcher has organized the recorded interview data; listened interviewed data repeatedly, transcribed the recorded interview, obtained the essence, coded the key words, created categories/themes, and finally summarized the findings of the study in order to prepare the research report.

The findings of the study with respect to the similarities of both universities revealed that students were evaluating teachers performance regularly on the bases of course delivery, paradoxically the weight would be given for research output than actual teaching for academic rank promotion, the criteria were not flexible and scientific as well as it did not mediate junior and senior teachers. In other word, it seems to be "one suit for all" principle or all teachers (junior and senior teachers as well as teachers from different disciplines) were evaluating with the same criteria/standard/, so that the criteria were not appropriate to measure teachers' performance effectively. Besides, both universities were using teachers'

performance appraisal (TPA) for personnel decision-making purposes such as promotion and retention as well as rarely used for dismissal which mismatch with the primary purpose of the TPA. Both universities were using students' evaluation twice in a year, in a semester-based manner to evaluate teachers' performance regularly, there were lack of provision of periodic feedback, there was carelessness and unwillingness of the students while filling the evaluation format, and subjectivity of students while evaluating teachers by linking their grade point with teachers' performance. On the other hand, both universities were also differed in many aspects of TPA implementation strategies. For instance, in AAU, students evaluate their teachers' performance from 50% both teaching and research effort of the teachers, whereas in ZJNU, students' evaluation accounts 25% and also in AAU teachers' performance appraisal /TPA/ lacks regularity/consistency, whereas in ZJNU, it was done regularly every year. Moreover, the AAU did not have an independent and responsible unit and used a manual-based routine approach to process the TPA, whereas ZJNU has independent units and it was used an online system or automation to process teachers' performance appraisal.

With regard to lesson learnt, AAU needs to learn from ZJNU about the provision of reward for those best performers teachers (in the form of cash or salary increment) and punishment for those low performers (in the form of absence of bonus money, reduction of salary) at the end of the teachers' performance appraisal (TPA) process in every year. And also AAU needs to learn from ZJNU about the reduction of academic status from those who has got low level of performance appraisal on the basis of 3 or 4 years performance result. Ex: Level-2 professor becomes level-3 professor ... etc. which was done in all levels of academic ranks. On the other hand, ZJNU needs to learn from AAU about the proportion of students' evaluation, this accounts 50% of the overall evaluation of the teachers' performance appraisal which was greater than that of ZJNU students' evaluation accounts 25%. This is because, students able to know more than any others about their teachers, if it is properly done; it is a good experience to enhance teachers' performance.

Finally, the researcher would like to recommend that the attention will be given for the provision of periodic feedback, amendment of the performance criteria as well as critical

follow up and control of students' evaluation in order to reduce carelessness, hurry filling evaluation format and association of their grade point with teachers' performance appraisal.

LIST OF KEY WORDS

- + Addis Ababa University
- + Comparative Study
- + Teachers' performance appraisal,
- + Zhejiang Normal University

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LIST OF ACRONYMS

AAU	Addis Ababa university
AAUSL	Addis Ababa university senate legislation
CAIS	Center for African and international studies
EAPP-HE	Educational administration and public policy-higher Education
EDPM	Educational planning and management
EECS	Electrical engineering and computer science
EPM	Educational administration and public policy
HEIs	Higher Education institutions
OECD	Organization for Economic cooperation and Development
PA	Performance Appraisal
PISR	Political science and international relation
PMS	Performance management system
TALIS	Teachers and learning international survey
TPA	Teachers performance appraisal
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZJNU	Zhejiang normal university

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1. INTRODUCTION

Basically, performance appraisal is one of the major components of human resource management which helps the organizations to make periodic review and evaluation of an individual's job performance on the bases of predetermined organizational objectives in order to give feedback with which they can improve their work. It also helps to ensure actual survival and sustainability of the organizations in the prompt and competitive world environment through satisfying their customers need at maximum level. To achieve such intended goals, organizations use their own performance appraisal assessment mechanisms to identify best or low-performing employees depending on their organizational context in order to provide reward or punishment. That means the appraisal system and assessment of employees' performance is one of the most common practices in almost every organization, and so performance appraisal is an essential procedure for the better performance of employees and the organization itself (Karimi, Malik & Hussain, 2011). In this connection, in the educational organizations like universities, teachers' performance appraisal is an indispensable factor to improve the competence of the teachers. Within the performance appraisal process, performance standards provides cope for university leaders to make informed decisions about teaching performance and may assist in identifying future areas for growth and development of the teachers in order to improve the quality of education.

To implement the effective teachers' performance appraisal for the benefit of both teachers and universities, it seems to be consider or take in to account sound appraisal system through the provision of periodic feedback, increasing the commitment of top managers to follow up its implementation, application of rational and objective criteria, creating awareness among the appraisers, keeping practicability and the regularity of performance appraisal in order to ensure quality of education. Otherwise, inappropriate application of teachers' performance appraisal leads to lack of motivation of the teachers towards their teaching performance which in turn hamper quality of education. In this regard, literatures confirmed that the effects of performance appraisal and measurement institutions also need to have an understanding of how to design more effective systems for performance evaluation and incentive compensation. So that to implement effective teachers' performance appraisal, managers are expected to be measuring, evaluating, compensating, designing and changing their systems constantly to

cope up with the changing environment. The reason is that inappropriate appraisal schemes can lead to inaccurate performance appraisal and therefore to low motivation, commitment, and loyalty by staff (Kreitner and Kinicki, 1998). Therefore, this implies that it needs serious attention, comment of concerned stakeholders and systematic application of teachers' performance appraisal system for improving teachers' competence in order to enhance teaching and learning process in the university, unless it fails to realize the expected result. That's why; the researcher has chosen the research problem to investigate the existing practice and bottleneck problems that impede effective implementation of teachers' performance appraisal in order to recommend possible solutions for the benefit of students' learning.

1.1 Background of the ZJNU and AAU

Even though China and Ethiopia were developing countries and they were registered among the fastest growing countries in the world, China has been built the largest higher education system in the world. Undeniably, among the world's top 500 universities some of them found in China, which attracts large numbers of foreign students and lecturers from abroad, at the same time the internationalization of higher education has made China universities more interested in what is happening in developed and developing countries like Ethiopia, which in some ways might represent a preview of things to come. Thus, a comparison between some key aspects of the higher education systems in China and Ethiopia seems to be an interest of researchers in both countries, most particularly to improve education quality in their universities. One area of great importance concerns is comparative research on HEIs teachers' performance appraisal to enhance teachers' competence for benefit of students learning.

For this comparative study, the researcher has chosen two public universities such as ZJNU, China and AAU, Ethiopia. The rationale behind to choose these two universities is that from the very beginning of their foundations, both are oldest and comprehensive in nature. They have also long-term rich experience with regard to research and teachers' education orientations as well as they share a number of similar traits in academic world. The former established in 1956 and the later also founded in 1950. In both universities, Confucius institution was functioning to promote global knowledge of the Chinese language and

culture. According to AAU (2015) in 2015 among 6,813 are with first degree graduate students, 14 of them were Chinese language, the first batch to come out.

China builds the largest higher education system in world, among which ZJNU was mentioned in the list of higher education institutions in the country. Founded in 1956, ZJNU (hereafter referred to as ZJNU) is based in Jinhua, a city in middle Zhejiang Province and on the list of China's renowned historic and cultural cities. According to ZJNU documentation office record, since 1956- 1957 there was no recorded data, however, after the establishment of two year later in 1958, the existing documentation of the university indicated that it had a total number of 214 staff members among which 112 academic and 102 non-academic staff members were existed and its inception was in Hangzhou teachers training college, its neighboring city is Yiwu-the well-known "World's Supermarket."

Nowadays, it was one of the key universities of Zhejiang Province; ZJNU offers multi-disciplined programs, with teacher education at its core. Its 19 colleges boast 68 majors and over 25,300 undergraduate students, over 5,300 graduate students, and more than 1,500 international students. There are over 2,830 staff members, 1,570 of whom are on the faculty. Among them over 320 are full professors and over 620 associate professors, with over 710 holding doctoral degrees. In addition, more than 60 foreign experts and teachers are employed. ZJNU is among the first state-level model schools for standardized spoken and written Chinese and one of the National Training Programs of Innovation and Entrepreneurship for Undergraduates. It boasts one of China's key training centers for vocational teachers, one of the training centers for locomotive engineers authorized by the Ministry of Railways, Zhejiang Provincial Center for University Faculty Training, Zhejiang Provincial Center for Preschool Teacher Training, and Zhejiang Provincial Center for Kindergarten Principal Training. The University offers over 20 doctoral degree programs (in Education, Chinese Language and Literature, Mathematics, etc.) and over 150 master degree programs. It is well equipped with teaching, research and lab facilities. It follows an open-door policy in its academic pursuit. It has established cooperation with over 140 universities or education institutions in over 50 countries or regions of the world and launched student exchange programs with over 40 foreign universities (ZJNU, 2015). This university was under the control of Zhejiang provincial government. Since 2015 spring semester, it had

initiated a two-year master's on comparative education program which was approved by MoE, China and financially supported by the Chinese government.

On the other hand, AAU was one of the oldest higher learning institutions in Ethiopia, it was founded in 1950 namely Addis Ababa university college (AAUC) and changed its name two times, firstly, when it becomes to full university level in 1961 namely Haileselassie I university and secondly, during dawn fall of imperial regime and took power Dreg regime in 1974 changed into the current name called of Addis Ababa university (AAU). In this regard, the research findings confirmed that it started with the inauguration of the University College of Addis Ababa in 1950 (Wanna, 2004; Habtamu, 2003) and upgrade its status was Haile Selassie I University which was established in 1961 and following overthrown of imperial regime by Derg changed its today's name in 1974 into Addis Ababa University (AAU). Therefore, Addis Ababa University (AAU), which was established in 1950 as University College of Addis Ababa (UCAA), is the oldest and the largest higher learning institution in Ethiopia as well as in Africa. Since its inception, the University has been the leading center in teaching, research and community services, beginning with 9 teachers and enrollment capacity of 33 students in 1950 (<http://www.aau.edu.et/about/aau-at-glance/>).

Currently, AAU has 52,770 students (36, 961 undergraduate, 13, 894 graduate and 1, 915 PhD students) and 6,043 staff (2,408 academics and 3,635 support). According to senior expert of ministry of education on April, 2016 from the consolidated country report explained that on the basis of academic rank of this university, the existing number of academic staff includes 67 full professors, 229 associate professors, 652 assistant professors, 1,165 lecturers, 286 assistant lecturers and 34 graduate assistant. Overall, Addis Ababa University has more than 120 international students who are currently pursuing their undergraduate and graduate studies in various disciplines. Across its 15 campuses, the University runs 70 undergraduate and 257 graduate, 74 PhD programs as well as various specializations in health sciences. Over 222,000 students have graduated from AAU since its establishment (AAU, 2015). It was also under the control of central government (Federal Democratic Republic of Ethiopia).

Both universities (ZJNU and AAU) have large faculties. These include a variety of ranks, from temporary instructors to tenure-track or regular faculty. The academic prestige each

institution enjoys is directly related to the quality of education and its tenure-track or regular faculty. Besides, even if, both universities were comprehensive in nature in terms of the provision of educational programs, however, currently they were striving to become reputable research oriented universities in their counties. In this thesis, teachers' performance appraisal system theory and practices was examined at each institution, with a view towards understanding how it motivates the professors and fosters creativity. This study expectation was tried to extract some lessons for these and other institutions of higher learning in the China and Ethiopia, maybe, even in other countries. As more and more universities around the globe aspire to bring quality of education, the issue of teachers performance evaluation is becoming paramount, for there can be no quality of education without teachers quality.

Therefore, increased numbers of HEIs have been convoyed by noticeable initiative and support to cultivate the young generation with the necessary knowledge and skill for country development is highly decisive factor. To attain this goal effectively, other things being constant, teachers are very important element to shape and bring desired change of behavior on students in these two respective universities. This study, therefore, it was attempt comparative research on teachers' performance appraisal between ZJNU, China and AAU, Ethiopia to identify similarities and differences between the two universities in order to share best practices and experience to improve quality of education.

1.2 Statement of the problem

Nowadays, ZJNU and AAU were striving to become research-oriented universities which can be comprehended through quality of teaching personnel. To ensure quality of the teachers, effective monitoring and evaluation of teaching performance is central that leads to improvement of student learning. In both universities, to realize such effort, they build their own controlling mechanisms. This is because, education system vary from one country to another or from one region to another as well as one institution to another in terms of appropriate contents and skills, teaching methods, administrative structures, the number of years a student has to spend in order to satisfactorily complete a program, issues relating to training and qualification of teachers. In this connection, the existing literatures confirmed

that the types of evaluations differ from country to country depending on the purpose of the evaluation (Nelson, 2012).

Comparative education examines the education system in one country or group of countries by using data and insights drawn from the practices and situation in another country or countries. In the same way, (Good 1962, as cited in Lawal, 2004), it is a field of study dealing with the comparison of current educational theory and practice in different countries for purposes of broadening and deepening the understanding of educational problems beyond the boundaries of one's own country. This clearly indicates that comparative educational knowledge, skill and competence are very important for educators, policy makers and other stakeholders to compare diverse countries educational theories and practice in order to share best practice and experience from within and other countries for the purpose of improving education quality at the international level in general and within respective country in particular. Enhancing achievement and providing a quality of educational experience for all students has long been the most important outcome expected of educational institutions. With evidence suggesting that "teacher quality is the single most important school variable influencing student achievement" (OECD, 2005, p.26), the key role teaching and teachers play in enhancing student achievement is recognized. Given that "teacher appraisal can be a key lever for increasing the focus on teaching quality" (OECD, 2013b, p.9) and that many reforms in the past have failed (Kleinhenz&Ingvarson, 2004), an understanding of the various aspects of successful performance appraisal is essential. This implies that even if HEIs teachers have a crucial role to play within the society in which they operate as they stimulate regional development, employment and economic prosperity, due to this multiplicity of roles in different countries universities face major challenges of teachers performance appraisal, one of which is the management of their own instruction teachers performance evaluation.

Studying the variations and similarities is one aspect of comparative education. In many countries of higher education system various reform attempt and strategies were conducted with respect to the issue of the teachers' performance evaluation. Researchers have developed and practitioners have implemented various changes to the evaluation criteria, rating instruments, and appraisal procedures in an effort to improve the accuracy and

perceived fairness of the process (Banks & Murphy, 1985). However, in spite of the attention and resources applied to the practice and dissatisfaction with the process still abounds and systems are often viewed by employees as inaccurate and unfair (Church, 1985). In other words, the evaluation requirements are creating fear and stress amongst teachers with regards to how the evaluation results will impact teachers and students. There is a gap in knowledge concerning how personal perception of the teacher evaluation and the attitude of teachers hold towards the evaluation process will influence the outcome of evaluations (Nelson, 2012). Therefore, in light of this understanding this study was concerned with how TPA practiced since 1991 within broad socio-economic context between ZJNU and AAU.

1.3 Purpose of the Study

The main purpose of this study was to examine the practice of teachers' performance appraisal between ZJNU and AAU in order to share best practices and experience to improve quality of education. Based on this purpose, the study has following specific objectives:

- To investigate the process of teachers' performance appraisal practice between ZJNU and AAU.
- To examine the benefits of teachers' performance appraisal.
- To explore the major challenges that affect teachers' performance in both universities.
- To identify the similarities and difference between the two universities.
- To learn the lessons (share best practices and experience) one from another.

1.4 Research Questions

- How did the process of teachers' performance appraisal practiced between ZJNU and AAU?
- What are the similarities and difference of teachers' performance appraisal between the two universities?
- What are the lessons that each university can learn (share best practices and experience) from one another?

1.5 Significance of the Study

Both universities (ZJNU & AAU) were experienced dramatic change in recent years in their respective countries in terms of growth in number of students, diversification of programs, institutional arrangements mechanisms in provision of financing, and sources of funding are all areas that have seen important reform measures. Many of these reforms were intended to reposition of the higher education institutions in the context of a changing and competitive environment. These reform measures have changed the ways in which higher education institutions are manage their activities to satisfy the need of customers. To realize such efforts quality of the teachers are indispensable factors. In this regard, educators, planners and decision makers seem to be aware of the importance and influence of teachers' performance appraisal can affect negatively or positively within the socio-economic development of both countries. This is because; teachers' performance appraisal and quality of the education are complementing each other. That means TPA is very significant elements to ensure qualityof education in general and higher education in particular. Thus, this study has the following significance:

- To create awareness among educational administrators, teachers, researchers and other concerned stakeholders to take into account positive or negative influence of teachers' performance appraisal on quality of education between both universities.
- To address those facts which were uncovered or not treated adequately
- To help as a corner stone for those who need to conduct further study on the problem.
- To depict similarities and difference between AAU, Ethiopia and ZJNU, China in order to learn (share best practice and experiences) with one another.

1.6 Definition of Operational Terms

Performance Appraisal: a term used for a variety of activities through which organizations seek to assess employees and develop their competence, improve performance, and allocate rewards (Fletcher, 2001).

Evaluation: The process of interpreting a measurement by means of a specific values, or

set of values, to determine the degree to which the measurement(s) represent a desirable condition (Daugherty, 2001).

PerformanceAppraisalSystem: a group of interactive processes determining job expectations, writing position descriptions, determining appraisal criteria, developing assessment tools, and collecting and reporting results (Brown, 1988).

Higher education institution: an educational institution that provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree, or awards a degree that is acceptable for admission to a graduate or professional degree program.

1.7 Organization of the Study

This study was organized into five chapters. Chapter one comprises: introduction, background of the study, the statement of the problem, Research questions, purpose of the study and specific objectives, significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization the study. Chapter two, deals with the review of related literatures. In the third chapter the research methodology that used in this research study was critically discussed. In Chapter four data presentation, analysis and interpretation were censoriously conversed. Lastly but not the least, in the fifth chapter based on the findings of the study, similarities, differences, lesson learnt, discussions, conclusion and recommendations were drawn.

1.8 Delimitation of the Study.

ZJNU and AAU were registered a lot of radical changes and reforms in their parts for the last two decades. In this connection, both universities were also played a great role in provision of qualified personnel to sustain both countries socio-economic development. This growth was reflected in increases in technological advancement, number of programs, number of institutions, academic and non-academic staff, and number of students. To achieve such results various reform measures were adopted during these periods. For this better success teachers were greater or primary contributors. Hence, for this study among various HEIs between the two countries, geographically/physically ZJNU, China and AAU, Ethiopia were

chosen. This is because, both countries were geographically found in a long distance and due to time, financial constraints as well as to make the study manageable, this study was delimited only on these two public universities. Conceptually, the study was also delimited on the practice of TPA between ZJNU and AAU.

1.9 Limitation of the Study

During the passage of this study, the researcher encountered the following problems which were contributed to the limitations of the study as follows:

- Shortage of recent reference materials that related to the research problems because of language barrier (especially in the case of ZJNU) that couldn't access various related research materials and books from the university main and mini libraries as well as in AAU also there was lack of local research materials and shortage of domestic reference on the area of TPA, so that the researcher has been more dependent on other related sources.
- The problem of long distance between both universities thereby lack of access to collect enough data.
- In both universities, there was lack of willingness of the some people to provide information with respect to teachers' performance appraisal.
- The study has been focused on only two HEIs (AAU & ZJNU); its findings may not be representing other HEIs.
- Lastly, but not the least, it could be possible to say that lack of financial, material and time constraints were remained a major drawbacks in limiting the depth and scope of the study.

2 LITERATURE REVIEW

Basically, this chapter dealt with the review of related literature topics such as international trends on TPA, practice of TPA in China, practice of TPA in Ethiopia and the theory and process of TPA which includes definition and concept of performance appraisal, procedure, appraisers, criteria, benefit of performance appraisal, provision of feedback, challenges of performance appraisal and possible solutions in accordance with theoretical and practical review of the study was briefly discussed here under.

2.1 The Theory and practice of Teachers Performance Appraisal

2.1.1 Trends on Teachers' Performance Appraisal

2.1.1.1 International trend on teachers' performance appraisal

There is pervasive recognition that human capital skills have become the backbone of economic prosperity and social well-being in the 21st century across the world. In this modern knowledge intensive economic society, individual and societal progress is increasingly driven by technological advancement. The sophisticated way of life and prosperity requires nations to retain their competitive advantage by developing and sustaining a skilled manpower, maintaining an internationally competitive research based innovation, and improving the diffusion of knowledge for the benefit of country development. To realize such efforts, a quality of teacher is a key element to impart necessary knowledge for prospective workforce of students in the school system. In this regard, continues research effort confirmed that what intuition has told many of us for years: teacher quality has a bigger impact on student learning than any other factor in a school (Public impact, 2011). Due to such reasons, quality of education and teaching profession are complementing each other. In other words, educational quality and teaching profession are the same coin of the two sides, so that it requires appropriate supportive supervision, and performance evaluation of teachers on the basis of predetermined objectives and goals with standardized criteria to enhance teachers' competence through appropriate implementation of performance appraisal, unless the reverse will be true. In this regard, UNESCO (1997) recommendation about higher education teachers' appraisal pointed out that evaluation and assessment of the work of higher-education teaching personnel are an integral part of the

teaching, learning and research process, and that their major function is the development of individuals in accordance with their interests and capacities; evaluation is based only on academic criteria of competence in research, teaching and other academic or professional duties as interpreted by academic peers; evaluation procedures take due account of the difficulty inherent in measuring personal capacity, which seldom manifests itself in a constant and un-fluctuating manner; where evaluation involves any kind of direct assessment of the work of higher-education teaching personnel, by students and/or fellow colleagues and/or administrators, such assessment is objective and the criteria and the results are made known to the individual(s) concerned; the results of appraisal of higher-education teaching personnel are also taken into account when establishing the staffing of the institution and considering the renewal of employment; higher-education teaching personnel have the right to appeal to an impartial body against assessments which they deem to be unjustified.

Nevertheless, research findings indicated that in some countries teachers' performance appraisal implementation strategies were mismatch with this UNESCO recommendations whereby teachers were disinterested and poor motivation towards teaching profession. For instance, Poor academic performance of students in Nigeria has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits have been also attributed to poor motivation (Ofoegbu, 2004). Similarly, trends within higher education in the United States and Canada suggest that, although there are calls for recognition of teaching as a scholarly activity, teaching is not perceived as a significant aspect of scholarly work. Furthermore, policies, procedures, and criteria for the evaluation of teaching in higher education contribute to the marginalization of teaching within the reward structures of universities and colleges (Pratt, 1997). Furthermore, according to OECD (2013) the diversity of state and local approaches to teacher appraisal in the United States is well documented by the national council for teacher quality. Despite the diversity, however, the results of teacher evaluations in the United States have been largely uniform and disappointing. The new teacher project's report, the widget effect, documents that over 99% of the teachers in the districts studied were rated as satisfactory or better on their appraisals; that appraisals were not used to systematically support the development of teacher competencies; and that the final ratings teachers received were not predictive of improvements in student learning on any standard measure. Over the past

decade, there has been a growing desire in the United States to advance teacher-appraisal policy. On the one hand, leaders wanted to develop evaluation systems that were more useful in supporting professional and career development for teachers. on the other hand, they wanted ratings to be aligned with growth in student learning as policy expectations shifted.

The Chilean experience provides an example that consequences and incentives can be attached to the evaluation, while protecting the ‘constructive’ nature of the system. It is important to bear in mind, however, that the development of a teacher performance evaluation system was accepted and implemented after more than 10 years of negotiation between the Ministry of Education, the Association of Municipalities (employers) and teacher unions; and that other teacher oriented policies facilitated the implementation of this evaluation (OECD, 2009).

The effective operation of teacher evaluation depends on a great extent on the way the concept and practice of educational leadership establishment, because they know more about teaching learning opportunities and threats and the performance level of each teachers. However, the extent of school principal’s responsibilities with respect to assessment teachers vary from one to another country on basis different educational settings. In this regard, in some countries, it may consist of the simple implementation of centrally- dictated regulations. In this case, real and recognized pedagogical leadership is necessary to use the teacher evaluation process developmentally and avoid the image of a bureaucratic device. In other countries, school leaders take full responsibility for the evaluation of individual teachers. For instance, in Finland, the school director is the pedagogical leader, responsible for the teachers in her school and for the implementation of measures needed to enhance teaching quality. As a result, most of Finnish schools have a system that includes annual discussions aimed at evaluating the teacher’s fulfillment of individual objectives set up during the previous year and determining developmental needs for the following year (UNESCO, 2007).

On top of this, the evaluation of educational institutions, teachers’ performance appraisal and student performance results may also complement each other. To this end, whether as part of internal or external school evaluation, student results in national standardized assessments are

becoming a basis for judging the performance of a school and, indirectly, its teaching team (e.g. Sweden, Scotland). The current shift from processes to results-based teachers' evaluation is a step towards closing the gap between individual and collective forms of accountability. In an increasing number of countries, monitoring mechanisms are concerned with teachers both as individuals and members of the school team (Eurydice, 2008). In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools (OECD, 2005). Furthermore, some countries primarily used the performance appraisal result for professional development purposes. For instance, in Korea's teacher appraisal for professional development program, once the appraisal is completed, evaluation sheets are collected and drafted into a final report. results of the peer teacher review are written by the appraisal management committee set up at each school. Upon receiving an appraisal report, each teacher writes a "plan for professional development (including training attendance plans)" and submits it to the appraisal-management committee. The committee brings together the professional development plan and the appraisal results of all evaluated teachers, and drafts a "synthetic report on the teacher appraisal for professional development" to submit to the principal and vice-principal (OECD, 2013).

Therefore, from proceeding explanations one can able to recognize that even if there were common understanding with respect to the importance of teachers' performance appraisal, the implementation strategies, the purpose of application of teachers performance appraisal result and role of evaluators were vary across the countries in the world.

2.1.1.2 The trends of Teachers performance Appraisal in China HEIs

In China, some forms of top-down, target-oriented performance management systems have always been utilized. Undeniably, under the planned economy, the whole system was centered on every agent being held responsible for achieving his/her assigned role in the plan. Chinese cultural also value system orientation is deeply impresses a devotion to learning in its public or citizens and the issues of quality assurance in teaching and research came to the lead as Chinese higher education expansion. In China academic hierarchical ranks stipulated in four major ranks. In this regard, academic promotion is understood as a

movement from one academic rank to another higher rank. Academic ranks in China include ‘teacher assistant’, ‘lecturer’, ‘associate professor’, and ‘full professor’s (Zheng, 2014). Chinese universities require little face-to-face peer evaluation of teaching. Since 1998, the academic study of “teacher evaluation” is becoming enthusiastic. In each year, the number of documents in the exponential growth represents the development trend of straight up as shown earlier... Although in the last century teacher evaluation domestic research progress was slow, early in May 1984, China has joined the International Association for Evaluation of Educational Achievement, and in May 1991, the first educational supervision meeting had promulgated provisional regulations of educational supervision, and this marked the formal introduction of teacher evaluation of official documents. However, this study found that the impetus for more research on teacher evaluation was led by the international trend of thought, and the role of policy and organization of the national level was a bit weak (Ling, C. & Jiayi, W. 2012).

Most institutions have a committee composed of retired faculty that observes and evaluates teaching. The committee offers feedback when necessary, but its observations are not part of the formal evaluation and promotion process. Evaluation of teaching includes the number of courses and students taught, advisees including graduate students, and new courses developed. Student questionnaires assess the quality of teaching. The weights accorded to factors used in evaluations vary by institution. Research university faculty members usually teach fewer courses than colleagues in provincial and local institutions. In many institutions, the provost’s office gathers feedback from students at the end of each semester, usually for undergraduate courses only. Students can either fill in paper forms anonymously or click online to evaluate their professors’ teaching (Wang, Y. et al. 2011). Also in China, teachers are appraised against four aspects of their performance: professional integrity or values; capability, including skills and competencies (virtues); diligence; and their own and their students’ achievement. The emphasis in these evaluations tends to fall on teachers’ professional integrity and students’ learning results. Teachers are evaluated by an elected task force that includes union representatives, party leaders, teachers and other elected officials. This task force looks at teacher self-appraisal, peer and parent reviews to assess a teacher’s integrity and capability for diligence, a teacher’s attendance record is reviewed. To assess a teacher’s achievement, student outcomes are reviewed, and any awards or

certificates the teacher has received, any papers he/she has published, and the teacher's participation in research projects are considered. The appraisal results inform a variety of decisions about the teacher's future career, including salary and professional titles, and are added to a teacher's portfolio as proof of teaching experience. The director for instruction can also use this information to reduce a teacher's workload if he or she is identified as low-performing or even to transfer the teacher to another post (OECD, 2013).

On the other hand, the present system of faculty evaluation in China results in higher pressure on young faculty. They have to teach relatively more classes than senior faculty. At the same time, they are required to publish more in order to be promoted. The phenomenon of job burnout is very common among young faculty, and impedes the creativity of the faculty as a whole (Wang, Y. et al. 2011). Nevertheless, some higher institutions developed their own new evaluation policy in order to inspire greater invention through a more relaxed environment for research and innovation. For instance, Zhongshan University in the south of China has developed a new evaluation policy in order to stimulate greater creativity through a more relaxed environment for research. The university will not evaluate some 200 distinguished professors every year, giving them the freedom to pursue their research work on a longer-term basis in the hopes that they will address more significant academic issues in more creative ways as a result. Moreover, according to Wen, S. et al (2011) in the last two decades, the importance of teaching evaluation has been emphasized in higher education. For instance, many medical schools in China have searched for ways to effectively and constructively evaluate performances of their faculty members. The most common sources of evaluation data have been students, peers, and teachers themselves. Teaching evaluation has been used to provide diagnostic information for teachers on specific aspects of their teaching to help them improve their performance (formative evaluation), and to serve as the basis for decision-making concerning hiring, contract renewal, incentives, and promotions (summative evaluation). Therefore, ZJNU also pass through the similar approach and manner with centralized management structure like other universities using performance appraisal strategies in the country.

This clearly implies that in Chinese HEIs teachers' performance evaluation was well organized and primarily depends on number of publications of various research products,

advisees including graduate students and teaching activities which helps to determine the improvement of teachers with formative evaluation and academic career promotion and professional development on the basis of summative evaluation which in turn leads relatively better quality of education.

2.1.1.3 The Trends of Teachers' Performance Appraisal in Ethiopian HEIs

Nowadays, in Ethiopia number of HEIs, academic staff and students were increasing drastically from time to time which requires technological advancement and skilled manpower in order provide prompt and quality service delivery for their customers. To realize such efforts, effective utilization of resources (manage manpower, finance, material) are crucial factor in HEIs. In this regard, MOE formulate and stipulate the duties and responsibilities of higher education law since 2003 and harmonized academic policy in 2012. According to MoE (2012) harmonized academic policy in Ethiopian HEIs academic and research staff hierarchical ranks in the ascending order includes: graduate assistant I, graduate assistant II, assistant lecturer, lecturer, assistant professor, associate Professor and full professor. Moreover, adjunct/assistant staff and honorary staff may be considered as academic staff.

In Ethiopia commencement of teachers' performance appraisal traced back eight and half decades. In this connection, in the country teachers' performance evaluation started in the 1930s and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function was largely remained unchanged (Yilma, 2007). Since 1996, in Ethiopia in addition to administrative evaluation, students and parents' evaluation of teachers' performance has been in effect at elementary and secondary government schools. The evaluation criteria of the near past of teachers' evaluation system encompassed both trait and performance based criteria. The major objective of the past teachers' evaluation as stated by MOE (1980) cited by Atsede (1991) were: (i) to provide education opportunity, salary increment, promotion and reward to effective teachers. (ii) To identify inefficient teachers' and arrange inservice training to help them minimize their weakness (iii) To develop positive proportional attitude and (iv) To take proper measure on teachers' who do not improve their performance after taking inservice training. (v) To measure the attainment of the objectives of the educational process. Later, in 1996 the MOE

added a new process of performance appraisal which was career ladder plan, which helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied by proportional salary increment.

Earlier one and half decades ago result based teachers performance appraisal was implemented in Ethiopian HEIs. This result based teachers performance appraisal document criticizes past teachers' performance appraisal (1996) as, "...the past teachers' performance appraisal had been done by committee and there is no responsible body to be accounted for appraisal errors done and highly subjective and teachers were appraised for years in such kind of appraisal system. Effective teachers' performance appraisal at any level of education and quality of education are the same coin of two sides which are inseparable and complement each other to ensure country economic development. The social, economic, political and environmental developments of the country largely depend on quality of education. In this connection, the quality of the any education system predominantly determine by quality of the teacher. To realize such reality, currently Federal Democratic Republic Government of Ethiopia embarked formulation and implementation education and training policy in 1994 dedication of massive higher education. In this regard, the Education and Training Policy has been the major framework for reform and transformation.

Following to this, higher education law in the history of higher education of the country launched in 2003 and in 2012 HEIs harmonized academic policy was formulated, ratified and implemented. The document indicates and gives clear direction with regard to who evaluate and with what extent issues were clearly stated. According to (MoE, 2012) teaching effectiveness for academic Staff shall be determined by evaluations of the staff member's performance, by students, colleagues, and the academic unit head or the staff's immediate supervisor at the end of each semester or academic year as the case may be. The contribution of each of the components of the system of evaluation to the overall rating of the teaching effectiveness of an academic Staff member shall be as follows: evaluation done by students 50%, head of academic unit 35%, colleagues 15%, for fulfillment of the effective teaching criteria and the weighted average of the evaluation since the last promotion shall not be less than 75%. Practically speaking, most of the higher education academic staff are expected to devote much of their working time (about 75%) on teaching and are only

required to invest the remaining 25% of their working time on research and community service. On the other hand, paradoxically, in academic promotion criteria of higher education more weight is given to the non-teaching jobs but undervaluing the teaching component. So the determinants of academic promotion for higher level ranks are inclined to the non-teaching activities for which the staffs does not get time and resources to engage themselves. Such practices made many staff to stagnate even after getting their terminal degrees. Consequently, such performance evaluation criterion is not valid and dependable for making sound promotion decisions (Zelalem, B. & Jabessa, T. 2011).

AAU has set its performance appraisal criteria based on its mission, vision, values and seniority makes an adjustment and customized the nationally set standard of spent time of teachers teaching and research 75% and 25% changed in to 45% and 55% respectively. In this connection, the university senate legislation article 32.2 sub articles 32.2.3 and 32.2.4 clearly stipulated that the overall rating in teaching efficiency and effectiveness in research of an academic staff shall be evaluated 45% and 55%, respectively. The contribution of each of the components of the system of evaluation to the overall rating of the teaching effectiveness of an academic staff shall be evaluated by students 25% colleagues 10% by the head of the academic unit concerned 10%. The contribution of each of the components of the system of evaluation of the overall rating of the research effectiveness of an academic staff shall be supervision of student 25%, involvement in research or doing actual research 25% and efforts to promote research 5%. That means the teachers' involvement in both activities of the university such as teaching and research effectiveness summarized proportion of students' account 50%, peers 15% and department head 35%. In terms of the existing practice teachers performance appraisal in this university, some research findings indicated that the practice TPA lacks consistency and regularity in the university. According to Wossenu (2005) all available evidences also show that the evaluation system lacks regularity, consistency, and uniformity in the university. In this regard, it would be reasonable to presume that both evaluators and academic staff were dissatisfied with the faculty evaluation system in the university.

From preceding explanation, one can recognize that the implementation of TPA in Ethiopia in general and AAU in particular was recent phenomenon and its application of purpose and

appraisers vary from time to time depending on the country socio-economic situation. And also there was inconsistently mismatch between stipulated mandates of teachers' expected to perform in the harmonized academic policy at the national level and each universities senate regulations of performance evaluation criteria to measure teachers' performance appraisal. Besides, in AAU, there was lack of consistency of teachers' performance appraisal practice and priority given for research than teaching to discharge it mission and vision effectively as well as for the purpose of promotion from one academic rank/status to another status in the university.

2.1.2. The theory and process of Teachers performance appraisal

2.1.2.1. The Definition and Concepts of Performance Management and Appraisal

Prior defining performance appraisal one has to understand what Performance management is, hence, Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Performance management is concerned with: aligning individual objectives to organizational objectives and encouraging individuals to uphold corporate core values; enabling expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be); providing opportunities for individuals to identify their own goals and develop their skills and competencies (Armstrong, 2006). Moreover, most definitions of performance management assume that top executives set the aims and objectives of the organization; and that the purpose of the system is to influence and control the behavior and performance of employees. A few authors highlight that the role of a performance management system is to support decision-making and influence behavior but with the purpose of improving performance rather than controlling it. Other authors suggest that the components or mechanisms of a performance management system are determined by the aims and objectives the organization is pursuing, the underlying assumptions of the creators of the system, the purpose the system is aiming to fulfill, and the idiosyncratic characteristics of the organization (Santos, F. 2014).

The term “appraisal” as defined by Decenzo and Stephen (2005) is a formal method employed in the evaluation, and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. Yet Staff appraisal systematically evaluates the quality of a worker’s performance. This precisely depict that an appraisal should not be considered as an end by itself, nevertheless, it is an significant means within a wide range of performance management system that links organizational objectives and goals as well as teachers professional development with various rewards and incentives. Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual’s performance in accordance with an organization’s strategic goals (Aguinis, 2009). Fletcher (2001) defines performance appraisal more broadly as activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards. Other author also defines performance appraisal as a system of review and evaluation of an individual’s (or team) performance and the process of appraising performance (who appraises and how is it done) within organizations Mondy et al. (2002). Jackson and Schuler (2003) describes it as evaluating performance based on the judgments and opinions of subordinates, peers, supervisor, other managers and even workers themselves. Beside the same line, Desler (2008) gives meaning to performance appraisal as any procedure that involves setting of work standards, assessing the employees’ actual performance relative to those standards, and providing feedback to employees with the aim of motivating him or her to eliminate performance deficiencies or to continue to perform above average. This implies that even if the authors’ opinion seems like to be defining similar meaning of performance appraisal which is a process of evaluating the performance of an individual in line with predetermined standards. Thus, there was no universally accepted one definition of performance appraisal but it defined by various authors in different ways.

Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism (Danielson & McGreal, 2000). This implies that to ensure

teachers quality, formative and summative evaluations are important aspects of teachers' evaluation.

2.1.2.2 Procedure of Performance Appraisal

The ultimate goal of performance appraisal is to provide information that will best enable managers to improve employee performance. To do this, it has most commonly used basic steps that help to attain predetermined objectives. According to William (1993) regarding the appraisal practice, staff performance appraisal can be carried out through serious of systematic process. Staff performance appraisal consists of the following major steps.

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

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

Post appraisal conference: Post appraisal conference is a sensitive position that requires wise approach of the appraisal process. This dialogue or discussion gives staff members to criticize and comment on performance feedback presented by the evaluator. This helps to set targets and increase future performance.

Follow-up and discussion: the following discussion has three main advantages.

- a. **Remedial approach:** This is important evaluations that clear, specific and objective feedback. In this approach the evaluator and evaluatee jointly find ways on how future difficulty could be tackled.
- b. **Maintenance approach:** both evaluator and evaluatee ensure strengths and skills of the evaluatee in relation to satisfactory level of performance and job satisfaction to be continued.
- c. **Developmental approach:** This is staff professional development and merit pay.

When staff members successfully accomplished the performance targets of the organization they can get professional development and merit pay. From preceding explanation, one can recognize that effective performance appraisal require serious of attention and concerted effort of stakeholders commitment and procedures whereby able to build conducive working environment to achieve quality of education.

2.1. 2.3 Criteria for Teachers performance appraisal

Different evaluation criteria processes are employed in different educational institutions depending on their context. These all various types of criteria ultimate goal is to measure teachers' performance. To measure better performance of teachers; it seems to be clear and reasonable. The essential basis for good practice in evaluation is the existence of clear criteria which are consistently applied by competent (trained and experienced) evaluators. This requires the development of explicit guidelines about what is expected from professional practice (OECD, 2009). Furthermore, according to Webb and Norton (1999) there are four types of evaluation criteria formulated, these are trait or attribute criteria, outcome criteria, process criteria and performance based criteria. The fourth type of evaluation criteria is the most commonly used form of evaluation to appraise teachers. However, Mathis and Jackson (1997) also classified appraisal criteria in to three forms .They are trait- based criteria, behavior based criteria, and result based criteria. The trait- based criteria identifies subjective characters of traits such as personality, initiative or creativity and has little to do with the specific job.

a. Performance-basedcriteria

This is the most commonly used performance criteria. It focuses on teachers' and administrators' behavior to do specific tasks should be evaluated or assessed.

b. Trait or attribute criteria

The trait criterion describes what the employee is, rather than what the employee does. The employee traits include aggressiveness, tolerance of stress, creativity, self-confidence, adaptability, and so on. Those trait criteria affect the quality of a person to perform activities positively or negatively. There are also other personal qualities which affect the teaching and learning process.

c. Result-based criteria

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

From preceding researchers' argument one can recognize that there was no universally accepted criterion to major teachers/employees performance appraisal, however, to conduct effective teachers' performance appraisal, evaluation criteria seem to be vary depending on the social, economic, political, cultural and environmental context of educational institutions using predetermined objectives. This is because; the ultimate goal of any activities that perform by academic and non-academic staff in the educational institutions will be to contribute better student learning. The impact on student learning is therefore a natural criterion for evaluating teachers' performance, however, and then actual learning is affected by various factors beyond a teacher's control. It is more realistic and fairer to the teacher and also considers other critical contributions by the teacher that have made better student learning environment to achieve intended educational goals.

2.1.2.4 Who appraise Teacher's performance?

Teachers' performance appraisal can evaluate by different bodies around world depending on the basis of social, economic cultural, political and cultural context of countries. Teachers can be evaluated in two ways such as internal or external evaluators. Internal evaluators: school leaders evaluate both pedagogic and non-pedagogical competencies and skills for other duties within the school as well as peers and student, while, external Evaluators /inspectors/: This can be done by educational supervisors from outside of school setting and other concerned stakeholders to improve student learning. To perform effective performance appraisal it require concerted effort of concerned stakeholders. According to William (1993) evaluators believe that evaluating staff performance should not depend on single formally designed evaluators. In addition to the superior or the immediate superior, student appraisal, peer/colleague appraisal and self-appraisals are also important for valid and reliable performance appraisal.

Superior appraisal: the key person for evaluating staff performance is the immediate

superior. The immediate superior has a good opportunity to supervise and observe subordinates performance due to this position and knowledge of instructional objective.

Peer/colleagueAppraisal: colleagues working in the same department because of their interdependence to perform common objectives can serve as good performance feedback and to appraise each others.

StudentAppraisal: student because of their unique position in classroom and their proximity to the teachers' performance in the classroom can have ideas about the qualities of effective teaching and can evaluate their teachers based on the classroom performance. However, sometimes, students evaluation exposed for subjectivity with relating their grades with actual teachers performance, so that it require follow up and control its proper implementation. In this connection, Kelly, M (2012) argued that although students respond that they personally fill out the set honestly, they believe that some other students are likely to rate instructors based on the grade they receive or use the sets to “get back” at instructors.

Self-Appraisal: the purpose is to participate evaluates in the appraisal process. Giving chance to staff members to judge themselves in light of the planned objective requires self-commitment and builds trust between evaluators and evaluates. Moreover, according to TPA (2013) self-assessment is fundamental to reflective practice that informs on-going professional growth. The Teacher Performance appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practice.

In Ethiopia, there is inconsistency even across public universities in the country on who should evaluate the performance of faculty members. In some universities, after introduction of Business Process Re-engineering (BPR), they change the mode of operation for evaluating the performance of their staff. For example, they use a combination of student, immediate supervisor, and peers. The fact that students are used as a source of performance information is paramount justified from the market point of view of targeting the beneficiaries. However, as the job of a teacher particularly in a higher education is not limited to teaching alone, the source of information for evaluating the performance of professors in the higher education should be diversified to include the research community, and the beneficiaries of community service in which universities are mandated to deliver (Zelalem. &Jabessa, T, 2011). This

implies that even if to evaluate teachers in HEIs the data obtained from students were very important, instructor perform various responsibilities beyond students' knowledge about the teachers that efforts evaluated by immediate supervisors and peers.

2.1.2.5 Teachers Attitude and Performance Appraisal System

In a performance appraisal process, employee attitudes toward the system are strongly linked to satisfaction with the system. According to Boswell and Boudreau (2000) perceptions of fairness of the system are an important aspect that contributes to its effectiveness. Considering employee attitudes about the performance appraisal in organizations is important as they can determine its effectiveness. If it is seen and believed to be biased, irrelevant or political, that may be a source of dissatisfaction with the system. Teachers' reaction is a critical aspect of the acceptance and effectiveness of the appraisal system. Extreme dissatisfaction and perceptions of unfairness and inequality in the ratings may lead to the failure of the system (Cardy & Dobbins, 1994; Murphy & Cleveland, 1995). The criteria that must be met in order to make the system be perceived by teachers to be fair include having a formal system of appraisal, teachers must have a very high degree of job knowledge, the teachers must have an opportunity to appeal against their performance ratings, the dimensions of performance must be relevant, and having action plans to discuss with any weaknesses. In such way, the organizational climate must be cooperative rather than competitive (Murphy & Cleveland, 1995). This clearly depicts that not only the teachers' attitudes towards the performance evaluation that is critical but also the attitudes of the evaluators are also critical to the system. The attitude and approach the evaluators (raters) to the process have been shown to influence the quality of the appraisals. Other research finding indicated that older teachers felt evaluations can emphasize strengths and weakness. Older teachers also expressed the objective of an evaluation is to make improvements in professional aspects. Many younger teachers do not view teachers as life-long learners while older teachers feel teachers are in permanent training (Nelson, 2012).

On the top of this, some research studies pointed out that the importance of teacher participation in evaluation planning, evaluation timelines, and how evaluations are carried out, the results indicate when teachers are involved in the evaluation process; concerns from the teachers are less likely (Clark, 1996). In the same way, Koster, B. et al (2005) supports

the idea of positive perception and attitude towards teacher evaluation when teachers participate in the process of identifying tasks and competencies to be evaluated. This group designed a quantitative study to reveal what tasks educators feel are required in their job and competencies teachers should possess.

This preceding explanations clearly indicate that the smooth participation and transparency in the process of teachers performance evaluation from the beginning to end enhance the effectiveness the performance evaluation system to improve student learning, otherwise the teacher perception or attitudes towards will be affect negatively which in turn result in poor education quality.

2.1.2.6 Performance Appraisal and Feedback

Appropriate performance appraisal requires the provision of feedback for the teachers in order to improve teachers' quality (i.e. evaluators seems to be they provide teachers performance feedback for evaluated teachers). According to the 2009 TALIS report (OECD, 2009a), appraisal and feedback have a strong influence on teachers, increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. Although Donaldson (2012) report that teachers need constructive feedback from skilled practitioners in order to improve their teaching, research suggests that feedback is often not a common occurrence in schools (OECD, 2009a &Zatynski, 2012). This implies that Performance appraisal needs to provide feedback to teachers about their professional practicefor continuous improvement which in turn help to teachers' performance in order to achieve quality of education.

2.1.2.7 Benefit of Teacher Performance Appraisal.

Teachers Performance appraisal has several benefits in any organization elsewhere across the countries in the world. The main purpose of appraisal/evaluation is to improve instruction. Teachers' performance appraisal and quality of education are complementing each other. Teachers' performance appraisal directly or indirectly influences quality of education. If performance appraisal is conduct with appropriate manner, it can improve quality of education; otherwise the reverse will be true. According to Girma (2012) it provides

legal and formal organizational justification for teachers decision to promote outstanding performances, to weed out marginal or low performers and to train, transfer and discipline others and to justify merit increases. It also provide feedback to the teachers as hereby serve as a vehicle for personal and career development and help to achieve educational goals. It also indicate the skill gap of low performers that help in order to provide teachers professional development interventions and it also used for acknowledging the outstanding performance achiever teachers by promoting them. The performance evaluation of employee data might be recorded, stored, retrieved and used for several purposes. Among these major purpose of employees assessments can be also effect on promotions based on competency and performance, confirm the service of probationary employee up on completing the probationary period, decide up on a pay raise and let the employees know where they stand to improve smooth communication between the superior and subordinates as well as determine where programs such as selection, training, and transfer have been effective or not . This, shows that the objective of performance appraisal greatly focus on training and development needs of the teacher aimed to improve the quality of teaching profession besides the promotion competency in the teaching staff academic career.

In any organization, employees performance appraisal is crucial factor for benefit of the individual and their organizational management purpose to make decision based on evidence or concrete data for promotion with pay rise or reward provision in cash or in kind or demotion. In principle, the performance evaluation results are used for three major purposes: strategic, administrative and developmental purposes (Noe et al, 2008). More specifically, a performance management system should link employee activities with the organization's goals, salary administration (pay raises), promotions, retention- termination, layoffs, and recognition of individual performance; and to develop employees who are effective at their jobs.

However, the purpose could only be attained if the performance standards/criterion are valid, reliable, objective and to motivate employees for better performance. Though the degree of effectiveness varies from organization to organizations, many agree that performance evaluation yardsticks should be designed after taking into account the following fine pillars. Namely: strategic congruence, validity, reliability, acceptability, and specificity (Noe et al.,

2008). Widespread attention has been given in recent years to the function of the formal appraisal process because of the idea that a well designed and implemented appraisal system can create many benefits for organizations. Mohrman, Resnick-West and Lawler (1989) found that the appraisal process can be: a) provide a managerial instrument for goal setting and performance planning with employees, b) improve employee motivation and productivity, c) encourage interaction concerning employee growth and development, d) make available a basis for wage and salary changes, and e) generate information for a variety of human resource decisions.

On top of this, according to Murphy and Cleveland (1995) performance appraisal can benefit of organizations and employee in four ways such as 1) it can improve organizational decisions including reward allocation, promotions, layoffs and transfers. 2) It can improve individual career decisions and decisions about where to focus one's time and effort. Individual employees must make many decisions concerning their present and future roles in an organization. They must decide how, or if, they will develop future strengths and what sort of career goals they should pursue. Performance appraisal can provide accurate, timely and detailed feedback to assist in the quality of these decisions. 3) Providing a set of tools for evaluating the effectiveness of current or planned ways of operating. 4) Influence employees' views of and commitment to their organization. The quality of performance appraisal and feedback has a role in the perceptions of the fairness, legitimacy, and rationality of wide range of organizational practices. None of these four benefits will automatically accrue to an organization due to the mere presence of a performance appraisal system. However, an organization that does a good job at performance appraisal may incur some or all of these benefits.

This implies that an appropriate performance appraisal implementation can help to benefit both the teachers and an organization. For teachers, it provides information whenever they required the data and improve and update themselves to provide quality education for the learners. In the case of organization, primarily helps to make informed decision about teachers career promotion, professional development, punishment or demotion and encourage supervisors to observe their employees more closely and to do a better job of managing them.

2.1.2.8 The Effect of Performance Appraisal on Teachers Promotion

The primary purpose of teachers' performance appraisal is to enhance teachers' performance in order to improve teaching learning process. Nevertheless, literature confirmed that the higher education rhetoric is almost universal in stating that the primary purpose of faculty evaluation is to help improve their faculty performance. However, an examination of the systems--as used--indicates that the primary purpose is almost always to make personnel decisions. That is, to make decisions for retention, promotion, tenure, and salary increases (summative evaluation) (Cashin, 1996). In the same way, , leaving it till a particular time and forwarding to the appointments and promotions team places a lot more emphasis on promotion rather than improvement (Okafor, 2005).

Elsewhere in the world of any level of the education, the promotion of the teachers from the existing position to the next academic rank is largely depending on the performance evaluation result. There is positive correlation between teachers' performance appraisal and quality of education i.e. if the practice of performance evaluation is conducted with smooth and harmonious manner, teachers are motivated and perform their tasks with efficient and effective manner whereby they promote to the next academic rank with summation of other requirements, unless the reverse will be true because other things being constant, teacher is a key element in order to ensure quality of education. In addition, there is a general perception there exists poor linkage between performance, pay and promotion in Ethiopian higher education. Poor performance evaluation and management has been practiced. Key performance indicators were not well articulated neither are they connected to the mission and goals of the organization. For example, result oriented performance appraisal system is already failed in the public sector. Moreover, there is no public accountability that enforces performance based pay and benefits (Zelalem,B. &Jabessa, 2011). According to one study by Kimball &Milanowski (2009), evaluation accuracy and validity need to be improved prior to using evaluation tools as a means to determine teacher pay or dismissal. Accuracy in evaluations is also necessary when determining useful feedback and plans to improve student achievement as well as teachers' promotion of academic rank and other career development.

From preceding explanations, one can recognize that there was a gap between government set standard and actual implementation with regard to teachers performance evaluation in relation to teachers promotion, if it does not take into account it will lead to teachers work alienation which leads to poor quality of education.

2.1.2.9 Challenges/problems of TPA and strategies to minimize the problem.

a. Challenges of Teachers Performance appraisal

Teachers' performance appraisal is not fault finding activity, however, preparing and inspiring teachers to improve student learning. The practice of teachers' performance evaluation can be affected by various factors. For instance, for teachers when trying to achieve improvement through accountability causes tensions. In this connection, OECD (2009b) pointed out that an emphasis on accountability may in some instances lead teachers to feel insecure or fearful and reduce their appreciation of their work; in contrast, teachers and their unions expect opportunities of social recognition of their work and opportunities for professional growth through the development of a formative system of teacher evaluation (Avalos and Assael, 2006). This precisely indicates that the combination of both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges. When the orientation of evaluation is towards the practice of improvement, teachers are normally welcoming to disclose their weaknesses, in the expectation that conveying that information will lead to more effective decisions on developmental needs and training. Nevertheless, when teachers are threatened with possible consequences of evaluation on their career and salary, the inclination to tell weak aspects of their performance may be deduced.

On top of this, the challenges associated with the design, implementation, and functional use of appraisal systems are well documented and they continue to be frustrating both academic and practitioners (Longencker and Nykodym, 1996). Some research findings showed that regardless of an appraisal program and purpose stated; there were few studies that depict positive effects. In another study, it was reported that many companies are not satisfied with their performance appraisal systems and procedures. In a study of 243 managers from 25 Fortune 1000 service and manufacturing companies, 76% of the managers said they were less

than satisfied with the performance appraisal process (Longencker & Fink, 2007). There has been considerable research concerning the use of performance appraisal for multiple uses (i.e., evaluative and developmental). The question being asked is whether or not performance appraisal can be used simultaneously for both evaluative purposes and for developmental purposes. The results have often yielded conflicting findings and conclusions (Boswell & Boudreau, 2002). Some of the research finding has indicated that the developmental and evaluative uses of performance appraisal are incompatible and should not be used together, while other research has indicated there is either no correlation, or a slight positive correlation, when they are used together. While the importance and usage of performance appraisal has grown over the past 45 years, the formality of evaluating employees through the use of performance appraisal has been present for centuries (Murphy & Cleveland, 1995). In this connection, implementing valid performance appraisal systems in schools present a range of challenges (OECD, 2013a).

From preceding explanations one can understand that although performance appraisal may have pervasive usage, there is much discontent and limitation by current practitioners of the systems and continuous argument among scholars concerning the actual effectiveness of performance appraisal. So that to implement effective teachers performance appraisal require passionate and commitment of concerned stakeholders to minimize the challenge whereby attain the intended goals. Therefore this study will be tried to find out some of the controversies surrounding this problem.

Furthermore, according to Gary (1985:230) there are different types of performance measurement errors committed by appraisers Such as: The Halo effect problem: there is a halo effect in the appraiser when the appraiser assigns the same rating to all traits regardless of an employee's actual performance on these traits .The problem often occurs with employees who are especially friendly (or unfriendly) toward the supervisor. For example, an unfriendly employee often is rated as unsatisfactory for all traits rather than just for the traits "gets along well with others."

The central tendency problem: many raters have a central tendency when filling in questionnaires or ratings. For example, if the rating scale ranges from one through seven, many raters will tend to avoid the highs (six and seven) and lows (one and two) and put most

of their check marks between three and five. On a graphic rating chart, this central tendency could mean that all employees are simply rated “average.” This restriction can seriously distort the evaluation, making them all most use less for promotion, salary, or counseling purposes. Recent behavior bias: evaluators often forget or undermined past performance of employees, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistakes instead of evaluating employee based on the cumulative performance. According to James and Edward (1992) added the following appraisal errors by raters. Different rater patterns: managers (like teachers) differ in their rating styles some manager’s rate harshly others easily. The lack of uniform standard is unfair to employees, who can become confused about where they stand; it is also unfair to organization, since it makes it difficult to decide which employees should be rewarded.

Shifting standards: some managers rate each subordinate by difficult standards and expectation. A low performance but motivated employee for example, might be rated higher than atop performing but seemingly indifferent employee there are problem of evaluatee regarding performance appraisals. Besides, staff members view appraisal as arbitrary and a mechanism of fault finding due to this they tend to frustration and anxiety and because of the negative attitude of some staff members resist to accept performance appraisal results (Melaku, 2010).

This clearly indicate that due to various types of measurement error of appraiser and staff members develop negative orientation towards teachers performance appraisal that challenges effective implantation of teachers performance evaluations which in turn leads to poor quality education.

b. Possible Strategies to Minimize the Problem of performance appraisal

Effective teaches’ performance improve education quality appraisal. Conversely, poor teachers’ performance appraisal implementation can able to hamper quality of education. So that for the managers’ awareness about the way how to manage performance is very important. According to (UNESCO 2011) the best way for managers to handle poor performance issues is to take action to avoid performance problems before they occur. Such

preventive actions include:

Communicate clear performance goals and expectations to staff members: If staff members do not understand what is expected, it will be very hard, if not impossible, for them to meet those expectations. Providing clear expectations does not necessarily require laying out precisely written, detailed instructions on every performance component.

Providing regular and frequent feedback on performance: Feedback, whether given in regularly scheduled meetings or in unscheduled informal discussions, is crucial to ensuring that expectations are understood. Frequent feedback lessens the likelihood that the staff member will be surprised if it becomes necessary to take formal steps to resolve poor performance. It requires regular control and follows up to confirm that staff members under your supervision understand what is expected.

Recognize good performance, informally and formally: Recognizing good performance is simply another way of clarifying expectations.

Make full use of the initial period of the appointment for new staff members: Performance problems often first show up during the initial few weeks or months of employment. This initial period provides a key opportunity for management to address performance problems. Taking action early is always better than waiting and also investing time early is always time well spent

Ensure that for staff member making the most of development opportunities: Continuous learning promotes a culture of high performance and personal development and should be strongly encouraged and supported. Managers are expected to advise, support and coach staff members on professional development and to assist staff members with the creation and implementation of their personal development plan. Every staff member is expected to set a minimum target of five days for professional development per year.

This implies that to minimize the problem of poor performance appraisal occurrence and to build effective and sustainable teachers performance appraisal system educational institution managers might look all possible solutions to minimize the problem to improve students learning.

2.3 Comment on Literatures

Review of literature is a critical and evaluative review of the thoughts and experiences of other researchers in order to create familiarity with current thinking and research on a particular topic, and may justify future research into a previously overlooked or understudied area. In this study especially in the literature review section, the researcher tried to give an overview of the available literatures which frames or surrounds the problem being researched. It should look at the similarities and differences between the literature, as well as the strengths and limitations. It should illustrate how the current study fits into the existing framework of research or how it fills a gap in the literature.

In this chapter, the researcher carefully chosen literatures were reviewed that related to teachers' performance appraisal in the context of higher education. The review of the literature highlight some important descriptions about performance management prior to define the appraisal and performance appraisal on the definition of performance appraisal in education system in general, and in higher education in particular tells that the concept is not easy to define and universally accepted one meaning or definition. Nevertheless, even if the opinion of the authors were seems like similar, they were given various definitions, with out common agreement which reveals the complexity of the meaning of performance appraisal. The different definitions of performance also reflect the different concerns at various settings and levels. The term performance appraisal have been described in other terms such as performance management', performance evaluation', performance review', and performance assessment'(Philip, 2013).

The review of the literature also tried to assess theory and practice of teacher's performance appraisal under which by incorporating two broad subtopics such as trends at international and national level and process and practice of teachers' performance appraisal. With regard to international trends, the use and misuse of teacher appraisal' is education international's analysis of the debate around teacher appraisal and the teacher unions' experiences of appraisal in different OECD countries (EI, 2013). In terms of process of teachers performance appraisal, in depth review was done in the areas of concepts and definitions of TPA, procedures, criteria, benefits, challenges and solutions.

The literature review also provided a variety of approaches and methodologies for the performance appraisal which are worthy of closer examination especially when creating or planning to implement effective teachers performance appraisal in both universities. These include International and National trends as well as the process of TPA ‘practice. The strengths as well as the weaknesses of each approach were also critically discussed on the basis of existing knowledge in the area of the research problem. The literature review also highlighted a number of criticisms from various authors on performance appraisal in general. This ranged from its effectiveness, implementation period, provision of feedback, effect on promotion, retention and dismissal, major challenges and solutions were discussed. The literatures that included in the review literature were case studies, report, articles, magazines and official documents which were assumed to be useful for the study. In the literature review the researcher used some case study literatures also they have their own strength and weakness. In this connection, the strength of case studies can be help us understand complex interrelationships, deal with in existing reality, facilitate the exploration of the unexpected and unusual things, enable the researcher to focus on the significance of the particular things, show the processes involved in causal relationships, facilitate rich conceptual and theoretical development. In contrast, there is too much data for easy analysis, very expensive, if attempt on a large scale, there is often a problem of representation of social complexities or educational situations, some aspects of it can be fairly easily presented in numerical form, but much cannot, they are not generalizable in the conventional sense, they cannot answer a large number of relevant and appropriate research questions. Even if all literatures have their own strength and weakness, the researcher took some important aspects or points that were related with research problem so as to create linkage between the existing knowledge, practice and experience of teachers performance appraisal with the current research as a concrete evidence to generate valuable argument in order to convenience the readers. Therefore, in this section the review of the related literatures were critically assessed in line with basic questions of the study.

3. RESEARCH METHODOLOGY

3.1 Frame Work of the Study

This study intends to establish the framework with regard to comparative research on the practice of teachers' performance appraisal between ZJNU, China and AAU, Ethiopia. It concerned with the trend at international and national level and what was look like on the existing practice of teachers' performance appraisal between both universities and also to show its implication in order to give alternative suggestion based on the findings of the study.

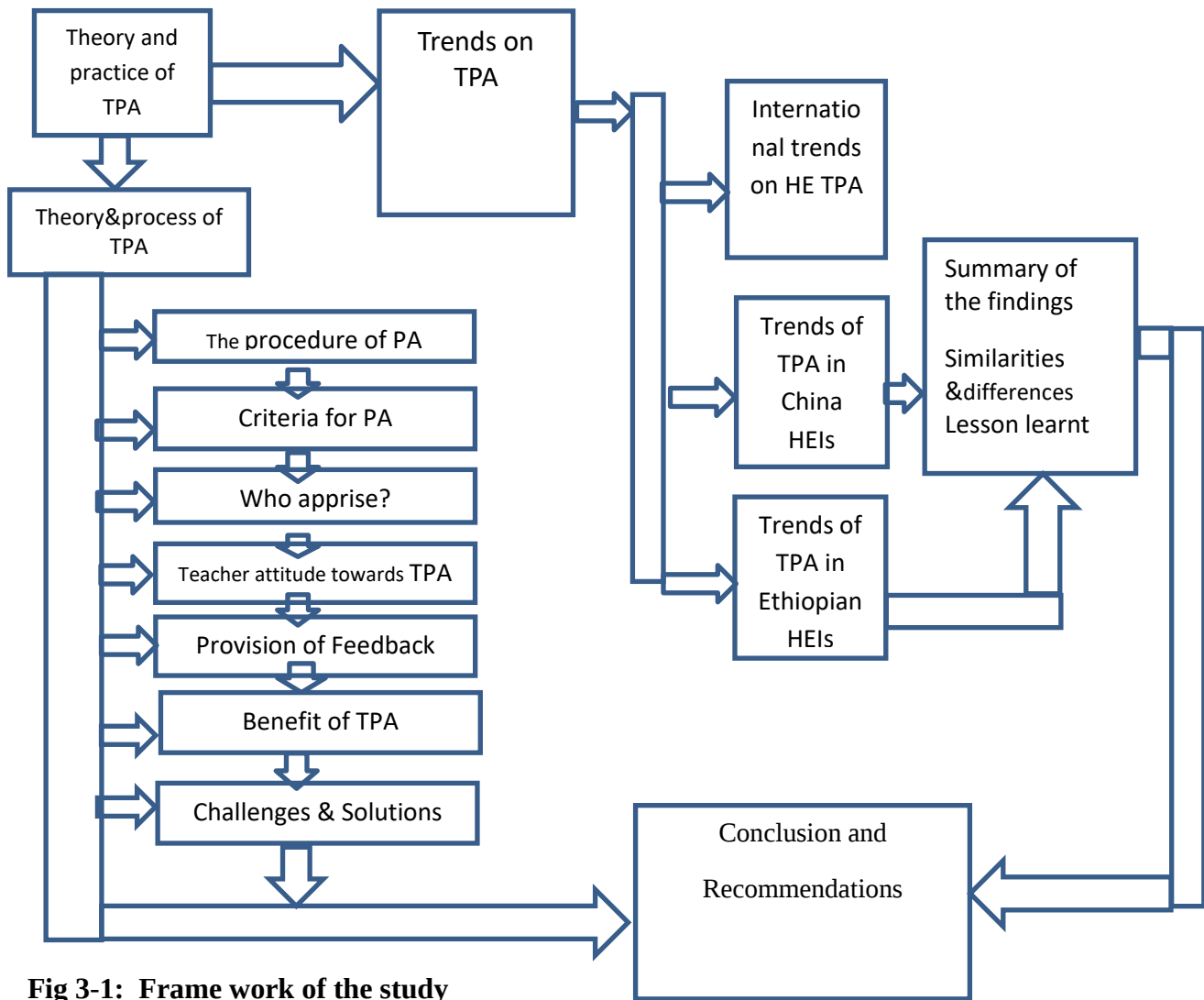


Fig 3-1: Frame work of the study

3.2 Research Design and Methods

For this study, qualitative research method was employed to investigate the problem in order to get relevant solution for the research problem. More specifically, it involves in-depth interview and content/document/ analysis. Qualitative research is often used as a source of hypotheses for later testing in quantitative research (Festinger, D. et al, 2005). Thus, a case study, which is an in-depth examination of one person, or things, is a form of qualitative research. In this qualitative method, semi-structured interview was undertaken in person to perso rather than phone and other means. This is because; Semi-structured in-depth interview helps to know the specific information in order to study thorough perceptions of teachers regarding performance appraisal approaches in their institution. Furthermore, content (document) analysis method was employed which enable to collect factual data from books, journal articles, public records, newsletter, reports etc. the research problem. The major aim of this comparative research was examined the experiences and perceptions with respect to the implementation of teachers' performance appraisal between Addis Ababa University, Ethiopia and Zhejiang normal university, China. This study is more suitable to investigate these two universities teachers' performance appraisal theories and practice whereby knowledge is gained through a description of people's intentions, beliefs, values, and reasons, meaning making and self-understanding (Henning, 2004). Moreover, the use of the qualitative design enabled the researcher to gather non-numerical data, to be immersed and involved in the changing, real-world situation and to record these changes in the real-life context of the participants (Nieuwenhuis J, 2007). This implies that to attain the objective of the study, qualitative research method helps to dig out in-depth intentions of people's beliefs, values, and reasons, make meaning and self-understanding more than that of quantities research method.

3.3 Data Sources

In this study, in order to obtain reliable and adequate data, both the primary and secondary sources of data were employed. Accordingly, the primary sources of data include university top managers like academic vice presidents, teachers' association leaders (chair person of

teachers) and senior teachers. Besides, document analysis was used as secondary data sources such as articles, university legislation and other rules and guidelines of both universities.

3.4. Sampling Techniques

According to Strauss, J & Myburgh (2007) purposive sampling is a type of non-probability sampling in which participants are purposefully selected. This sampling technique helps to select easily accessible to targeted sample institutions and information-rich key participants who can provide more insightful data about the topic. As McMillan and Schumacher (1993) posit, the interview need not involve a large number of participants. The reason behind to use purposive sampling technique in order to select the two sample universities is that both universities have almost similar old age and they have rich experience with respect to teacher education as well as for easy accessible to collect data. And also to select sample of teachers' respondent, purposive sampling technique was employed. This is because, in this sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality and seniority of work experience. In this way, they build up a sample that is satisfactory to their specific needs (Morrison K, et al, 2000). To conduct interview, from each university 12 junior and senior teachers were selected by using purposive sampling technique. This is because, it is assumed to be for easy access of data (junior teachers) that have more than 2 years' service in teaching and rich experienced data (senior) in teaching, those who have better understanding and rich experience about the existing situation of teachers' performance appraisal and teaching profession.

On top of this, to conduct interview, the two universities academic vice-presidents were used as a respondent as stated above. This is because, as stated on the title the study the research focus on the existing practice of teacher performance appraisal, so that on the basis of both universities organizational structure teachers are directly accountable for academic vice-president that help to get relevant data about the study. Lastly, but not the least, on the basis of proposed plan the interview was also conducted with both universities teachers' associations'/union representative or chairperson of teachers union in order to secure reliable data and triangulate the data obtained from academic vice president and teachers during the practical survey of the study.

Table: 3.1 Sample size and technique.

No	Name of university	Types of participant	Plan of Sample size	Participation of sample respondents on the study	Sampling technique	Data collection instrument	Remark
1	AAU	Academic vice president	1	1	purposive	interview	
		Teachers union representative	1	1	purposive	interview	
		Teachers	12	12	purposive	interview	
2	ZJNU	Academic vice president	1	1	purposive	interview	
		Teachers union representative	1	1	purposive	interview	
		Teachers	12	12	purposive	interview	
3	Total	--	28	28	--	--	--

3.4 Data Collection Procedures

For this study, data were gathered through semi-structured interview and document analysis. The interview guided questions were prepared in English language to collect data from the respondents of both universities such as academic vice president, teacher union representative, junior and senior teachers. The choice was based on the fact that performance management is an emotion-laden issue involving the deepest feelings of a person seeing that people are reluctant to acknowledge and face their mistakes. In this connection, semi-structured interview helps the interviewer uses a set of predetermined questions and the respondents answer in their own words. Some interviewers use a topic guide that serves as a checklist to ensure that all respondents provide information on the same topics. The

interviewer can probe areas based on the respondent's answers or ask supplementary questions for clarification. This type of interview is useful when there is a need to collect in-depth information in a systematic manner from a number of respondents or interviewees such as teachers, community leaders (Easwaramoorthy M. &Zarinpoush, 2006). Moreover, the interview allowed the researcher to observe surroundings, that are important in contextualizing the responses and to observe the non-verbal body language, facial expressions, and gestures for instance, expressions of dislike (pulling a face) or like (enthusiasm) of participants and using an interview schedule of uniform questions

Semi-structured interview guided questions were prepared by the researcher on the basis of review of related literatures and basic questions to submit for the supervisor for further comment and approval. And then, after necessary suggestion and comments given by the supervisor, some interview guided questions were eliminated (changed) and others were added, modified or reshuffled. On top of this, draft interview guided questions have been first administered and distributed for some teachers for the purpose of the pilot study in Addis Ababa University before actual study. After comments had been given by these respondents, each interview questions were critically examined to deduce ambiguous and unclear statements. On the basis of the conducted pilot test, some questions were discarded others questions were merged and modified in line with given context. Each item was restated as required for the purpose of the study on the basis of constructive suggestions and comments obtained from supervisor and pilot test which help to ensure validity and reliability of the data.

During the interview process, almost all informations were recorded by using a mobile cell phone and sometimes the researcher used additional recorder. However, few of the respondents were not comfortable being record their voice. Besides, pen and pencil were utilized to collect the data and to write necessary field notes. My interview session took around 35-40 minute and the interview process was conducted based on participants' interest, mostly in their own office which was convenient place for the participants .The researcher was found that this pattern was worked well and also the researcher gained somewhat of an initial control over the data management process.

As stated earlier, almost few of the participants were not comfortable being record their voice. So that the researcher felt strongly that this level of discomfort with the recording process would have been influenced their responses and provided with less a rich data. Indeed the researcher understood the shortcoming to this process that researcher was unable to attend to all the non- verbal cues and sustained eye-contact. In this regard, Glesne (1999) stated that you can only intermittently maintain eye contact and attend to all of the verbal and nonverbal cues that have bearing on your procedure. Interviewees may generally be patient and slow down, even wait for you to catch up if you explain your desire to capture their words as fully as possible. Whether by hand, audiotape, or videotape is a matter of your needs and the respondents' consent. It is not quite a toss-up as to whether you note by hand or tape recorder. With hand written notes (or notes typed into your laptop computer), you are closer to being done writing when your interview is done; this is their distinct advantage. Also noting by hand is less obtrusive and less intimidating to some persons.

Moreover, document analysis also another data gathering instrument. It is useful purpose in adding knowledge, to field of inquiry and in explaining certain social events such as data: records, reports, printed forms, autobiographies, compositions, theme or other academic work, books, periodicals, bulletins or catalogues, syllabi, court decisions, pictures, films and cartoons (Best, W. J. & Khan, V.J, 2003).

Lastly, but not the least, the researcher organized data, transcribed, coded, created categories/themes and analyzed qualitative data as it was collected from the respondents to draw summery of findings, conclusion and recommendations.

3.5 The Role of Researcher as Human Instrument

The major distinction between qualitative and quantitative research is that the role and opinion of the researchers playing roles in the process of research from beginning to end. In a qualitative research process, the researcher he/she must be recognized as a human instrument and the primary research tool. As such, it is vital for researchers to consider their own biases, limitations, and views throughout data collection, analysis, interpretation, and the reporting process of the research. In this regard, Qualitative research assumes that the researcher's biases and values impact the outcome of any study. However, one's subjectivities could be

seen as virtuous for bias is the basis from which researchers make a distinctive contribution one that results from the unique configuration of their personal qualities, and joined to the data they have collected (Peshkin , 1998). To enable any audience of qualitative studies to evaluate the validity of conclusions extrapolated from data, researchers should as part of the study neutralize or bracket their biases by stating them explicitly to the full extent possible (Altheide& Johnson, 1994).

For this study, the qualitative research method was employed. Because of this reason, the researcher was used as a human instrument rather than through questionnaires inventories. The researcher probe questions, then listen properly, record the response with pen and paper as well as record by using recorder, and then ask more probing questions to get to deeper level of data. As much as possible the researcher was made positive communication with participants in order to obtain relevant data. The researcher was also tried to keep confidentiality of the participants, transcribe, coding, analyzing and interpreting the data in order to draw conclusion and recommendations for the study. Thus, for this study in the interest of full disclosure and protecting against undesirable influences on my interpretation of how teachers' performance appraisal practiced between both universities, the following discussion of my personal experience was also useful in order to understand the existing practice of TPA in this study. In this connection, the researcher have been worked and spent more than 17 years of which 4 years as a school teacher 6 years as middle school director and 2 years as a higher education monitoring and evaluation senior expert and the remaining experiences accounts in other sectors or offices as a senior expert position. So that these experiences and exposures have been given me an insight and broader scope to systematically collect and analyze the data in order to obtained intended result of the study. And also it helps me to understand the challenges that university administrators and teachers face which helps to strengthen my understanding of the day to day operations and procedures that transpire in their setting of the both universities.

3.7 Methods of Data Analysis

For this study, qualitative research method was employed. Besides, semi-structured in-depth interview was the main sources of data collection. The data secured from different sources were transcribed, narrated, analyzed, and interpreted by using qualitative research analyzing

techniques that focus on in-depth interviews. Qualitative data analysis includes the process of “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others” (Bogdan&Biklen, 1982). Qualitative data analysis methods include but are not limited to discourse analysis, content analysis, thematic analysis, narrative analysis, interpretative phenomenological analysis, and grounded theory analysis. The data analysis process included transcribing, translating, coding, categorizing (identifying themes), and reporting. Specifically, thematic analysis has been identified as one of a method for research synthesis alongside with comparative analysis. Thematic analysis is a qualitative analytic method for identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes data set in (rich) detail (Braun and Clarke, 2006). As a procedure, first, the researcher listened repeatedly to the records of the interviewed data by using my computer and transcribed selectively. In this connection, (Kvale, 1996) stated that selective transcription was used to avoid including extraneous information which did not contribute to the purpose of the study because a useful transcription is the one that is made based on the purpose of the study.

The researcher was designed a preliminary outline to organize the information according to the research questions in order to collect the data and transcribe the entire interviewed documents which were collected from the two universities. Next to this, the researcher was also followed the following major steps to analyze the collected data. Firstly, researcher gave unique name for each file that has data collected through interview and document/artifact analysis and organizing the data. Secondly, the researcher added more details and field notes on interview transcripts. That means something the researcher realized later; because of time urgency during the interview session something that researcher didn’t capture to remind the important ideas. And then, after that the researcher has begun to transcribe all the documents from computer by listening turn by turn with the help of earphone through word by word. And then, the researcher has been completed the transcribing process of the data. Following to this, the researcher has sent copies of transcribed interview documents to the respondents with the intention of receiving feedback from participants in order to enhance the validity and reliability of the data. In this connection, this effort help the participants have been getting the opportunity to provide feedback (member checking) in order to ensure their ideas were

being represented exactly or not which foster truthfulness and dependability of the research findings. This process also provided the least amount of ambiguity and confirmed an established agreement with participants on the information gathered. They were also given the opportunity to decide whether they would not like any part of the interview can be discarded or added relevant supplementary ideas. Thirdly, the researcher tried to create, classify and compare the important or essential features of the phenomena in order to obtain essence for the study. This involves a process of abstracting most noticeable features from the immense detail and complexity of data for this research purpose. Fourthly, the researcher has been print all the transcribed interview documents to make code with red pen on the key words to identify mainly and frequently raised priority areas by respondents which were the major bottleneck to implement effective teachers' performance appraisal between these two universities. So that after reading and rereading throughout the transcript document the coding was done by assigning different words and short phrases related to the research questions. Fifthly, the researcher tried to create categories/themes of those key words in order to collect similar ideas in to the same categories or group together to reduce the enormous amount of data by dividing it into meaningful and manageable pieces of data. In this regard, as the process of naming and locating your data bits precede, your categories divide and subdivide...in the early days of data collection, coding can help you to develop a more specific focus (Glesne,1999). After coding all the data and grouping and regrouping related codes, themes were developed from related coded data segments based on the research questions. According to Braun & Clarke (2006), "A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set". This would be helps in the data interpretation section of the research, used in the data preparation and data management process. Lastly, but not the least, the researcher tried to summarize the findings/results in order to draw conclusion and recommendations of the study.

3.8 Validity and Reliability

The notion of the validity and reliability is very important issues in the academic sphere in order to ensure truthfulness and credibility of the research data. So far, they are central issues in all measurements. Both principles are important in establishing the trustfulness, credibility,

or believability of findings of the study. This study hence attempts to incorporate both principles in carrying out its scientific inquiry.

Validity: Validity in qualitative research means appropriateness of the tools, processes and data. In this connection, McMillan & Schumacher (2006) stated that validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world. To answer the question of enhancing validity they argued that continuous refinement of the sampling and data collection techniques throughout the data process in order to increase the validity. Based on this principle, the study emphasizes on reasonable and balanced description of teachers performance appraisal process and practice from neutral stand. It therefore, concentrates on capturing an authentic insider view and provides a detailed account of how respondents feel about and understand the existing practice in both universities. As the core principle, validity is to be trustful, the study at its best attempts to avoid false or distorted accounts. By doing so, therefore, it tries to create a tight fit between respondents' accounts, ideas and statements, and what is actually occurring in the practical reality. The study was used relevant interview guided questions that were believed to be capable of properly addressing the conceptually defined subject through in-depth interview and document analysis. Thus, this study strives to achieve strong fit between theoretically stated principles and the practical reality between the two universities. Consequently, it was carefully dealt with the challenge of how well the reality could be measured through the methods of the study.

Reliability: Throughout examining the leading investigations, the study endeavors to maintain consistency and dependability of the data obtained from both universities about the existing practice of teachers' performance appraisal. In this regard, according to (Joppe, 2000) reliability is the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. In the same way, concerned with the consistency, stability and repeatability of the informant's accounts as well as the investigators' ability to collect and record information accurately (Selltiz et al 1976:182). To ensure the reliability of the data, the interview guided questions were designed in line with the research questions and review of

literature by considering the basic principles of theories and practices of teachers' performance appraisal which were directly related to the research problem in order to draw conclusion and recommendation. And then, by using this consistence interview guided questions, in- depth interview was conducted with person to person and document analysis also employed to collect consistent and accurate data in acoherent form that help to improve reliability with regard to teachers' performance appraisal. It is therefore possible to presume that the responses and results of this study were promising and reliable.

3.9 Ethical Issues

The researcher would like to appreciate the participants for their willingness to participate in my research study. The focus of my study was to examine and understand comparative research on existing practice of teachers' performance appraisal between ZJNU, China and AAU, Ethiopia. This research was undertaken as partial fulfillment for my master's studies in the College of Teachers Education and specifically in the Institute of International and Comparative Education at the ZJNU, China. Confidentiality of data that obtained from participant was secured and assured for the reason of keeping individual privacy. It was only used for this research purpose but no more needed for other determinations.

4. DATA PRESENTATION AND ANALYSIS OF AAU AND ZJNU

This section of the thesis comprises two parts such as demographic characteristics of respondents and actual presentation, analysis and interpretation of the data collected from respondents' in order to identify similarities and difference between the two universities. The data was collected through semi-structured interview guided questions from each university 1 academic vice president, 1 teachers' union representatives and 12 teachers with face to face interview discussion with the consideration of teacher respondents from various disciplines at both universities in order to answer the basic questions of the study. Thus, the data obtained from the respondents were critically analyzed, interpreted and discussed here under.

4.1 Demographic Background and Data Presentation and Discussion of AAU

4.1.1 Demographic Background Analysis of AAU

Description on general characteristics of respondents (academic vice president, teachers' Chairperson of teachers (representative) and teachers) by sex, age, work experience, educational background, field of specialization and responsibilities were presented and stated on the table below here under.

Table 4.1: Demographic Background Analysis of AAU

No	Characteristics	Background of respondent/Item/	Respondents proportion in NO and percentage	
			No	%
1	sex	male	12	86
		female	2	14
		Total	14	100
2	age	below 30	1	7
		30-40	6	43
		41-50	5	36
		51-60	1	7

		61 and above	1	7
		Total	14	100
3	Work Experience	3-10	3	22
		11-20	5	36
		21-30	4	28
		31-40	2	14
		Total	14	100
4	Educational background/ qualification/	BSC/BA	-	-
		MSC/MA	5	36
		PHD	9	64
		Total	14	100
5	Field of specialization	Special need education	2	15
		Micro -biology	1	7
		Economics	1	7
		Accounting	1	7
		PSIR	1	7
		EAPP-HE	1	7
		Tarter Art	1	7
		CAIS	1	7
		Nutrition and food science	1	7
		Foreign language and literature	1	7
		EDPM	1	7
		EPM	1	7
		EECS	1	7
		Total	14	100
5	Academic rank	Assistant lecturer	1	7
		Lecturer	3	22
		Assistant professor	7	50
		Associate professor	2	14

		professor	1	7
		Total	14	100
6	Responsibility	Academic vice president	1	7
		Teachers union representative	1	7
		Teaching and research	12	86
		Total	14	100

Source: field survey of 2016

The specific data about each respondent was attached (annexed) on appendix as evidence.

As indicated in table 1, item 1, 12(86%) of the respondents were males and 2(14%) of them were females. This implies that the ideas of males' respondent were more dominate than that of females. To overcome such problem, during the collection of the data, the researcher tried and searches to keep balance and fair proportion of both sexes, however, couldn't get those of females adequately. Even if now a days thing are changed, because of earlier harmful cultural practices and early marriage most of the females were not get higher education opportunity. Therefore, numbers of females as compares to those males were very few in numbers. That's why; the researcher couldn't get equal proportion of females with those of male respondents.

In item 2 of the same table, majority 7 (43%) of respondents were between 30 and 35 years old, while 3 (36%) of them were between 30 and 40 years old and 1 (7%) of them were between 3-10, 50-60 and more than 60 years old respectively. This implies that the maturity level of the respondents were significant to provide necessary and adequate information for the study.

Regarding to their work experience of the respondents on the same table item 2, 3(22) of respondents have been served between 3-10 years, whereas 5(36%) of them were served between 11-20 years, moreover, 4(28%) of them have been served between 21-30 and the remaining 2(14%) of them have been served between 31-40 years in teaching profession. This indicates that majority of respondents have adequate working experience in teaching profession as well as teachers performance appraisal.

With respect to educational back ground (qualification) on the same table item 3, majority 9(64%) of them were PHD graduate and 5(36%) of them were MSC/MA graduate. This implies that majority of the respondents were matured enough in their teaching qualification or profession to provide relevant response about teachers performance appraisal.

As we can observe from the same table Item 5 field of specialization of respondents, 2(15%) of them were special need education and 1(7%) was micro-biology, economics, accounting, PSIR, EAPP, Tarter art, CAIS, nutrition and food science, foreign language and language and literature, EDPM, EPM and EECS respectively. This implies that participants involved in this study were seems to be selected from various disciplines which help to gather different opinions and various experience about existing practice of teachers performance appraisal. Moreover, it helps to minimize or overcome the subjectivity of the respondents.

As depicted on table 1 item 5, with respect to respondents academic rank, 1(7%) of respondent was professor, while 2(14%) of them were associate professors and 7(50%) were assistant professors. And 3(22%) of them were lecturer and the remaining 1(7%) was assistant lecturer. This also indicates that majority of respondents have adequate knowledge and exposure about teachers performance appraisal.

Lastly, but not the least, in terms of respondents responsibility, 12(86%) of them were focus on teaching and research simultaneously, whereas the remaining 1(7%) was academic vice president and teachers union representative respectively.

4.1.2 Data Presentation and Discussion on Existing Practice of TPA in AAU

4.1.2.1 The Level of Teachers Understanding and attitude towards TPA.

a. The Level of Teachers Understanding towards TPA.

A conceptually sound and properly implemented performance appraisal system for teachers (and, indeed, for all educators) is a vital component for successful quality of education. To ensure such effort understanding and awareness of teachers about their performance appraisal is paramount factor to implement effective performance appraisal, otherwise the reverse will be true. In this regard, almost all interviewed respondent of teachers in this university were depicted that they have better understanding about teachers' performance appraisal. This is because; even if it lacks consistency in practice, we were evaluating our colleague and also

we were evaluated by students every semester depending on the willingness of the department and we were also evaluated by our immediate supervisor at the end of every year, So that we have clear understanding about teachers' performance evaluation. It helps us to measure performance of all staff members with respect to predetermined organizational goals.

This clearly indicates that there was better understanding and fertile ground to implement teachers' performance appraisal with effective manner to achieve quality education.

b. Teachers' attitudes towards the practice of existing TPA.

On this issue the interviewed university top management indicated that "the teachers' attitude towards existing performance appraisal was good and it was practiced properly."(AAU,T-I14, 2016).

Conversely, teachers' union representative depicted that:

Some of the leaders who are assigned on the department head position usually they abuse its objectivity. For instance, when some of the students gave a good result for the teachers, the department heads change the result given by the students. That means they may decrease or increase the result no knows. Therefore, my feeling about teachers' performance appraisal is not good (AAU, T-I13, 2016).

On top of this, almost all respondents clearly indicated that if it is properly done, our attitude towards TPA is good at all. However, in this university the major challenge was impracticable (not properly done or practiced), not encouraging, no feedback given (whether promotion or demotion), not systematically organized, it focuses on non- academic rather than academic issues, so that we do not have good attitude towards TPA. In this regard, one respondent explained that "when we see in practice in this university, sometimes it was done; other time not done at all and sometimes may not do more than 2 or 3 years. This indicates that it is not systematically organized and well done" (AAU,T-I10, 2016). Other respondent also explained that:

Most of the times we are not clear many things about it, but if you request for promotion TPA was required, otherwise nothing performs it at all. Therefore, if you want to promote

from one academic rank to another, it would be required for that single purpose; however, it is not strictly done in many of the departments. Probably many of the things are listed on the items that are not working in our university and some of them are not academic, but they are non-academic. Not simply because of evaluation phobia but most probably the content of the items were not academic rather than administrative one. These items are also difficult to quantify them and I understood in such away. I should be evaluated the things that are related to be what I have done, so my attitude is not good about (AAU, T-I 03, 2016)

In this university, it requires only when the need arise for promotion. In this regard, among those respondents, one respondent noted that: “performance appraisal in this university, it was done for the sake of the formality. Based on it I haven’t seen any promotion or demotion that means any measure was not undertaken”(AAU,T-I12, 2016).

Thus, in this university the existing practice of teachers’ performance appraisal as indicated by almost all of respondents; teachers do not have good perception and attitude towards teachers’ performance appraisal. This is because, in principle even if the importance of teachers’ performance appraisal clearly stated in the university legislation on article 32 sub article 32.2.2 – 32.2.4 to improve teachers’ capacity and competence in order to enhance education quality, but in practice it was forgotten task, lacks attention and practicability in order to improve teaching learning process. Besides, there was no accountability and responsibility to perform this task for the benefit of students learning. As a result of this, teachers were disappointed, dissatisfied and hopeless towards teachers’ performance appraisal system of the university.

4.1.2.2 The Situation of appraisers Team Selection procedure and their percentage of each Group proportion.

Regarding to appraisers of teachers performance, the interviewed respondents of the university top management reveled that:

Teachers performance appraisal was evaluated by the three categories/components such as students, peers and department head/immediate supervisor based on the given checklist items. Students who receive the particular course from the particular teacher,

they are required to evaluate their teachers. The majority of the evaluation process was done by peers and department heads, still a portion left for students not more than 25%. Besides, in terms of evaluation team there was no permanently organized evaluation team but by default we use the above mentioned categories. Each category accounts their own percentage of proportions from 100% but I do not remember the exact figure of each group proportion (AAU, T-I14, 2016).

Similarly, teachers' union representative also explained the same idea with that of top management. The summery of the final result would be done by each department head in the university.

On top of this, most of the interviewed teachers shared similar idea with that of officials. In other words, the three categories/components of evaluation groups did not remember the percentage of each group proportion to evaluate teachers. In this connection, the university senate legislation article 32.2 sub articles 32.2.3 and 32.2.4 clearly stipulated that the overall rating in teaching efficiency and effectiveness in research of an academic staff shall be evaluated 45% and 55%, respectively. The contribution of each of the components of the system of evaluation to the overall rating of the teaching effectiveness of an academic staff shall be evaluated by students 25%, colleagues 10% and the head of the academic unit concerned 10%. The contribution of each of the components of the system of evaluation of the overall rating of the research effectiveness of an academic staff shall be supervision of student 25%, involvement in research or doing actual research 25% and efforts to promote research 5%. That means the teachers' involvement in both activities of the university such as teaching and research effectiveness summarized proportion of students' account 50%, peers 15% and department head 35% (AAUSL, 2013). However, in practice all of the respondents (university top managements, teachers' union representative and teachers themselves) they do not know the exact percentage proportion of each component. This clearly indicts the impracticability of the teachers' appraisal system in the university.

On the other hand, few of respondents explained that teachers' performance appraisal evaluated by only two categories such as students and department heads. Among these respondents for instance, one respondent noted that "I remember I have done peer evaluation before 5 or 6 years ago, after that I never done peer evaluation. This means it is forgotten task

in the university. And also I did not have any idea about the evaluation percentage of each group proportion” (AAU,T-I03, 2016).

Therefore, one can easily recognize that even if it was not done regularly, teachers’ performance evaluation was appraised by different groups such as student, peers and department head but which were not officially organized permanent evaluation team, but by default the university used as a temporary manner to evaluate teachers which was not properly done, because in some departments as indicated few respondents after 5 or 6 years later there was no peer evaluation experience. Moreover, in practice, the top management, teachers’ union representative and all of the respondents, they did not know or remember the percentage of each group proportion which was clearly stated in the university legislation article 32.2 sub articles 32.2.3 and 32.2.4. This implies that it was forgotten task, no attention, lacks regularity or consistency, impracticability as well as the practice of teachers’ performance appraisal also varies from one department to another within the same university.

4.1.2.3 The Effectiveness and Reasonability of Existing TPA Practice and its implementation periods.

a. The Frequency of TPA Implementations periods within one Year.

Regarding to the frequency of the teachers evaluation within one year, top management of the university depicted that “it was semester based bi-annual activity. Usually we carried out at the end of each semester, because the instructor has to carry out teaching learning process and his/her tasks should be accomplish, otherwise we cannot appraise” (AAU,T-I14, 2016).

Conversely, teachers’ union representative chairperson respondent indicated that “it was done twice in a year. However, in practice since few years later it was done for the sake of promotion or sometimes it may not be done even for more than 2 years. In other words, it was not done regularly as stated on the rules and regulation of the university” (AAU, T-I13, 2016).

Moreover, almost all of the teacher respondents revealed that students who participated on the specific course from particular teacher they evaluate their teacher twice a year on the

basis of course delivery, but most of interviewed respondents told me that peer and department head evaluation done once in a year. Few of them also indicated that even sometimes peer and department head evaluation was done after 2 or more than years ago. Among these respondents, one of interviewed respondent noted that “I remember I have done peer evaluation before 5 or 6 years go. This means it was forgotten task in the university” (AAU,T-I02, 2016).

b. Effectiveness and Reasonability of Existing TPA Practice.

Concerning to effectiveness and reasonability of the existing practice the university top management reveled that:

It was carried out in all colleges, faculties, institutions and departments. In fact in olden days we use TPA only for promotion, but now a day that has changed and we use not only for promotion but also we use for capacity building strategy. It is one of the tools for the university to manage teachers' performance. That's why; we embarked on number of trainings such as certification of teachers to teach higher education institutions. For this, one base is teachers' performance appraisal result. May be in some specific /particular departments heads who may lacks because of some individuals were not responsible to coordinate the process. The compline raised from some teachers about the effectiveness of TPA practice in this university was partly true and in that case it may ineffective (AAU,T-I14, 2016).

In contrast, the chairperson of teachers' representative union depicted that “the practice of teachers' performance appraisal in this university was unreasonable, ineffective, valueless and not capable to measure teachers' performance properly” (AAU, T-I13, 2016). In the same way, almost most of the interviewed teachers also revealed that teachers' performance evaluation in this university was ineffective, not reasonable and not well-done, and also it lacks transparency, commitment and consistency. It requires only for the sake of promotion of academic rank; but not to improve the whole teaching learning process unless it was forgotten task. For instance, to show the reality among those of the respondents, one interviewed respondent noted that:

It was not effective, reasonable and well done, because it was not done appropriate and fair manner. Sometimes because of the lack of consistency, when the promotion comes the teachers by themselves wandering and asking their peers and department head to evacuate and give them performance result to submit for the competition. This was common thing in the university. For instance, in this year we have finished our annual activity on basis of academic calendar, however, we did not appraised or evaluated (AAU,T-I10, 2016).

Therefore, from preceding explanations one can be able to recognize that even if in theoretically or in principle the university has 3 components or categories of appraisers (students, peer and department head) evaluate teachers 2 times in a year as stated at the national and institutional document, however, in practice only students done regularly and lack consistency of peers and department heads evaluation. As explained by some respondents, in some cases department heads and peer evaluation was not experienced for more than 5 or 6 years ago. Besides, it lacks transparency, commitment, consistency and lack of periodic feedback. Hence, as noted by the majority of the interviewed respondents, it was not well-done, unreasonable, not capable or ineffective and valueless to indicate teachers' performance. In some cases it requires only for the sake of promotion from one academic rank to another, but not to improve the whole teaching learning process unless it was forgotten task.

4.1.2.4 The Situation of Feedback Provision Mechanisms

Concerning to the situation of post-performance evaluation or the provision of periodic feedback, top management of the university revealed that:

After the evaluation carried out by the three components (students, peers and department heads) the final result would be complied and the aggregate performance evaluation data would be provided for the instructors at the end of the every year .The feedback would be given not only in written paper form but also sometimes given orally in the form of meeting some general issues from student, peers and department heads that what the teachers lack but not specific which is presented in the report (AAU,T-I14, 2016).

Contrary, the interviewed teachers' union representative respondent on his part revealed that "no feedback given for teacher more than 6 or 7 years ago. In the same way, almost all teachers' respondents depicted that there was no feedback given for several years to sustain our strength and to improve weakness as well as no discussion at all in order to improve teachers' performance for benefit students learning"(AAU,T-I13, 2016).). Besides, most of the interviewed respondents also indicated that nothing was happened at the end of every academic year that means based on teachers performance appraisal there was no demotion or promotion. Few of the interviewed respondents added that we do not know what the evaluation result look like and anything done after the evaluation which was done to fulfill the sake of formality. For instance, to show the reality among those of the respondents, one interviewed respondent stated that:

I do not know, behind the car tile there might be things happened, but as far as I know because of the evaluation whether people are promoted, demoted, given salary rate, I did not know the whole process is not transparent. As far as I know officially whether punishment or reward was not undertaken, but I do not know anything done after the evaluation. At the end of the semester based on evaluation nothing was happened in the university. It does not mean that things not happened I said behind the car tile, but I do not know intended as such to punish reward or punish may be supposed to be to improve the quality of education. However, nothing was done in this university. This is the entire problem of this university, so that feedback was not given properly (AAU, T-I08, 2016).

The literatures also confirmed the importance of the feedback to correct wrong actions and to sustain best experience. In this connection, Armstrong (2006) stated that the aim is for feedback to promote this understanding so that appropriate action can be taken. This can be positive action taken to make the best use of the opportunities the feedback has revealed or corrective action where the feedback has revealed that something has gone wrong. Similarly, according to the 2009 TALIS report (OECD, 2009a), appraisal and feedback have a strong influence on teachers, increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement.

Thus, from preceding data obtained and literature argument it is able to conclude that there was disagreed argument among interviewed university top management, teachers' union representative and the entire teacher respondents on the existing practice of feedback scheme reality in the university. The findings of the study depending on majority of the respondents view and argument indicated that there was serious lack of provision of periodic feedback mechanism to enhance teachers' competence in order to improve the whole teaching learning process which in turn leads to poor quality of education.

4.1.2.5 The appropriateness of the Existing appraisal Criteria

The essential basis for good practice of evaluation process is the existence of clear criteria which are consistently applied by competent (trained and experienced) evaluators. This requires the development of explicit guidelines about what is expected from professional practice (OECD, 2009). Regarding to effectiveness of performance appraisal criteria, the interviewed top management of the university revealed that:

We have been revising for several times, still it is open and flexible because dynamism is always there, we would not use the same criteria throughout the life. It is also highly demanded generic skill and it reflects what minimum requirements the teacher expected to fulfill. Of course it is effective, because, once we were review to make an adjustment it means to become effective in order to measure teachers' performance appraisal (AAU, T-I14, 2016).

In contrast, the interviewed teachers' union representative revealed that "the criteria for several years any amendment was not done, no change and not scientific one to measure teachers performance appraisal. Thus, it is not enough to measure teachers' performance appraisal" (AAU,T-I13, 2016). Similarly, most of the interviewed teachers' explained that it is not enough to measure teachers' performance appraisal. This is because; it is instead of academic rather than more administrative in its nature, vague, deep and rigorous, tedious, lengthy and difficult to analyze and exposed for subjectivity as well as not scientific to measure teachers' performance appraisal. For instance, to show the reality, among those respondents one respondent stated that:

Teachers performance appraisal should focus on teaching and learning process, but some of the items of the criteria were included in the checklist are not directly related to teaching competence of the teachers. So that its weight should be calculated and focus on how the deliverance of classroom, examination system and provision of feedback and like (AAU, T-I05, 2016).

Besides, the other interviewed respondent added that “the criteria were not as such good enough, because it seems like “one suit for all”. That means most of the senior and junior teachers were evaluated with the same criteria. It did not consider the level of teachers’ experience, so that it was not seems to be specific and measurable to achieve intended goals” (AAU, T-I12, 2016). In the same way, other respondent added that:

Someone has prepared them without consulting concerned a single teacher. I think in this university around over 2000 or 3000 teachers exist. The elements that are prepared to evaluate such amount of teachers, somebody seat in his office and list some amount of items like 15 or 16 items /criteria/ set or prepared, so how could acceptable and able to say objective and scientific. No, no it is not totally acceptable to me. Who are? And who prepared and how it was prepared by one person? In this university for example we have also so many disciplines (social science, medical science... etc.) the methodology, approach and other things different each other. How could be prepared with one person the same criteria for all these disciplines, how he/she was familiar with these all criteria. This is a farce and finally leads to poor quality of education, disaster or collapse of the system and we are witnessing. Thus why, the government is every day admitting the problem of poor quality of education. Thus, the criteria are not appropriate to measure teachers’ performance appraisal (AAU, T-I08, 2016).

On the other hand, few of the interviewed respondents indicated that the existing teachers’ performance appraisal criteria have direct relationship and good but the problem was lies on practical implementation and absence of periodic feedback provision.

N.B. Source: AAU, the criteria which used by the university was attached (annexed) on appendix part as evidence.

Therefore, it is possible to conclude that on the basis of the data secured from the majority of the respondents argument and literature confirmation the existing teachers performance appraisal criteria was lack objectivity and scientific approach, administrative than academic in nature, rigorous, deep, tedious, lengthy and difficult to analyzed, not mediate junior and senior teachers or it seems to be “one suit for all” principle. It couldn’t to measure teachers’ performance appraisal effectively and efficiently. So that it needs serious discussion and continuous improvement with participation of concerned stakeholders in order to prepare relevant, harmonized and update scientific criteria to cope up with quick and prompt changing world environment to achieve institutional intended goals.

4.1.2.6 The Practice of Performance Appraisal that Used to Make Decision on Teachers’ Promotion, Retention and Dismissal

With regard to the use of performance appraisal in the university in terms of promotion, retention and dismissal, the interviewed top management respondent revealed that:

Of course, the best practice we have been using TPA result is that it is mostly used for promotion. Moreover, we are also using it towards other purposes like to fill the gaps (what the teacher lacks) of teachers. Based on TPA result we would fill gaps and update teachers through capacity building. After all these exercise, if the teachers are not ready to improve or correct those shortcomings the last solution is to get ride off (dismissal) those who are not performing the expected level. Sometimes we are also used for (retention) terminating contract purpose (AAU6, T-I14, 2016).

Even if these practices absolutely contradict with the primary purpose of TPA which is used to improve teaching learning process, however, in practice it was used as an instrument for personnel decision making purpose such as promotion and retention and dismissal purpose. In this regard, literatures confirmed that the higher education rhetoric is almost universal in stating that the primary purpose of faculty evaluation is to help improve their faculty performance. However, an examination of the systems--as used--indicates that the primary purpose is almost always to make personnel decisions. That is, to make decisions for retention, promotion, tenure, and salary increases (summative evaluation) (Cashin, 1996).

Nevertheless, the interviewed teachers' union representative explained that "when someone applies for promotion, the university need TPA result for the sake of promotion, unless nothing was done. In the same way, most of the interviewed teachers agreed that the university seriously used for the sake of promotion from one academic rank to another. Among those respondents, one respondent explained that "the persons who administer evaluation or assessment usually secretaries at department level, for promotion it accounts around 30% among all requirements to promote one academic rank to another" (AAU6, SND PROM, T-I, 11). This notion is in agreement with that of Amanuel and Mulugeta (2003) in Wossenu (2005) who posited that the evaluation focuses on performance information for utility in personnel decisions. For instance, among those interviewed respondents, one teacher stated that:

Even if the university seriously require to make decision on promotion because of inconsistent practice of performance appraisal, when the promotion comes teachers by themselves wandering and asking their peers and department head to evaluate and fill their performance result to submit for the academic rank competition, but We did not see when it is used for whether retention or dismissal (AAU, T-I10, 2016).

Moreover, another respondent added that "up to now, in my experience in this university, teachers' performance appraisal only used seriously for promotion purpose. I do not know it has been used for retention and dismissal purpose" (AAU,T-I04, 2016). On the other hand, few of the interviewed teachers reveled that in practice we did not experienced any events that teachers who were promoted because of their good performance or any teachers dismissed because of low teachers performance appraisal. So that no promotion, no retention, no dismissal and no feedback.

Therefore, from preceding explanation as majority of respondents indicated that the university used teachers' performance appraisal seriously for the sake of personnel decision making purpose such seriously used for promotion, nevertheless use to improve teaching learning process. Despite of such effort rarely used for retention and dismissal. And also the university did not give much attention as an important tool for improvement of teachers' performance in order to improvement teaching learning process.

4.1.2.7 The Effect of Teachers Performance Appraisal on Teachers Career Promotion and Professional Development

Concerning to negative or positive effect of teachers performance appraisal, the interviewed university top management indicated that:

If it is properly done, it has positive effect. That means positively contribute to achieve quality of education and if it done inappropriate manner it affect the whole process. So that it has positive effect on my career promotion and university performance. In contrast, the interviewed teachers' union representative respondent revealed that I haven't seen negative or positive effect TPA in this university. This indicates the failure of AAU (AAU, T-I13).

Similarly, almost half of the interviewed teachers explained that we never experienced negative or positive effect; because of lack consistent and irregular practice of TPA in this the university. For instance, among those respondents someone explained that “I never experienced whether positive or negative effects, because I was worked in this university for 11 years, they did not tell me my strength or weakness to improve myself. Therefore, I did not benefit or lose from the evaluation” (AAU, T-I10, 2016). Contrary, almost near to half of the interviewed teachers explained that personally we never experienced negative effect of TPA, but in reality when the results of TPA below the expected level it can affect teachers' promotion. Besides few of them depicted in-between response.

Accordingly, even if the university used TPA for the sake of promotion purpose because of lack of practicability the effect of the TPA didn't inclined to negative or positive effect(whether promotion or demotion) as expected and stated in the university legislation. For those best performers and low performers there was no any significant effect/whether positive or negative / in order to provide quality service delivery for its customers or to ensure quality of education.

4.1.2.8. The Benefit of Performance Appraisal for Both Teachers and University

Performance appraisal is very important factor for both teachers and university to achieve predetermined goals efficiently and effectively. In this connection, concerning to the benefit

of TPA in the case of teachers and university perspective the interviewed university top management explained that:

It helps for the teachers to get promotion, it helps for capacity building in order to fill the gap, helps to improve performance of the teachers, whereas in the case of university perspective it helps the university to reach high reputation rank or prestige, it helps effective planning process of the university it helps to understand the staff profile, it helps to deliver quality teaching learning process, research and community service for customers as expected level and it enables the university to achieve/fulfill its mission, vision and goals at right time” (AAU, T-I14, 2016).

Similarly, the interviewed teachers’ union representative indicated that:

The benefit of teachers performance appraisal in the case of teachers perspective, when it is properly done, it helps teachers to do more in order to improve the whole teaching and learning process for the benefit of students and it helps the teacher can realize his/her strength or good performance and weakness/short coming, whereas in the case of university it helps to promote quality of teaching learning process, it helps to see and identify the level of teachers competence and it helps to achieve or realize its objectives and goals (AAU6, T-I13, 2016).

On the other hand, almost all of the interviewed teachers in the case of teachers perspectives the benefit of TPA explained that it helps to get feedback (about strength and weakness) from students, peers and university in order to improve teaching performance. Half of them added that it helps to improve their level of competence and qualification. Few of them also explained that it helps to get promotion, remuneration and reward from the university, whereas in the case of university perspective almost most of the interviewed teachers depicted that it helps to improve quality of education. Besides, almost half of them also added that it helps to identify the professional status or competence level of teachers that means high or low performers of teachers in order to promote or demote, helps to minimize turnover of the teachers. Some of the others explained that it help to enhance reputation or prestige of the university in order to provide quality service delivery.

Hence, based on the data obtained from the three components of the respondents it is promising to conclude that teacher's performance appraisal is crucial element for both teachers and university broadly helps to ensure quality of education. Specifically, in the case of teachers' perspective it is used to get feedback from student, peers and department head or university at large in order to improve their teaching competence and it also help to get promotion, reward, remuneration and recognition, whereas in the case of university perspective it helps to identify the competence level of teachers, it helps to increase the university prestige and reputation, it helps to retain or dismiss by approving or disapproving contractual agreement with instructors and it helps to fill the skill gap of the teachers in order provide quality service delivery for its customer or to ensure quality of education.

4.1.2.9. The major Challenges that Associated with Existing TPA and Possible Solutions

a. Major Challenges

Concerning to major challenges that associated with teachers' performance appraisal in the university the interviewed top management revealed that "the routine nature of the activity which is not automated and done by manual based manner, lack of awareness level of students while evaluating /judging teachers and subjectivity of students while evaluating teachers." (AAU,T-I14, 2016).

Conversely, teachers' union representative in his part depicted that:

Not only the subjectivity of the students but also lack of commitment and motivation of the university leadership, it was superficial and not done properly, lack of reward and incentives for best result of TPA, lack of good working environment for teachers, abolition of academic freedom in the university which results in highly intensified corrupted system particularly nepotism and maladministration, lack of scientific nature of instruments/items or not well organized, lack of participation of concerned stakeholders during amendment of the items and lack of transparency. For instance, if somebody (student or teacher) is my friend, he/she give me a good result unless vice-verse (AAU, T-I13, 2016).

Almost most of interviewed teachers' further added that major challenges that associated with TPA was lack of provision of feedback, lack of consistency, lack of transparency,

accountability and responsibility, lack of scientific rationality, lack of clarity or appropriateness, lengthy, deepness and objectivity and representation of all disciplines of evaluation criteria and also more than half of them indicated that absence of systematically organized independent institution to process the task, lack of practicability, lack of attention, follow up, commitment and enforcement of top management on those who are responsible at departmental level (it was done for the sake of fulfillment of formality and it seems to be superficial drama or not real work) and lack of reward and remuneration. Still half of the interviewed teachers depicted that biasness peer and at department level evaluation in terms of political and ethnic perspective, absence of good guideline as well as misunderstanding of student by associating TPA with their actual grade point rather than professional and personal quality of the teachers..

Thus, from preceding explanations it possible to conclude that the major challenges that associated with teachers' performance appraisal in this university was as follows:

- *lack of feedback, lack of practicability and consistency,*
- *existence of manual based routine activity or lack of automating the TPA system*
- *lack of incentives and remunerations for best performance,*
- *absence of systematically organized independent institution to process the task ,*
- *lack of attention, commitment and enforcement of top management those who responsible at academic unit (department) level,*
- *ambiguity and lack of scientific clarity and rationality of evaluation criteria,*
- *lack transparency, accountability and responsibility, biasness of peer and at department level evaluation in terms of political attitude and ethnic perspective or lack of objectivity of evaluators,*
- *Using similar items for junior and senior faculty members with the principle of “one suit for all” and absence of good guideline.*
- *Misunderstanding of students by associating TPA with their actual grade point rather than professional and personal quality of the teachers(AAU,F, ADM, T-I, o1 - AAU, T-I13, 2016)*

b. Solutions

Regarding to challenges that associated with the existing practice of TPA in this university,

the interviewed top management forwarded that “possible solutions to implement effective teachers’ performance appraisal includes “automating the teachers’ performance evaluation system, establishing responsible unit and assigning the responsible expertise to carry out the task and conduct discussion with the teachers on its importance” (AAU,T-I14, 2016).

On top of this, the interviewed teachers union representative indicated that increase government commitment and attention to look all the problems that were seen at the university, taking action for equal participation of academic and administrative system of the university, enabling the institutions to exercise their academic freedom, instruments (evaluation criteria) seems to be designing and amending again with the representation of expertise team from concerned stakeholders such as teachers representatives, teachers and others in order to make it transparent and performing based on evidences.

Almost most of interviewed respondents recommended the solutions to overcome challenges is that provision of periodic feedback and support, make the criteria (content) an easy communicable evaluation or to be rational and scientific, not ambiguous. On top of this, almost more than half of interviewed teachers suggested that it seems to be genuine, neural, and free from biasness of social network and political influence, it seems to be established independent and responsible unit to process the task efficiently and effectively, it seems to be focus on teachers’ competence, but not their personality, developing transparency, make it clear evaluation procedures and guideline, make sure and aware of students to evaluate genuinely without associating with their grading, but they seems to be evaluate direct teachers competence. Still few of them advocated that evaluation items seem to be not similar for junior and senior faculty members with the principle of “one suit for all”, it seems to be associated with reward or punishment and not done for the sake of formality which is directly related to teaching and learning process, enhance follow up control mechanisms, promoting 360% evaluation mechanisms which involve all stakeholders in the process, promoting interdepartmental evaluation in order to increase commitment and practicability, it seems to be take part and parcel of the quality of education.

Therefore, from preceding justifications one can recognize that to overcome those challenges to implement effective teachers performance appraisal practice in this university stated as follows:

- *Provision of periodical feedback and support in order to improve teacher competence and avoiding carelessness and follow up at regular base.*
- *Make an evaluation criteria (content) easy communicable or rational and scientific, not ambiguous.*
- *It seems to be take part and parcel of the quality of education*
- *Establishing an independent and responsible unit to process the task effectively.*
- *Establish incentives and remunerations mechanisms for best performance and punishment for low performance.*
- *Evaluation items seem to be not similar for junior and senior faculty members with the principle of “one suit for all”.*
- *It seems to be genuine, neural, and free from biasness of social network and influence*
- *Evaluation seems to be focus on teachers’ competence, but not their personality*
- *Developing transparency, clear evaluation procedures and guideline*
- *Make aware of students to evaluate teachers genuinely without associating with their grading, but they seems to be evaluate direct teachers competence*
- *It seems to be considered further more than the promotion*
- *Automate the performance appraisal system (AAU, T-Io1 – AAU, T-I13, 2016).*

4.2 Demographic Background, and Data presentation and Discussion of ZJNU

4.2.1 Demographic Background Analysis of ZJNU

Description on general characteristics of respondents (academic vice president, teachers' union representative and teachers) by sex, age, work experience, educational background, field of specialization and responsibilities were presented on the table below here under.

Table: 4.2. Respondents Background Analysis of ZJNU

No	Characteristics	Background of respondent/Item/	Respondents proportion in NO and percentage	
			No	%
1	sex	male	9	64
		female	5	36
		Total	13	100
2	age	below 30	1	7
		30-40	4	29
		41-50	6	43
		51-60	3	21
		61 and above	-	-
		Total	14	100
3	Work Experience	3-10	6	43
		11-20	2	14
		21-30	4	29
		31-40	1	7
		41-50	1	7
		Total	14	100
4	Educational background/ qualification/	BSC/BA	-	-
		MSC/MA	3	21
		PHD	11	79
		Total	14	100

5	Field of specialization	Comparative education	2	14
		History	2	14
		Teachers morality Education	1	7
		Economics	1	7
		Contemporary modern Chinese language	1	7
		Educational Sociology	1	7
		English	2	14
		Educational policy	1	7
		Computer engineering	1	7
		Management	1	7
		Higher education	1	7
		Total	14	100
6	Academic rank	Lecturer	5	36
		Associate professor	6	43
		professor	3	21
		Total	14	100
7	Responsibility	Academic vice president	1	7
		Teachers union representative	1	7
		Teaching and research	12	86
		Total	14	100

Source: field survey of 2016

The specific data about each respondent was attached (annexed) on appendix as evidence.

As indicated in table 1 item 1, 9(64%) of the respondents were males and 1,5(36%) of them were females. This implies that the ideas of males respondent was more dominate than females. To overcome such problem, I tried and search to keep balance and fair proportion of both sex during the collection of the data, however, I couldn't get those of females.

In item 2 of the same table, majority 6 (43%) of respondents were between 41 and 50 years old, while 4 (29%) of them were between 30 and 40 years old, 3 (21%) and 1(8%) of theme

were between 51- 60 and below 30 years old respectively. This implies that the maturity level of the respondents were significant to provide necessary, adequate and rich information for the study.

Regarding to their work experience of the respondents on the same table, 6(43%) of respondents have been served between 3-10 years, whereas 2(14%) of them were served between 11-20 years, moreover, 3(29%) of them have been served between 21-30 and the remaining 1(7%) of them have been served between 31- 40 and 41-50 years respectively in teaching profession. This implies that the respondents have more or less adequate working experience in teaching profession as well as teachers' performance appraisal. The researcher tried to include more experienced proportion of senior teachers, but because of language barrier couldn't get as expected manner.

With respect to educational back ground (qualification) on the same table item 3, majority or 11(79%) of them were PHD graduate and 3(21%) of them were MSC/MA graduate. This implies that majority of the respondents were matured enough in their teaching profession and teachers performance appraisal to provide relevant response about the study problem.

As we can observe from the same table Item 5, field of specialization of respondents 2(14%) of them were comparative education, history and English language respectively and, 1(7%) of them also economics, contemporary modern Chinese language, educational sociology, educational policy, computer engineering, management and higher education respectively. This implies that participants involved in this study were seems to be selected from various discipline which help to gather different opinions and various experience. Moreover, it helps to overcome the subjectivity of the respondents.

As depicted on table 1 item 6, with respect respondents academic rank, 3(21%) of respondent were professors, while 6(43%) of them were associate professors and 5(36%) of them were lecturer. This also indicates that majority of respondents have adequate knowledge and exposure/experience about teachers performance appraisal.

Lastly, but not the least, in terms of respondent responsibility, 12(86%) of them were focus on teaching and research simultaneously, whereas 1(7%) was academic vice president and

the remaining 1(7%) was teachers union representative which included under the demographic description of respondents.

4.2.2 Data Presentation and Discussion on the Existing Practice of TPA in ZJNU

4.2.2.1 The Level of Teachers' Understanding and Attitude towards Performance Appraisal.

a. The Level of Teachers' Understanding and Attitude towards TPA.

Theoretically, sound and properly implemented performance appraisal system is indispensable factor for successful quality of education. To ensure such effort creating understanding and awareness among the teachers about their performance appraisal is paramount aspect to implement effective performance appraisal, otherwise cannot achieve the intended purpose of TPA. In this connection, all interviewed teachers in this university agreed that they have better understanding about teachers' performance appraisal. This is because; we were evaluating every year depending on the focuses of areas or teachers' orientation and workload such as teaching, teaching and scientific research, and research by students and our college teaching affairs and publications (for those who oriented in scientific research) at the end of every year. Therefore, we have clear understanding about teachers' performance evaluation. It helps us to measure teaching performance of all staff members with respect to predetermined organizational goals and it also helps leaders to know or check the system and to understand the level of each teacher competence.

Therefore, it is possible to presume that there was better fertile ground and understanding about TPA among the teachers to implement teachers' performance appraisal in the university with effective manner to achieve quality of education.

b. The attitude of teachers towards the practice of existing TPA.

Regarding to teachers attitude towards the practice of existing teachers performance appraisal the interviewed university top management indicated that "we believe the practice of existing performance appraisal was so good. This is because; it is very important element to improve teaching and learning process in order to enhance the university reputation. To realize such effort some teachers, they focus on teaching, research and others on social activities. Similarly, less than half of the interviewed teachers they agreed that the notion of top

management of the university administration”. In the same way, teachers’ representative union indicated that “I feel positive or optimist idea about TPA, because it enables teachers to discharge their duties effectively. But most of the time in the side of teachers do not make balance between teaching and research those who do not have good skill about research they do not like TPA as a good things” (ZJNU, T14, 2016).

Conversely, almost more than half of the respondents of teachers agreed that it is used as a tool to pressurized and enforce teachers to publish more journals than actual teaching effort in order to promote from one academic rank to another. Therefore, our attitude or perception towards TPA is not good. For instance, among those respondents the one who reflected in such a way that:

The university system push pressure on teachers, especially young teachers to do beyond their capacity in order to meet the required standard .In this connection, teachers they perform their tasks by even their spare time by staying up to evening. Thus, teachers did not like this system or the situation (ZJNU, T04, 2016).

In the same way, another interviewed participant demonstrated that the practice of TPA in this university, I think it may be stressful issue for all fresh or young teachers. This is because; even if we have performed teaching activity at maximum level, for promotion purposes the university requires primarily research output. That means in other words for promotion research is more important than teaching activity” (ZJNU, T08, 2016).

Therefore, based on the result of the preceding discussion more than half of the respondents as agreed it is possible to say that since; the university seems to be much more inspire on research output than actual teaching which in turn leads to teachers seems to be instead of devoting much of their time to teaching and help students than producing research output (different articles and journals) in order to fulfill the university requirement. So that it is used as a tool to pressurized and enforce teachers to publish more journals than actual teaching effort in order to promote from one academic rank to another. Therefore, our attitude or perception towards TPA is not good. They believe that it put much pressure on teachers in order to survive in the university and they perform their task without job satisfaction which in turns leads to poor quality of education.

4.2.2.1 The Situation of Appraisers Team Selection and their percentage of each Group Proportion.

Regarding to appraisers of teachers performance, the interviewed respondent of the university top management revealed that:

Teachers performance appraisal was evaluated by the three categories/components such as students, peers and college deans based on the given checklist item. Teachers were appraised by students, various department or colleges and institutions by the help of online system. This is because; teachers upload or feed on the system what the activities that they have done and then their cumulative result would be done on academic affairs for teaching oriented staff and institution of educational science for research oriented teachers. There was no as such officially organized permanent evaluation team in the university, but teachers evaluated by students, peers and department heads/deans by default with the above mentioned evaluation components (ZJNU, To1, 2016).

Similarly, teachers representative union chairperson noted that “the university may not have the permanent evaluation team, but by default teaching staffs were evaluated by students, peers and school administration and teachers who focus on research, they were evaluated by their research output or publications. And I do not have idea about the percentage each group proportion” (ZJNU, T14, 2016).

On the other hand, most of the interviewed teachers pointed out that teachers were evaluated in this university was focusing on three major areas such as teaching, teaching and research and research oriented. Teachers who are participated on teaching oriented aspects/dimension; they are evaluated by students, peers and panel of professors group (mostly comprises outstanding retired professors) at each semester, they organize and attend classroom observation through listening the teachers presentation, while the teacher are conducting real teaching learning process and then after class room observation they provide feedback in order to improve teaching learning process. Teachers who are involved on teaching and research oriented aspect; they are evaluated through both aspects by students for their teaching performance or course delivery at each semester and research publications at the end of the year. Finally, teachers who participated on research aspect; they are evaluated by research output or number of publication at the end of the year by using online system. In this

regard, teachers feed their research output on the predesigned online system and then at the end of the years the system automatically produces the teachers' performance result. Among those respondents, one stated that:

In this university teaching staff performance appraisal was conducted by three categories such as students, peer and panel of professors group (experienced teachers). Students evaluate twice in a year at the end of the every semester. Peer evaluation, every teacher required to go classroom and listen his/her colleague presentation and describing the evaluation result will be delivered for teaching affairs office. And also there was also Panel of professors/group of supervisors/ evaluation. This evaluation team is made up of experienced retired teachers. The panel of professors group they observe teachers performance selectively not all the teachers class room presentation and no one knows next time who will be evaluated and they provide feedback for the teachers how to teach effectively. However, both peer and panel professors group is not considered during the real evaluation. Its aim is to help teachers. The student evaluation is the most important from the rest of evaluation systems (ZJNU, T11, 2016).

On top of this, in most colleges teachers evaluated by student, peers, and department heads and academic supervisors. In some colleges department head can evaluate teacher's performance appraisal and in other colleges cannot evaluate. For instance, another respondent added that "We have four categories such as students, academic supervisors (outstanding retired teachers), department heads and colleagues (peers)" (ZJNU, T03, 2016). In contrast, in other colleges department heads are not allowed to evaluate teachers instead they are evaluated by college officials. In this regard, one respondents from foreign language college indicated that "in our university teachers' evaluation system, we do not demand department head evaluation under the evaluation team" (ZJNU, T12, 2016).

Besides, most of the respondents do not know about the percentage of each group proportion to evaluate the teacher. Among all one respondent pointed out that "I do not know the exact proportion of each category to evaluate the teachers. May be it seems to be students' accounts from 40% - 50%, college deans 30% - 40% and department heads also evaluate 20% - 30% respectively" (ZJNU, T03, 2016). And other respondent added that "in terms of the percentage of each group proportion would be vary each other. For instance, Students

evaluate their teachers from 30%, college officials and peer also accounts around 70%” (ZJNU, T09, 2019).

Furthermore, other respondents also noted that:

I do not know who appraise TPA, but in terms of research we have an institution its name called the Institution of Scientific research (the previous name is the Office of Social Science) that is in charge of teachers' evaluation; so that teachers submit their research and teaching output for their authority and then, office provide performance result according to their teaching and research output or achievement (ZJNU, T06, 2016).

However, the university official document of teachers' assessment method of computing guideline article 6 sated that the performance of teaching(Y) total calculation formula is: $Y=50\%Y_1+25\%Y_2+25\%Y_3$. Among them: Y1 is for teaching performance, Y2 is for teaching building and research performance, Y3 is for student class evaluation (ZJNU, 2016).

Teachers' performance appraisal ranked with letter grading system such as 'A', 'B', 'C' and 'D' grade. If the students evaluation result of someone teacher is 'D', it is enable to say that he/she is not qualified in their field teaching to teach students, so that teacher must be hard work to escape from “D” grade. To assist those lagging behind teachers especially in students' evaluation colleges might arrange panel of supervisor group to observe class room presentation and after the completion of the classroom observation they provide feedback for the teacher in order to improve teaching performance. In this connection, among all respondents, someone stated that:

We have also letter grading system for teacher performance like 'A', 'B', 'C', and 'D.' if some teachers evaluation lag 10% according to student evaluation the teachers may not get 'A', or 'B', however, he/she can only get 'C' grade. This is difficult, so that our attention is always improving the students' evaluation of their teachers. To realize such effort actually we have peer evaluation, it did not real or formal sense of evaluation, but a matter of fact, in each semester we have professors/supervisors/ group, they organized and attend class-room observation for those who lack 10% of student evaluation to fill the gap of the teachers, while the teachers are conducting real teaching and learning process. Based on their observation, they provide feed-back for teachers in order to

improve teaching learning process. So that '25% of students' evaluation is very important factor for better teachers performance result (ZJNU, T12, 2016).

This preceding interview notion is agreed with the office policy document (ZJNU, 2015) stated that because the attitude of teaching, class management directly reflects the teachers' sense of responsibility, the work of teaching. So if the evaluation result of these two projects is especially low, just give this teacher a veto. For example, these two project student satisfaction of teachers is relatively low (such as among the whole is last 10%), this teacher cannot be named A. Similarly, the interview finding agreed with Wang, Y. et al. (2011) most institutions have a committee composed of retired faculty that observes and evaluates teaching. The committee offers feedback when necessary, but its observations are not part of the formal evaluation and promotion process.

In this connection, almost all of the respondents do not know the exact percentage of each component of evaluators (students, peers and school administration) given the performance result for the teachers. Besides, those teachers who are teaching and research oriented as well as research oriented teachers' performance appraisal ranked with excellent, good, pass and no pass (fail). And in other cases for example very satisfied, satisfied, not satisfied and like. In this regard, evaluation by the students is according to their actual experience in the process of learning, teaching assessment according to satisfaction; it can be classified in to 4 levels including "highly satisfied" and "satisfied" and "basically satisfied", "not satisfied"(or score 100, 80, 60, 40 for convenience). Evaluate all items in statistical satisfaction respectively, so that the teachers themselves the teaching unit of students can understand the teachers' teaching evaluation in different dimensions, so as to consider the specific improvement measures (ZJNU, 2015). This implies that the weighting or ranking system, format and the procedure of evaluating teachers vary from one college to another or there was no unified teacher performance appraisal format in the university to apprise the teachers, but it depending on the types of teachers' activities and content nature of each college.

Therefore, the result indicates that mostly teachers are evaluated by student, peers and department heads, but this idea is not functional in all colleges; because in some colleges department heads are not evaluate the teachers' performance appraisal (Ex: foreign language college department head cannot evaluate the teachers). Almost all respondents do not know

the percentage of proportion each group evaluate the teacher and beyond the student 25% evaluation for teaching oriented teachers, about the rest of 75% (50% teaching and 25% social activity of the teachers) evaluation respondents they have different views i.e. some of them said department or others said office or college deans, so they do not know exactly who evaluate this 75%. This implies there was lack of clarity and transparency of teachers' performance evaluation in the university. Not only this but also, they do not know the percentage of each group or categories proportion to evaluate/appraise the teachers. In all this ups and down they know students' evaluation has great influence on teachers' performance appraisal (negatively or positively). There is no officially designated and organized teachers' performance evaluation team in the university. However, teachers' evaluation system procedures are to somehow complicated and it depends on the types and nature of the tasks performed by the teachers, there was no unified format and procedures it vary from one college to another college or institution . For instance, in some colleges the performance teachers ranked by letters such as 'A', 'B', 'C' & 'D'. And in other college/institutions specifically for those teachers who are in research oriented, performance evaluation ranked like excellent, good, pass/fair and no pass/fail. And also for teaching oriented staff especially 25% of student evaluation categories such as very satisfied, satisfied, not satisfied and like.

4.2.2.2 The Effectiveness and Reasonability of Existing Practice of the TPA and the Frequency of its Implementations Periods.

a. The Frequency of TPA Implementations periods within one Year.

Regarding to the frequency of the teachers' performance appraisal within one year, top management of the university depicted that "it was done once in a year at the end of the year" (ZJNU, To1, 2016). In same way, few of interviewed teachers shared the notion of top management idea i.e. teachers performance evaluation in the university could be conducted once in a year or at the end of the every academic year.

In contrast, chairperson of teachers representative indicated that "in our university teachers evaluated by students twice in a year but peers and chairperson of department or college they evaluate once in a year" (ZJNU, T14, 2016). Besides, most of interviewed teachers agreed that for teaching oriented staff, students appraise teachers twice in a year. In other words,

students who participated on the specific course from particular teacher, they evaluate their teacher twice a year on each semester on the basis of course delivery. This might be done by distributing checklist or online system by filling the evaluation format. However, for research oriented staff, the evaluation done once in a year based on their research output or publications of the teachers. For instance, to show some evidence for this explanation, one respondent depicted that “in general teachers’ evaluation can be conducted in two ways firstly, for research staff at the end of the year or one time in a year and secondly, for teaching staff the evaluation done at the end of each semester or twice in a year” (ZJNU, T06, 2016).

b. Effectiveness and Reasonability of Existing TPA Practice.

Regarding to effectiveness and reasonability of the TPA practice in the university, the interviewed university top management revealed that:

It was effective, well done and reasonable. This is because; at first (previously) our university was not good, but now a day the university becomes higher ranking status. For instance, in 2016 among 3,763 universities in the country, it was ranked 85th and categorized among top universities in the country. And also according to ESI (Essential Science index) our university is the most popular in the field of engineering, mathematics and chemistry fields in the world. And in every year, our university published around 700-800 research output (papers), So that TPA is effective in this university (ZJNU, T01, 2016).

On the other hand, the chair person of teachers union representative also revealed that the extent of the TPA effectiveness in this university was not bad or not good, I cannot say it was effective but it was found at the moderate level or middle ground to me” (ZJNU, T14, 2016).

On top of this, almost most of the interviewed teacher also revealed that teachers’ performance evaluation was not effective and not reasonable. For instance, among those respondents to show the reality, one interviewed respondent noted that:

The University is too hurrying to become the research oriented university. So that everyone in this university has burden on him/ her. For instance, to get associate

professor academic rank he/she will be published more research publications. Therefore, we are worried a lot of about TPA. Personally, I lost academic rank competition last year because of the urgency during that time. In China, publications are ranked on 4 levels. I was published 1 article on 1st reputable ranked journal, 3 articles on 2nd reputable journal. Totally, I have 4 published journals, but I am still on lecturer academic rank. However, professors do not that much worried a lot, because they do not want any promotion. So that it impose some pressure, especially on yang teachers. Therefore, it is to somehow well done but not reasonable and effective (ZJNU, T10, 2016 & ZJNU, To4, 2016).

These notions agreed with Wang, Y. et al. (2011) the present system of faculty evaluation in China results in higher pressure on young faculty. They have to teach relatively more classes than senior faculty. At the same time, they are required to publish more in order to be promoted. The phenomenon of job burnout is very common among young faculty, and impedes the creativity of the faculty as a whole. *Moreover, one respondent depicted that” when it looks well organized, but I do not think so it effective in practice. And also, did not consider all efforts of teachers behind the classroom and it is rigid, not flexible. So that it is ineffective, because we did not get feedback from our leaders” (ZJNU, T03, 2016).*

In the same way, others also added that the student evaluation and the way or procedure for research is not good. For instance one respondent indicated that:

In the case of student evaluation, sometimes subjectivity happened while they were evaluating the teachers. I cannot justify the reasonability of evaluation in the university. Besides, the system of the evaluation of teaching and research were more focus on quantity than quality. So that within short period of time, it is hard to evaluate the quality of teaching and research. For instance: unfortunately, I published my research published on ordinary journal, when we look at in-depth manner my research article is very good enough but it impose some pressure, especially on yang teachers. However, professors do not that much worried a lot, because they do not want any promotion. So, that on yang teacher there will be so many pressures on them (ZJNU, T06, 2016).

Besides, another respondent further explained that “lack of students’ willingness to fill the evaluation format and Some of the students’ also finish quickly i.e. they fill carelessly or random circling without considering on the given evaluation formats about the teachers’ performance and as a result of this, the result of the teachers was not genuine (ZJNU, T02, 2016).

Still other respondent noted that:

I do not think it is so effective, because with regard to the students’ evaluation, students’ evaluation is not objective but it is more of subjective. This means they do not measure/ judge real teachers performance but usually they link their grade point with teacher evaluation, when the teacher strictly done his/her activity in the classroom and other settings, they do not give appropriate result. But they give high performance evaluation for those do not give assignment or project works in order to capacitate the students, so that it is not effective (ZJNU, T09, 2016).

Other interviewed teacher also extended that “no, no, I do not think it is very much effective. This is because, I spent 40% of my time on teaching, 50 % of my time spent on research and 10% of my time spent on social service. During my evaluation time at the end of the every year I was always evaluated by number of publications. It ignores or left out 40% of my spent time on teaching by focusing on only publication, so that it was not fair or effective to me” (ZJNU, T04, 2016).

In contrast, less than half of the interviewed teachers agreed that the practice of teachers’ performance appraisal in the university was effective, reasonable and well-done. In this connection some of the respondents depicted that “at the end of academic year, based on teaching and research effort, it provide the chance to reward or punish, if some teacher teaching performance is low, there was reduction of salary as well as reduction of academic status. In this regard, very few teachers also reduce in their status based on 3 or 4 years evaluation result. Thus, it is mostly reasonable and effective.

Still few of the respondents depicted that we do not know whether effective or not. In this connection, one interviewed teacher explained that “I do not know whether the current

evaluation system is effective or not. I do not have optional solution, however, it needs some improvement”(ZJNU, T12, 2016).

Thus, it is possible to conclude that even if top management of the university and most of the respondents as depicted earlier in reality on their discussion, teachers performance appraisal conducted once in a year at the end of the academic year for those teachers who are research oriented the concluding result summarized and finalized by scientific research office, and also for teaching oriented staff member twice in a year in each semester and the summation result done by teaching (academic) affairs office. And also there was peer evaluation and panel of professors (those outstanding retired professors group) evaluate in order to provide professional support and feedback after the classroom observation but not included under the formal evaluation. However, department heads not often used instead college deans evaluate the teacher. Furthermore, asymmetrically top management of the university depicted that the practice of teachers’ performance appraisal is effective, well-done and reasonable. Conversely, more than half of the interviewed teachers were agreed that it was not effective and reasonable. This implies that in the case of teaching oriented staff, evaluation done twice a year with the responsibility of teaching affairs office and for those research oriented staff the evaluation process conducted once at the end of the year once on the basis of their research output or publications and the final result released through the online system which impose more pressure on young faculty members than senior professors.

Thus, Even if university top management and less than half of the respondent argued as it was effective, however, more than half of the respondents in their parts disagreed on the notion and instead it was said to be not effective, reasonable and well-done. This clearly implies that the practice of teachers’ performance in the university was not effective, well-done and reasonable to show the real effort of teachers.

4.2.2.4 The Situation of Periodic Feedback Provision Mechanisms

Concerning to the situation of post-performance evaluation or the provision of periodic feedback, top management of the university revealed that:

After evaluation process at the end of the every year, we have much discussion with teachers on the issues of how to improve performance gap for the next, but not one-by –

one feedback given for the teachers in form of discussion but altogether for both teaching oriented and research oriented staff. That's why; our university is very popular in the field of education program. However, in some cases with some important professors, it conducts discussion one by one in order to provide feedback (ZJNU, To1, 2016).

On top of this, the chairperson of teachers' representative union noted that:

For teaching staff feedback was given 2 times in a year by the students but for the whole teachers, it was given at the end of the year through the online system. And also based on the appraisal result, the university provides bonus money or salary increment for best performers and absence of bonus salary for low performers but there was no individual based feedback mechanism. Besides, after 3 or 4 years cumulative result, the university also gives academic promotion or decrease academic status (ZJNU, T14, 2016).

Contrary to this, most of the interviewed teachers' pointed out that there was no feedback given to look our strength and weakness in order to improve our teaching performance. And at the end of the year, we can access our performance result on the online system. For instance, among these respondents the one teacher explained that:

I never get feedback from the department head or college level. Besides, there was no any follow up on the issue. In some cases, for instance if the performance result of certain teachers may become below the standard, the leader call and discuss with the specific teacher unless there was no the provision of feedback for the teachers"(ZJNU, T08, 2016).

This situation contradicts or disagrees with Armstrong (2006) the aimis for feedback to promote this understanding so that appropriate action can be taken. This can be positive action taken to make the best use of the opportunities the feedback has revealed or corrective action where the feedback has revealed that some thing has gone wrong. Similarly, according to the 2009 TALIS report (OECD, 2009a), appraisal and feedback have a strong influence on teachers, increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. This implies that the literatures also confirmed the importance of the feedback to correct wrong actions and to sustain best experience.

Nevertheless, few of interviewed teachers who are research oriented were indicated that there was feedback provision strategy in the form of video meeting for whole research oriented staff but this also not at individual base with face to face manner. In this regard, one respondent noted that “Still now personally, I do not know any feed-back given to me from research management office/evaluation team/. There was no individual feed-back provision system , however, when someone publish his/her journal or article all the institution teachers announced/called providing/showing feed-back through video meeting for whole research staff” (ZJNU, To4, 2016).

This is clearly possible to conclude that even if there were some attempts made with respect to the provision of feedback in the group for research the oriented staff through video meeting at the end of the year, but teaching oriented staff members by themselves can search and access their performance result from online system. So that there was no clearly organized mechanisms to provide feedback at individual level in the university in order to improve teachers’ performance. However, after the evaluation process in every year, there was reward or punishment in the form of increment of bonus money, salary or promotion of the academic status for better performance or reduction of salary or academic status for undesirable/low performance.

4.2.2.5 The appropriateness of the Existing appraisal Criteria to Measure Teachers’ performance

Regarding to effectiveness of performance criteria, the interviewed top management of the university reveled that:

It is good, but not completely good or prefect. So it improves through time. Students who are evaluating the teachers were from different majors, so that they have also different skills towards evaluating teachers. In this regard, some teachers may not do research well but may be they are very good in technology so that the university consider such effort and finally they have got a good result. Thus, our university as much as possible considers the efforts of the teachers (ZJNU, To1, 2016).

The chairperson of teachers union added that “our university 1st mission was teaching students but nowadays the universities in China, they are expected to do more research output. However, based on country strategy our university also strives to perform more

research output, so that even if most of the teachers criticizing the criteria were more stretched and highly standardized, but for the development of the university I believe that it was appropriate to measure teachers' performance"(ZJNU, T14, 2016). In the same way, few of the interviewed teachers agreed or shared the university top management and teachers' union idea by confirming the appropriateness of the performance criteria to measure teachers' performance appraisal.

In contrast, most of the interviewed teachers' agreed that it was not appropriate enough to measure teachers' performance appraisal. This is because; it was not mediate both junior and senior teachers as well as it was rigid, not flexible and not considering every aspect of the teachers. And also it was contented for subjectivity of the students' evaluation and lack of understanding of students to evaluate the teacher, so that it needs improvement. In this regard, among most of those respondents to show as evidences one respondent indicated that "it needs improvement, because it was rigid and not flexible and not considering every aspects of teachers activities, so that it was not effective, it needs improvement by considering beyond the classroom activities of the teachers" (ZJNU, T03, 2016). Moreover, the other respondent stated that:

Now, we have different categories of teachers' activity in the university such as research, teaching, teaching and research and social activity roles. Among which it needs more research output and the competition is very high to get better resource project. Every scholars they must get 'A' grade of performance result in order to get national project which has better resource funded by central level government, so that this is very hard for junior or beginner teachers. This project requires for getting the fund, how many research papers published on known top or reputable journals? Therefore, the criteria were not mediate beginners' teachers and senior teachers. So it requires some improvement. That's why; we cannot say well enough but it can fill the minimum requirements only(ZJNU, T08, 2016).

In the same way, other respondent added that "no, no, I do not think so. It does not enough appropriate to evaluate teachers performance. For instance: I am research oriented staff, I spent to teach 40% of my time on teaching, and during evaluation it does not count/consider

that I spent on teaching to me as my activity and the criteria is very high, so we feel pressure on it.” (ZJNU, T10) and (ZJNU, T04, 2016).

N.B. Source: *ZJNU, the criteria which was used by the student to evaluate teachers in the university was attached (annexed) on appendix part as evidence, however, the criteria used by the leaders (department head or college deans) to evaluate teachers was not found even if the researcher has searched but couldn't get it.*

Therefore, based on the result of analysis of data obtained it is possible to presume that the existing teachers performance appraisal criteria lacks mediation between junior and senior staff, rigid, lacks objectivity and flexibility and not considering outside of the classroom activities of the teacher to measure teachers performance appraisal effectively and efficiently in order to achieve quality of education. So that it needs serious discussion and continuous improvement with participation of concerned stakeholders in order to prepare relevant, harmonized and update scientific criteria to cope up with quick and prompt changing environment to achieve institutional goals.

4.2.2.6 The Practice of Performance Appraisal that Used to Make Decision on Teachers' Promotion, Retention and Dismissal.

Concerning to the existing practice of performance appraisal used to make decision on promotion, retention and dismissal in the university, the interviewed top management respondent revealed that:

Yes, we use it for promotion and retention purpose. But our university and wherever in China universities do not used teachers performance appraisal for the purpose of the dismissal unless the teachers violet the law of the country. However, the performance appraisal of certain teachers becomes below the expected level, there was redaction of their academic status. Example, 1st level full professor become to the next lower level professor and the same is true in all academic levels...etc. This can be done within every 3 or 4 years, but not with one year evaluation result. The teachers performance appraisal could be graded such as 'A', 'B', 'C', and 'D.' This was done to motivate teachers to perform and invest much of their time on the research. When some teachers perform some research project in excellent manner ('A'), they will get reward/award/ from the

university in the form of cash. In addition to performance appraisal there are other criteria in order to promote from one level to another (ZJNU, T01, 2016).

Furthermore, chairperson of teachers union of the university depicted that “yes, we used for promotion, but we did not use for retention and it is possible to use for dismissal. But we did not used for retention and dismissal purpose” (ZJNU, T14, 2016).

Even if these practices absolutely contradict with the primary purpose of TPA which was used as an instrument for personnel decision making on promotion and retention purpose. In this regard, of literature confirmed that the higher education rhetoric is almost universal in stating that the primary purpose of faculty evaluation is to help faculty improve their performance. However, an examination of the systems--as used--indicates that the primary purpose is almost always to make personnel decisions. That is, to make decisions for retention, promotion, tenure, and salary increases (summative evaluation) (Cashin, 1996)

Similarly, almost all interviewed teachers agreed or shared the same idea with the response of top management. That means the university used teachers’ performance appraisal to make decision on promotion and retention, but not used for dismissal purpose. In this connection, if someone teacher he/she has got a good result can get reward or award, salary increment or bonus in the form of money. Conversely, if someone has got low performance appraisal, he/she deduce lose bonus in the form of money academic status. For instance, level- 4 professor become level -3 and level- 3 become level -2 professors and like on other academic ranks. Among those most of them, one interviewed respondents explained that:

*Yes, we used performance evaluation for promotion purpose. For instance, if someone teacher result is high or good, he/she easily can get the next academic rank such as professor, associate professor, lecturer and assistant lecturer, among the full professors some who perform excellent and outstanding work done, he/she become the academic title in Chinese called “**Changjiang**” Scholar, he/she awarded one year salary given by central government. There were levels on each academic status (professor levels: 2, 3, 4 and associate professor: 5, 6,7and lecturer, assistant lecturer). So that means when they lose academic status as a punishment, for instance: level 2 professor become level 3 professors and level 3 professor become level 4 professor ...etc. but this is not done every year, it was done after every 3 or 4 years” (ZJNU,T06, 2016).*

Furthermore, other respondent added additional information that:

Yes, we used mostly for promotion, but not by using only annual evaluation. The university used teachers' performance evaluation for promotion, retention and dismissal purpose based on 3 or 5 years performance evaluation result. If some teachers are performed well, they can get promotion. However, when some teachers get below the standard of low result for consecutive 3 or 5 years he/she may lose salary increment, bonus and reduction academic status. For instance: professor becomes to associate or associate professor becomes assistant and the like. In this connection, in China new teachers are under pressure in order to meet promotion stated requirement" (ZJNU, T12, 2016) and (ZJNU, T13, 2016).

On the other hand, almost half of the interviewed teachers revealed that despite of seriously used for promotion, we did not experienced the practice of any events that teachers who were retained or dismissed because of their performance appraisal. So that no promotion, no retention, no dismissal and feedback. On top of this, also few of them argued that "TPA in an extreme cases sometimes the university used for dismissal purpose" (ZJNU,T02, 2016) , (ZJNU,T03, 2016) and (ZJNU,T08, 2016). One participant noted that "it is used for promotion, retention and increase in salary, however, in few cases it uses for dismissal purpose. For instance, I remember 1 teacher dismissed not from our college, but from other college in this university was dismissed because of low performance result." (ZJNU, T11, 2016).

Therefore, from preceding explanation one can recognize that the university used teachers' performance appraisal seriously used for personnel decision making purpose such as for the sake of promotion (provision of reward in the form of money at the end of every year and on the basis of 3 or 4 years result they can upgrade in academic status/rank) and demotion (absence of bonus money or salary and reduction of academic status/rank). As indicated few of the respondent disagreement with top management notion, despite of serious use of promotion effort it was rarely used for retention and dismissal. And also the university did not give much attention as an important tool in order to improvement teaching learning process.

4.2.2.7 The Effect of Teachers Performance Appraisal on Teachers Career Promotion and Professional Development.

Concerning to effect (negative or positive) of teachers performance appraisal, the interviewed university top management indicated that if it is appropriately done, it has positive effect on both teacher and the university which in turn help to realize better quality of education, whereas when it is inappropriate manner, the reverse will be true. So those in our university no negative effects happened in terms of TPA practice. In this regard, the chairperson of teachers union also shares the same ideas of university top management. Similarly, almost most of interviewed teachers explained that it has both (positive or negative) effects were experienced, that means motivate or discourage the teachers in terms of achieving institutional goals. Among those respondent the one indicated that:

I think it has both effects, that means in some cases positive aspect it can helps to published more research articles in order to get more research project or resources and when we come to negative effect sometimes when the evaluation is done inappropriate manner, it discourage teachers to perform their activities. And also it pushes teachers to do research within one year that leads to poor quality of research output. In other word, the urgency and constraint of time will hamper the quality of the research articles. In general, a good evaluation system gives courage and incentives or rewards instead of punishment (ZJNU, T06, 2016).

However, few of the interviewed respondents indicated that after the completion of the evaluation, it did not have negative or positive effect in our career and professional development and others, so that they put themselves on intermediate place about it.

Hence, it is possible to suppose that there was positive or negative effects were experienced depending on the nature of practice different colleges, institutions, schools and department in the university. In other words, it was used as a personnel decision making instrument for promotion or demotions so as to achieve expected intuitional goals. For those best performers there was reward in the form of award/prize, bonus money and/ or for those low performers there was reduction of academic status or bonus money of the teachers in order provide quality service delivery for its customer or to ensure quality of education.

4.2.2.8 The Benefit of Performance Appraisal for Both Teachers and University

Performance appraisal is very important factor for both teachers and university to achieve predetermined individual or institutional goals efficiently and effectively. In this connection, concerning to the benefit of TPA in the case of teachers' perspective the interviewed university top management explained that "it helps to exercise equity among the teachers by using the same criteria for all without discrimination, it helps to provide reward for excellent teachers and it helps to identify competent teachers, whereas in the case of university perspective it helps the university to reach high reputation rank at right time (ZJNU, T01, 2016). Moreover, the chairperson of teachers union also agreed on the ideas of university top management.

On top of this, most of the interviewed teachers in the case of teachers' perspectives the benefit of TPA explained that it helps to get promotion and more than half of the interviewed teachers agreed that it helps to get feedback (about strength and weakness) from student, peers and university in order to improve their teaching performance. For instance, "the benefit of TPA for the teachers' it helps teachers to get promotion and enable to increase salary status and for the university it helps to know the competence of the instructors and it enables to increase the level of university reputation and ranking" (ZJNU, T12, 2016). Almost half of them added that it helps to improve their level of competence level of the teachers in order to discharge their responsibility efficiently and effectively. Besides, more than half of the interviewed teachers in the case of university perspective the benefit of TPA explained that it helps to identify the competence level of teachers so as to fill the gap for enhancement of education quality and half of them depicted that it helps to increase the reputation or ranking level of the university. Finally, few of them indicated that it helps to provide feedback and control the teachers in order to achieve the intended goals.

Thus, based on the data obtained from the two components of the respondents, it is assertive to conclude that teachers' performance appraisal is crucial element for both teachers and university to ensure quality of education. Specifically, in the case of teachers' perspective it is used to get feedback from student, peers, department head, college or university at large in order to improve their teaching competence and it also help to get promotion, reward, remuneration and recognition, whereas in the case of university perspective it helps to know

or identify the competence level of teachers, it helps to increase the university prestige and reputation, it helps to control teachers and it helps to provide reward in the form of award/prize, bonus money for high performers and/ or for low level of performance to reduce academic status or bonus money of the teachers in order provide quality service delivery for its customer or to ensure quality of education.

4.2.2.9 The major Challenges that Associated with Existing TPA and Possible Solutions

a. Major Challenges

Concerning to major challenges that associated with teachers' performance appraisal system in the university, the interviewed top management revealed that “ there was lack of provision of feed-back at expected manner for individual teachers at the end of the every year based on their performance appraisal” (ZJNU, T01, 2016).

On the other hand, the chairperson of teachers representative or teachers union representative noted that “complexity nature of teaching activity to measure teachers' performance effectively, Shortage of time duration in order to produce quality research, both university and teachers more focuses on quantity than quality of research in order to fulfill the requirement of promotion, using TPA for personnel decision making purpose (promotion) than for improving teaching and learning process” (ZJNU, T14, 2016). Moreover, almost most of interviewed teachers' further added that major challenges that associated with TPA is that subjectivity, lack of responsibility, carelessness and willingness of the students while filling teachers appraisal format or to evaluate teachers. And also, for those who teachers give more class work, assignment and follow up attentively, they give less performance result and vice versa.

Nearly half of them depicted that high level of performance of measuring standard and intensive competitions among scholars were the big challenge for teachers in the university. Among those to show some of the evidences, one participant stated that:

Our university evaluation criteria are the same as to that of research universities in the country. However, our university is comprehensive in nature (it provide both teaching and research). That means it is lower than research universities. Always we have risen to abate its highest criteria. Therefore, the highest level of evaluation criteria that put

pressure on teachers.so that some of the teachers' they do not want to stay in this university instead they leave out, because they cannot survive (ZJNU, T10, 2016).

In the same way, another interviewed respondent teacher added that:

It is not fair for every one which focus on research output and left out the spent of time on teaching. And also the standards of teachers' performance appraisal in this university were much more than project 985 and 211 universities. Even if, the reason behind is to improve the ranking level of the university (ZJNU, To4, 2016)

Yet again, almost half of the interviewed respondents pointed out that there was shortage of time to produce quality of research output or publication, so that the university should consider the problem, this is the major challenge for the teachers. Even if the evaluation time of the teaching seems to be possible to measure annually, however, in the case of research output the submission period not within one year but it seems to be extend more than 2 years in order to produce quality than quantity research output for better country development. In this regard, one participant/respondent stated that “the system of the evaluation of teaching and research were more focus on quantity than quality. So that within short period of time, it is hard to evaluate the quality of teaching and research, so that it should be given 2or 3 years for the research output”(ZJNU, T06, 2016).

Still few of the interviewed teachers disclosed that “lack of consideration of teachers investment outside of the classroom, routine nature of the task itself, lack of feedback, lack of sense of trust on the system”(ZJNU, T07, 2016) and (ZJNU, T12, 2016) and “lack of attention towards teachers values and beliefs, lack of respect on teaches professionalism and lack of psychological support” (ZJNU, T13, 2016).In general, from the preceding discussion results it possible to conclude that the major challenges that associated with teachers' performance appraisal in this university were as follows:

- *Lack of feedback and support from concerned bodies.*
- *Lack of teachers' motivation in order to build good relation with students.*
- *Lack of students' awareness and carelessly random circling without considering actual performance of the teachers.*
- *Lack of attention for teachers' value, beliefs and opinion of the teachers.*
- *Lack of consideration of teachers investment beyond the classroom*

- *Lack of fairness for every one which focus on research output and left out the spent of time on teaching.*
- *Shortage of time in order to produce quality research output within one year. That means evaluation was carried out every year, but some research result can only be shown after several years which affect teachers promotion.*
- *High gap between national project and individual research interest. Sometimes, in order to get good evaluation result, researchers have to choose research topics which they are not interested.*
- *The gap between quantitative evaluation and long-term progress and accumulation.*
- *Conflict between teaching and research. I.e. overlap between research project and individual research interest as well as teaching.*
- *Ambiguity and rigidity nature of criteria and lack of objectivity and scientific nature criteria to measure teacher performance evaluation*
- *Complexity and routine nature of the evaluation system.*
- *The highest level of evaluation criteria which was much more than project 985 and 211 universities that put pressure on teachers. So that some of the teachers' they do not want to stay in this university instead they leave out, because they cannot survive.*
- *Subjectivity of students during the evaluation by associating with their academic result.*
- *Lack of respect on teachers' professionalism.*
- *both university and teachers more focuses on quantity than quality of research in order to fulfill the requirement of promotion,*
- *using TPA for personnel decision making purpose (promotion) than for improving teaching and learning process"*
- *Lack of sense of trust on the system and lack of psychological support (ZJNU, T02, 2016 - ZJNU, T14, 2016).*

b. Solutions

Regarding to challenges that associated with TPA practice with this university, the interviewed top management forwarded that “the possible solutions to implement effective teachers’ performance appraisal includes “provision of feedback for individual teaches at the end of every year based on teachers performance result” (ZJNU, T01, 2016). Besides, chairperson of the teachers’ union representative indicated that “to allivate the problem of research quality, the university should provide enough or adequate time in order to produce quality research without hurry accomplish in order to submit for promotional purpose” (ZJNU, T14, 2016).

On the other hand, most of interviewed respondents to mitigate the challenges, they suggested ideas that provision of periodic feedback and support, make it an easy of evaluation criteria (content) or to be rational and scientific, not ambiguous, considering teachers investment beyond the classroom, before evaluation create awareness among students. On top of this, most of the interviewed respondents advocated that respecting teachers professionalism, make it balance evaluation items seem to be not similar for junior and senior faculty members, make a good condition environment for evaluation, encourage panel of professors, evaluation seems to be pay attention for quality of education, provision of adequate time for research and continual of teaching evaluation twice in a year.

Therefore, from preceding justifications one can recognize that to overcome those challenges that affect effective teachers performance appraisal practice in this university stated as follows:

- Provision of feedback and psychological support in order to improve teacher competence,
- Make it an easy of evaluation criteria (content) or to be rational and scientific, not ambiguous.
- Make it balance the evaluation item between junior and senior staff or not similar for not similar items for all.
- To reduce subjectivity of students create awareness before evaluation.
- Provide adequate fund for individual researchers.

- Developing transparency, clear evaluation procedures and guideline
- Make aware students to evaluate genuinely without associating with their grading, but they seems to be evaluate direct teachers competence
- It seems to be considered out of classroom investment of the teachers
- It should focus on process than result.
- It seems to be make an adjustment and more flexible of evaluation standard for academic rank promotion.
- After evaluation process facilitating the situation for students to reasoning out about their evaluation of teachers (ZJNU, T02, 2016 - ZJNU, T13, 2016).

4.3 Major Findings of Existing Practice of TPA in AAU and ZJNU

4.3.1 Major Findings of AAU Study

The findings of the study concerning to understanding and attitude towards TPA indicated that there was better understanding and fertile ground to implement teachers' performance appraisal with effective manner to achieve quality education. Almost all of respondents pointed out that teachers didn't have good perception and attitude towards teachers' performance appraisal. This is because, in principle even if the importance of teachers' performance appraisal clearly stated in the university legislation on article 32 sub article 32.2.2 – 32.2.4 to improve teachers' capacity and competence in order to enhance education quality, but in practice it was forgotten task, lack of attention and practicability in order to improve teaching learning process. Besides, there was no accountability and responsibility to perform this task for the benefit of students learning. As a result of this, teachers were disappointed, dissatisfied and hopeless towards teachers' performance appraisal system of the university.

The result of the study with regard to the situation of appraisers' team selection procedure and their percentage of each group proportion depicted that even if it lacks regularly, teachers' appraised by different groups such as student, peers and department head which were not officially organized permanent evaluation team but by default the university used as a temporary evaluation team, however, in some departments after 5 or 6 years later there was no peer evaluation experience. Almost all respondents did not know or remember the percentage of each group proportion which was clearly stated in the university legislation

article 32.2 sub articles 32.2.3 and 32.2.4. This implies that it was forgotten task, no attention, lacks regularity or consistency, impracticability as well as the practice of teachers' performance appraisal also varies from one department and another within the same university.

Concerning to effectiveness and reasonability of existing practice of the TPA and the frequency of its implementations periods, the study result indicated that even if in theoretically stated to evaluate teachers 2 times in a year as stated at the national and institutional document, however, in practice only students done regularly and lack consistency of peers and department heads evaluation. In some cases department heads and peer evaluation was not experienced for more than 5 or 6 years ago. Besides, it lacks transparency, commitment, consistency and lack of periodic feedback. It was not well-done, not effective or ineffective and valueless to indicate teachers' performance. It requires only for the sake of promotion from one academic rank to another, but not to improve the whole teaching learning process unless it was forgotten task.

Concerning to provision of feedback provision mechanisms, majority of the respondents indicated that there was serious lack of provision of periodic feedback mechanism in order to improve teachers' performance.

The findings of the study about the appropriateness of the existing teachers performance appraisal criteria depicted that lacks objectivity and scientific approach, administrative than academic in nature, rigorous, deep, tedious, lengthy and difficult to analyzed, not mediate junior and senior teachers or it seems to be one suit for all" principle. So that it needs serious of discussion and continuous improvement with participation of concerned stakeholders in order to prepare relevant and scientific criteria to achieve institutional intended goals.

The findings of the study concerning to the effect of TPA to make decision on promotion, retention and dismissal indicated that the university used TPA seriously for the sake of personnel decision making purpose such seriously promotion and retention, nevertheless use to improve TLP. Despite of such effort rarely used for dismissal. And also the university did not give much attention as an important tool for improvement teaching learning process

Majority of the respondents with regard to the effect of TPA on teachers' career promotion and professional development indicated that even if the university used TPA for the sake of promotion and retention purpose, because of lack of practicability, the effect of the TPA didn't inclined to negative or positive effect as expected and stated in the university legislation. For those best performers and low performers there was no any significant effect (whether promotion or demotion) in order provide quality service delivery for its customers.

According to the data obtained from the respondents it is crucial element for both teachers and university. Specifically, in the case of teachers' perspective it is used to get feedback from student, peers and department head or university at large in order to improve their teaching competence and it also help to get promotion, reward, remuneration and recognition, whereas in the case of university perspective it helps to identify the competence level of teachers, it helps to increase the university prestige and reputation, it helps to retain or dismiss by approving or disapproving contractual agreement with instructors and it helps to fill the skill gap of the teachers in order provide quality service delivery for its customer or to ensure quality of education.

The findings of the study regarding to major challenges that associated with existing TPA depicted that lack of feedback, lack of practicability and consistency, manual based routine activity or lack of automating the TPA system, lack of incentives and remunerations for best performers and no punishment for low performers., absence of organized independent institution/unit to process the task , lack of attention, commitment and enforcement of top management those who responsible at academic unit (department) level, ambiguity and lack of scientific clarity of evaluation criteria, lack of transparency, objectivity, accountability and responsibility, biasness at peer and department level in terms of political attitude and ethnic perspective, using similar items for junior and senior faculty members with the principle of "one suit for all" and absence of good guideline, misunderstanding of students by associating TPA with their actual grade point rather than professional and personal quality of the teachers.

The solutions forwarded by most of the respondents for existing TPA challenges includes Provision of periodic feedback to improve teacher competence, make evaluation criteria communicable, rational or not ambiguous, establishing an independent and

responsible unit as well as automate the TPA system to process the task effectively, establishing incentives and remunerations mechanisms for best performance and punishment for low performance, evaluation items not similar for junior and senior faculty members with the principle of “one suit for all”, it focus on teachers’ competence, but not their personality, make aware students evaluation genuine without associating with their grade point, but evaluating teachers competence.

4.3.2 Major Findings of ZJNU Study

The findings of the study concerning to understanding and attitude towards TPA indicated that there was better understanding and fertile ground to implement teachers’ performance appraisal with effective manner to achieve quality education. At existing situation of TPA, almost all of respondents pointed out that teachers did not have good perception and attitude towards teachers’ performance appraisal. This is because, more than half of the respondents as agreed that since; the university seems to be much more inspire on research output than actual teaching effort which pressurized teachers to publish more journals in order to promote academic rank, so that teachers attitude or perception towards TPA was not good. They believe that it put much pressure on teachers in order to survive in the university and they perform their task without job satisfaction.

The result of the study with regard to the situation of appraisers’ team selection procedure and their percentage of each group proportion depicted that teachers were evaluated by student, peers and department heads, but this idea is not functional in all colleges; because in some colleges department heads were not evaluate the TPA (Ex: foreign language college department head can’t evaluate the teachers). Almost all respondents do not know the percentage of proportion each group evaluate the teacher and beyond the student 25% evaluation for teaching oriented teachers, about the rest of 75% (50% teaching and 25% social activity of the teachers) evaluation respondents they have different views i.e. some of them said department or others said office or college deans. Not only this but also, they did not know the percentage of each group or categories proportion to evaluate/apprise the teachers. There was no officially designated and organized TPA team in the university. However, teachers’ evaluation system procedures are to somehow complicated and it depends on the types and nature of the tasks performed by the teachers, there was no unified

format and procedures it varies from one college to another college or institution. EX: In some colleges the performance teachers ranked by letters such as 'A', 'B', 'C' & 'D'. And in other college/institutions specifically for those teachers who are in research oriented, performance evaluation ranked like excellent, good, pass/fair and no pass/fail. And also for teaching oriented staff especially 25% of student evaluation named by 4 different categories such as 'highly satisfied' and 'satisfied' and 'basically satisfied', 'not satisfied' (or score 100, 80, 60, 40 and like (ZJNU, 2015). This implies there was lack of clarity and transparency of teachers' performance evaluation in the university.

Concerning to effectiveness and reasonability of existing practice of the TPA and the frequency of its implementations periods, the study result indicated that even if top management of the university and most of the respondents as depicted that TPA conducted once in a year at the end of the academic year for those teachers who are research oriented the final result summarized and finalized by scientific research office, and for teaching oriented teachers twice in a year in each semester and the summation result done by teaching (academic) affairs office. And also there was peer evaluation and panel of professors (those outstanding retired professors group) evaluate in order to provide professional support and feedback after the classroom observation but not included under the formal evaluation. Even if, top management of university and less than half of the respondents were agreed and said that the practice of TPA in the university was effective, well done and reasonable. Conversely, more than half of the respondents in their parts disagreed on the notion and instead they said that it was not effective, reasonable and well-done, because it imposes more pressure on young faculty members than senior professors. Thus, the practice of teachers' performance in the university was not effective, well-done and reasonable to show the real effort of teachers' performance.

The findings of the study concerning to provision of feedback indicated that even if there was some attempts of provision of feedback in the group for the research oriented staff through video meeting at the end of the year, but for teaching oriented staff members they can search and access their performance result from online system by themselves, there was no clearly organized mechanisms to provide feedback in the university in order to improve teachers performance. However, after the evaluation process there was reward or punishment in the

form of increment of bonus money, salary every year or promotion of the academic status for better performance or reduction of salary or academic status for undesirable/low performance within 3 or 4 years.

The findings of the study concerning to the appropriateness of the existing teachers performance appraisal criteria depicted that the existing teachers performance appraisal criteria was rigid or not flexible, lacks mediation between junior and senior staff and lacks objectivity and not considering outside of the classroom activities of the teacher. So that it needs serious discussion and continuous improvement with participation of concerned stakeholders in order to prepare relevant, harmonized and update scientific criteria to achieve institutional goals. .

The findings of the study with regard to the effect of TPA to make decision on promotion, retention and dismissal, indicated that the university used TPA seriously for the sake of personnel decision making purpose such as promotion (provision of reward in the form of money at the end of every year and upgrade in academic status/rank) and demotion (absence of bonus money or salary and reduction of academic status/rank). Even if top management disagree it was used for dismissal, however, few of the respondents indicated that , despite of serious use of promotion effort it was rarely used for retention and dismissal nevertheless used to improve teaching learning process.

The findings of the study with regard to the effect of TPA on teachers' career promotion and professional development indicated that there was positive or negative effects were experienced depending on the nature of practice different colleges, institutions, schools and department in the university. At the end of every year, for those best performers there was reward in the form of award/prize, bonus money and or low performers there was reduction of academic status or bonus money in order provide quality service delivery for its customer or to ensure quality of education.

According to the data obtained from the respondents it is important element for both teachers and university. Specifically, it is used to get feedback from students, peers, department head, college or university at large in order to improve their teaching competence and it helps to get promotion, reward, remuneration and recognition, whereas in the case of university

perspective : it helps to know or identify the competence level of teachers, it helps to increase the university prestige and reputation, it helps to control teachers and it helps to provide reward in the form of award/prize, bonus money for high performers and/ or for low performers to reduce academic status or bonus money in order provide quality service delivery for its customer or to ensure quality of education.

The findings of the study regarding the major challenges that associated with existing TPA depicted that lack of teachers' motivation in order to build good relation with students, lack of students' awareness and carelessly random circling without considering actual performance of the teachers, lack of feedback and support from concerned bodies, lack of attention for teachers value and beliefs of the teachers, lack of consideration of teachers investment beyond the classroom, lack of fairness for every one which focus on research output and left out the spent of time on teaching and shortage of time in order to produce quality research output within one year. That means evaluation was carried out every year, but some research result can only be shown after several years which affect teachers promotion.

The solutions forwarded by most of the respondents for existing TPA challenges includes provision of feedback and psychological support in order to improve teacher competence, make it an easy of evaluation criteria (content) or to be rational and scientific, not ambiguous, make sure criteria to mediate junior and senior staff or not to be one suit for all, reduce subjectivity of students create awareness before evaluation, provide adequate fund for individual researchers, developing transparency, clear evaluation procedures and guideline, make aware students to evaluate genuinely without associating with their grading, but they seems to be evaluate direct teachers competence, it seems to be considered out of classroom investment of the teachers, it should focus on process than result, make an adjustment and more flexible of evaluation standard for academic rank promotion, and after evaluation process facilitating the situation for students for reasoning out about their evaluation of teachers.

5. SIMILARITIES AND DIFFERENCES, LESSON LEARNT, DISCUSSIONS, CONCLUSION, RECOMMENDATIONS AND FUTURE PROPOSITIONS

The main purpose of this study was to analyze and compare the existing practice of teachers' performance appraisal system between Addis Ababa University, Ethiopia and Zhejiang normal university, China. In previous chapter, the data that obtained from the two universities of top management (academic vice president), teachers' union representative and teachers through in-depth semi-structured interview was critically analyzed and interpreted. In this chapter, the study focus on the discussion of results obtained from the preceding chapters (chapter 4). That means based on the analysis and interpretation of the data of the study, the difference and similarities as well as lesson learnt were identified. Following to this, on the basis of findings of the study, discussion, conclusion and recommendations were drawn.

5.1 Similarities and Differences between the two Universities

5.1.1 Similarities of the Study

- In both universities, students were evaluating teachers regularly on the bases of course delivery i.e. students were not evaluate all of the teachers at the same time but students who receive certain course form particular instructor, they are required and expected to evaluate that teachers.
- In both universities there was no officially recognized permanent teachers performance evaluation team, but by default they were used temporary evaluators such as students, peer (in ZJNU even if it was not included as a formal part of evaluation) and department heads/deans and did not remember percentage of each group proportion to evaluate teachers.
- In both universities even if teachers spent much of their time on teaching, paradoxically more weight would be given for research output (journal articles and periodicals) than teaching in order to promote academic rank.

- As agreed most of the respondents in both universities, teachers performance appraisal criteria were not flexible and scientific as well as not mediate junior and senior teachers or it seems to be one suit for all” principle. Thus, the criteria were not appropriate to measure teachers’ performance appraisal effectively and it need some adjustment and improvement in order to measure authentic teachers’ performance.
- In both universities teachers’ performance appraisals seriously used for personnel decision make purpose such as for promotion and retention (to renewal contractual agreement) rather than to improve teaching and learning process as whole, it was rarely used for dismissal purpose.
- In both universities there was lack of provision of feedback from university officials in order to improve teaching performance of the teachers.
- Most of the respondents of both universities in terms of TPA benefit with perspective of teachers mentioned that it helps to improve teaching performance of the teachers; it helps to get feedback from stakeholders such as students, peers, department heads, and university managements and others.
- Most of the respondents of both universities agreed that students’ evaluation was not properly done to measure real competence of the teachers. It was exposed to the subjectivity rather than objectivity. This is because; most of the students were linking their grade point with teacher evaluation rather than the evaluating actual competence of the teachers, so that teachers were complaining and expressing their dissatisfaction on students’ evaluation which needs proper follow up and control in order to measure authentic teachers performance appraisal.

5.1.2 Differences of the Study

- In ZJNU, at the end of the TPA process there was reward in the form of cash or salary increment for best performers teachers and punishment for those low performers in the form of absence of bonus money, reduction of salary at every year and reduction of academic status within 3 or 4 years result. Ex: Level-2 professor becomes level-3 professor ... etc. which was done in all levels of academic ranks, where as in the case of AAU there was nothing (no reward or punishment).

- In AAU, peer evaluation considered as formal evaluation part of teacher evaluation and it account 15%, whereas in ZJNU peer evaluation is not considered as formal evaluation it require to provide feedback after the classroom observation for the teacher in order to improve teaching performance.
- In ZJNU, there was panel of supervisor (outstanding retired professors group) by organizing and attending someone teacher class presentation in order to provide feedback for the teachers, whereas in the case of AAU there was no such experience and effort to provide feedback for the teachers.
- AAU founded in 1950 and controlled by federal democratic Centralgovernment, whereas ZJNU founded in 1956 and controlled by Zhejiang provincial government.
- In AAU students evaluate their teachers' from 50% both teaching and research effort of the teachers, whereas in ZJNU students' evaluation accounts 25%.
- In AAU TPA ranked or graded with percentage, whereas in ZJNU teachers' performance appraisal grading system was not unified in all colleges/institutions, but vary from college to college. EX: some of the colleges graded by letters ('A', 'B', 'C' and 'D'), others graded by words such as excellent, very good, good, again others graded such as highly satisfied, satisfied, no satisfied and like.
- In ZJNU, teachers performance appraisal administered and summarized by independent units such as academic/teaching affairs which responsible for teaching oriented staff and institution of scientific research office which was responsible for research oriented staff with help of online system, whereas in AAU there was no independent unit and responsible body to summarize TPA result but usually it was done by various units and departments as a supplementary/extra task manually with pen and paper.
- In AAU most of the respondents agreed that TPA was forgotten task and it was done for the sake of promotion purpose only, whereas in the case of ZJNU TPA was done for academic rank promotion ,provision of award or bonus in the form of money, salary increment and or demotion (absence of bonus money, reduction of salary academic status).
- In ZJNU TPA done with regularly within every year, where as in AAU TPA lacks regularity/consistency/.

5.2 Why they were Similar and Different Each Other?

5.2.1 Why they were Similar?

The rationale behind for the similarities of the two universities is that from the very beginning of their foundations, both are oldest and comprehensive in their nature of educational programs. They have also long-term rich experience with regard to research and teachers' education orientations as well as they share a number of similar traits in academic world. In both universities Confucius institution was functioning to promote global knowledge of the Chinese language and culture. According to AAU (2015) in 2015 among 6,813 are with first degree graduate students, 14 of them were Chinese language, the first batch to come out. Besides, even if the ideological route of the Ethiopian government is democratic in nature, however, since 1974-1991 has followed the same socialist ideological route with that of current Chinese government which has its own contribution for their seminars. Both universities (ZJNU and AAU) have large faculties. These include a variety of ranks, from temporary instructors to tenure-track or regular faculty. The academic prestige each institution enjoys is directly related to the quality of education and its tenure-track or regular faculty. Besides, even if, both universities were comprehensive in nature in terms of the provision of educational programs, however, currently they were striving to become reputable research oriented universities in their counties.

5.2.2 Why They Were Differing?

From the very beginning of their establishment, both universities were founded at different years i. e Addis Ababa University was launched as a university college in 1950 and Zhejiang University was founded in Hangzhou as a teacher training college in 1956. Addis Ababa university was controlled or governed by central government (Federal Democratic government of Ethiopia), whereas Zhejiang normal university was governed by provincial government. And also China built the largest higher education system in the world among which Zhejiang normal university was the major one in the country. Besides; China has the 2nd largest economy in the world which has a positive effect for Zhejiang normal university in terms of adequateresourceallocation from the government as compare to that of Addis Ababa University in order to perform educational activities efficiently and effectively. Moreover, due to the technological advancement of China, Zhejiang normal university wasconductingteachers' performance appraisal with the help of online system, whereas

Addis Ababa University perform teachers performance appraisal with manual based approach. At AAU the application of teachers' performance appraisal lacks regularity and practicability, where as in ZJNU TPA done regularly for personal decision making (academic promotion or demotion within 3 or 4 years interval and provision or reduction of bonus money on the basis of 1year evaluation result). Lastly but not the least, , working cultural and value system or philosophy as well as technological advancement of both universities also differs each other .i.e. Zhejiang normal university was more advanced than that of Addis Ababa University.Due to such reasons both universities were differ each other.

5.3 Lessons Learnt

- AAU needs to learn from ZNU about the provision of reward for those best performers (in the form of cash or salary increment) and punishment for those low performers (in the form of absence of bonus money, reduction salary) at the end of TPA process in every year.
- AAU needs to learn from ZNU about the reduction of academic status from those who has got low level performance appraisal result on the basis 3 or 4 years performance result. Ex: Level-2 professor becomes level-3 professor ... etc. which was done in all levels of academic ranks.
- AAU needs to learn from ZJNU about the administration and application of online system or automation for teachers' performance appraisal rather than manual based approach or with pen and paper in order to provide prompt and quality service for its customers.
- AAU needs to learn from ZJNU about establishment of independent units such as academic/teaching affairs which is responsible for teaching oriented staff and institution of scientific research office which is responsible for research oriented staff to process TPA effectively.
- AAU needs to learn from ZJNU about a panel of professors (outstanding retired professors group) organizing and attending classroom observation in order to provide feedback for the teacher at every semester to improve teachers' performance, but not formal evaluation or not considered percentage of proportion on teachers' formal appraisal.

- ZJNU seems to learn from AAU about the formal peer evaluation which accounts 15% as a formal evaluation component, because they know each other their strength and weakness more than any other. So that it account or give certain amount of performance evaluation percentage of teachers performance appraisal in order to improve teaching performance.
- ZJNU needs to learn from AAU about the proportion of students' evaluation which accounts 50% of the overall evaluation of the teachers' performance appraisal which is greater than that of ZJNU students' evaluation accounts 25%. This is because students they know more than any others about the teacher, if it is properly done; it is a good experience to enhance teachers performance

5.4 Discussions

5.4.1 The attitudes of Teachers towards Teachers performance appraisal

The Findings of the study in both universities indicated that teachers attitude towards teachers' performance appraisal were not promising. This is because; specifically, in the case of AAU in principle even if the importance of teachers' performance appraisal clearly stated in the university legislation on article 32 sub article 32.2.2 – 32.2.4 to improve teachers' capacity and competence in order to enhance education quality, but in practice it was forgotten task, lacks attention, regularity and practicality in order to improve teaching learning process. Besides, there was no accountability and responsibility to perform this task for the benefit of students learning. As a result of this, teachers were disappointed, dissatisfied and hopeless towards teachers' performance appraisal system of the university. This finding of the study similar with Wossenu (2005) research conducted entitled called "faculty evaluation" at the same AAU, on his finding stated that all available evidences also show that the evaluation system lacks regularity, consistency, and uniformity. In this regard, it would be reasonable to presume that both evaluators and academic staff were dissatisfied with the faculty evaluation system in the university. From these explanations, we can recognize that the current study and the previous research findings on the same university were similar or match each other. This implies that even though the university stated the importance of TPA in its legislation, the university still now was not committed and considers the contribution of teachers' performance appraisal to improve teachers'

performance in order to enhance quality of education. In other word, there was mismatch between intended objective of TPA and actual practice in the university.

On the other hand, in the case of ZJNU seems to be much more inspired on research output than actual teaching which in turn leads to teachers seems to be instead of devoting much of their time to teach and help students than producing research output (different articles and journals) in order to fulfill the university requirement. Teachers assumed that teachers performance appraisal was used as a tool to pressurized and enforce young teachers than senior professors to publish more journals rather than actual teaching effort in order to promote from one academic rank to another. Therefore, their attitude or perception towards TPA is not good and they believe that it put much pressure on teachers in order to survive in the university and they perform their task without job satisfaction which in turns leads to poor quality of education. The findings of this study agree with (Wang, Y. et al. 2011) the present system of faculty evaluation in China results in higher pressure on young faculty. They have to teach relatively more classes than senior faculty. At the same time, they are required to publish more in order to be promoted. The phenomenon of job burnout is very common among young faculty, and impedes the creativity of the faculty as a whole. This implies that the university seems to be inspired to appeal and build teachers attitude positively towards teachers' performance appraisal implementation procedures in order to accept and fit the university intention.

5.4.2 Provision of periodic Feedback

The provision of feedback is very important element to implement effective teachers' performance appraisal. Most of the literatures advocate the provision of feedback for continuous improvement of teachers' performance on their profession. However, the findings of the study indicated that in both universities there were lacks of provision of periodic feedback from university officials in order to improve teaching performance of the teachers. This findings of study agreed with Donaldson (2012) report that although teachers need constructive feedback from skilled practitioners in order to improve their teaching, research suggests that feedback is often not a common occurrence in schools (OECD, 2009a & Zatynski, 2012). Lack of provision of feedback is contrary to Armstrong (2006) the aim is for feedback to promote this understanding so that appropriate action can be taken. This can

be positive action taken to make the best use of the opportunities the feedback has revealed or corrective action where the feedback has revealed that something has gone wrong. Similarly, according to the 2009 TALIS report (OECD, 2009a), appraisal and feedback have a strong influence on teachers, increasing job satisfaction and improving teaching practice. Performance appraisal needs to provide feedback to teachers about their professional practice and offer opportunities for improvement. This implies that the literatures also confirmed the importance of the feedback to correct wrong actions and to sustain best experience, but both universities lack this basic issue, so that they need to provide periodic feedback in order to improve teachers' performance for benefit of students learning.

5.4.3 TPA Used as a Tool to Make Decision on Teachers' Promotion, Retention and Dismissal

Even if using the result of teachers performance appraisal for promotion, retention and dismissal practices absolutely contradict with the primary purpose of TPA which is aimed to improve teaching learning process, however, the findings of the study of both universities indicated that in practice it is used as an instrument for personnel decision making purpose such as promotion and retention purpose not intended to improve teaching learning process. So that the findings of this study agree with (Cashin, 1996) the higher education rhetoric is almost universal in stating that the primary purpose of faculty evaluation is to help improve their faculty performance. However, an examination of the systems--as used--indicates that the primary purpose is almost always to make personnel decisions. That is, to make decisions for retention, promotion, tenure, and salary increases (summative evaluation). Moreover, leaving it till a particular time and forwarding to the appointments and promotions team places a lot more emphasis on promotion rather than improvement (Okafor, 2005). This implies that the findings of the study and the literatures confirmed that even though teachers' performance appraisal very important to improve teaching learning process both universities were not benefited from TPA practice as stated in the principle, because the institutions under the study they gave more emphasis for promotion than improvement of their teaching learning process which is mismatch with primary objective of performance appraisal.

5.4.4 The effectiveness of Performance Appraisal system

The findings of the study of both universities indicate that even if top management of the university argued as it is effective and well done, however, most of the respondents indicated that it was ineffective, not reasonable and not well done to show the real effort of teachers. In the case of ZJNU, impose more pressure on young faculty members than senior professors because of high standard of evaluation criteria, rigidity and inflexibility of criteria, lack of consideration of outside of classroom activity of the teachers, more given emphasis for research output or publication and left out teaching effort of teachers and lack of mediation performance criteria for junior and senior teacher and lack of provision of periodic feedback and the like. Because of such reasons it was not effective, reasonable and well-done to show the real effort of teachers.

Specifically in the case of AAU even if in theoretically or in principle has 3 components or categories of appraisers (students, peer and department head) and they evaluated 2 times as stated at the national and intuitional document, however, in practice only students done regularly and lack consistency of peers and department heads evaluation. As explained by some respondents, in some cases department heads and peer evaluation was not experienced for more than 5 or 6 years ago. Besides, it lacks transparency, commitment, consistency and lack of periodic feedback. Hence, as noted by the majority of the interviewed respondents, it was not well-done, not effective or ineffective and valueless to indicate teachers' performance. In some cases it requires only for the sake of promotion from one academic rank to another, but not to improve the whole teaching learning process unless it was forgotten task. This finding is in agreement with that of Wossenu (2005) the effectiveness of the university evaluation system in attaining its intended purpose is ineffective and highly ineffective. This result implies that there was misalliance between the intended purpose of evaluation system and actual practice of teachers performance appraisal system in the university which unable to meet the ultimate goal of performance evaluation in order to improve teaching learning process.

Appropriateness of Performance Appraisal Criteria

The findings of the study indicates that in both universities most of the respondents agreed that the existing performance appraisal criteria were not appropriate to measure teachers' performance appraisal .They were not flexible and scientific as well as no mediate junior and senior teachers or it seems to be one suit for all” principle to measure teachers performance appraisal. So that it needs serious discussion and continuous improvement with participation of concerned stakeholders in order to prepare relevant, harmonized and update scientific criteria to cope up with quick and prompt changing world environment to achieve institutional intended goals. The current study finding of AAU is similar with Wossenu (2005) conducted the research in AAU on same issue and his finding demonstrated that the criteria employed to evaluate instructors by students, colleagues and deans/department chairs were not appropriate to enable the evaluators to make fair and objective judgments on the performance of instructors In this connection, the findings of the study contrary to (OECD, 2009) the essential basis for good practice in evaluation is the existence of clear criteria which are consistently applied by competent (trained and experienced) evaluators. This requires the development of explicit guidelines about what is expected from professional practice.

5.4.6 Students Evaluation

The findings of the study indicates that in both universities students were evaluating teachers regularly on the bases of course delivery i.e. students were not evaluate all of the teachers at the same time but students who receive certain course form particular instructor, they are required and expected to evaluate that teachers. Ideally, students' evaluation is very important element in the process of effective teachers' performance appraisal or evaluation. This is because; they know more about their teacher professional and personal quality as well as his/her attitude towards helping and enabling students. If the students' evaluation is supported and followed by concerned officials of the university to reduce subjectivity of the students of students' evaluation, it is possible measure objective or appropriate teachers' performance appraisal. However, in practice as indicated most of the respondents of both universities agreed that students' evaluation was not properly done to measure real competence of the teachers. It was exposed to the subjectivity rather than objectivity. This is

because; most of the students were linking teachers performance evaluation with their grade point rather than the evaluating actual competence of the teachers, so that teachers were complaining and expressing their dissatisfaction on students' evaluation which needs proper follow up and control in order to measure authentic teachers performance appraisal. This finding of the study is similar with Kelly, M (2012) although students respond that they personally fill out the set honestly, they believe that some other students are likely to rate instructors based on the grade they receive or use the sets to "get back" at instructors. The findings of study also indicated that some teachers who teach undergraduate students do get feedback from the evaluation. So usually, they think only teachers who give less homework and high score will get better evaluation from students. Those who are strict with students' learning usually get lower score in student evaluation. This will decrease teachers' motivation to work hard and be responsibility for student progress.

5.4.7 The Benefit of Performance Appraisal for Both Teachers and University

The findings of the study indicated that teacher's performance appraisal is crucial element for both teachers and university. Specifically, in the case of teachers' perspective it is used to get feedback from student, peers and department head or university at large in order to improve their teaching competence and it also help to get promotion, reward, remuneration and recognition, whereas in the case of university perspective it helps to identify the competence level of teachers, it helps to increase the university prestige and reputation, it helps to retain or dismiss teachers by approving or disapproving contractual agreement and it helps to fill the skill gap of the teachers in order provide quality service delivery for its customer or to ensure quality of education. The findings of this study is similar with Murphy and Cleveland (1995) performance appraisal can benefit of organizations and employee in four ways such as 1) it can improve organizational decisions including reward allocation, promotions, layoffs and transfers. 2) It can improve individual career decisions and decisions about where to focus one's time and effort. Individual employees must make many decisions concerning their present and future roles in an organization. They must decide how, or if, they will develop future strengths and what sort of career goals they should pursue. Performance appraisal can provide accurate, timely and detailed feedback to assist in the quality of these decisions. 3) Providing a set of tools for evaluating the effectiveness of current or planned ways of

operating. 4) Influence employees' views of and commitment to their organization. The quality of performance appraisal and feedback has a role in the perceptions of the fairness, legitimacy, and rationality of a wide range of organizational practices. None of these four benefits will automatically accrue to an organization due to the mere presence of a performance appraisal system. However, an organization that does a good job at performance appraisal may incur some or all of these benefits.

5.4.8. Major Challenges that associated with the implementation of TPA

The findings of the study as indicated by majority of respondents the major common challenges that associated with teachers' performance appraisal in these universities were as follows: Lack of teachers' motivation in order to build good relation with students, lack of students' awareness and attention while filling the format carelessly to finish quickly and random circling without considering actual performance of the teachers' whereby the performance teachers' result is not genuine, subjectivity of students during the evaluation of teachers performance by linking with their academic result (grade point). students linking their grade point with teachers performance evaluation which were different aspects, lack of periodic feedback and support from concerned bodies, lack of consideration of teachers investment beyond the classroom, paradoxically more weight given for research output than teaching or lack of fairness for every one which focus on research output and left out the spent of time on teaching or conflict between teaching and research. That means the performance evaluation more emphasizes on research project and publication, but teaching takes too much time, lack of time Students to evaluate teachers within few period times on the system, routine nature of evaluation by itself makes the activity difficult, lack of scientific nature of clarity, ambiguity and rigidity of the criteria to measure teacher performance evaluation and using similar items for junior and senior faculty members with the principle of "one suit for all" .

More specifically, in the case of ZJNU high standards of teachers' performance appraisal for promotion which was seems like to be much more than project 985 and 211 universities. Consequently, there was higher and intensive competition among scholars even if, the reason behind is to improve the ranking level of the university. In this connection, shortage of time in order to produce quality research output within one year. That means evaluation was

carried out every year, but some research result can only be shown after several years, So that these situations affect teachers' promotion, high gap between national project and individual research interest. Sometimes, in order to get good evaluation result, researchers have to choose research topics which they are not interested, these situations create for teachers, to find out overlap between research project and individual research interest. Moreover, some teachers who teach undergraduate students do get feedback from the evaluation. So usually, they think only teachers who give less homework and high score will get better evaluation from students. Those who are strict with students' learning usually get lower score in student evaluation. This will decrease teachers' motivation to work hard and be responsibility for student progress. The highest level of evaluation criteria that put pressure on teachers. so that some of the teachers' they do not want to stay in this university instead they leave out, because they cannot survive, lack of respect on teachers' professionalism.

On the other hand, in the case of AAU precisely major challenges lack of feedback, lack of practicability and consistency, existence of manual based routine activity or lack of automating the TPA system lack of incentives and remunerations for best performance, absence of systematically organized independent institution to process the task , lack of attention, commitment and enforcement of top management those who responsible at academic unit (department) level, lack transparency, accountability and responsibility, biasness peer and at department level evaluation in terms of political attitude and ethnic perspective or lack of objectivity of evaluators. The finding is similar with Wossenu (2005) the major problems encountered in AAU in evaluating the performance of the instructors in the university were found to be absence of feedback, mechanisms to instructors after the evaluation, poor administration system, absence of independent body for overall administration of the evaluation system in that order. This implies that the problems were not resolved still now, but it was rolling out throughout the year. Therefore, to attain the intended purpose of teachers' performance appraisal as much as possible both universities were seems to be overcoming such challenges and make conducive environment for teachers' performance appraisal effectiveness in order to ensure quality of education.

5.5 Conclusion

On the basis of findings of the study the understanding level of teachers towards TPA in both universities, they have better understanding and fertile ground to implement teachers' performance appraisal with effective manner to achieve quality of education. Besides, the study disclosed that concerning to the attitude of teachers towards TPA, in both universities the attitude of teachers towards TPA was not good. This is because, in the case of ZJNU, it was much more inspired on research output than actual teaching which used as a tool to pressurized and enforce especially young teachers to publish more journals than actual teaching effort in order to promote from one academic rank to another, so that majority of respondents were disinterested on TPA. In this connection, in the case of AAU because of impracticability of TPA, teachers did not have good perception and attitude towards teachers' performance appraisal. Even if its importance clearly stated in the university legislation on article 32 sub articles 32.2.2 – 32.2.4 to improve teachers' competence in order to enhance education quality, but in practice it was forgotten task, lack of attention and practicality in order to improve teaching learning process. Consequently, teachers were disappointed, dissatisfied and hopeless towards TPA system of the university.

With regard to appraisers' selection, organization and percentage of each group proportion, in both universities there was no officially recognized permanent evaluation team but by default teachers evaluated by students, peers and department heads/administrative officials. And also almost all of the respondents of both universities respondents did not know the percentage of each evaluation group proportion to evaluate teachers.

In relation to frequency of evaluation periods and effectiveness as well as reasonability of the TPA, in both universities students evaluation more or less done regularly, however, peer and department head/deans evaluation was not done regularly or done at the end of the year. As majority of interviewed respondents from AAU and more than half of the respondents from ZJNU was noted that TPA was not well-done, not effective or ineffective and valueless to indicate teachers' performance.

Concerning to provision of the periodic feedback, even if ZJNU has relatively better position as compare to that of AAU, however, both universities did not have clearly organized mechanisms to provide feedback for the teachers' in order to improve teachers performance.

Precisely in ZJNU even if there was some attempts of provision of feedback in the group for research oriented staff through video meeting at the end of the year, but for teaching oriented staff no such effort, they can search and access their performance result from online system. However, after the evaluation process the university provides a reward or punishment in the form of increment/reduction of bonus money, salary or promotion. On the other hand, in the case of AAU, majority of the respondents argued that there was serious lack of provision of periodic feedback mechanism to enhance teachers' performance in order to improve the whole teaching learning process.

In both universities performance appraisal criteria were not appropriate to measure teachers' performance appraisal. More specifically, the analysis of data indicated that it lack of mediation between junior and senior staff or it seems to be "one suit for all", lacks objectivity, flexibility and lack of considering outside of the classroom efforts of the teacher to measure teachers' performance effectively. So that it needs serious discussion and continuous improvement with participation of concerned stakeholders in order to prepare relevant, harmonized and update scientific criteria to achieve institutional intended goals.

In both universities TPA seriously used for the sake of personnel decision making purpose such as promotion, retention and slightly used for dismissal than the basic intended purpose of improving teaching learning process. Explicitly in ZJNU, it was used seriously used for the sake of promotion (provision of reward in the form of bonus money at the end of every year and upgrade at every 3 or 4 years in academic status/rank) and demotion (absence of bonus money or salary and reduction of academic status/rank). And also rarely used for retention and dismissal. In AAU majority of the respondents indicated that it was seriously used for the sake of personnel decision making purpose such promotion, nevertheless use to improve teaching learning process. Despite of such effort rarely used for retention and dismissal.

Concerning to effect (negative or positive) of TPA implications on teachers, ZJNU was relatively better than that of AAU. This is because, in ZJNU after the completion of the performance appraisal process, the university provides reward such as increment of salary, provision of bonus money, upgrading the status of academic rank ...etc. and in contrast for low performers the reverse will be true, whereas in AAU even if the university used TPA for

the sake of promotion purpose, because of lack of practicability the effect of the TPA didn't inclined to negative or positive effect(whether promotion or demotion) as expected and stated in the university legislation.

With regard to benefit of TPA for both university and teachers, as indicated both universities majority of respondents it is crucial element for both teachers and university. For teachers' perspective it is used to get feedback from student, peers, department head, college or university at large in order to improve their teaching competence and it also help to get promotion, reward, remuneration and recognition. For university perspective it helps to identify the competence level of teachers, it helps to increase the university reputation, it helps to control teachers and it helps to provide reward in the form of award/prize, bonus money for high performers and/ or for low level of performance to reduce academic status or bonus money of the teachers in order provide quality service delivery for its customer or to ensure quality of education.

Regarding the challenges that associated with TPA, in both universities most of the problems of the TPA were more or less similar such as : lack of periodic feedback, lack of scientific clarity and rationality of evaluation criteria, lack transparency, using similar items for junior and senior faculty members with the principle of "one suit for all", Subjectivity and misunderstanding of students the basic intention of TPA by associating their actual grade point rather than professional and personal quality of the teachers. However, specifically in AAU, most of the challenges were related Such as: absence of independent unit and responsible expertise to process the task, lack of consistency and lack of automate the system. Still now the task done was done by departments as a supplementary or extra job which contributes for poor or impracticability of the appraisal system in the university.

With regard to solutions to mitigate the challenges of both universities TPA, the findings of the study indicates almost relatively similar solution were forwarded such as make sure provision of periodical feedback and support, make sure an easy of evaluation criteria (content) or to be rational and scientific, not ambiguous, considering teachers investment beyond the classroom, before evaluation ,create awareness among students, respecting teachers professionalism, make it balance evaluation items seem to be not similar for junior and senior faculty members, make a good condition environment for evaluation, encouraging

panel of professors evaluation seems to be pay attention for quality of education, provision of adequate time for research and continual of teaching evaluation twice in a year. Furthermore, in the case of AAU to reduce the hindrance problem of TPA, make sure for automating the system and the establishment of independent unit and responsible expertise to process the TPA efficiently and effectively.

Concerning to the similarities of study, the findings of the study indicates that in both universities students were evaluating teachers performance regularly on the bases of course delivery, paradoxically the weight would be given for research output than actual teaching for academic rank promotion, the criteria were not flexible and scientific as well as it did not mediate junior and senior teachers. In other word it seems to be one suit for all” principle or all teachers (junior and senior teachers as well as teachers from different disciplines) were evaluating with the same criteria/standard/, so that the criteria were not appropriate to measure teachers’ performance successfully. Besides, both universities were using teachers’ performance appraisal (TPA) for personnel decision making purposes such as promotion and retention as well as rarely used also for dismissal. Both universities were performing students’ evaluation regularly twice in a year within the semester based manner to evaluate teachers’ performance, there was lack of provision of periodic feedback, there was carelessness and unwillingness of the students while filling the format, and subjectivity students’ by linking their grade point with teachers’ performance. On the other hand, both universities also differ with many aspects. For instance, in AAU teachers’ performance appraisal /TPA/ lacks regularity/consistency, whereas in ZJNU it was done with regularly within every year and AAU did not have independent and responsible unit as well as used manual based approach to process the TPA, whereas ZJNU has independent units and it was used online system or automation to process teachers’ performance appraisal.

With regard to lesson learnt, AAU needs to learn from ZJNU about the provision of reward for those best performers in the form of cash or salary increment and punishment for those low performers in the form of absence of bonus money at the end of teachers’ performance appraisal process in every year. Moreover, AAU needs to learn from ZNU about the reduction of academic status from those who has got low level performance appraisal result on the basis of 3 or 4 consecutive years performance result. Ex: Level-2 professor becomes

level-3 professor ... etc. which was done in all levels of academic ranks in the university. On the other hand, ZJNU seems to learn from AAU the formal peer evaluation which accounts 15% as a formal evaluation component, because they know each other their strength and weakness more than any other. So that it accounts or gives certain amount of performance evaluation percentage of teachers' performance appraisal in order to improve teaching performance.

Therefore, in overall the findings of this study shows that many of the necessary conditions for better functioning of the teachers' performance appraisal in both universities were missing the principal objective of TPA with many aspects such as inappropriate criteria, lack of provision of periodic feedback, subjectivity of the students evaluation. This leads to the argument that enforcing the implementation of aspirations, laws, regulations and policies in to effects for improvement of quality education is challenging in the absence of effective teachers' performance appraisal.

5.6 Recommendations

Based on the findings of the study the following measures seem to be undertaken by the both universities management to improve the existing teachers' performance appraisal system in order to improve quality of education such as:

- Both universities need to consider teachers' performance appraisals primarily focus on improvement teachers' competence rather than for only use of personnel decision make purpose such as promotion and retention in order to enhance quality of the education.
- In both universities students' evaluation needs attention and follow up in order to reduce hurry filling evaluation format and association of their grade point with teachers' performance which was far away from teacher evaluation.
- Both universities need attention for provision of periodic feedback in order to improve teachers' performance for the benefit of students learning, consequently for the improvement of the whole teaching learning process.
- Both universities seem to be making sure the amendment of performance appraisal criteria through participation of concerned stakeholders to make clear and avoid or

reduce ambiguity with the consideration of prompt changing world environment which are able to mediate junior and senior teachers.

- AAU needs to establish independent unit and assigning the required responsible and accountable expertise to process the TPA and provide periodic feedback thereby improve teachers' performance in order to enhance quality of education.
- AAU seems to be automating its performance appraisal system in order minimize routine nature of work burden and to provide quality service delivery for customers.
- AAU seems to be share best experience from ZJNU and familiar panel of professor (outstanding professors group) organizing and attending classroom observation of those lag behind teachers to provide feedback at the end of the class in order to enhance teaching performance.
- AAU evaluation system needs the implement of TPA as stated in its legislation at expected level regularly and it seems to be provide reward or award for best/excellent performers and punishment for those who low level performers in terms of salary or academic rank reduction in order to deliver quality service for customers thereby enhance its reputation or prestige.
- In AAU like student evaluation, peer and department head evaluation seems to be keep regularity in order to make the evaluation system effective.
- ZJNU seems to be reconsidering the previously set higher standard or criteria for academic rank promotion which pressurizes more Younger than senior teachers (professors) in the university.
- ZJNU seems to be considering peer evaluation as a formal part of teacher evaluation by providing certain amount of percentage for formal evaluation of the teachers, because they know each other about their peer strength and weakness more than any other, so that it helps to improve teachers' performance.

5.7 Proposition for Future Research

Future research can be conducted on the basis of present research findings; the researcher proposes in-depth study in the following areas of TPA.

- Comparative research on TPA between developed and developing countries of higher education.
- The contribution of effective TPA for quality of Education.

- The linkage between TPA and teachers promotion in higher education institutions.
- The contribution of teachers union to ensure quality of education.

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7. APPENDIXES

7.1 Letter of Informed Consent

To: The Respondents / Participants

July, 2016

_____ University

Addis Ababa, Ethiopia/Jinhua, China

Letter of Informed Consent

Thank you for your willingness to participate in my research study. The focus of my study is to examine and understand comparative research on practice of teachers' performance appraisal: Comparison between ZJNU and AAU. The research will be undertaken as partial fulfillment for my master's studies in the college of teachers Education in the institute of International and Comparative Education at the ZJNU, China. I would like to conduct qualitative research on practice of teachers' performance appraisal at your institution. This would mean that you will be requested to respond to a semi-structured interview. I am prefer for selecting you, because of your service year and rich academic experience assumed to be better understanding about teachers' performance appraisal in your university would make it possible for me to compare the two universities teachers' performance appraisal in relation to the research questions. As a follow up to the semi-structured interview guided questions, I would also like to interview you. The interview will last approximately 35-40 minute. However, you will have the right to terminate the interview at any time or to not respond to a particular question. You may withdraw from the study at any time.

Confidentiality of your data is assured. No name(s) or any other data that could possibly identify participants will be used in the thesis. Transcripts of interviews will be made available to you for comment before it is used. The consent form is attached with this letter. If you are willing to participate in this study, please read and sign the consent form. Do not hesitate to contact me if you have any question(s) or concerns. My contact details are: Institute of international and Comparative Education at college of Education ZJNU, China

Phone: +8617857091948

Email: adinew.ereballo@yahoo.com

I look forward to work with you.

Yours faithfully

.....

Date.....

AdinewEreballoAtesso

Consent Form

I hereby agree to participate in this research project on a research on practice of teachers' performance appraisal: Comparison between ZJNU and AAU. I understand that I can withdraw at any time from the research as a participant. I have received the contact details of the researcher; I need to speak about any issues which may arise from the research/study.

I understand that my response will be anonymous and will remain entirely confidential. I agree to participate in the study. And also I agree to be audio taped.

.....

Respondent / Participant sign

Date.....

1. Demographic back ground information

1.1 sex.....

1.2 Age.....

1.3 Educational back ground

1.4 Major..... Minor.....

1.5 Work Experience

1.6 responsibility

1.7 Year

1.8 Other (if any).....

7.2 Interview Guided Questions

The research title: A research on practice of Teachers performance appraisal: The comparison between ZJNU and AAU.

1. For Academic vice presidents

Research Question 1: How do the processes of teachers performance appraisal practiced in your university?

- What are your personnel attitudes about practice of teachers' performance appraisal?
- Who appraise teachers' performance appraisal in your university? And how the evaluation team selected and organized? If the university has evaluation teams, explain each group evaluate from how many percent?
- In one academic year how many times and when teachers' performance appraisal conducted in your university? Is it possible to say it is well done, reasonable and effective?
- Describe the situation of post-performance evaluation at the end of the evaluation process in every year how the provision feed-back done in your university?
- Do you think your university existing teachers performance appraisal criteria is appropriate enough to measure teachers' performance effectively? If you are saying yes, how? And if you are saying no, why?
- Do you think the university used teacher performance evaluation to make decision on teachers Promotion, retention and dismissal? Why?
- What do you think about the benefit of teachers' performance appraisal for both teachers and university? How?
- What do you think major challenges that associated with the existing teachers' performance appraisal and possible solutions to alleviate such problems in this university?

2. For Teachers union representative

Research Question 1: How do the processes of teachers performance appraisal practiced in your university?

- What are your personnel attitudes about practice of teachers' performance appraisal?
- Who appraise teachers' performance appraisal in your university? And how the evaluation team selected and organized? If the university has evaluation teams, explain each group evaluate from how many percent?
- In one academic year how many times and when teachers' performance appraisal conducted in your university? Is it possible to say it is well done, reasonable and effective?
- Describe the situation of post-performance evaluation at the end of the evaluation process in every year how the provision feed-back done in your university?
- Do you think your university existing teachers performance appraisal criteria is appropriate enough to measure teachers' performance effectively? If you are saying yes, how? And if you are saying no, why?
- Do you think the university used teacher performance evaluation to make decision on teachers Promotion, retention and dismissal? Why?
- Do you think any negative or positive effect of performance appraisal in your career promotion and professional development?
- What do you think about the benefit of teachers' performance appraisal for both teachers and university? How?
- What do you think major challenges that associated with the existing teachers' performance appraisal and possible mechanisms/solutions to alleviate such problems in this university?

3. For Teachers'

Research Question 1: How do the processes of teachers performance appraisal practiced in your university?

- Do you understand teachers' performance appraisal? If you are saying yes, what are your personnel attitudes about practice of teachers' performance appraisal?

- Who appraise teachers' performance appraisal in your university? And how the evaluation team selected and organized? If the university has evaluation teams, explain each group evaluate from how many percent?
- In one academic year how many times and when teachers' performance appraisal conducted in your university? Is it possible to say it is well done, reasonable and effective?
- Describe the situation of post-performance evaluation at the end of the evaluation process in every year how the provision feed-back done in your university?
- Do you think your university existing teachers performance appraisal criteria is appropriate enough to measure teachers' performance effectively? If you saying yes, how? And if saying no, why?
- Do you think the university used teacher performance evaluation to make decision on teachers Promotion, retention and dismissal? Why?
- Do you think any negative or positive effect of performance appraisal in your career promotion and professional development?
- What do you think about the benefit of teachers' performance appraisal for both teachers and university? How?
- What do you think major challenges that associated with the existing teachers' performance appraisal and possible mechanisms/solutions to alleviate such problems in this university?

7.3 Detailed Demographic Background information of both Universities.

Table 7.1: Demographic Background Information of Respondents of the Study

S. No	Sex	Age	Experience	Education Background	Field of specialization	Academic rank	Responsibility	University and Respondents Code
1	M	36	13	MA	Accounting, B/A & finance	lecturer	Teaching and research	AAU, T-Io1
2	F	39	12	PHD	Microbiology	Assistant professor	Teaching and research	AAU, T-I02
3	M	41	15	PHD	History	Assistant professor	Teaching and research	AAU, T-I03
4	M	31	7	PHD	Nutrition and	Assistant	Teaching and	AAU, T-I04

S. No	Sex	Age	Experience	Education Background	Field of specialization	Academic rank	Responsibility	University and Respondents Code
					food science	professor	research	
5	M	46	26	PHD	Educ. Admin/ public policy- HE	Assistant professor	Teaching and research	AAU,T-I05
6	F	43	24	PHD	Special need Education	Assistant professor	Teaching and research	AAU,T-I06
7	M	49	25	PHD	foreign language and literature	Assistant professor	Teaching and research	AAU, T-I07
8	M	40	14	PHD	Political science & international relation	Assistant professor	Teaching and research	AAU, T-I08
9		40	9	MA	Economics	lecturer	Teaching and research	AAU, T-I09
10	M	38	11	MA	Educational planning and management	lecturer	teaching and research & undergraduate coordinator	AAU, T-I10
11		60	35	PHD	Special need education	Full professor	teaching and research	AAU, T-I11
12	M	27	5	MA	Electrical & computer Engineering	Assistant lecturer	Teaching and research	AAU, T-I12
13	M	64	30	MA	Theatre Art	Associate professor	Teachers representative	AAU, T-I13
14	M	43	25	PHD	Educational policy and management	Associate professor	Academic vice president	AAU, T-I14
15	M	59	41	PHD	History	professor	Academic Vice president	ZJNU,To1
16	M	30	8	PHD	Management	Associate professor	Teaching and research	ZJNU,T02
17	F	48	27	MA	Modern contemporary Chinese language	lecturer	Teaching and research	ZJU, T03
18	M	34	5	PHD	Educational	Associate	Teaching and	ZJNU,To4

S. No	Sex	Age	Experience	Education Background	Field of specialization	Academic rank	Responsibility	University and Respondents Code
					sociology	professor	research	
19	F	25	10	PHD	History	lecturer	Teaching and research	ZJNU, To5
12	F	46	20	PHD	comparative Education	Associate professor	Teaching and research	ZJNU, T06
21	M	40	15	MA	Comparative education	Lecturer	Teaching and research	ZJNU, T07
22	F	32	3	PHD	Educational policy	Lecturer	Teaching and research	ZJNU, T08
23	M	46	9	PHD	Computer engineering	Associate professor	Teaching and research	ZJNU, T09
24	F	38	7	PHD	Higher education	Lecturer	teaching and research	ZJNU, T10
25	M	54	32	MA	English language & literature	Associate professor	Teaching advance English	ZJNU, T11
26	M	23	45	PHD	English language and literature	professor	Teaching and research	ZJNU, T12
27	M	42	21	PHD	Economics	Associate professor	Teaching and research	ZJNU, T13
28	M	54	28	MA	Teachers morality education	professor	Teachers union representative	ZJNU, T14

Source: field survey of 2016

7.4 Both Universities Evaluation Criteria Format which Filled by Evaluators

7.4.1. ZJNU, China (To be filled by the students) performance appraisal format


Teaching Assessment System of Zhejiang Normal University (2015)
浙江师范大学

1. Assessment Content: assessments for teaching performance by students are divided into 3 parts: overall satisfaction, specific items and individual assessment.

2. Assessment Method: According to students' experiences during learning, the teaching assessments are classified into 4 levels, including "highly satisfied", "satisfied", "basically satisfied" and "dissatisfied" (or score 100, 80, 60, 40 for convenience).

Teaching assessment indexes are as follows:

No.	Assessment items and index explanation
1	Teaching attitudes: Making full preparations for lessons; attending classes on time; checking homework carefully and giving timely feedback; never adjusting or suspending classes casually; being in high spirit.
2	Class organization and management: Focusing on students' learning; good at making eye contact with students; maintaining the class order effectively; ensuring that no student would play mobile phone, chat or sleep.
3	Teaching contents: Reflecting academic forefront and stressing key points and difficult points; choosing appropriate teaching material, arranging the teaching schedules reasonably with abundant teaching information.
4	Teaching method: Clear thinking and expression; using new classroom forms comprehensively, such as inquiry-based teaching and discussion-based teaching, and making a student-oriented classroom; good at inspiring the learning interests within student; flexible and effective interaction with students.
5	Teaching effects: Caring for students' growth; highly efficient classroom; high gains for students.
6	Overall impression



7.4.2 AAU, Ethiopia (to be filled by the students, peers and department head) performance appraisal format

ADDIS ABABA UNIVERSITY COLLEAGUE EVALUATION QUESTIONNAIRE (To be completed by Department Chairperson/Dean)

Listed below are statements which describe aspects of an instructor's behavior. Please indicate how you rate this instructor, in comparison with the other members of the department, on each statement by clearing one of the following options against each statement:

VG=Very Good F=Fair VP=Very Poor NA=Not applicable
G=Good P=Poor DK= Do not know

Name of colleague to be evaluated _____ Department _____ on the average I have
contract with him. Daily _____ Weekly _____ Monthly _____ Bi-monthly _____ occasionally _____
Faculty _____ academic year _____ Semester _____

No	Questions/Items	1.	VG	G	F	P	VP	DK	NA
1	Willingness to accept additional teaching assignments when compelling stations arise in the department	1.	VG	G	F	P	VP	DK	NA
2	Participating actively in department	2.	VG	G	F	P	VP	DK	NA
3	Willingness to accept related assignment other than regular teaching the department	3.	VG	G	F	P	VP	DK	NA
4	Availability on campus for assigned classes/invigilation	4.	VG	G	F	P	VP	DK	NA
5	Availability on campus for consultations	5.	VG	G	F	P	VP	DK	NA
6	Willingness to share university resources with other colleagues	6.	VG	G	F	P	VP	DK	NA
7	Having positive attitude to work with others	7.	VG	G	F	P	VP	DK	NA
8	Contributing ideas and activities that improve the teaching/learning process	8.	VG	G	F	P	VP	DK	NA
9	Showing concern for the use of resources of the department and the university at large	9.	VG	G	F	P	VP	DK	NA
10	Contributing to the identification of problems in the department and helping in finding solutions to them.	10.	VG	G	F	P	VP	DK	NA
11	Attending seminars organized by the department or faculty	11.	VG	G	F	P	VP	DK	NA
12	Participating actively in seminars.	12.	VG	G	F	P	VP	DK	NA
13	Presenting paper(s) at department for faculty level during the year	13.	VG	G	F	P	VP	DK	NA
14	Presenting papers in national or international conferences and workshops	14.	VG	G	F	P	VP	DK	NA
15	Reporting to department members on the objectives and outcome of such conferences and workshops	15.	VG	G	F	P	VP	DK	NA
16	Identifying priority areas in one's discipline and pursuing research in that area	16.	VG	G	F	P	VP	DK	NA
17	Ability to execute research project	17.	VG	G	F	P	VP	DK	NA
18	Preparation of teaching material	18.	VG	G	F	P	VP	DK	NA
19	Upgrading of teaching material	19.	VG	G	F	P	VP	DK	NA
20	Willingness to accept committee or other assignments outside of the department but within the university	20.	VG	G	F	P	VP	DK	NA
21	Active participation in committees once assigned	21.	VG	G	F	P	VP	DK	NA
22	Willingness to take assignments outside the university in his area specialization	22.	VG	G	F	P	VP	DK	NA
23	Participation in community efforts for development	23.	VG	G	F	P	VP	DK	NA
24	Meeting deadlines	24.	VG	G	F	P	VP	DK	NA
25	Performance as an academic advisor.	25.							
26	Advising on essays/thesis/dissertation	26.	VG	G	F	P	VP	DK	NA

You have any other comments about this colleague?

Note: When a department does not exist, the dean of the faculty will complete this questionaire.



ADDIS ABABA UNIVERSITY
COLLEAGUE EVALUATION QUESTIONNAIRE
 (To be completed by instructor's Colleagues)

Listed below are statements, which desirable aspects of your colleague's. please rate him/her on each of those items by circling the appropriate coded response category. Your rating should be based on a comparison between fine particular individual and the other members of the department. If you felt that you cannot rate him on a particular item or the item is not applicable to his work the response category.

VG=Very Good F=Fair VP=Very Poor NA=Not applicable
 G=Good P=Poor DK= Do not know

Please do NOT write your name

Name of colleague to be evaluated _____ Department _____ on the
 average I have contract with him. Daily _____ Weekly _____ Monthly _____ Bi-monthly _____ occasionally _____
 Faculty _____ academic year _____ Semester _____

Questions/Items									
1	Participating actively in department/faculty/institute meetings :	1.	VG	G	F	P	VP	DK	NA
2	Availability on campus during consultation hours.	2.	VG	G	F	P	VP	DK	NA
3	Willingness to share University resources with other colleagues	3.	VG	G	F	P	VP	DK	NA
4	Showing cordiality to others	4.	VG	G	F	P	VP	DK	NA
5	Being a person one can easily approach	5.	VG	G	F	P	VP	DK	NA
6	Having positive attitude to work with others	6.	VG	G	F	P	VP	DK	NA
7	Respecting ideas of colleagues	7.	VG	G	F	P	VP	DK	NA
8	Contributing ideas and activities that improve the teaching/learning process	8.	VG	G	F	P	VP	DK	NA
9	Contributing to the identification of problems in the department and helping in finding solutions to them.	9.	VG	G	F	P	VP	DK	NA
10	Attending seminars organized by the department of faculty	10.	VG	G	F	P	VP	DK	NA
11	Participating activity in seminars	11.	VG	G	F	P	VP	DK	NA
12	Presenting papers(s) at department for faculty level	12.	VG	G	F	P	VP	DK	NA
13	Presenting papers in national or international conferences and workshops.	13.	VG	G	F	P	VP	DK	NA
14	Reporting to department members on the objectives and outcome of such conferences and workshops.	14.	VG	G	F	P	VP	DK	NA
15	Identifying priority areas in one's discipline and pushing research in that area.	15.	VG	G	F	P	VP	DK	NA
16	Willingness to prepare research proposals with other colleagues.	16.	VG	G	F	P	VP	DK	NA
17	Willingness to help less experienced colleagues in identifying areas of research and developing proposals.	17.	VG	G	F	P	VP	DK	NA
18	Gaining recognition in his/her field or related areas	18.	VG	G	F	P	VP	DK	NA
19	Overall assessment of the colleague	19.	VG	G	F	P	VP	DK	NA

You have any other comments about this colleague?



ADDIS ABABA UNIVERSITY
INSTRUCTOR PERFORMANCE EVALUATION QUESTIONNAIRE
(To be completed by Students)

Listed below are statements, which describe aspects of an instructor's behaviour. Please indicate how you rate this instructor, in comparison with the other members of the department, on each statement by circling one of the following options against each statement:

VG = Very Good **F = Fair** **VP = Very Poor** **NA= Not Applicable** **G = Good**
P = Poor **DK = Do not know**

If you feel that you cannot rate him on a particular item or that the item is not applicable to his work, then mark the response category labeled NA.

Instructor's Name _____ Department _____

Subject _____ Subject Code _____

Faculty _____ Academic Year: 200 ____/200 ____ Semester _____

- | | | | | | | | |
|--|--------|---|---|---|----|----|----|
| 1. Clarification of the statement of general objectives of course. | 1. VG | G | F | P | VP | DK | NA |
| 2. Presentation and clarification of course plan and course outline. | 2. VG | G | F | P | VP | DK | NA |
| 3. Clarification of the statement of specific objectives at the beginning of each chapter or unit. | 3. VG | G | F | P | VP | DK | NA |
| 4. Knowledge of the subject matter. | 4. VG | G | F | P | VP | DK | NA |
| 5. Preparation for classes. | 5. VG | G | F | P | VP | DK | NA |
| 6. Presentation of subject matter clearly in the language of instruction. | 6. VG | G | F | P | VP | DK | NA |
| 7. Presentation of subject matter. | 7. VG | G | F | P | VP | DK | NA |
| 8. Willingness to encourage students to ask or answer questions in class. | 8. VG | G | F | P | VP | DK | NA |
| 9. Willingness to let students express their opinions about the course in the classroom. | 9. VG | G | F | P | VP | DK | NA |
| 10. Availability during consultation hours. | 10. VG | G | F | P | VP | DK | NA |
| 11. Punctuality for class. | 11. VG | G | F | P | VP | DK | NA |
| 12. Meeting classes regularly (non-absenteeism). | 12. VG | G | F | P | VP | DK | NA |
| 13. Ability to arouse students' interest and provoke their thinking. | 13. VG | G | F | P | VP | DK | NA |
| 14. Ability to encourage student participation in the classroom. | 14. VG | G | F | P | VP | DK | NA |
| 15. Appropriate use of available and relevant instructional materials (blackboard, map,....) | 15. VG | G | F | P | VP | DK | NA |
| 16. Providing feedback on homework, tests and/or assignments on time. | 16. VG | G | F | P | VP | DK | NA |
| 17. Usefulness of homework and/or assignments for course work. | 17. VG | G | F | P | VP | DK | NA |
| 18. Presence of questions in tests, exams, or homework, that require reasoning. | 18. VG | G | F | P | VP | DK | NA |
| 19. Amount of time allowed for tests, assignments, or mid-semester exams. | 19. VG | G | F | P | VP | DK | NA |
| 20. Coverage of course content in tests or mid-semester exams. | 20. VG | G | F | P | VP | DK | NA |
| 21. Fairness in marking/grading | 21. VG | G | F | P | VP | DK | NA |
| 22. Clarification of the methods of assessing students | 22. VG | G | F | P | VP | DK | NA |
| 23. Coverage of content according to course outline. | 23. VG | G | F | P | VP | DK | NA |



24. Providing giving a list of reference materials for the course.	24. VG	G	F	P	VP	DK	NA
25. Use of class period for teaching for discussion of subject and related matters.	25. VG	G	F	P	VP	DK	NA
26. Respect for Students.	26. VG	G	F	P	VP	DK	NA
27. Willingness to listen to a student's problems.	27. VG	G	F	P	VP	DK	NA
28. Ability to maintain appropriate discipline in the class	28. VG	G	F	P	VP	DK	NA
29. Clarity of questions in tests, and/or mid semester exams.	29. VG	G	F	P	VP	DK	NA
30. Overall assessment of instructor's teaching effectiveness.	30. VG	G	F	P	VP	DK	NA

Note: The Department would appreciate it very much if you could give additional comments regarding the course which could help us improve the course.

1. Have you been attending classes regularly _____
2. What grade do you expect to earn in this course? _____
3. Identify and positive aspects of the course _____

4. Identify any negative aspects of the course _____

Thank you and good luck!



0911244959
 11/10/20
 11/10/20

← Dr. Kasey Makasha

7.5 Ethical clearance letters

7.5.1 Ethical letter written from ministry of Education to Addis Ababa University in order to get permission to collect primary data ጥናትና ምርምር በማካሄድ ላይ በመሆናቸው ለጥናታቸው ስኬታማነት መረጃዎችን መሰብሰብ እንድችሉ አስፈላጊው ትብብርት እንድረግላቸው እንጠይቃለን።

የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ
የትምህርት ሚኒስቴር
The Federal Democratic Republic of Ethiopia
Ministry of Education

Ref. No. 7/1-13925/1983/35
Date 21/11/08

ባለሙያ አባል የኒኬርስቲ
አዲስ አበባ

ጉዳይ: - ትብብር ስለመጠየቅ:

የመ/ቤታችን ባለደረጃ የሆኑት አቶ አድነው ኤርበሎ የቻይና መንግሥት ለአገራችን በሰጠው የሰከላርሽፕ ትምህርት ዕድል በመጠቀም ከመ/ቤታችን ተልከው በቻይና አገር በሚገኘው ጅንጃንግ ኖርማል ዩኒቨርሲቲ ንጽጽራዊ ትምህርት/ comparative Education/ 2ኛ ድግሪ ትምህርታቸውን በመማር ላይ ይገኛሉ።

በመሆኑም ግለሰቡ የመመረቂያ ጽሑፋቸውን በአዲስ አበባ ዩኒቨርሲቲ- ኢትዮጵያና ጅንጃንግ ኖርማል ዩኒቨርሲቲ- ቻይና መካከል በመምህራን ሥራ አፈጻጸም /Teachers performance appraisal/ ዙሪያ ንጽጽራዊ ጥናትና ምርምር/comparative research/ የሚያካሂዱ በመሆናቸው ለጥናታቸው ስኬታማነት መረጃውን ለመሰብሰብ እንዲችሉ አስፈላጊው ትብብር እንዲደረግላቸው አሳስባለሁ።

ግልጽ:-

- ለከፍተኛ ትምህርት ዘርፍ ሚኒስትር ዴኤታ ጽ/ቤት ትምህርት ሚኒስቴር
- ለአቶ አድነው ኤርበሎ አዲስ አበባ

ከላምታ ጋር

101 አርገዳ ዳገሳ (ዶ/ር)
ማኅበራዊ ደ.ዳ.ት

Received
29 JUL 2016
ADDIS ABABA UNIVERSITY
MANAGEMENT OFFICE

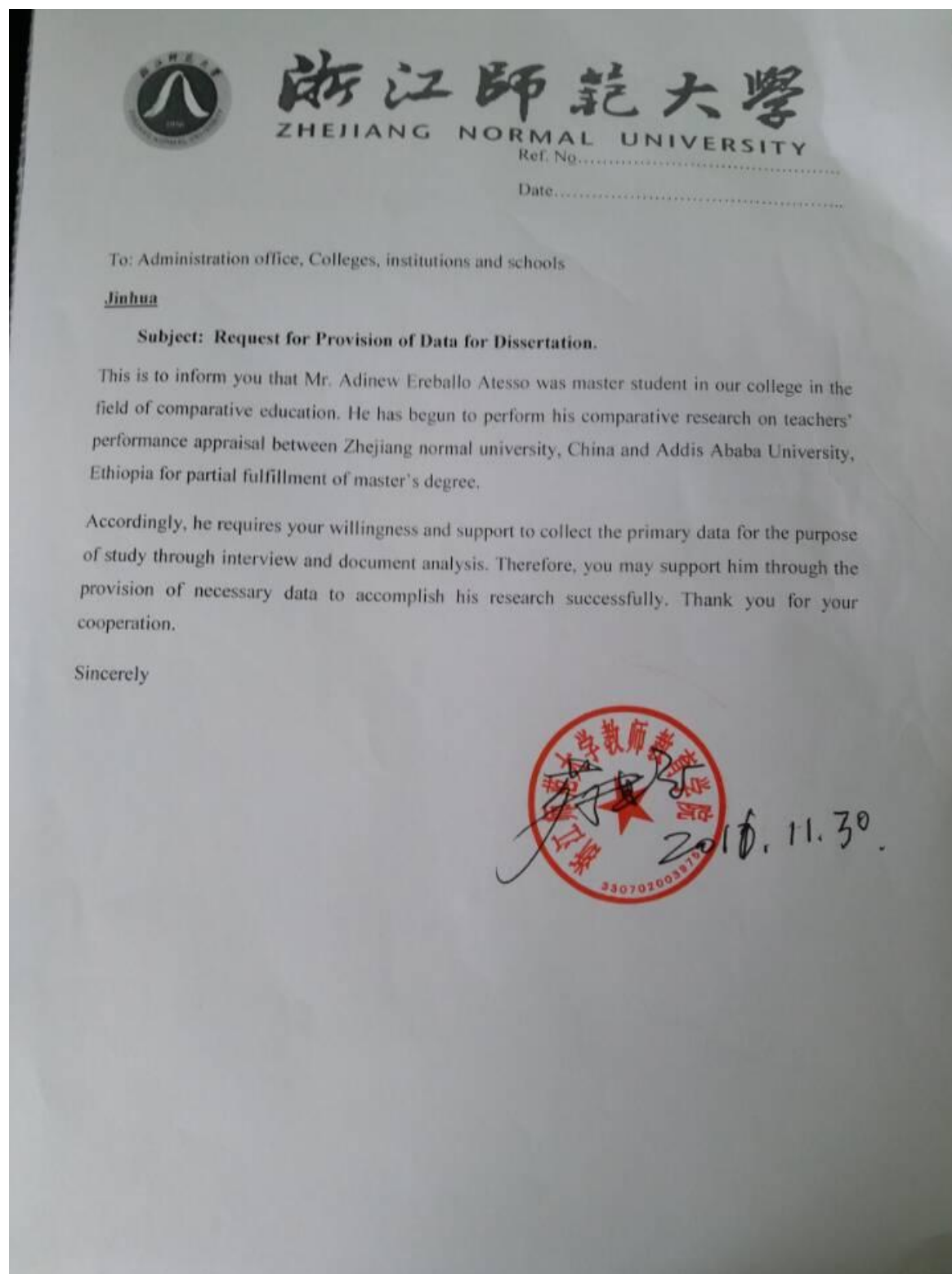
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011-1560063 4ክስ (Fax) 011-156-5865
1367 011-155-0299

In replying, please quote our Ref. No

አዲስ አበባ፣ ኢትዮጵያ
Addis Ababa -

7.5.2 Letter written from ZJNU for different units in the university to collect primary data



7.6 ACKNOWLEDGMENTS

I would like to express my greatest and heartfelt thanks to my supervisor Dr. Cai Lianyu for his invaluable advice and scholarly guidance and professional support through providing constrictive comments and friendly approach which were remarkable character throughout my study. Thus I never forget his professional quality and support in my life.

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My deepest and heartfelt thanks also encompasses to my family members such as my mam Mrs. Arasie Lafamo, my brothers Mr. Ganato Ereballo and Mr. Erango Ereballo, and my sister Mrs. Adanech Ereballo for their strengthening and helping me during in my study.

Lastly, but not the least, I would like also to acknowledge both universities (Addis Ababa and Zhejiang normal university) officials and teachers for their cooperation and belongingness during the collection of data for my study.

7.7 AUTHOR'S AUTOBIOGRAPHY

I was born on October 18th, 1973, in South Nation's nationalist people KambataTanbaro Zone Doyogana district at the specific place of MurasaWeramoKebale. When my age reaches for the education, first I was joined Kalehewot church school, which was found near by with my family house in order to learn the Amharic language alphabet and numbers. And then, after I had successfully completed counting and writing letters, I also joined Hawora Arrara Primary School to join grade 1 in 1979, which was around 6 km away from my family house, and in this school I stayed for 6 years up to completing grade 6 in 1984. Following this, in 1985 I was transferred to another middle-level secondary school, namely Amacho Watto Junior Secondary School in order to continue my grade 7 and 8. It was also 5 km far away from my family's house. I took the grade 8 national examination in 1986 at the age of 12 years old. I was completed my junior secondary school education successfully with an average point of 84%, and I was promoted to grade 9 (secondary education). From 1987 to 1991, I was followed my high school education in Wachamo Secpndary school grade 9, Wonji grade 10, and Galawdious 10+3) and I have been completed my high school education at Galawoudious technical and vocational school which was found in Adama city, Ethiopia with 10+3 three years diploma program in the field of auto mechanic simultaneously I had taken grade 12th certificate national examination in 1991.

Following to this, after two years later on September 1993 I joined Gambella teachers training institution for 1 year training in order to train as a primary school teacher and I was successfully completed at the end of June, 1994. And then, I have begun my first time job as a primary school teacher in Jikawo district of Gambella regional state of Ethiopia which was remote area in the country. After I have been served as a primary school teacher for 4 consecutive years at remote areas of Gambella regional state, in 1999 I was joined Addis Ababa University for two years in order to pursue diploma program in the field of educational administration and then, I was successfully graduated with diploma on July, 2000. After graduation, on September 2000 I was assigned as junior secondary school (middle school) director atPerpanigoKiru which was found at Abobo district in Gambella regional state of Ethiopia. And in this region, I have been served in various schools for 4

years as a primary school teacher, 6 years as a junior secondary school director and also I have worked as a senior expert position for 5 years of which 4 years at Gambella region state agriculture development bureaus a planning preparation, monitoring and evaluation expert and at Gambella, regional state management institute also I was served around 1 year as a trainer and researcher. Next to this, in 2007 again I was returned back to Addis Ababa University in order to pursue my bachelor of art degree in the field of Educational Planning & Management. And then, I was successfully completed with distinction cumulative grade point (GPA) of 3.41 on July, 2009. Besides, I have been served as a senior expert position in Gambella regional state in various offices which far away from my family area around 777 km and since 1994- 2013 I have been worked at Gambella regional state alongside with academic study from the completion of the T.T.I certificate up to bachelor degree on the job training at Addis Ababa University. The temperature of this region is very hot and the maximum temperature from January to April 35-42 0c.

On top of this, since 2013 to 2015 for two years, I served as educational reform and higher education monitoring and evaluation senior expert positions at the Ministry of Education of Ethiopia. Since September 2015 up to end of June, 2017, I have been stayed at Zhejiang normal university two years in order to pursue a master's degree in the field of comparative education and completed with a Cumulative Grade Point Average (CGPA) 3.77 with excellent thesis grade, which was funded by Chinese government's Ministry of Commerce scholarship opportunity. In this connection, I would like to acknowledge the Chinese Government and people of China as well as the Ethiopian Government for their provision of this chance in order to realize my long term educational dream. I defended my research successfully on May 20, 2017, which was done for the partial fulfillment of master's degree at Zhejiang normal university, China.

7.8 DECLARATION AND AUTHORIZATION STATEMENT

浙江师范大学学位论文诚信承诺书

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指导教师：Dr. CAI LIANYU

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