

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

TEACHERS' PERCEPTIONS OF THEIR PERFORMANCE
EVALUATION MADE BY HIGH SCHOOL STUDENTS
AND THEIR PARENTS IN GURAGE ZONE

BY
BERHANEMESKEL KEBEDE

MAY, 1999

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AND THEIR PARENTS IN GURAGE ZONE

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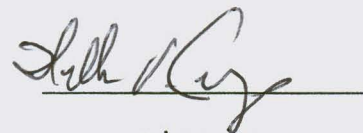

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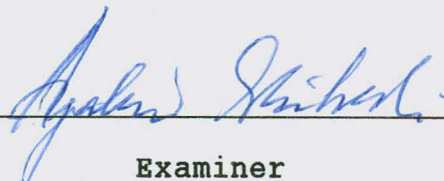

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TABLE OF CONTENT

	P A G E
ACKNOWLEDGEMENT	i
LIST OF TABLES	iv
ABSTRACT	vi
CHAPTER ONE	
THE PROBLEM AND ITS APPROACH	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Significance of the Study	5
1.4 Delimitation of the Study	5
1.5 Limitation of the Study	6
1.6 Research Methodology and Procedures of the Study	7
1.6.1 The Research Design	7
1.6.2 Data Gathering Methods and Tools	8
1.6.3 Samples and Sampling Procedures	9
1.6.4 Methods of Data Analysis	10
1.7 Operational Definition of Terms	11
CHAPTER TWO:	
REVIEW OF RELATED LITERATURE	12
2.1 What is Evaluation	12
2.2 The Concept of Performance Evaluation	13
2.3 History of Performance Evaluation	15
2.4 Purposes of Performance Evaluation	17
2.4.1 Summative Versus Formative Evaluation	20
2.5 Principles of Performance Evaluation	23
2.6 Who Should Evaluate?	25
2.7 Teacher-Student Relationships	28
2.8 Student Evaluation of Teachers' Performance	31
2.8.1 Arguments Supporting Student Evaluation of Teachers' Performance	32
2.8.2 Arguments Against Student Evaluation of Teachers' Performance	33
2.9 Parent Involvement in the Schools	36
2.9.1 Levels of Parental Involvement	40

P A G E

2.10	Parent Evaluation of Teacher's Performance	42
2.11	Some Problems in the Evaluation of Teacher's Effectiveness	45
2.11.1	Subjectivity in the Evaluation of Teacher's Effectiveness	46

CHAPTER THREE

	PRESENTATION AND ANALYSIS OF THE DATA	49
3.1	Characteristics of the Population	49
3.2	Analysis and Interpretation of the Study	52
3.2.1	Perception of Teachers on the Purpose of Current Teachers' Performance Evaluation	52
3.2.2	Perception of Teachers on the Current Evaluation Criteria	55
3.2.3	Evaluators' Knowledge and Understanding of the Evaluation System	58
3.2.4	Teachers and their Career Structure	61
3.2.5	Perception of Teachers on Student Evaluation of their Performance	63
3.2.6	Perception of Teachers on Parent Evaluation of Teachers' Performance	69
3.2.7	Relationship of Some Variables with Teachers' Perceptions of Student and Parent Evaluation of Their Performance	72

CHAPTER FOUR

	SUMMARY, CONCLUSION AND RECOMMENDATIONS	80
4.1	Summary	80
4.2	Conclusion	85
4.3	Recommendations	87

REFERENCE

APPENDICES

LIST OF TABLES

P A G E

TABLE

1.	Percentage Distribution of Respondents According to their Sex and Marital Status	50
2.	Percentage Distribution of Respondents Based on Qualification and Years of Teaching Experience	51
3.	Percentage Distribution of Respondents Response Across Levels of Their Perception on the Purpose of the Current Evaluation	52
4.	A Paired t-test Comparison of Teachers' Perception on the Purpose of the Evaluation Based on Their Qualification	53
5.	A Paired t-test Comparison of Teachers' Perception on the Purpose of the Evaluation Based on Years of Teaching Experience	54
6.	Percentage Distribution of Respondents Response Across Levels of Their Perception on Relevance, Statement, and Objectivity of the Current Evaluation Criteria	56
7.	A Paired t-test Comparison of Teachers' Perception on the Criteria of the Current Evaluation Based on their Years of Teaching Experience	57
8.	Percentage Distribution of Respondents' Response to a Question "Do you think that the Evaluators have Clear Understanding of the Evaluation System and Instruments Used to Evaluate?	59
9.	Percentage Distribution of Respondents' Response to a Question "Do You think that the Evaluators Have Been Given Proper Guidance and Orientation as How to Evaluate Teachers?	60
10.	Percentage Distribution of Respondents' Response with Reference to the Career Structure	62
11.	Percentage Distribution of Respondents' Response to a Question "Which group of evaluators is more subjective and negatively affect your evaluation results?"	63

P A G E

12.	Percentage Distribution of Respondents Response Across Levels of Their Perception on Student Evaluation of Teachers' Performance	64
13.	Percentage Distribution of Respondents Across Levels of Their Perception on Parent Evaluation of Teachers' Performance	69
14.	A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation of teachers' Performance Based on Qualification	73
15.	A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation Based on Years of Teaching Experience	74
16.	A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation Based on Sex.....	75
17.	A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation Based on Promotion in the Career Structure	77
18.	A Paired t-test Comparison of Teachers' Perception on Teacher-Student, and Parent-Teacher Relationships Based on Marital Status	78

ABSTRACT

The major aim of the study was to examine the perceptions of teachers toward student and parent evaluation of their performance in order to identify some of the weaknesses and finally recommend to the concerned authorities some plausible ways of alleviating the problems. With this in light information was gathered through questionnaire and analysed using both descriptive and inferential statistical tools.

The result indicated that teachers developed unfavourable perceptions toward the current evaluation, particularly evaluation by parents. This is mainly because of their view that evaluators are not competent, well oriented and trained to evaluate their values and merits. Moreover the teachers believed that the evaluators are subjective and thus negatively affect their evaluation results.

On the other hand, although teachers have favourable perceptions on the purpose of the evaluation, they, however, indicated the irrelevance of the criteria of the evaluation to evaluate the actual teaching-learning process. Besides, they viewed that the system of the evaluation impairs teacher-student, and parent-teacher relationship on the one hand and the improvement of instruction on the other hand.

In spite of the fact that there are perception differences between teachers on student evaluation of their performance, in terms of teaching experience etc., there is no statistically significant perception difference with regard to evaluation by parents. Similarly, promotion into the next higher career level did not indicate perception difference toward the current evaluation system.

The crux of the matter is that for a certain evaluation to be effective and meaningful, all the parties and concerned authorities involved in the evaluation programme should be collaborating in some systematic and meaningful way based on policies and procedures tailored to local circumstances. It is felt that a purposeful evaluation in which the involved parties collaboratively work towards the effectiveness of learning but not anything else, will enable the teachers to develop favourable perception towards evaluation of their performance.*

CHAPTER - I

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Education is a necessary condition for the overall development of a society so long as the quality of human resources determines development. In other words, a trained and educated labour input virtually is just as vital as (perhaps more vital than) other resources to the success of any organizations. Without qualified manpower any organization produces its goods and/or renders its services inefficiently and may even put its very survival at risk.

Schools, as educational institutions, have predetermined goals. The major objective of schools is to prepare a qualified manpower which is considered productive within a given country's socioeconomic context.

In order to achieve this educational goal, teachers' role and effort are crucial. However, there are individual variations in this endeavour. Thus, to discriminate this, the situation calls for performance evaluation.

Evaluation of teachers' performance has its own purpose to serve, and it has also an important component which deals with the issue of who should evaluate. With this respect, many scholars recommended the collection of information from various sources as a basis for evaluating teachers' work effectiveness.

In Ethiopia, until fairly recently, evaluation of teachers had been carried out by principals, supervisors, and other group of evaluators (MOE, 1987 E.C.: 9). Since 1995/96 G.C. teachers'

performance has been evaluated by multi-evaluators namely administrators, students, and parents.

Nevertheless, who ever the evaluator may be, it is important for the evaluation process to be perceived as being fair, objective, and comprehensive by both the evaluators and the evaluated. For instance, if the evaluation is negatively perceived by teachers, the major goal of education is likely to be negatively affected. Besides, there are differences in opinion about student and parent evaluation of teachers' performance among various educators and scholars—some in favour and others against.

By raising the difficulty of achieving an accurate evaluation by any one pointing to and teaching as a complex social process Stinnett (1968: 174), for example, strongly hint at the ineffectiveness of parent evaluation of teachers' performance when he explains:

... any layman can test the strength of steel, the thickness of lumber, the accuracy of watches, and the finish of steel castings. But he cannot evaluate teaching, social services, and statesmanship.

Teachers being evaluated by students and parents, develop different views and perceptions towards the evaluation system. The rationale behind this study is thus, to examine these different views and perceptions of teachers in the secondary schools of Gurage Zone.

1.2 Statement of the Problem

Evaluation of teachers still remain, after much discussion, study, experimentation, and research among the most controversial issues in the field of teacher personnel problems. The difficulty of finding satisfactory solutions to this problem makes it no less critical. Just or unjust, objective or subjective, intellectual or emotional, good or bad, evaluation of the work and personalities of the teachers is constantly taking place.

Evaluation of teachers' performance by students became popular decades before, particularly in higher educational institutions and has since remained in wide use. Parents also evaluate teachers' performance in some developed countries like U.S.A. and England. Today, in Ethiopia this tradition has been in effect particularly at the primary and secondary level of educational institutions of the country.

Even if performance evaluation of teachers by students and parents has continued, it creates the acrimoniously crystalizing controversial issues around accuracy, bias, teachers' moral, prestige, competence, fairness (or lack thereof) of the evaluation which has an impact on the perceptions of teachers, and their performance, and teaching effectiveness thereby.

The primary purpose for conducting this study is thus, to know the perceptions of teachers in secondary schools of Gurage zone towards student and parent evaluation of teachers' performance. More specifically the study intends to examine the perception of teachers towards:

1. the appropriateness of the system of teachers' evaluation currently in use;
2. the relevance and objectivity of the evaluation criteria;
3. Student and parent evaluation of teachers' performance with respect to its fairness, suitability, and evaluators' competence;
4. Student and parent evaluation of teachers' performance with respect to the teaching-learning process, teacher-student relationship; and teachers' promotion.

Toward the effectiveness of these objectives, the study attempts to find answers to the following basic questions:

1. What is the perception of teachers towards student and parent evaluation of their performance?
2. How do teachers perceive the impact of the evaluation on the teacher-student relationship, and the teaching-learning process?
3. How do teachers perceive the purpose of the evaluation?
4. What is the perception of teachers towards the current evaluation criteria?
5. Do teachers perceive which set of evaluators has got much more negative effect on their career ladder?
6. Is there a significant difference in perception between teachers who have promoted to the next higher career level and those who have not?
7. Is there any significant difference in the perception of teachers based on their difference in sex, qualification, years of teaching experience, and marital status?

1.3 Significance of the study

Most of the time it is difficult to separate the overall teaching-learning process and its effectiveness from teachers' performance evaluation. Certification, salaries, increments, promotion, selection, tenure, discharge, and retirement are all somewhat related to the question of evaluation.

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

1. It would provide feedback on the strengths and weaknesses of the evaluation system. Thus, the findings and recommendations of the study might well be used by the concerned authorities and interested parties working at different levels to improve weaknesses and encourage strengths. As a result the relatively more appropriate methods of evaluating teachers' performance might well be devised then it would prove to be a work from which to continue the search for adequate means of teachers' performance evaluation.
2. It may initiate and encourage others to carry out research in depth on the topic and may also contribute as a documentary source for future studies.

1.4 Delimitation of the Study

In spite of the fact that all the high school teachers in Ethiopia have been evaluated by students and parents, the study was delimited to the secondary schools of Gurage zone. This zone

is selected primarily because the writer made a special interest to study the frequently observed heated debate at schools among teachers themselves about the system of evaluation presently in use. Besides, the writer wanted to know whether or not the current evaluation gives the grounds for the complaint raised about the allegedly unjust teacher - student relationship on the one hand and parent evaluation on the other.

Both teachers and students, particularly in secondary schools, seem to live in a promiscuous friendship. However, latter on as an old English saying goes "familiarity breeds contempt" the momentary proximity and/or friendship may lead to inappropriate relationship among teachers and students. These factors were thought to have had an adverse effect on the evaluation. Thus, these and other practically observed factors prompted the writer to select the zone.

1.5 Limitations of the Study

Time and other resources were the major constraints which admittedly affected the study. Particularly because of the shortage of time that the writer encountered, the research instrument adopted in this study was only a questionnaire. If other instruments like interview, focus group discussion, etc. were used the data might have been enriched and made the findings of the study more likely to be comprehensive and objective.

On the other hand, the data gathering period intervened the orientation given to the evaluators on how to evaluate teachers' performance by the Zonal Social Services Department. It is,

therefore, clear that this department is considerably external. Thus, if the teachers thought that the orientation given was guiding and could influence the evaluators, the perception of teachers was also most likely to be influenced.

Therefore, because of the above mentioned limitations the study would not claim completeness or exhaustiveness what so ever.

1.6. Research Methodology and Procedures of the Study

1.6.1 The Research Design

For the purpose of this study, a descriptive method were employed with the intent that it could help to reveal the feelings, views, and inclinations of teachers towards the evaluation which has been made by students and parents. Besides an attempt was also made to infer some variables from the sample population and project to the population under study. To this end, the study employed two approaches.

The first approach was to present and discuss some theoretical principles and literatures related to the performance evaluation of teachers. This part dealt with the analytical framework for the understanding of the general state of teachers' evaluation.

The second approach was to gather empirical data through appropriate instruments to examine the overall picture of the perceptions of teachers on student and parent evaluation of their performance.

1.6.2 Data Gathering Methods and Tools

The major data gathering instrument was the questionnaire to gather the data from a large number of respondents. In order to have the data which have clearly interpretable meanings in some sort of quantitative sense, the questionnaire items were constructed in the form of Likert-Scale and the level of agreement was indicated on five-point rating scales ranging from "Strongly Agree" to "Strongly Disagree". Each score had an assigned value which ran through from 5 to 1 respectively.

The questionnaire consisted of 68 items was prepared by the writer from the existing literature based on the basic questions raised. The reliability of items in the scales was tested after the pilot study was conducted. Thus, 60 items which were found reliable were administered in the main study.

The questionnaire used in the study was categorized into six parts to describe the respondents' characteristics and know their perception on the current evaluation of teachers' performance.

The first part consists of items which are useful to describe the characteristics of the respondents. The second and third parts of the questionnaire are scales which were used to measure teachers' perception of the purpose and criteria of the current evaluation respectively. The latter scale has two parts; that is relevance of the criteria to the teaching learning process and other related factors, and its objectivity to measure these factors.

The fourth part of the questionnaire is a scale which is intended to measure teachers' perception on student evaluation of teachers' performance. It is categorized further into six main topics students as evaluators of teachers' performance, competence and maturity of students, its contribution to the improvement of instruction, subjectivity, teachers' moral, and teacher student relationship. Similarly the fifth part is a scale which was intended to measure the perception of teachers toward parent evaluation of their performance. This scale has four major categories namely parents as evaluators of teachers' performance, evaluators' competence, its contribution to the improvement of instruction and finally the parent-teacher relationship.

The sixth part consists of items which request teachers to respond to different concepts of the evaluation.

Finally, median scores on the perception measure were obtained for the teachers and provided the basis for establishing the groups with "favourable" and "unfavourable" perceptions towards the current valuation of teachers' performance.

1.6.3 Samples and Sampling Procedures

Gurage zone has eleven weredas in which eleven secondary schools are found. In order to ensure a fair representation, seven weredas were chosen based on purposive sampling technique, four from those which are relatively urban influenced, and the remaining three from those which are rural influenced. Eight sample high schools were chosen from the selected weredas and all

teachers of the schools were the sample of the study. The sample schools are:

1. Goro Comprehensive Secondary School
2. Butagera Senior Secondary School
3. Emdiber Comprehensive Secondary School
4. Gunchire Senior Secondary School
5. Sodo-Buee Senior Secondary School
6. Ariket Senior Secondary School
7. Mugo Senior Secondary School
8. Siltie Senior Secondary School.

The data were gathered from the above explained sample schools. There were a total of 191 teachers in these schools and, as has been already explained only a little above, they were taken as subjects of the study.

The questionnaire was administered to the sample population and of the total population, 160 (83.8%) fully completed and returned the questionnaire. Thus, it was found to be a valuable source of information for the study.

1.6.4 Methods of Data Analysis

Depending on the nature of the basic questions and the data collected, the following statistical tools were used to analyse the data gathered:

1. Percentage was used to analyse various characteristics of the respondents. This statistical tool was used to describe the relative standing characteristics of the

respondents like sex, marital status, qualification, and years of teaching experience. Besides, it was also used to describe the group of respondents with "favourable" and "unfavourable" perceptions, which were established based on the median scores on the perception measure, toward the current evaluation of teachers' performance.

2. A paired sample t-test comparison was made to determine whether or not there were differences among the respondents based on sex, qualification, martial status, and years of teaching experience on their perception of different variables regarding the current evaluation.

1.7 Operational Definition of Terms

CURRENT EVALUATION:- Specifically refers, in this context, to the evaluation of teachers' performance by students and parents.

EVALUATION OF TEACHER:- a measure of the quality of a person's teaching based on one or more criteria and the judgement of parents and pupils

PERCEPTION:- Refers to the different interpretations that somebody gives to something, and thereby develops his/her own views, feelings, inclinations and attitudes by using all of his/her thoughts and experiences therein.

PERFORMANCE:- actual accomplishment as distinguished from potential ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 What is Evaluation?

Making judgement about others is a common phenomenon occurring on the way of life. We evaluate others in general terms, for example by saying, he is a good mechanic, a good doctor, a good man, a good teacher etc. or the other way round. Such judgments may be based on observation of long continued characteristics of a person's known behaviour, or they may be the result of a single observation in which the person's particular action or behaviour resulted in 'good' or 'bad' to some one. On the other hand, we may also speak good of a person when we know no evil concerning him. Thus, thousands of evaluations are expressed everyday orally or reported in written forms. Analogous with this explanation, Glasman (1986) defined evaluation as the natural mental process by which people contemplate an object and eventually judge its worth for some purpose.

Glasman (1986) succinctly explained educational evaluation associating with three seemingly distinct periods. The first elapsed within the period between 1930s and 1940s when evaluation in education was first seen as measurement. In this time, the focus was on measuring the intelligence level of a child or a child's ability to learn a particular subject. Later on, the tasks of educational evaluation were expanded and Tyler (1950) in Glasman (1986) and Hopkins (1989) broadened the

definition to include the determination of the extent to which educational objectives are being realized. From this definition we can realize that educational evaluation is used as a device to assess whether or not the already set objectives are achieved.

During the 1960s, evaluation was further expanded and exhibited its relationship to decision making. Here its common focus was on providing decision makers with information. Hence, evaluation was defined as the process of "delineating, obtaining, and providing with useful information for judging decision alternatives" Stufflebeam and others (1971) in Glasman (1986: 11).

Since 1970s evaluation has been seen as the process of collecting information and judging its worth or merit. In other words, evaluation in education has been understood as a systematic description of educational objects and an assessment of their worth or merit (Hopkins, 1989; Glasman, 1986; Andrews, 1995).

Sometimes the word evaluation is negatively connoted. The word evaluation should (Hopkins, 1989) not be interpreted as if it were something evil or odd. The implication here is that evaluation should be considered as an activity which comprises description and judgement than as something evil and harmful.

2.2 The Concept of Performance Evaluation

Many aspects of education are subject to evaluation - be it school tests, curriculum, educational project, performance of teachers etc.

Among the many types of educational evaluations, teachers performance evaluation has long assumed increasing importance. The demand for education has shifted from broad issues of finance and program management to specific concern about the quality of classroom teaching aspects and teachers. From the elementary school classroom to the higher education level, evaluation of teachers' performance has received considerable value (Hammand, 1990).

Performance, according to Rue and Lloyd (1990) refers to how well an employee is fulfilling the requirements of the job and also, ideally, involves establishing a plan for improvement. The writers also enumerated three combined factors as a basic determinants of the quality of an employee's performance. These factors are effort (which refers to how hard a person works), ability (concerned with the person's capability), and direction (referring to how well the person understands what is particularly expected on the job). Rue and Lloyd also advised that to obtain an acceptable level of performance, all the three factors that determine the quality of performance must be allowed to exist to some extent.

Nevertheless, Rue and Lloyd (1990) do not deny that an employee's performance can be influenced by certain environmental factors that are beyond the employee's direct control. Such factors include inadequate work facilities and equipment, restrictive policies that affect the job, lack of cooperation from other people and departments and even luck.

Finally, we should recognize that any evaluation is worthwhile if its results give a support to the betterment of the program. With regard to this concept Hopkins (1989) claimed that educational evaluation is useful if and only if its outcomes enable officers, heads and teachers to improve the substance of their educational programs and the quality of the teaching learning process.

2.3 History of Performance Evaluation

In education it is difficult to trace exactly when performance evaluation started. However, Richmond and McCrosky (1992) indicated that teacher evaluation existed during the time of socrates. Campbel and others (1983) on the other hand, dated performance evaluation of teachers as old as education itself.

On the other hand, Glasman (1986) traced the turn of the century to the beginning of the history of evaluation in education in general. However, his argument was not simply based on the ancient consideration of 'goodness' and avoidance of 'badness'; rather he confirmed that evaluation as a speciality in education is a twentieth century phenomenon. Glasman also mentioned the increased visibility of evaluation in recent years and justified that it is largely the result of needs which evaluation practitioners and scholars have perceived and promoted. According to his explanation, this increase during the last decade and a half has had other causes as well, particularly those associated with the intensification of the political demands for evaluation.

As it has already been explained, Glasman (1986) categorised the brief history of evaluation under three distinct periods: The first period lasted until the 1930s, the second until the 1960s, and the third one, it seems, has continued to exist to the present day.

With respect to the last period, a significant development has been exhibited in the practice and study of evaluation in general, and an attempt to improve its standards in particular. The most comprehensive attempt was published by the joint committee on standards for Educational Evaluation in Glasman (1986). This publication has identified and elucidated thirty separate standards, which are grouped into four categories- utility, feasibility, propriety, and accuracy standards. Even if the standards, in essence, provide advice for dealing with criteria by which to judge educational programs, projects, and materials, they have a direct bearing on teachers' performance evaluation.

In Ethiopia teachers' performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name into supervision whereas its function by and large remained unchanged. Since 1995 G.C., in addition to supervisory (administrative) evaluation, student and parent evaluation of teachers performance has been in effect in elementary and secondary schools of the country (MOE, 1996).

Many people ask the why of evaluation, since its process is so complex and controversial or, so unrefined and subjective. But evaluation has its own purposes supposed to achieve. In the

following section, the writer will attempt to discuss some major theoretical and practical purposes for which we need to practice or employ evaluation.

2.4 Purposes of Performance Evaluation

The goals and purposes of teachers' performance evaluation often vary according to the variation in function of educational levels. Whatever the difference may be the results of performance evaluation would serve various purposes.

Among the most remarkable purposes of performance evaluations as (Cyril and Doreen, 1991; Rue and Lloyd, 1990; Day, Patrick and David, 1987; Chamberlain and Lslie, 1966) underscored that they are made for either supervisory or administrative purposes or both. In other words, some of the purposes are clearly geared towards meeting the needs of the organization, some to meet the needs of the individuals within the organizations, and some to meet the needs of both. They argued that a supervisory evaluation is required for analysis of the teacher's teaching performance. Points will be determined as to which constructive help is needed and, from an administrative stand point, the evaluation may be used for deciding questions of promotions or demotions, retention, transfers, lay offs, dismissal, salary, or merit rating, etc.

In relation to this, the Graham Report (1985) in Day, Patrick and David (1987) viewed that the general purpose of teachers' performance evaluation should be for enhancing and enriching the curriculum for pupils through the improved practice

of teachers. Indeed, the report continues to emphasize that teachers should be supported in their efforts to increase effectiveness, enhance the quality of pupils' learning; and some consideration of teacher career aspiration should be part of the process.

Since quality improvement is a rather important aspect of evaluation, it has been given a greater attention by many educators. In September 1983, for example, the Commission for Precollege Education in Wise (1985) stressed on the quality of teachers and teaching, and stated that proper teacher evaluation can determine whether new teachers can teach, help all teachers improve, and indicate when a teacher can or can no longer teach effectively. However, the commission was not hesitant to admit that teacher evaluation, is a difficult undertaking.

On the other hand, Rue and Lloyd (1990: 208) summerized the purposes of performance evaluation in the following three general points as. It is to:

- 1) improve employee's performance in the present job,
- 2) prepare employees for future opportunities that may arise in the organization, and finally
- 3) compile a record of employee's performance that can be used as a basis for future management decisions.

Similarly, by giving special attention to the primary goal of teacher evaluation as the improvement of individual and collective teaching performance in schools, wise and others (1985) indicated four purposes of teacher performance evaluation which are put in a relatively broader perspective. These are

personnel decisions, staff development, school improvement, and accountability.

In Ethiopia, the major objectives of teacher evaluation are also stated by the MOE (1980 E.C.: 68). These are:

- a) to provide better educational opportunity, salary increments, promotion and reward to effective teachers,
- b) to identify inefficient teachers and arrange in service training to help them minimize their weaknesses,
- c) to develop positive professional attitude,
- d) to take proper measures on teachers who do not improve after taking in service training,
- e) to assure the attainment of the objectives of the educational process; and later on the MOE (1996: 1) added a new purpose of,
- f) the career ladder plan - which helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied with proportional salary increment.

Furthermore, performance evaluation purposes can be stated in terms of formative (doing things better to improve quality), and summative (to Prove quality) approach. Since the latter is commonly practiced through the rating of teachers' performance effectiveness, it is useful to differentiate and discuss them further. The following section will be devoted to make some distinctions between formativew and summativew evaluation.

2.4.1 Summative Versus Formative Evaluation

Summative evaluation is not a mere extension of formative evaluation (Scriven, 1976; Bloom and others, 1971; Bloom, 1980; Scriven, 1981a) in Rath and Hallie (1982). According to these authors, the former is a bottom line judgement concerning the quality of teaching under review. This implies that a summative outcome is the grading label assigned to a teacher's performance, in such terms as satisfactory, needs improvement, or outstanding. They clearly indicated also that a summative assessment is not necessarily intended to be helpful to the teacher to improve instruction, rather the process is designed to contribute to other useful purposes such as those indicated by Booton (1973) in Rath and Hallie (1982) and Cangelosi (1991). According to the writers, summative evaluation influence administrative decisions in such a way that it validates the schools' teacher selection process, rewarding superior performance, supplies information that will lead to the modification of teachers' assignment such as placement into other positions, promotions, terminations, and salary.

On the other hand, formative evaluation is designed to provide the teacher with information tips, advice, and suggestions that should help to enhance the summative evaluation the teacher will ultimately receive. It is also directed to the teachers, and is intended to be helpful; for example, the data derived from observations focus on discrete acts of teaching such as questioning techniques, management skills, and discussion strategies (Rath and Hallie, 1982).

Summative evaluation has also significant impact on the career ladder program which since 1996 has created a heated debate, in almost all educational institutions of Ethiopia. The success of career ladder program, designed to motivate instructional effectiveness, depends on how well summative evaluations discriminate meritorious, exemplary instruction from instruction that is incompetent (Cangelosi, 1991). This implies that if the summative evaluation is well organized and properly done, the career ladder program is more likely to be effective. On the other hand, if there is a failure in summative evaluation, the career ladder program will also be in danger.

With respect to the duration which conducting summative evaluation takes, Cangelosi (1991) indicated that unlike formative evaluation, summative evaluation usually takes place at the end of a specified time span, when an administrator "sums up" the effectiveness of faculty performance, letting the teacher know where he/she stands against certain predetermined standards.

In Ethiopia, since 1995/96 G.C. teachers performance has been evaluated by multi-evaluators namely administrators, students, and parents. The evaluation has been undertaken through the rating of teachers' performance. Administrative evaluation accounts for 60 per cent of the total evaluation result, 25 per cent, and 15 per cent for student and parent evaluators respectively (MOE, 1987).

Generally, an evaluation of instruction is summative if it is a judgement of instructional effectiveness that is used for purposes other than helping the teacher decide how to teach.

Most of the time, in summative evaluations rating scale is utilized as a device to measure the performance of teachers. But it is distrusted by teachers because of the feeling that the process is usually too subjective and susceptible to favouritism. Rating, as defined by Stinnett (1968) is a subjective, quantitative judgement of a teacher given by a rater (it could be the principal, supervisor, student, parent, etc.) without the participation of the rated person. If rating is used to determine salary, it is known as merit rating.

Even if there are some writers like Chamberlain and Leslie (1966) who appraised its contribution to the validity and reliability of judgements of performance, rating is, whether it is associated with salary or not, subjective and influences the evaluation result and therefore, subject to criticism and opposition.

By revealing the inappropriateness of merit rating plans to professions like teaching, Cyril and Doreen (1991) noted that performance evaluation should not be confused in ignorance or as a matter of policy with merit rating, a technique, in their belief, appropriate only to judge the quantifiable outputs of operatives and craftsmen. Similarly, Stinnett (1968) by stating the fallacies of ideas which mislead many businessmen, from where efficiency rating was borrowed, resisted to accept the notion that teaching and skilled labour are analogous and the belief that teacher competence can be evaluated in measurable units that justify corresponding differences in pay. They argued that evaluation properly used, would provide the organization with far greater benefits than a mechanical procedure for judging

managerial and professional merit payments. In conclusion, Cyril and Doreen ascertained with no doubt the considerable political repercussions of any attempt to impose upon schools a link between performance appraisal and merit pay.

Finally, it should be recognized that while various methods of evaluation might be utilized for evaluating teachers' performance, school systems must consider the purposes that each serves to ensure that teacher evaluation goals and processes do not conflict. In sum, they must recognize potential conflicts before adopting a teacher evaluation system, and there should be clearly stated purposes and principles.

2.5 Principles of Performance Evaluation

Far more often, a good teacher evaluation system should indicate ways in which excellent performance can be recognized and shortcomings can be remedied. At any time to maintain such an objective, evaluation should be operated based on common principles which benefit both the evaluator and the evaluated equally.

Many educators, scholars, and policy makers forwarded, at different periods of time, a number of principles which they considered are necessary to evaluate teachers' performance. Among these, (Stoops, 1981: 383; Stow and Jim, 1980: 539) identified the following principles:

- 1) In the evaluation of teachers performance, information should be collected from a variety of sources. One man

evaluation (usually the principal) may not give reliable information.

- 2) Each teacher should be given a copy of evaluation policy when first hired. Teachers should understand the reasons for and methods of the evaluation scheme before any sort of evaluation is done.
- 3) Evaluation should be conducted by properly trained and dedicated person.

Similarly, Andrews (1995: 13) put forward some important and more inclusive points which could be considered as worthwhile principles in the evaluation of teachers' performance. He suggested these points, under the title a "Faculty Evaluation Bill of Rights", which was developed out of many contacts with faculty from elementary schools up through the community college level. Of these principles some are enumerated as follows:

- 1) Competent evaluators should be expected and used.
- 2) Consistency should be expected.
- 3) Fairness is a "must" element of the system.
- 4) Teachers should be allowed to express disagreement, both verbally and in writing.
- 5) Positive type of recognition for excellence in one's work should be given.
- 6) Privacy of results should be expected, except when an open meetings act may call for board action on a "notice to remedy"; or on a dismissal of personnel action being recommended.

Andrews also made clear that, when he suggested what he called it a "bill of rights", while it is not intended to be legislated, it can provide for much of the professionalism that is necessary to ensure trust, support, and positive expectations from faculty.

On the other hand, Wise and others (1985) noted that, if it is to work, teacher evaluation must satisfy competing individual and organizational needs, and must balance the centralization and standardization needed for personnel decisions against the flexibility and responsiveness needed for helping teachers improve.

In general, these principles may be used as important device to measure the performance of teachers as objectively as possible without personal bias or favouritism.

2.6 Who Should Evaluate?

The agents or agencies for evaluating and measuring teacher efficiency are many. In many different countries, for example, teachers are evaluated by boards of education, by superintendents, by principals, by supervisors, by their teaching colleagues, by their pupils, and by the public at large.

Traditionally, evaluation of teachers' performance has been seen as a responsibility of a school principal alone. However, since there is a tendency of principal evaluation of teachers to be incomplete, the best way is to collect information from various sources as a basis for evaluating teachers' work effectiveness (Harlem, 1978).

Similarly, in explaining the deficiencies that each individual evaluator has, and the impact on the results of the evaluation, Caruso and Fawcett (1986: 145) stated that:

"... the views of each, taken alone, have limitations. Used together, they may form a more complete portrait of the individual being evaluated."

From this statement we can see that no individual evaluator, be it colleague, administrator, parent, student, etc., is free from drawbacks and thus violates the evaluation process and creates impact on the result of the evaluation. On the other hand, the statement also indicates the probability that information obtained from diversified sources may maximize evaluation effectiveness.

Hancock and David (1990: 20) responded to the question of who should evaluate by stating that "other than administrative and student evaluation, teachers themselves (self evaluation), and Colleagues (peer evaluation) should be involved in evaluating teachers' performance". The writers take administrator and student evaluators as the main evaluators of teachers' performance, and the others are considered auxiliary.

In early America, local educators and lay persons who cared for schools shared the duties of governing and administering the schools. They led and evaluated, as well as did everything else that was needed to educate youngsters. Lay persons executed both the leadership and evaluation functions. They worked together with the teachers to establish the curriculum, and they supervised teaching (Glasman, 1986).

In recent years however, the demands for evaluations by others outside the school have increased anywhere. The public (Glasman, 1986) through the political representatives of the country and with the aid of educational law and policy, has imposed new evaluation responsibilities on school principals. These demands have in turn caused individual and organized group of teachers within schools to call for evaluations of various kinds. In other words, teachers are exposed to the imposition of evaluations made by external evaluators with the purpose perhaps political or apolitical.

In sum, Nevo (1983), in Glasman (1986) summarized educational evaluation models for non-specialists in a selected overview which is grounded in a concern for assumptions about what evaluation is, how it is done, and who should do it. The 'who' question entails the identity of the evaluator(s), and he stated that evaluator types are frequently divided into two groups: Internal (in-house) and external (out-side) evaluators, and professional (trained) and amateur evaluators. Particularly, he expressed professional evaluators as those who are usually competent in educational measurement and understand the contextual parameters of evaluation. Furthermore, Nevo explained that professional evaluators must also have personal attributes such as integrity, trustworthiness, objectivity, and personality.

Ideally, performance evaluations should be directly related to job success. However, as it has been already explained, locating or creating satisfactory measures of job success is a difficult undertaking, many evaluation systems have been employed in order to secure some measures of teaching effectiveness.

Evaluation systems currently in use (Andrews, 1995: 18) are: self-evaluation; peer evaluation (Faculty evaluation of each other), supervisory (Administrative) evaluation; and student evaluation. While many scholars suggested the use of combined system of evaluation rather than a single, teachers have generally been opposed to the employment of any except training and experience as a measure of the salary received (Hood, 1957). In stating the difficulties associated with this lack of willingness, Maclaughlin (1990) in Andrews (1995: 34) laid great stress on the issue and made clear that "teacher evaluation will be no more effective than the extent to which teachers support it."

It is explained that since 1995/96 Ethiopia has been utilized administrative, student and parent evaluation systems to evaluate teachers' performance. Since the major topics under discussion are student and parent evaluation of teachers performance, let us deal with these two main issues in brief under here. But before we go directly to the discussion of student rating of teachers performance, it is worthwhile to deal with some important aspects of teacher-student relationship.

2.7 Teacher-Student Relationships

Since the type and direction of teacher-student relationship highly determines the success or failure of the teaching learning process, it should be given considerable importance in any educational program.

The thoughts and feelings of pupils about teachers are based on a series of observations and experiences connected with the life of the school. With this respect, Chamberlain and Leslie (1966) justified that pupils are keen observers of teacher behaviours in corridors, lunchrooms, study halls, and other places in and out of school. They notice the clothes they wear, with whom they associate, and their personal mannerisms. They are highly sensitive to the treatment received at the hands of teachers and the attitudes expressed toward them as persons. The impressions and opinions they hold are passed on daily to other pupils, parents, and friends in the community. But Chamberlain and Lesli did not deny the fact that what pupils say about the schools and their teachers is not always accurate, yet parents are more apt to accept their remarks than they are to get the facts for themselves.

Usually, teacher-student relationships could be either positive or negative. Accordingly, a teacher who treats pupils in a friendly manner, is courteous, respects their rights as a person, and shows an interest in their welfare usually enjoys positive relationships. His thoughtful concern for their growth and development produces the feeling that they are wanted and respected (Chamberlain and Leslie, 1966).

They also suggested that positive relationships could be strengthened when sound learning experiences are provided by the teacher and when pupils feel that they are making progress. They are appreciative of the patience shown by the teacher in overcoming their own learning difficulties and the help they

receive in acquiring new knowledge and understanding (Chamberlain and Leslie, 1966).

On the other way round, there are also factors which create negative relationships between teachers and students, and thereby affect the teaching-learning process. Chamberlain and Leslie (1966) took the consideration of the traditional doctrine that stern discipline, strict conformity to regulations, and high standards of academic achievement are the foundation of learning as a leading cause which generates negative relationships.

The other point which can be raised as a cause for negative relationship, is connected with pupil's failure. A pupil's failure has been a source of child and parent dissatisfaction in many school situations (Chamberlain and Leslie, 1966).

When we speak about teacher-student relationships, we should also consider and differentiate the personal and professional relationship. Accordingly, a teacher in his professional life is involved in relationships with his students, his colleagues, his administrators, the parents of these students, and other persons in the community. Bush (1958) stated these relationships as restrictions laid upon teachers behaviour. This is to say that those with whom he associates expect certain things from him because he is a teacher. These expectations are regarded as the professional requirements of his position. On the other hand, the teacher is also a person. Consequently, he has a personal relationship with these widely disparate type of persons. The demands of personal and professional relationship do not always coincide. Each competes side by side for supremacy, (Bush, 1958).

2.8 Student Evaluation of Teachers' Performance

Oray, in Andrews (1995), indicated that gathering student information of the teachers' performance has began in 1920 in U.S.A. Eventhough this evaluation system has its own problems and limitations, many schools, particularly at the college level, are accustomed to using it both for tenure and promotion purposes.

Several schools have attempted to evaluate teaching in terms of student opinions of good and poor teachers, on the assumption that pupils like good teachers and are stimulated to progress because of desirable relationships they have with them. Cyril and Doreen (1991) stated that the evaluation whether made by students or by other evaluators, is usually referred to as a feed back. This is on the ground that it can provide valuable information to teachers on how recipients of their teaching react to their methods and style of delivery.

Students' judgement of good and poor teachers is expressed in different attributes, but Yeager (1954) warned that the judgements of immature pupils were coloured by many situations like physical attractiveness and social charm, and personal friendliness which influenced their perspective and have little to do with the growth and development of the pupils on the one hand and the teaching learning process on the other hand.

Whatever the case, in relation to student evaluation of teachers' performance, there are differences of opinions among various educators and scholars. Some argued in favour of it and while others opposed to the use of evaluation by students. In

the next part, the researcher wants to raise some conflicts of idea around evaluation by students.

2.8.1 Arguments Supporting Student Evaluation of Teachers' Performance

Among the advocators of student evaluation, Horlem (1978) argued that students are in an extremely good position to provide reliable information about their teachers' classroom performance. He also added that the evaluation by student reveals information that could not be obtained from any other source since pupils are the only persons who are in constant daily contact with teachers at their best and at their worst.

By referring to researches conducted on the field, Andrews (1995), on the other hand, elucidated the importance of student evaluation in relation with that of supervisors'. He argued that if the evaluation is designed to obtain numerical outcomes, students could make less subjective evaluation than the written narrative reviews mad by supervisors or administrators. Andrews further explained that if students have been given standard procedures and clear instruction on how to evaluate, they could provide valid and reliable information regarding their teachers' classroom performance.

While teachers were rated on a thirty-eight item questionnaire in the U.S.A., researchers (Gromisch, 1972; Sukan, 1974) in Cyril and Doreen (1991:43) found no correlation between the judgments of students and administrators. Consequently, they encountered with the question "whose opinion should be sought?",

and finally reached a conclusion that "since students are consumers of instruction, they should be the ones to judge it".

Moreover, even if he cautioned that student assessment of teaching should be viewed only as a "part of the whole evaluation system" and he suggested the use of multiple sources of information, Seldin (1989) in Andrews (1995) surely separated out what he felt students are capable of judging. From Seldin's point of view, students are capable of judging variables like teacher's ability to communicate at their level, professional and ethical behaviour in the classroom by the teacher, student-teacher relationships, what has been learned in the course, and how much interest in the subject has been stimulated. But he has not yet felt that students are capable of evaluating the curriculum or course content, how much knowledge of scholarly background the faculty member has, or how appropriate the course objectives are.

Finally, Hammond (1990: 7) urged that students' opinion on teachers' performance should be considered valuable, because it is students who feel that they have undergone changes in their behaviour. He also expressed his belief that the evaluation feedback to the teacher could motivate teaching and develop a feeling of recognition in the teacher.

2.8.2 Arguments Against Student Evaluation Of Teachers' Performance

Opponents of student evaluation of teachers' performance first questioned about its validity and usefulness in educational

decision making and on their part they also put forward different reasons in their opposition to the evaluation system that involves the students. A second question has to do with bias in student ratings. Is it true, for example, that easy teachers receive better evaluations? How do grades in a course affect evaluation results? These and other similar questions clearly indicate strong oppositions.

In the revised research studies on student evaluation of teachers performance, Andrews (1995), for example, noted that Cashin (1983) had listed several defects in the utilization of student ratings. Thus, he indicated that students are not qualified as curriculum experts and are not able to judge whether a teacher is knowledgeable in his or her field of study. He also argued that students are mostly lacking and less informed about the clear idea of the relative value of a variety of teaching methods and approaches employed by individual teachers.

Many scholars are also ascertained that subjectivity of student evaluation or rating emanates from factors such as a personal bias toward leniency or severity, the 'halo effect' whereby an overall favourable impression or the presence of one favourable characteristic affects the evaluator's judgement of other characteristics, or by the evaluators preference for a particular style of teaching. Such biases are likely to affect the quality of the feedback given to the teacher, and ultimately impaires the validity of the evaluation (Cyril and Dorren, 1991 Andrews, 1995).

Some of the principal arguments opposing the use of student evaluation of teachers performance are given by Bryan in Hood

(1957: 119) in his dissertation which examined over fifty reports of studies on the topic:

1. Students are not competent because of their immaturity to judge the merit of teachers. They cannot differentiate easily between good teaching and indoctrination. Besides, he explained that the critical factor in successful teaching is not what the teacher does but what he gets pupils to do; this process may be so indirect that pupils are not aware of it.
2. Best teaching is not necessarily that pleases most students.
3. The validity and reliability of student evaluation of teachers are affected by such factors as low grades, fondness or dislike for teachers, amount of work required by teachers, student's interest in the subject, reputation of the teacher among other students.

Similarly, Centra (1979) in Andrews (1995: 19) outlined the following limitations that should be considered when using student ratings:

1. Because most student rating instruments elicit numerical responses that can be scored and quantified, it is easy to assign them a precision they do not possess.
2. Student ratings may be given too much weight in relation to other criteria.

3. It may be possible for teachers to influence ratings but not student learning. The teacher who is lenient in assigning grades and out-of-class work is not improving learning, yet may be better rated by some students.
4. The manipulations of ratings by teachers must be considered when ratings are used for personnel decisions.
5. Student ratings have misled some institutions into thinking that nothing more is needed to upgrade instruction. While some teachers can use the rating information to make needed changes, others need faculty and instructional development services.
6. Because of the positive bias in student ratings, teachers who need to improve may not realize their weaknesses.

The second type of evaluation system which is currently in use in Ethiopian schools is parent evaluation of teachers performance. In order to grasp the general idea of the issue under discussion, we should first and foremost raise some important points which are considered to have a direct and/or an indirect bearing on the evaluation system.

2.9 Parent Involvement in the Schools

Involving parents in the school life of their children and in education as a public institution is not a new idea for school improvement. In principle at least, the elected school board and the Parent-Teacher Association (PTA) or Parent Association (PT) systems were constructed in recognition of parents' legitimate

rights of consultation and their important support role in the educational process. With this respect Morrison (1978) explained that it is only in the past decade that the dynamics of social, political, and educational forces converged to promote the parent as a focal point around which many new programs and services are developed for working with them. This indicates that while new particular programmes are added, working with parents is not a new phenomenon.

The benefits of parent participation are manifold. A number of studies show that active parent involvement in schooling is a consistent correlate of improved school performance. The national commission on secondary schooling for Hispanics in Bastian and Others (1985: 94), for example, underscored the following parental influences: tutoring, co-learning, class visitation, extra-curricular activity, and consultation in individualized learning programmes.

Furthermore, modern educators have also realized that the school cannot do its most effective work without the cooperation of parents. Because of their natural (Chamberlain and Leslie, 1966) interest in child growth and development, the parents have made excellent partners in the educational enterprise. Bastian and others (1985) also made clear that through sustained organizing, parents can offer constructive criticism and assistance, can focus on issues that are central to improvement, and can create participatory vehicles.

Even if parents are more appreciative of the school when they are invited to participate, and there are many advantages of their involvement it should not be assumed that the process

of working with them is without problems or pitfalls. But, at least, some of these problems could be anticipated and their effects minimized if they are being realized.

Among the main problems or barriers which hindered parents from participation, some are identified by many scholars and school advocacy organizations as:

1. The majority of parents face consuming pressures of economic survival and family maintenance. For the poor, these pressures on time, energy, and income can be overwhelming and are real factors not to attend school meetings and limiting parent inclinations to activism (Bastian and others, 1985: 95).
2. Parents are often intimidated by cultural distances between themselves and school professionals. They feel that they do not have the knowledge or expertise to become involved in school programs. This feeling of inadequacy creates a barrier to participation (Morrison, 1978: 153; Bastian, 1985: 95; Morgan and Others, 1992: 18).
3. In some socioeconomic societies, quite the opposite situation to that discussed above, there can be a tendency on the part of highly educated parents to feel that they know more than the school/or teachers about what constitutes a good educational programme. These situations create barriers to communication and participation by these well-educated parents (Morrison, 1978: 153).
4. Some people believe that parent involvement may put teachers out of job. Politically speaking, parent involvement in any direct way in the educational process is

very revolutionary for it threatens the office of teacher and the system of the school (Morrison, 1978: 214; Bastian and Others, 1985: 96).

5. The inability or unwillingness of school personnel to involve parents in decision-making process for day-to-day operations and instructional processes within the classrooms (Morrison, 1978: 133).
6. The views of the parents may conflict; may be there are as many different views of what the teacher ought to do as there are parents. It is difficult to run a separate school for each student to satisfy the parents of each student (Liebnerman, 1956: 52).
7. Finally, there is a new group of parents every time a child enters or leaves school. But, the functions of education are not subject to change every time there is a change in the group of parents, or even every time the parents change their minds about the functions of the school (Lieberman, 1956: 52).

Although Bastian and others (1985: 100) noted that the incentives for parent participation arise—because children's well-being is at stake, successful efforts to stimulate and support parent activism suggest that avenues for more widescale participatory reform should be opened.

2.9.1 Levels of Parental Involvement

The experience of the schools suggests that whilst parental involvement is relatively easy to generate during the initial stages of the setting up of a school it is much more difficult to sustain over the long term. There is also potential for difficulties to arise over the range of issues which parents wish to influence. Parents wish to participate in the running of the schools in many different ways and this, as Morgan and others (1992: 11) stated, leads to the development of the concept of levels of involvement.

Morgan and Others (1992: 16) identified the following levels of involvement in which parents participate:

1. Traditional parent / school relations which have tended to operate at low level of involvement. Such involvement is usually of a formal nature and school rather than parent orientated. At this level the majority of parents visit schools mainly when asked.
2. Some parents extend their relationship beyond the basic teacher / parent level. Thus, the focus of their relationship with the schools widens from that of the parent concerned with his/her child's education Per Se, to a more global concern with the school as a whole.
3. The other range of issue, which might not currently be seen as appropriate for parental intervention in many schools, is related to the actual content and structure of the teaching. Nowadays, parents are sharing in management and are, therefore, taking an active part in the running of the

school. This kind of involvement seemed to hold little appeal for most parents because it was perceived as the domain of professional person. Among the reasons which parents have given, the authors quoted the most often cited perception that "I would not feel qualified to take part in the actual running of the school. That should be left to professionals." This means that for many parents, it appears a different kind of relationship, perhaps requiring different skills.

With regard to the evaluation of teachers in Ethiopia, Ato Befekadu G. Tsadik Head, Teachers Training Panel in the MOE, was asked the reasons why parents and students have been involved in the evaluation of teachers performance, and he justified that by recognizing the close relationships between students, parents and teachers and the impact on the teaching-learning process thereby, a general consensus was reached to evaluate teachers by parents and students. He also recalled the experience of other countries, particularly U.S.A. and Great Britain, where parents have the right to hire, evaluate, promote and dismiss teachers and explained his expectation of teachers' resistance in Ethiopia to the new evaluation system the country was not accustomed to using.

Generally by raising the problems that are manifested in the parent involvement of school affairs, Morgan and Others (1992: 19) stated that "parental involvement may be far from the straight forward 'breath of fresh air' which some politicians seem to be hoping for".

2.10 Parent Evaluation of Teacher's Performance

Parents have a tangible impact on the motivation of students and teachers, and on their expectations for achievement. Bastian and Others (1985) discussed parents' activity in school affairs and their influence on the level of funding, services for special needs, the procurement of teaching supplies and aids, the development of school performance information etc.

With the present emphasis upon community school relationships and upon school use of community resources, teachers are likely to be somewhat evaluated and judged by parents.

Parent evaluation of teachers' performance has a long history. In America, for example, as Stinnett (1968) revealed, during the early days of the country evaluation of teachers' performance was conducted by the town selectmen or some other governmental body. He further explained that as the communities become too large, curricula expanded, and teaching methods too complex, difficulties arise to permit laymen to evaluate the work of the teacher.

Parent evaluation of teachers' performance has been encountered with great criticisms and has created a feeling that the rating is unfair in the minds of teachers on the grounds that (Stinnett, 1968) the selectmen or the school committee, obviously, were unable to make an accurate judgement with respect to the efficiency of the teacher. This fact, perhaps, tended to start the distrust of ratings.

Caruso and Fawcett (1986: 133) on the other hand pointed out the discrepancies in interpretation between a teacher and a parent while looking at the same teaching activity. They referred to students in the play ground and expressed the discrepancy as "the parent who sees 'just playing' and the teacher who sees what the students are learning while playing."

The other problem with parent rating of teachers' performance is the difficulty of approach. It has been rare for parents to approach staff or to be approached by them unless there is a problem. This indicates that if there is no opportunities for exchanging information and working together, it is less likely to know and evaluate teachers' performance accurately (Pawney, 1991).

Similarly, what parents actually know about their schools and what they think they know, and again how they feel about their schools may not be logically related. For example, Vynce and Hulda in Hood (1957: 24) in their study of "what parents know About Schools" revealed that most of what parents and the community know about local education has to do with either athletics or band. But the really basic questions concerning education of the youth, the matter dealing with the fundamentals of the school system generally remain relatively obscure. They also exemplified that parents should know but do not know about how teachers are chosen, how they are rated, the duties and qualifications of the supervisory staff.

On the other hand, the standards of evaluating teachers performance varied with the community. In many small communities

the public fails to distinguish between the rights of the teacher as a private citizen and his obligations as a teacher. His activities outside of school may be scrutinized closely and restrictions imposed on his/her individual freedom (Chamberlain and Leslie, 1966). Still in other communities, social customs become standards of appraisal of teachers - they must attend church, be seen in the place where the community considered right. Drunkenness was frowned upon, nonpayment of debts, immorality as interpreted by the community, luxurious living beyond one's means, any one alone would impair the teacher's efficiency and call for immediate dismissal (Yeager, 1954).

Generation gap is also one of the serious problems in the parent evaluation of teachers performance. Students of one generation differ from the other. Unfortunately, nowadays, many laymen do not know the substantial advances that have been made in the field of education. Thus, the situations of the teaching-learning process are not appreciated by the vast majority of people. The present day school is sometimes viewed with suspicion by parents because a number of present-day teaching methods are unfamiliar to them. Consequently, many parents question the soundness of the current educational programme and wonder if their children are receiving adequate training (Anderson and Daniel, 1956).

These uncertainties and questions let parents devalue the performance of teachers and consider teachers of their time as great teachers. With regard to this, Yeager (1954: 296) for example, considered greatness in teaching as a function of perspective in which time intervenes and justified that "Jesus

and Socrates were maligned in their day, even executed by their generations, yet remain as the World's greatest teachers."

Moreover, Bastian and Others (1985) revealed two important aspects of parent evaluation of teachers' performance:

1. Parents are often uncertain about who is responsible for school failure. They consider as if teachers were solely responsible for deficient school performance, and they blamed teachers for their children's under-achievement. Thus, an interlocking cycle of blame leads to a pervasive negativism which in turn has an impact on the evaluation.
2. Parents lack clarity about what would improve the school. They tend to focus concern on the most tangible items such as building repair, etc. and unable to deal with qualitative learning issues.

Finally, Bastian and Others (1985) recommended that the parent role has been auxiliary and advisory at best, and they made clear that parent involvement in the evaluation of teachers' performance is token formality and their place is generally usurped by administrators, experts, and politicians who may speak in their name.

2.11 Some Problems in the Evaluation of Teacher's Effectiveness

The evaluation of teacher effectiveness is not an easy task which takes place without difficulties. It is a complex process which needs great care. Some of the difficulties, many

researchers raised, in giving accurate judgement about the teacher lie on the non-existence of agreement in the definition of effective teaching, characters related to effectiveness and an adequate criteria of evaluation.

The premise that some teachers are better than others is unquestionable, but the identification of those elements in the teacher or teaching activity which either characterize or determinants of this "betterness" is a rather difficult task. with this respect, many researchers raised the lack of "commonly accepted criterion of good teaching" as the major reason for the difficulty. To make matters worse, still many scholars agreed with the problems of developing such a criterion. Barr and others (1961), for example, by explaining their perception of teaching as many different things, and its variations from person to person, they stated the difficulty of developing an adequate criteria for the measurement and prediction of teacher effectiveness.

Similarly, in a study which dealt with teaching ability, Erickson (1954) in Barr and others (1961) described that determining those traits or characteristics which appear to be related to teaching success as a major problem confronting researchers. According to his description, many of these traits lie outside the area of subject matter competence. He ascertained that in various studies knowledge of subject matter as such seem to be taken for granted and that success or failure of a teacher appeared to be largely in personal qualities and social relationships.

There are also still other factors which have made evaluation of teacher effectiveness a rather more difficult construct. A case in point here is subjectivity - wherein, it is simultaneously raised while we talk of evaluation of teachers performance.

2.11.1 Subjectivity in the Evaluation of Teacher's Effectiveness

Making evaluations in any domain in education involves making subjective judgements, from setting a goal to selecting and using evaluation data. Moreover, evaluating a teacher or a learning is done in an unscientific and casual fashion. The teacher is pronounced superior, good, average, fair or a failure without any thorough analysis of the reasons for the judgement (Chamberlain and Leslie, 1966). The judgement, in their assertion, may in some instances be an accurate one either because of chance or because of the evaluator's intellectual competence and background of experience. For the most part however, subjective judgement is likely to be inaccurate and tinged with likes and dislikes, bias and prejudices. Besides personal preferences, appearance, social status, dress, race and sex have influenced many performance evaluations (Rue and Lloyd, 1990).

In a comparative analysis of teachers' and students' performance evaluation Glasman (1986) revealed the subjective judgement that was employed in evaluating teacher performance to an even greater extent than that of student performance.

Similarly, Yeager (1954) also indicated that teachers, perhaps above all other professional groups, are susceptible to constant subjective evaluations which may, in large part, determine their effectiveness as teachers. This implies that subjective judgement generally represents a "feeling" about the teacher rather than a conclusion based upon the analysis of all important factors involved in the teaching-learning process.

In general, by the very nature of the case, judging teacher efficiency is subjective. Even if we know all the factors that enter into teacher efficiency have had an objective measure of each personal factor, subjective judgement would not be eliminated (Cooke, 1939; Chamberlain, 1966; Glasman, 1986).

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

This chapter comprises of two major parts. The first part presents the characteristics of the sample population involved in the study. Hence, the profile of the study group was discussed in terms of sex, years of teaching experience, academic qualification and marital status. Part two of this chapter deals with the analysis and interpretation of the findings of the study.

3.1 Characteristics of the Population

The questionnaire was distributed to 191 high school teachers who were found in eight schools of Gurage Zone. Of the total number of questionnaires distributed to the group 160 (83.8%) were appropriately filled in and returned. Based on the responses obtained from the respondents, the characteristics of the study groups were examined in terms of academic qualification, years of teaching experience, sex, and marital status. These characteristics were exhibited in tables 1 and 2 here under.

**Table 1 - Percentage Distribution of Respondents
According to their Sex and Marital Status**

Characteristics	Male (N=145)	Female (N=15)	Total (N=160)
Marital Status:			
Married	58.6	46.7	57.5
Single	41.4	53.3	42.5
Total	100	100	100

With a presupposition that sex and marital status may have an impact on individual perceptions, particularly on variables like teacher-student, and parent-teacher relationships, the sample population was categorized, on the above table, based on sex and marital status. Accordingly, of the total respondents 145 (90.6%) were males and the remaining 9.4 per cent of the sample Population were females.

With reference to the marital status, moderately more than half (57.5%) of the sample Population are married, and the others (42.5%) are single.

Thus, generally when we refer to the sample population of the study, males predominate over females and besides, the majority of the respondents are married.

**Table 2 - Percentage Distribution of Respondents
Based on Qualification and Years of Teaching Experience**

No.	Characteristics	Male (N=145)	Female (N=15)	Total (N=160)
1	Academic Qualifications			
	Diploma	57.2	73.3	58.8
	First Degree	42.8	26.7	41.2
2	Years of Teaching Experience:			
	1-5	10.3	33.3	12.5
	6-10	28.3	26.7	28.1
	≥ 11	53.8	40.0	52.5
	No Response	7.6	-	6.9
	Total	100.0	100.0	100.0

As can be seen in the above table, respondents were categorized based on qualification and years of teaching experience. The category was made on the assumption that the respondents may develop perception differences on different variables of the study because of the variations in qualification and years of teaching experience.

As far as qualification is concerned, all the respondents were categorized into two groups. There were only teachers at the diploma level, and at the first degree level within the subjects of the study per se. When we see the proportion of each group, the former group (the diploma level) had a greater proportion (58.8%) than the latter group.

With respect to the respondents' years of teaching experience, slightly more than half (52.5%) of the sample population had the teaching experience of eleven and above years. Others with the range of one to five, and six to ten years of

teaching experience account for 12.5 per cent and 28.1 per cent of the total sample population respectively.

3.2 Analysis and Interpretation of the Study

3.2.1 Perceptions of Teachers on the Purpose of Current Teachers' Performance Evaluation

In order to examine the perception of teachers towards the purposes of the evaluation, teachers were asked with a seven item scale which are almost similar to the purposes set by the Ministry of Education (MOE). Accordingly, the level of the respondents' perception about the purpose of the performance evaluation of teachers, were categorized into two groups based on the median score as "favourable" for positively perceived and "unfavourable" for negatively perceived.

Table 3 - Percentage Distribution of Respondents Response Across Levels of Their Perception on the Purpose of the Current Evaluation

Variables	Levels	n	%	Median
Perception of teachers on the purpose of current evaluation	Favourable perception	100	62.5	21
	Unfavourable perception	52	32.5	

A closer look at the above table indicates, the majority (62.5%) of the total sample population have a positive attitude towards the purpose of the current evaluation in general. Here even if the respondents' perception for different ideas of the

purpose may vary in degree, their overall perception on the purpose was clearly positive. This implies that even if its applicability and way of implementation may vary from institution to institution or from place to place, the purposes which were put in black and white do not faced with strong opposition. This has also an implication that a great number of teachers had a belief that the purpose of teachers' performance evaluation, if properly applied, could help improve the quality of instruction to attain educational objectives. Besides they might have also thought that it also contributed to proper personnel decision making and a means to develop teachers' professional attitude.

In an attempt to find out whether or not there could be variations in perception on the purpose of the evaluation based on qualification and years of teaching experience, a paired t-test comparison was made. The data for each result of comparison are summarized and put in tables 4 and 5 under here respectively.

Table 4 - A paired t-test Comparison of Teachers' Perception on the Purpose of the the Evaluation Based on Their Qualification

Variable	Diploma (N=94)		First Degree (N =66)		t - Value
	X ₁	S ₁	X ₂	S ₂	
Teachers' Perception on the purpose of the current evaluation	4.15	1.12	3.77	1.25	-2.10*

* P < 0.05

As can be observed in the above table, the mean score of diploma level teachers is greater than the mean score of degree level teachers on their perception of the purpose of the evaluation. This difference is also supported by the t-test result, which indicates that there is a significant difference, (at $P < 0.05$ level), in perception on the purpose of the evaluation between the two study groups. This perception difference may happen due to variations in expectations and attainments of objectives which are probably associated with the purposes of the evaluation.

Table 5 - A Paired t-test Comparison of Teachers' Perception on the Purpose of the Evaluation Based on Years of Teaching Experience

Variable	1-5 Years			6-10 Years			11 &+ Years			t-value	t-value	t-value
	\bar{X}_1	S_1	N_1	\bar{X}_2	S_2	N_2	\bar{X}_3	S_3	N_3	$\bar{X}_1 \& \bar{X}_2$	$\bar{X}_1 \& \bar{X}_3$	$\bar{X}_2 \& \bar{X}_3$
Teachers' perception on the purpose of the current evaluation	1.7	1.06	20	3.51	1.23	45	4.16	1.11	84	-2.99**	7.04**	3.77**

** $P < 0.01$

As can be observed in the above table, the data provide sufficient evidence that there was highly significant difference, (at $P < 0.01$ level) in the perception of teachers with respect to the purpose of the evaluation based on years of teaching experience.

When we refer more specifically to the mean score of each group, it corresponds to the service years of teachers. This

means, teachers with the highest mean score are those who have relatively the longer years of experience, and vice-versa. This variation thus, could emanate from differences in valuing of the purposes based on their experience. The longer the teaching experience of teachers, the more it is likely to easily identify the merits and demerits of the purposes of evaluation.

In sum although the majority of teachers had positive perception on the purpose of the evaluation, there were variations in perception based on qualification and years of teaching experience.

3.2.2 Perception of Teachers on the Current Evaluation Criteria

In connection with the current evaluation, the study also made an attempt to examine the perception of teachers towards the criteria used to evaluate their performance (Refer to Appendix - B). Accordingly, some variables in relation to the current evaluation criteria were identified and responses of teachers were categorized into groups of "favourable" and "unfavourable" perceptions based on the median scores. Favourable responses for above the median and unfavourable for below the median.

**Table 6 - Percentage Distribution of Respondents Response
Across Levels of Their Perception on Relevance, Statement,
and Objectivity of the Current Evaluation Criteria**

No.	Variable	Levels	n	%	Median
1	Relevance of the criteria to educational objectives	Irrelevant	97	60.6	9
		Relevant	39	24.4	
2	The criteria as objective measurement	They Do not objectively measure	98	61.3	15
		Objectively measure	52	32.5	
3	Statement of the Criteria	Ambiguous	96	60.0	3
		Clearly stated	38	23.8	

Referring to the table, we can easily understand that the respondents have almost the same perceptions on the three different variables with regard to teachers' performance criteria. Of the total sample population, a considerable number (60.6%) believed that the evaluation criteria are irrelevant to the actual teaching-learning process, teachers professional responsibilities and the realistic performance of teachers. Others (24.4%) of the total sample Population opposed these idea.

With respect to the objectivity of the criteria almost the same percentage (61.3%) of the respondents indicated that the current evaluation criteria do not objectively measure important aspects of teaching, teachers' competence, teaching effectiveness and the relationship of teachers with students and parents.

The other variable, which is related to the criteria of teachers' performance evaluation, was associated with their expressiveness. This means, whether or not they are clearly stated or expressed in order to be understood by both the

evaluators and the evaluated. To such an item considerably more than half (60%) of the respondents responded that the evaluation criteria are stated in ambiguous expressions.

From the responses that the respondents gave on the evaluation criteria of teachers performance, we can make an inference that even if the purpose of performance evaluation is designed to improve instruction and personnel development, the criteria may not be appropriate to achieve these goals.

In order to see whether or not this perception of teachers, on the criteria of the evaluation, differs based on years of teaching experience, a paired t-test comparison was made.

Table 7 - A Paired t-test Comparison of Teachers' Perception on the Criteria of the Current Evaluation Based on their Years of Teaching Experience

Variable	1-5 Years		6-10 Years		11 &+ Years		t-value	t-value	t-value
	\bar{X}_1	S_1	\bar{X}_2	S_2	\bar{X}_3	S_3	$\bar{X}_1 \& \bar{X}_2$	$\bar{X}_1 \& \bar{X}_3$	$\bar{X}_2 \& \bar{X}_3$
Perception of teachers on the evaluation criteria	.14	.48	1.26	.91	1.18	.69	-5.20**	-6.35**	0.56

** P < 0.01

Table 7 revealed that there is highly significant difference in perception (at P < 0.01 level) between teachers with teaching experience of 1 to 5 years and the other groups on the criteria of the current evaluation. As can be observed in the table, there is a considerable difference between the mean scores of teachers with service years of 1-5 (.14), and the mean scores of

the remaining groups i.e. (1.26) and (1.18) for 6-10 and 11 and above years of services respectively.

On the other hand, although \bar{X}_2 is greater than \bar{X}_3 , the data do not provide sufficient evidence to claim that there is a significant difference in perception on the criteria of teachers' performance evaluation between teachers with a service years of 6 to 10, and those of 11 and above years. In other words there is no difference in perception between these two groups of respondents.

In general the test of perception difference on the criteria of evaluation based on years of teaching experience revealed that there were differences in perception between teachers who had relatively shorter years of experience and those who had relatively longer years of experience.

3.2.3 Evaluators' Knowledge and Understanding of the Evaluation System

Another point which the study intended to identify was that whether or not the evaluators clearly understood the evaluation system and instruments used. Besides, an attempt was also made to know whether evaluators who lacked these knowledge had been given proper orientation and guidance. Thus, tables 8 and 9 clearly show respondents' response on these issues.

Table 8 - Percentage Distribution of Respondents' Response to a Question "Do you think that the evaluators have clear understanding of the evaluation system and instruments used to evaluate?"

Response	Students		Parents	
	N	%	N	%
Yes	21	13.1	5	3.1
Not Sure	79	49.4	49	30.6
Not at all	60	37.5	106	66.3
Total	160	100	160	100

Teachers were requested to give a response about the current evaluators' understanding of the evaluation system and the instruments used to evaluate teachers' performance. A closer look at the above table points out that almost half (49.4%) of the respondents were not sure whether or not student evaluators have adequate knowledge and understanding of the evaluation system and the instruments used to evaluate teachers' performance. Others, a moderately higher percentage (37.5%) of the respondents believed that student evaluators lack these knowledge and understanding to evaluate teachers.

On the other hand, with respect to parent evaluators the majority (66.3%) of the respondents perceived that parents have no clear understanding of the evaluation system and knowledge of the instrument used to evaluate teachers' performance.

This implies that even if a relatively greater number of teachers were not satisfied in their evaluators' know-how of the evaluation system and knowledge of the instruments used to evaluate, they were more doubtful about parent evaluators than

student evaluators. In other words, teachers perceived that students are relatively more conscious on how to evaluate teachers' performance than parents.

Table 9 - Percentage Distribution of Respondents' Response to a Question "Do you think that the evaluators have been given proper guidance and orientation as how to evaluate teachers?"

Response	Students		Parents	
	N	%	N	%
Yes	35	21.9	20	12.5
Not Sure	81	50.6	72	45.0
Not at all	44	27.5	68	42.5
Total	160	100	160	100

Teachers were also asked whether or not the evaluators were given proper guidance and orientation as how to evaluate teachers' performance. Accordingly, almost half (50.6%) and a considerable number (45%) of the respondents for student and parent evaluators respectively, explained that they were not sure of the orientation and guidance given to the evaluators. On the other hand a moderately large size (42.5%) of the respondents agreed that parent evaluators did not receive proper guidance and orientation before they evaluate teachers' performance. Still others (27.5%) of the respondents accepted this latter idea with respect to student evaluators.

The responses of teachers about the guidance and orientation of the evaluators have a strong implication that teachers were very much sensitive and gave much more attention to the orientation and guidance of external evaluators (parents) than

the internal evaluators (students). They have also a belief that parents are not properly guided and oriented to evaluate teachers' performance. This in turn has an implication that parents are relatively less knowledgeable on how to evaluate teachers than students.

3.2.4 Teachers and their Career Structure

It was clearly indicated in the new training and education policy of Ethiopia that teachers' career structure is developed in respect to professional development of teachers. Professional development of teachers in turn depends on different factors including teachers' performance evaluation. In other words, the result of performance evaluation determines the teachers' promotion to the next higher career level (MOE, 1995/96: 21).

Nevertheless, since it is a matter of competition, all teachers at a given school may not be promoted to the next higher career level at the same time. With the assumption that this fact may create a perception difference on the evaluation, the writer wanted to differentiate between teachers who promoted to the next higher career level and those who did not promote.

**Table 10 - Percentage Distribution of Respondents'
Response With Reference to the Career Structure**

	Item	Response	n	%
1	Have you ever compete for the career ladder which had been permitted to teachers?	Yes	123	76.9
		No	33	20.6
		*N.R.	4	2.5
	Total		160	100
2	If your response to the above question is "Yes", did you attain the next higher career ladder level?	Yes	73	59.3
		No	50	40.7
	Total		123	100

* N.R. = No Response

As can be observed in the above table, from the total sample population a very large number (76.9%) were competed for a higher career level, and of which a moderately greater number (40.7%) of competitors were unable to attain.

Moreover, with a presupposition that the two group of evaluators (i.e. students and parents) may not equally affect teachers' evaluation results and again to know which group may teachers perceive more subjective, they were asked to give a response on the issue.

Table 11 - Percentage Distribution of Respondents' Response to a Question "Which group of the evaluators is more subjective and negatively affect your evaluation results?"

Response	n	%
Parents	117	73.1
Students	30	18.8
N.R.*	13	8.1
Total	160	100

*N.R. = No Response

Since teachers are evaluated by two different groups of evaluators, in this particular case students and parents, they were asked which group of the evaluators they considered was more subjective and negatively affect their evaluation results. In accord with this, the greater proportion (73.1%) of the respondents agreed that parent evaluators were more subjective and negatively affect their evaluation results.

This perception of teachers about parent evaluators clearly relates to their perception of parents' understanding of the evaluation system, and the guidance and orientation received on how to evaluate teachers' performance. Thus, this implies that lack of knowledge and understanding on how to evaluate teachers' performance could directly correspond to subjectivity.

3.2.5 Perception of Teachers on Student Evaluation of their Performance

One of the major purposes of this study was to know the perceptions or views of teachers on student evaluation of their

performance. Therefore, the following table presents the responses of teachers on different concepts of the evaluation.

Table 12 - Percentage Distribution of Respondents Response Across Levels of Their Perception on Student Evaluation of Teachers' Performance

No.	Variable	Levels	n	%	Median
1	Students are the right persons to evaluate teachers' performance	Not Accepted	86	53.8	3
		Accepted	58	36.3	
2	Knowledge and maturity of students to evaluate teachers' performance	Incompetent	110	68.8	15
		Competent	40	25.0	
3	Improvement of Instruction	Doesn't help Improve	82	51.3	9
		Helps Improve	57	35.6	
4	Students' subjectivity	Subjective	159	99.4	12
		Objective	1	0.6	
5	Teachers' moral	Demoralizes	72	45	3
		Fosters	65	40.6	
6	Teacher-student Relationship	Doesn't help Improve	107	66.9	12
		Improves	39	24.4	

Teachers were asked in general terms, whether or not students are the right persons to evaluate teachers' performance. Hence, a little more than half (53.8%) of the sample population refused to accept this idea. But others who accounts for 36.3 per cent of the sample population accepted the appropriateness of students to evaluate teachers' performance.

No matter how those respondents who responded to such a general question positively were less than those who responded negatively, the difference, in relation to differences in other variables, was not as such exaggerated.

On the other hand, there is a remarkable difference in teachers' perception with regard to students' knowledge of evaluation and maturity level to evaluate teachers' performance. As it is clearly put in the above table, a greater number (68.8%) of the respondents perceived that students are not qualified, lack competence, maturity, and experience to evaluate and make judgements about teachers' competence. In addition to the problem that a greater number of teachers were reluctant to be evaluated by their students, still a considerable number of them who tend to accept the importance of evaluation by learners were, however, doubtful of the learners' competence, and experience in evaluating teachers' performance.

Similarly, teachers were also asked to express their perception on student evaluation with respect to subjectivity and teacher-student relationships. Surprisingly almost all (99.4%) of the respondents stated that student evaluation of teachers' performance is by large subjective. With reference to students' lack of objectivity, the respondents have the idea that student evaluation of teachers' performance is affected by factors irrelevant to the teaching-learning process, and further indicated personal bias as a case in point-which even in its positive sense does not let teachers realize their weaknesses. This implies that although students are relatively better on how to evaluate teachers' performance than parent evaluators, they are not still, however, well informed to evaluate teachers based on basic principles of performance evaluation to avoid or at least to minimize subjectivity.

The impact of student evaluation of teachers' performance on teacher-student relationship was one of the variables on which teachers were asked to express their perceptions. Accordingly, a relatively larger percentage (66.9%) of the respondents perceived that student evaluation of teachers' performance has an adverse or unfavourable effect on teacher-student relationships. To justify their perception, teachers held the view that student evaluation of teachers' performance impaires the commonest teacher-student relationships.

The teachers' perceptions, of course, are not limited only to the above points. They also believed that student evaluators misuse the right to evaluate teachers' performance and retaliate against the disciplinary action taken by the teacher being rated. Besides, they had a belief that students cannot consider and differentiate between personal and professional relationships with their teachers in evaluating their performance. These perceptions of teachers have an implication that student evaluation of teachers' performance does not help foster smooth teacher-student relationships and thus, which in turn affects instruction.

On the contrary, respondents who are slightly less than a quarter (24.4%) of the sample population took the opposite stand in relation to student evaluation and teacher-student relationship. They envisaged that student evaluation of teachers' performance helps strengthen a constant company between teachers and students.

The contribution of student evaluation of teachers' performance to the improvement of instruction on the one hand,

and its impact on the teachers' moral on the other were the two critical variables which the teachers were requested to respond to. Thus, only slightly more than half (51.3%) and moderately large percentage (45%) of the sample Population gave negative responses, to each of the explained variables, respectively. In other words, the respondents indicated their view that student evaluation of teachers' performance does not help improve instruction and they have also the idea that student evaluation does not contribute much to subsequent teachings. With respect to teachers' moral, they believed that the evaluation system demoralizes and discourages teachers, and thus demotivate teaching thereby.

Contrastingly there are also a considerable number of teachers who were in favour of the above ideas. For example 35.6% of the sample population believed that student evaluation of teachers' performance improves instruction. Similarly, a relatively large percentage (40.6%) of the respondents also perceived that the evaluation encourages teachers by developing a sense of efficacy in their mind. This implies that although there is a slight difference in the number of the respondents who were against and in favour of these variables, the proportion is not as such remarkable.

In general, when we refer to table-10 above, it witnesses that teachers had negative perceptions on different ideas of student evaluation of teachers' performance. Nevertheless, there were relatively a considerable number of teachers who agreed upon the basic concepts of the evaluation like the appropriateness of student evaluation of teachers' performance, and its contribution

to the improvement of instruction. But variables like subjectivity in evaluation, students' knowledge and experience of evaluation etc. were the major points which teachers mainly opposed to.

Thus, it is probably assumed that although teachers' perception towards the overall framework of student evaluation was moderate their perceptions on the above explained variables like students' competence and maturity, their subjectivity and other interlocking variables may create and aggravate hatred on the system of the evaluation.

Another problem which might cause teachers develop lack of interest on student evaluation of their performance is evaluators' unjust or inappropriate use of the right to evaluate teachers' performance. Students entrusted with responsibility of evaluating their teachers, may develop a feeling or a sense that they are capable to 'censure' their teachers' performance. Moreover, they may also develop a feeling that as if they knew more, even about the subject matter taught, than their teachers. In this case, there is a chance that teachers moral more likely to be affected, and teacher-student relationships worsen.

The other critical part of this study was to examine the perception of teachers towards parent evaluation of their performance. Thus, the following section presents different variables which are relevant to the issue under discussion.

3.2.6 Perceptions of Teachers on Parent Evaluation of Teachers' Performance

In this section an attempt was made to discuss the perceptions of teachers on parent evaluation of teachers' performance. Thus, teachers' response with regard to this point, is presented in the following table under different main categories.

**Table 13 - Percentage Distribution of Respondents Across
Levels of their Perception on Parent Evaluation of
Teachers' Performance**

No.	Variable	Levels	n	%	Median
1	Parents are the right persons to evaluate teachers' performance	Not Accepted	70	43.8	9
		Accepted	55	34.4	
2	Knowledge and experience of parents to evaluate teachers	Inexperienced and Incompetent	151	94.4	9
		Experienced and Competent	9	5.6	
3	Improvement of Instruction	Doesn't help Improve	113	70.6	9
		Helps Improve	27	16.9	
4	Parent-teacher relationship	Discourages	116	72.5	6
		Fostersve	18	11.3	

Most of the items that were utilized to identify teachers' views of parent evaluation of teachers' performance were categorized and discussed under four major variables as we observed in the above table.

The first variable that teachers were asked to respond to was whether or not parents are the right persons to evaluate their performance. Accordingly, as it is clearly put in the above table, although a greater percentage (43.8%) of the respondents responded negatively, those who responded positively (34.4%) were also considerably large in number. Another important point which should be considered, with regard to the above point, is that a relatively large number (21.8%) of the sample Population fallen within the median class. This implies that these teachers might not realise or recognize the value of evaluation that was made by parents. Besides, they also might not have sufficient information to decide or they might have been hesitant to decide either to support or oppose the idea. These might be the reasons why they vacillated between favourable and unfavourable perceptions.

The opponents of parent evaluation of teachers' performance dispensed with the idea that parents have the right to evaluate teachers' performance. Moreover, they believed that even if parents are concerned in their children's welfare and/or they have a support-role in the educational process, they do lack the necessary knowledge and expertise to evaluate teachers' performance. In relation to this concept admirably a greater number (94.4%) of the sample population indicated that parents are not acquainted with the current advances in education, and thus, they evaluate teachers observing thorough their own glass of experience.

On the other hand, however, the proponents of parent evaluation of teachers' performance refused to accept the above explained idea.

Teachers were also asked to rate the contribution of parent evaluation to the improvement of instruction. Accordingly, a remarkable percentage (70.6%) of the respondents protested the idea that parent evaluation of teachers' performance helps improve instruction. They also indicated that parents lack clarity about what would improve the school.

With respect to teacher-parent relationship, a greater proportion (72.5%) of the respondents pointed out that parent evaluation of teachers' performance does not foster teacher-parent relationships, and they have also a belief that parents evaluate the performance of teachers with whom they have no acquaintance. Moreover teachers have a view that parents cannot distinguish between teachers personal rights and professional obligations.

In general, when we compare the perception of teachers towards student and parent evaluation of their performance a relatively larger number of teachers have a willingness to be evaluated by students than by parents. Besides, teachers have a belief that parents are more subjective in evaluating teachers performance than students.

Teachers also showed a remarkable difference between parent and student evaluators particularly in their knowledge of evaluation, and contribution to the improvement of instruction. Thus, they give greater value to the former group than the latter. This greater increase of unfavourable perception on

parent evaluation of teachers' performance may emanate from the fact that parents are not in constant daily contact or communication with teachers as frequently as students. Thus, teachers perhaps believed that parents do not acquire adequate information about the teaching-learning process, and then the teachers to evaluate their performance. This concept or perception of teachers may also have an implication that teachers are more likely to be evaluated by internal evaluators than external once.

3.2.7 Relationship of Some Variables with Teachers' Perceptions of Student and Parent Evaluation of their Performance

One of the major purposes of the current study was to find out the extent to which teachers' perception of student and parent evaluation of their performance is affected by different variables. To see this a paired t-test comparison was made and different variables were treated based on qualification, years of teaching experience, sex, marital status, and promotion of teachers in the career ladder. Thus, the data for each result of comparison were summarized in the tables 14 to 18 here under.

Table 14 - A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation of Teachers' Performance Based on Qualification

No.	Variable	Diploma (N=94)		First Degree (N= 66)		t=value
		X ₁	S ₁	X ₂	S ₂	
1	Perception on Student Evaluation	1.10	1.14	0.73	0.87	2.27*
2	Perception on Parent Evaluation	1.19	1.09	0.83	1.07	2.08*

* P < 0.05

A closer look at the above table points out that there is a significant difference in perception (at P<0.05 level) between teachers of different qualification with regard to student and parent valuation of teachers' performance. As it is clearly shown in the table, the mean scores of teachers at the diploma level are greater than that of teachers at the degree level. This implies that since teachers at the degree level are more qualified than those at the diploma level, they may not feel appropriate to be evaluated by students and parents. It could also be possible that teachers at the degree level may resist to teach only simple facts and figures which may be entertained by most students just to pass the exam. In other words, they may try to teach a given subject relatively in broader perspective. This in turn probably affect their relation with students and the evaluation thereby. With this respect, thus, it is more likely that these teachers develop unfavourable perceptions toward student evaluation.

The same issue was also raised to know whether or not there are perception differences among teachers with different teaching experience. The following table, therefore, presents the summary of the data.

Table 15 - A Paired t-test Comparison of Teachers' Perception on the Student and Parent Evaluation Based on Years of Teaching Experience

No.	Variables	1-5 Years N=20		6-10 Years N = 45		11 &+ Years N = 84		t-value	t-value	t-value
		\bar{X}_1	S_1	\bar{X}_2	S_2	\bar{X}_3	S_3	$\bar{X}_1 \& \bar{X}_2$	$\bar{X}_1 \& \bar{X}_3$	$\bar{X}_2 \& \bar{X}_3$
1	Perception on Student Evaluation	.26	.73	.49	.90	.94	1.05	1.01	-2.73*	-2.43*
2	Perception on Parent Evaluation	.57	.61	.57	.96	.85	.99	0.00	1.21	1.56

* $P < 0.05$

As can be clearly seen in the above table, the mean scores for teachers' perception of student evaluation increase with the increase in the teachers' teaching experience. The statistical data indicated in the table similarly show that there is a significant difference in perception (at $P < 0.05$ level) between teachers with long years of teaching experience and those with relatively short years. This implies that teachers with long years of teaching experience valued student evaluation of teachers' performance more than the other group. This perception difference may also happen due to possible differences in experience of relating and valuing the merits of the feedback obtained from different group of evaluators.

On the other hand, there is no statistically proved significant difference in perception on parent evaluation of teachers' performance between teachers with longer years of teaching experience and those who have taught relatively for a shorter time span.

The sex of the subjects of the study was also one of the variables which the writer wanted to see if it makes a perception difference on the current evaluation. Thus, a paired t-test comparison was made for such a purpose.

Table 16 - A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation Based on Sex

No.	Variables	Male (N=145)		Female (N=15)		t - value
		X ₁	S ₁	X ₂	S ₂	
1	Perception on Student Evaluation	1.64	.63	0.20	0.43	6.79*
2	Perception on Parent Evaluation	6.38	1.65	.21	.66	14.31**

* P < 0.05

** P < 0.01

The data in table 16 provide adequate evidence that there is a significant difference (at P<0.05 level) in the perception of female and male teachers on student evaluation of their performance. Similarly, we can observe in the same table that there is highly significant difference (at P<0.01 level) in perception between male and female teachers on evaluation of

teachers by parents. Here although there is a perception difference on the current evaluation of teachers' performance between male and female respondents, it could be highly exaggerated due to unproportional number of the two groups. But, we can realize that, as it is indicated on the table, the mean scores of female teachers for both groups of evaluators are almost the same. On the other hand, it is more probable that the evaluators, particularly parents, may value teachers based on the value that the society gives to different sex groups in relation to its culture rather than evaluating each individual as a teacher irrespective of his/her sex. As a result, it is more likely that females develop unfavourable perceptions toward student and parent evaluation of teachers' performance.

The writer wanted to know whether or not there is a perception difference between the promoted teachers to the next higher career level and those who did not get the promotion. Thus, a paired t-test comparison was made and summarized in table 17.

Table 17 - A Paired t-test Comparison of Teachers' Perception on Student and Parent Evaluation Based on Promotion in the Career Structure

No.	Variables	Promoted (N=73)		Not Promoted (N=50)		t - value
		X ₁	S ₁	X ₂	S ₂	
1	Perception on Student Evaluation	0.89	1.05	0.57	0.97	1.71
2	Perception on Parent Evaluation	1.35	1.27	0.98	1.29	1.57

P < 0.05

The table shows that there is no significant difference between the two groups in their perception of student and parent evaluation of teachers' performance. Although the mean scores of teachers who have got promotion are greater than the mean scores of teachers who did not get promotion, the difference is not statistically significant. This implies that teachers may not give too much attention or priority to the promotion which is solely associated with monetary rewards. They are also cautious of their moral and emotional values.

A t-test comparison was also made to see whether or not there is a perception difference between married and single teachers on teacher-student, and parent-teacher relationships with respect to evaluation by students and parents respectively.

Table 18- A Paired t-test Comparison of Teachers' Perception on Teacher- Student and Parent-Teacher Relationships Based on Marital Status

No.	Variables	Married (N=92)		Single (N=68)		t - value
		X ₁	S ₁	X ₂	S ₂	
1	Perception on Teacher-Student Relationship with respect to Evaluation by Students	.98	1.23	1.38	1.29	-2.08*
2	Perception on Parent-Teacher Relationship with Respect to Evaluation by Parents	.94	.89	.68	.86	1.96

* P < 0.05

As can be observed in the above table, there is a significant difference between teachers who have got married and those who did not get married in their perception of teacher-student relationships with respect to student evaluation of teachers' performance. On the contrary, the data in the table do not provide adequate evidence to state that there is a perception difference between the groups under discussion on the parent-teacher relationship with respect to parent evaluation of teachers' performance.

A closer look at the above table points out that the mean score of teachers who do not get married is greater than the mean score of teachers who get married in the case of student evaluation of teachers' performance. This indicates that the former group has relatively favourable perception in student

evaluation of teachers' performance with respect to teacher-student relationship. This perception perhaps stems from the comparatively wider and frequent contact that the teachers make with the students in different occasions.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 Summary

The primary purpose of this study was to examine the perception of teachers in secondary schools of Gurage Zone towards student and parent evaluation of teachers' performance with an intent to identify the weaknesses and strengths of the evaluation system and recommend possible ways of alleviating the problems to the concerned authorities.

To this end, all (160) teachers of the sample schools were taken from eight intentionally selected high schools of Gurage Zone based on judgement sampling technique. In order to collect relevant data a questionnaire was used, and through descriptive survey method the data were analysed by percentage through establishing "favourable" and "unfavourable" perception groups based on the median scores. Besides, a paired t-test comparison of the means of different variables like qualification, sex, etc. was made to examine differences in perception.

The following are the findings drawn from the analysis:

1. The majority (90.6%) of the respondents are males and the remaining are females. Besides, more than half of the respondents are married. With respect to qualification, the Subjects of the study fell under two groups—the diploma and the first degree with a larger proportion (58.8%) of the former. Moreover, slightly over half the percentage

(52.5%) of the teachers had teaching experience of eleven and above years.

2. More than sixty per cent of the teachers have a positive attitude towards the purpose of the current evaluation in general. In other words, teachers believed that if properly applied, the purposes are useful for both formative and summative evaluation. However, there is a significant difference (at $P < 0.05$ level) and still highly significant difference (at $P < 0.01$ level) in perception between the respondents based on qualification and teaching experience respectively.
3. A little more than sixty percent of the teachers perceived that the evaluation criteria are irrelevant to the actual teaching-learning process and do not objectively measure teachers' professional responsibilities. Furthermore, they had indicated their belief that the criteria are stated in ambiguous expressions and thus, it is difficult so as to change them into practice. But there is a significant difference (at $P < 0.05$ level) in perception between teachers of relatively long and relatively short years of teaching experience.
4. Almost half (49.5%) of the respondents were not sure whether or not student evaluators have adequate knowledge and understanding of the evaluation system. Moreover, 37.5% of the respondents perceived that student evaluators lack knowledge of evaluation. On the other hand, the majority (66.3%) of teachers indicated that parents have no clear understanding of the evaluation system.

5. Although the majority of teachers were not sure of the orientation and guidance given to their evaluators, a considerable number (42.5%) of them had a belief that parent evaluators did not receive proper guidance and orientation as to how teachers should be evaluated.
6. Of the total 123 teachers who competed for a higher career level, 40.7% were unable to attain promotion.
7. Almost all (99.4%) of the sample Population perceived that student evaluation of teachers' performance is by and large subjective, and they had the idea that the evaluation is affected by factors irrelevant to the teaching-learning process. Regarding the relative negative effect of parent and student evaluation of teachers' performance, the majority (73.1%) of the sample Population showed that parent evaluators are more subjective and negatively affect their evaluation results than student evaluators.
8. More than half (53.8%) of the sample population refused to accept the idea that students are the right persons to evaluate teachers' performance. However, a relatively considerable percentage (36.3%) of the sample Population accepted the idea. Similarly, almost forty-four per cent of the sample Population dispensed with the idea that parents are the right persons to evaluate teachers performance. On the other hand, relatively a large proportion (34.4%) of the sample Population had the opposite idea. Still others, making up also a large proportion (21.9%) of the sample Population vacillated between favourable and unfavourable perceptions.

9. A greater proportion (68.8%) of the respondents perceived that students are not qualified, lack competence, maturity, experience to evaluate to make accurate and sensible judgements about teachers' competence. With respect to parent evaluation of teachers' performance, almost all (94.4%) of the respondents have the idea that parents do lack the necessary knowledge and expertise to evaluate.
10. Sixty-seven per cent of the respondents perceived that student evaluation of teachers' performance has an adverse or unfavourable effect on the teacher-student relationships. They also indicated that students misuse the right to evaluate teachers' performance, and they can not differentiate between personal and professional relationships. Still a greater proportion (72.5%) of the subjects believed that parent evaluation of teachers' performance does not help foster parent-teacher relationship. They further indicated that parents evaluate teachers whom they do not know both as individual persons and school practitioners.
11. Slightly more than half (51.3%) of the sample Population perceived that student evaluation of teachers' performance does not help improve instruction. Others, relatively a considerable proportion (35.6%) of teachers indicated its contribution to the improvement of instruction. With reference to parent evaluation of teachers' performance, a relatively remarkable percentage (70.6%) of the respondents protested to the idea that parent evaluation of teachers' performance helps improve instruction.

12. Forty-five per cent of the respondents indicated their view that student evaluation of teachers' performance demoralizes and discourages teachers, and thereby demotivate their zeal for teaching. Others, who go as far as 40.6% of the sample population, contrasted this idea, and rather showed that the evaluation encourages teachers by developing a sense of efficacy in their mind.
13. There is a significant difference in perception of teachers (at $P < 0.05$ level) on student and parent evaluation of teachers' performance based on qualification. The mean scores of teachers at the diploma level are greater than that of teachers at the degree level. In other words, the former group had relatively favourable perception on the current evaluation than the latter group.
14. There is a significant difference in perception (at $P < 0.05$ level) between teachers with long years of teaching experience and those with relatively short years with regard to student evaluation of teachers' performance. The mean scores for teachers' perception of student evaluation increased with an increase in the teachers' teaching experience. Here teachers with long years of teaching experience have relatively more favourable perception to student evaluation of teachers performance than those with short years. On the other hand there is no significant difference in perception based on teaching experience with regard to parent evaluation.
15. There is a significant difference in perception (at $P < 0.05$ level) and still highly significant difference (at $P < 0.01$

level) between male and female teachers on student and parent evaluation of performance respectively. The mean scores for males exceeds that of females'.

16. There is no significant difference between the promoted teachers to the next higher career level and unpromoted ones on student and parent evaluation of teachers' performance.
17. There is a significant difference in perception (at $P < 0.05$ level) between married and single teachers on teacher-student relationship with respect to student evaluation of teachers' performance. The mean score for the latter group is greater than the former; on the other hand there is no significant difference in perception between the two groups with respect to parent evaluation.

4.2 Conclusion

Although there are perception differences based on qualification and years of teaching experience, teachers have favourable perception towards the purpose of the current evaluation. But teachers showed their belief that the criteria of the evaluation are irrelevant to the actual teaching learning process and teachers' professional responsibilities. Here again, there is perception difference based on teaching experience, however. In spite of teachers' dissatisfaction with their evaluators' know-how of the evaluation system, they were, however more doubtful about the knowledge of parent evaluators than students. In other words, teachers perceived that students are

relatively more conscious on how to evaluate teachers' performance than parents are.

Since teachers believed that students are incompetent, are not qualified, immature, subjective, lack experience to evaluate and make sensible judgements, they developed unfavourable perceptions towards student evaluation of teachers' performance. However, to some considerable extent teachers accepted and agreed upon the general framework of student evaluation of teachers' performance and specific concepts like its contribution to the improvement of instruction.

Almost all teachers believed that parents are not the right persons to evaluate teachers' performance. They view that parents do lack the necessary knowledge and expertise to evaluate teachers' performance. They also refused the idea that evaluation by parents helps them improve instruction.

Generally, teachers have greater inclination towards being evaluated by the internal evaluators (students) than by the external evaluators (parents). Besides, they indicated a belief that parents are more subjective than students. They also showed a remarkable perception difference with respect to the relative competence, knowledge of the evaluation system, contribution to the improvement of instruction, etc. of student and parent evaluators, their perception favouring the student evaluators.

Teachers also perceived that the current evaluation have unfavourable effect on teacher-student, and parent-teacher relationships. They believed that students cannot differentiate between personal and professional relationships.

Teachers qualified at the diploma level and those with a relatively long years of teaching experience showed that they are less reluctant to be evaluated by students than teachers at the degree level and with relatively short years of teaching experience. On the other hand, teachers, without exception, were reluctant to be evaluated by parents.

There was no perception difference between teachers who had promoted and those who had failed to promote to the next higher career level with respect to student and parent evaluation of teachers' performance.

4.3 Recommendations

To create a basis for smooth and effective teaching-learning process and to achieve the desired educational ends, teachers should have favourable perceptions toward the evaluation^{of} their performance by both students and their parents.

Developing a positive attitude in teachers' mind concerning the evaluation of their performance requires a cooperative effort between the concerned authorities at different levels and the teachers themselves. In view of this the following suggestions are forwarded:

1. Teachers should accept the idea that a well-designed and properly implemented evaluation system improves instruction and the teaching-learning process in general. Thus, they should not develop a prejudice on any group of evaluators without critical examination and analysis of the evaluators' knowledge of evaluation.

2. Evaluators should be trained in evaluation techniques when a new teacher evaluation process is adopted. Thus the concerned authorities, particularly at the school, the Wereda, and the zonal levels should give evaluators necessary and sufficient training, orientation and guidance on how to evaluate teachers' performance. Besides, it should be made clear that what each evaluator group evaluates about the teacher. This clarification helps the evaluator to focus on professional aspects rather than on mere personal shortcomings of the teacher. The training also gives regular and periodic opportunities to the evaluators in order to share their understanding of the purpose and process of evaluation. Moreover, it provides evaluators a basis to identify the merit of teachers, avoid subjectivity and bias, to be honest to assure confidentiality in the process of evaluation.
3. The quality of evaluation, including individual and collective evaluator competence should regularly be assessed. The assessment should provide feedback to individual evaluators and input into the continuing programme for the training of the evaluator training. There should also be an assessment that proves whether the main purpose of teacher evaluation coincides to the process of evaluation.
4. A shared understanding of the criteria on which judgements of teaching are made must be developed. The criteria must be broad enough to the extent that they encompass the required teaching behaviours that teachers should exhibit.

Clarity of specification is also required. Any specific criterion should be stated in clear expressions to avoid ambiguity.

5. In order for teachers to develop favourable perceptions toward the evaluation, the concerned authorities, specifically at the school level, should participate them in the process of evaluation. Use of master teachers in some aspects of the evaluation process greatly strengthens the capacity to evaluate teachers effectively. Moreover, they can easily follow the procedures of the evaluation and thus, minimize their doubts about fairness, and honesty of the evaluators. Here, however, we have to recognize that these master teachers should work only in their own teaching area to ensure informed and relevant help. Besides, they should be provided additional time and expertise for this function.
6. Education policies and procedures must be tailored to local circumstances. Thus, an evaluation system should not be copied and adopted simply because that system works well in another country with different socioeconomic context. Here, we have to recognize that no educational reform can be effective without agreement and collaboration of teachers. Thus, since teachers have relatively a stronger dispense on parent evaluation of their performance than on students', it is worthwhile to revise and scrutinize the policy of parent evaluation of teachers performance.
7. Finally, a more comprehensive and a relatively detailed research should be conducted on the topic to thoroughly examine the problems that affect teachers' perceptions on evaluation of their performance by students and parents. It is felt that such a detailfull and deep-set research might well be able to bring up (came out with) more viable solutions.

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APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

QUESTIONNAIRE TO BE FILLED BY TEACHERS

This questionnaire has seven parts. The objective of the questionnaire is to collect information about the effectiveness of the current evaluation of teachers' performance by students and parents in high schools. The information you provide determine the effectiveness of the study.

At the outset, I would like to assure you that your responses will be used only for academic purposes and kept confidential. Thus, please be honest, confident and objective, while filling the questionnaire.

Note: You do not need to write your name.

I am most grateful for your cooperation

PART - ONE: RESPONDENT'S BACKGROUND INFORMATION

Direction: Please respond to the following questions by making a check mark (✓), or in writing where necessary.

1. Name of the School _____
2. Sex: a) Male _____ b) Female _____
3. Marital Status: a) Married _____ b) Single _____
4. Academic qualification: a) Diploma _____
b) First Degree _____
c) Second Degree _____
d) Other (Please specify) _____
5. Teaching experience in terms of service years:
a) 1 - 5 b) 6 - 10 c) 11 and above

PART TWO: PURPOSES OF TEACHER'S PERFORMANCE EVALUATION

Direction: Some ~~of~~ the purposes of evaluation of teachers' performance are enumerated below. Please read each item separately and indicate your degree of agreement or disagreement by putting a check mark (✓) under one of these alternatives.

Key: Strongly Agree - SA, Agree - A, Undecided - UD, Disagree - DA, and Strongly Disagree - SD.

No.	Purposes	SA	A	UD	DA	SD
	THE PURPOSE OF THE EVALUATION IS:					
1	To upgrade the qualities of instruction.					
2	To assure the attainment of educational objectives					
3	To identify areas of teacher's development and improvement					
4	To decide on teachers' salary increment, promotion, and reward for effective teachers.					
5	To identify incompetent teachers and arrange inservice training					
6	To dismiss or take measures on incompetent teachers.					
7	To promote teachers' professional attitude					

PART THREE: EVALUATION CRITERIA

Direction: This part of the questionnaire is designed to obtain your views on the appropriateness of the current evaluation criteria in which teachers are evaluated by their students and parents.

Please respond to the following items as either strongly Agree - SA, Agree - A, Undecided - UD, Disagree - DA, or strongly disagree - SD (based on your own view of the criteria in which you are currently evaluated) by putting a check mark (✓) in the same way as you did earlier.

No.	Item	SA	A	UD	DA	SD
1	The current evaluation criteria are relevant to:					
	1.1 the actual teaching-learning process.					
	1.2 teachers' professional responsibilities					
	1.3 The realistic performance of teachers					
2	Stated in ambiguous expressions.					
3	The current evaluation criteria objectively measure:					
	3.1 important aspects of teaching					
	3.2 teacher's competence					
	3.3 teaching effectiveness					
	3.4 teacher-student relationship					
	3.5 teacher-parent relationship					

PART FOUR: STUDENT EVALUATORS AS SOURCES OF EVIDENCE IN
EVALUATING TEACHERS' PERFORMANCE

Direction: This section seeks to assess the feelings of
teachers about student evaluation of their
performance. Accordingly, some possible
statements are listed in the following table.
Please read each item separately and respond as
Strongly Agree - SA, Agree - A, Undecided - UD,
Disagree - DA or Strongly Disagree - SD based
on your degree of agreement or disagreement by
putting a check mark (✓) in the respective
spaces.

No.	Item	SA	A	UD	DA	SD
1	Students are the right persons to evaluate teachers' performance.					
2	Students are not mature enough to judge the merits of teachers.					
3	Feedback from students ratings have favourable effect on subsequent teaching					
4	Students can provide information that cannot be obtained from any other source					
5	Evaluation by their students could demoralize and discourage teachers					
6	Student evaluation is less subjective than any other evaluation system					
7	Student judgements can be coloured by situations irrelevant to the teaching-learning process					
8	Students are not qualified to judge teacher's competence					
9	It is students who feel they have undergone changes in their behaviour and thus, they can accurately measure their teachers' performance					
10	Students do not recognize the value of evaluation					
11	Student evaluation is affected by personal bias					
12	Feedback from student evaluation could develop the senso of efficacy in the teacher and motivate teaching					
13	Positive bias in student ratings may not enable teachers to realize their weakness					
14	Students lack the necessary knowledge and experience of evaluation.					

No.	Item	SA	A	UD	DA	SD
15	Student evaluation of teachers' performance violates the commonest teacher-student relationship.					
16	Students can not consider and differentiate between personal and professional relationships with their teachers in evaluating their performance.					
17	Student evaluation of teachers' performance helps strengthen a constant company between teachers and students.					
18	Students can use the opportunity to evaluate teachers' performance to retaliate against the disciplinary action taken by the teacher being rated.					

PART FIVE: PARENT EVALUATORS AS SOURCES OF EVIDENCE IN EVALUATING TEACHERS' PERFORMANCE

Direction: This section seeks to assess the feelings of teachers about parent evaluation of their performance. Accordingly, some possible statements are listed in the following table. Please read each item separately and respond as Strongly Agree - SA, Agree - A, Undecided - UD, Disagree - DA, or Strongly Disagree - SD based on your degree of agreement or disagreement by putting a check mark (✓) in the respective spaces.

No.	Item	SA	A	UD	DA	SD
1	Parents are the right persons to evaluate teachers' performance.					
2	Parents do not have the knowledge and expertise to evaluate teachers' performance.					
3	Parents evaluate the performance of teachers with whom they have no acquaintance					
4	Parents have a legitimate right to evaluate teachers' performance by virtue of their support-roles in the educational process					
5	Parents cannot distinguish between teacher's personal rights and professional obligations.					

No.	Item	SA	A	UD	DA	SD
6	Parents' participation in evaluation of teachers' performance helps improve instruction.					
7	Parents should evaluate teachers as for their concern in their children's welfare					
8	Parents evaluate teachers' performance observing through their own glass of experience					
9	Since parents are mature enough, they know how teachers are evaluated.					
10	Parents are not acquainted with the current advances in education.					
11	Parents conceive as if teachers were solely responsible for deficient school performance					
12	Parents lack clarity about what would improve the school					

PART **Six** : GENERAL

Direction: This section of the questionnaire combines items of different kind. The items deal with student and parent evaluation of teachers' performance. Please read each item and, unless there is a change in direction, give your response by putting a check mark (✓) on the space provided.

1. Do you think that student evaluators have clear understanding of the evaluation system, and the instruments used to evaluate teachers' performance?
a) Yes ____ b) Not sure ____ c) Not at all ____
2. Do you think that parent evaluators have clear understanding of the evaluation system, and the instruments used to evaluate teachers' performance?
a) Yes ____ b) Not sure ____ c) Not at all ____
3. Do you think that student evaluators have been given proper guidance and orientation as how to evaluate teachers performance?
a) Yes ____ b) Not sure ____ c) Not at all ____
4. Do you think that parent evaluators have been given proper guidance and orientation as how to evaluate teachers' performance?
a) Yes ____ b) Not sure ____ c) Not at all ____
5. Have you ever compete for the career ladder which had been permitted to teachers?
a) Yes ____ b) No ____
6. If your response to question 8 is 'Yes', did you attain the next higher career ladder level?
a) Yes ____ b) No ____

APPENDIX-B

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የመዘድ ነጥቦች
5 = በባለሙያ ክፍተት
4 = ክፍተት
3 = መካከለኛ
2 = ዘቅተኛ
1 = በባለሙያ ዘቅተኛ

ክፍል አንድ ፣
አጠቃላይ መረጃ ፣

1. የተምህርት ቤት ስም _____ ወረዳ _____
ዞን _____ ክልል _____
2. የመምህራን ስም ከነ አድራሻ _____ ጾታ _____ ዕድሜ _____
3. የተምህርት ደረጃ _____ 4. የአገልግሎት ዘመን _____
5. በአድገት መሠረት መሠረት የመምህራን የሥራ መደብ _____
6. የሠለጠነበት የተምህርት ዓይነት ፣ አብይ _____ ነገሥት _____
7. የሚሰጠው የተምህርት ዓይነት / አይነቶች / _____
8. የሚሰጠው የክፍል ደረጃ / ደረጃዎች / _____
9. በሰዓት የሚሰጠው ክፍለ ጊዜ ብዛት _____
10. የግምገማ ወቅት ከ _____ አሳክ _____

የገገጋጫው አሳተፊዎች ፣

1. መጠሪያ ከሰፊው ግጥም ወይም ያደረገው መሻሻል፣

2. ከግጥም በኋላ በተደረገው ውይይት መሻሻል ሥለሚገባቸው ጉዳዮች የተሰጠው አሳተፊዎች፣

3. አጠቃላይ አሳተፊዎች፣

4. የገገጋጫው አካላት ስም የሥራ ጭቅና ፊርማ

5. ግጥምን ያጸደቀው ክፍል አሳተፊዎች

ስምና ፊርማ _____
ቀን _____

ቅጽ. 3

የመሥሪያና የርዕሳዊ መሥሪያ የሥራ አፈጻጸም መገምገሚያ ቅጽ
/ በጠላቾች የሚሞላ /

	የመዘኛ ነጥቦች
5=	በጣም ከፍተኛ
4=	ከፍተኛ
3=	ጠቅላላ
2=	ዘንቅተኛ
1=	በጣም ዘንቅተኛ

ካ ፍ ል አ ን ዱ ፣
አ ጠ ቋ ሳ ይ መ ረ ጃ ፣

1. የተ/ቤተ ጎሥ _____ ጠላቅ _____
ዘንቅ _____ ክልል _____
2. የመሥሪያ ጎሥ ከነ አድታ _____ ጽታ _____ ዕድሜ _____
3. የተሥራተ ለረጃ _____ 4. የአገልግሎት ዘመን _____
5. በአድገት ጠላቅ ጠላቅ የመሥሪያ የሥራ መደብ _____
6. የሠለጠነበት የተሥራተ ዓይነት አብይ _____ ንጥረ _____
7. የሚያሥተዎት የተሥራተ ዓይነት / ዓይነቶች / _____
8. የሚያሥተዎት የካፍል ለረጃ / ለረጃቶች / _____
9. በሦስት የሚያሥተዎት ክፍለ ጊዜ ብዛት _____
10. የግምገማ ወቅት ከ _____ አካል _____

ተ. ቁ.	መሥሪቶች	የሥራ ስራ				
		1	2	3	4	5
1.	ከጽሑፍ መሥሪቶች አካል መሪ መሥሪቶች					
1.	የተሥሪቶች ተሳታፊነት ለማረጋገጥ ጠቀሜታዎች ለመስጠት ለአካባቢው ግብረሰብ የሚሰጥበትን የመሥሪቶች ችሎታዎች ዘንባሎች					
2.	ተግባራዊ በሆኑ የሥራ ስራዎች ላይ የሚኖሩ ራሳቸውን አዎንታዊ እንዲያደርጉ ለመሥሪቶች ለማበረታታት ያደረገው ጥረት					
3.	ለአካባቢው ሕብረተሰብ ባሕርይ የሚሰጠው አካባቢ ለሚኖሩ ሰዎች የሆኑ አመለካከቶችን አሠራሮችን ጋራ ባሕሪ በውይይትና በተሥሪቶች እንዲወጣ ያደረገው ጥረት					
4.	ለአካባቢው ግብረሰብ የሚሰጠው ወቅታዊ እንዲሁም ላይ በመሳተፍ የሆኑትን ሕጋዊ እና በተገቢው ሁኔታ ለመጠየቅ ያደረገው አሥተዋጽኦ					
5.	ለተግባራዊና ለአካባቢው ግብረሰብ የሚያሳዩት መልካም ሥነ ምግባር ተባብሮ የመሥሪቶች ችሎታና በመሥሪቶች በአካባቢው ግብረሰብ ዘንድ ያለው ተቀባይነት					
6.	ተግባራዊ ከተ/ቤተ ወይም በአጠቃላይ ስራዎች እንዲኖሩ የማድረግ ጥረትና ከተተላላቂ አድርጎ የመመለሱ ጠቃሚነት					
7.	የተግባራዊ በተለይም የሕግና ትንተና የሆኑት የተግባራዊ የተሥሪቶች ተሳታፊነት ለማግኘት ማረጋገጥና የአካባቢው ሕብረተሰብ ለመቀሳቀስ ያደረገው ጥረት					
8.	የተግባራዊ የተሥሪቶች እድገት ለማጠናከር ተከታታይ ፈተናዎች መስጠት የሆኑትን የካፍል ሥራዎችን አዘጋጅቶ የመሥሪቶችን የማረጋገጥ ውጤትን ለመሥሪቶች በማሳወቅ የመሥሪቶችን ከተተላላቂ ለማግኘት ያደረገው ጥረት					
9.	የሥራ ስራዎችን የሚመለከተው ተግባራዊ የመገንጠያ ስራዎችን የተሥሪቶች ቤቱን በሥነ ሥርዓት ለመሥሪቶች የሚያደርገው ጥረት					
10.	የተሥሪቶች ቤት ለአካባቢው ሕብረተሰብ ጥቅም እንዲያደርግ እና ሕብረተሰቡም በተሥሪቶች ቤት ላይ ያለውን የባለቤትነት ሥሜት እንዲያገለግል ያደረገው ጥረት					

የገጽገጽ ለምሳሌ ጥያቄዎች

1. መሥሪያ ከሰፊው ግጥም ወይም ደረጃው መሻሻል፤

2. ከግጥም በኋላ በተደረገው ውይይት መሻሻል ሥለሚገባቸው ጉዳዮች የተሠጠው ማስረጃ ለርዳታ ፤

3. ለመቃባዎ ለምሳሌ ጥያቄዎች፤

4. የገጽገጽ ለካላት ስም የሥራ ፎቶ ፊርማ

5. ግጥምን ያደረጉት ክፍል ለምሳሌ ጥያቄዎች

ስም ፊርማ _____

ቀን _____