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TITLE OF THESIS
RESULT ORIENTED TEACHERS PERFORMANCE EVALUATION

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This is to certify that the thesis prepared by Mekonen Hailemichael entitled: An Assessment of Result Oriented Teachers Performance Appraisal System Implementation in government secondary schools of Kirkos sub city of Addis Ababa administration and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts to education leadership complies with the regulations of the university and meet the accepted standards with respects to originality and quality.

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Table of Contents

Acknowledgment i

Abbreviation and Acronyms ii

Abstract iii

CHAPTER ONE 1

The Problem and Its Setting 1

1. Background of the study. 1

1.2. Statement of the problems 4

1.4. Significance of the study 6

1.5. Delimitation of the study 6

1.6. Limitation of the study 7

1.7. Operational Definition of Terms 7

1.8. Organization of the study 8

CHAPTER TWO 9

Review of Related literature 9

2.1. An over view of performance appraisal 9

2.2. Design and Development of performance Appraisal 13

2.2.1. Goals and objectives 13

2.2.2. Criteria and Standards 14

2.2.3. Employee Participation 18

2.3. Approaches to performance Appraisal 19

2.3.1. Formative Appraisal 19

2.3.2. Summative Appraisal 20

2.4. Process of Performance Appraisal system 21

2.4.1. Per-Appraisal Discussion 21

2.4.2. Date Gathering Tools for performance Appraisal 21

2.4.3. Monitoring 23

2.4.4. Communication 25

2.4.5. Training 26

2.4.6. Appraisers 29

2.4.7. Feedback Mechanisms 30

2.4.8. Rating the performance 33

2.4.9. Post-Appraisal Meeting 38

2.5. Characteristics of Effective Appraisal system 41
2.6. Problems, Errors and Bias of Performance Appraisal System 46
2.7. Teachers performance Appraisal in Ethiopia 53
CHAPTER THREE 58
3. Research Design and Methodology 58
3.1. Research Methods 58
3.2. Sources of Data 58
3.3. Sample size and sampling techniques 59
3.4. Data Gathering Tools 60
3.4.1. Questionnaire 60
3.4.2. Interview 61
3.4.3. Document Analysis 61
3.5. Procedures of Data Collection 61
CHAPTER FOUR 64
4. Presentations and Discussions of Data 64
4.1. Characteristics of Respondents 64
4.2. Analysis of Data Pertaining from the Major Variables of the Study 66
4.2.1. Analysis of Respondents' Response Related to the Purpose ROPE 67
4.2.1.1. Analysis of Respondents' Response (Agreement) Concerning the Purpose ROPE at their school 67
4.2.2. Analysis of Respondents' Response Related to the Development of Teachers Result Oriented Performance Evaluation Criteria 70
1.2.2.2. Analysis of Respondents' Response towards the Importance of Criteria Aspects for Implementing Evaluation 72
1.2.3. Analysis of Respondents' Response towards the Appropriateness (Competency) of Evaluators 75
1.2.4. Analysis of Respondents' Response towards the Process of Teachers Result Oriented Performance Evaluation System 81
Respondents' Response towards the Focus of Pre-Evaluation Discussion 83
1.2.4.2. Analysis of Respondents' Response on the Time that Respondents Rate Classroom Observation in their School 85
1.2.4.3. Analysis of Respondents' Response Regarding Post-Evaluation Discussion in their School 86
Respondents' Response Regarding Post-Evaluation Discussion in their School 87
1.2.4.4. Analysis of Respondents' Response towards the Issues of Post-Evaluation Discussion 88
1.2.4.5. Analysis of Respondents' Response Concerning the Types of Evaluation 89

CHAPTER FIVE 92
5. Summary Conclusions and Recommendations 92
5.1. Summary 92
5.2. Conclusions 93
5.3. Recommendations 95
Reference 98

List of Table

Table 1: distribution of respondents by sex and age 64

Table 2: distribution of respondents by years of service, position and academic qualification 65

Table Involvement of Different Participants on the Development of Teachers' Performance Evaluation 71

Table Response towards the Importance of Criteria Aspects for the Implementation of Evaluation. 73

Table 4.2.3.1 Respondents' Response Concerning their Agreement on Teachers' Performance Evaluators 75

Table Respondents' Response towards the Competency of Evaluators at their School .. 77

Table 4.2.3.3 Respondents' Response towards the Assumed Sources of Appraisal 80

Table 4.2.4.1.Respondents' Response towards the Time that Evaluators Conduct the Appraisal Discussions in their School 82

Table 4.2.4.3. Respondents' Response on the Time that Respondents Rate Classroom Observation in their School 85

Table 4.2.4.5. Respondents' Response towards the Issues of Post-Evaluation Discussion 88

Table 4.2.4.6 Respondents' Response Concerning the Types of Evaluation 89

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Abbreviation and Acronyms

AAEB:	Addis Ababa Educational Bureau
BARS:	Behaviorally Anchored Rating Scale
BOS:	Behavioral Observation Scale
CRO:	Classroom Observation
DH:	Department Heads
FCSC:	Federal Civil Service Commission
FOR:	Frame of References Training
GRS:	Graphic Rating Scale
HRM:	Humana Resources Management
MBO:	Management By Objectives
MOF:	Ministry of Education
PISA:	Parent Teacher Students Association
PA:	Performance Appraisal
RET:	Rater Error Training
ROTPE:	Result Oriented Teachers Performance Evaluation
TPA:	Teachers Performance Appraisal
WEO:	Woreda Education Office

Abstract

This study was conducted to assess result oriented teachers performance evaluation system implementation in government secondary schools of Shimeles Habte, Misrak Goh and Temeja Yazu which are found in Kirkos sub city of Addis Ababa Administration. Under this study process and problems of result oriented teachers performance evaluation system implementation were the major focus of the study. To achieve the purpose of the study, a descriptive survey method supported by qualitative study was employed. The study was conducted in three governmental secondary schools found in Kirkos sub city of Addis Ababa. The respondents of the study were both 13 appraisers (principals, vice principals and department heads) and 39 appraisers (teachers). To select these sample respondents, simple random sampling and purposive sampling techniques were employed.

Questionnaire interview and document analysis were instruments employed for data collection. Data were gathered from respondents through close ended question developed based on a six liker scale and few open ended questions.

In addition to this, data were collected through interview of appraisers and appraisers and document analysis. The statistical tools employed in analyzing the data were frequency percentage, mean score and weighted mean. The study revealed that the purpose of result oriented teachers performance evaluation system in government secondary schools of Shimels Habete, Misrak Goh and Temenga Yazu found in Kirkos sub city of Addis Ababa was not successfully achieved as intended. Besides neither appraiser appraises of secondary schools of Shimeles Habte, Misrak Goh nor Temenja Yazu found in kirkos sub city of Addis Ababa were participated in the development of result oriented teachers performance evaluation criteria.

CHAPTER ONE

The Problem and Its Setting

1. Background of the study.

Education has the power to play a decisive role in the socio- economic and technological development of the nation moreover; other organizations or sectors of work in the society depend on education for their skilled human resource requirements. Successful attainment of goals of an education of the process evaluation of achievements in the sector of education is in turn greatly attached to evaluation of teacher performance. In relation to this house (1989:201) states that one of the strongest current movements is the effort to evaluate the performance of teachers in various ways as a step towards improving the output of the educational system.

Historically, the traditional evaluation system of teachers' performance had been repeatedly changing its name and purpose (form) until it gained its present system of evaluation in 2002. According to MOE (1974 and 1879) cited in Melaku (1992:4-7), the introduction of teachers performance evaluation in the form of inspection dates back to 1945. At that time the emphasis inspectors was evaluating performance of teachers by making a sudden class observation. Because of its problems observed according to the source, inspection was replaced by super vision in 1963. Even though supervision of that time had the purpose of improving the teaching learning process, it was again replaced by inspection in 1981 because of its weakness to solve educational problems. As time went on inspection was again replaced by supervision and attained its present form regarding the teacher performance evaluation system in the 1990's Melaku (1992-8) states "Today, in Ethiopian school system, system of TPA is

operating to serve both administration and development purposes simultaneously with a single form of performance appraisal" of course the education problems of modern times and the purposes of the current performance evaluation system could be more of less different from the previous. According to Docherty (1994.121), the major aims of teacher performance evaluation are as follows:-

- To assist school teachers in their professional development and career planning
- To improve the quality of education for pupils through assisting school teachers to realize potential and to carry out their duties more effectively.
- To recognize achievements of school teachers and help those having difficulty with their performance through appropriate guidance and counseling and in service training
- To improve the management of the schools.

Similarly, Davies and Ellison (1994:117) state that the purpose of evaluation is concerned with doing thing better to improve quality and to assist in the process of improving the effectiveness of achieving organizational goals. House (1989.205) on his part stats "teacher evaluation is also linked to merit pay plans to differentially reward teachers for incompetent teaches." According to yilma Gezmu (2007-2), properly designed performance evaluation criteria serve as a tool for the development of employees as well as for the attainment of institutional goals and objectives. So evaluation proposes may improve performance of teachers. This in turn can contribute to the improvement of quality of education more over the concept of evaluation or appraisal in terms of individual and institutional needs has to be made clear at the outset. Failure to

do this will create tension and lack of trust between evaluators and evaluates and make evaluation miss its target one of the objectives of the education sector strategy (MOE,1994-13) is "To improve the quality of training professional competence and career structure of teachers have had the opportunity." As a result of that teachers have had the opportunity of going up through six stages of career ladder. The sequence of the career ladder is beginner teacher junior teacher senior (high ranked) teacher, associate lead teacher, lead teacher and high lead teacher in the case of secondary schools. However, the achievement of these positions was said to be possible only through result oriented performance evaluation of teachers.

According to house (1989-203) the demand for account ability in education has shifted from issues of finance and program management to specified concern about the quality of class room teaching and teachers. These concerns, have led to a revival of interest in evacuating teachers and to the development of new systems for teacher evaluation. Even though the ministry of education has introduced ROPE (Result-oriented performance evaluation) of teachers since 2004, because of different reason it has not been fully implemented in secondary school of kirkos sub city. Regarding this survey studies conducted in secondary schools Alaba special woreda revealed that teachers had negative attitude towards ROPE criteria (Kibre, 2005, Birrhanu, 2006, and Yilma, 2007). But the case of teachers' attitude towards ROPE in general secondary schools of Kirkos sub city, hasn't been as far as the researcher has known

Whatever the case may be performance evaluation of secondary school teacher of Kirkos sub city had been interrupted for more than five years this by itself is a reflection of existence of a problem. Unless the causes of the problems are identified and addressed attitude of teachers towards ROPE is unproved it may negatively affect teachers performance the teaching learning process and the

quality of education so it seems this is the right time to assess the attitude of teachers towards ROPE in Kirkos sub city general secondary schools, hopping to come up with remedial suggestions to the problems that might have existed

1.2. Statement of the problems

Developing and implementing teachers performance evaluation system is the necessary condition for the improvement of the teaching learning process, evaluators should accept that teachers are the most important assets of educational process. According to Melaku (1992:2) teachers play the most important role of all other people working for the achievement of educational goals. That is why great care and attention should be give to the teachers, morale and attitude. If the teachers attitude towards their performance evaluation systems is found to be negative, then it may result in dissatisfaction, absenteeism performing below capacity (Standard) and high turnover of teachers According to Mathis and Jackson (1997). For some jobs where results can easily be measured, result oriented evaluation system is appropriate. But it may not consider the part job performance whose result cannot be measured objectively.

As formally and informally being heard from some teachers and other educators, the criteria of the current result oriented evaluation system seems to be complex and difficult to meet the requirement. Besides teachers turn over, as observed in some secondary schools seems to be increasing at a higher rate. In general the recently adopted resulted oriented performance evaluation (ROPE) system of teachers has been subject to criticism by many teachers in secondary school of Kirkos sub city for its failure to serve as a ground for teachers' promotion. This may lead to the decline of quality of education, which in turn con negatively affect the proper functioning and development of other sectors in the country.

In this end the following were formulate to guide the study.

1. To what extent are the purposes of result oriented teachers' performance appraisal system in government secondary school of kirkos sub city of Addis Ababa administration
2. To what extent appropriate appraiser and appraises participate to development the appraisal criteria
3. To what extent is the process of result oriented teachers' performance appraisal system effectively
4. What are the major problems in practicing result orient teachers performance appraisal system

General objective

The main objective of the study was to assess result oriented teachers' performance appraisal system implementation in government secondary schools of Kirkos sub city of Addis Ababa administration specific objectives

The specific objectives of the study were to

A. Assess the environment of result oriented teacher's performance appraisal system in government secondary schools of kirkos sub city
B. Investigate the development of result oriented teachers performance appraisal system
C. Evaluate the appropriateness of appraisers in appraising teachers performance appraisal
D. Assess the process of result oriented teachers' performance appraisal system
E. Identify the major problems related to result oriented teachers performance appraisal system

1.4. Significance of the study

Appropriate performance evaluation helps both the management and teachers to identify their weaknesses and strengths so as to improve the weaknesses and keep up their strengths. So it is reasonable and useful to assess teachers' attitude towards the current evaluation system in order to correct the current wrong adaption (approaches) and direct our education performances in line of the fast growing scientific and technological era

Therefore, the study has the following significance

- The findings of the study may make the concerned authorities and decision makers aware of the problems and help them seek for solution
- The result of the study may also enable both the evaluators and teachers identify the condition to be improved in the system of ROPE.
- The study is also expected to reveal how evaluation criteria should be set and implemented. By so doing it may help in creating productive working condition in schools
- The result of the study can also serve as a bridge for other researchers to conduct an in depth study of a wider scope on the same or related issue.

1.5.Delimitation of the study

The problems regarding teachers' attitude towards ROPE seem to be prevalent in many schools of Ethiopia so it would be good if it at nationals level. Besides limited efforts had been already made by other researchers to assess the practices of ROPE in some secondary in other regions like Amhara and Oromia

Therefore the researchers delimited the study of general secondary school of kirkos sub city only samples to 3 government general secondary school.

This was made in order to make the study manageable regarding the coverage or content of the study the main focus was on identifying teachers' attitude towards

ROPE and the factors that contributed to the development of the attitude. ROPE criteria major problems and their possible solutions were dealt with in detail.. However some aspects of it were included in the other sub topic and discussed briefly to the stated size and scope

1.6.Limitation of the study

The researcher feels that the study has encountered some limitations. Since Rope is a newly introduced evaluation in Ethiopia, finding recent and literature was very difficult. The most serious problem was that some respondents were not interested to fill in the questionnaires because they were fed-up of the task of completing questionnaires and the principals and vice principals were busy in making class observations in their schools. It was also difficult to find parent representatives in the schools.

However, by using different techniques and approaches, the researcher had managed to get back completed copies questionnaires with the exception of a few ones

1.7.Operational Definition of Terms

Attitude: A way of feeling or thinking about someone or something, especially as this influences one's behavior .(Long Man, Dictionary of contemporary English (1987).

Evaluate refers to teacher Egg love whose performance is subject to evaluation (appraisal) evaluator (appraisal) evaluator (Appraiser): school personnel; who are involved in of undertaking evaluation of teachers performance

General secondary school: refers to the level of education which in the Ethiopia context comprises grade 9 and to

Result oriented performance evaluation (ROPE) is the evaluation system that is used to evaluate (appraise) teachers performance based on result (outcome) achieved and not on performance activities or process

Performance is a progressive achievement of tangible specific, measurable and personally meaningful goals (Darrg, 2000)

Management by objective is the process by which managers and subordinates work together in identifying goals and setting up objectives and make plans together to achieve these (FCSC, 2002)

Sub city administrative structure which is divided in to many woredas and directly accountable to Addis Ababa Administration

1.8. Organization of the study

The study was organized in to five chapters the first chapter includes back ground of the study statement of the problem significance of the study delimitation and limitation of the study and definition of key terms the second chapter deals with review of the related literature where are the third chapter contains the research methodology and design. The forth chapter consists of presentation and analysis of data in the last chapter the summary conclusion and constructive recommendations were give

CHAPTER TWO

Review of Related literature

This chapter deals with literature reviews regarding performance of evaluation systems under varied sub topics. It considers the issue in general view as well as in Ethiopian context with special focus on result- oriented teachers performance evaluation (ROPE)

2.1. An over view of performance appraisal

Scholars like Gupta (1998) just the terms 'evaluation' and 'Appraisal' interchangeably in discussing about performance measurements. So the researcher also .uses the two terms interchangeably to explain the concept rue and by are (1990.204) state "performance refers to how well an employee is fulfilling the requirements of the job" According to Gary Dressler (2003:241) performance appraisal means evaluating an employee's current or past performance relative to the performance standards. The author further explained that appraisal involves is setting work standards. it Assessing the employees actual performance and providing feedback to the employees with the aim of motivating that person to eliminate deficiencies. Rue and boyars (1990 207) on their part also define performance appraisal as "a process that involves communicating how well the employee is performing the job and also ideally involves establishing a plan for improvement."

Regarding this stoner and free man (1989:348-350) and Dessert (2003:253-259) indentify the following approaches to performance appraisal

1. The immediate supervisor's rating subordinates this the most common approach
2. A group of supervisions drafting committee. This approach is often more effective by a single superior, but time consuming.

3. A group of peers rating approach. This is the appraisal of an employee by his/her peers, even though it is becoming popular in some sectors like military academics; it is the least common in business organizations.
4. Subordinates rating of bosses in this approach subordinates evaluate their superior's performance. This approach has a common analogies in colleges preschools where students are often asked to evaluate their teachers

Meaning of performance Appraisal

Appraisal can be defined as an assessment, as systematic and objective as possible, of a planned, going, or completed information aim is to determine the relevance of objectives efficiency, impact and sustainability so as to incorporate lessons learned in to the decision making process.

None the less, placing teachers' evaluation at the core of school reforms has also generated a large consensus among the teaching profession that meaningful teacher evaluation is indispensable this is an important achievement in its self and a significant step towards successful implementation. In moving forward and addressing the weaker points that have been revealed, it is important not to lose sight of the positive features and strengths of the model or slip backwards, losing that has been gained. In considering modifications, notice must also be taken of the in system of performance evaluation for public administration (Mathews. 2009,5)

Purposes of performance evaluation

Any performance evaluation has its own purposes. The purpose of evaluation should be understood by these concerned. Regarding teachers' performance evaluation house 1989-203 suggests that the conception of teaching work and

change process reflected in teacher evaluation methods must be made clear if evaluation purposes and organizational (educational) goals and needs are to be well served. According to information gained from website of teacher performance evaluation of Jackson public school (Mississippi) (2008) the following purposes are identified. The purpose of performance evaluation are to determine competence assess strengths provide support and mentoring, assure continued growth through differential experiences and monitor the organization's employment decision. Evaluation should improve the delivery of services to students. It should be a continuous, constructive and comparative endeavor, house (1989: 18) on his part reavels that performance evaluation can serve the following functions of purposes.

- The formative function for improvement
- The summative function for selection and accountability.
- The psychological function for motivation and to increase awareness

Methods of performance evaluation.

Regarding evaluation method, house (1989:225) states "Evaluation methods design to assist decision making about individuals must considers the context in which individual performance occurs to ensure appropriateness and sufficiency of data" cronbach state that for a complicated task such as conducting evaluation, an approach that seeks the best method of sets of method of sets of methods is needed for answering a particular evaluation questions rather or sets of methods is needed for answering a particular evaluation question rather than assuming that one method is the best for all purposes. So since there is no one specific best method of evaluation for all situations it would be good to select the method(s) that is appropriate for the situation to be considered. Furthermore interaction between evaluators from the beginning and communicating the

findings would be helpful.

The methods which are dominantly used in Ethiopia schools seem to be result-oriented and check-list.

Benefits of performance evaluation

Performance evaluation program can enhance both individual and institutional development particularly when it is based up on active staff development. Rue and Brars (1990:207) presents the following benefits of the organization are providing an evaluation of the organizations' human resources and giving the organization a basis for making future personnel decision.

It benefits to the evaluator (supervisor) are:

- Providing the evaluator with a clear picture of the employee's understanding and helping the evaluator identify capable replacement for higher level jobs within the work unit.
- The benefits of performance evaluation to employees are it allows them to present ideas for development and enables them to change their work behavior if necessary.

In addition to these, some other important benefit and others (1995) as cited in Kibre (2005:15) are the following.

Performance evaluation identifies deficiency of workers performance that adversely affects organizational potential. Therefore, it helps line manager to determine and create training and development program.

- Useful for career planning and development decisions.
- Performance appraisal is also useful to reveal one's deficiency and helps to improve his/her potential.

2.2.Design and Development of performance Appraisal

2.2.1. Goals and objectives

Goals identify ideal outcomes or for efforts. But often, realizing goals requires more than effort. Sometimes, resources must be marshaled, timelines established, and partners' identified. Objectives are observable and verifiable actions that lead to goal attainment. Objectives describe how a goal promotes professional growth and how professional growth will have an effect on student learning.

According to (William 2012:234).

Goals will answer the question, what do I want to have happen?

Objectives will address the question, how do I get there?

Objectives are supported by activities that are appropriate for the intended outcomes and indicators. The activities outline the actions, step, timeline, and resources that will lead to the achievement of objectives and goal (s) for professional growth and have an effect on student learning. The activities may be completed in a year or less. Others may take longer to complete. Effective professional development equipment and money. The performance factors or the criteria against which the employee will be judged must be specific. As the employee and the supervisor agree to what has to be accomplished they need to establish goals and set are for their own personal growth and development. These goals should be measurable and attainable. The use of recognized standards that are nationally accepted help provide the guidelines used in employee evaluation.

School evaluations are an important component of a broader evaluative framework that can foster and potentially shape teacher appraisal and feedback. Both school and teacher evaluations have the objective of improving student performance and effective school evaluation should include the external validation of the processes used for development evaluation. In addition, the

results of a school evaluation should have implications for the size of the quotas of very good and excellent teachers to be granted by career-progression evaluation in a give school. Teacher performance management is a continuous process for identifying, evaluating and developing the work performance of teachers, so that goals and objectives of the school are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance, professional development and career guidance (Fletcher, 1997:36).

According to Eisner (1999:145), the five objectives of an employee performance appraisal are: providing evaluative feedback to management and the employee about their compliance with rules and productivity expectations, serving as a foundation for guidance and identifies areas of needed professional development, discovering personnel with talents or abilities for special assignments justifying adjustments in compensation or position and fostering a Management By Objectives program.

Hence, from the above discussion, in goal setting the organizations overall objectives are used as guidelines from which departmental and individual objectives are set, in the process of evaluating employees organizational objectives are converted in to individual objectives and then each individual objectives and then each individual is rated based on these objectives

2.2.2. Criteria and Standards

Performance Criteria are those factors, characteristics or standards that will be used to describe and assess effective performance. They may be general, such as key performance areas, or they may be very detailed and specific such as measurable targets. Performance standards are agreed criteria to describe how well work must be done. They clarify the key performance areas of a job by describing what "working well" means. The criteria used in the appraisal system should emerge for the job itself.

Even if these requirements are met, subjectivity on the part of the evaluator cannot be totally eliminated. To minimize the opportunities for poor judgments in appraisals, it is essential to focus on behavior which relates to performance standards (Khan, 2008)

Measures or performance are classified as objective. performance focus on output or results, such as numbers of units delivered, numbers of people served, etc. however, these measures may be deceptive; numerical results may be influenced by various factors beyond the control of the worker. For example, the number of people receiving aid in a particular area may be determined by the size of the area, so an evaluation based on numbers alone will not accurately reflect a worker's performance

Objective measures can also utilize personnel data such as absenteeism, tardiness, turnover, grievance rates and accident frequency. This information is important to have but it is rarely available in a usable from; if personnel date are to be used fairly and accurately, it is necessary to compile the statistics carefully. Subjective measures of performance require the use of personal judgment on the part of the evaluator. The performance appraisal is made by comparing one person to another (effort applied on the job, cooperation with co-workers, planning of work, etc.) or by using a rating scales (E.g., 1= unacceptable to 5= outstanding). Obviously the effectiveness of subjective measures depends heavily on the evaluator. It requires fair-mindedness, an ability to dispassionately weigh personality and performance factors, and a thorough familiarity with the individuals under appraisal (Eisner, 1999:88).

As Santiago (2009:9) a fair and reliable teacher evaluation system needs to evaluate teachers using well-established criteria for good teaching. The parameter defined by the ministry of education for both the scientific-pedagogical and functional evaluations are a good basis to establish criteria for

teacher evaluation. For development evaluations the ministry could also define items and well-articulated criteria to be used across all schools. Schools should retain the autonomy to further refine such items and criteria and weight of each component so their particular context and objectives are contemplated. This would bring a better balance between the ownership of the process by schools and the need to ensure the comparability of standards across schools, while recognizing the still incipient expertise of schools in developing instrument and criteria for teacher evaluation.

For career-progression evaluation, the ministry should develop a smaller set of criteria common across schools, reflecting the core aspects of the teaching profession. Given the national-level consequences of career-progression evaluation, it is important to ensure that all actors have a common understanding of expectations for career progression. It would also make career-progression evaluation a less burdensome process concentrates on key aspects and those which can be more objectively measured. In turn, the school context would be taken into account when the assessment of the teacher is carried out using the common national criteria (Fletcher, 1997:84).

The criteria also need to be differentiated for different stages of the career. This issue is particularly relevant in career progression decisions, but is also important in evaluation for improvement. Currently the system establishes a common set of criteria for all teachers, regardless of their career situation. It seems reasonable to adapt the criteria or to change the relative importance of different criteria according to the stage to the career, taking into account changes in roles and in management responsibilities. It is desirable to evaluate the elements that are importance in teaching and learning and that make teaching effective. This objective should be reflected in the choice of both the evaluation criteria and instrument, which should be closely aligned. A national framework

of teaching standards provides an essential underpinning for teacher evaluation. Teachers need a clear, concise statement or profile of what they are expected to know and be able to do. In turn, teachers work, and the knowledge and skills needed, should reflect the student learning objectives that schools are aiming to achieve.

The uniform performance standards for teachers are used to collect and present data to document performance that is based on well-defined job expectations. They provide a balance between structure and flexibility and define common purpose and expectations, there by guiding effective instructional practice. The performance standards also provide flexibility, encouraging creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback. Clearly defined professional responsibilities constitute the foundation of the teacher performance standards. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators reasonably understand the job expectations (Greer 2001:130).

Performance ratings are not made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators (Desseler, 2011:97)

In sum, performance to be effective, they should have the characteristics of validity, reliability, acceptability, and specificity. For effective implementation of appraisal criteria, teachers and school leaders should participate in the development of the criteria.

2.2.3. Employee Participation

Roberts (2003:214) proposes genuine employee participation in several aspects of the appraisal process because it has the potential to mitigate may of the dysfunctions of traditional performance appraisal systems as well as to engender a more human and ethical human resource management decision-making process. The first participation should according to him take place during the development of reliable, valid, fair and useful performance standards. Second, there should be employee participation during designing the rating format and measurement scales.

The results concerning participation are according to constantly positive: employee participation is a key element of intrinsic motivational strategies that facilitate worker growth and development. Furthermore, employees attain ownership over the performance appraisal process and employee's acceptance is enhanced that way. Third, it generates an atmosphere of cooperation and employee support which reduces appraisal related tension, defensive behavior and rater-rate conflict Eisner (1999:206).

These positive effects are especially general sable to the design and implementation of pay systems. Appraisals implemented following meaningful consultation with employees are more effective than those which are implemented unilaterally by managers or with less employee involvement. Positive impact where found on a number of factors, including absence and labor turnover rates, though put and productivity. The participation of employees functions most effectively in an atmosphere of trust, open communication and equal employee treatment. Therefore, it requires conceptual, affective and experiential education which can be reached by means of training (Robers 2003:185).

In summary, it can be concluded that, give the appropriate atmosphere and culture in an organization, employee participation will enhance motivation, feelings of fairness and overall acceptance of the performance appraisal process. Thus, to attain these positive effects it must be determined if employees in a certain organization would actually perceive participation as an enriching factor. In the following part the target organization and it current performance appraisal system will be presented. Furthermore it will be analyzed how theoretically the effectiveness influencing characteristics are implemented. In sum, employee participation enhances motivation, feelings of fairness and over all acceptances of the teachers' performance appraisal implementation and to create an atmosphere of trust.

2.3.Approaches to performance Appraisal

2.3.1. Formative Appraisal

Formative evaluation is an evaluation intended to improve performance, most often conducted during the implementation phase of projects of programs and designed to provide feedback to the person being appraised for the purpose of self improvement. Formative evaluation is ongoing, coaching and counseling which is done to improve teacher's performance.

Formative appraisals are basically permitted to monitor how well the organizational goals and objectives are being met. Its main purpose is to catch deficiencies so that the proper learning interventions can take place that allow the learners to master the required skill and knowledge. Formative appraisals can help both the appraiser and appraise to revise the performance standards which were predetermined by both parties. It also helps to rearrange employee's placement and it can protect the organization form unnecessary wastages of resources money by taking corrective action on the shortcomings or performance defaults (Santiago, 2009:96).

2.3.2. Summative Appraisal

Summative evaluation: a study conducted at the end of an intervention (or a phase of that intervention) to determine the extent to which anticipated outcomes were produced. Summative evaluation is intended to provide information about the worth of the program.

Related term: impact evaluation. Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data form all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers. There are two major considerations in assessing job performance during summative evaluation: the actual teacher performance standards, and how well they are performed. The performance standards and performance indicators provide a description of well-defined teacher expectations (Arreola, 1995:178).

Form the above discussion, it is possible to say that formative evaluations are basically permitted to monitor how well the instructional goals and objectives are being implemented. It main purpose is to catch deficiencies so that the proper learning interventions can take place that allow the learners to master the require, knowledge and skills, However, summative evaluation is a method of judging the work of a program at the end of the program activates, its focus is on the outcome. It should be taken for granted that the ultimate success of any approach to teachers 'performance appraisal system heavily depends on whether or not it is perceived by teachers and appraisers as potentially valuable.

2.4.Process of Performance Appraisal system

2.4.1. Per-Appraisal Discussion

This is an interaction between an appraiser and the teacher prior to a lesson observation or performance appraisal during which the purpose of performance standards, criteria, procedures and processes are discussed. Managers may feel uncomfortable about discussing a subordinate's weaknesses or problems, so some suggestions for preparing and conducting the appraisal interview are; hold a group discussion with employees to be evaluated to describe the broad standards for their appraisals and clarify any differences in language that may exist between the formal written appraisal and the interview and if you are angry with an employee, talk about it before the interview, not during the interview. Moreover, be aware of your own biases in judging people (Matthews, 2009:219).

And reviewing the worker's compensation plan and be knowledgeable about his her salary history but if you have already given the worker a number of negative appraisals, be prepared to take action (Carnegie, 2000: 146).

In summary, during conducting the interview, focus on positive work performance, remember that strengths and weaknesses usually spring form the same general characteristics, admit that judgment of performance contains some subjectivity, make it clear that the responsibility for development lies with the individual being evaluated, not with you (the appraiser), and be specific when citing examples.

2.4.2. Date Gathering Tools for performance Appraisal

Teacher evaluation system should be based on three core instruments: classroom observation, self-evaluation and the documentation of practices in a simplified portfolio. Teacher evaluation, both development and for career progression, should be firmly rooted in classroom observation, since this is where the key dimensions of teaching take place.

According to Crewell (2003:342), it could be useful to develop a simplified, but well structured, portfolio to complement the teacher's self-assessment. Teacher portfolios can contain different elements including: lesson plans and teaching materials, samples of student work and commentaries on student assessment examples, teacher's self-reported questionnaires and reflection sheets. The portfolio should also teachers to mention specific ways in which they consider that their professional practices are promoting student learning and provide evidence to demonstrate student progress in their classrooms. It should be noted that portfolios are only at tool for evaluation per se, but also play a role in supporting a reflective approach to teaching practice that is a hallmark of effective teachers.

The main sources of collecting information are:

(i) Self-Appraisal

Self-appraisal is an evaluation of one's own teaching performance. In involves a reflection on one's work, outcome and development needs. This method can encourage input from teachers in the appraisal process to share the responsibility of self-improvement and personal growth. This can provide appraisers with supplementary information.

(ii) Lesson Observation

Lesson observation is to observe the process of teaching learning in classroom. This activity is very important and essential in understanding a teacher's effectiveness. Lesson observation can be arranged several times over the year. Before lesson observation, the appraise should inform the appraiser of the objectives and schemes of work. The appraise and appraiser should agree on the focus of observation and criteria in appraisal. During lesson observation, the appraiser should complete the lesson observation report based on his/her performance as soon as

possible and focus on the performance related to the job rather than personality, alternative teaching methods, and not specified ones subject panels can develop appropriate indicators and lesson observation report based on their subject and school needs.

(iii) Scrutinizing schemes of work, lesson plans and marking of Exercises and examination papers

(iv) Portfolios

A portfolio is a collection of information about a teacher's practice. Portfolios may include scholarly writings, action research, logs of professional development activities, structured reflection on practices and teaching artifacts (such as assignments, worksheets, students' work and project directions). The portfolio will demonstrate a teacher's accomplishments over time and across a variety of experiences.

(v) Other sources of data are formal or informal interviews and discussions, daily observation, stakeholder survey, e.g. student academic achievements and progress, record of non-teaching duties students' and punishment and record of extra-curricular activates.

Therefore, form the above concepts it is possible to say that in the process of evaluation the performance of teachers multisource of data are very for effective evidence of the system, but lesson observation of the process of teaching and learning in class room is very essential in understanding a teacher's effectiveness and it should be arrange several times over the year.

2.4.3. Monitoring

Monitoring is a continues function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indication of the extent of progress and

achievement of objectives and progress in the use of allocated funds. Monitoring gives information on where a policy, program, or project is at any given time (and over time) relative to respective targets and outcomes. It is descriptive in intent. Results-based monitoring is a continuous process of collecting and analyzing information to compare how well a project, program, or policy is being implemented against expected results. (Matthews 2009:154).

Building and sustaining results-based Monitoring and evaluation systems is admittedly not an easy task. It requires continuous commitment, champions, time effort, and resources. There may be many organizational and technical challenges to overcome in building these systems. Political challenges are usually the most difficult. And it may take several attempts before the system can be tailored to suit a given governmental or organizational policy, program, or project (Dailey, 1988:68).

Monitoring can be described as a continuing function that uses systematic collection of data on specified indicators' to provide management and the main stakeholders of an ongoing intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds. Monitoring progress towards intended results serves a dual purpose. It informs management of programmer implementation at work plan level. It also informs reporting on progress achieved towards the attainment of intended results to concerned stakeholders including the internal management of the organization. Monitoring is part of programmer management and should therefore not be considered as an additional task serving only reporting purposes. It allows keeping track of progress, to ensure that the implementation is on the right track and to take corrective measure when required. It furthermore facilitates reporting to key stakeholders and management on the progress achieved in a transparent and results-oriented manner in order to

improve future policy and programmer design (Grote, 2002:211).

The function of monitoring is to compare the planned with the actual situation and make necessary changes when needed. Results-based monitoring is relevant both at the activity/project level and at higher levels. Hence, the responsible officer of a major programmer needs to routinely review if the results achieved at the activity/project level contribute in effect to the achievement of the higher-level results and thereafter to the outcomes thus ensuring the coherence of the results chain (Duke, 1995:78).

Thus, it can be concluded that monitoring should be a continuous and systematic collection of data that bring a progress of teachers' capacity and achievement of objectives towards the intended result

2.4.4. Communication

Performance information can make a dramatic contribution to improve government performance if it is effectively communicated to stakeholders, including citizens. It is emphasized that it is important for both the appraiser and the appraise to prepare for the discussion on the agreement on objectives and on feedback so that both parties can gain maximum benefit. Thus, preparation is the performance appraisal process.

According to Grote (2002:182), it is recommended that the appraiser should prepare by: (1) reviewing how the individual has performed against the objectives set and the skills required; (2) discussing the individual's performance with previous line manager in case of internal transfer; (3) reviewing the feedback given during the year; (4) reviewing whether the employee has received the level of support required for fulfilling the tasks and whether they have adhered to previously agreed personal development measures; (5) formulating individual objectives for the next period of appraisal clearly and understandably; (6) planning individual development measures; (7) taking account of the whole

appraisal period to give a balanced appraisal; (8) not placing undue emphasis on recent events; and (9) not dwelling on isolated incidents.

Similarly, for the appraise it is recommended that he/she prepares by: (1) reviewing how the agreed objectives were achieved; (2) reflecting why objectives were not/not fully met or exceeded; (3) thinking about possible objectives for the next year; (4) thinking about personal development and relevant measures; (5) thinking about feedback and requests to be addressed to the appraiser; and (6) making proposals for improvement further development of the unit/department.

Stronger (2010:241) discusses the essential components for a quality teacher evaluation system which he terms the three "C"s- communication, commitment and collaboration in order to create the synergy that can elevate evaluation to a meaningful dialogue about quality instruction for students.

In sum, from the above concept it can be said that effective communication between appraisers and appraises is very essential to improve performance of the institution.

2.4.5. Training

The success of the teacher evaluation system will greatly depend on the in-depth training of the evaluators. Experience from other countries suggests that evaluators should have a range of characteristics and competencies; knowledge of concepts of teaching quality; familiarity with systems and procedures of educational and school quality assurance; understanding of instrument development; awareness of the psychological aspects of evaluation; expertise in rating an assessment; and mastering of evaluation-related communication and feedback skills. Evaluators for career progression should be highly qualified in all these areas (mealiea, 1996; 64).

It is also vitally important that teachers as evaluates are given support to understand the evaluation procedures and to benefit from evaluation results.

Training modules should be offered for teachers so they know what is expected from them to be recognized as good teachers, and to be prepared to make the best use of the feedback received. The aim would be that as standard professional behavior, teachers would regularly engage in reflective practice, study their own methods of instruction and assessment, and share their experience with their peers in schools.

The training should ensure that all teachers have a thorough understanding of the purposes, principles, processes and procedures of the teachers' performance appraisal and issues relating to how the teachers' performance appraisal will be implemented in the school are addressed (Rudner 1992:245).

Nearly all authors agree in the fact that rater must be trained to observe, gather, process, and integrate behavior-relevant information in order to improve performance appraisal effectiveness. For example proposes that training should aim at three goals: First, it should familiarize judges with the measure they will be working with. Second, it must ensure that judges understand the sequence of operations that they must perform. Third, it should explain how the judges should interpret any normative data that they are given.

Because errors are well-ingrained habits, that extensive training is necessary for avoiding such errors. Therefore, the training should provide trainees with broad opportunities to practice the specified skills, provide trainees with feedback on their practice appraisal performance, and that a comprehensive acquaintance with the appropriate behaviors to be observed (Harris, 1988:128)

According to reinke (2003:272) continuous training is needed in areas such as goal-setting and monitoring performance on a frequent basis, and personal and interactional skills, an organization could provide training as this on a regular basis in such a manner that it becomes an accepted part of the supervisor's position and thus becomes a part of the organizations culture. There needs to be

an increased focus the interpersonal issues surrounding appraisal. The reason is that especially interpersonal issues such as trust are important in the performance appraisal process and should thus be a part of the training program.

Kondrasuk (2002:114) also said that the condition of training for all involved individuals must be fulfilled. According to them this means that training is frequently updated and involves appraisal aspects as for example give and take feedback, personal bias, active listening skills and conflict resolution approaches. To build trust and thus and enhance acceptance of the performance appraisal process, a broad understanding of the system is essential.

Harris (1988) also emphasized the importance of training. If implemented this way, employees are less confused; less disappointed concerning measures and are more aware about the intentions of performance appraisal. This also means that they will be capable of useful critique and feedback concerning the appraisal process.

Lee (1985:97) introduces the term frame-of reference training (FOR). This kind of training attempts to develop and establish detailed performance scripts. These work as norms or standards for effective performance behaviors and can be used to organize information. In FOR, it has been found to produce more accurate performance ratings. In contrast, rater error training (RET) is more focused on rating errors frequently committed. And the need to avoid these. But according to research of the authors RET actually introduces new, and usually inaccurate rating behavior and should be called inappropriate response set training.

Kondrasuk (2002:215) concluded that RET is nonsensical if one is interested in improving rating accuracy. Instead they recommend a combination of observation and decision-making training because this might lead to even more improvement in rating accuracy then would either alone. But even if training improves via several factors. Performance appraisal effectiveness is not likely that training

raters could compensate for the lack of opportunity to observe. Good observational skills or a better understanding of common rater errors, coupled with inadequate exposure to the rate will not lead to reliable ratings.

In summary, it is a necessary condition that raters are sufficiently trained so that they: (1) understand the appraisal process; (2) are able to use the appraisal instrument as intended which includes interpreting standards and use of scales; and (3) are able to give effective feedback includes goal-settings. Acceptances wills only by gathered if rates and raters perceive these conditions to be fulfilled. Furthermore, these skills need to be updated or refreshed on a continuing basis. But also rates should receive a certain form of appraisal training to introduce them to the appraisal system. To attain their acceptance and support of the appraisal system also employees must understand the appraisal system as a whole as well as the behavioral aspects and standards that are used to evaluate their performance.

Therefore, as already discussed above, effective training on the appraisal system can combat the appraisal errors and reduce their occurrence training improve the ability raters to communicate appraisal information in a constructive manner with rates.

2.4.6. Appraisers

The teacher evaluation model is comprehensive, includes most domains of teacher performance, a wide range of sources of data, provides for more than one evaluator and has a peer-review element.

As explained in Isore' (2009:26), gathering multiple sources of evidence about teacher practice meets the need for accuracy and fairness of the evaluation process, taking into account the complexity of what a good teacher should know and be able to do. Also, the participation of multiple evaluators is often seen as a key to successful practices; at least more than one person should be involved in

judging teacher quality and performance.

MCGreal (2000:189) explained that the 360-degree evaluation systems, which incorporate the participation of many kinds of evaluators, support the idea that a teacher's competence may be seen from several different perspectives and that it should be exemplary (or at least adequate) from all those different angles. The case for involving more than one evaluator strengthens with high stakes evaluation, that is to say evaluation for career progression rather than for development feedback.

One of the approaches commonly employed to evaluate teaching is by considering students' judgments of the effectiveness of certain teacher characteristics, this is because students have been directly involved in the inst instructional process and can provide appropriate comments for instructional improvement. The emphasis most rating forms is, however, more on evaluating what the instructor does instead of what the students have learned as a result of the teaching. The effectiveness of the teacher characteristic is considered as indicator of the quality of teaching, although several studies reveal that students anyway rate the educational experiences based on their perceptions of how much they learned in a course (Harris, 1988:112).

In sum, the appraisal scheme should allow variety of appraisers of teachers that help offset bias and favoritism that may be realized when teachers are appraised only by a single appraiser.

2.4.7. Feedback Mechanisms

Feedback is the transmission of findings generated through the evaluation process to parties for whom it is relevant and useful so as to facilitate learning. This may involve the collection and dissemination of findings, conclusions, recommendations and lessons from experience.

To feedback to the employee generally aims at improving performance

effectiveness through stimulating behavioral change. This is the manner in which employees receive feedback on their job performance a major factor in determining the success of the performance appraisal system. Hearing information about the self discrepant from self-image is often difficult and painful. Thus, because feedback may strike at the core a person's personal belief system, it is crucial to set conditions of feedback so that the rate is able to tolerate, hear, and own discrepant information (Khan, 2008:69).

Only if conditions facilitate the acceptance of feedback information then the likelihood change increases. The feedback event should be a confidential interaction between a qualified and credible feedback giver and rate to avoid denial, venting of emotions, and behavioral and mental disengagement. In such an atmosphere discrepancies evaluations can be discussed and the session can be used as a catalyst to reduce discrepancies (Harris: 324).

Because employees and their supervisors often find appraisal both painful and detonating, the practice of informal, regular communication between supervisor and employee are far more desirable and effective than formal performance appraisal process. It is also important to integrate the process of feedback in to the daily interactions of supervisors and subordinates in a way more frequent but less formal meetings. Called achievement updates on a weekly basis then touch upon good and bad issues, while so called achievement assessments take place are more formal and aim at getting a more clear depiction of issues troubling both sides (Kondrasuk 2002:263).

Roberts (2003:354) instead concluded that effective feedback is timely, specific, and behavioral in nature and presented by a credible source. Basically, when performance feedback is precise and timely it may result in behavior change, even though job behaviors are generally difficult to modify. And if during the interview is adequate time for a full discussion of the issues and counseling it will

enhance perceived system fairness, system satisfaction, acceptance and supervisory support. Furthermore performance feedback alone generates improvements to rates, organizational commitment, and particularly to work satisfaction. But performance feedback combined with goal-setting contributes the most strongly to rates work satisfaction; possible since goal-setting fosters feelings of participation in work related issues and meaningfulness at work.

It is also found that the process of goal-setting gives the appraise a broader picture of the work unit and the organization's objectives. An evaluative interview for providing feedback which focuses on problem-solving and goal-setting and which has high employee involvement. Done this way it is more likely to be satisfying to employees than retrospective, subjective interviews. Beside this focus on the future, two more things need to be taken in to account. It is very risky to give too complex feedback. The more complex the feedback, the more likely recipients will distort it by focusing on results that match their self-perception and ignore contradictory ones. Second, to be maximally effective, there must be an ongoing formal and informal performance feedback (Wise, 1998:178).

In summary, it can be concluded that giving feedback in an appropriate manner is a key factor in determining the employee's willingness to adapt behavior. First, it is important that the feedback is given in a confidential atmosphere and that the appraiser is perceived as being in state to give useful feedback. Second, the feedback should be precise and detailed and if possible contain examples of the behavior at hand. Third, feedback giving should leave room for discussion of important aspects, thus involving the rate in giving opportunity to state is opinion and referring to his problems. Fourth, goal-setting should be part of the feedback. Goals should be clear, as well as the way how to achieve these goals, relevant, specific and moderately difficult. Furthermore, both parties should accept the goals. Fifth, it might be useful to give beside the annual performance review

Regular informal performance feedback. If all these conditions are met, the acceptance of the feedback will be enhanced and behavior change will be more likely.

Therefore, from the above discussions performance appraisal system implementation to be more effective, feedback should be given timely, detailed and precisely and should be presented by a credible source.

2.4.8. Rating the performance

A rating is a standard scale for rating teachers' performance in relation to specific categories of performance. Forman evaluation system to be meaningful, it must provide its users with reliant and timely feedback. To facilitate this, evaluators should conduct both interim and summative evaluations of teachers. While the site administrator has the ultimate responsibility for ensuring that the evaluation system is executed faithfully and effectively in the school, other administrators, such as assistant principal, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations. To provide feedback that promotes professional growth, the teacher's overall performance is rated. The rating provides both new and experienced teachers with clear direction about their performance level as a first step in identifying opportunities for further development (Kondrasuk 2002:164).

a. Rating approaches

According to Latham and Wexley (19977:95) there are mainly three different rating approaches existing: (1) examine cost-related variables, (2) judgments on traits or attitudes and (3) observe and record behavior the cost-related approach means that profits, product quantity or quality or return on investment is taken as criteria to appraise an individual.

This approach as a generally inadequate measure of individual job performance for several reasons: first, it gives no information to the employee why hi is effective or ineffective. Thus, there is also no clue how to improve performance. He emphasized that a system must be designed in such a manner that it provides guidance for employees relative to how increased performance is to be achieved. Second, there measures are also contaminated by other factors over which the individual has little or no control.

The second approach also does not indicate what exactly the individual has to do differently to improve performance. The interpretation of the feedback is left to the employee. The behavior approach is a more direct means sure of what employee does or has to change to become more effective. Furthermore, it is less influenced by factors not under control of the employee (Harris, 1988:121).

Berry (2003:183) distinguishes between objective and subjective measures of performance. Objective data can be obtained through production measures and personnel-related measures. Additional to the disadvantages identified he adds that these measures can be deficient in assessing performance on certain jobs. Personnel data for example can include information on various work behaviors such as unruliness, theft or simply attendance. But most of these measures are deficient are based on human judgment. Even though most commonly used, these ratings are far from being perfect measures of performance and they should not be substituted for objective measures when these are available.

A third way to distinguish rating approaches is by the sources appraising performance. Generally, the rating task requires someone with special knowledge and ability, and someone who can observe the performance of

the employee. There are four different single appraisal sources possible: first, the most common source of performance feedback is the immediate supervisor of the employee because the supervisor is expected to have the basic knowledge and ability to conduct performance appraisal on the subordinates (Berry 2003:205).

In particular, employee's self-ratings tend to be more than the ratings they receive from others. The fourth possible feedback source is source subordinates and is thus only suitable for employees who actually have subordinates. Even though this system has the potential to improve managerial skills it is not without problems. For example, managers might be concerned that some subordinates will rate them negatively because the manager has disciplined the employee in the past. Also, subordinates are likely to fear reprisal if they give negative ratings. The presented single sources can be combined to multi-source or 360-degree performance appraisal systems.

Therefore, it can be concluded that the behavior approach is most suited for appraising performance. But when available, objective data should be included to give a more complete picture of the employee's performance. Second. Performance can be appraised by a supervisor, co-workers, the employee self or subordinates. But to guarantee the acceptance of users, before implementing it must be determined which approach is preferred in the organization at hand. If only some sources are combined, there is a multi-source performance appraisal system at hand. If there is a complete combination of upward, downward, lateral and self-appraisal then this system is called 360-degree performance appraisal (Berry 2003:264).

b. Rating techniques

Rating techniques can be distinguished on basis of several factors. The most common way for a rater to express a judgment of a rate's job performance is with a graphic rating scale. Such scales provide a continuum form high to low performance levels concerning an overall performance or specific performance dimensions (Grote, 2002:230)

Anchors which can be verbal or numerical are placed at the mid-and/or endpoints on the scale. The rater then has to indicate with either on-point or between point responses how the individual has performed. GRS has three advantages: first, this procedure is simple, easily constructed and implemented what makes it a cost-effective method for evaluating employees. Second, the results form that method is standardized what allows comparisons to be made between rates. Third, because of the ease of use GRS are appealing to evaluators.

The behaviorally anchored rating scale (BARS) was developed to make the rating task easier what in turn is expected to result in more accurate ratings. BARS use behavioral statements or concrete examples to illustrate multiple levels of performance for each element of performance. The rather than acts as an observer who indicates which behavioral description most closely resembles the rate's work behavior instead of requiring the rater to act as a judge who decides whether the rate's performance on each element is excellent, average or below average (Kondrasuk 2002:155).

It is summarized the potential advantages: first, raters get a clearer idea of what constitutes good job performance. Thus the ambiguity concerning expectations is reduced. Second, BARS result in more accurate measurements because of a better understanding of the requirements for good job performance.

The behavioral observation scale (BOS) is a procedure that was also based on BARS rational for reducing subjectivity and error in performance appraisal. This technique asks raters to report the frequency of certain behavior. BOS results in several advantages: BOS produces higher levels of employee satisfaction with appraisal process second, because it pinpoints the precise course of action needed to improve performance, BOS seems superior in fostering behavior change. BOS appears more likely to minimize barriers in the communication process between superiors and subordinates because it pinpoints for both the specific organizational expectations and performance requirements. This way, role ambiguity and role conflicts are likely to be reduced.

Furthermore, BOS decreases raters' fear of possible confrontations with their subordinates because this technique directs the discussion toward the frequency of specific behaviors, rather than toward the raters' evaluation of those behaviors. Form the viewpoint of the rate the feedback is seen as more factual, objective and unbiased (Latham and Wexley, 1977:238).

In the mixed standard scale (MSS) three performance standards are developed per behavior dimension. These standards reflect average performance, superior and inferior performance. The standards for all behavioral dimensions are then randomly sequenced to from a MSS. Rater can indicate whether the focal rate is better, equal or worse than standard. This technique aims at ensuring that the rater does not simply use and overall impression of the rate and produces a rating that contains error, such as leniency and halo. But unfortunately the weaknesses of MSS are too obvious: it leaves the rater not only without any clear sense o how good a rating has been given, but also with very little information that the rater can use for feedback to the rate. MSS are difficult to score and only slightly easier to develop than behavioral scales. This comes back in the fact that raters prefer

BARS over MSS (Berry, 2003:274).

And without acceptance of the system, there will be no acceptance of the data. Furthermore, the validation of MSS may prove difficult because of the extent that MSS are less accurate descriptions of true behaviors and resulting data would be expected to have a substantial error component, attenuating subsequent validity coefficients (Harris, 1988:262).

In summary, research indicates that there is no clear picture of which type of scale is the best. Because different scale formats elicit judgment processes, the acceptability and effectiveness of various formats varies across individuals.

It is possible to conclude that rating the performance of teachers based on a number of job related characteristics such quantity of the work, quality of the work, cost effectiveness and timely working can be rated as low, satisfactory, high and very high. A rater biases are likely to occur of reflected in a subjective measures of performance but objective data minimize the biases so rating the performance of teachers requires an appraiser with special knowledge and skills.

2.4.9. Post-Appraisal Meeting

It is collaborative conference between appraisers and teachers. In many organizations appraisal is one way and secret. A two ways and open appraisal require that an interview takes place between manager and subordinates good post appraisal interview between the manager and the subordinate can permit and enhance problem-solving capacity and there by develop positive relationship between the subordinate and the appraiser. To improve performance, employees need information (feedback) about their performance along with guidance in reaching the next level of results. In this regard most theories of work motivation point out that, before employees can improve their performance, they must know how well they are currently doing (Cullingford, 1995:112).

An appraisal interview is a common way for a manager as they discuss the

specific points in the evaluation. The discussion between the employee (subordinate) and the superior must focus on performance short coming of the subordinates and give suggestion for improvement. The success of the interview depends, however on the climate in which it is conducted. When the subordinate senses the immediate manager's support and approval, then the appraisal interview can be high and constructive. But when the climate is one of the mistrust and skepticism, the subordinate is likely to be defensive.

Once appraisal has been conducted it is important to communicate them so that employees have clear understanding of how they stand in the eyes of their immediate superiors and the organization. The appraisal feedback interview can clear up misunderstandings on both an opportunity and a danger; because the immediate manager communicates both praise and constructive criticisms. A major concern for the managers is how to emphasize the positive aspect of the employee's performance while still discussed earlier, training the rate is the best solution to develop interview skill (French, 1990:411).

To this end, Pratt and Bennett (1990:232) described three main approaches to feed back discussion.

1. Tell and sell: In a tell and sell feedback interview the supervisor tells the employees how good or bad the employee's performance has been and then attempts to persuade the employee to accept this judgment. The employee has no input in the evaluation because it is very directive and one sided, the Tell, and 'sell' interview can lead to defensiveness, resentment, and frustration on the part of the subordinate. The employee may not accept the results of the interview and may not be committed to achieving the goals that are set. This may lead to poor performance in the future.

2. Tell and Listen: In this approach the supervisor tells the employee what has been right and wrong with the employee's past performance but then gives the subordinates a chance to react. As stated by (ibid) such approach attempts to overcome employee reactions by counseling on how to perform better.
3. Problem solving: The subordinate has much more control on the problem solving interview. Employees evaluate their own performance and set their own goals for future performance. Supervisor is primarily a helper and colleague rather than a judge and offers observations and advice in non-critical manner. During problem solving interview "An active and open dialogue ensues, in which goals of improvement are established mutually by both the appraiser and the apprise."

A well –planned and conducted feedback interview will facilitate the sharing of information and perceptions between rater and rate.

Byers and Rue (1987:322) stated that, many of the variables that have been identified and associated with positive outcomes from performance appraisal interviews, are behaviors and skills that can be taught to manager of superior responsible for conducting he interviews. So all the organizations including schools should give due emphasize to manager or principals development training program. Many immediate managers are hesitant to initiate performance counseling sessions because the subordinates may raise uneasy questions for which they may not have answers or they may question their judgments and decisions which may lead to argument, debate and misunderstanding. To avoid such problems the raters should get adequate training to develop interview and counseling skill.

Therefore, post appraisal conference, if carried out properly provides a

considerable contribution for effective implementation of the appraisal scheme. A well conducted active and open dialogue between the appraiser and appraises facilitates the process the system and establishes mutual understanding in every activity.

2.5.Characteristics of Effective Appraisal system

Meaningful teacher evaluation and the resulting feedback, Reflection and professional development will only happen if teacher are motivated to make it work. Hence, it is essential to find ways for teachers to identify with the goals and values of teacher evaluation arrangements and practices. The includes providing support to teachers to help them understand what evaluation involves, how it can strengthen their role as professional and how it can help them to improve student performance. Also, by having the opportunity locally to develop instruments and procedures for teacher evaluation, based on central guidance, teachers have the scope to develop a clear, fair and rigorous approach in every school (Eisnser 199:128).

Performance appraisals need to be effective; otherwise they are a waste of time and money. What makes them effectives is their potential to improve employee performance. But performance appraisal will only lead to behavioral change if its users accept the system. The characteristics if performance appraisal which have proven to partly.

Determine the effectiveness by affecting acceptance are introduced and discussed. First, it is started with more general aspects like rating approaches and rating techniques. Second, the impact of tying performance to pay will presented. Next, the accuracy of ratings and the existence of errors and bias in ratings will be discussed. The fourth part deals with way performance feedback is given (Dickinson, 1993:288).

According to wise (1998:305) a quite young variant of performance appraise

is 360- degree performance appraisal. The typical 360-degree process, supervisor (s), subordinates, peers and (less frequently) internal or external customers provide feedback on performance for each target rate, using some type of standardized instrument. The rate is then expected to use the data, along with a 360-degree performance appraisal is generally the same as for normal performance appraisal, but it is assumed that the new process offers some advantages.

In terms of methodology, 360-degree appraisal might improve the subjective measurement of performance by supplementing supervisory ratings with those of multiple raters. The use of multiple rates can reduce bias and errors in performance appraisal because multiple raters can bring non-redundant information to the judgment task. But in believing in the error-reducing capacity of 360-degree appraisal automatically assumes that all rater groups define each performance dimension similarly and raters calibrate rating scale points.

Well-constructed scales can exhibit construct validity across different rater groups. He also analyzed if different groups of raters are able to share a common conceptualization of performance dimensions underlying the items. Unfortunately, not all optimistic expectations concerning 360-degree appraisal have become reality (wise, 1998:342).

It is hypothesized which reasons could be responsible for the differences in performance evaluation. First, it might be possible that different rater groups may have different conceptualizations of what constitutes effective performance in a particular job. Second, rater differs in their opportunity to observe any given individuals work behavior and raters are exposed to only moderately overlapping sets of rate behavior. Third, motivational and informational differences between rating sources, such as self-raters need for

self-enhancement and differences in social comparison information available to self-raters and their supervisors, might exist. Fourth, well-established attribution tendencies, such at the self-serving attribution bias and the actor-observer effect might be at hand. Fifth, it is possible that differences in observed ratings from difference sources may be substantive differences between the rater groups (Reink, 2003:145).

Effectiveness occurs when appraisal interactions are non-controlling, non-defensive, supportive education and yet confidential. Effective appraisal therefore is underpinned by a relationship of respect and has outcomes directly linked to improved learning and teaching. Effectiveness is also linked to appraisal processes and information that have clarity, objectivity and high integrity, where deep development is a goal rather than quick-fix expedience (Mealiea, 1996:85).

In summary, it can be concluded that 360-degree appraisal might be a useful tool in enriching performance appraisal and enhancing its acceptance. But this will only be the case if raters and rates generally perceive the additional feedback as relevant and favorable. Thus, it is also possible that even though not the whole package of available feedback sources is wanted, some indeed are. This has to be figured out specifically the organization at hand.

According to Wise (1998) effectiveness of appraisal depends on:

An integrated development and accountability Approach: feedback form participant indicate that the desirability of a retention of the balance between development and accountability in appraisal.

Objective Information: it is essential that discussions are based on factual, objectively collected, information if the process is to be considered as a valid, fair rigorous and reliable approach to managing the performance of staff. If such information is not collected then an outcome may be perceptions of

appraisal as a poorly constructed process that reinforces inadequate, inaccurate and subjective decision-making at management level. This in turn, could lead (a hypothesis that needs checking) to a climate of substantial mistrust between manages and staff and the demise of appraisal a credible process for enhancing organizational and individual improvement.

Confidential and Transparent Processes: Implicitly linked to objective information gathering is the requirement for confidential and transparent processes. Both of these features are considered to be important by appraisers and appraises in the short and long-term training evaluation. At first glance, the two descriptors of confidentiality and transparency may seem contradictory, or self-cancelling. This is a misconception. There is a logical congruency between confidentiality and transparency. As an appraiser it is important to be absolute in maintaining confidentiality in dealing with information, whether it is form the principal. However, an appraiser also needs to be clear, with all respondents providing information (for example in evaluations), that their information will not be tampered with or altered. The latter is an example of the way that an appraiser can be transparent about procession dedicating to represent the situation as it is, without own alteration or interpretation. It also shows that confidentiality is assured.

Setting Deep Objectives: A key to effective appraisal is the establishment of appraisal objectives and plans for improvement that are in a "deep" as opposed to "surface" format. Deep refers to plans that outline small action research type projects that are carried out on and individualized (for personal objectives) or group (for department or school-wide objectives) scale.

Separation of Discipline processes form Appraisal: the crucial separation of appraisal form disciplinary processes highlights the importance of principals and Boards clarifying the linkages, connections and distinctions between the

earlier mentioned micro-processes in performance management generally. Such linkages need to also be clarified in policy development for each micro-process.

Clarity: the latter statement suggests that clarity in guidelines and criteria for all performance management micro-processes is crucial if staffs are to understand how to implement policy effectively.

Quality Time: Making and taking enough time to carry out appraisal is considered as crucial to effectiveness. There is an implication form all of the findings that management must be given time and support to implement appraisal. Several schools gained consent to open one hour later, tow times a term, to allow for appraisal interactions to occur. Other schools used specified teachers only days for appraisal.

Development Educative Interactions: respectful, trust-based and open relationships are at the core of appraisal effectiveness, Good interpersonal interactions generally are often noted as important but elaboration beyond such broad statements is rare in the general appraisal literature.

Effectiveness: the dearth of literature on how to help appraisers develop the sort of educative, problem-resolving, interactions in appraisal is indicative of the extent to which this is over looked and perhaps even avoided because it is in the too hard basket. It's still an uncomfortable thing to do, especially with an average teacher or one who is out of develop educative relationships should be an essential feature of all appraisal training.

Training: a school management must rethink the approach to training for appraisal so that it goes beyond the quick-fix, one day or even shorter. It is recommended that the training includes converge of all elements of appraisal such as values, purposes, objective setting, observation skills, data-gathering skills, interviewing and report writing. The training should also focus on

helping appraisers to develop an educative process. The account reveals that substantially more than short-term training is required to help appraisers to develop educative process interactions with appraises.

Creating Respect, Openness and Trust: the final feature of effective appraisal overlaps with earlier mentioned features. The link between appraisal effectiveness and on-going educative relationships cannot be ignored. It is revealed that respect, openness and trust need to be established through hones interactions in all situations-not just that of appraisal, but in every interaction at every level of the school.

2.6.Problems, Errors and Bias of Performance Appraisal System

The accuracy of ratings is determined by the reliability and validity of the measurement at hand. Reliability refers to the relative absence of random measurement error in a measurement instrument or precision of a measurement instrument

Rating accuracy is an important, albeit insufficient condition for feedback to positively affect future performance. Unfortunately, there are several different error phenomena which all poses a threat to the accuracy of ratings. In general, these errors can be differentiated as being related to (1) inadequate observations, (2) faulty standards or expectations about performance, and (3) difficulties in using a rating scale. Even though one can conclude that lack of error implies a certain level of accuracy, there are additional factors as opportunity to observe and delays between observing and giving feedback which have the potential to enhance or deflate the accuracy of ratings (Berry, 2003:48).

Smith (2001:65) describes bias as an over-or under identification of evaluations relative to performance for some groups because of identification that the rater may have toward his or her own or toward a reference group. He

argues that these systematic distortions result from limitations in cognitive processing, form individual motivation, or from a combination from both. Two other types of bias are the correspondence and the encoding bias. The correspondence bias refers to the tendency of perceivers to ignore compelling situational explanations when determining the cause of a person's behavior and instead wrongly assumes that the behavior is a direct manifestation of a person's behavior and instead dispositional state. A rater compares perceived rate features with schemas or prototypes. When the rate features resemble a conceptual category the rate is assigned to this category, at this point the risk of encoding boas exist because accessible but arbitrary constructs can bias encoding rate behavior often has ambiguous meaning that makes it open to varied interpretations and extraneous, contextual influences.

Furthermore, it became obvious that subordinates who helped managers to feel proud of being a good manager, or helped them to make them feel fulfilled, received better performance ratings. Hence, such favoritism undermines employee's perceptions of procedural fairness and therefore acceptance. Related to this subject, ingratiation and other impression management techniques also contaminate performance appraisal, but also has negative effects on the moral of the staff (Cook, 12995:92).

In summary, it can be concluded that even thought bias and errors never can be totally deleted there is a chance to minimize them. To do so these conditions must be met: (1)

Make sure that raters have sufficient opportunity to observe their rate's (2) give raters techniques at hand how to minimize the cognitive demands in evaluating behavior and the risk of decay; (3) train raters sufficiently in understanding and using the appraisal standards; and (4) design the performance appraisal form and scales in such a way that they are comfortable

and easy to use for raters. Concerning the acceptance of a performance appraisal system it is furthermore necessary that appraises perceive the rating as relatively unbiased, while appraisers must feel able to implement the system as intended.

The reasons behind the limited impact of evaluation on instructional improvement are interrelated with poor evaluation instruments. Little school district guidance on the substance of the teacher evaluations, lack of time fro evaluators to conduct the evaluations, lack of skill and content knowledge among the evaluators, lack of will among evaluators to conduct thorough and accurate evaluation, absence of high-quality feedback to teachers through the evaluation process and thus few consequences, positive or negative, attached to the evaluations.

Unfortunately, even though a teacher's effectiveness is recognized as the most important factor in improving student achievement, schools rarely measure, document, or use effectiveness ratings to inform decision-making. The result is that it is difficult to distinguish between poor, average, good, and excellent teachers. Sometimes termed the "widget Effect," school tends to assume that teachers' effectiveness in the classroom is the same from teachers to teacher and, thus, treat them as interchangeable parts. A results-based management system is essential for a government to achieve strategic goals and to know when the goals are achieved both in quantity and quality.

Furthermore, the process of tacking and measuring performance provides information that can be used to take corrective action and to learn what methods are worth replicating. In the process of implementing performance management systems, governments have found key practices that have improved performance but have also encountered many challenges and obstacles. Four typical obstacles are: (1) uneven integration with other management systems; (2) technical

difficulties in measuring outcomes; (3) the burden of extra work to maintain current systems while adding additional and parallel processes; and, most of all, (4) resistance to changes and negative mentality among those who must implement they system. Typically, positive factors that help to overcome these obstacles include: (1) the expressed desire for more efficient and effective government performance; (2) sustained leadership; (3) stakeholder ownership; (4) focused planning; (5) capacity building; and (6) the recognition of intermediate, and perhaps smaller, successes (Isore, 2008:172).

Errors Made in Personal Appraisal

In using either objective or subjective measures of performance, errors often result from some bias on the part of the appraiser. There common errors should be recognized and avoided (Willian, 2001:256)

"Halo" Effect: this error is perhaps the most pervasive bias in performance appraisal. It occurs when the appraiser assigns ratings or makes judgments which are influenced by his or her impression of one of the worker's qualities or perform ace in a single job dimension. The general impression (or "halo") then carries over to ratings give on other aspects of the job. The general impression fails to distinguish among levels of performance on each different aspect. Halo errors can be minimized by clearly defining the various aspects of a job and by evaluating all workers on one aspect before evaluating them on second, then a third, and so forth. Furthermore, training appraisers to recognize the tendency to make halo errors helps them to avoid it.

Leniency and Harshness: many managers might be classified as either too easy or too harsh in their ratings. The easy rater gives subordinates ratings that are higher than the average performance level of subordinates. On the other hand, the harsh rater gives ratings that lower than the average performance level of subordinates on the rated dimensions.

The following suggestions are offered to minimize leniency/harshness errors: force the appraiser to rate subordinates so that a given percentage falls in two categories such as high, average and low (although this technique alone may produce warped evaluations), reduce the ambiguity of the rating scale by clearly defining the dimensions of the ranking system in terms that are as descriptive and meaningful as possible; and set clear standards for each job function for the appraiser to use as a "Yardstick."

Central Tendency: Central tendency error is the unwillingness on the part of the appraiser to assign extreme ratings-either high or low. The appraiser tends to stay around the midpoint in evaluating the performance of subordinates. Although this tendency is the opposite of the leniency/harshness syndrome, it can be minimized by using the same countermeasures.

Regency: Recent performance of a worker can significantly influence the appraisal. If recent performance takes precedent in the mind of the evaluator over performance during the entire appraisal period, it may bias his/her judgment. For this reason, appraisers need to guard against good, average or poor recent performance influencing the appraisal disproportionately. Collecting and evaluating demonstrated behaviors over the entire course of the appraisal period may minimize the regency error.

Errors to Avoid in performance Evolutions

1. Halo/Horn Effect:

Halo/Horn error the tendency to rate a person high on all performance factors or low on all of them because of a global impression one has.

Compatibility: this is the tendency to rate people whom we find pleasing manner and personality higher than they deserve on all factors, not just interpersonal skills. Those who agree with us, nod their heads when we talk,

etc., get better ratings then their performance justifies.

The one-asset person: the glib talker, the person with the nice looks, the person with advanced degrees, or the graduate of our alma mater usually has the advantage of an upward bias when he or she is evaluated.

The high-potential effect: we often judge the personal credentials rather then what the person has actually done for the organization.

The contrary person: the boss may find it difficult to be objective and ignore his or her private irritations with a person who disagrees too often on too many things.

In this case attend to differences across performance factors. Develop a very clear idea of the nature of each performance factor and the kind of behavior it describes. Focus on differences, not similarities.

Moreover, attend to all aspects of a person's performance. When an individual is particularly impressive/disappointing in one area, avoid the tendency to categorize other performance areas similarly.

II. Negative or positive Leniency:

Some raters are too hard or too easy overall in evaluating employees. Performance evaluation ratings that are sever or lenient give the wrong impression to personnel and to the employee.

Membership in a weak team (Guilt by association): the good player on a weak team usually ends up with lower ratings than he or she would have if on a winning team.

The self-comparison effect: the person who does not do the job as we remember we did it when we held that job will suffer more than those who do work unfamiliar to us.

The boss as perfectionist: Because the manager's expectation level is so high, he or she is somewhat disappointed and rates people lower than they

deserve.

The effect of the person's past record: the person who done good work in the distant past is assumed to be okay in the recent past too. The impressions of past good work carriers over into later periods.

The effective or recentness: the person who does an outstanding job the previous week or the day before the evaluation discussion can offset mediocre performance over the previous months.

Develop an accurate understanding of the type of performance that presents each rating level and calibrate your internal scale with a trusted colleague.

III. Central Tendency

Some raters evaluate all employees in the middle of the scale and avoid extreme ratings

The no complaint bias: the appraise is often appointing to treat no new as good performance. If the appraiser has had no complaints either form or about the person, she or he assumes everything is fine, and evaluates the person as such.

Lack of Clearly defined performance standards: the rater may assume that all employees are performing about average because she or he is not really sure what constitutes exceptional performance.

Avoiding risks: sometimes raters worry about consequences for giving employees high or low ratings. They are concerned about challenges by the employee, or a need to give more detail as reasons for lower ratings.

As with other rating errors, central tendency can be counteracted by developing very specific clearly defined objectives. And some evaluation structures literally force raters to spread out their ratings across the entire scale. If you commit central tendency error, try pushing yourself to very your ratings within and across persons.

IV. Available information Effect

Information that is readily available in memory will over influence ratings during performance evaluations. Certain incidents can fortuitously trigger memories of a particularly good or bad performance by one or more employees. If this happens shortly before the performance evaluation, it could affect your ratings of that employee.

So before the evaluation, gather as much information as you can about all pertinent areas of performance. Maintain a performance event file for each employee. Keep records of successes as well as failures. Do not over look satisfactory performance.

V. Direct Experience Effect

Direct experience can dominate abstract information even if the abstract in information has greater accuracy then the personal experience. If you were to seen an employee slam down the phone you knew she or he was speaking to a client, this probably would affect your opinion of the employee vis-à-vis the customer service performance factor. However, before you assign the employee a low rating it is wise to collect information from other sources. You may find that this behavior is typical of the employee, or you may learn it is extremely rare. Do not let a single experience determine your opinion of an employee's performance. Gather as much information as possible and try not to weigh one incident too heavily.

2.7.Teachers performance Appraisal in Ethiopia

In Ethiopia, teachers' performance appraisal started in 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 function by large remained unchanged (Berhanu, 1999).

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the purpose of curriculum and teaching-learning improvement (MOE, 1979 E.C). In 1973 E.C due to the ideological change introduced in the county, and experience gained from social lilts countries department of supervision again replaced by inspection. The prime objectives of the inspection were to assure whether policies, guidelines, plans and programs were properly implemented according to the social list ideology. Therefore, appraising the performance of teachers has been left to educational administrators at the school level.

MOE under the Federal Democratic Republic of Ethiopia developed Education and Training policy (ETP) in 1994. The Education and Training policy envisages bringing up citizens endowed with human outlook, county wide responsibility capacity in order to participate fruitfully in development and development and the utilization of resources and the environment at large (MOE,1994). This is realized through quality of education. To guarantee quality of education one of the majors taken was to improve the performance of teachers through the performance appraisal system.

According to Federal Civil Service Commission (FCSC) (1996 E.C:18-19). Result oriented performance plan is a work program derived from national vision, mission and strategic in context of specific organization: involving key, major, minor and additional tasks to be performed by team or individually in a year or lesser time (usually half a year), the process of replacing the traditional performance appraisal by the modern approach termed as result oriented management is under way. Such an intention as to FCSC (1997 E.C:30) will be realized provided that the following three preconditions are fulfilled: these are establishing management-by –objective system; performance oriented human resource management and output oriented budgeting.

FCSC (1997 E.C:31-32) and FCSC (1995 E.C:4-5) present the objectives of the result oriented performance plan as ensuring that managers and employees are

fully performing to their level best as expected of them in terms of quantity, time and cost, identifying strengths and weakness at organizational, department, group and individual level with intention of improvement in the forth coming performance period, identifying the need assessment for development and training both for managers and employees, providing performance based payment or incentives for the managers and employees and making decisions on management and employees 'matters that is based on tangible documents and concrete facts.

The result-oriented plan of performance appraisal is of paramount significances to organizations. In line with this employees develop their plan on the bases of two way communication with their bosses and colleagues, the inclusion of performance indicators in the plan, urge the employees to develop sense of belongingness and commitment to their plan. Moreover, since employees' performance is derived from organizational plan, it contributes a lot to the success of organization plan, as the employees and the bosses develop performance plan together, there would be conducive work environment

Between them and it creates transparent, participatory and measurable appraisal standards which would greatly alleviate conflicts between appraisers and appraises.

The strengths of the result-oriented plan of performance appraisal as to FCSC (1997 E.C:3) creates transparent and measurable performance standards that ensure accountability to what is done and the output and key, major, minor tasks are all developed on the bases of agreement between employees and the bosses; hence employees discharge duties with commitment. Furthermore, correlates individual plan with organizational plan and promotes culture of discussion and participation which is a core for experience exchange among employees and management.

Concerning demerits of result-oriented plan of performance appraisal FCSC (1996 E.C:22) and FCSC (1999:4-5) present that too much paper work, extra burden and consumes more resources, supervision and employees may not be able to prepare specific, measurable, achievable, relevant and time based objectives. Moreover, the delay in timely preparation of organizational objectives and its approval may hinder employees' work accomplishment, agreement targets between employees and managers would not be simple and focusing on results leads to undermining of behavioral dimensions.

Result-oriented performance appraisal to teachers was prepared and become operational in 1995 E.C in line with the national civil service reform program. However, all the regions did not apply it uniformly and the teachers' career structure was not addressed in the new civil service reform. Due to these reasons, it discontinued for 1995-1997 E.C. but after 1997 E.C the career structure of teachers was continued in all regions. The current Result-oriented teachers' performance appraisal system has two purposes in the Ethiopian system. These are aimed at supporting the teachers to strengthen their job through feedback and training so that weaknesses are reduced. The summative is judgmental in purpose where by administrative or personal decisions are made to determine teachers' promotion, transfer, and salary increment.

In Kirkos Sub city result—oriented performance appraisal was introduced in 2003. According to Addis Ababa administration city civil service bureaus (2006:7), the conducted training programs at all levels to introduce the new appraisal system in 2004 based evaluation conducted in the previous years the appraisal. Even though cultural barriers might hinder the achievements, the desired system was introduced step by step that leads to achieve the desired results. However, in the education bureau due to the discontinuity of the career structure of teachers' grievances form teachers and their association were conducted. Since career

structure was continued in 1997 E.C Result-oriented performance appraisal of teachers was continued in all schools of Addis Ababa administration was still in use with different modifications.

In Result-oriented performance appraisal of teachers, input and work process are not measured. Emphasis is only given to measurable parts of performance. This method is favored above all for its objectivity in appraising ones performance when compared to the past evaluation system, which was more subjective and the rater was influenced by bias and prejudice. Thus, it was with this notion that the country has adopted this system along with national civil service reformation program.

CHAPTER THREE

3. Research Design and Methodology

3.1. Research Methods

Since this study was aimed at examining and describing the implementation of result oriented teachers' performance appraisal system in government secondary schools of Kirkos sub city a descriptive survey method supported by qualitative study was employed to address all issues on the study. Mixed approach help in triangulating information across quantitative and qualitative methods by collecting both types of data at the sometime and then integrating the information in the. Interpretation of the overall results. Basically, it is through such methods of research design that can be collected in depth and comprehensive information regarding the current status of phenomena and can better validate the result of the study than a single approach (Creswell, 2003:136).

According to Rubin (1995:192), a qualitative research, in principle, focuses on gaining meaning and insight into the area of interest. It is associated with face to face contact with people to gather verbal data and observations.

3.2. Sources of Data

Both primary and secondary data sources were employed in the study. The primary data were gathered from principals, vice principals, department heads and teachers through questionnaire and interview. to select teachers from the sample schools based on ratio proportion of teachers. On the other hand, to select sample participants for interview from the total population, a purposive sampling technique was employed.

Table: Summary of Population, Sample, type of respondents and Sampling techniques

Category	Population	Sample	Type of respondents	Sampling technique
Principals and vice-principals	25	20	Appraisers	Purposive technique
Department heads	63	26	Appraisers	Random sampling technique
Unit leaders	40	18	Appraisers	Random sampling technique
Teachers	356	120	Appraises	Random sampling technique
Total	484	184		

Documents like policy documents, evaluation of teachers, students' achievement, sub city education office statistics annual abstracts and other related materials to consolidate the data in the study.

3.3.Sample size and sampling techniques

The determination of the population and sample schools were based on the 2013 annual statistical report of sub city education office. According to the report, there were 11 woredas and 3 government secondary schools. Within these government secondary schools there were 12 principals and vice principals and teachers.

Three secondary schools were include as sample for the study and were selected using simple random, sampling technique.

Out of the total population of 199 and out of the target population 72 sample size was selected at participants of the study. The participants were 10 appraisers principals and vice principals, and 46 teachers.

The researcher used simple random sampling and purposive sampling techniques to select the respondents of the study. In order to select principals and vice

principals, purposive sampling techniques was employed because they were small in number and rich in information on the issue under study.

3.4. Data Gathering Tools

The researcher believed that using varieties of instruments of data collection could increase the reliability of the information that were obtained this in turn would help to make reliable conclusion on the study. Three basic instruments were used in the process of gathering the necessary data for the study. These were questionnaire, unstructured interview and document analysis.

3.4.1. Questionnaire

Questionnaire was used as the main source of data gathering tool for collecting the data

Related with the issue under study. Questionnaire is advantageous in descriptive survey research because it is restricted to a finite set of responses that are easy and quick to answer. In addition to this, they have response categories that they are easy to code and they permit the inclusion of more variables in research study. Thus, the investigator preferred to use this fact finding methods. Two separate questionnaires that incorporate both open and close ended items were prepared and administered for both sample appraises and appraisers. The respondents indicated the extent of their attitude to a particular behavior or practice by choosing one of the five options, degree of agreement or disagreement, through a five point Liker scale. But some questions were close ended one. In order to establish content validity care was taken while designing the questionnaire and framing of each question to maximize opportunity for complete and accurate communication of ideas with the respondents. To make the questions more understandable, attempt was made to provide clear

directions on the questionnaire concerning mode of reaction.

3.4.2. Interview

Interview has an advantage that enables the interviewer to establish rapport with the respondents, allows the interviewer to listen and observe, permit more complex questions to be asked than through other types of data collection tools. Unstructured interviews with open-ended questions were conducted with purposefully selected five appraisers and five appraises. These interviews were conducted in Amharic to avoid communication barriers and the information obtained was crosschecked with those obtained via other data gathering tools.

3.4.3. Document Analysis

All available documents such as guidelines, policies, annual school plan, meeting minutes, instructional and supervision program, recorded appraisal results, classroom observation forms and other documents that have direct relationship with teachers' performance appraisal were collected and used. This tool was used to enrich the data obtained through questionnaires and interviews and to solicit information that could not be obtained through other tools.

3.5.Procedures of Data Collection

Having read adequate available related literatures on result-oriented teachers' performance appraisal system implementation, the researcher formulated basic questions and objectives that were addressed by the study in which the design of the questionnaire, interviews and document check lists were based on them. Questionnaire, interviews and document checklist questions were prepared in English. To employ those data gathering tools, the procedures were followed in a sequential way or in phases by giving priority to the questionnaire and then

conducting interviews and lastly document analysis.

To ensure the validity and reliability of the questionnaire were given to professionals, practitioners and educated friends in similar fields of education to assess, review and make adjustments concerning how well the items, on the questionnaire, represent the intended content areas, clarity of language and grammatical order so that amendment was made if necessary. Then, the questionnaire was submitted to the thesis advisor for further examination and valuable adjustments.

Support letter was asked, to conduct the research, from Addis Ababa University, department of educational planning and management Kirkos sub city office education.

Finally, the questionnaire was distributed to the respondents. After distributing the questionnaire, time for interviews and document analysis were arranged and conducted with the concerned sample respondents. The interview was conducted in Kirkos sub city to avoid communication barriers. **Method of Data Analysis**

As data were collected through questionnaire, interviews and documents analysis both quantitative and qualitative methods of data analysis were employed. The data gathered through questionnaire was structured, organized, and tallied to make easy for analysis.

The data obtained through close ended questions were organized and presented in tables whereas the, data collected through interview, documents analysis and open-ended questions were analyzed in narration under each category in the tables that were relevant to the issue. The collected data were categorized in to two groups, that is, data that were collected from appraisers (principals, vice principals,) as one category and the second category were appraises (teachers) so that comparison were made on the findings. From the descriptive statistics

frequency, percentage, mean score and weighted mean were used. Finally based on the data analysis and interpretation, summary were made and conclusion and recommendations were forwarded.

CHAPTER FOUR

4. Presentations and Discussions of Data

This chapter concentrates on two major parts. The first part focuses on the personal information of the respondents. The second part addresses the presentation, analysis and interpretation of data on result oriented teachers' performance evaluation implementation in government secondary schools of Kirkos sub city of Addis Ababa Administration.

4.1. Characteristics of Respondents

For conducting the research, 52questionnaires were distributed for the study sample respondents of the selected schools. Although some questionnaires were filled with little problems, all questionnaires were returned.

Table 1: distribution of respondents by sex and age

Item		Teachers and Appraisers	
		Frequency	Percentage
• Sex	Male	40	76.92
	Female	6	11.54
	No response	6	11.54
	Total	52	100
• Age	<20	0	0
	21-25	12	23.1
	26-30	12	23.1
	31-35	10	19.23
	36-40	3	5.77
	41-45	5	9.62
	46-50	6	11.54
	>51	4	7.69

As can be seen from the above table, majority of the respondents were male, which covers 80% of the sampled population. And 11.54% were female

respondents. Nevertheless, 6 (11.54%) of the respondents did not fill the sex part of the questionnaire. From this data, we can conclude that majority of the school members under the study are male. This can be occurred due to the small participation of females in the area education in the past. Therefore, a continuous effort should be done to increase women's participation in education.

In relation to the issue of age, more than 65% of the respondents are at energetic and productive stage (between 21 and 35). Whereas 5.77%, 9.62%, 11.54%, and 7.69% of the respondents fall under the age group of 36-40, 41-45, 46-50 and >51 respectively.

Table 2: distribution of respondents by years of service, position and academic qualification

Item		Teachers and Appraisers	
		Frequency	Percentage
• Years of service	<5	18	34.62
	6-10	11	21.2
	11-15	7	13.5
	16-20	4	7.7
	21-25	3	5.77
	26-30	3	5.77
	>31	5	9.62
	Total	52	100%
• Position	Principal	3	5.77
	Vice principal	6	11.54
	Department head	4	7.69
	Teachers	39	75
	Others	0	0
	Total	52	100
• Academic qualification	Diploma	0	0
	B.A/B.Sc.	40	76.92
	M.A/M.Sc/M.Ed.	5	9.62
	Other	7	13.5
	Total	52	100

Regard to respondent's years of service, the above data indicated that 34.62% of the respondents have <5 years of service. Also, 21.2% and 13.5% of the respondents have 6-10 and 11-15 years of service respectively. The remaining 7.7%, 5.77%, 5.77% and 9.62% of respondents have a service of 16-20, 21-25, 26-30 and >31 years. This indicated that more than half percent (>50%) of the respondents have good experiences, and they can accomplish their tasks effectively.

In relation to respondents' position, the above data indicates that in the selected schools, 3 (5.77%) of them are principals, 6 (11.54%) are vice principals, 4 (7.69%) are department heads, 39 (75%) of them are teachers.

Concerning respondents' academic qualification, majority of respondents (76.92) have a Bachelor. Degree Whereas 9.62% of them have a Master, and the remaining 13.5% of the respondents are under other. This indicates that majority of respondents have a minimum of University degree. This makes them to do their job effectively since almost all of them can be considered as professionals.

4.2. Analysis of Data Pertaining from the Major Variables of the Study

As stated earlier, the main objectives of this study were:

- to review the basic problems of the evaluation system and their causes so as to find out alternate ways of improving the situation by pointing out ways of redesigning the evaluation criteria
- to identify teachers' attitude towards ROPE in the General Secondary School of Shimels Habte
- to assess and point out the problems exhibited by evaluators and teachers and those of the evaluation criteria.

- to suggest effective strategies regarding ROPE to contribute to the enhancement of teachers' performance and to improvement of quality of education.

The data, therefore, are discussed in the light of the objectives mentioned.

In this section, the collected data are presented, analyzed and discussed. This chapter generally consists of presentation of the statistical results obtained, illustrated tables, discussions of the results obtained from questionnaire of the respondents.

4.2.1. Analysis of Respondents' Response Related to the Purpose ROPE

4.2.1.1. Analysis of Respondents' Response (Agreement) Concerning the Purpose ROPE at their school

In relation to the purpose (s) of teachers result oriented performance evaluation, majority of respondents (more than 50%) agreed on most tenets. Table 4.2.1.1 below shows respondents' response for the items concerning the purpose(s) of teachers' result oriented performance evaluation in their school.

Items	Fr. %	Alternatives					TOTAL
The purpose (s) of appraising performance of teachers is (are)		SA	A	UD	D	SD	
To identify teachers' professional training needs	Fr.	24	16	8 15.4	1	2	52
	%	46.15	30.77		1.92		100
To decide on teachers' salary increment	Fr.	20	12	7 13.46	7 13.46	5 9.62	52
	%	3.85	23.1				100
To decide on teachers' promotion or demotion	Fr.	12	13	14	7 13.46	4 7.69	52
	%	23.1	25	26.92			100
To decide on teachers" transfer	Fr.	11	14	8 15.4	12	5 9.62	52
	%	21.15	26.92		23.1		100
To reward competent teachers	Fr.	20	19	5 9.62	3 5.77	4 7.69	52
	%	38.46	36.54				100
To motivate teachers on their job	Fr.	21	14	3	5 9.62	5 9.62	52
	%	40.39	26.92	5.77			100
To promote teachers' knowledge and skill	Fr.	24	15	3 5.77	6 11.54	3 5.77	52
	%	46.15	28.85				100
To measure job performance of teachers	Fr.	16	20	7 13.46	6 11.54	1	52
	%	30.77	38.46			1.92	100
To improve the quality of teaching learning process	Fr.	17	20	5 9.62	7 13.46	1	52
	%	32.69	38.46			1.92	100
To measure teachers professional competence	Fr.	14	22	10	3	2 3.85	52
	%	26.92	42.31	19.23	5.77		100
To provide feedback for teachers	Fr.	17	22	4 7.69	6 11.54	2 3.85	52
	%	32.69	42.31				100
To strengthen the relationship between teachers and students	Fr.	14	26	5 9.62	4 7.69	2 3.85	52
	%	26.92	50				100
To strengthen the relationship between teachers and evaluators	Fr.	14	17	9	8 15.39	3 5.77	52
	%	26.92	32.69	17.31			100
To achieve school goals and objectives	Fr.	23	17	6 11.54	3 5.77	2 3.85	52
	%	44.23	32.69				100

As can be understood from the above data, in relation to the purpose (s) of appraising performance of teachers, many respondents show their favorable view. For most tenets of appraising performance, more than half of the respondents are under strongly agree and agree position. For example, for item 1, 46.15% and 30.77% of them are under strongly agree and agree position respectively. Also, 15.4%, 1.92% and 3.85% of them are under undecided, disagree and strongly disagree point. From this data we can conclude that majority of the respondents accept the purpose of appraising performance of teachers for identifying teachers' professional training needs.

Similarly, for items 2, 38.46% and 23.1% of the respondents are under strongly agree and agree point. The remaining 13.46%, 13.46% and 9.62% of them are under the points of undecided, disagree and strongly disagree. This indicates that nearly half of the respondents have a good perception towards the tenet.

Furthermore, for item 3, 23.1% and 25% of the respondents strongly agree and agree for the tenet respectively. Also, 26.92% of them are under undecided point. However, the remaining 13.46% and 7.69% of the respondents disagree and strongly disagree point. This indicates that for the tenet, majority of the respondents have a positive attitude.

In addition, for item 4, 21.15% of the respondents strongly agreed with the tenet. Also, 26.92% of them agreed with the idea. Nevertheless, 15.4%, 23.1% and 9.62%o of them are under the points of undecided, disagree and strongly disagree point. Hence, from this data we can conclude that nearly half of the respondents believe on the purpose of the tenet.

For the remaining items, more than half of the respondents (50%) are under strongly and agree points. This indicates that in the selected schools, majority of the respondents accept the tenets which are related to the purpose (s) of appraising performance of teachers. For example, for item '5, 38.46% and 36.54% of respondents strongly agreed

and agreed with the idea in their respective order. Nonetheless, 9.62%, 5.77% and 7.69% of them are under the points of undecided, disagree, and strongly disagree. Also, for item 6, 40.39% and 26.92% of the respondents strongly agreed and agreed with the tenet. However, the remaining 5.77%, 9.62% and 9.62% of the respondents are under the point of undecided, disagree and strongly disagree.

To sum up, in relation to the tenets which indicate the purpose of the appraising of performance of teachers, majority of the respondents have a good perception.

4.2.2. Analysis of Respondents' Response Related to the Development of Teachers Result Oriented Performance Evaluation Criteria

In relation to the participation of different participants for the development of teachers, majority of the respondents (more than 50%) are under very high and high points for most tenets. The following table shows the involvement of different participants on the development of teachers' performance evaluation.

Table Involvement of Different Participants on the Development of Teachers' Performance Evaluation

S.no	Items	Fr. %	Alternatives					TOTAL
	The participants involved in the development of teachers' performance Evaluation criteria (evaluation plan) are		VH	H	M	L	VL	
			5	4	3	2	1	
1	Teachers	Fr.	21	9	12	1	6	52
		%	40.39	17.31	23.08	1.92	11.54	100
2	Department heads	Fr.	20	21	6 11.54	3	1	52
		%	38.46	40.39		5.77	1.92	100
3	Vice principals	Fr.	28	10	8 15.39	4	1	52
		%	53.85	19.23		7.69	1.92	100
4	Principals	Fr.	23	12	10	3	2	52
		%	44.23	23.08	19.23	5.77	3.84	100
5	Woreda education office experts	Fr.	8	13	13	10	6 11.54	52
		%	15.38	25	25	19.23		100
6	Sub city office experts	Fr.	10	11	12	10	7 13.46	52
		%	19.23	21.15	23.08	19.23		100
7	Education bureau experts	Fr.	9	9	12	12	8	52
		%	17.31	17.31	23.08	23.08	15.38	100
8	Experts of ministry of education	Fr.	8	7 13.46	10	16	8	52
		%	15.38		1923	30.77	15.38	100
9	Not sure	Fr.	4 7.69	3 5.77	4 7.69	4 7.69	7	52
		%					13.46	100

As can be understood from the above table, for item 1, in relation to the involvement of teachers -in the evaluation criteria, 40.39% and 17.31% and 23.08 of the respondents are under very high, high and medium points respectively. Nevertheless, 1.92% and 11.54% of them are under low and very low points in their respective order. This indicates that teachers' have an active involvement in the evaluation criteria.

Similarly, for item 2, 3 and 4, majority of the respondents (more than 50%) are under very high and medium points. From this data we can conclude that concerning the evaluation criteria (plan), the involvement of department heads, vice principals and principals is in a good position.

However, according to the data, the Woreda's Education Office experts, Sub City Office Experts, Education Bureau experts and experts of Ministry of Education have not active involvements in the evaluation criteria. As can be seen from the above data, for example, for item 5, 15.38% and 25% of the respondents are under very high and high points respectively. The remaining respondents are between medium and very low points. Also, for item 6, 19.23% and 21.15% of the respondents are under the points of very high and high points. Nonetheless, 23.08%, 19.23% and 13.46%) of them are under medium, low and very low points.

In relation to the success of teachers' result oriented performance evaluation system, it is not successful for the majority of the respondents.

1.2.2.2. Analysis of Respondents' Response towards the Importance of Criteria Aspects for Implementing Evaluation

Concerning the importance of criteria aspects for implementing evaluation, majority of the respondents (more than 50%o) are under strongly agree and agree points. The following table shows respondents' response towards the importance of criteria aspects for implementing evaluation.

Table Response towards the Importance of Criteria Aspects for the Implementation of Evaluation.

S.no	Items	Fr. %	Alternatives					TOTAL
	The stated criteria have		SA	A	UD	D	SD	
	Related with educational objective	Fr.	27	16	4	2	1	52
		%	51.92	30.77	7.69	3.85	1.92	100
	Relevant with teachers performance development	Fr.	22	21	4 7.69	1	2	52
		%	42.30	40.39		1.92	3.85	100
	Realistic to be performed by teachers	Fr.	19	17	9	5.77	2	52
		%	36.53	32.69	17.31		3.85	100
	Given fair values (points)	Fr.	20	16	9 17.31	4 7.69	1 1.92	52
		%	38.46	30.77				100
	Objectively measure teachers' performance	Fr.	16	23	5 9.6	5.77	5.77	52
		%	30.77	44.23				100
	Clear and valid measures of job related activities	Fr.	15	21	8	3 5.77	2 3.85	52
		%	28.84	40.38	15.38			100
	Complete to measure overall performance teacher	Fr.	15	23	4 7.69	5 9.6	3 5.77	52
		%	28.84	44.23				100
	Effective in creating conducive environment between teacher and evaluators	Fr.	15	12	14	5 9.6	2 3.85	52
		%	28.84	23.08	26.92			100
	Structured with specific steps	Fr.	16	16	11	2 3.85	2 3.85	52
		%	30.77	30.77	21.15			100
	Well defined and clearly stated in unambiguous words	Fr.	16	17	11	4 7.69	2 3.85	52
		%	30.77	32.69	21.15			100
	Guide by the rule of logical reasoning and logical process	Fr.	16	23	3 5.77	5 9.6	2 3.85	52
		%	30.77	44.23				100
	Related with the real situation and deal with concrete data	Fr.	16	23	4 7.69	6	1 1.92	52
		%	30.77	44.23		11.54		100
	Based on career (adds of teachers)	Fr.	16	20	7 13.46	7 13.46	0 0	52
		%	30.77	38.46				100

As can be seen from the above table, for item 1, 51.92% and 30.77%) of the respondents strongly agreed and agreed on the relationship between the stated criteria and educational objectives. The remaining 7.69%, 3.85% and 1.92% of them are under the points of undecided, disagree and strongly disagree points. From this data we can conclude that for the implementation of evaluation the stated criteria have a direct correlation with the educational objectives.

Similarly, for item 2, 42.30% and 40.39% of the respondents are under strongly agree and agree points. However, 7.69%, 1.92% and 3.85% of the respondents did not decide, disagreed and strongly disagreed with the idea which indicates the relationship between the stated criteria and teachers' performance development. Therefore, from this data we can generalize that for the implementation of evaluation, the stated criteria have a direct relationship with the performance development of teachers.

For item 3, 36.53% and 32.69% of the respondents are under the points of strongly agreed and agreed points. Nonetheless, 17.31%, 5.77% and 3.85% of the respondents are under undecided, disagree and strongly disagree points. This indicates that for the majority of the respondents the stated criteria is realistic to be performed by teachers.

For item 4, majority of the respondents are under strongly agree (38.46%) and agree (30.77%) points. Nevertheless, 17.31%, 7.69% and 1.92% of the respondents are under the points of undecided, disagree and strongly disagree points. This indicates that the stated criteria have given fair values.

Similarly, for the remaining items (from 5-13), majority of the respondents (more than 50% of them) are under strongly agree and agree points. From the data we can conclude that the stated criteria have a direct relationship with the tenets which indicates the importance of criteria aspects for the implementation of evaluation.

To sum up, in relation to the importance of criteria aspects for the implementation of evaluation, majority of the respondents (more than 50%) strongly agreed and agreed with the tenets. Therefore, from the data given, we can generalize that the stated criteria for the implementation of evaluation have been practiced by majority of the respondents in a well manner.

1.2.3. Analysis of Respondents' Response towards the Appropriateness (Competency) of Evaluators

Concerning the agreement of respondents on the evaluators of teachers performance, majority of the respondents are under the points of strongly agree and agree points for most of the tenets. Table 4.2.3.1 below shows respondents' response concerning their agreement on teachers' performance evaluators.

Table 4.2.3.1 Respondents' Response Concerning their Agreement on Teachers' Performance Evaluators

Sno	Items	Fr. %	Alternatives					TOTAL
	The performance of teachers can better be evaluated by		SA	A	UD	D	SD	
1.	Principals	Fr. %	8 15.38	22 42.30	11 21.15	6 11.53	3 5.77	52 100
2.	Vice principal's	Fr. %	11 21.15	21 40.38	9 17.31	5 9.6	3 5.77	52 100
3.	Department heads	Fr. %	26 50	16 30.77	5 9.6	0 0	3 5.77	52 100
4.	Students	Fr. %	20 38.46	14 26.92	9 17.31	0 0	7 13.46	52 100
5.	A team principal, vice principal, department heads	Fr. %	13 25	14 26.92	15 28.84	0 0	4 7.69	52 100
6.	A team of principal, vice principal, department heads and students	Fr. %	19 36.53	14 26.92	11 21.15	1 1.92	5 9.6	52 100
7.	A committee of principal, vice principal, department heads, students and parents	Fr. %	20 38.46	8 15.38	12 23.08	3 5.77	8 15.38	52 100

In relation to the issue "The performance of teachers can better be evaluated by:", for item 1, from the total of 100% respondents, 15.38% and 42.30% of them are under the points of strongly agree and agree points. The remaining 21.15%, 11.53% and 5.77% of the respondents did not decide, disagreed and strongly disagreed with the idea. This indicates that majority of the respondents believe that the performance of teachers can better be evaluated by principals.

For item 2, majority of the respondents (more than 50%) agreed with the idea that the performance of teachers can better be evaluated by vice principals. As can be understood from .the data given, 21.15% and 40.38% of the respondents are under strongly agree and agree points. However, 17.31%, 9.6% and 5.77% of the respondents are under the points of undecided, disagree and strongly disagree points. This indicates that majority of the respondents believe that the performance of teachers should be evaluate by vice principals.

Also for item 3, more than 80% of the respondents agreed on the idea that the performance of teachers should be evaluated by department heads. In which (50%) and (30.77%) of them are under the points of strongly agree and agree. The remaining 9.6% and 5.77% of them are under undecided and strongly disagree points. This indicates that majority of the respondents believe that the performance of teachers should be evaluated by department heads.

Similarly, for item 4, 5, 6 and 7 majority of the respondents (more than 50% of them) put their response on strongly agree and agree points. This indicates that majority of the respondents (more than 50% of them) believe that the performance of teachers can be evaluated by different .groups.

In relation to the competency of evaluators, majority of the respondents have shown their favorable position or agreement for most tenets. The following table shows respondents' agreement towards the competency of evaluators at their school.

Table **Respondents' Response towards the Competency of Evaluators at their School**

S.no	Items	Fr. %	Alternatives					TOTAL
	The evaluators in your school		SA	A	UD	D	SD	
1.	Have adequate competence to appraise teachers' performance	Fr.	10	20	8	10	2	52
		%	19.23	38.46	15.38	19.23	3.85	100
2.	Possess adequate knowledge and training to properly implement teachers' performance appraisal	Fr.	9	18	12	9	3	52
		%	17.31	34.61	23.08	17.31	5.77	100
3.	Have good experience to evaluate teachers	Fr.	12	17	13	5	3	52
		%	23.08	32.69	25	9.6	5.77	100
4.	Have good relationship with teachers	Fr.	12	23	9	4	i	52
		%	23.08	44.23	17.31	7.69	5.77	100
5.	Are individuals to be trusted	Fr.	6	21	16	3	3	52
		%	11.54	40.38	30.77	5.77	5.77	100
6.	Assess performance objectively and without bias	Fr.	9	17	15	5	4	52
		%	17.31	32.69	28.84	9.6	7.69	100
7.	Are helped in solving problems related with teachers' performance evaluation	Fr.	9	21	13	4	4	52
		%	17.31	40.38	25	7.69	7.69	100
8.	Motivate teachers to ask questions about performance evaluation.	Fr.	10	17	14	4	5	52
		%	19.23	32.69	26.92	7.69	9.6	100
9.	Are good on recording on going performance of teachers	Fr.	8	19	14	8	2	52
		%	15.38	36.53	26.92	15.38	3.85	100
10.	Are committed to implement the system	Fr.	4	25	11	6	3	52
		%	7.69	48.08	21.15	11.54	5.77	100
11.	Clearly specify the criteria	Fr.	5	22	12	6	2	52
		%	9.6	42.30	23.08	11.54	3.85	100
12.	Opening communicate with their teachers and provide sufficiently detailed information	Fr.	7	24	12	6	2	52
		%	13.46	46.15	23.08	11.54	3.85	100
13.	Have adequate time to evaluate	Fr.	8	23	12	3		52
		%	15.38	44.23	23.08	5.77	5.77	100
14.	Are fair and ethical in scoring teachers' performance evaluation	Fr.	11	17	14	7	1	52
		%	21.15	32.69	26.92	13.46	1.92	100
15	Give regular and timely performance feedback	Fr	9	17	9	10	4	52
		%	17.31	32.69	17.31	19.23	7.69	100
16	Share a common conceptualization of the performance standards	Fr.	7	23	14	6	1	52
		%	13.46	44.23	26.92	11.54	1.92	100
17	Give the highest evaluation scores for the best work	Fr.	8	25	11	5	2	52
		%	15.38	48.08	21.15	9.6	3.85	100

As can be seen from the above data, in relation to the competency of evaluators, majority of respondents have shown their favorable point towards most of the tenets.

For item 1, for example, 19.23% and 38.46% of the respondents strongly agreed and agreed with the tenet in their respective order. In contrary, 15.38%, 19.23 and 3.85% of the respondents are under the points of undecided, disagree and strongly disagree points respectively. This indicates that the evaluators have adequate competence to appraise teachers' performance in the selected schools.

For item 2, for the idea that "The evaluators in your school possess adequate knowledge and training to properly implement teachers' performance appraisal", 17.31%, and 34.61% of the respondents strongly agreed and agreed with the idea. Nevertheless, 23.08%o, 17.31% and 5.77% of them are under undecided, disagree and strongly disagree points. This indicates that the evaluators have adequate knowledge and are good enough to implement teachers' performance appraisal properly.

For item 3, 23.08% and 32.69% of the respondents strongly agreed and agreed with the idea that the evaluators in your school have good experience to evaluate teachers. However, the remaining 25%, 9.6% and 5.77% of them are under the points of undecided, disagree and strongly disagree points. This indicates that the evaluators in the selected schools are experienced in evaluating teachers.

Also, for item 4, 23.08% and 44.23% of the respondents strongly agreed and agreed with the tenet in their respective order. The remaining respondents, nevertheless, are under undecided, disagree and strongly disagree points. From this data we can conclude that in the selected schools, the evaluators have a good relationship with teachers. This in turn can create a conducive environment for assuring quality education.

Similarly, for the remaining items (from 5-17) majority of the respondents (more than 50% of them) are under strongly agree and agree points. Based on the given data, we can conclude that the evaluators in the selected schools are competent in accomplishing different tasks effectively. The reason behind here is that according to the responses

given by the majority of the ^ respondents (more than 50%) for all tenets, for most of the respondents the evaluators are individuals to be trusted, assess performance objectively and without bias, are helped in solving problems related with teachers' performance evaluation, motivate teachers to ask questions about performance evaluation, are good on recording on going performance of teachers, are committed to implement the system, clearly specify the criteria etc.

Generally, from the data given, we can conclude that the evaluators who involve in the selected schools can accomplish different tasks very well. As a result, quality education can be achieved since things are going in a well manner.

Regarding to the assumed sources of appraisal, more than half of the respondents agreed on the statement evidence for the appraisal of teachers performance.

Table 4.2.3.3 **Respondents' Response towards the Assumed Sources of Appraisal**

S.no	Items	Fr.	Alternatives					TOTAL
	The most objective source of evidence for teachers' performance appraisal in your school is/are:	%	SA	A	UD	D	SD	
1.	Self-evaluation	Fr.	19	18	5	3	2	52
		%	36.54	34.62	9.6	5.77	3.85	100
2	Classroom observation	Fr.	17	25	3	4	2	52
		%	32.69	48.08	5.77	7.69	3.85	100
3.	Peers	Fr.	23	13	9	1	3	52
		%	44.23	25	17.31	1.92	5.77	100
4.	Students	Fr.	15	23	6	2	4 7.69	52
		%	28.85	44.23	11.54	3.85		100
5.	Evaluators' daily documentation	Fr.	16	15	11	4 7.69	3	52
		%	30.77	28.85	21.15		5.77	100
6.	Evaluators' personal impression	Fr.	8	19	14	5	4	52
		%	15.38	36.54	26.92	9.6	7.69	100

As can be seen from the above data, for item 1, 36.54% and 34.62% of the respondents strongly agreed and agreed with the idea respectively. However, 9.6%, 5.77% and 3.85% of them are under undecided, disagree and strongly disagree points. This indicates that for the majority of the respondents, self-evaluation is the most objective source of evidence for teachers' performance appraisal in the selected schools.

For item 2, 32.69% and 48.08% of the respondents are under the points of strongly agree and agree points. The remaining 5.77%, 7.69% and 3.85% of them are under undecided, disagree and strongly disagree points. From this data we can infer that for the majority of the respondents' classroom observation is the best source of evidence for the appraisal of teachers' performance.

Also, 44.23% and 25% of the respondents are under the points of strongly agree and agree points for item 3 in their respective order. Nonetheless, 17.31%), 1.92% and 5.77% of them are under undecided, disagree and strongly disagree points. From this data, we can conclude that for the majority of the respondents, peers can be the best evidence for teachers' performance appraisal.

Similarly, for the remaining items (item 4, 5, and 6), majority of the respondents (more than 50% of them) strongly agreed and agreed for the tenets. According to the data, students, evaluators' early documentation, and evaluators' impression are believed to be the sources of evidence for the appraisal of teachers' performance.

1.2.4. Analysis of Respondents' Response towards the Process of Teachers Result Oriented Performance Evaluation System

Concerning the time that evaluators conduct the appraisal discussions in the selected schools, majority of the respondents show their favorable position. Table 4.2.4.1 below shows respondents' response

Table 4.2.4.1.Respondents' Response towards the Time that Evaluators Conduct the Appraisal Discussions in their School

Items	Fr. %	Alternatives					TOTAL
		5	4	3	2	1	
Evaluators conduct pre-evaluation discussion with teachers							
At the beginning of new academic year	Fr.	9	14	12	3 5.77	8 15.38	52
	%	17.31	26.92	23.08			100
At the beginning of every semester	Fr.	12	18	9	3 5.77	6	52
	%	23.08	34.61	17.31		11.54	100
Every quarter of the year	Fr.	12	13	14	4 7.69	4 7.69	52
	%	23.08	25	26.92			100
Every month	Fr.	10	12	10	5 9.6	9	52
	%	19.23	23.08	19.23		17.31	100
Based on the request of teachers	Fr.	13	10	10	7 13.46	7 13.46	52
	%	25	19.23	19.23			100
Do not take place at all	Fr.	5 9.6	4 7.69	8 15.38	10	13	52
	%				19.23	25	100

Concerning the time that evaluators conduct the appraisal discussions in the selected schools, for item 1, 17.31% and 26.92% of the respondents strongly agreed and agreed with the tenet. However, 23.08%, *5.11%* and 15.38%) of the respondents are under the points of undecided, disagreed and strongly disagreed points respectively. Similarly, from item 2 up to 5, nearly the same responses are given. However, the response which was given for item 6 indicates that only 9.6% and 7.69% of the respondents are under the points of strongly agree and agree points. The remaining respondents are under undecided (15.38%o), disagree (19.23%>) and strongly disagree (25%) points. From this data we can infer that in the selected schools, evaluators do not conduct a pre-evaluation discussion with teachers.

Concerning on the focus of pre-evaluation discussion, majority of the respondents have shown their favorable view for most of the tenets. Table 4.2.4.2 below shows respondents' response towards the focus of pre-evaluation discussion.

Respondents' Response towards the Focus of Pre-Evaluation Discussion

S.no	Items	Fr.	Alternatives					TOTAL
	Pre evaluation meeting(s) focus(es)	%	SA	A	UD	D	SD	
	Content of the evaluation	Fr.	14	24	8	1	1	52
		%	26.92	46.15	15.38	1.92	1.92	100
	Purpose of the evaluation	Fr.	13	20	13	1	1	52
		%	25	38.46	25	1.92	1.92	100
	Criteria of the evaluation	Fr.	12	21	10	5.77	1	52
		%	23.08	40.38	19.23		1.92	100
	Source and techniques of data gathering instruments	Fr.	14	14	10	9	0	52
		%	26.92	26.92	19.23	17.31	0	100
	Frequency and length of classroom observation	Fr.	11	15	14	6	1	52
		%	21.15	28.84	26.92	11.54	1.92	100
	Strength and weakness of the evaluation system	Fr.	13	10	12	9	1	52
		%	25	19.23	23.08	17.31	1.92	100

As can be seen from the above table, for item 1, 26.92% and 46.15%) of the respondents strongly agreed and agreed on the tenet respectively. However, 15.38%>, 1.92%o and 1.92%o of the respondents did not decide, disagreed and strongly disagreed with the tenet. From this data we can conclude that majority of the respondents believe that pre-evaluation meetings focus on the content of the evaluation.

For item 2, 25% and 38.46% of the respondents are under strongly agree and agree points. Nevertheless, 25%, 1.92% and 1.92% of the respondents are under the points of undecided, disagree and strongly disagree points. From this data we can conclude that majority of the respondents accept the idea that pre-evaluation meetings focus on the purpose of evaluation.

Similarly, for items 3, 4 and 5, majority of the respondents (more than 50% of them) agreed on the mentioned tenets. For example, for item 3, 23.08% and 40.38% of the respondents strongly agreed and agreed on the idea that pre-evaluation meetings focus on the criteria of the evaluation. The remaining are under undecided (19.23%), disagree (5.77%) and strongly disagree (1.92%) points. From this data we can conclude that majority of the respondents believe that pre-evaluation meetings focus on the criteria of the evaluation. Also, majority of the respondents believe the idea that pre-evaluation meetings focus on the source and techniques of data gathering instruments and on the frequency and length of classroom observation.

Differing from the remaining tenets, for item 6, 25% and 19.23%) of the respondents strongly agreed and agreed with the idea. Nevertheless, 23.08%, 17.31% and 1.92% of the respondents are under undecided, disagree and strongly disagree points. From this data we can infer that nearly half of the respondents believe that pre-evaluation meeting focus on the strength and weakness of the evaluation system.

As can be seen from the above table, for item 1, 26.92% and 46.15%) of the respondents strongly agreed and agreed on the tenet respectively. However, 15.38%>, 1.92%o and 1.92%o of the respondents did not decide, disagreed and strongly disagreed with the tenet. From this data we can conclude that majority of the respondents believe that pre-evaluation meetings focus on the content of the evaluation.

For item 2, 25% and 38.46% of the respondents are under strongly agree and agree points. Nevertheless, 25%, 1.92% and 1.92% of the respondents are under the points of undecided, disagree and strongly disagree points. From this data we can conclude that majority of the respondents accept the idea that pre-evaluation meetings focus on the purpose of evaluation.

Similarly, for items 3, 4 and 5, majority of the respondents (more than 50% of them) agreed on the mentioned tenets. For example, for item 3, 23.08% and 40.38% of the respondents strongly agreed and agreed on the idea that pre-evaluation meetings focus on the criteria of the evaluation. The remaining are under undecided (19.23%), disagree (5.77%) and strongly disagree (1.92%) points. From this data we can conclude that majority of the respondents believe that pre-evaluation meetings focus on the criteria of the evaluation. Also, majority of the respondents believe the idea that pre-evaluation meetings focus on the source and techniques of data gathering instruments and on the frequency and length of classroom observation.

Differing from the remaining tenets, for item 6, 25% and 19.23%) of the respondents strongly agreed and agreed with the idea. Nevertheless, 23.08%, 17.31% and 1.92% of the respondents are under undecided, disagree and strongly disagree points. From this data we can infer that nearly half of the respondents believe that pre-evaluation meeting focus on the strength and weakness of the evaluation system.

1.2.4.2. Analysis of Respondents' Response on the Time that Respondents Rate Classroom Observation in their School

Concerning the time that respondents' rate classroom observation in their school, the data indicates that majority of the respondents are not in favorable position. Table 4.2.4.3 below shows respondents response.

Table 4.2.4.3. Respondents' Response on the Time that Respondents Rate Classroom Observation in their School

S.no	Items	Fr. %	Alternatives					TOTAL
	On average classroom observation takes place per teacher per semester		SA	A	UD	D	SD	
1	Once	Fr.	14	6	11	5	7	52
		%	26.92	11.54	21.15	9.6	13.46	100
2	Twice	Fr.	5	17	6	6	7	52
		%	9.6	32.69	11.54	11.54	13.46	100
	Three times	Fr.	7	7	13	7	6	52
		%	13.46	13.46	25	13.46	11.54	100
4	Four times	Fr.	8	9	11	7	9	52
		%	15.38	17.31	21.15	13.46	17.31	100
5	More than four times	Fr.	7	6	9	3	15	52
		%	13.46	11.54	17.31	5.77	28.84	100
6	Not at all	Fr.	3	3	4	3	21	52
		%	5.77	5.77	7.69	5.77	40.38	100

As can be seen from the above data, for most of the tenets, the responses of the majority respondents indicate their agreement. However, it doesn't take place frequently. For example, for item 1, 26.92% and 11.54% of the respondents are under strongly agree and agree points respectively. However, 21.15%, 9.6% and 13.46% of the respondents are under undecided, disagree and strongly disagree points. Similarly, the responses which were given for item 2, 3, 4 and 5 and 6 are nearly the same with item 1. For example, for item 6, which indicates the absence of classroom observation, majority of the respondents are under undecided (7.69%), disagree (5.77%) and strongly disagree (40.38%) points respectively. Based on the responses given by the majority respondents, we can conclude that classroom observation is common, but it doesn't take place frequently in the selected schools.

1.2.4.3.Analysis of Respondents' Response Regarding Post-Evaluation Discussion in their School

In relation to the issue of post evaluation discussion in the respondents' school, majority of the respondents have shown their agreement, but it doesn't take place frequently. Table 4.2.4.4 below shows respondents' response regarding post evaluation discussion in their school.

Respondents' Response Regarding Post-Evaluation Discussion in their School

S.no	Items	Fr. %	Alternatives					TOTAL
			SA	A	UD	D	SD	
	Post evaluation discussion take place							
	Within a week after evaluation	Fr.	15	10	11	1	7	52
		%	28.84	19.23	21.15	1.92	13.46	100
	Within two weeks after evaluation	Fr.	5	10	12	5	8	52
		%	9.6	19.23	23.08	9.6	15.38	100
	Within a month after evaluation	Fr.	6	7 13.46	14	5	9	52
		%	11.54		26.92	9.6	17.31	100
	Within a quarter after evaluation	Fr.	7 13.46	8 15.38	10	5	12	52
		%			19.23	9.6	23.08	100
	Within a semester after evaluation	Fr.	7 13.46	12	5 9.6	1	16	52
		%		23.08		1.92	30.77	100
	No post evaluation discussion at all	Fr.	5	3	6	2	22	52
		%	9.6	5.77	11.54	3.85	42.31	100

Concerning post evaluation discussion, for item 1, 28.84% and 19.23%) of the respondents strongly agreed and agreed with the idea that post-evaluation discussion take place within a week after evaluation. Nonetheless, 21.15%, 1.92% and 13.46% of the respondents did not agree, disagree and strongly disagree with the idea. This indicates that for nearly half of the respondents, post evaluation discussion take place within a week after evaluation.

However, for the remaining items, majority of the respondents are between the scale values of undecided and strongly disagree. For example, for item 6, which indicates the absence of post evaluation discussion, 11.54%, 3.85% and 42.31% of the respondents are under the points of undecided, disagree and strongly disagree points. From this data we can infer that post evaluation discussion is a common practice in the selected schools, but it has not been taking place frequently.

1.2.4.4.Analysis of Respondents' Response towards the Issues of Post-Evaluation Discussion

Concerning the issues of post evaluation discussion, majority of the respondents have agreed on the tenets. Table 4.2.4.5 below shows respondents response towards the issues of post evaluation discussion.

Table 4.2.4.5. Respondents' Response towards the Issues of Post-Evaluation Discussion

S.no	Items	Fr. %	Alternatives					TOTAL
	Discussion issues on post evaluation are		SA	A	UD	D	SD	
1.	Weakness things to be improved	Fr.	25	14	5	2	1	52
		%	48.08	26.92	9.6	3.85	1.92	100
2.	Strength of teacher and/or evaluators	Fr.	22	14	8	1	3	52
		%	42.31	26.92	15.38	1.92	5.77	100
3.	Active and open dialogue with evaluator and appraises to teach consensus and neutral	Fr.	17	15	9	4 7.69	3	52
		%	32.69	28.85	17.31		5.77	100

As can be seen from the above data, for item 1, 48.08% and 26.92% of the respondents strongly agreed and agreed on the tenet respectively. Nonetheless, 9.6%, 3.85% and 1.92% of the respondents did not decide, disagreed and strongly disagreed with the tenet respectively. This indicates that majority of the respondents have made a discussion on their weaknesses which shall be improved; this helps them to improve their profession.

Similarly, for item 2and 3, majority of the respondents have made a post evaluation

discussion. For example, for item 2, 42.31% and 26.92% of the respondents strongly agreed and agreed with the tenet. The remaining 15.38%, 1.92% and 5.77% of the respondents are under undecided, disagree and strongly disagree points. Also, for item 3, more than 50% of the respondents have made an active and open dialogue with evaluator and appraises to teach consensus and neutral. Hence, this situation again can help them to improve their profession in a well manner.

1.2.4.5. Analysis of Respondents' Response Concerning the Types of Evaluation

In relation to the type of evaluation, majority of the respondents show their positive view towards the tenet. Table 4.2.4.6 shows respondents' response concerning the type of evaluation

Table 4.2.4.6 Respondents' Response Concerning the Types of Evaluation

No	Items	Fr. %	Alternatives					TOTAL
	The evaluation taken during performance process is/are:		SA	A	UD	D	SD	
	Formative evaluation conducts to take corrective actions	Fr.	15	23	6	5.77	0 0	52
		%	28.85	44.23	11.54			100
	Summative evaluation are clearly specified and taken on time	Fr.	15	12	15	3	2 3.85	52
		%	28.85	23.08	28.85	5.77		100

Concerning the type of evaluation, for item 1, 28.85% and 44.23% respectively of the respondents strongly agreed and agreed with the tenet. Nevertheless, the remaining 11.54%, and 5.77% respectively of them are under undecided and disagree points. From this data we can infer that majority of the respondents believe that formative evaluation conducts to take corrective actions.

For item 2, 28.85% and 23.08% respectively of the respondents are under strongly agree and agree points. However, 28.85%, 5.77% and 3.85% respectively of them did not agree, disagree and strongly disagree points. Based on the data given, we can conclude that majority of the respondents believe that summative evaluation are clearly specified and taken on time.

Concerning the approaches which are used by evaluators for classroom observation, 51.92% of the respondents are under 'announced visits'. However, 7.69% and 32.69% respectively of the respondents are under 'unannounced visits' and 'both announced and unannounced visits. This indicates that in the selected schools, the evaluators do not apply the same approach for classroom observation.

In relation to the frequency in which monitoring of teachers' performance appraisal is taken, 25%, 19.23%, and 17.31% respectively of them are under quarterly, semi-annually and monthly alternatives.

With regard to respondents' response towards their rate for appraisal results, 36.53% and 28.84% respectively of the respondents rate it with 'very good' and 'good'; nonetheless, 19.23% and 3.85% respectively of them rate it with 'fair' and 'very poor'. This indicates that for majority of the respondents, appraisal result has a great place.

Concerning respondents' participation in any training related to teachers' performance evaluation, 44.23% of them are under the choice of 'yes'. Therefore, majority of the respondents did not participate in any training related to teachers' performance evaluation.

In relation to the question 'how often evaluation of teachers performance appraisal is conducted 51.92% and 21.15% of the respondents are under the choice of 'every semester' and 'every quarter'. The remaining 3.85%, 5.77% and 7.69% are under the

choice of 'every week every two weeks' and 'every month'. Based on this data, we can conclude that in the selected schools, the evaluation of teachers' performance appraisal is not frequently practiced. This, in turn, creates a danger on quality education since it does not help teachers to improve their profession.

In relation to the process of teachers' results oriented performance evaluation system implementation, few respondents stated that the evaluations are not fair because evaluators include points which are apart from ones behavior or action on the evaluation. This situation can affect teachers' profession.

CHAPTER FIVE

5. Summary Conclusions and Recommendations

This chapter present the summary of the major findings of the study, the conclusion drawn based on the findings and the recommendations that the researcher assumed worth if applied in improving result oriented performance appraisal of teachers in government secondary schools of Kirkos sub city of Addis Ababa administration.

5.1. Summary

The main of the study was to assess the implementation of result of result oriented performance appraisal of teachers in government secondary schools of Kirkos sub city Addis Ababa in order to achieve the objective of the study, the following basic questions were formulated to guide the study.

1. To what extent are the purpose of result oriented teachers performance appraisal system in government secondary schools Kirkos sub city effective?
2. To what extent appraiser and appraises participate in developing the appraisal criteria?
3. Do appropriate appraisers and appraises participate teachers' performance?
4. To what is the process of result oriented teachers performance appraisal system effective?
5. What are the major problem is practicing result oriented teachers performance appraisal system?

Since the study was aimed at examining the implementation of result oriented teachers performance appraisal system in government secondary schools of kirkos sub city of Addis Ababa a descriptive survey method supported by qualitative study were employed to address all issue on the study. For this study there were

two groups of respondents, these were appraisers (principal, vice principals, department heads and appraises (teachers). A simple random sampling and purposive sampling techniques were employed to select the respondents. Purposive sampling technique was employed to select principals and vice principals because they were small in number and rich in information on the issue under study. They rest respondents were selected using a simple random sampling technique that give equal chance of being selected. As a result 46 appraiser and 6 appraises totally 52 respondents were included in the study.

As can be stated in the previous chapters, this study was intended to assess teachers' attitude towards ROPE system in general secondary schools of Kirkos sub city of Addis Ababa Administration. To achieve the overall purpose of the study, questionnaire was used as a means to gather the required data. Then, the collected data were presented, analyzed and discussed in chapter four. Based on the analysis and discussion, the following conclusions and recommendations are made.

5.2. Conclusions

As can be stated this study concentrated on four specific objectives. Based on the specific objectives, a questionnaire, which has five parts, was developed and distributed. The first part was concentrated on the respondents' personal information. The second part encompasses questions related to the purpose of teachers' result oriented performance evaluation. Also, the third part includes questions related to the development of teachers' result oriented performance evaluation criteria. Furthermore, the fourth part contains questions related to appropriateness (competency) of evaluators. Finally, the last part, part five, includes questions related to the process of teachers result oriented performance evaluation system.

In relation to the purpose of teachers' result oriented performance evaluation,

specifically on the purpose (s) of appraising performance of teachers, the research findings revealed that majority of respondents (more than 50%) agreed on most tenets, and many respondents show their favorable view. This indicates that the perception of the majority respondents is high and positive.

In relation to the development of teachers result oriented performance evaluation criteria, the questionnaire has two major sections. The first section is connected with the participation of different participants on the development of teachers' performance evaluation, and concerning this, majority of the respondents (more than 50%) are under very high and high points for most tenets. The second section is related to the importance of criteria aspects for implementing evaluation, and related to this, majority of the respondents (more than 50%) are under strongly agree and agree points. From the findings, therefore, we can conclude that majority of the respondents' have favorable view for most of the tenets which are related to the development of teachers result oriented performance evaluation criteria.

Concerning the appropriateness (competency) of evaluators, the questionnaire has three major sections. The first section concentrates on respondents' agreement on the teachers' performance evaluators, and concerning this, majority of the respondents are under the points of strongly agree and agree for most of the tenets. The second section focuses on the competency of evaluators, and in relation to this, majority of the respondents have shown their favorable position or agreement for most tenets. The third section concentrates on the objective sources of evidence for teachers' performance appraisal, and regarding to this, more than half of the respondents agreed on the mentioned tenets. From the findings, we can infer that the evaluators in the selected schools are strong enough in accomplishing their tasks.

Regard to the process of teachers result oriented performance evaluation system, majority of the respondents show their favorable position for most tenets under each

section. However, the selected schools have some defects in some areas. For example, concerning the time that respondents' rate classroom observation in their school, the data indicates that classroom observation does not take place in the selected schools frequently. Also, in relation to the issue of post-evaluation discussion does not take place frequently. These can create a serious problem on the development of teachers' profession.

Most of the respondents both appraisers and appraises had not participated in any training related to teachers performance evaluation. So, that they did not have a good concept on result oriented teachers performance evaluation. Identifying the competence of appraisers and teachers and developing their capacities through trainings could be a tool for the improvement of teachers performance so that to achieve the intended goals and objectives successfully.

A teachers through experience would have different competencies, different evaluation measurement should have been developed for teachers on different career leader. Since this is not, it was criticized by majority of the respondents.

There were not well practices of class room observation in government secondary schools of Kirkos sub city of Addis Ababa. However it was carried out once per teacher per semester which was inadequate. If appraisers had not enough evidence to decide on teachers performance, teachers could have the feeling of mis trust and lack of confidence on their appraisers and their performance results leading them to conflicts and finally they might be resistant and reluctant to the system.

5.3. Recommendations

Based on the research findings and the conclusions drawn above, the following recommendations are made.

- First, in relation to the involvement of different participants on the development

of teachers' performance evaluation, the contribution of some important bodies, such as Woreda's Education Office Experts, Sub City Office Experts, Education Bureau Experts and Experts of Ministry of Education, is very low. This situation can affect the professional development teachers. As a result, it creates a serious problem for assuring quality education. Therefore, Kirkos Educational office is expected to solve this problem and should arrange conditions for the active involvement of such bodies.

- In the selected schools, classroom observation and post evaluation discussions do not take place frequently. This situation has a direct negative effect on the development of teacher' profession. Hence, the school principals should arrange a conducive environment for the implementation of such activities frequently since they play great roles for the development of teachers' profession.
- Also, given this research findings that majority of respondents did not participate in any training related to teachers' performance evaluation. Hence, the school principals and other concerned bodies are expected to arrange a training program for those teachers who did not participate in such trainings to assure quality education.
- Furthermore, few respondents complain that the evaluation mechanism, which is done by the evaluators, have some biases and problems. Therefore, Kirkos educational office is expected to solve such problems since such kind of activities hurt the motivation of the teachers for their work and for the development of their profession.
- Regarding type of evaluation activities that are continuously evaluated and these of evaluated at the end of a semester should be clearly specified. In order to achieve the intended objectives of the evaluations system at end, pre evaluation discussion, sufficient class room observations, post evaluation conferences, better follow –up and immediate feed back should be carried out effectively. The above

mentioned activities should be emphasized and the school principals and vice principals should be accountable bodies in arranging and approving their practice abilities.

- During gathering evidence for teachers performance evaluation evaluators should use different and basic sources of evidence and evaluators should be good recorders of activities of teachers following appraisal procedures and effectives in providing corrective actions to alleviate it problems were occurred. To reduce errors an uncertainly in evaluating teachers performance it is better if a committee is formed or comprising all concerned bodies that directly or indirectly influence performance of teachers. Further more to make a similar performing of the evaluation system in different secondary schools. Sharing of experience should be exercised. This could be facilitated and arranged by woreda and sub- city education experts.

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