



**PRACTICE AND PROBLEMS OF PRINCIPALS' PERFORMANCE
APPRAISAL IN PRIMARY SCHOOLS OF ILU WOREDA, SOUTH WEST
SHOA ZONE**

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SEPTEMBER, 2020

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUTE STUDIES
COLLEGE OF EDUCATION**

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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**A THESIS SUBMITTED TO THE SCHOOL OF DRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIALS FULFILMENT OF THE
REQUIREMENTS FORTHE DEGREE OF SCHOOL LEADERSHIP**

ADDIS ABABA, ETHIOPIA

SEPTEMBER, 2020

DECLARATION

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STATEMENT OF THE AUTHOR

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The thesis titled by: “The Practice and Problems of Principals’ Performance Appraisal in Primary Schools of Ilu Woreda, South West Shoa Zone” by Abiyu Asefa has been approved and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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ACRONYMS AND ABBREVIATIONS

BED:	Bachelor of Degree in Education
ETP:	Education and Training Policy
EEOC:	Equal Employment Opportunity Commission.
FGD:	Focus Group Discussion
MOE:	Ministry of Education.
NASSP:	National Association of Secondary School Principal.
PPA:	Principals Performance Appraisal
PTA:	Parent- Teacher Association.
SIP:	School Improvement Program
SPSS:	Statistical Package for Social Sciences
WEO:	Woreda Education Office

ACKNOWLEDGEMENTS

Above all, I would like to thank almightily God for granting me the unending strength, survival, health and wisdom to complete my work. Next I wish to express my sincere gratitude and appreciation to the following people and organizations, which have been there for me through this journey.

Firstly, I would like to thank my thesis advisor, Dr. Yekunoamlak Alemu for his whole hearted professional advice and guidance that helped me in making this thesis work. Without his help and brotherly approach, completion of this study would have been difficult.

Moreover, I would like to pass my profound gratitude to my beloved family particularly to my wife Mestawot Alemayewu for her wise treatment and support in providing me complete my study. My sincere gratitude also goes to all my instructors while they teach their courses they motivated to conduct a research as an assignment related to their courses what they teach.

I would also like to thank my intimate friends; Temesgen Chifra for his support in editing my research work, and Bekele Kacha, Daniel Alemayew, Hailegiyorgis Alemayewu and Ermias Alemayew for their support in providing me Laptop, for their overall encouragement and advice.

It is my pleasure to acknowledge the share of Ethiopian Ministry of Education (MoE) for their financial support and Addis Ababa University department of Educational planning and management members for continuous support without fed-up always with good feelings and encouragement.

Finally, my in depth thanks go to; Primary school teachers, Parent Teacher Associations/PTA, Principals, supervisors, WEO, of South West Shoa Zone for their valuable and exhaustive responses.

Last but not least, I would like to extend my gratitude to my friends and class mates who love and support me throughout my stay in the university.

ABSTRACT

The main purpose of this study was to assess the practice and problems of principal's performance appraisal in primary schools of Ilu Woreda, South West Shoa. To accomplish this purpose, descriptive survey design was used which is supplemented by quantitative and qualitative research approaches. The study was carried out in 12 randomly selected schools of Ilu Woreda, South West Shoa. Then, 147 teachers in the sample schools, 31 principals, 60 PTAs, five cluster supervisors, and three Woreda experts participated in the study. In case of sampling techniques, simple random sampling technique was used for teachers and parent teacher associations and purposive sampling techniques was also used for cluster supervisors, and Woreda experts. The questionnaire was the main instrument of data collection. Interview and document analyses were also utilized to substantiate the data obtained through the questionnaire. Percentage was employed to analyze the profile of respondents. The data gathered through questionnaire were analyzed through SPSS particularly mean and standard deviation. The qualitative data obtained through document analysis, FGD and document analysis were analyzed by narration. The findings revealed that in Ilu Woreda, South West Shoa Zone, in the selected primary schools, principal's performance appraisal was not successfully implemented. The findings indicated that appraisers were not satisfied with the current principals performance methods, there were no clear criteria, formats, appraisers had no enough knowledge and understanding about principals performance appraiser, there were no uniform appraisers in respect to the criteria. In Ilu Woreda primary sampled schools there were no well-organized principal's performance appraisal. Based on the findings, it is fair to recommend that: 1) the criteria of PPAs should be align with the goal and objectives of the school. 2) The appraisers of PPAs in all primary schools of the Woreda should be uniform and the Woreda should establish training for teachers, principals, and PTAs about the performance appraisal of principals.

CHAPTER ONE: INTRODUCTION

This part of the study deals with background of the study, statement of the problem, general objective and specific objectives, significance of the study, delimitation of the study, and organization of the study.

1.1. Background of the study

Educational administrators who manage elementary and secondary schools are called principals. They are primary leaders in a school. The role of principal has evolved and changed over the last 150 years (Sergiovani et al, 2003). The role of the school principal in the traditional school was viewed as that of a manager or administrator. Traditionally, school principals had more managerial and administrative tasks, and less teaching duties. The description of the principal's role includes that of head educator (as used in England) and instructional leader (as widely used in North America). Both descriptions suggest a person that is knowledgeable in learning and teaching, and therefore, position principals as teaching experts (Terry cited in Botha, 2004).

During the last half of the 19th (as public schools grow in size and as state governments and national commissions and associations developed school standards, principal began to provide the managerial functions in schools that regulations required while still serving as teachers). By the 1920s, those duties of managerial functions had expanded to include the management of curriculum and the supervision of instruction. As a result, principals increasingly became professional administrators who taught no classes (Cuban, 1988). In this period, the principal was highly a professional in supervising the instructional process of the school.

By the 1980 principals become instructional leaders. During this period, they had the role in defining the school's mission and set clear goals, coordinated and supervised curriculum and instruction, established any academic climate that set high academic expectations and standards and fostered a healthy, safe school culture for both students and teachers (Donaldson, 2001). They were involved in direct supervision of the instructional process and had to ensure that their schools remained focused on learning and teaching. This role of a "learning expert" remains important today, although principals are now expected to be not only learning experts but also experts in knowledge areas (a point which was not emphasized in the past) (Johnson cited in Botha, 2004).

During the 1990s the role of the principal changed rapidly and dramatically as a result of organizational consequence stimulation accountability was the movement to more decentralized decision making so that individual school faculties and principals were more directly responsible for instructional decisions that affect their school (Dou & Keller, 1998). School systems, as social organizations, are made to exist to meet the political, economic and social needs of the society they serve. In this respect, principals are regarded, by many educationists as having the central and leading role in the successful operation of the teaching learning process. To mention some, Fiddler and Cooper (1992, p: 48) note that the principal is of critical importance to the school in supporting this Hat tersely (1992, p: 1) further records “The quality of the principal’s leadership is the most important single determinant of the success of a school.” According to the aforementioned authorities, school principal play a pivotal role in the effective implementation of the schools programs. Moreover, they are one of the influential persons in determining the quality of the instructional process of a given school. Principals are the most important figures in the success or failure of the overall school outcomes. If the principals are to campout their responsibilities successfully, they need to be well motivated and understand what is expected of them. Besides, they need to be assisted, encouraged and inspired to bring about desired changes in their performance.

For this to be effective their performance evaluation ought to be explored and their strength and weakness be identified. However, due to the principals’ role multiplicity and the absence of clear methods of, appraising the performance of principals’ is found to be the most difficult, sensitive, and challenging task (Fiddler, 1992,p: 134; Hat, 1992, p: 1 and Healy, 1994, p: 67). A performance management system consists of the process used to identify, encourage, measure, evaluate, improve and reward principal’s performance at work. The term ‘performance appraisal’ has different definitions in different publications. The meaning and understanding of this term varies with the purpose it intended to serve, and the knowledge and understanding of individuals.

This implies that, for a performance appraisal system to be effective, it should be carried out by trained individuals who are knowledgeable about the nature of the work and the performance level of the appraise.

Performance is the process of evaluating how well principals perform their jobs when compared to sets of standards and, then, communicating that information to those employees. Such appraisal also has been called employee rating, employee evaluation, performance

review, performance as Aguinis ,(2007, p, 38) defines, performance management is “a continuous process of identifying, measuring and developing the performance of individuals” He adds that this continuous capacity building needs clear objectives, observing and measuring performance and regular feedback. Performance management primarily focuses on its employees to develop their capabilities. It does not only do capacity building but also helps managers to sense earlier and respond more quickly to uncertain changes (Cokins, 2004).

Performance management is neither a technique nor a single process, it can be considered as a set of process, or a concept, a holistic philosophy that includes motivation of employees to perform well, employees knowledge about what their managers expect of them, development of employees, monitoring and measuring performance in order to know what areas are to be improved (Wilson, 2005). Performance appraisal is the process of formally assessing someone’s work performance and providing feedback on his/ her performance. It is the periodic assessment of employee job performance and behavior. It is the process of evaluating a staff member’s worth or quality of performance in terms of the requirements of the job that knows how well a worker performs assigned organizational activities in the context of teaching learning at school.

South West Shoais one of the Zones of the OromiaRegional State. It has 12Woredas. The Zone has different levels of education which mean that. The number of schools from grade 1-4, 92 Schools in number, grade 1-8, 277 schools, and 31 Secondary school. Currently, the Zone has 2085, 352 students from grade 1-12. In addition to this, the Zone also has 7492 teachers.

1.2. Statement of the problem

The government of Ethiopia has introduced different policies in education. One of the landmarks or clearly shown to this effect is developing and practicing the 1994 Education and Training Policy, Which includes the criteria’s for evaluation of principal’s performance appraisal in schools. And also there are different evaluation criteria processes are employed in different institutions. The evaluation which is the most commonly used form of evaluation to appraise principals is performance evaluation. Moreover, the policy has changed the task and role of the principal as an educational leader and gave the task of a principal in a school a central position in the process of evolving effective school leaders (MoE, 2008). Additionally, the Education and Training Policy and its Implementation supports and enforces a more decentralized educational planning and leadership where by

different stakeholders, including parents and local community, forms unity in leading the schools. This in turn made the role and work of school principals not only wider but also deeper. They are expected to initiate and mobilize the concerned bodies both within the school and around the school.

During the performance appraisal process, the principal being appraised develops one or more professional goals that support the improvement of student achievement and well-being and take into account the board's improvement plan, the school improvement plan and provincial education priorities. Goals may also be based on the school community and local context, as well as the personal development goals of the principal being appraised. Professional dialogue between the appraiser (the supervisory officer) and the appraisee (the principal) will inform the articulation of goals in the performance.

By default, many states and districts began to use student test scores as a way of evaluating principals. But these measures taken alone can seriously distort realities and are woefully insufficient for providing principals and vice principals the information they need to improve their work and their schools. States and districts are encouraged to avoid an over-reliance on standardized test scores of student achievement in favor of multiple measures designed to encompass the entirety of a student's learning experience.

As Wossenu (2007), finding showed that the current principals' performance appraisal in technical and vocational schools did not include the valid evaluation criteria that shows principals success, match content of job or capture essence of the job being appraised and reliable evaluation criteria which are consistent in yielding the same result overtime and for different ratters. This research will try to access whether or not the two criteria's included in secondary schools. Moreover this finding did not show the alignment of the current principal performance appraisal criteria with decision making, promotion rewards and professional competence of principals. So this research was filled these gaps.

Researches over the past 30 years demonstrate that principals are important catalysts for shaping school improvements, creating lasting foundations for student learning and accelerating teacher effectiveness. The Wallace Foundation report shows that 95,000 public school principals influence 3 million teachers and 55 million students, pre-K through grade 12, and are pivotal to ensuring that all students achieve. However, the researches to date on principal evaluation suggest that many state and district evaluations do not reflect existing principal standards or proven practices, and many principal evaluation instruments are neither technically sound nor useful for improving principal performance despite the proven

importance of the principal to school and student success. An even greater concern is that many principals and deputy principals are never formally evaluated in any meaningful way.

The general science-practice gap was particularly evident in the area of performance appraisal in many schools. Moreover, when we see the practice of principals' performance appraisal in primary schools of our country, including primary schools of Ilu Woreda of South West Shoa Zone, due to the researcher's practical observation, it is wrongly practiced because the method and criteria's use in our school to schools is different from one another, even in some schools the principals are not appraised and not promoted. That is, the appraisal process was not pre-planned, school principals' appraisal results were not used for professional development of principals, appraisers are not skillful, there is no practice of giving feedback after appraisal has been conducted, the appraisal system is not formally structured and, as a result, appraisals are usually reluctant to accept their appraisal results. Even, in many schools, it is the source of principal supervisor conflicts.

In addition to this, the appraisal system is carried out by different persons whether it concerns or not. The appraisers are not well equipped with the necessary knowledge and skills to appraise the principal's performance. The appraisers will be teachers, PTAs, department heads, supervisors and unit leaders. Even these appraisers are not uniform in all primary schools of Ilu Woredas South West Shoa to appraise principal's performance. Since the appraisal was made at the end of the two semesters, the evaluators do not have enough evidence due to this, they enforced to evaluate the principals by negotiation. This is created a conflict among the appraisers and principals. Ultimately, it affected the principal's motivation on his or her work and students achievement in general. Because of this, the researcher intended to fulfill the gap regarding principal's performance appraisal systems in Ilu Woreda of South West Shoa Zone. Even there was no any research and action research conducted on principal's performance appraisal by teacher, supervisor, department heads, unit leaders and PTAs.

The major purpose of this study is, to examine the current practices and problems of school principals performance appraisal with focus on the appraisal criteria or the appraisal system, i.e. its purpose, the appraisal criteria employed and the competence of the persons involved in appraising of the principals performance in primary schools. The study also attempted to identify the major problems encountered in the appraisal process and recommend possible solutions to address them as well as fulfilling the gap in evaluation of principal's performance appraisal systems.

1.3. Basic Research questions

In order to assess the principal's performance appraisal in primary schools of Ilu Woreda, this study try to address the following research questions.

1. What are the current practices of primary school principals' performance appraisal?
2. To what extent the criteria used aligned to the goals of the schools?
3. What are the major challenges of performance appraisal in primary schools of Ilu Woreda?
4. What are the possible strategies to reduce if possible to overcome those challenges?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The general objective of this study is to assess the practice and problems of principals' performance appraisal in primary schools of Ilu Woreda of South West Shoa Zone.

1.4.4.2. Specific Objectives

The specific objectives of this study were:

1. To identify the current practice of school principal's performance appraisal in primary schools of Ilu Woreda.
2. To describe the criteria's used were aligned to the goals of the schools.
3. To find out the problems encountered in performance appraisal.
4. To suggest the way out to overcome the challenges in principals performance appraisal.

1.5. Significance of the Study

This study was expected to benefit the following bodies.

Since the current practice indicated that school principals performance appraisal is not given the necessary attention, this study was help in providing information on how to improve the current practice of performance appraisal, It would be a basis for decision making for the target line offices such as education office experts by providing useful information on the performance appraisal practices in primary schools, The study also expected to pinpoint the major problems of the appraisal system so that the concerned bodies like supervisors, teaches, department heads, students, education office experts, PTAs, and unit leaders can take timely measures to alleviate them, and It would give important and timely information to supervisors, zone education experts, and teachers in Ilu Woreda of South West Shoa zone concerning the practices of principal's performance appraisal in the sample schools and It

might help all concerned stakeholders to recognize the strength and weakness of the current principal's performance appraisal.

1.6. Delimitation of the Study

To carry out any research work, it is important to delimit the study both conceptually and geographically into manageable size. In this view, this research will focus only on the appraising of the performance of principals in government primary schools. The study also delimited to investigating the appraisal system by taking its purpose, the appraisal criteria employed, and the competence of the appraisers as a frame of reference because these concepts were the main and necessary issues to make . Hence, the result was generalized only on primary schools.

1.7. Operational Definitions of Key Terms

Appraisees: Primary school principals and vice principals whose performance is subjected to appraisal.

Appraiser: supervisor's, teachers or department heads, and Parent-teacher-association members.

Practice: an activity that is done regularly so that it can improve skills, knowledge, custom, ability and performance of principals.

Performance appraisal: a method by which the job performance of a principal is evaluated generally in terms of quality, cost and time typically the corresponding manager or supervisor.

Performance is the process of evaluating how well principals perform their jobs when compared to sets of standards and, then, communicating that information to those principals.

Performance Criteria: are observable and measurable statements to serve as tools in discussions of principal's skills and knowledge. Performance criteria specify what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified. Performance criteria contain an outcome and a standard of performance.

Performance Evaluation criteria: are standards against which to assess Principal's attributes, motivation, abilities, skills, knowledge, or behaviors.

1.8. Organization of the Study

The study comprised five chapters. The first chapter deals with background of the study, statement of the problem, objectives, significance, delimitations and operational definition of terms, ethical consideration and validity and reliability. The second chapter presents a review of relevant literature whereas the third chapter presents research the design and methodology. The fourth chapter deals with data presentation, analysis and interpretation whereas chapter five relates to the summary, conclusions and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter was assessed relevant literature on the general concepts of performance appraisal, purposes, performance management, purposes, features, roles of principals, Performance process and methods of principals' performance appraisal, participants in Principals performance appraisal (PPA), the prevailing challenges in rating principal performance, strategies to overcome rating errors.

2.1. Concept of Performance Management

As everyone knows, organizations are established for accomplishment of some intended goals. In line with this, Roberts (2003) states that organizations are associates of persons grouped together around the pursuit of specific goals. They are social units deliberately constructed and reconstructed to seek specific goals. As organizations are existent for achievement of some specific goals, one major and critical aspect that managers of any organization should do in order to be successful in achieving their goals is conducting performance management. Different scholars described the term "performance management" in different ways but with the same concept. Performance management, according to Jacksonetal, (2009), is formal structured process used to measure, evaluate and influence employees job related attitudes, behaviors and performance results. Performance management helps to direct and motivate employees to maximize their efforts on behalf of their organization. According to these scholars performance management is concerned not only with the performance of individuals but also the performance of team and organization.

Another scholar, named Ivancevich (2009:251) defines performance management as "a process by which executive managers and supervisors work to align employee performance with the organization's goals." Here, it seems that performance management in schools is the process through which school leaders ensure teacher's activities and outputs contributing to achievement of school goals. Performance management in school is the component of human resource management which is concerned with managing the school staff and their performance. Hence, performance should be basically a shared process between school leaders and work teams among whom objectives are agreed and jointly reviewed.

According to Noe, et al., (2009), effective performance management can tell top performances that they are valued, encourage communication between managers and their employees, establish uniform standards for evaluating employees and help

organization to identify its strongest and weakest performances. From this, in school context, it is possible to say that meaningful school performance management helps school leaders to create shared understanding among staff especially teachers about what, how, and why they are going to perform school tasks and evaluate their performance levels all the time.

Performance appraisal, in general, is a continuous process through which performance of employees is identified, measured and improved in the organization. This process includes various practices like recognition of employee's achievements, providing them regular feedback and offering career development (Aguinis, 2007). In supporting this idea, Roberts (2003) states that performance appraisal is neither a technique nor a single step process; it can be considered as a set of process that includes knowledge of employees about what their managers expect of them, their motivation to perform well, mentoring and evaluation of their performance aimed at identifying areas where the improvements are needed. Principals performance appraisal, consequently is process of evaluating teachers' worth or quality in terms of requirements set by government, in general, and schools in particular. It is the process whereby the strength and limitations of principals' on their practice is identified. In view of this, Mani (2002) describes principal performance appraisal as a structured formal interaction between a principal and supervisors which usually takes the form of a periodic interview in which the performance of the principal is examined and discussed. It has the purpose to identify weaknesses and strengths as well as opportunities for improvement and skills development of principal.

Performance appraisal of principals is necessary to understand each principal's abilities, competencies and to measure the performance of the principals and evaluate their contribution towards the school goals. It helps to align the individual performances with the school goals and also review their performance. Performance appraisal of principals takes into account the past performance of the principals and focuses on the improvement of the future performance (Mani, 2002).

In larger context of school improvement, principal performance appraisal system provides principals and teachers with processes and procedures that can help them to bring about improvements in teaching and learning. The appraisal process can also promote the collaboration and relationship building essential to create and sustain an effective learning community. It is especially important to see the appraisal system as a

supportive and effective way of helping principals grow and develop as confident, proficient teachers (Namuddu, 2005)

As the most significant resource in schools, principals are critical to raise education standards. Improving the efficiency and equity of schooling depends on ensuring that principals are highly skilled, well-resourced and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. For this purpose, the effective monitoring and evaluation of teaching is central to the continuous improvement of teaching and learning in a school. It is essential to know the strengths of principals and those aspects of their practice which could be further developed. From this perspective, the institution of principal evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards (Namuddu, 2005)

Meaningful principal evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of principals. Finally, attention was given to the effectiveness of appraisals centered on opinions as to whether performance appraisals are biased, whether different approaches other than graphic rating scales are needed, and whether appraisals should be eliminated altogether.

2.2. Purposes of Performance Management

As one can understand from the definitions given above, performance management is a purposeful process which involves several activities such as defining and measuring performance and providing feedback about performance information. According to Noe et al. (2009: 216), organizations establish performance management systems to meet three purposes. These are strategic, administrative and developmental purposes.

2.2.1. Strategic Purpose

Effective performance management helps the organization to achieve its goals and objectives. It does this by helping employees to link their behavior with their organizational goals. This is because performance management starts with defining what organization expects from each employee and it measures each employee's performance to identify whether these expectations are met or not. This enables organizations to take corrective actions such as training, providing incentives and taking disciplinary actions.

Performance management can achieve its strategic purposes only when performance measurements are truly linked to the organizational goals and when the goals and performance feedback are communicated to employees.

2.2.2. Administrative Purpose

The administrative purpose of performance management system refers to the ways in which organizations use the system to provide information for day-to-day decisions about salary, benefits and recognition programs of the organization. It can also support decision making related to employee retention, termination for poor behavior and hiring or layoffs. This is because performance management supports the administrative decisions since information in performance appraisal can have a great impact on the future of individual employee. For example, in the case of Ethiopian schools, teachers' career development is accomplished based on their performance evaluation results.

2.2.3. Developmental Purpose

Performance management serves as basis for developing principal's knowledge and skill. Even principal who are meeting expectations can become more valuable when they hear and discuss about their performance feedback. Effective performance management makes employees aware of their strength and the areas in which they can improve. Although discussing weakness may make one uncomfortable, it is necessary when performance management has a developmental purpose. As Harris (1997) justifies, organizations use performance management for human resource decisions such as pay increase, promotion and termination of ineffective employees; providing feedback to and development of employees based on evaluation result; designing and evaluating of various human resource management systems such as training programs and human resource planning as well as documentation of personnel decisions.

Whatever the purpose is, all the programs of performance management are important for human resource management of a given organization. Hence, implementing effective performance management systems should take considerable time and effort throughout the process. While emphasizing this point, Jackson et al. (2009:246) state, performance management seeks to find ways to get the best performance from all the concerned by motivating employees to achieve organizational objectives. Hence, it should be well coordinated and organized throughout its process.

In the design of a performance appraisal scheme, identifying and determining its purposes is the most crucial step because, as Turner and Clift (1988: 59) cited, "The success of an appraisal scheme has to be judged in terms of how far it achieves the purpose or purposes for which it was established." Authorities in the field of Human Resource Management have identified a variety of purposes which they believe a system of performance appraisal should serve. To mention some, Szilagyi (1981:584), cites the following purposes: identifying training needs; providing information for selection, placement, and termination decisions; and providing information for reward allocation.

According to Megginson, (1981:311-313), there are two general purposes of performance appraisal. First, it can be used for making administrative decisions such as selecting employees for transfers, promotions, and demotions; determining employees' training needs; offering merit salary adjustments; etc. Second, it can be used for development purposes in that it provides principals with information about the performance expectations of their employees; feedback concerning subsequent performance; etc. Moreover, as pointed out by Turner and Clift (1988:59), appraisal systems are designed to achieve:(a) Formative purposes which focus on professional development, the improvement of practice by identifying strengths, weaknesses, needs, and interests; and(b) Summative purposes which emphasize the selection, promotion, redeployment and dismissal of then appraisees.

Stoner and Freeman (1989:349), also enumerate the purposes of systematic performance appraisal as follows: to identify those employees who deserve merit raise, to locate those employees who need additional training, to identify those employees who deserve promotion. Moreover, Randall, Packard, and Slater (1984:32), consider appraisal as primarily serving the purpose of improving the performance of employees in their current jobs. To

Graham and Bennett, (1990:203), the principal purposes of appraisal are: (a) To help an employer decide what pay raises shall be granted on grounds of merit, and (b) To motivate employees to work better in their present job by providing them with information about performance results, recognition of their contributions and the opportunity to discuss their work with their employer. Furthermore, as Torrington, Weightman, and Johns (1989:312), pointed out, organizations seek to appraise the performance of their employees for the purposes of confirming the authority of supervisors, and increasing the utilization of human resources.

Similarly, Lyons (1985:190) noted that performance appraisal serves the purpose of providing data for the organization regarding managerial resources and manpower planning. Dessler (1982:212), on his part, indicated that performance appraisal is carried out to fulfill:(a)a control function which focuses on the identification of specific strengths and weaknesses of each employee and (if necessary) to take corrective measures for the weaknesses.(b)a feedback function which provides both the employer and the employee with information concerning the level of performance of the employee.(c)a reward function which focuses on the provision of material and/or financial rewards to the employee so as to motivate him/her for better performance.

Hattersley (1992:38) further noted that the purposes of appraising principals' performance can be seen, on the one hand, as a means of developing and counseling principals and, on the other hand, as a method of checking on principals for demotion, redeployment, or sacking. Based on a study of appraisal practices in Oregon, Duke and Stiggins (1985:88), found out the following as the most important purposes of appraising the performance of principals: promoting the professional development of principals, improving students' performance, ensuring uniform practices among principals, providing public accountability, and providing evidence needed to remove incompetent principals. In general, these are the purposes of performance appraisal which apply to personnel in education as well as in other sectors. It should be noted that the purposes of the appraisal scheme determine the nature and content of the appraisal criteria and the appraisal process.

Based on the above explanation, in school case, it must also be remembered that performance management system seeks to get the best from teachers and other non-academic staff as it is a way to motivate them to perform better by addressing ways of integrating teachers into the workforce and ensuring that they are aware of the contribution that they make towards achieving the school strategic objectives. In addition, it provides ways of dealing with poor performance in their daily instructional tasks. The developmental purpose is more effective than the others in its effectiveness in the school.

2.3. Perspectives in Principal Performance Appraisal

According to McKirchy (1998), there are four types of performance appraisal systems: self-directed work teams, peer appraisal systems, self-rating systems combined with formal performance appraisal, and other performance systems. In the self-directed work team model, the performance appraisal is the primary vehicle for communicating business strategy to employees (McKirchy, 1998). According to McKirchy, each team has a family

of critical measures linked to measures of performance that, in turn, constitute the overall business strategy. In this type of system, measures are revised annually and fall into the following groups: quality, financial, timeliness, and productivity/efficiency (McKirchy, 1998). “Associated with each measure are three criteria: a long-term goal, short-term goals, and the minimum standards of performance” (McKirchy, 1998, p: 32).

According to McKirchy, the self-directed work team system allows organizations to conduct short, ongoing, informal reviews, as well as formal quarterly reviews. Thus, it provides the freedom to structure the review in light of individual and team needs. “It is not just a paper work exercise but real ongoing communication with no once a year surprises” (McKirchy, 1998, p:33). Therefore, possible legal ramifications can be avoided. McKirchy also discussed peer appraisal systems. In this type of appraisal system, his or her peers review the employee. “Feedback is collected from team members, compiled by the appraiser, and used in combination with a more traditional appraisal form” (McKirchy, 1998,p: 33).The advantages to this process are a well-rounded view of performance that can be gained by combining a variety of perspectives. It also builds peer accountability (McKirchy, 1998).

Another system McKirchy discussed is self-rating systems combined with formal performance appraisal. This type system creates a participative approach to the traditional appraisal method (McKirchy, 1998). Accordingly, employees rate their performance and then review it with the supervisor. This system gives the supervisor the flexibility of changing the rating to reflect the true situation if the employee has rated himself or herself too high or too low. Thus, responsibility for performance appraisal is delegated to the employee and the supervisor’s role truly becomes that of counselor, teacher, and coach (McKirchy, 1998, p: 35). “Performance and other ratings are used to select present employees for merit pay, promotion or termination”(Smither, 1998, p:50). Thus, the need for organizations to implement effective performance appraisal systems is not to be overlooked. It seems to be a consensus among most researchers that performance appraisals reflect actual job duty. The emphasis placed on the legalities of performance appraisals has made management more responsible. “Ironically, as our society hunts its way through the legal morass that surrounds appraisals, it also is learning more about how appraisals can be constructively used” (Mohr man, Resnick-West, & Lawler, 1989, p:160). Nevertheless, Mohr man et al. highlighted the fact that appraisal systems come under scrutiny in both employment discrimination and wrongful termination litigation.

2.4. The Role of the School Principal and Six Key Areas of Principal Influence

2.4.1. The Role of the School Principal

Many writers argued that the role of school principal is multi-dimensional. For instance, over the last few decades numerous studies on school principal ship around the world have shown that the role is highly demanding, multi-dimensional, and a critical determinant of school performances and effectiveness. The role of the principal covers many different areas including leadership, teacher evaluation, student discipline, and several others. A principal has a very important role to fulfill in their daily job duties and responsibilities. They are the guiding force which makes schools what they are today (ExforsysInc, 2011). Being an effective principal is hard work consuming. A good principal is balanced within all their roles and works hard to ensure that they are doing what they feel is best for all constituents involved (Meador, 2011).

Girvin (2005) also organized the principal's role into three broad categories: The principal as visionary: establishing practices in keeping with broader perspectives and issues, the principal as organizer: working to develop an action plan with related goals and timelines, the principal as cheerleader: conveying support through personal visibility and involvement in reviewing student assessments and achievements. Principals also meet with other administrators and students, parents, and representatives of community organizations. School principals have greater flexibility in setting school policies and goals, but when making administrative decisions, they must pay attention to the concerns of parents, teachers, and other members of the community. Principals also are responsible for preparing budgets and reports on various subjects, such as finances, attendance and student performance .

Today's principal must be a legal expert, health and social services coordinator, fundraiser, public relations consultant, parental involvement expert, and security officer, Who is technologically savvy, diplomatic, with top-notch managerial skills, whose most important duty is the implementation of instructional programs, curricula, pedagogical practice, and assessment models (Phillips, et al; 2003).

2.4.2. Six Key Areas of Principal Influence

It is time to rethink principal and assistant principal evaluation and to put principals themselves at the center of that activity in an effort to build individual leadership capacity and school effectiveness. In 2011, the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School

Principals (NASSP) created a joint Principal Evaluation Committee to develop a framework for principal evaluation to be used as a guide for improving professional practice that leads to increased student learning. The framework includes six key domains of leadership responsibility that fall within a principal's sphere of influence. These include:

Professional Growth and Learning

Leadership development is a career-long learning experience for effective leaders. As Accountability for schools and student learning has increased, so has the complexity of the role of the principal. To develop and sustain principal effectiveness, school leaders must actively pursue professional development and learning opportunities for themselves in addition to those for their students and faculty.

Students Growth and Progress

While they may lack direct control over student achievement outcomes, principals as leaders of schools are responsible for ensuring that student achievement goals are attained. To avoid an overreliance on standardized scores of student achievement, data Sources must include formative and summative teacher-administered test data; work sample scores; benchmark assessments; examples of scoring/grading rubrics; attendance rates; discipline referrals; graduation rates; student participation in co-curricular activities; SAT scores; advanced placement scores; scholarship awards and other special recognitions, and accomplishments received by students.

School Planning and Progress

A well-defined and well-executed school improvement plan can be a contributing factor for attaining high student achievement results. Performance data in this domain includes the principals leadership practices; involvement in developing an effective SIP; engaging teachers, administrators, support staff, parents, community representatives and business partners and students in implementation of the plan; ability to develop and build the capacity of a strong leadership team; distribution of responsibilities across that team; selecting appropriate work; identifying the magnitude of change desired; and matching the personal management style to the change initiative.

School culture

School culture nurtures school improvement efforts. A principal's ability to develop and maintain a positive school culture where students, teachers and other staff are motivated to

collaborate, to work smarter and to take risks to achieve higher goals can accelerate improvements in student learning outcomes. Indicators of performance in this domain include a principal's abilities to develop collaborative processes that affirm the school's mission; ensure positive teacher working conditions; create time for instructional and teacher reflection; and engage teachers in high-quality professional development

Professional Qualities and Instructional Leadership

A systemic principal evaluation system must include an assessment of principal's practice their daily work. Indicators in this domain include portfolio artifacts of principal performance; the degree to which a principal achieved goals from the previous year's professional growth plan; observations of principal practice; the degree to which the principal provides actionable feedback to teachers to improve practice; 360-degree surveys of faculty, staff and evaluators; and self-reflections from principals. Principals say they want this evaluation to connect school quality and student learning assessments and to be tied to a common set of professional standards.

Stakeholders Support and Engagement

Many factors outside of the classroom and school influence student learning, requiring Principals to engage and gain stakeholder support to serve a wide range of medical, emotional and social needs of students.

Indicators of a principal's performance in this domain include the ability to build strong relationships with stakeholders within and outside the school, and the ability to develop cultural competencies and communication skills in working with diverse stakeholders including students, families and community partners.

A Policy Focus for Principal Evaluation

The Principal Evaluation Committee offers a framework for evaluation that includes the voice of principals and their view of an effective principal evaluation system. That framework includes the four focus areas below, which are intended to offer a clear roadmap for federal, state and local policymakers as they rethink approaches to more efficacious principal evaluation.

Consider context. Principals and supervisors work collaboratively to develop goals and determine measures that consider the unique student, school and community contexts that influence a principal's job performance. Some key contextual factors to be considered when assessing an individual principal include student socioeconomic status; student mobility;

student social, emotional, and behavioral issues; teacher experience; and available resources. Ideally, the district or statewide evaluation process is flexible enough to accommodate necessary differentiation based on a principal's work and grade-level responsibilities. Every aspect of an effective principal evaluation process assists principals and evaluators alike in creating a holistic and accurate description of each principal's practice.

Incorporate standards that can improve practice. While principals influence a range of school conditions, not all principals have the same roles, responsibilities, authority or autonomy in the school. Strong evaluation systems incorporate widely accepted standards of practice so that results are relevant to the improvement of a principal's work and are routinely monitored and adapted to reflect the complex nature of the profession.

Use evaluation to build capacity. The purpose of evaluation is to build a principal's leadership capacity and encourage professional development. Results of the evaluation serve as a catalyst for a principal's growth and learning. Capacity-building evaluation systems include comprehensive support structures and resources for professional development, reflective practice, induction support for early career principals, personalized professional growth plans, and advanced certification/recognition for accomplished practice.

Employment decisions rely on multiple sets of evaluation data over time, not a one-time supervisory visit. Evaluation results are not intended to be punitive for the evaluation to fulfill its purpose. All evaluators need training to gather precise assessment data and analyze evaluation results within the protocols and rubrics of the design.

Focus on multiple measures of performance data. Historically, principal evaluation systems have focused on measuring principal preparation and practice. Currently, many emerging state evaluation systems are focusing on one outcome: student achievement results as measured by standardized test scores. Because of the myriad of factors involved in student achievement and its measurement and the complexity of a principal's role in student achievement, principals require substantive feedback about much more than outcome measures related to student achievement. Effective feedback is timely, accurate, valid and applicable to building capacity for future performance. Accurate evaluation of a principal's holistic performance requires the collection and analysis of a comprehensive set of data gathered from multiple sources. (Association Drive Reston, Virginia (1904:253).

2.5. What should be appraised?

Identifying the standards of effective performance is one of the most important decisions in designing performance appraisal systems. In relation to this, Donnelly, Gibson, and Ivancevich (1992:471), cited in Wossenu (2007), stated that the development of criteria that indicate successful performance is a crucial step in designing a performance appraisal system. The criteria employed to appraise principal performance differ from organization to organization. Concerning the criteria that are required to appraise the performance of principals, Gentry, (1969:81), indicated that school and Kenney principals are concerned with a variety of activities such as curriculum, supervision of instruction, teacher morale, etc.; hence, their efficiency in criterion by which appraised. Accomplishing their success these tasks is the as an administrator is Manatt (1987:11), also presents the list of discriminating performance criteria of primary and secondary school principals as follows:

1. **Sets instructional strategies:** emphasizes achievement: promotes activities to identify, analyze, and solve instructional problems, Emphasizes student achievement with teachers and students on a regular basis. Have high expectations for student academic achievement.
2. **Supports teachers:** Organizes a system in which teachers work cooperatively to develop and implement instructional objectives.
3. **Coordinates instructional program:** Defines goals and objectives of the school and works toward articulation between schools and grades. Monitors the curriculum and identifies progress toward stated curriculum/program goals.
4. **Provides orderly atmosphere:** Schedules instructional space for maximum use and strives for minimum disruption of instruction. Sets high standards of conduct and monitors all facets of school life to ensure that these standards are met.
5. **Promotes professional growth:** Provides support and direction for those staff Members seeking to improve their skills. Make regular, systematic, and cooperative appraisals of each staff member performance always including a follow- up conference. According to Poster, (1992:163), the appraisal of principals ought primarily to be concerned with the extent to which, on the one hand, they have facilitated, inspired, planned, evaluated and stabilized within the school and, on the other hand, sought and achieved for the school a public image as a caring center of learning

Heath (1989:37) further strengthens the foregoing idea by saying that, "appraisal should only take place when clear, preferably agreed, appropriate, and specific and achievable criteria

have been established." Moreover, Mathias and Jones (1989:7), confirmed that the acceptability, credibility and effectiveness of appraisal. Systems depend largely on whether the criteria have been agreed with appraisees. That is, for an appraisal criterion to be valid, it should be relevant and related to the appraisee's specific performance. For it to be reliable, it must be consistent in producing the same result over time and for different appraisers. Utility of appraisal criteria, on the other hand, refers to the balance between the time and effort spent in administering the criteria, and the possibility of getting accurate and reliable information on the performance of the appraisees.

In brief, performance criteria are statements of standards against which accomplishing specified a principal's competence in instructional and managerial activities is assessed. Thus, the criteria for appraising principals' performance must be carefully identified, clearly understood, and mutually agreed-upon by both the appraisers and the appraisees.

2.6. The Appraisal Discussion

The appraisal discussion lies at the heart of the performance appraisal process and is crucial to the success of the whole process. It is aimed at creating mutual understanding and agreement between appraisers and appraisees about what will happen in the appraisal process. As Fisher (1995:93) pointed out, the appraisal discussion is a forward - looking affair which focuses on the development of skills and competences and the improvement of future performance in order to achieve better results. Concerning the importance of the appraisal discussion, Leap and Crino (1993:358), stated that "the discussion of an employee's appraisal results is important in providing feedback regarding compensation, job status, disciplinary decisions, and training and development needs. "Moreover, Biggs, (in Green, 1994, p: 136-137) noted that, an initial appraisal meeting can confirm the purpose and clarify the context of the appraisal; consider the scope and agree a focus for the appraisal; agree arrangements for data collection; agree the final time-table for the process. Furthermore, the appraisal discussion provides the means through which the key elements of performance appraisal, i.e. measurement, feedback, positive reinforcement, exchange of views, and agreement can be achieved (Fisher, 1995, p: 69, 70).

During the appraisal discussion both the appraisers and appraisees need to raise various issues. One of the major issues that should be discussed is the purpose of the appraisal scheme. According to Armstrong (1994:99), the purpose of appraisal meeting would be defined as being to provide an opportunity for a frank, open but nonthreatening discussion

about the appraisee's performance and development needs; give the appraisees an opportunity to discuss their aspirations and any work problem; focus the attention of both the appraisees and the appraisers on future performance agreement or plan. Since the appraisal discussion is a free-flowing affair, it has to be initiated with care and a variety of approaches and interpersonal skills are used to bring it to a successful conclusion. That is, there is no one best way of conducting an appraisal discussion. However, there are a number of guidelines which serve as golden rules for conducting an appraisal discussion. Fisher (1995: 70-71), lists these guidelines as follows: Preliminary phase, Prepare carefully Work to a clear but flexible structure, Create a supportive atmosphere, General Guidelines: Let the appraisees do most of the talking. Encourage self - appraisal, keep the whole year under review. No surprises do not suddenly launch criticisms about past behavior which should have been discussed at the time be positive, criticize constructively.

Using interpersonal skills: Seek information by asking the right questions, listen carefully, Be sensitive to the other person's concerns, observe and respond to non-verbal signals, Maintain open, friendly body languages, be open to criticism, Test understanding, Reach agreement, Completing the discussion: Check understanding, Plan ahead, rate performance, if that is part of the process, complete documentation. End the meeting on a positive note. In sum, the appraisal discussion is the focal point in the appraisal process. Its target is the creation of appraisee's acceptance and agreement to willingly participate in the appraisal process in order to make the whole process a positive and developmental endeavor.

To this end, appraisees, together with their appraisers, ought to be given the opportunity to participate in the development of the appraisal criteria and procedures and other important issues before and after the actual appraisal of their performance.

2.7. Participants in Principal's Performance Appraisal

As many writers in the field confirmed, the appraisal of principals is the most difficult area to deal with both theoretically and practically. For instance, Hell well, (in Hattersley, (1992:35), cited in WossenuYimam (2007), noted that "The issue as to who should appraise the principles sounds like ...who is to guard the guards themselves?" The reason for this, as he indicated is that the emphasis regarding principals and appraisal has been very much upon the principal as an appraiser rather than an appraisee. Moreover, since principals engage in different activities and with different groups of people, their performance is subject to the appraisal of different groups of people who have different opinions about the role of school principals. In this connection, Stanavage (in Teshome, 1975:20) says: The

principal has been all things to all people, .to the students a shadow figure, to the teachers an authority figure, to the superintendent a handy though frequently inept subordinate, to the parents Mr. Fixit

Though the appraisal of principals calls for the involvement of different groups of people, Champion, in Fiddler and Cooper, (1992:139) stated that the pertinent appraisers of school principals are an officer from Local Education Authority and another principal with recent and relevant experience in the task of principal ship. further stated that," ...involvement in the appraisal of other principals has been the most significant staff development activity in itself ..."

Similarly, Heath (1989:23) indicated that, using peer performance appraisal is beneficial in that there are no formal status differentials, no formal power relationships, and no competition for rewards. He further explains that effective peer appraisal depends, among other things, on: confidence in the peer chosen to share the appraisee's topics, issues, aspirations, strengths, weaknesses, an ability to demonstrate that the appraisee's strengths are important and are valued an ability to give and receive critical feedback in a way which leads to positive development. Peer appraisers can evaluate certain aspects of jobs performance that cannot be evaluated by others.

As indicated earlier, the performance of principal is subject to the appraisal of different groups of people. Among these groups, parents are regarded as having valuable information about the worth of different aspects of a school program. In connection to this, Gorton (1983:84) states, "parents constitute an important third group that holds expectations for the role of the school administrator. "Concerning the advantages of parental involvement in the appraisal process, Strike (in Mill man and Darling - Hammond, 1990:369-370) records the following. "Doing so would empower them, would allow them to contribute their views in a legitimate way, might enhance their sense of ownership of decisions, and would subject their influence to an organized process and to the requirements of due process".

In sum, other than designated appraisers, the performance of principals can be appraised by adopting different approaches to appraisal. That is, the appraisal scheme should allow meaningful involvement of peers, teachers, students, and parents. Employing such a variety of sources of information helps to avoid bias and favoritism that may arise when appraisal is carried out only by one appraiser. Moreover, it helps to make appraisal results objective and reliable.

All the methods of performance measurement require decisions about who will collect and analyze the performance information. To qualify for this task, a person should have an understanding of the job requirements and the opportunity to see the employee doing the job.

As to Jackson et al.(2009:332), it should be apparent by now that there are many sources of performance data including organizational records, supervisors, employees themselves, peers or team members. Organizational records generally provide objective indicators of performance. All of the other sources like people provide subjective judgments. When determining whom to involve when measuring performance, managers need to consider the amount and type of contact each appraiser has with the person being evaluated. Team members, customers, supervisors and subordinates all see different facts of individual's task behavior. From this description, one can understand that using different sources in measuring the performance of an employee increases the validity and reliability of the result.

In supporting this idea, Noe et al. (2009: 225) state that, using just one person as the source of information poses certain problems. People tend to link some people more than others and those feeling can bias how an employee's efforts are perceived. According to these scholars, because one person is likely to see an employee in a limited number of situations, it has its own several drawbacks. Therefore, to get as complete an assessment as possible, organizations should combine information from the most or all of the possible sources in what is called a 360-degree performance appraisal. In this regard, the possible sources of performance data, as Jackson et al.(2009:333) and Noe et al. 2009: 225) identified are described below.

(1) **The Supervisors:** The most used source of performance information is the employee's supervisor. Because it is usually safe for organizations to assume that supervisors have extensive knowledge and skill of job requirement and that they have enough opportunity to observe their employees. In other words supervisors possess the basic qualification for this responsibility. In addition, using supervisors to evaluate teachers' performance is that they have an incentive to provide accurate and helpful feedback as their own success depends greatly on teachers performance. The final advantage of using supervisors to evaluate teachers performance is when the supervisors try to observe teachers behaviors or discuss performance issues in the feedback session, their feedback can improve performance and teachers tend to perceive the appraisal as accurate (Noe et al., 2009).

(2)Subordinates: For evaluating the performance of supervisors, subordinates are valuable sources of information. Subordinates (the people reporting to the supervisor) often have the best chance to see how well the supervisor treats the employees. In relation to this, is et al.(1998) discuss that subordinates are in a good position to evaluate their managers since they are in frequent contact with their supervisors and occupy a unique position from which to observe many performance related behaviors. Those performance dimensions judged most appropriate for subordinate appraisals according to the above scholars are leadership, oral communication, delegation of authority, coordination of team efforts and interest in subordinates. Even though, subordinate evaluations are very useful in informing supervisors' performance evaluation, they have problems because of the power relationship involved. Subordinates are reluctant to say negative things about the person to whom they report that is, they prefer to provide feedback anonymously. Another problem related to this issue is that when supervisors receive ratings from their subordinates, the employees have more power. So, supervisors tend to emphasize employee satisfaction even at the expense of productivity. This issue arises primarily when the evaluations are used for administrative decisions. But, for Jackson et al. (2009), it is possible for anonymity. Evaluation should be made by several subordinates and take an average ratings. Therefore, as that of peer evaluations, subordinate evaluations are most appropriate for developmental purposes.

(3) Customers (Students and PTA)

As Noe et al.(2009: 231) write services are often produced and consumed on the spot. The customer is the only person who directly observes the service performance and may be the best source of performance information of employees. For example, in evaluating teachers' performance appraisal, students and parents can be the major sources of performance information which can tell principals' performance level. These scholars stated two advantages of using customer evaluation of employee performance. The first one is, it is very useful when an employee's job requires direct service to the customer or linking the customer to the service within the organization.

The other one is, customer evaluations are appropriate when organization is interested in gathering information to determine what products and services the customer wants. While emphasizing the importance of customer evaluation, Jackson et al. (2009: 334), state that when customers are used as appraisers, it is difficult for employees to discount the results because employees usually obtain the impression of many customers. From this

perspective information which is obtained from students about teachers' performance in their teaching learning process is valuable as students are in a better position to evaluate teachers while they are in the classroom.

2.8.Problems and Challenges in Performance Appraisal

2.8.1. Problems in performance Appraisal

There are a number of obstacles which hamper the success of performance appraisal schemes. Leithwood cited in Chandan (1995:195-197), categorizes these problems into two as:

1. Problems Related to the Appraiser since performance appraisal is carried out by human beings, it is subject to a number of errors, biases, weaknesses, and pitfalls. Some of these drawbacks are:

a) the halo effect; this is introduced when an overall impression of the appraisee is judged on the basis of a single trait.

b) Constant error; this is the reflection of the trait of the appraiser such as being too liberal, or too strict or taking middle position.

c)Recency of events which is judging the performance of the appraisee by emphasizing his/her recent behavior than the past behavior.

d)The central tendency which is the characteristics of most appraisers to give average ratings to all or in the centre of the scale.

e) Errors of variable standards which is appraising employees of different. Units of an organization based on different standards of performance.

2. Problems related to management support and the appraisal format. The task of appraising principals' performance is a very sensitive and challenging issue, which requires full support of the top management as well as the employees. Otherwise, it will be ineffective and inefficient. Moreover, the format of the appraisal scheme may not enable to appraise such performance factors as communication and cooperation.

Furthermore, some factors may be beyond the control of the employee. Each of these problems may appear because of one or more of the following factors:

a) **Reluctance of appraisers** to take the time and trouble to prepare the periodic appraisals of each of the appraisees and record them for the purpose of using them in the future.

b) **Performance appraisals** are so often carried out, recorded, filed and forgotten during the first four or five months, then filling out the check list, personal decisions are made without reference to what has been done before. c) Difficulty of establishing performance standards for professional workers like teachers, scientists, doctors, etc., whose achievement cannot be measured quantitatively Zaudneh, (1987: 174-175). Furthermore, for the successful operation of performance appraisal systems, those who run the system need to be aware of these Problems and devise some mechanisms of alleviating them. In this connection, Ubeku (1984:192) argues that, performance appraisal may be inefficient and ineffective unless the appraisers know the inherent shortcomings involved and ensure that they do not interfere with the appraisal process.

Apart from the aforementioned problems, Torrington, Weight man, and Johns (1989: 315) pointed out that, Problems such as paper work, excessive formality, ignoring outcomes, measuring performance by proxy, the 'just above average' syndrome, incomplete coverage, and ill-informed appraisers and context problems encounter in carrying out performance appraisal schemes. Concerning the problems that exist in the appraisal of principals, Duke and Stiggins (1985:86), identified the following: Insufficient time to observe and appraise principals, inadequate standards or competencies, lack of specified level of performance for each standard, lack of rewards for outstanding performance. These Problems are impossible to solve. Authorities in the field of Human Resource Management have proposed various means and ways of alleviating these Problems. Leap and Crino are among these authorities. According to them, problems of performance appraisal will be minimized if the following measures are taken: Tailoring performance appraisal to an organization's specific set of jobs, Training appraisers to understand the importance of objective, error-free assessment of employee performance, Periodically monitoring and evaluating the operation of the organization's performance appraisal program, and Creating an atmosphere of teamwork, employee self-development, and continual involvement (1993:362).

Moreover, Dessler (1982:214) confirmed that, providing appraisers with instructions and training, and selecting the exact appraisal instrument will help to alleviate some of the previously mentioned problems and improve the validity of appraisals. Emphasizing the importance of training, Dessler (1982:218), have the following to say:" ...rater training to avoid these errors is mandatory if one is to have accurate performance appraisals for organizational uses." Megginson (1981:322), on his part, put forward the following suggestions as means of improving the effectiveness of appraisal schemes: such as: Improving

their validity and reliability, using multiple appraisals, Training the appraisers, Basing the appraisals on specific work standards, and Providing better feedback.

2.8.2. Challenges in Appraising Professionals in Schools

According to Fiddler and Cooper (1992), when studying the theory of performance appraisal and its application in other organizations it is clear that there are substantial differences in the context and culture compared to educational institution. Based on this theoretical background, these scholars identified the major problem areas which make performance appraisal difficult in educational institution especially in schools. These are:

a). **Management of Professionals:** Principals have a number of attributes of true profession. They carry out the task which cannot be narrowly defined but calls for skill and judgment acquired through training and experience and which calls for individual treatment for each client. But they are in the main publicly employed and accountable by their contract of employment to provide reasonable level of service to their client. Appraisal provides both a check on this and also support and encouragement to improve performance. According to these scholars, as an organization become more complex, more coordination of activities is required and some form of management is essential. With the gradual acceptance of management in education, a balance has to be struck between management approaches and professionalism. This is a situation which make Principals performance appraisal more challenging in every schools.

b) **Results are unclear:** When the purpose of the whole school is unclear, the appraisal of principal's achievement is problematic. Accordingly the problem of assessing performance in educational institution lies on defining the goals and measuring goal achievements. Furthermore, assessing how well educational objectives have been met may be done qualitatively and quantitatively by someone others

c) **Difficulty of Assessing Teaching:** As Fidler and Cooper (1992) articulate, from the school point of view, the most fundamental point which makes teacher performance appraisal difficult is that emphasis is given to students' learning rather than teaching. Problems are many folds in that it is difficult to measure desired learning outcomes; differentiate the extent of learning achieved; measure teaching and find clear relationship between learning and teaching.

Generally, learning is multifaceted. So, for most learners it is difficult to specify the immediate outcomes of learning let alone medium and long term outcomes.

4) Lack of Time: Appraisal carried out properly in any organization takes a lot of time. This poses acute problems in schools where generally the time allowed for school leaders is too small (Handy cited in Fiddler & Cooper, 1992). In schools, the two yearly appraisal cycles reduce the time required overall. The greater demand for time is series for middle line managers who are both appraised and appraisers.

2.9.Strategies to Overcome Rating or Performance Appraisal Problems

Usually people make the above mentioned and other performance rating errors unintentionally especially when the criteria for measuring performance are not very specific. Therefore, training can reduce rating errors. Hence, training programs offer tips for avoiding the errors in the future. The trainings should focus on creating awareness on raters about the complex nature of teacher performance so that raters can look at any aspects of teacher performance (Noe et al., 2009: 232). In line with this idea, Rue and Byars (2003:369) write that a promising approach to overcome errors in performance appraisals is to improve the skills of managers, in school case, principals and other concerned bodies. According to these scholars, the managers should receive trainings in performance appraisal methods, the importance of managers' role in performance appraisal process, the use of performance appraisal information and communication skills necessary to conduct appraisal and to provide feedback.

Furthermore, Harris (1997:194) proposes more inclusive strategies which enable school leaders to overcome the rating errors in conducting teacher performance appraisal. These are:

i. Providing Training to Raters: One major rating problem originates from low self-confidence of school leaders and administrators. School principals, who have low confidence in this area, will be particularly reluctant to give negative feedback. Therefore, to increase raters' self-confidence and to reduce judgment errors, schools should train the raters on how to conduct more effective teacher performance appraisal. In this regard, effective training program includes helping the individuals who participate in teachers' performance appraisal in understanding how to use appraisal forms, how to give feedback, how to document and use performance appraisal results so that they can be committed to conduct appraisal effectively and efficiently.

ii. Involving Users in the Development of Rating Forms: To make the rating forms more useable, schools should involve and participate teachers in the process of developing performance appraisal rating forms and criteria.

By being involved in the process of developing appraisal forms, criteria and other standards, teachers will be more committed to improve the final product of their school.

iii. Rewarding School Managers for Performance Appraisals: School managers must be rewarded for conducting effective performance appraisal. In this regard, school leaders should be held responsible for the development of teachers by using a different mechanism which includes providing effective feedback, independent evaluation of teachers and tracking teachers' performance as they move to different positions. Currently, in Ethiopia, in the process of principal performance appraisal, unit leaders, parents, peers and supervisors are made to involve in principals appraisal in order to maximize the reliability of appraisal results and to overcome the rating errors.

To sum up, it is possible to say that, by improving the process and operation of the appraisal program, developing knowledge and skill of appraisers, involving the stakeholders and making clear about dos and don'ts of principals performance appraisal process, schools can overcome several challenges which they face in practicing principals performance appraisal and can use appraisal results for principal and organizational goals.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

This section deals with research design, source of data, sample population and sampling technique, instrument of data collection, procedure of data collection and methods of data analyses would be treated in this study.

3.1. Research Design

The purpose of this study was to assess the practices and problems of principals' performance appraisal in primary schools of Ilu Woreda of South West Shoa Zone. Descriptive survey design was employed because this design used to describe what is happening and what will happen (Kothari, 2007). The reason why the researcher preferred the descriptive survey was because it wants to show the current situation that exists in primary schools of Ilu Woreda of South West Shoa Zone in principals performance appraisal practices. Descriptive research design made the researcher to gather and describe variety of data related to the problem under consideration and possible predication of the future on the basis of findings on prevailing condition. Moreover, quantitative and qualitative approaches were applied, because it is used to obtain valid information to achieve the objective of the study.

Hence, the researcher used a mixed approach. It helped to answer questions that could not answer by qualitative or quantitative alone and practical because the researcher tend to solve problems using both numbers and words. The researcher used descriptive survey design with open and closed-ended questions because it is the most convenient way to gather information from the selected sample. It is suggested that surveys with diverse type questioning were more convenient way of gathering information.

3.2. The Research Method

The research incorporated both quantitative and qualitative methods with more focus on quantitative one for department heads and supervisors to assessing the current practice and status of principals performance appraisal demands the collection of quantitative data. The qualitative approach in the study was employed focus group discussion for Parent teacher association (PTA), interviews for principals and Woreda education experts, and document analysis to describe the current situation about the practice of performance appraisal.

3.3. Sources of Data

The sources of data for this study were grouped into two. These were primary sources of data and secondary sources of data.

3.3.1. Primary Sources of Data

The primary sources of data were school principals, vice principals, teachers, Woreda education experts, supervisors, and parent teacher association (PTAs) of the sample schools.

3.3.2. Secondary Sources of Data

The secondary sources of data were schools documents such as previous principal's appraisal, report from supervision, minutes, and reports from different stakeholders such as education offices, teachers, supervisors, PTAs, department heads, teachers and unit leaders.

3.4. Population, Sample Size and Sampling Techniques

3.4.1. Population

The population for the study was 31 principals from 21 Woreda's primary schools, 147 teachers from 232 teachers in sample schools five supervisors, three Woreda education offices, 60 PTAs, and found in these 12 schools, which were selected as a sample in Ilu Woreda primary schools.

3.4.2. Sampling Techniques and Sample Size

The study was conducted in government primary schools of Ilu Woreda. The Woreda is selected purposely because of the researcher's work in the area. Among 21 primary schools in the Woreda, the researcher selected 12 primary schools as a sample by using simple random sampling techniques particularly lottery method in order to give equal chances for each schools which mean that 12(57.14%) of the Woreda primary schools were selected as a sample. The sample schools were: Teji, WeserbiGuto, WeserbiNado, Bili, Asgori, Keta, YemiruNega, ButiTelgo, DaraBoku, KuleGefersa, ChituWatira, and, Alango Tulu.

The entire Kebele's are more or less similar in infrastructures except their locations in various distances from the South West Shoa Zone town, but the experience of the principals varies highly. Therefore, the researcher selected 12 government primary schools. Accordingly, 12 schools of (57.14%) were selected by using simple random sampling since there is homogeneity and to give equal chance for all schools.

In addition all 31 principals, 5 supervisors, and 60 PTAs were taken by availability sampling since they are limited in number and they have rich information on the practices of principal's appraisal in primary schools of Ilu Woreda of South West Shoa Zone. After determining the proportional allocation of teachers to each school, the researcher employed a simple random sampling technique to give equal chances for every sample teachers selected from each school.

Finally, 60 PTAs representatives were selected by using availability sampling techniques. All 31 principals were included in the study. Accordingly, 147(63.4%) teachers were taken by using the formula. In order to determine sample size, the researcher was used the formula of finite (known population) (Yemane, 1967) $n = \frac{N}{1 + N(e)^2}$ where: n = sample size, N = population size, e = sampling error

$$1. \text{ Teachers}=236, \frac{232}{1 + 232(0.05)^2} = \frac{232}{1 + 232(0.0025)} n = 147$$

Totally, 246 respondents were included in the sample.

Table 1. Summary of population and sample size

No	Study groups	Sample	Population	%	Sampling techniques
1	Principals	31	31	100	All
2	Teachers	147	232	64	Simple random sampling technique
3	Supervisors	5	5	100	All(availability sampling technique)
4	Education office expert	3	3	100	all(availability sampling technique)
5	PTAs	60	60	100	All (availability sampling technique)
	Total	246	324	75.9	

3.5. Instruments of Data Collection

3.5.1. Questionnaire

A questionnaire with items was employed to collect quantitative and qualitative data from selected sample. This is because the questionnaire is convenient to conduct surveys and to acquire the necessary information from a large number of study subjects in a short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire contained two parts which is the biography of the respondents and the main research agendas. The questionnaire prepared in open and close ended. The questionnaire was prepared in English language; because all of the sample teachers and principals could have the necessary skills to read and understand the concepts that were in the questionnaire .The questionnaire was developed based on research questions of the study.

3.5.2. Interview

An interview was designed for supervisors. The researcher used semi-structured interview to gather in-depth qualitative data. It provides opportunity to observe non-verbal behavior of respondents. It also gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiyi et al., 2009). The interview questions were translated in to the local language (Afan Oromo) for PTA representatives to minimize communication barriers. The sessions of an interview was six in sample schools.

3.5.3. Focus Group Discussion

Focus group discussion was conducted with purposively selected 60 PTA members. This technique employed to acquire qualitative data about the various aspects related to the problem under study as it combines elements of both interviewing and participant observation. In addition, this technique enabled the researcher to generate qualitative data which was an insight into attitudes and perceptions in a social context where people could consider their own views in the context of the views of others and where new ideas and perspectives could be introduced as it allows observation of group dynamics and non-verbal communication. In order to maximize the responses from focus groups, the focus group discussion was conducted in Afan Oromo Language and held in a non-threatening environment in which participants feel comfortable in order to extract opinions and to share ideas and perceptions through group interaction. In addition, the researcher by acting as a facilitator and listener and asked pre-determined open ended questions which the respondents were expected to answer in any way they choose.

3.5.4. Document Analysis

Document analysis was used in order to gather additional data that helped the researcher to enrich the information obtained through questionnaire and focus group discussion. This approach helped the researcher to crosscheck the data obtained through questionnaire and focus group discussion. Documents were provided the investigator with useful information about the culture of schools in practicing principals' performance appraisal. Furthermore, documents were used for making comparisons between appraisals polices and practical implementation in primary schools of Ilu Woredas South West Shoa Zone. The documents were : classroom observation plans and observation results, feedback reports and measures taken based on the results of performance appraisal in each school.

3.6. Data Gathering Procedures

The data were collected from six sample schools. In each school a minimum of four days was used to distribute questionnaire, interview, conducting focus group discussion, document analysis and collect the necessary information. The questionnaire was pre-tested and necessary correction was made to avoid ambiguity and confusion before conducting the final data collection. This was followed by the preparation of the final draft of the questionnaire. One day training will be given for the sample selected for each schools and respondents in the schools. The training focused on clarifying about general procedures for completing questionnaires. A convenient time was also chosen for the respondents for filling questionnaire so as to maximize the quality of responses and degree of return. After school principals, supervisors, department heads or teachers and Woreda education experts were identified, questionnaires dispatched for department heads and teachers independently according to the time schedule.

The questionnaire was collected after four days from each school. To enrich the quality of the responses, interview and focus group discussion were arranged at the time convenient for respondents. In the same way, members of PTA were identified by the help of school principals and orientation was given for them about the objective of the research and how their response positively or negatively affects the result of the research. In addition, documents related to principal's performance appraisal activities were consulted and necessary information was taken. The researcher himself guided FGD and conducted document analysis in all sample schools in order to avoid subjectivity of data if FGD and document analysis was done by different individuals.

3.7. Methods of Data Analysis

The data obtained from principals, teachers, supervisors, unit leaders, and PTA through questionnaire, interview, focus group discussion and document analysis were analyzed by using both quantitative and qualitative analysis approaches. As regards to the quantitative data, responses were categorized and frequencies were also tallied before analyzing, presenting and interpreting the data. The researcher employed percentage to explain the personal profiles of respondents. In order to analyze quantitative data which was obtained through close-ended questionnaire, frequency, mean, standard deviation and percentage were employed and the organized and coded data stored in an editable excel spreadsheet that can be imported to statistical package for social science (SPSS) version 20 and was analyzed using descriptive statistics, mean and standard deviation.

For the sake of simplifying data summarization, interpretation and analysis, the principals, and vice principals were considered as leaders in one group and teachers were categorized as another group. The qualitative data were collected through interview, open ended questionnaire; close ended questionnaire and focus group discussion were interpreted in words. The qualitative parts of the responses were organized and analyzed qualitatively by narrating, interpreting and reflecting on key points in words.

3.8. Pilot test

To check content validity and consistency or reliability of the instruments pilot test was conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions. For pilot testing, four randomly selected departments' heads, teachers and principals was selected to fill the questionnaire. The researcher asked the respondents about the clarity and whether or not the questionnaire fully covered all the area and measures issues related to PPA practice. This was made on non-sampled schools of Chitu and Roge primary schools. Based on the comments obtained from respondents, items which are not clear were cleared, unnecessary items were made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire.

3.9. Ethical Consideration

Having received official letter of cooperation from the department of Educational planning and Management of Addis Ababa University, the researcher communicated all concerned bodies and individual participants. Respondents were made adequately aware of the type of information, the researcher want from them, why the information was being sought, what purpose it would be put to, how they were expected to participate in the study, and how it would directly or indirectly affected them. Any communication with the concerned bodies was accomplished at their voluntary consent without harming and threatening their personal and institutional well-being. The information obtained from schools and individuals kept confidential for anonymity of both organizations and respondent individuals. Moreover, the researcher tried to take care of committing bias, inappropriate use of information and inappropriate reporting of results.

CHAPTER FOUR PRESENTATION AND ANALYSIS OF THE DATA

The objective of this research was to assess the practice and problems of Principals' performance Appraisal in the primary schools of IluWoreda South West Shoa Zone.

This chapter deals with the presentations, analysis and interpretation of the data gathered from the respondents through questionnaires, interview and document analysis. Thus, the quantitative as well as qualitative analysis of the data was incorporated in this chapter. The qualitative data were gathered through interview, FGD and document analysis.

The data were collected from a total of 246 respondents. Of the 246 respondents 147 were teachers, 60 PTAs, 31 principals, three Woreda expertise, and five supervisors. The teachers and principal respondents filled the questionnaire and the remaining respondents have been interviewed and FGD were conducted. Among the 147 teachers and 31 principals, all had dully filled and returned the questionnaire.

This chapter consists of two major parts. The first describes the respondents 'personal information and the second deals with presentation, data analysis, and interpretation of both quantitative and qualitative data gathered from the respondents through questionnaires, focus group discussion, interview and document analysis. The qualitative data collected through FGD, document analysis and open-ended questions of the questionnaire s were interpreted as complementary to the quantitative data and used for the purpose of triangulation. The data were collected from a total of 246 respondents. For this purpose, a total of 147 copies of questionnaires were distributed to 147teaches and 31 principals of the schools. Moreover, three Woreda experts, and five supervisors were interviewed, and.60 PTA members participated in FGD.

4.1. The profile of Respondents

The focus in here was to give some basic background information about the respondents. Accordingly, the profile of teachers and principals who involved in filling questionnaires, and unit leaders, Woreda experts and supervisors were interviewed as well as PTAs who were involved in focus group discussion discussed below.

Table 2 Personal Information of Respondents

No	Profile		Respondents					
	Categories		Teachers		Principals		Total	Percent
1	Sex		No	%	No	%	No	%
		Male	105	71.4	23	75	128	71.9
		Female	42	28.6	8	25	50	28.1
		Total	147	100	31	100	178	100
2	Age	18-24						
		25-29	-	-	-	-	-	-
		30-34	44	29.9	2	6.5	46	25.8
		35-39	41	27.9	12	38.7	53	29.8
		Above 39	54	36.7	14	45.1	68	38.2
		Total	8	5.4	3	9.7	11	6.2
3	Work experience	1-4	19	9.5	3	9.7	22	12.4
		5-10	45	22.6	12	38.6	57	32
		11-15	84	57.1	9	29	93	52.2
		16-20	26	17.7	3	9.7	29	16.2
		21-25	11	7.5	2	6.5	13	7.3
		Above 26	14	9.5	2	6.5	16	9
		Total	147	100	31	100	178	100
4	Educational background	Diploma	61	41.5	9	29	70	39.3
		Firs Degree	86	58.5	22	71	108	60.7
		Total	147	100	31	100	178	100

Source, Researcher

Regarding to the respondents on the case of sex in item 2, Table 2, 105(71.4%) and 23(75%) of the respondents were males whereas 42 (28.6%) and eight (6%) of teachers and principals respectively were females. This indicates that majority of both teachers and principals were males, it implies that the participation of females in both teachers and principals position were very low. This shows that, the activities are against the government policy of empowering females and, therefore, it needs high attention of higher concerning bodies

As one can see from the above Table 2, concerning the age of respondents in item 3, both respondents were on the level of appropriate age which means that they can give the necessary information on principals' performance appraisal in the school system. The researcher concluded that majority of the respondents were aged at 30 - 39years old.

Concerning the experience of the respondents, 84(57.1%), eight (29%) of the respondents respectively had served for 11-15, 45(22.6%), 12(38.6%) had served 5-10years. This signifies that the respondents were at the level of senior teacher (department heads) and senior principals. From the above ideas, one can understand that many of the Woreda teachers and principals were in a better position to conduct principal's performance appraisal because they are rich in experience. Moreover, having rich experience help them to easily identify the weakness and strengthen in their school activities and provide professional support to improve their school but, in case of principals they were not qualified as the standard needs.

Item 4, Table 2 denotes educational background of the Woreda teachers and principals. From the respondents response, 61(41.5%) and eight (29%) of the respondents were diploma graduates and 86(58.5%) and 22(71%) of the teachers and principals respectively had first degree graduates. This indicates that the Woreda in collaboration with the Zone should strive to upgrade the educational level of the Woreda teachers and principals in the primary schools of the Woreda. This is because; proper qualification of teachers and principals had their own impact on acquiring the quality of education in general and practicing effective and efficient principal's performance appraisal in particular. In addition to this, a well-qualified teachers and principals bring a quality of education as well as produce, knowledgeable and competent student.

Table 3: The current principal's performance systems and its design in the schools

No	Items	R	RN	5		4		3		2		1		M	SD
				F	%	F	%	F	%	F	%	F	%		
1	I am satisfied that the current performance method of performance appraisal is the most appropriate form of evaluation for the needs of the schools.	T	147	11	7.5	37	25.2	5	3.4	66	44.9	28	19.1	2.54	1.261
		P	31	5	16.1	6	19.4	7	22.6	12	38.7	1	3.2	3.06	
2	There is a current performance appraisal system in the school	T	147	22	15	39	26.5	-	-	63	42.8	23	15.6	2.76	1.361
		P	31	5	16.2	4	12.9	5	16.2	12	38.7	7	22.6	2.48	
3	The principal's performance appraisals are an integral part of the decision-making process in the day to day activities of the school	T	147	16	10.9	94	63.4	7	4.8	25	17	5	3.4	3.62	1.054
		P	31	7	22.6	13	41.9	3	9.7	5	16.1	3	9.7	3.52	
4	The principal's performance appraisals are stressful in the school	T	147	31	21.1	59	40.1	32	21.8	25	17	-	-	3.48	1.141
		P	31	3	9.7	9	29	1	3.2	10	32.3	8	25.8	2.65	
5	Principal performance appraisals are necessary.	T	147	88	59.9	48	32.7	4	2.7	5	3.4	2	1.4	4.46	.996
		P	31	4	12.9	17	54.8	-	-	7	22.6	3	9.7	3.39	
6	The woreda supervisors setting principals task objectives and developing individual task plan.	T	147	10	0.7	28	19	24	16.3	65	44.2	20	1.4	2.61	1.193
		P	31	4	12.9	10	32.3	2	6.5	9	29	6	19.4	2.90	
7	The appraiser and principals agree on goals and objectives for improvement of the school.	T	147	24	16.3	61	41.5	12	8.2	43	29.3	7	4.8	3.38	1.230
		P	31	8	25.8	11	35.5	2	6.5	6	19.4	4	12.9	3.48	
8	The principals are receptive to performance appraisal.	T	147	35	23.8	31	21.1	11	7.5	58	39.5	12	8.2	3.01	1.342
		P	31	5	16.1	9	29.0	-	-	10	32.3	7	22.6	2.39	
9	The aims and objectives of principal performance appraisals communicated and fully understood in schools	T	147	15	10.2	63	42.9	9	6.1	18	12.2	42	28.6	2.94	1.440
		P	31	3	9.7	16	51.6	-	-	6	19.4	6	19.4	3.13	
		P	31	3	9.7	16	51.6	-	-	6	19.4	6	19.4	3.42	

NB: P=principals, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation
Scales: ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree , ≥ 4.5 =strongly agree

According to item 1, of Table 3, the respondents were asked to respond whether they were satisfied with the current principals' performance methods or not. In their response,94(63.9%) of teachers and 13(41.9%) of principals disagreed that they were not satisfied. Whereas48(32.7%) of teachers and 11 (35.5%) of the principals answered that they were satisfied with the current PPA in schools. The average mean value of the two groups which means the teachers and principals with average mean value =2.8 and standard deviation 1.262.This shows the what, why; when how and where of principals performance appraisal was carried out not strictly. As a result, it is acceptable if the researcher conclude that there were nearly few performance appraisal methods in primary schools of the Woreda.

With regard to item 2 of Table 3, the respondents asked whether there were a clear principals performance appraisal systems or not, when they were responded to this question, 86(58.5%) of teachers and 19(61.3%) of principals answered that they disagreed that there was no as much the practices of principals performance appraisal in their respective schools. Whereas 61 (41.5%) of the teachers and nine (29.03%) of principals agreed with the item 2. The average mean value of the responses was ($M=2.62$) with standard deviation of ($SD=1.3115$) which rated as neither agreement nor disagreement. Thus, from this one could conclude that in the study areas there was unfair appraisal and this also can cause conflict in the sample primary schools. The presences of conflict in the sample primary school highly influence the teaching learning process.

Concerning item 3 of Table 3, 101(68.7%) teachers and 16(51.6. %) of Woreda principals replied that principals performance appraisal were an integral part of the decision making process in school activities and they agreed on the issue. While 32(21.8) of teachers and eight (25.8) of the principals disagreed. The average mean value of the responses was ($M=3.57$) with standard deviation of ($SD=2.454$) which rated agreement on the issue. Therefore, it is easy to conclude that that principals performance appraisal were an integral part of the decision making process in school activities. Hence, performance appraisal of the principals was an integral part of the decision making process in the school.

With regard to item 4 of Table 3, 90(61.2%) of teachers and 12(38.7%) principals replied that, they were stressful. Whereas 25(17.0%) of teachers and 18 (58.1%) of the principals responded that they disagreed on the stressfulness of the performance appraisal of the principals. As one can infer from the table, the average mean value of the responses was ($M=3.07$) with standard deviation of ($SD=1.2725$) rated as neither agreed nor disagreed on the issue. This means principal's performance appraisal was stressful. From this one can understood that, it is possible to recognize that principals' performance appraisal were somewhat stressful to some extent.

With regard to item 5, 136(92.5%) of the teachers and 21(67.7%) of principals answered that principals performance appraisals is very necessary. However, seven(22.6) of teachers and 10(32.3) of the principals disagreed. The average mean value of the respondents were ($M=3.93$) with the standard deviation of ($SD=1.039$).This indicates that the principal performance appraisal is very necessary. In addition, the open-ended questions and an interview viewed that the principals' performance appraisal is necessary if it is planned, properly designed, followed, and implemented as it is needed to the school.

From this, the researcher concludes that principal's performance appraisal is very necessary for achieving the school goals and objectives.

To item 6 of Table 3, 85(57.8%) of teachers and 15(48.4%) of principals replied that Woreda supervisors were not setting principals tasks objectives and developing individual task plan. While 38 (25.9%) teachers and 14 (45.2%) of principals agreed on the issue. The average mean value of the responses was ($M=2.76$) with standard deviation of ($SD=1.271$) rates as neither agreed nor disagreed on the issue. This means principal's performance appraisal was practiced for the sake of documentation. From this it was justifiable to conclude that many of the appraisers of teachers had no clear understanding about how principal's performance appraisal benefits both the school and principals.

As shown in item 7 Table 3, 85(57.8%) of teachers and 19(60.3%) of principals replied that the appraiser and principals agreed on the goals and objectives of the schools for improvement. Whereas 50 (34.0%) of teachers and 10 (19.4%) of principals responded that they disagreed on the item 7. The average mean value of the respondents were ($M=3.43$ with standard deviation of ($SD=1.2925$) which shows some level of agreement on the issue. Based up on the data above the researcher concludes that the appraiser and principals to some extent agreed on goals and objectives of the schools for improvements.

Item 8 in Table 3, was intended to elicit information to whether principals were receptive to performance appraisal, 70(47.6%) of teachers and 17(54.8%) of principals were not receptive to performance appraisals. But, 66 (44.9%) of teachers and 14 (29.0%) of principals agreed. The average mean value of the respondents were ($M=2.7$) which was rated neutral on the issue. Moreover, the open-ended questionnaire and an interview revealed that the principals were not receptive to their performance appraisal because they do not know the criteria that they were appraised on it and it is a source of conflict in many schools of the Woreda.

The data from item 9 of Table 3, 78(53.1%) of teachers and 19(61.3%) of the principals agreed on the aims and objectives principals performance appraisal communicated and fully understood in schools. Whereas 60 (40.8%) of teachers and 12 (19.4%) of principals disagree on the issue. The average mean value of the respondents was ($M=3.035$) with standard deviation of ($SD= 1.419$) which shows neutral value on the issue. The FGD and an interview revealed that the aim and objectives of principals' performance appraisals were obvious but it was not fully understood by school stakeholders except the supervisors even it was not designed at the beginning of the year but common to known at the time of evaluation.

Table 4. The Reliability and Validity of the Criteria of Principals' Performance Appraisal

No	Items	R	RN	5		4		3		2		1		M	SD
				F	%	F	%	F	%	F	%	F	%		
1	The principals performanceAppraisal criteria are achievable	T	147	6	4.1	41	28	16	10.9	77	52.4	7	4.8	3.26	0.52
		P	31	6	19.4	8	25.8	-	-	12	38.7	5	16.1	2.00	35
2	The rating appraisal criteria operating now are relevant	T	147	17	11.6	26	17.7	18	12.2	55	37.4	31	21.1	3.39	1.38
		P	31	4	12.9	5	16.1	3	9.7	14	45.2	5	16.1	3.06	5
3	The rating appraisal criteria operating now are specific	T	147	10	6.8	31	21.1	11	7.5	66	45	29	19.7	3.50	1.26
		P	31	7	22.6	13	41.9	2	6.4	6	19.4	3	9.67	3.35	15
4	The rating appraisal criteria that are operating now are measurable	T	147	5	3.4	28	19	22	15	73	49.7	19	12.9	4.27	1.15
		P	31	9	29.0	11	35.5	-	-	6	19.4	5	16.1	2.52	5
5	PPAs linked to rewards in schools	T	147	23	15.6	36	24.5	20	13.6	56	34.7	12	8.2	2.99	1.26
		P	31	3	9.67	5	16.1	1	3.2	15	48.38	7	22.6	3.86	0
6	Principals Performance Appraisals is Linked to disciplinary actions in the schools	T	147	29	19.7	25	17	14	9.5	59	40.1	20	13.6	3.11	1.43
		P	31	4	12.9	4	12.9	2	6.5	13	41.9	8	25.8	2.52	85
7	Principals' performance appraisals is linked assigned duties and responsibilities	T	147	16	10.9	26	17.7	2	1.4	81	55.1	22	15	3.46	1.26
		P	31	7	22.6	13	41.9	3	9.6	3	9.6	5	16.1	3.58	8

NB: P=principals, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation

Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree , ≥ 4.5 =strongly agree

As one can see from item one of Table 4, 84(57.1%) of teachers and 17(55%) of principals replied that the principals performance appraisal criteria in schools were not achievable. And, forty seven (32%) of teachers and fourteen (45.2%) of principals also supported the ideas while 47(31%) of teachers and 14(45.2%) principals shown agreement up on it. According to the table above, the average mean value was (M=2.63) with standard deviation of (SD= 1.047). This indicates that the principal's performance appraisal rated neither agree nor disagree on the issue. The interview and document analysis of principals appraisal shows that there was no a well established criteria which includes all the activities that the principals' and vise principals perform in schools like adult education, action research, implementations of school grant and even CPD. The researcher concludes that, the criteria that they were used not achievable because the only designer of the criteria was a supervisor and it was not designed before the beginning of teaching and learning process. And also there was no uniform format to appraise them.

With regard item 2 of Table 4, the respondents were asked whether the rating criteria was relevant or not.86(58.5%) of teachers and 19(61.3%) principals were responded that the criteria which was in schools were not relevant whereas 43 (29.3%) of teachers and nine(29.03%) principals agreed on the issue above. The neutral mean value for this item was 3.23 with standard deviation of (SD=1.385), this shows that the criteria which was in schools were not strictly relevant.

Moreover, interview made with supervisors' and more teacher respondents showed that this was not relevant to create awareness about the performance appraisal system in their schools.

The data from item 3, of Table 4, 95 (64.6%) of teachers and nine (29.03%) principals were replied that the rating criteria that they operating were not specific. While 41(27.9%) teachers and 20(64.5%) of principals were responded that they disagreed. The average mean value= 3.43 with standard deviation 1.2615 rated with partial agreement. This implies that the rating criteria that they operating were not specific in the primary schools of Ilu woreda of South West Shoa Zone. Specifically, the document analysis revealed that the criteria that they were implemented were not specific in terms of time, resource, and the labor force. In addition to this, the interview also strengthen the idea above, there was no specific criteria that the principals appraised in schools even they added that the number of the criteria from school to school were far apart. From the above data one can observe that, there were no specific criteria and uniform criteria in Ilu woreda primary schools.

According to item 4 Table 4, 92(62.6%) of teachers and twenty (64.5%) of principals were replied that the criteria were not measurable, to support this view point 19(12.9%) of teachers strongly disagreed while 33(22.4%) of teachers and 11(35.5%) of principals agreed on the issue. The average mean value= 3.40 with standard deviation 1.155 ratedwith partial agreement. This implies that the rating criteria that they operating were not specific in the primary schools of Ilu woreda of South West Shoa Zone. The researcher concludes that there were no well-defined measurable criteria in majority of primary schools of the woreda.

With regard to item 5 of Table 4, 68(46.3%) of the teachers and 22(70.9%) of principals were responded that the principals performance appraisal were not linked to rewards whereas 59(40.1%) of teachers and eight (25.8%) of principals agreed. The researcher sum up that, the PPAs should linked to rewards depending on the performance of principals what they have been done in bringing student's achievement and teacher's motivation in their work.

The data from item 6, Table 4, 79(53.7%) teachers and 21(67.7%) of principals replied that they disagreed. 20 (13.6%) of teachers and eight (25.8%) principals supported the issue while 29 (19.7%) of teachers and four (12.9%) of principals answered that they agreed on the issue and the rest 31(15.6%) of the respondents strongly disagreed with the idea. The mean value of the responses (M=2.82) with standard deviation of (SD=1.260) shows principal performance appraisal was not linked to disciplinary actions in the schools. This indicates that there was no relationship between the responses of the two groups.

Hence, it implies that the principal performance appraisal was not linked to disciplinary actions in all of the primary schools of the woreda.

Item 7 on Table 4 was intended to see if principal's performance appraisal whether it linked to assigned duties or not. Accordingly, 103 (70.1%) of teachers and eight (25.7%) principals responded that they disagreed. Whereas 51(34.7%) of the teachers and 20 (64.5%) of principals showed their agreement. The mean value of the responses (M=3.52) with standard deviation of (SD=1.438) shows somewhat positive assessment about the issue. The researcher concludes that, performance appraisal of principals in many schools of the Woreda primary schools were to some extent linked to assigned duties although there is difference in the responses of principals and teachers.

Table 5. The Process and Steps of Principals Performance Appraisal

No	Items	R	RN	5		4		3		2		1		M	SD
				F	%	F	%	F	%	F	%	F	%		
1	The PPA process involves two way communication	T	147	22	15	43	29.1	7	4.8	50	34	25	17	3.16	0.643
		P	31	7	22.6	4	12.9	1	3.2	15	48.4	4	12.9	2.13	
2	The roles of principals at the beginning of the academic year are clearly described	T	147	16	10.9	32	21.8	11	7.5	52	35.4	36	24.5	3.29	1.385
		P	31	3	9.7	6	19.4	3	9.7	11	35.5	8	25.8	3.16	
3	The principals' tasks are assigned based on their skills and knowledge	T	147	10	6.8	45	30.6	6	4.1	74	50.3	14	9.5	2.50	1.261
		P	31	1	3.22	8	25.8	1	3.22	16	51.6	5	16.1	3.35	
4	The evaluation of PP is consistence, fair and unbiased	T	147	15	10.2	30	20.4	27	18.4	61	41.5	14	9.5	3.82	1.265
		P	31	3	9.67	9	29.0	-	-	14	45.2	5	16.1	2.62	
5	Performance standard of principals' daily work is stated or specified	T	147	13	8.8	30	20.4	19	13	61	41.5	26	17.7	3.01	1.260
		P	31	1	3.2	3	9.7	4	12.9	15	48.4	8	25.8	3.96	
6	Objectives of each task are clearly defined	T	147	19	12.9	27	18.4	13	8.8	67	45.6	21	14.3	2.11	1.270
		P	31	1	3.22	4	12.9	7	22.6	10	32.3	9	29.0	2.52	
7	Appraisers conduct pre- and post-appraisal meeting	T	147	9	6.1	42	28.6	13	8.8	68	46.3	15	10.2	3.62	1.467
		P	31	3	9.7	4	12.9	4	12.9	13	41.9	7	22.6	2.48	

N.B. Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree, ≥ 4.5 strongly agree

From the respondents to item 1 of Table 5, 75(51.14%) of teachers and 19(61.3%) of principals responded that there were no two-way communication in principals performance appraisal process. Whereas fifty eight(39.5%) of teachers and 11(35.5%) of principals agreed. The average mean value for this item is 2.645 with standard deviation of (SD=0.643) shows that respondents neither agreed nor disagreed to the issue. The researcher concludes that the principal performance appraisal processes in majority of the school Woreda were not involved the two-way communication in appraising principals in schools of the woreda.

Item 2 also elicits that 88(59.9%) of the teachers and 19(61.3%) of principals strongly disagreed on the roles of principals although 48(32.7%) of teachers and nine (29.03%) of principals strongly agreed. The average mean value for this item rated neutral (M=3.225) with

standard deviation of $SD=1.385$. From the above evidence, the researcher concludes that, the roles of principals at the beginning of the academic year were not clearly described therefore; the principals and vice principals do not know what they have to do and bring better achievement in their schools.

The intention with item 3 of Table 5, 88(59.9%) of teachers and 21(67.7%) of principals not assigned based on their competence, skills and knowledge though 55 (37.4%) of teachers and nine (25.80%) of principals agreed on the issue above. The average mean value for this item was neutral ($M=2.925$) with standard deviation of ($SD=1.262$) shows that respondents neither agreed nor disagreed to the issue. From this data one can understand that, principals tasks were not assigned based on their skills and knowledge.

Though 75(51.02%) of teachers and 19(61.3%) of principals were asked whether the assessment of principals performance were consistence, fair and unbiased, they also replied that there was no such issues in their school. In contrary to this, 45 (30.6%) teachers and twelve (38.7%) principals agreed. The average mean value for this item is ($M=3.22$) with standard deviation of ($SD=1.265$) shows that respondents partially agreed to the issue. One can infer from the above evidence that the assessment of principal's performance were not consistence, fair and biased in majority of the woreda primary schools.

With regard to item 5 of Table 5, 87(59.2%) of teachers and 23(74.2%) of principals answered that performance standard of principals daily tasks were not clearly indicated. 43(29.3%) of teachers and four (12.9%) of principals agreed. The average mean value for this item is ($M=3.48$) with standard deviation of ($SD=1.260$) shows that respondents partially agreed to the issue. This evidence tells us that there was no statistical difference between the two groups. The researcher concludes that, there was weak performance standard on the daily tasks of principals and also the interview revealed that there was not a clearly described activities for principals.

From item to 6 of Table 5, 94(63.9%) of teachers and 19(31.3%) of principals replied that the objectives of each tasks in the schools were not clearly defined. However, 46(31.3%) of teachers and four (12.9%) of principals responded that, there were a clearly defined objectives in each task in their schools. The average mean value for this item is ($M=2.315$) with standard deviation of ($SD=1.270$) shows that respondents disagreed to the issue. From the above evidence one can understand that the objectives of each task in primary schools of the woreda were not clearly defined by woreda education bureau and supervisors particularly.

With regard to item 7 of Table 5, 83(56.5%) of teachers and 20 (64.5%) of principals disagreed. Whereas 51(34.7%) of teachers and seven (22.6%) of principals strongly agreed on the issue. The average mean value for this item is (M=3.05) with standard deviation of (SD=1.467) shows that respondents neither agreed nor disagreed to the issue. The researcher concludes that in majority of the *woreda* primary schools nearly all of the schools, the appraisers not properly conducted the pre-and post-appraisal discussions with appraises.

Table :6. About post Appraisal discussion, Follow and feedback practice

No	Items	R	RN	5		4		3		2		1		Mean	SD
				F	%	F	%	F	%	F	%	F	%		
1	There is a regular feedback timetable at your school.	T	147	3	2	28	19	19	12.9	75	51	22	15	2.46	1.371
		P	31	1	3.22	5	16.1	-	-	17	54.8	8	25.8	2.02	
2	Principals motivated after post appraisal	T	147	25	17	33	22.4	9	6.1	61	41.5	19	12.9	2.74	1.361
		P	31	5	16.1	6	19.4	2	6.5	9	29.0	9	29.0	3.04	
3	The discussion focuses on criticizing the weakness and strengths of principals	T	147	21	14.3	47	31.9	4	2.7	60	40.8	15	10.2	2.23	1.193
		P	31	5	16.1	4	12.9	2	6.5	16	51.6	4	12.9	3.45	
4	The discussion lasts by mutual agreement of both appraiser and appraises	T	147	16	10.9	34	23.1	-	-	76	51.7	21	14.3	2.18	1.230
		P	31	3	9.67	5	16.1	4	12.9	12	38.7	7	22.6	3.12	
5	Appraisers help the principals to set the means as to how one can tackle challenges in his or her future performance targets.	T	147	15	10.2	30	20.4	7	4.8	69	46.9	26	17.7	2.91	1.163
		P	31	5	16.1	6	19.4	-	-	13	41.9	7	22.6	4.27	
6	Appraisers continuously follow up whether principals' improved their performance level or not based on the feedback provided after school observation	T	147	10	6.8	42	28.6	15	10.2	54	36.7	26	17.7	2.35	2.95
		P	31	3	9.67	4	12.9	3	9.7	16	51.6	5	16.1	3.56	

N.B. Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree, ≥ 4.5 =strongly agree

Item 1 of Table 6, 97(66%) of the teachers and 25(80.6%) of principals answered that there were not a regular schedule in their schools and they were strongly disagreed. Whereas 31(21.1%) of teachers and six (19.4%) of principals agreed. In similar way, three (1.5%) of teachers and one (3.2%) of principals also disagreed that whether there were a regular feedback in their schools or not. The average mean value of the item was (M=2.24) and standard deviation=1.371 shows that respondents disagreed with the issue. The document analysis revealed that there were no continual as well as regularly scheduled time tables in their schools.

The data from item 2 of Table 6, 80(54.4%) of teachers and eighteen (58.1%) of principals were asked whether there was a principals motivation after post appraisal discussion in their

schools, so they were replied that there were no such a well-designed discussion in their schools.. However, 58(39.5%) of the teachers and 11(35.5%) of the principals agreed. And, 25(17%) of the teachers and 5(16.1%) of principals were strongly supported the ideas. The average mean value of the item was (M=2.89) and standard deviation=1.361 showed reservation on the issue. From the evidence of the data above, one can concludes that the level of principal's motivation after post appraisal was not clearly identified.

Based on the teachers and principals responses from item 3 of table 6, 75(51.02%) and 20(64.5%) of the principals disagreed. Although, 68(46.3%) of teachers and nine (29.03%) of principals believed in the discussion focuses on criticizing the weakness and strengths of principals in their schools. The average mean value of the item was (M=2.84) and standard deviation=1.193 shows that respondents rated with neutral value on the issue.

With regard to item 4 of Table 6, 97(66%) of teachers and 19(61.3%) of principals responded that the discussion was not lasts by mutual agreement between the appraiser and appraises in the schools. However, 50 (34.01%) of teachers and eight (25.8%) of principals finished their appraisal by mutual agreement. The average mean value of the item was (M=2.65) and standard deviation=1.230 shows that respondents had doubts on the issue.

Item 5 of Table 7, 95(64.6%) of teachers and 20(64.5%) of principals disagreed. Twenty six (17.7%) of teachers and seven (22.6%) of principals replied that there were no the situation where appraisers help the principals to set the means as to how the principals can tackle challenges in their future performance targets. The rest seven (3.5%) of principals also were partially agreed on it. The average mean value of the item was (M=3.59) and standard deviation=1.163 shows that respondents had favorably rated the issue.

The last item 6 of Table 6, 80(54.4%) of teachers and 21(67.7%) of principals replied that there were no a continuously follow up whether principals improved their performance or not. while 52 (35.4%) of teachers and seven (12.9%) of principals agreed. Moreover, 10 (7.5%) of teachers and three (9.7%) of principals neither agreed nor disagree. In addition to this, 12 (6.0%) of teachers and three (9.7%) of principals were strongly supported the idea. The average mean value of the item was (M=2.955) and standard deviation=2.95 shows that respondents neither agreed nor disagreed with the issue. The document analysis of the schools had shown that, there was no a clear continuous follow up and feedback provided in their schools. The researcher recognized to conclude that in majority of Ilu woreda primary schools there was no consistent follow up to improve the performance of principals in their daily activities

Table: 7.Frequency of Principals Performance Appraisal

N o	Items	R	RN	5		4		3		2		1		M	SD
				F	%	F	%	F	%	F	%	F	%		
1	There is a regular feedback timetable at your school. Principals motivated after post appraisal.	T	147	3	2	28	19	19	12.9	75	51	22	15	2.46	1.371
		P	31	1	3.2	5	16.1	-	-	17	54.8	8	25.8	2.02	
2	The discussion focuses on criticizing the weakness and strengths of principals	T	147	25	17	33	22.4	9	6.1	61	41.5	19	12.9	2.74	1.361
		P	31	5	16.	6	19.4	2	6.5	9	29.0	9	29.0	3.04	
3	The discussion lasts by mutual agreement of both appraiser and appraises	T	147	21	14.3	47	31.9	4	2.7	60	40.8	15	10.2	2.23	1.193
		P		8						14					

N.B. Scales: ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree

According to item 1 of Table 7, 97(66%) of teachers and 25(80.6%) of principals disagreed that they were not evaluated only once a semester. Whereas 31 (21.1%) of teachers and six (19.4%) of principals agreed. Moreover, four (2.01%) of teachers and four (12.90%) of principals strongly supported the issue. The average mean value of the item was (M=2.53) and standard deviation=1.180 shows that respondents had doubts on the item.

In response to the 2 item of Table 7, 80(54.4%) of teachers and 18(58.1%) of principals asked whether the performance level of each principals are continuously evaluated or not. They answered that, there was no continuous evaluation in schools. However, 58 (39.5%) of teachers and six (19.4%) of principals strongly agreed. The average mean value of the item was (M=2.56) and standard deviation=1.285 shows that respondents were reluctant on continuous evaluation of principals.

Regarding to item 3 of Table 7, 75(51.02%) of teachers and 14(45.2%) of principals disagreed to that there was no an opportunity to discuss regularly about their performance level with their appraisers. 25 (17%) of teachers and eight (25.8%) of principals also strongly disagreed. However, 68 (46.3%) teachers and five (16.1%) of principals showed their agreement. And, 21(14.3%) of teachers and two (6.5%) of principals strongly disagreed. The average mean value of the item was (M=2.72) and standard deviation=1.392 shows that respondents rated neutral on the issue. The researcher recognized to conclude that in most of the primary schools of the woreda there was no adequate opportunity to discuss with their appraisers but, if it was implemented regularly that was helped the principals in order to improve their performance level with their appraisers.

Table: 8. To what extent PTAs, Woreda experts, and Woreda supervisors are knowledgeable in Principals Performance Appraisal

No	Items	R	RN	5		4		3		2		1		M	SD
				F	%	F	%	F	%	F	%	F	%		
1	The Supervisors have appropriate knowledge about the performance level of principals'	T	147	34	23.1	65	44.2	10	6.8	27	18.4	12	8.2	2.55	1.285
		P	31	2	6.5	9	29	-	-	13	41.9	7	22.6	3.41	
2	The teachers are aware of the what, why, and how of principals' performance appraisal is carried out	T	147	15	10.2	26	17.7	-	-	76	51.7	30	20.4	2.21	1.262
		P	31	4	12.9	4	12.1	-	-	17	54.8	6	19.4	2.66	
3	The teaches have their own performance records and means to appraise principals	T	147	18	12.2	28	19	7	4.8	91	61.9	13	8.8	2.46	1.222
		P	31	-	-	7	22.6	-	-	20	64.5	4	12.9	2.35	
4	The PTAs who involve in principals performance appraisal know about the what, why, how, and when of principals' performance appraisal	T	147	16	10.9	29	19.7	6	4.1	75	51	21	14.3	3.36	1.467
		P	31	-	-	8	25.8	-	-	18	58.1	5	16.1	2.48	
5	PTAs who involve in principals performance appraisal have full information about principals which can help them to appraise principals appropriately	T	147	17	11.6	51	34.7	2	1.4	68	46.3	5	3.4	3.34	1.251
		P	31	3	9.67	5	16.1	-	-	16	51.6	7	22.6	2.44	
6	The woreda supervisors measure principals' performance by using only limited sources	T	147	23	15.6	67	45.6			35	23.8	22	15	2.24	1.495
		P	31	5	16.1	15	48.4	-		6	19.4	5	16.1	2.23	

NB: P=principals, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation

Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree , ≥ 4.5 =strongly agree

As illustrated in the item 1 of Table 8, 99 (67.3%) of teachers and 11 (35.5%) of principals responded that they had an appropriate knowledge about the performance of principals. And, Although 39(26.5%) of teachers and 20(64.5%) of principals disagreed with the ideas. The average mean value of this issue was (M=2.98) with standard deviation of (SD=1.285) rated as neutral on the variation of appropriate knowledge about the performance of principals from school to schools. The above evidence depicted that most of the supervisors have appropriate knowledge about principals performance, but they were not fully implemented their knowledge to support principals as a whole. Beside to this, some supervisors were below the standard to build the principals and to know their performance.

As shown in Table 8, of item 2, 106(51.7%) teachers and 23(74.2%) of principals disagreed. while 41 (28%) of teachers and eight (25.8%) of principals agreed on aware of what, why, and how of principals performance appraisal was carried out. The average mean value of the item was (M=2.435 and standard deviation=1.262 shows that respondents disagreed with the issue.

Concerning item 3 of Table 8, 104(70.7%) of teachers and 24(77.4%) of principals were asked that whether teachers have their own performance records and means to appraise them or not. They responded that there were no any records regarding principals' activities in the schools. Whereas 46 (31.3%) of teachers and seven (22.6%) of principals agreed. The average mean value of the item was (M=2.405) and standard deviation=1.222 shows that respondents disagreed with the issue. As a result, the researcher is possible to say that, in many of the primary schools of Ilu *woreda*, teachers were doing not have their own performance records to appraise principals.

As indicated in item 4, of Table 8, 96(65.3%) of teachers and 23(74.2%) of principals replied that, there were no the involvement of PTAs in principals performance appraisal and they didn't know what, why, and when principals appraisal carried out. While 45 (30.6%) of teachers and eight (25.8%) of principals agreed on the issue. The average mean value of the item was (M=2.92) and standard deviation=1.467 shows that respondents neither agreed nor disagreed with the issue.

The reaction to item 5 of the Table 8, 73(49.7%) of teachers and 23(74.2%) of principals disagreed. However, 68(46.3%) of teachers and 8(25.8%) of principals had a full information about principals which can help them to appraise principals appropriately. The average mean value of the item was (M=2.89) and standard deviation=1.251 shows that respondents found to be indifferent with the issue. This evidence described that there was no significant difference between the two groups. The FGD revealed that the PTAs were not included in principals' performance appraisal and they even they were not got full information about it. Some of the group members raised by saying, they were not heard about whether they appraised or not. The concludes that majority of the PTAs in the *woreda* were not included in appraising principals because the *woreda* education bureau was not given the responsibilities for appraising principals rather leading, decision making and following their children.

The Last item 6 of Table 8 above, 90(61.2%) of teachers and 20(64.5%) of principals agreed on the item. Whereas 57 (38.8%) of teachers and 11 (35.5%) of principals disagreed. From the above data, one can understand that *Woreda* supervisors measures principals' performance by using only limited sources. The average mean value of this issue was (M=2.24) with standard deviation of (SD=1.495) rated low on the variation of principal appraisal from school to schools.

Table 9: Methods of Principals' Performance Appraisal

No	Items	R	RN	5		4		3		2		1		Mean	SD
				F	%	F	%	F	%	F	%	F	%		
1	The PPA should practice only for documenting principals appraisal results	T	147	24	16.3	43	29.3	8	5.4	56	38.1	16	10.9	2.88	1.318
		P	31	-	-	6	19.4	3	9.7	14	45.2	8	25.8	2.19	
2	PPA always causes negative consequence on principals	T	147	36	24.5	61	41.5	3	2	36	24.5	11	7.5	3.33	1.359
		P	31	2	6.5	7	22.6	3	9.7	10	32.3	9	29.0	2.45	
3	Conducting PPA does not demand planning and preparation	T	147	4	2.7	27	18.4	9	6.1	77	52.4	30	20.4	2.36	1.142
		P	31	5	16.1	5	16.1	-	-	15	48.4	6	19.4	2.61	
4	Conducting PPA does not demand knowledge and skills of appraisers	T	147	7	4.8	36	24.5	-	-	72	49	32	21.8	2.53	1.311
		P	31	3	9.7	5	16.1	-	-	19	61.3	4	12.9	2.97	
5	PPAs can give fair results for principals without conducting school observation	T	147	18	12.2	39	26.5	-	-	62	42.2	28	19	2.65	1.312
		P	31	2	6.5	5	16.1	4	12.9	14	45.2	6	19.4	2.39	
6	It is enough if principals are appraised once a semester	T	147	19	14.3	28	19	1	6.8	70	47.6	20	13.6	2.66	1.235
		P	31	-	-	7	22.6	4	12.9	17	54.8	3	9.7	2.48	
7	PPA are properly recorded and documented	T	147	12	8.2	36	23.8	5	3.4	71	48.3	23	15.6	2.61	1.232
		P	31	4	12.9	4	12.9	-	-	21	67.7	2	6.5	2.48	
8	PPAs scheme are designed and implemented based on government policies, programs and packages.	T	147	27	18.4	62	42.2	3	22.4	21	14.3	4	2.7	3.57	1.083
		P	31	7	22.6	13	41.9	2	6.4	6	19.4	3	9.7	3.48	

NB: P=principals, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation

Scales; ≤ 1.49 = strongly disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Neutral, $3.5 - 4.49$ = Agree, ≥ 4.5 =strongly agree

With regard to item 1 of Table 9, the teacher and principals were asked to respond whether principals performance appraisal carried out only for documenting principals appraisal results or not. Therefore, 72(49%) of the teachers and 22(71%) of the principals disagreed. while 67(45.6%) of teachers and four (12.9%) of principals agreed. The average mean value of the item was (M=2.435) and standard deviation=1.318 shows that respondents disagreed with the issue. The interview indicates that the principals performance appraisal was practiced more of for the sake of documentation.

According to item 2 of Table 9, 97(66%) of teachers nine (29.03%) of principals agreed. Whereas 47(32%) of the teachers and 19 (61.3%) of principals responded that principals performance appraisal can cause negative consequence on principals. The mean value of teachers (M=3.33) and M= 2.19 of principals with standard deviation (SD=1.359).

Item 3 of Table 9, 107(72.8%) of teachers and 21(67.7%) of principals disagreed that conducting principals performance appraisal demand planning and preparation. While 31 (21.1%) of teachers and ten (32.3%) of principals agreed that PPAs were not demanded planning and preparation.

The remaining participants supported the idea that PPAs demand planning and preparation. The average mean value of the item was ($M=2.485$) and standard deviation= 1.142 shows that respondents disagreed with the issue. From this the researcher recognized that PPAs demand a well-planned planning and preparations of appraisers as the plan directs.

Item 4 of Table 9, was intended to see if PPAs demand knowledge, and skills of appraisers or not. Therefore, 104(70.7%) of teachers and 23(74.2%) of principals disagreed although 43 (29.3%) of teachers and eight (25.8%) of principals agreed on the issue. And, seven (3.5%) of teachers and five (16.1%) of principals also strongly disagreed. The average mean value of the item was ($M=2.75$) and standard deviation= 1.311 shows that respondents were found to be indifferent on the issue. From the evidence one can observe that PPAs demand knowledge and skills of appraiser unless they were not understood what to appraise.

According to item 5 of Table 10, 90(61.2%) of teachers and 20(64.5%) of principals answered that majority of the appraisers were not given fair results for principals. But, 57(38.8%) of teachers and seven (22.6%) of principals were agreed. The average mean value of the item was ($M=2.65$) and standard deviation= 1.312 shows that respondents rated neutral on the issue. Having the above data the researcher summarized that in most of the Woreda primary schools there were no fair results for principals due to the appraiser was dominated by nearly supervisors and also inclined to bias so, it was more frequently lasts by mutual agreement between the supervisors and principals.

With regarding to item 6 of Table 9, 90(61.2%) of teachers and 20(64.5%) of principals responded that it was not enough that if principals were appraised once a semester. 47 (22%) of teachers and three (9.7%) of principals were strongly disagreed with the idea. The average mean value of the item was ($M=2.65$) and standard deviation= 1.312 shows that respondents neither agreed nor disagreed with the issue. From the above statistical analysis one can understand that the way principals appraised in once a semester was not clearly known.

The intention with item 7 of Table 9, 94(63.9%) of teachers and 23(74.2%) of principals disagreed with the PPA of them was properly recorded and documented while 48(32.7%) of teachers and eight (25.8%) of principals agreed. It is possible to say that most of the schools in the Woreda the PPAs were not properly recorded and documented.

With the last, not the least item 8 of Table 9, 89 (60.5%) of teachers and 20 (64.5%) of principals agreed with the statement and PPAs were based on government policies, programs and packages.

The rest, 25 (17.0%) of teachers and nine (29.03%) of principals also showed their strong disagreement. The average mean value of the item was (M=3.57) and standard deviation=1.083 shows that respondents agreed with the issue. The researcher sum up the evidence above that the PPAs schemes were designed based on policies and programs of the government but on its implementations the Woreda was not given due attention on its design.

Table 10: Purposes of Principals Performance appraisal

In the table below there are items that describe about purposes of principals performance appraisal. The effectiveness of principals' performance appraisal practice depends on how schools use the methods of PPAs. Therefore, PPAs should used for strategic, administrative, and developmental purposes. This indicates that schools should use principals' performance appraisal specifically for identifying weaknesses and strengths of principals, bringing collaboration among staff members, creating favorable conditions which allow principals to discuss with each other, recommending a specific program designs and need-based trainings to help principals to improve their professional competence and performance and for deciding principals pay increases, promotion and other administrative decisions. From this point of view, the items in the table below were raised mainly to check whether or not Primary schools of the study area did use principals' performance appraisal system.

10.1. Purposes of Principals Performance appraisal

No	Items	R	RN	5		4		3		2		1		M	SD
				F	%	F	%	F	%	F	%	F	%		
1	PPAs contribute to principals' skill and potentials.	T	147	24	16.3	43	29.3	8	5.4	64	43.5	8	5.4	3.07	1.246
		P	31	6	19.4	18	58.0	-	-	4	12.9	3	9.7	3.65	
2	PPA instrument best serves principals	T	147	28	19	61	41.5	13	8.8	26	17.7	19	12.9	3.36	1.285
		P	31	-	-	6	19.4	4	12.9	15	48.4	6	19.3	2.32	
3	PPAs contributes to career structure	T	147	12	8.2	70	47.6	-	-	32	21.8	33	22.4	2.97	1.325
		P	31	10	32.3	12	38.7	-	-	7	22.6	2	6.4	3.42	
4	PPAs enabled school to recommend specific program to help principals to improve their performance	T	147	18	19.1	79	44.7	9	5.5	35	22.6	6	8.0	3.46	1.192
		P	31	6	19.4	14	45.2	-	-	9	29.0	2	6.5	3.42	
5	The performance appraisal instrument measures what it is intended to measure	T	147	20	13.6	33	22.4	-	-	71	48.3	23	15.6	2.70	1.409
		P	31	6	19.4	6	19.4	-	-	13	41.9	6	19.4	2.77	
6	Need-based trainings to principals designed and provided based on	T	147	8	45.4	18	12.2	18	12.2	72	49	31	21.1	2.32	1.127
		P	31	3	9.7	5	16.1	3	9.7	15	48.4	5	16.1	2.45	

their appraisal results															
7	PPA process effective in influencing behavior of principals	T	147	34	23.1	67	45.6	6	4.1	19	12.9	21	14.3	3.50	1.322
		P		1	3.2	7	22.6	5	16.1	11	35.5	7	22.6	2.55	

NB: P=principals, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree , ≥ 4.5 =strongly agree

According to item 1 of Table 10, 67(45.6%) of teachers and 24(77.4%) of principals agreed. whereas 72 (49%) of teachers and seven (12.90%) of principals responded that PPA contributes to the development of skills and potential of principals. The average mean value of the item (M=3.36) with standard deviation of 1.246 on the issue. It is possible to conclude that principals' performance appraisal somehow contribute to principals' development skills and potentials.

The intention with item 2 of Table 10, 45(30.6%) of teachers and 21(67.7%) of principals were asked whether the performance appraisal instrument best serves principals or not. They replied that, it was not the best instrument for serving principals while 89(60.5%) of teachers and six(19.6%) of principals were agreed on the issue. The average mean value for the item was 2.84 with standard deviation of 1.285 on the issue. From this finding, it is fair to conclude that the performance instruments to serve principals were not as much as best to appraise principals in primary schools of Ilu Woreda.

With regard to item 3 of Table 10, 82(55.9%) of teachers and 22(71%) of principals agreed that PPA contributes to career structure. Whereas 65 (44.2%) of teachers and nine (29.03%) of principals disagreed. The average mean value of the item was (M=3.195) with standard deviation of 1.325 on the issue. The researcher concludes that principal's performance appraisal contributes to a certain extent their career structure.

With the intention of item 4 of Table 10, 97(66%) of teachers and 20(64.5%) of principals positively replied for the statement about PPAs have enabled the school to recommend a specific program designs to help principals to improve their performance. However, 41 (28%) of teachers and 11 (35.5%) of principals strongly disagreed. The average mean value of the item was (M=3.44) with standard deviation of 1.192 on the issue.

The data from item 5 of Table 10, 94(63.9%) of teachers and 19(61.3%) of principals responded that the principals performance appraisal instrument measures were not intended to measures although, 53(36.1%) of teachers and 12(38.7%) of principals disagreed with the idea. From the above analysis one can infer that the performance appraisal instrument in primary schools of the Woreda were not measure what it intends to measure.

On the other hand item 6 of Table 10, 103(70.1%) of teachers and 19(61.3%) principals responded that there were no need-based training designed for principals. Whereas 26(17.7%) of teachers and eight (25.8%) of principals were agreed.

In relation to this, need based training was not given for principals and majority of principals in the primary schools of the Woreda were below the stated standard of the education policy.

With regard to item 7 of Table 10, 101 (68.7%) of the teachers and eight (25.8%) of principals strongly agreed on the issue. While 41(27.2%) of teachers and 18(58.1%) of principals were disagreed that PPAs were not influencing the behavior of principals. The average mean value for this item was (M=2.5) with standard deviation of (SD=1322) on the issue. From the above data, it is possible to conclude that principal appraisal process was not at the desired level in influencing the behavior of principals. Moreover, the interview revealed that there were problems in its implementation as well as the criteria in order to influence principals.

Table 11: Problems with Performance Appraisal Results.

No	Items	R	RN	5		4		3		2		1		Mean	SD
				F	%	F	%	F	%	F	%	F	%		
1	Performance appraisal result in schools varies according to principals' performance appraisal	T	147	3	21.8	77	52.4	9	6.1	21	14.3	8	5.4	3.13	1.674
		P	31	9	29.0	12	38.7	4	12.9	4	12.9	2	6.5		
2	Appraiser give almost the same result for many principals	T	147	1	9.5	89	60.5	4	2.7	28	19	12	8.2	2.75	1.231
		P	31	-	-	5	16.1	10	32.2	11	35.5	5	16.1		
3	Appraisers give information or help principals that can use to improve their performance	T	147	-	-	36	24.5	22	15	68	46.3	21	14.3	3.41	1.457
		P	31	1	3.2	5	16.1	3	9.7	16	51.6	6	19.4		
4	Appraisers usually rate principals based on only recently observed principals' behaviors and performances.	T	147	2	14.3	67	45.6	11	7.5	34	23.1	14	9.5	3.53	1.322
		P	31	7	22.5	14	45.2	4	12.9	4	12.9	2	6.5		
5	There is no feedback system exists in the school system	T	147	1	5.5	24	17.1	8	5.0	75	37.7	29	34.7	2.62	1.228
		P	31	2	6.5	6	19.4	7	22.6	12	38.7	4	12.9		

NB: P=principals, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree.

With regard to item 1 of table 11, 109(74.1%) of teachers and 21(67.7%) of principals agreed that there was a differences among principals performance appraisal on the study area while

29 (19.7%) of teachers and six (19.4%) of principals disagreed on the issue. The mean value for this item is 2.57 with standard deviation of (SD=1.674), this rates shows that they were not well oriented and made aware of the performance appraisal system.

Therefore, it is possible to deduce that results of principal's appraisal varies depending on the performance of principals and varies somehow from one school to another in the study area.

According to item 2 of Table11, 103(70.1%) of teachers and five (16.1) principals responded that there were almost the same results in the study area while 40(27.2%) of teachers and 16(51.6) principals disagreed with the idea. The neutral mean value for this item is 2.815 with standard deviation of (SD=1.231) shows that respondents neither favor nor disfavor the statement.

The intention with item 3 of Table 11, 89(60.5%) of teachers and 22(71%) of principals disagreed whereas 36 (24.5%) of teachers and six (19.4%) of principals agreed on the issue. The mean value of the responses (M=2.815) with standard deviation of (SD=1.457) shows they were not sure about the issue. From the above evidence, it is fair to say that appraisers were not given information to help principals to improve their performance at the study area.

Based on item 4 of Table 12, 88(59.9%) of teachers and 21(67.7) of principals agreed while 48 (32.7%) of teachers and six (19.4%) of principals disagreed. The mean value of the responses (M=3.22) with standard deviation of (SD=1.322) shows they were not sure about the issue. From this data one can observe that appraisers appraised principals based on the recently observed performances.

The last item 5 of Table 12, 104(70.7%) of teachers and 16(51.6%) of principals responded that there were no feedback system in their schools whereas 35(23.8) of teachers and eight (45.2%) of principals agreed that there were a feedback system in their schools. The mean value of the responses (M=3.08) with standard deviation of (SD=2.228) shows they were not sure about the issue From the above evidence the researcher forced to conclude that there were not scheduled feedback systems in the study area.

In line with this idea, Rue and Byars (2003:369) write that a promising approach to overcome errors in performance appraisals is to improve the skills of managers, in school case, principals and other concerned bodies. According to these scholars, the mangers should receive trainings in performance appraisal methods, the importance of managers' role in performance appraisal process, the use of performance appraisal information and communication skills necessary to conduct appraisal and to provide feedback.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings of the study, conclusion drawn on the bases of the findings and recommendations that were assumed to be useful to enhancing the practices and problems of principals performance appraisal.

5.1. Summary of the findings

The major purpose of this study was to assess the practice and problems of principals' performance appraisal in primary schools of Ilu Woreda, South West Shoa. The study also tried to answer the following research questions.

1. What are the current practices of primary school principals' performance appraisal?
2. To what extent the criteria used aligned to the goals of the schools?
3. What are the major challenges of performance appraisal in primary schools of Ilu Woerda?
4. What are the possible strategies to reduce if possible to overcome those challenges?

To answer these questions descriptive survey design was employed. To this effect the study was conducted in 12 primary schools of Ilu Woreda. A total of 147 teachers, 31 principals, 60 PTAs, and five cluster supervisors, participated in the study because they have a direct relation in the practice and problems of principal's performance appraisal in the study area.

To gather the necessary information on the issue, 178 questionnaires were distributed to teachers and principals and the entire questionnaire were properly filled and returned. In addition semi-structured interview was conducted for 5 cluster supervisors, 60 PTAs, and principals to extract in-depth information regarding the practice and problems of principal's performance appraisals.

The data collected from teachers and principals through close-ended questionnaire was analyzed by using SPSS (Statistical Package for Social Science) particularly mean value and Standard deviation. The data gathered through open-ended questionnaire, interview, FGD, and document analysis were qualitatively analyzed.

It was found by the study that 105(58.9%) of teachers were males whereas 42((23.6%) of teachers were females. Regarding the principals 23(74.2%) of the principals were males while eight (25.8%) of principals were females.

The profile of respondents revealed that 42.2% of the respondent's experiences of teachers were ranges to 11-15 years. In the case of principals their experiences were ranges from 5-10(38.6%) years. The responses of the respondents showed that majority of the teachers and principals were dissatisfied about the current principal's performance appraisal, there were no clear current performance system and cluster supervisors were not set principal's task objectives in their schools. In contrary to this, the respondents replied that principal's performance appraisal was necessary, and an integral part of decision making process in their schools.

The finding of the study revealed that the respondents were asked to respond whether they were satisfied with the current principals' performance methods or not. In their response 66(44.9%) of teachers and 12(38.7%) of principals disagreed that they were not satisfied.

The finding of the study showed that 48.7% of the teachers and 12(38.7%) of principals responded that the principals performance appraisal criteria were not achievable, specific, and time bound. And also, their performance appraisal were not linked to reward, disciplinary actions and assigned duties.

As the principals and teachers responses revealed, the process and steps of principals performance appraisal (pre-appraisal meeting, post appraisal discussion, feedback practice and follow up and discussion practice) were not practiced in majority of the schools of Ilu Woreda primary schools.

The finding of the study depicted that 81(55.1%) of teachers and 20(64.5%) of principals answered that teachers and PTAs didn't have their own performance records of principals and they were not know what, why, how, and when principals performance appraisal was carried out, there were no uniformity in numbers of appraisers and who appraise principals in their schools.

As the finding revealed that 61(41.5%) of teachers and eight (29.0%) of principals were asked whether there was a principals motivation after post appraisal discussion in their schools, so they were replied that there were no such a well-designed discussion in their schools.

In case of the purpose of principals performance appraisal majority of the respondents replied that principals performance appraisal contribute to develop their skills, potential, career structure, and were effective in influencing the behavior of principals.

1.2. Conclusions

Based on the findings listed above, the researcher concluded the following points.

With regard to educational qualification, the result showed that majority of teachers, and unit leaders were diploma holders whereas supervisors and principals were first degree holders. Thus, the educational qualifications of teachers not meet the standard set by the (MoE, 2006) for primary schools of the study area. In few primary schools of the Woreda they had lacked an appropriate qualification (educational planning and management). This, therefore, can influence the implementations of the practices and problems of principal's performance appraisal in their schools and principal ship can be assigned by agreement of the education bureau and Woreda administrators, the Woredas recruitment was not depend on the performance of the principals.

School principals are a key player in managing and leading the human power, resources, and the activities of the schools, but as the finding revealed that they were not properly appraised. This was because there was no the involvement of different appraisers, there were no uniformity of the format, there were no a well-designed criteria in time, resource, measurability, and specificity.

The finding showed that nearly more than half of the principals were not satisfied on their appraisal system in the schools because there was no clear current performance appraisal, the cluster supervisors were not set the task objectives and an individual task plans, lack of uniformity in appraisers and unlike formats with dissimilar criteria were implemented.

The finding of the study identified that principals were not properly appraised because of there were no pre-appraisal meeting practice which was help in what, when, why and for whom questions were answered if it was done and there were no two way communication, roles of the principals were not clear this lead them to unfair appraising.

Principals also have a great responsibility in supporting teachers according to their individual needs. Concerning this, the finding showed that the teachers were not aware about what, why, and how principals' performance appraisal was going on, they do not have their own performance records about the activities of the principals and means to appraise principals.

The finding also revealed that in majority of the schools department heads, PTAs, teachers and unit leaders were not participated in principal's performance appraisal except cluster supervisors.

In case of the purpose of principals performance appraisal majority of the respondents replied that principals performance appraisal contribute to develop their skills, potential, career structure, and were effective in influencing the behavior of principals for improving their knowledge , skills and potentials in particular.

5.2. Recommendations

In this study, a number of problems that impede the successful implementation of principal's performance appraisal in 12 primary schools were identified. Based on the findings and conclusions reached the following possible solutions were recommended so as to increase the performance appraisal of principals.

The regional education bureau is advisable to design long, intermediate, and short term training program in order to meet the policy demand and enhance non-qualified and non-experienced school teachers and principals.

The principals ought to attend the training organized by universities and professional bodies to acquire more knowledge about their practices and teachers should upgrade their educational status through government sponsorship and by their own so as to develop their knowledge, skills, and attitudes on principal's performance appraisal particularly students achievement in the school.

In order to build the capacity of the Woreda's teachers, and principals ,the zonal, regional education bureau ,and ministry of education advisable to increase the provision of training modalities such as regular, summer and refreshing programs should be facilitated by the ministry to increase their interest and commitment of the Woreda to enhance the capacity of school principals.

The study found that principal's performance appraisal was weak, so the Woreda, education office and cluster supervisors should create a clear current performance appraisal for principals.

The finding revealed that the teachers, and PTAs were not involved in principal's performance appraisal due to this; the Woreda education bureau in collaboration with Zonal

education bureau should design a guiding rules for the participation of the concerned bodies and making the uniformity throughout the Woreda primary schools.

The study also found that the rating appraisal criteria were not uniform like appraisers. The Woreda school principals, teachers, PTAs and unit leaders should design measurable, time bound and specific criteria.

The finding of the study concerning the pre-appraisal, post and follow up discussion practices in principal's performance appraisal also revealed that there were no pre-appraisal, post appraisal discussion and there were a weak follow up in system in primary schools of the Woreda.

In the study area, cluster supervisors, principals and teachers should create a conducive environment; the Woreda education bureau must formulate the criteria that should be included in pre-, post and follow up discussions in principals' performance appraisal.

The study found that in majority of the schools there were no a feedback system exists. The Woreda administrative, experts, cluster supervisors, teachers and PTAs should put their comments, encouragements, and weakness and strengthens on a feedback because it is a system of improvement in schools.

Teacher's representatives and PTAs should be involved in principal's performance appraisal in all primary schools of the study area. Teacher's representatives, department heads, unit leaders, and PTAs should have their own personal record about principal's performance appraisal in their daily activities to appraise them evidently. Moreover, the document analysis revealed that there were no any personal records about the principal's performance appraisal in all sampled primary schools of the study area.

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APPENDIX -I
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teachers and Principals

Dear respondents: The purpose of this questionnaire is to collect relevant data on the study titled ‘Practices and problems of Principals’ performance Appraisal in primary Schools of Ilu Woreda, South West ShoaZone”. Since your responses are vital for the success of the study, you are kindly requested to read all questions and fill the questionnaire genuinely. I would like to ensure you that your responses will be used for academic purpose only and information will be strictly confidential and kept with the researcher.

General Directions

1. You do not need to write your name on the questionnaire;
2. Read all the instructions before attempting the items in the questionnaire;
3. There is no need to consult others to fill the questionnaire;
4. Please, use a tick mark “√” to choose one of the suggested scales.

For the short questions write your opinion in brief on space provided for you.

Thank you for your cooperation!

Part One: Background Information

Indicate your response by using a tick mark (√) in the box provided or by giving short answers on the space provided.

1.1. **School** _____

1.2. **Sex** Male Female

1.3. **Age** 18 -22 23 – 27 28 -32 33 -37 above 38

1.4. **Work experience** 1-5 years 10 year’s 15 years 20 years
21-25 years above 26 years

1.5. **Educational background:** Diploma First Degree Second Degree

1.6. **Current work position:** Principals Teachers

Part Two: Please, respond to the following rating scale questions based on the instruction given above each table.

In the following table, there are items which describe as the current performance appraisal system is designed, so, read each item and express your feeling based on your practical observation whether these items show the real practice of performance management design at your school or not by choosing. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D) or 1=Strongly Disagree (SD) Use “√” mark under the scale you choose in the table corresponding to each item.

No	Items	Scales				
		5	4	3	2	1
1	Overall, I am satisfied that the current performance instrument/method of performance appraisal is the most appropriate form of evaluation for the needs of the school					
2	There is a clear current performance appraisal system in the school					
3	Principal performance appraisals are an integral part of the decision-making process in the day to day activities of the school.					
4	Principal performance appraisals are stressful					
5	Principal performance appraisals are necessary					
6	<i>Woreda</i> supervisors setting principals task objectives and developing individual task plans					
7	The appraiser and principals agree on goals and objectives for improvement					
8	Department Heads, <i>Woreda</i> supervisors, and PTAs are involving in the process of current appraising principal performance appraisal scheme.					
9	Principal are receptive to performance appraisals					
10	The aims and objective of principal performance appraisals communicated and fully understood in schools					

2.2. About reliability and validity of criteria of principals’ performance appraisal

In the following table, there are items which are talking about reliability and validity of criteria of principals’ performance appraisal which *Woreda* supervisors should use in designing and implementing PPA. So, give your response based on your practical observation as to whether or not principals’ performance appraisal criteria at your school are reliable and valid. N.B.

5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use “√” mark to write in the table corresponding to an item described below.

No	Items	Scales				
		5	4	3	2	1
1	The principals performance appraisal criteria are on achievable and time bounded					
2	The rating appraisal criteria that are operating now are relevant					
3	The rating appraisal criteria that are operating now are specific					
4	The rating appraisal criteria that are operating now are measurable					
5	Principals performance appraisals are linked to rewards					
6	Principals’ performance appraisals are linked to disciplinary actions					
7	Principals’ performance appraisals are linked assigned duties					

2.3. About the process and steps of principal performance appraisal

In the following table, there are items which describe about the process and steps of practices and problems of principals performance appraisal So, give your response based on your practical observation as to whether the *Woreda* supervisor passing through these steps in appraising principals or not. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use “√” mark to write in the table corresponding to an item described below.

No	Items	5	4	3	2	1
1	Pre- appraisal meeting practice					
1.1	principal performance appraisal process involves two-way communication					
1.2	The roles of principals at the beginning of the academic year are clearly described					
1.3	Principals tasks are assigned based on their competence, skill and knowledge					
1.4	Assessment of principals performance are consistence, fair and unbiased					
1.5	Performance standards of principals daily tasks are clearly					

	indicated					
1.6	Objectives of each task are clearly defined					
1.7	Appraisers conduct both pre-and post-appraisal discussion					
2	Post-appraisal discussion and target setting practice (Feedback practice)					
2.1	There is a regular feedback schedule at your school					
2.2	Principals motivated after post appraisal discussion					
2.3	The discussion focuses only on criticizing the weakness and strengths of principals'					
2.4	Discussion lasts by mutual agreement of both appraiser and the appraises					
3	Follow up and discussion practice					
3.1	Appraisers help the principals to set the means as to how he/she can tackle challenges in his/her future performance targets					
3.2	Appraisers continuously follow up whether principals' improved their performance level or not based on the feedback provided after school observation					

2.4 About how frequent appraise principals

In the table below, there are items which describe how frequent *Woreda* supervisor and principals. So, answer the items based on your practical observation. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use “√” mark to write in the table corresponding to an item described below.

No	Items	Scales				
		5	4	3	2	1
1	Principals are appraised only once a semester.					
2	Performance level of each principals is continuously evaluated					
3	Principals' performance appraisal helped principals to get an opportunity to discuss regularly their performance level with their appraisers					

2. 5.About, PTAs, *Woreda* education workers and *Woreda* supervisors, to what extent they are knowledgeable, skillful and aware of their roles and responsibilities

In the table below, there are items which describe about how often *Woreda* supervisors,

Woreda education workers, and PTAs and involve in PPA as well as to what extent they are knowledgeable, skillful and are aware of their roles and responsibilities in PPA. So, answer the items based on your practical observation. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use “√” mark to write in the table corresponding to an item described below.

No	Items	5	4	3	2	1
1	Supervisors have appropriate knowledge about the performance level of principals’					
2	Teachers are aware of the what, why and how of principals’ performance appraisal					
3	Teachers have their own performance records and means to appraise principals					
4	PTAs who involve in principals performance appraisal know about the what, why, how, and when of principals’ performance appraisal					
5	PTAs who involve in PPA performance appraisal have full information about principals which can help them to appraise principals appropriately					
6	Woreda supervisors measure principals performance by using only limited sources					

2.6. About methods of Principal’s performance appraisal

In the following table, there are items which describe to what extent the respondents know and understand about why, what, how when and other aspects of steps PPA. So, give your response based on your perception regarding the above issues. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D) or 1=Strongly Disagree (SD). Use “√” mark to respond each to item.

No	Items	Scales				
		5	4	3	2	1
1	Principals’ performance appraisal should practice only for documenting principals’ appraisal results					
2	Principals’ performance appraisal always causes negative consequence on principals					
3	Conducting principals’ performance appraisal does not demand planning and preparation					
4	Conducting principals’ performance appraisal does not demand knowledge and skill of appraisers					
5	Principals’ performance appraisers can give faire results for principals without conducting school observation					
6	It is enough if principals are appraised once a semester					

7	Principals performance appraisal are properly recorded and documented					
8	Principals performance appraisal schemes are designed and implemented based on government policies, programs and packages					

2.7. About the purpose of principals' performance appraisal

In the following table, there are items that describe about purposes of principals performance appraisal. So, give your responses based on your practical observation as to whether these items reflect the real practice or not at your school. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use “√” mark to each item.

No	Items	Scales				
		5	4	3	2	1
1	Principals' performance appraisal contribute to principal development(skill, potential)					
2	Principals' the performance appraisal instrument best serves principals					
3	Principals' Performance appraisals contribute to career structure					
4	Principals' performance appraisal has enabled the school to recommend a specific program designs to help principals to improve their performance					
5	The performance appraisal instrument measures what it is intended to measure					
6	Need-based trainings to principals are designed and provided based on their performance appraisal results					
7	Principal performance appraisal process are effective in influencing the behavior of principals					

2.8. About regarding to problem with Performance appraisal result

In the table below, there are items which describe problems which can be created in the process of PPA. So, respond based on your practical observation as to whether the items describe the existing problems at your school or not. N.B.5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD) Use “√” to mark under each scale.

No	Items	Scales				
		5	4	3	2	1
1	Performance appraisal result in schools varies according to Principals' performance appraisal					
2	Appraisers give almost the same result for many principals					
3	Appraisers give information or help principals that can use to improve their performance					
4	Appraisers usually rate principals based on only recently observed principals behaviors and performances					
5	No feedback system exists in the school system					

Part Three: Challenges of Principals' performance Appraisal Practice

1. How do you think the current the Principals performance appraisal criteria in your school are specific, achievable, measurable, reliable, and time bounded? For Improvement---

2. How do describe the current principal performance practice in your school? What do you suggest? Explain? -----
2. What are the major problems in principal performance appraisal practice in your school? What are the possible solutions-----?

APPENDIX-II

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Focus Group Discussion Questions for Parent/Teacher Association Members

I. Dear respondents: The purpose of this group discussion is to collect relevant data on the study titled as “Practices and Problems of principals’ performance Appraisal in primary Schools Ilu Woreda, South West Shoa Zone”. Since your ideas are vital for the success of the study, you are kindly requested to freely discuss and express your feeling concerning practical observation of principals’ performance appraisal practice. Be sure that your responses will be used for academic purpose and information will be strictly confidential and kept only with the researcher.

I. Background Information

- Name of the school _____
- Number of participants: Male _____ Female _____ Total _____
- First degree ___ Diploma ___ 12 completed ___ can read write ___ cannot read and write ___
- Experience of participating in principal’s performance appraisal: Once _____ twice _____ three times _____ four times and more than that _____

II. Focus Group Discussion Guiding Questions

1. When you frequently participating in appraising principals?
2. Do you have wide information about the purposes for which principals’ performance appraisal results are used and the procedure of appraisal?
3. Is there a system for PTAs to have performance information of each principal all the time?
4. Is there any training before appraising principals?
5. Is there the practice of giving feedback to principals’ after evaluation?
6. What are the major challenges that you usually face during principals performance appraisal?
7. What solutions can you suggest to overcome the problem in the school?

APPENDIX -III
ADDIS ABABA UNIVERSITY
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Interview questions for supervisors

I. General Direction

The purpose of this interview is to collect relevant data on the study titled “Practices and Problems of Principals’ performance Appraisal in primary Schools Ilu woreda of South West Shoa Zone”. Since the data which the researcher is going to collect using this interview are vital for the success of the study to get deep information about the Practices and Problems of Principals’ performance Appraisal, concerned school principals and *Woreda* education office heads are kindly requested to answers the interviews.

1. How do you express the current Practices and problems of Principals’ performance Appraisal in your school?
2. What relations do observe between performance Appraisal criteria and a career structure schemes in your school?
3. What do you think about the appraisal systems employed in your school?
4. How do you express the capabilities of appraisers in relation to the criteria of principal’s performance appraisal in your school?
5. What are the major problems and possible solutions related to principal performance appraisal in your school?