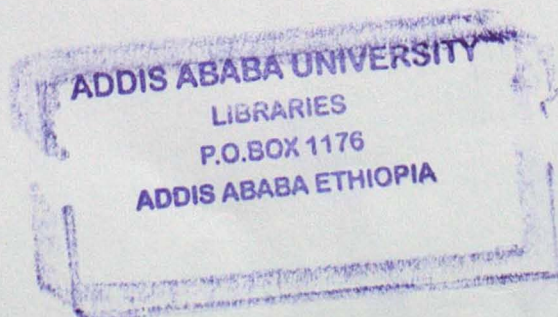


**ASSESSMENT OF TEACHERS' PERFORMANCE APPRAISAL
IN SELECTED COLLEGES OF MINISTRY OF NATIONAL
DEFENSE**

A Thesis Presented to the School of Graduate Studies

Addis Ababa University

**Partial Fulfilment of the Requirement for the Degree of Master of
Arts in Human Resource and Organizational Development**



**June 2010
Addis Ababa**

ACKNOWLEDGEMENT

First and foremost, I would like to express my heartfelt gratitude to my advisor Haileselassie W/Gerima (Asst. Prof.) for his priceless effort, without which the completion of this paper would have been impossible.

Secondly, I would like to extend my heart felt thanks to my colleagues at the different colleges who have, mostly without hesitation, given me their precious time to fill in the questionnaires.

Similarly, I should be allowed to acknowledge the management of the college which without any reservation allowed me to gather information of all sorts, and willingness to the interview and discussion.

Amare Haile Hagos

TABLE OF CONTENT

Title	Page
Acknowledgement-----	i
Table of contents-----	ii
List of tables-----	v
Acronyms-----	vi
Abstract-----	vii

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1. Background of the Study-----	1
1.2. Statement of the Problem-----	1
1.3. Objectives of the Study-----	6
1.4. Significance of the Study-----	9
1.5. Limitation of the Study-----	11
1.6. Delimitation of the Study-----	11
1.7. Definition of Operational Terms-----	11
1.8. Organization of the Paper-----	12

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE-----13

2.1. Meaning and Definition of Performance Appraisal Systems-----	13
2.2. Characteristics of Effective Performance Appraisal-----	14
2.2.1. Organizational and Employee Objectives-----	15
2.2.2. Training-----	16
2.2.3. Frequency of Appraisal-----	17
2.2.4. Maintaining Records-----	18
2.2.5. Measurement System-----	19
2.2.6. Conducting the Performance Appraisal-----	19

2.2.7. Pay for performance-----	20
2.2.8. Legal Issues-----	21
2.3. Evaluation of Teaching Performance-----	21
2.3.1 Student Ratings-----	22
2.3.2 Peer Review of Teaching-----	24
2.3.3 Self-Evaluation or Report-----	27
2.3.4. Immediate Supervisor Evaluation-----	28
2.4. Purposes and Uses of Evaluation Data-----	28
2.5. Process of Performance Appraisal-----	29
2.6. Purposes of Performance Appraisal-----	31
2.7. Performance Appraisal Methods-----	32
2.7.1. Traditional Methods-----	33
2.7.2. Modern Methods-----	37
2.8. Challenges/Problems and Errors/ to Effective Appraisal-----	41

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS-----	44
3.1. Methods-----	44
3.2. Sources of Data-----	44
3.3. Sampling and Sampling Techniques-----	44
3.3.1. Sampling Techniques-----	44
3.4. Data Collection Tools-----	45
3.5. Data Analysis-----	46

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA-----	47
4.1 Characteristics of the respondents-----	48
4.2 Analysis and Interpretation of Data-----	49

4.2.1 Perception of Teachers on the Purpose of TPA-----	49
4.2.2 Perception of teachers towards the criteria of TPA-----	52
4.2.3 Teachers' Perception of the TPA process-----	56
4.2.4 Teachers perception of the TPA Feed back-----	58
4.2.5 Teachers' Perception of the Training and Competence of their Appraisers-----	62
4.2.6 Teachers' perception of the common errors in TPA-----	67
4.2.7 Teachers' Perception of Problems of TPA-----	69

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS-----	72
5.1 Summary-----	72
5.2. Conclusions-----	75
5.3 Recommendations-----	76
Bibliography-----	79
Appendix	

LIST OF TABLES

Tables	Page
Table 1: Data Analysis and tools applied-----	46
Table 2: Characteristics of the respondents-----	48
Table 3: Degree of Achievements of TPA purposes as perceived by teachers-----	50
Table 4: Responses on TPA criteria-----	54
Table 4: Teachers' Responses Regarding the TPA Process-----	57
Table 5: Teachers' perception of their Performance appraisal feed back-----	59
Table 6: Teachers' Views on Appraisers-----	63
Table 7: Performance Appraisal Errors as Perceived by Teachers-----	68
Table 8: Perceived Problems of the system of TPA-----	70

ACRONYMS AND ABBREVIATIONS

TPA: Teacher Performance Appraisal

MoND: Ministry of National Defense

TMD: Training Main Department

MoE: Ministry of Education

ABSTRACT

The purpose of this study was to examine the perception of instructors in the colleges of the Ministry of National Defense/Training Main Department towards the Teachers' Performance Appraisal. This was with intent to find out the weakness and strength of the TPA system and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to TPA such as purposes and criteria of TPA, performance appraisal feedback, competence and objectivity of appraisal and the process and problems (errors) of performance appraisal were all raised. The study employed descriptive survey method. To address the research questions raised, the investigator reviewed the relevant literature, prepared a questionnaire for teachers, and interview guides on the basis of the reviewed literature to collect data from the subjects at sampled defense colleges. The questionnaire was, after having been evaluated and checked by the thesis advisor, pilot-tested in order to avoid irrelevant and ambiguous terms. Based on comments secured, necessary corrections and modifications were made before distribution. Concerning the subjects of the study, 41 teachers of the four colleges, 7 department heads and all deans of the four colleges were included. Among the findings, the major ones include: Teachers did not participate in the formulation of TPA criteria; Those who were engaged in appraising teachers had no adequate training regarding TPA; The process of TPA involves establishment of objectives; development of action plans; evaluation of performance; and provision of feedback; which is the joint activity of the appraiser and the appraisees. However, this process was not properly followed by the colleges and teachers were forced to prepare action plans from the objectives already established by the upper bodies of the colleges; The performance appraisal feedback system was perceived to be characterized by criticism, lack of rewards, and delay to give feedback to teachers; There were no adequate pre and post appraisal discussions between teachers and appraisers. The following are some of the recommendations: The colleges need to leave the criteria open to teachers for discussion before implementing them, or let teachers and other members of the college formulate the criteria and get the approval of the colleges' upper body. The colleges' deans, in collaboration with their respective colleges and with the TMD higher institution coordination office, need to arrange training programs for appraisers. In addition, the TMD need to assign graduates of management and education or at least those who have knowledge and skills of TPA to run the institutions. The colleges need to arrange programs in which better performing teachers are rewarded and experiences are shared among the teachers. The feedback system also needs to focus on praising and encouraging teachers. Further, teachers should be given their performance feedback on time so that they can appeal against them in case they have complains.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

This section deals with the background of the study, statement of the problem, objectives of the study, significance of the study, limitation and delimitation of the study, and methodology of the study.

1.1. Background of the Study

In recent years, the human resource has become realized as the most important asset of an organization. Nothing is as crucial as the human resource, because whatever the modernization and sophisticated technology is utilized, the availability of skilled and able as well as willing people is mandatory and necessary behind the technology in order to operate properly. To this effect, the human resource development agenda has won the primary attention of policy makers both in developed and developing countries nowadays. Hence, organizations are required to systematically appraise their employees' performance to enrich their potential for development in order to attain their intended objectives. In other words, organizations, which fail to appraise the performance of their employees and take the necessary actions, tend to fail to cope with the rapidly changing environment.

In recent years, widespread attention has been paid to the role of the formal appraisal process because of the belief that an effectively designed and implemented appraisal system can provide the employee, the manager, and the organization with a host of positive benefits. The literature on performance appraisal generally concludes that the appraisal process can: 1) provide managers with a useful communication tool for employee goal setting and performance planning; 2) increase employee motivation and productivity; 3) facilitate discussions concerning employee growth and development; 4) provide a solid basis for wage and salary administration; and 5) provide data for a host of human resource decisions (Mohrman, 1989).

The problems associated with the design, implementation, and operation of formal performance appraisal systems are well documented, and they continue to frustrate both academics and practitioners alike. Researchers have concluded that there is no such thing as an "ideal" appraisal format and system. Every organization must design an appraisal instrument and process that supports the organizational goals that it wishes to accomplish (Greenburg, 1986). In addition, participant acceptance of an organization's performance appraisal system is perceived to be a critical factor in appraisal effectiveness (Ash, 1994).

Further research suggests that having a technically sound appraisal system and procedure is no guarantee that an organization's appraisal process will be effective (Wright, 1985). Managers and subordinates must have a shared perception of the purposes and functions of the process and the belief that the appraisal process is useful to them on an individual basis (Maroney & Buckley, 1994). To this end, an effective appraisal system is one that satisfies the needs of the parties involved in the process (Lawler, Moharman, & Resnick, 1984). In addition, an effective appraisal system requires that managers not only have the skills necessary to conduct the appraisals, but also the willingness to do so (Goff & Longenecker, 1990).

Research has found that employees react more favorably to the appraisal process when it satisfied their needs and included an opportunity to state their position; when factors on which they were being evaluated were job-related; and when objectives and plans were discussed openly (Greenburg, 1986). Managers and subordinates do not always agree on what constitutes an effective appraisal. When managers and subordinates have a shared understanding of the purpose of the appraisal as well as each party's role in the appraisal, the subordinate's acceptance of the appraisal is increased (Goff & Longenecker, 1990).

Thus, the success and the failure of any organization can also be determined when performance appraisal is properly done. Performance appraisal is one of the strategies to test whether the organization achieves its goals or not. Properly designed performance appraisal criteria serve as a tool for better communication and development of the employees as well as for the attainment of the institutional goals and objectives.

Serious questions have been raised concerning the functions actually served by the appraisal process (Roberts, 1994). Are formal appraisals worth all the time and effort devoted to them? What do organizations actually accomplish in conducting formal appraisals? The functions effectively served by the appraisal process are a source of continuing debate as academics seek to better understand the appraisal process while practitioners seek ways to increase appraisal effectiveness.

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Both research and organizational practice suggest, however, that managers and subordinates have different needs and expectations regarding the appraisal event. Research strongly indicates that the manager's (rater) purpose, intentions, and perceptions of the rating process may differ significantly from those of the subordinate (ratee) (Bernardin & Beatty, 1984). In a recent study conducted in a medium-sized organization, researchers found that managers and subordinates differed significantly in their

perceptions of both the role and effectiveness of the appraisal process on such key issues as: the purpose of the appraisal process; the level of fairness; the link between pay and performance; honesty of communication; completeness of feedback; means to improve the manager-subordinate relationship; and the extent to which an appraisal lets subordinates know where they stand (Goff & Longenecker, 1990). The overall effectiveness of the appraisal process received mixed reviews.

Basically, human resource development efforts are highly related to the quality of education. In turn the quality of education by itself mainly depends on the performance of the people in the system. Thus, organizations in general and educational institutions in particular need to assess their employees' performance and thereby improve their potential on the job. Performance appraisal also serves to identify training and development needs, and a criterion against which selection and development programs are validated. Furthermore, it helps in retaining and promotional policies.

Research concludes that it is critically important for managers and their subordinates to have shared perceptions surrounding the performance appraisal event both in terms of its intended purpose and process. When the needs of either party are not being met, the effectiveness of the appraisal process is in jeopardy. Yet, there is little research in this aspect of appraisal effectiveness in Ethiopian higher institutions despite the expanded use of this practice.

The Ministry of National Defense, as one of the ministry offices in our country, has been established with the purpose of defending the sovereignty of the country from external invasion and safeguarding the constitution from any internal and external anti peace forces. In order to carry out these duties and responsibilities efficiently and effectively, it should have trained and committed manpower that are capable of utilizing the modern military technology. Accordingly, the MoND has given the mandate to the TMD to

administer seven colleges. These colleges namely, Major General Hayelom Araya Military Academy, Combined Arms Academy, Command and Staff College, Military Logistics College, Military Communication College, Combat Engineering College, and Combat Intelligence College are located in different regions of the country. Some of them were established during the Emperor Haileselassie regime as training centers to provide the combat, combat support and, combat support services of the armed forces of that time. These colleges, with minimum modification, were continued in the Dergue regime at certificate level.

Late after the down fall of the Dergue, because of the development in the military science and technology of the modern army and the raise in the need for modern army of the MoND, the colleges were re-established and reorganized in a new way in order to cope with the modern technology, then made to grow to college level providing academic and military courses at three different levels: Tactical, Operational, and Strategic level in Bachelor of Arts in Military Science and Leadership.

The colleges have civilian and army instructors that provide academic and military courses. They have developed the size and qualification of their academic staff over the years. Currently the colleges are in a process of overall transformation which is expected to bring them to higher level of performance delivery including curriculum revision.

This study is focusing on TPA of teachers in of the colleges under Training Main Department (TMD) Ministry of National Defense (MoND), because there are various problems that are associated with the Teachers' Performance Appraisal (TPA) in those colleges which need to be investigated. The investigator of this study has tried to gather information informally of the past, and no study on the TPA was conducted in these colleges. Objectivity of the appraisers, the level of skills and knowledge in the field of study, provision of proper and timely feedback to teachers, and the validity and

reliability of the appraisal criteria are all need to be investigated. Especially, there has been a sort of complaints among the colleges' teachers on the fairness of their performance appraisal. Due to these and other related factors, teachers in these colleges have developed different views and perceptions toward the institutions performance appraisal systems. Hence, examining those different views and perceptions of teachers at the outset and recommending ways of resolving them is the main aim of the investigator. This may help to build a sound TPA system in those colleges and may clear off obstacles from the very beginning before they reach their peak and become serious problems.

In light of this information, this paper has investigated "why the Ministry of National Defense Higher Institutions conduct formal performance appraisal?" and "how effective is the performance appraisals in these institutions?"

1.2. Statement of the Problem

Ethiopia is one of the countries that showed sharp increase in educational expansion. But this expansion in the education system has resulted in lack of quality. This quality problem in the education system in general is also a series problem in the Ethiopian Defense Higher Institutions. Having recognized this problem, the Ministry of National Defense is working to improve the quality of education in its higher institutions through over-all institutional transformation with major emphasis to curriculum revision. But, curriculum revision without effective performance appraisal system will not bring the desired outcomes of quality of education. Without developing and maintaining an effective and efficient performance appraisal system, it will be difficult to achieve high performance; retained, developed and promoted the right people; identify weaker performers either for the training and development they need or to counsel into more appropriate roles; provide feedback for employee development and motivation, or present a legally-defensible basis for personnel decisions (Bernardin & Beatty, 1984).

As has already been mentioned teachers should not simply be appraised for the sake of appraising them. The purpose of the appraisal has to be clearly understood and implemented by both the appraisers and the appraisees. Whether the result of the appraisal is for the purpose of rewarding, promotion, providing training and others or not, teachers have to get their performance feedback so that it could be easier for them to identify their areas of strengths and weaknesses and take a proper remedy on time.

According to the Education Sector Strategy (TGE, 1994:15), the main objective of the higher education is to produce research oriented professionals who will be capable to act as leaders in their field of study. These tomorrow's professionals are trained and shaped by today's college teachers. In order for the teachers to respect their job and exert their maximum efforts to the fullest extent, they have to view their performance evaluation positively and get motivated by it.

In Ethiopian context, the emergence of TPA is traced by the introduction of inspection in 1973 E.C. This system was designed for administrative and developmental purposes. However, the intended objectives of the system could not be achieved. As a result, the teachers' performance appraisal was proved to be one of the causes of job dissatisfaction and the sources of conflict between teachers and their supervisors (Melaku, 1992).

The colleges of the MoND, as the other government higher institutions, are established to provide education to the members of the army with sufficient knowledge to enable them perform their task appropriately. The performance appraisal system that is conducted in these colleges is not as of the principles and practices which are defined in different literatures. The teachers are not made involved in the development of the performance criteria. The purpose of appraising their performance is only for the sake of following the regulation of appraising two times a year. There is no timely feedback provided to them in

order to enable them improve their weaknesses and strengthen their outstanding performance.

In some cases, the appraisal is not conducted regularly as of the schedule. Although it is done regularly, nothing is done to recognize good performers from that of poor once. There is no corrective measure taken to improve the weak performers, either through training, capacity building or experience sharing.

Nevertheless, if the objectives that are expected from teachers and what teachers are seeking are unclear, if the criteria for measuring those objectives are vague, and there is no adequate communication of the feedback between the appraisers and the appraisees, teachers are likely to develop negative attitude toward the appraisal and tend to perform their tasks below capacity. This in turn can result in the poor performance of the organization as a whole.

The pre 2004 teachers' performance appraisal has its own limitations, because of this many researchers criticized the past teachers evaluation as highly subjective and the criteria were not valid to appraise teachers performance objectively. Because of this and other reasons the Ministry of Education (MoE) introduced Result-Oriented Teachers' Performance Appraisal (ROTPA).

Although it is applied in many schools and higher institutions in different regions of the country, the MoND has not yet introduced it. The previous performance appraisal criteria are being used in MoND. Due to its subjective feature, the appraisers own appraising problems, and other reasons, there is a wide range problem in the process. Based on these and other factors, the researcher attempts to investigate the problem focusing on the following purposes of the study:

- 1) To investigate how teachers and the colleges' deans have been practicing the existing performance appraisal system.
- 2) To investigate what problems are there during implementation of the system.
- 3) To suggest some recommendations to modify and improve the implementation and practice of TPA. To this end, the following research questions will be raised.

Research Questions

1. What purposes did the performance appraisal had and to what extent do the purposes were made clear for teachers?
2. How often was the performance appraisal conducted?
3. To what extent was the involvement of teachers in the development of appraisal criteria?
4. What contributions did the performance appraisal had in enhancing teaching-learning process?
5. What problems have been encountered in conducting the performance appraisal and what corrective measures had taken?
6. What arrangements have been done in conducting the performance appraisal?

1.3. Objectives of the Study

The central purpose of this study is to investigate the TPA system of the colleges of the MoND. With this in view, the study proceeds to assess the implementation, strengths and weaknesses of the TPA system as well as the perception of teachers towards the system and the appraisers by considering the following specific objectives.

- To find out the appropriateness of the appraisal criteria and the extent of involvement of teachers in the design of the TPA criteria.
- To discover the appropriateness of the process of TPA system employed in the colleges.

- To investigate the objectivity and competence of the appraisers to carry out the TPA process.
- To examine the performance feedback communication system of the colleges.
- To find out if there is any corrective action taken based on the performance result.

1.4. Significance of the Study

Human resource is the vital and more important among other organizational resources. All other resources are used and transformed by employees in an organization. In the same way, teachers in a college are the primary resources in the teaching learning process to bring about the desired behavior on the learners. To achieve the desired outcomes, college teachers' performance should be evaluated periodically in order to enable them in line with the education system by providing them performance feed backs as well as adequate support.

Hence, along this line, the study is believed to be significant to contribute in the following ways:

- To the overall improvement of the TPA management at the MoND.
- It could provide information for college deans to reconsider or revise the currently used TPA system and take necessary remedial actions.
- It is assumed that the result of this study could help college's teachers increase their involvement in the TPA system; and thereby to enhance their performance.
- It could serve as a spring board for those interested researchers who want to study the problem in wider scope and depth, and could also serve as a document for future use.
- It also serves in providing clues to policy makers on factors hindering the proper implementation of the TPA program so as to improve and modify the implementation and practices of the evaluation system.

1.5. Limitation of the study

The researcher has faced with some problems during the study. Some of them were shortage of time and finance, delay in returning the questionnaires, and failure to provide the required information in some questionnaires.

1.6. Delimitation of the Study

This study is delimited to the assessment of TPA in the colleges of MoND, TMD. In one of the main departments in the Ministry of National Defense, Training Main Department, there are seven (7) colleges which are located: one college in Awash, two colleges in Addis Ababa Area, and the rest four are settled in Mekelle.

The investigator confined his study to the issues related to the TPA system, the competence of appraisers, the degree of communication in providing feedback and actions taken according to the performance result. The result-oriented teachers' performance appraisal and other issues related to it are not involved in the study. In addition, although the study is more valid and reliable if all colleges are considered under the study; but, because of budget and time constraint, the study will be delimited to only four selected colleges in MoND, TMD.

1.7. Definition of Operational Terms

The following definitions were used for terms in the thesis.

Performance Appraisal: The process of evaluating how well employees do their jobs compared to a set of standards and the communication of that information to the employees (Mathis and Jackson, 1997).

Appraiser: refers to the superior, subordinate, or peer that appraise that evaluate an employee's performance.

Appraisee: refers to an individual employee whose performance is subject to appraisal.

Performance .Result: The actual condition of performance level for each measure (Ibid).

1.8. Organization of the Paper

The research paper consist four chapters. The first chapter contains introductory part; which introduces the background of the study, statement of the problem, objective of the study, scope and limitation, and definition of terms. The second chapter focuses on the review of literature, which is relevant to the topic under investigation. Chapter three also deals with research design & methodology. Chapter four deals with the data presentation, analysis and interpretation; and the last chapter, chapter five, deal with summary of findings, conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Meaning and Definition of Performance Appraisal

An Organization's goals can be achieved only when people put in their best efforts. How to ascertain whether an employee has shown his or her best performance on a given job? The answer is performance appraisal. Employee assessment is one of the fundamental jobs of HRM, but not an easy one though (Aswathappa, 2001).

In simple terms, performance appraisal may be understood as the assessment of an individual's performance in a systematic way, the performance being measured against such factors as Job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, Judgment, versatility, health, and the like. Assessment should not be confined to past performance alone. Potentials of the employee for future performance must also be assessed (Aswathappa, 2001).

According to Jones, G. and George, J. (2006: 431), "Performance appraisal is the evaluation of employee's job performance and contributions to the organization". It helps to identify measure and manage human resources in institutions. In addition, it helps in evaluating how a worker succeeds his present job and this is important for estimating how well he or she will perform in the future.

A formal definition of performance appraisal is: It is the systematic evaluation of the individual with respect to his or her performance on the Job and his or her potential for development (Dale, 1980).

A more comprehensive definition is:

Performance appraisal is a formal, structural system of measuring and evaluating an employee's Job related behavior and outcomes to discover how and why the employee is presently performing on the Job and how the employee can perform more effectively in the future so that the employee, organization and society all benefit (Randall, 1981).

The second definition includes employee's behavior as part of the assessment. Behavior can be active or passive: do something or do nothing. Either way, behavior affects job results. The other terms used for performance appraisal are: performance rating, employee assessment, employee performance review, personnel appraisal, performance evaluation, employee evaluation and, perhaps, the oldest of the terms used, merit rating. In a formal sense, employee assessment is as old as the concept of management, and, in an informal sense, it is probably as old as man kind (Milton, 1990).

2.2 Characteristics of Effective Performance Appraisal Systems

Reports show that effective performance appraisal systems help to create a motivated and committed workforce. To be effective they require the support of top management to show their commitment and to translate organizational goals and objectives into personalized employee specific objectives. Explains a framework for the implementation of performance appraisal and in particular the need for appropriate training for supervisors, raters and employees, a system for the frequent review of performance, accurate record keeping, a clearly defined measurement system, and a multiple rater group to perform the appraisal.

Developing an appraisal system that accurately reflects employee performance is a difficult task. Performance appraisal systems are not generic or easily passed from one company to another; their design and

administration must be tailor-made to match employee and organizational characteristics and qualities (Henderson, 1984, p. 59).

Performance appraisals are most commonly undertaken to let an employee know how his/her performance compares with the supervisor's expectations and to identify areas that require training or development. Employees have a legitimate need to know how their performance is viewed. At a basic level, without adequate communication between the employee and the supervisor, undesirable work habits may be formed or good work habits may be modified. Lack of such communication may be viewed by the employee as approval of their current work habits and performance. The supervisor also has a legitimate reason to conduct performance appraisals. Unsatisfactory performance needs to be conveyed in order to arrange for improvement. Indeed, if performance is satisfactory the supervisor wants to promote continued satisfactory performance. In either case, it helps to have a systematic framework to ensure that performance appraisal is "fair" and consistent (Goff & Longenecker, 1990).

2.2.1 Organizational and Employee Objectives

One of the first steps in developing an effective performance evaluation system is to determine the organization's objectives. These are then translated into departmental and then individual position objectives – working with employees to agree their personal performance targets. This allows the employee to know "up front" the standards by which his/her performance will be evaluated. This process involves clarifying the job role, job description and responsibilities: explaining how the role and responsibilities contribute to wider goals, why individual and team performance is important and just what is expected within the current planning period. Objectives developed in this way should be reactive of the organizational goals and provide linkages between employee and organizational performance. Within a given department some (and in some

cases, many) objectives will be shared within a team or standardized across a number of similar employees. However, it is important to ensure that, where necessary, an individual focus is maintained: within any group of employees performing the same job function there may be wide gaps in experience and technical knowledge. In order to keep each individual employee motivated and committed to performing at his/her best, some objectives need to be customized to allow for continued growth. A significant portion of an employee's performance should be based on these jointly (supervisor and employee) developed objectives. It is important that the process ensures that employees understand how their personal job performance contributes to the overall performance of the company. This direct linkage helps to create team working and shared responsibility. Team effort stems from shared objectives reflecting organizational goals and clarification and understanding of the roles and responsibilities of each member (Kellogg, 1975, p. 22). Within such a framework, performance appraisal has higher acceptability. Although (at least some of the) performance objectives should be individual and agreed between employee and supervisor, this does not mean that they should be easy to attain. All objectives, while being attainable, should challenge the employee to extend him/herself to exceptional levels.

2.2.2 Training

A major aspect of developing an effective performance system is training for those individuals involved as raters. This training should start with a focus on providing the manager with a systematic approach to the practice of effective people management (Goff & Longenecker, 1990). This training need to focus on the process of managing, motivating and evaluating employee performance: performance appraisal is only a part of this overall process and it is important that managers see it within its wider context and not as a simple "quick fix" solution. Thus training should begin those levels of management that will be involved in administering the program and providing training for lower levels of supervision. Once these senior managers have

"bought into" the system, training is needed for junior managers and supervisors. This specific training should include at least the following: supervision skills; coaching and counseling; conflict resolution; setting performance standards; linking the system to pay (assuming this is an aim of the appraisal system); and providing employee feedback (Evans, 1991).

Once an individual rater has been through the necessary training, periodic refresher courses will be required to help the rater maintain necessary skills in performance assessment. Raters involved in the appraisal process should also be evaluated on how they conduct performance appraisals. This will help to make sure that evaluations are performed in a similar and consistent manner throughout the organization.

Since we are asking employees to contribute to the process (by being involved in the setting of personal objectives – and obviously in the review process), some training is required for all employees. This training should include how to set objectives, how to keep accurate records, and how to communicate all aspects of performance (Evans, 1991).

2.2.3 Frequency of Appraisal

Employee reviews should be performed on a frequent and ongoing basis. The actual time period may vary in different organizations and with different aims but a typical frequency would be bi-monthly or quarterly. By conducting reviews frequently two situations are eliminated:

- (1) Selective memory by the supervisor or the employee; and
- (2) Surprises at an annual review. People generally tend to remember what happened within the last month or high profile situations (good or bad). Frequent reviews help eliminate the effects of this, generally unconscious, selective memory.

Eliminating surprises in the appraisal process is also important. Both the supervisor and employee need to know that there is a performance problem

prior to any major annual review. The longer a problem is allowed to continue, the more difficult it is to take corrective action. Frequent performance appraisals should eliminate the surprise element and help to modify performance prior to any annual review.

Of course, if there is a good relationship between supervisor and employee, informal reviews of an employee's performance may be undertaken almost continually. Poor performance should not go unchallenged just because the quarterly review is not due for two months. Frequent reviews also allow for clarification and revision of objectives. This leads to better informed employees who are better equipped to perform their job satisfactorily. In addition frequent reviews give supervisors more opportunity to assure that progress is being made in developmental objectives (Sahl, 1990). Job demands can frequently prevent employees from achieving specified objectives. In this case the supervisor must either re-assign work to allow the completion of this objective or modify the objective to reflect the changing conditions of the job.

2.2.4 Maintaining Records

Another key to ensuring the effective use of a performance appraisal scheme is keeping and maintaining accurate records of employee's performance. Carefully maintained, they establish patterns in an employee's behavior that may be difficult to spot by typical incident-by-incident supervision (Crane, 1991). Careful review of the records helps avoid the selective memory mentioned earlier and helps plot appropriate actions. Of course, well-maintained records are essential if the need arises to discipline, demote or dismiss an employee. It is particularly helpful if employees are themselves responsible for part of the process of record-keeping; this helps reinforce the fact that a major part of the process is devoted to employee development – and that employees have a responsibility for their own development. Such an approach to dual documentation also helps in the elimination of surprises.

2.2.5 Measurement System

The actual measurement or grading system used to rate employee's performance needs to be designed carefully. A performance appraisal system which ranks employees according to a numerical rating tends to lead to a great deal of average performers. For example, if a 1-5 scale is used, five being best, a majority of employees will be rated a three. While this may be reflective of their actual performance, few people take gratification in being called average. Another problem arises when it is made extremely difficult to perform at a level greater than a three or average. A company in this situation tends to breed mediocre performance even from its outstanding performers. A possible solution to the average rating problem is to have an even scale, for example 1-4 (forcing raters to come down on one side of the central point) or not to have numeric ratings at all. In developing a rating system, a clear definition of each level of performance must be provided and disseminated to all employees. Employees and all supervisors must clearly believe that a rating higher than average is achievable and attainable. Of course, they should also clearly believe that ratings lower than average is achievable and will be given if appropriate. This again will help the employees to clearly understand that the measurement system is accurately reflecting the true level of performance for every employee (Goff & Longenecker, 1990).

2.2.6 Conducting the Performance Appraisal

In many systems, the front-line supervisor is responsible for conducting the performance review. However, a multiple rater system should be considered. Multiple rater systems provide a form of 'triangulation' that results in ratings in which employees and managers have greater confidence. It may also be necessary to restrict the number of employees rated by any one individual especially in today's new, flatter organization in which spans of supervision may be 60 people or more (Edwards, 1990). With large spans of control, several supervisors may work with an individual employee. The input from all supervisors about the employee's performance is required to complete a

thorough performance review. Multiple rater systems can be computerized to allow statistical analysis to identify bias. This can be particularly important where an organization is keen to avoid real or perceived bias with respect to race, gender or age. Another advantage of multiple rating systems is that they can shift the supervisor's role from that of judge to performance coach. An individual supervisor will no longer be responsible for a single employee's review from the supervisor and allows him/her to focus on coaching and developing the employee. Some multiple rater systems go as far as involving the use of subordinates in the evaluation process. This is especially effective in a work environment which is self-governing. Subordinate evaluations have generally shown to be more accurate than supervisors in truly reflecting employee performance. This system of evaluation allows employees to participate in the decisions that affect them directly (Sahl, 1990).

As part of the overall process, employee self-appraisals should be encouraged (Goff & Longenecker, 1990). This helps the employee to be less defensive and passive in the appraisal review. Self-appraisals can lead to self-improvement. The employee's self-appraisal can also be helpful for the supervisor in opening a communication link and allowing for comparison of performance results. Self-appraisal gives the supervisor helpful insight as to how the employee views his/her performance. Generally speaking people will be at least as tough on themselves as the formal rater. A proper process of employee and supervisor (or multiple rater) review can help employees agree on areas for development and how the organization can help (Gates, 1991).

2.2.7 Pay for performance

Many performance appraisal systems attempt to relate pay to performance. However, this link is often unsatisfactorily established and even less often maintained to the satisfaction of employees and supervisor/organization (Guinn & Corona, 1991).

When pay is not directly related to performance, it is possible that employees will discount the appraisal process. In order for an appraisal system to be truly effective in a pay for performance environment, adjustments to pay should come as close in time as possible to the conducted performance review. The preferable length would relate review to the next full pay check or at the most the beginning of the next month. This immediate effect helps motivate and commit the employee to the appraisal process. It also allows the employee to distinguish clearly how successful or unsuccessful completion of objectives affects them directly (Guinn & Corona, 1991).

2.2.8 Legal Issues

While the basic intent of developing an effective performance appraisal system is to make a company more productive, profitable and to let employees know their level of performance, there are also legal reasons for developing an effective performance appraisal system. Failure to conduct appraisal "properly" (failing to maintain adequate records, for example) may result in employees (or their trades unions) taking legal action. Where an employee hand-book makes reference to performance appraisal or review, they must be carried out to acceptable levels of details. If an employer states annual performance reviews will be conducted and then fails to do so, the employer could find him/herself liable for breach of an implied promise. Employers must ensure, therefore, that they adhere to their commitments to conduct such reviews. (Nobile, 1991) It is extremely important that all strengths and weakness be clearly documented in the performance review and follow up action on unsatisfactory performance pursued. This is especially important in the case of termination of an unsatisfactory employee.

2.3 Evaluation of Teaching Performance

There are many comprehensive systems for the evaluation of teaching performance and guidelines for the development of such systems; each includes a substantial component devoted to evaluating teaching performance

(Arreola, 2000; Cashin, 1996; Centra, 1993; Seldin, 1999; Theall and Franklin, 1990). Multiple sources and types of data should be used to evaluate teaching. The most common sources of data are students, peers, and teachers themselves (Centra, 1993); (Paulsen & Feldman, 1995); (Theall & Franklin, 1990).

2.3.1 Student Ratings

Student evaluations of teaching performance have been used since the 1920s, yet their validity, the techniques used to administer them, and the purposes for which they are used remain controversial (Marsh, 1987); (Spencer & Flyr, 1992); (Wachtel, 1998). In the early years, individual instructors usually made the decision whether or not to use student evaluations, designed their own evaluation instruments, and were the only ones who saw the results. During the 1970s, however, many universities began requiring student evaluations, standardizing evaluation instruments, and scoring the evaluation results for performance appraisal purposes (Centra, 1993). Student feedback is now a component in the formal faculty performance appraisal systems of most universities (Adams, 1997); (Lersch & Greek, 2001); (Trout, 2000).

Faculty opinions on the use of student evaluations range widely, but a considerable proportion of researchers conclude that the evaluations provide a valid and reliable method for judging teaching effectiveness (Centra, 1993); (Koon & Murray, 1995); (Marsh & Dunkin, 1997); (Seldin, 1993). Further, (Marsh, 1997) asserts that student evaluations are the only indicator of teaching effectiveness whose validity has been rigorously and thoroughly established.

Despite the research that supports the validity of student evaluations, many individuals express reservations about their use in faculty performance appraisal systems (Adams, 1997); (Goldman, 1993); (Tata, 1999); (Zoller,

1992). A common concern is the possibility that factors other than teaching effectiveness influence the evaluation scores. These include the procedures used to administer the evaluations (Seldin, 1993) the anonymity of the evaluators (Blunt, 1991); (Feldman, 1997), whether the course is required or elective (Scherr & Scierr, 1990), the class meeting time (Centra, 1993) whether or not the course requires quantitative reasoning (Cashin, 1992) the course workload (Ryan, Anderson, & Birchler, 1990) the personal characteristics of the instructor (Marsh & Dunkin, 1992); (Radmacher & Martin, 2001), and the students' prior interest in the course subject area (Parve & Baril, 1993).

There is evidence that a positive correlation exists between a student's anticipated course grade and the student's overall evaluation of the instructor. Lersch & Greek, (2001), conclude that instructors with lenient grading standards receive higher overall ratings, and Chacko (1983) suggests that strict grading standards also lead students to rank the instructor lower on evaluation components (such as self-reliance and attitude toward students) that are unrelated to judgments about grading fairness.

Relatively little research has been conducted on student reactions to the evaluation process and their potential effect on the assigned ratings. (Abbott et al., 1990) observe that students often complain about the frequency with which they are asked to complete evaluation forms, a phenomenon noted earlier by Brandenburg et al. (1979), who also questioned whether students take the evaluations seriously. (Marlin, 1987) states that students tend to view the evaluations as a chance to "let off steam" and Jacobs (1987) reports that 40 percent of her student respondents said they were aware of other students plotting to "get back at" an instructor by collectively assigning low ratings. (Trout, 2000) provides anecdotal evidence of students rewarding easy-grading instructors with high evaluation scores and notes the devastating effect that even a few disengaged students can have on

quantitative evaluation scores simply by giving an instructor the lowest possible scores on all evaluated dimensions.

In addition to validity and reliability issues, some researchers question the importance assigned to student evaluations in faculty performance appraisal systems. Although (Rice, Stewart, & Hujber, 2000) accept student evaluations as a valuable tool for assessing and improving classroom teaching, they argue that these evaluations do not capture information about long-term instructor and course effectiveness. With (Adams, 1997) and (Ruben 1997), they conclude that any assessment of teaching effectiveness should rely on multiple perspectives collected from various university stakeholders.

Finally, student ratings tend to be higher in relation to the following administrative factors: when the instructor is present, when students know the purpose is for personnel decisions, and when forms are not anonymous (Centra, 1993). These issues can be controlled by using standardized instructions to students regarding the purposes of the ratings, asking students not to sign their names, and requiring instructors to leave the classroom while forms are completed (Cashin 1995, 1999).

The results of several studies provide a general consensus about some apparent dimensions of teaching effectiveness. (Feldman, 1997; Marsh & Dunkin, 1997; Solomon et al., 1994) These include the teacher's (1) knowledge of the subject matter, (2) preparation and organization of the course, (3) sensitivity to and concern for students, (4) fairness in grading, (5) helpfulness, (7) elocutionary skills, and (8) class management, as well as (9) the effectiveness of instructional aids (textbook, etc.), and (10) the clarity of course objectives.

2.3.2 Peer Review of Teaching

Although many experts agree that students are qualified to assess many aspects of classroom teaching (for example, clarity of presentation,

interpersonal rapport with students, concern for students progress), they also assert that for some aspects of teaching (mastery of content, course goals, course organization and materials), only peers have the substantive expertise required for meaningful evaluation (Cashin, 1992); (Chism, 1999); (Hutchings, 1999). In short, peer review brings content-based contextuality to evaluation of teaching.

Proponents of peer review of teaching acknowledge a set of key issues and concerns, including privacy of the reviewed, needs of the reviewer, and reliability and validity of the ratings. What goes on in the classroom has traditionally been between teachers and their students, not between teachers and their peers. Peer review challenges norms of privacy by opening doors to classrooms and making teaching a public act (Chism, 1999); (Hutchings, 1999). Ending "pedagogical solitude" may be uncomfortable for many Instructors (Shulman, 1993). Yet faculty are sharing many stories of successful experiments with peer collaboration and peer review (Hutchings, 1999); (Langsam & Dubois, 1996); (Nordstrom, 1995). These changes bring increasing opportunities for new faculty to be mentored in ways that socialize them to peer collaboration and review (Hutchings and Shulman, 1999), and they may promote a culture of collaboration and community surrounding teaching (Cavanagh, 1996); (Hutchings, 1999).

Reviewers' concerns must also be considered (Cavanagh, 1996); (Chism, 1999); (Hutchings, 1999); (Seldin, 1993). Without careful planning, peer reviewers could be placed in awkward situations when asked to judge a colleague, wrestle with issues of confidentiality, risk lack of anonymity, assess the strengths or weaknesses of a senior colleague, worry about potential ambiguous legal issues, and devote time and energy to matters that they may not perceive to be part of their job (Centra, 1993); (Chism, 1999); (Hutchings, 1999).

The reliability and validity of peer ratings of teaching are not as well established as they are for student ratings. Classroom observations of teaching have been used in a growing number of institutions (Seldin, 1993).

Research has indicated that, in the absence of either sound training or adequate numbers of observers, peer ratings based *solely* on classroom observation are not generally reliable (Centra, 1993). Questions of validity arise about whether the presence of an obtrusive observer might alter classroom behavior (Cohen & McKeachie, 1980). But there is general consensus that training in the observation of classroom teaching and that increasing the number of observers and the number of visits they make to each class would, in combination, increase the reliability of peer classroom observation to acceptable levels (Centra, 1993); (Chism, 1999); (DeZure, 1999). Departments using peer observation to evaluate classroom teaching should follow sound procedures in selecting and training observers; identifying the number of observers and number and length of classroom visits; collecting data to use in assessing the reliability and validity of observers and observations; establishing guidelines, criteria, and standards for observation; developing forms and methods for making observations; and preparing the report of the observations (Chism, 1999); (DeZure, 1999).

What are peer reviewers best qualified to evaluate? Peer review should be used to provide data on aspects of teaching effectiveness for which faculty peers are the best available source of information (Arreola, 2000); (French-Lazovik, 1981), including expertise in the subject matter and discipline-specific aspects of instructional design and pedagogy (Arreola, 2000); (Chism, 1999); (Shulman, 1993). Five areas appropriate for peer review are subject matter mastery, curriculum development, course design, delivery of instruction, and assessment of instruction. (Cashin, 1992) Only peers can evaluate the first three, whereas both peers and students can evaluate the last two.

Several steps can enhance the reliability and validity of peer ratings of teaching portfolios in summative evaluation (Centra, 1993) (Root, 1987). First, portfolios should include a broad range of work samples and related information to document various aspects of teaching performance.

Second, peer reviewers should receive training that includes opportunities to discuss methods, criteria, and standards for assessment using portfolios that have previously been rated high or low. Third, peers' objectivity as reviewers will be enhanced if they are not being currently evaluated and if they are selected by the unit head, randomly selected, or elected to a peer committee on teaching. Fourth, a minimum of three and a maximum of six peer reviewers should be used.

Reliability of peer ratings of portfolios would also be enhanced if a set of mandated items were included in every portfolio. Seldin (1993) recommends the following items: a reflective statement about the instructor's teaching approach, three years' of summaries of student ratings, three years' of syllabi for all courses taught, innovative course materials, and evidence of activities to improve one's teaching. Chism's sourcebook on peer review provides other models and detailed guidance (Chism, 1999).

2.3.3 Self-Evaluation or Report

Although self-evaluations by teachers lack the validity and objectivity necessary for summative evaluation (Centra, 1993), support is growing for the use of teaching portfolios with data supplied by the instructor (Arreola, 2000); (Centra, 1993); (Chism, 1999); (Seldin, 1993). "Course syllabi and exams" and "self-evaluation or report" were among the fastest-growing sources of data used in evaluating teaching performance (Seldin, 1993). The expanding use of these data sources is consistent with the increase in the use of peer review of portfolios to evaluate faculty teaching performance.

2.3.4. Immediate Supervisor Evaluation

Determining who will appraise employee is critical in designing the appraisal program. It is conceded that appraisal by the immediate supervisor is necessary and the most effective method. Supervisor is a common alternative for appraising job performance. Moreover, since the supervisor is in a better position, he can link effective performance with rewards such as pay and promotion.

2.4. PURPOSES AND USES OF EVALUATION DATA

Evidence on teaching effectiveness can be collected for two uses—formative and summative (Centra, 1993; Marsh and Dunkin, 1997; Paulsen and Feldman, 1995; Theall and Franklin, 1990).

The purpose of formative evaluation is to provide informative feedback to assist faculty in improving the effectiveness of their teaching. The purpose of summative evaluation is to provide information to assist department chairs, faculty committees, and deans in making personnel decisions related to hiring, renewing or terminating faculty, awarding tenure, promotion, and merit pay increases.

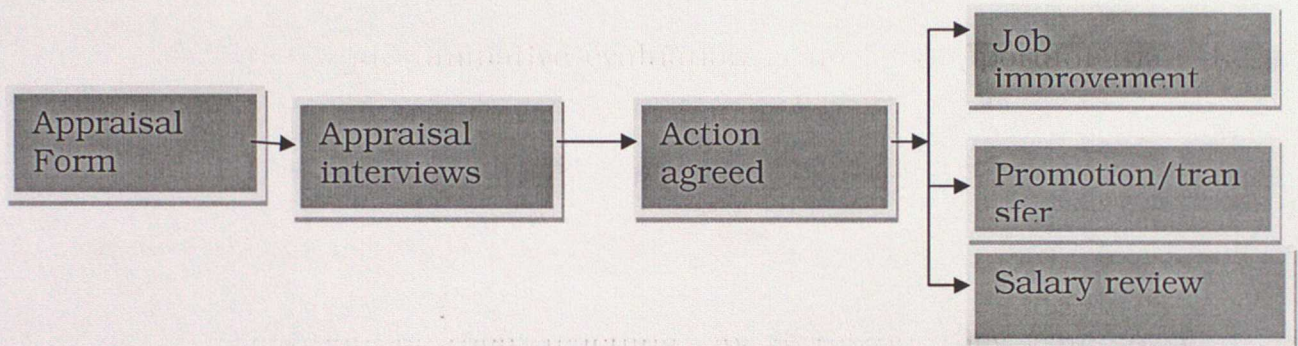
To address these different purposes effectively, different types of information may be needed from the evaluation system (Cashin, 1999; Theall and Franklin, 1990).

For developmental purposes, the evaluation system should generate regularly collected and detailed diagnostic data that can be confidentially provided to individual teachers to help them identify strengths and weaknesses in their teaching behavior, establish priorities, and plan strategies for teaching improvement. Detailed diagnostic data may not be essential or appropriate for summative purposes. Instead, evaluation may be based on summary data from multiple sources of a teacher's overall teaching performance in more than one course over an extended period of time. However, the relationship

between formative and summative evaluation is no less important than the distinction between them. If evaluation data and procedures are used for formative (developmental) purposes prior to being used for summative purposes (judgment), faculty have opportunities to become more familiar with the nature of the data, methods, and criteria that will be for subsequent summative evaluation of their teaching. As a result, they can strive to improve their performance before it is formally assessed. (Centra, 1993); (Hutchings, 1999) makes a strong argument for bridging the summative-formative distinction.

2.5. PROCESS OF PERFORMANCE APPRAISAL

According to Cole G.A, at its simplest form, the appraisal process can be depicted as follows:



Rao P, Subba and Rao VSB (1999:224) described performance appraisal as a nine-step process.

1. Establish performance standards based on objectives.
2. Inform the standards to employees including appraisers.
3. Measurement of employee performance through observation. interview, records and reports.
4. Find out the influence of various internal and external factors on actual performance.

5. The influence of these factors may be inducing or hindering the employee performance. The measured performance may be adjusted according to the influence of external factors. The performance derived at this stage may be taken as actual performance.
6. Comparing the actual performance with that of the other employees and previous performance of the employee and others.
7. Comparing the actual performance with the standards and finding out the deviations.
8. Communicating the actual performance to the employee and discuss together,
9. Suggesting necessary changes in standards jobs analysis, internal and external environment,
10. Follow up of performance appraisal report.
11. This last stage includes guiding, counseling, coaching, and directing the employee or making arrangements for training and development of the employee in order to ensure improved performance. If the actual performance is very poor and beyond the scope of improvement, it may be necessary to take steps for demotion or retrenchment or any other suitable measure.

Whatever model organizations prefer to adopt in appraising employee performance, they cannot escape from subsequent three basic steps:

1. Defining the job- making sure that you and your subordinate agree on his/her duties and job standards:
2. Appraising performance – comparing your subordinate's actual performance to the standards set and

3. Providing feedback-One or more sessions to exchange results or the appraisal with the appraisee in order to improve weaknesses in the future.

2.6. PURPOSES OF PERFORMANCE APPRAISAL

Performance can be appraised against some set standards. According to Mc Gregor cited in Chandan J S (1987:194), the formal performance appraisal plans are designed to meet three needs/purposes, **one** of the organization and the other **two** of the individual. These are:

- 1.They provide systematic judgments to back up promotion transfers, salary increments etc.
- 2.They let the subordinates know where he/she stands and whether any changes are required in his/her behavior, attitudes, skill or job knowledge.
- 3.They are used as a base for coaching and counseling of the subordinates.

A sound performance appraisal system can be useful in: Improving employees' job performance by pinpointing the areas or aspects that need improvement, Encouraging employees to express their views or to seek clarification on job duties, serving as a predictor for future responsibilities, serving as a key input for administering a formal organizational reward and punishment system, Preventing grievances. Since the employees will know where they stand relative to their achievements, increasing the individual analytical ability of the supervisors, since they will be directly involved in making judgments about their worker's performance level.

Another author by the name Jones and et al. (2006) expressed purpose of performance appraisal in a condensed form as follow as:

- A.Employee performance: appraisals are an aid to creating and maintaining a satisfactory level of performance from employees on their present job.

- B. Employee development: the appraisal may highlight needs and opportunities for growth and development of the person.
- C. Supervisory understanding: a formal and periodic appraisal encourages supervisors to observe the behavior of their subordinates. Encouraged by the proper top management attitude, they can be motivated to take an interest in each person and to help him.
- D. Guide to job changes: an appraisal aids decision making for promotions transfers, layoffs, and discharges. it should give due consideration to the needs of both the organization and the individual.
- E. Wage and salary treatment: many organizations relate the size and frequency of pay increases to the rating assigned to the employee in the performance appraisal.
- F. Validate personnel programs: the accuracy of predictions made in the employee selection process is often determined by comparing or correlating performance ratings with test scores, interviewers' evaluations.

In addition, performance appraisal helps educational researches to carry out research in the most crucial areas in order to provide solutions to educational problems.

2.7. PERFORMANCE APPRAISAL METHODS

There are a number of performance appraisal methods available and care must be taken to choose a method which is most suitable and objective for a given candidate for appraisal. Some of these methods are more suitable for blue collar workers, others for white collar workers and still others for executives. Besides, the raters/appraisers must be competent in administering the tests and techniques.

The rating methods can be classified into two distinct categories .One is the traditional/conventional methods while the other is the modern method Rao(1990:225).

2.7.1.Traditional Methods

1. Graphic/Linear/Simple Rating scale: Compare individual performance to an absolute standard. Most commonly the rater is supplied with printed form to fill qualities and characteristics to be rated. This is the oldest and widely used technique. It contains quality and quantity of work, job knowledge, cooperativeness, dependability, initiative, industriousness, and attitude. Rating scales are two types, viz, continuous (i.e 0, 1, 2, 3, 4, 5) and discontinuous (i.e. appraiser assigns points to each degree. the points given by the rater to each character are added up and to find out the overall performance.

The rating scale is more popular because of its simplicity which permits many employees to be quickly evaluated. Such scales have relatively low design cost and high ease of administration. Besides, they can easily pinpoint significant dimension of the job. On the other hand, the scale is highly subjective and less reliable.

A. Employee comparison:

1. Ranking:

a) Straight Ranking Method: the ranking method requires the rater who is usually the supervisor, to rank his subordinates on an overall basis according to their job performance and value to the organization. In this case, the rater first finds the employee with the highest performance and the employee with the lowest performance in the particular job category and rates the former the best and the latter as the poorest. Then the rater selects the next highest and the next lowest and so on until he/she rates all the employees in the group.

Ranking can be relatively easy and inexpensive, but its reliability and validity may be open to doubt. One important limitation of this method is that the size of the difference between individuals is not well defined.

b) Paired comparison Ranking: By this technique each employee is compared with all other persons in a group one at a time. For example, in a group of four people. A,B,C,D,

A is compared with B, C and D

B is compared with C and D

C is compared with D resulting in six Comparisons and decisions.

$$\text{Number of comparisons} = N(N-1)/2$$

$$\text{For the above example} = 4(4-1)/2$$

$$=4(1.5)$$

$$=6$$

The results of these comparisons are tabulated and a rank is assigned to each individual (Chandan1987:200).

2. Forced distribution: it requires the rater to distribute his/her ratings in a pattern to conform to a normal frequency distribution. The supervisor must allocate 10 per cent of his employees to the top end of the scale, 20 per cent in the next highest category, 40 percent in the middle bracket. 20 percent in the next lower category, and 10 percent in the bottom grouping. It was developed to prevent the raters from rating too high or too low. Like ranking this method eliminates central tendency and leniency biases.

However, in this method employees are placed in certain ranked categories but not ranked within the categories. Quite often work groups do not reflect a normal distribution of excellent, average and poor performances. If one department has all outstanding employees, the supervisor would find it extremely difficult to decide who should be placed in lower categories.

Difficulties can also arise when the rater must explain to the employee why he was placed on one grouping and the others were placed in higher groupings.

3. The Factor comparison Method: In this method certain key factors are selected, such as leadership, hard work, dependability etc. and each factor is ranked on a scale according to its importance to the job based on the ranks these individual characteristics a "key man" is created. Then each worker to be rated is compared with the key man factor by factor and a ranking of the worker is established relative to the "key man" Chandan (19987:200).

Check list: It is a simple rating technique in which the supervisor is given a list of statements or words and asked to check statements representing the characteristics and performance of each employee. There are three types of checklist methods.

a. Simple check list: the checklist consists of large number of statements concerning an employee behavior. The raters check to indicate if the behavior of an employee is positive or negative to each statement. Employee performance is rated based on the basis of the positive checks. A difficulty often arises because the statements may appear to be virtually identical in describing the employee and statements may have different meaning to different raters.

b. Weighted check list: it consists of a large number of statements that describe various types and levels of behavior for a particular job or family of jobs. Every statement has a weight or scale value attached to it. When rating an employee, the supervisor checks all those statements which most closely describe the behavior of the individual. The rating sheet is then scored by averaging the weights of all the descriptive statements checked by the rater.

Often the weights are not given to the supervisors who complete the appraisal process, but completed by someone else as the member of the personnel unit.

B. Forced-choice: the rating form which must be constructed specifically for a general type or group of jobs consists of a large number of tetrads, or groups of four statements each. For each tetrad the rater must check the one statement that is most descriptive of the performance of the person and the statement that is least descriptive. The tetrads are so designed that each contains two statements that appear favorable and two that appear unfavorable. The actual value or weighting of the statements is kept secret from the supervisors in order to prevent deliberate bias, especially the tendency to assign all high or low ratings the items are designed to eliminate effective from ineffective workers as well as reflect valuable personal qualities.

4. Critical incident: The performance rated may not reflect real and over all performance as the rater would be serious about appraisal just two or three weeks before the appraisal. Hence, a continuous appraisal method: the critical incidents method has been developed. This method requires every supervisor to adopt a practice of nonstop recording in a note-book all of those significant incidents in each employee's behavior that indicate effective or successful action and those that are indicative of ineffective or poor behavior. The supervisor rates the performance of his subordinates on the basis of notes taken by him/her.

5. Field review: The field review method is generally a review process where a member of the personnel department or, a group from the central management meets the line supervisors or raters in small groups and goes over each employee rating with them to ensure that any bias that may have been introduced when rating the employee is eliminated and that all raters understand the standards fairly and uniformly. The technique is fairer and also it permits the central staff to rate the rater as far as fairness or prejudice is concerned.

6. Free form essay: the free-form essay evaluation does not use scales, check lists, or any other devices. It simply requires the supervisors or other rater to write down his impressions of the individual on a sheet of paper. However, as essays are not amenable for evaluation and analysis, the many essays describing employees' performance can not be tied to merit increases or promotion possibilities because there is no common standard. Besides, the quality of the ratings depends, not actually on employee performance. But on the writing ability of the rater and can completely distort the reality on the ground.

7. Group appraisal: under this method, an employee is appraised by a group of appraiser. This group consists of the immediate supervisor of the employee, other supervisors who have close contact with the employee's work, manager or head of the department and consultants. The immediate supervisor enlightens other members, about the job characters, demands, standards of performance etc. Then, the group appraises the performance with standards, finds out the deviations, discusses the reasons there fore, suggests ways for improvement of performance, prepare action plan, studies the need for change in the job analysis and standards and recommends change if necessary.

2.7.2. Modern Methods

1. Management By Objective (MBO): although the concept of MBO was advanced by Peter F. Drucker way back in 1954, it was described only recently as the 'larger rage' in performance appraisal Mejia Gomez (1995:265). Refinements brought out by George Odiorne, Valentine, Humble and others have enriched the concept and made it more acceptable all over the globe as an appraisal technique. Among organizations which adopted MBO in their work settings in the last decades, some of them reported excellent results, others disappointments, and many in decision.

As it briefly stated by Rao (1990:241) MBO is a process where by the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of results expected if gun/her and use these measures of guides for operating the unit and assessing the contribution of its members.' Thus, MBO focuses attention on participative set goals that are tangible, verifiable and measurable. The emphasis is on what must be accomplished rather than how it is to be accomplished.

Generally, the MBO process is undertaken along the following lines Mejia Gomez (1995:266): The subordinate and the superior jointly determine goals to be accomplished during the appraisal period and what percent of performance is necessary for the subordinate to satisfactorily achieve specific goals. The subordinate and the superior up date and alter goals during the appraisal period as necessary due to changes in the business environment. Both superior and subordinate decide if goals were met by the employee and discuss if not, why not. Taken into consideration is the reason(s) for deviation from expected performance such as a strike, lock- out, market change, or labor dispute. New goals and performance objectives are determined by the superior for the next period based on performance levels.

In traditional approaches to performance appraisal, personal traits of employees are often used as criteria for appraising performance. The evaluators generally assume the role of the judge drawing distinctions between good and bad performance. With MBO the focus of the appraisal process shifts from the employee's personal attributes to job performance. The supervisor now plays a supportive role. He/she tries, on day- to-day basis, to help the employee reach the agreed-upon goals through counseling and coaching. In addition, the employee's role evolves from that of a by stander to that of active participant. In other words, he/she plays a key role in establishing goals with their superiors, setting the standards and

determining the measurement scheme as well as prudently using the given latitude in the means used to achieve their objectives.

At the end of the appraisal period the employee and the supervisor meet for an interview and first review the extent to which the goals have been accomplished and then the actions needed to solve remaining problems in a give – and-take atmosphere.

One of the unique features of the MBO is that goals are set before the appraisal period begins. However, the previously treated methods of appraisal focus on performance that has already taken place. The MBO process gives employees direction before the appraisal period starts. Thus, the MBO process is developmental in that it directs employees to move in desired directions and reach the expected level of achievement Rao (1990:241).

Quite often, while assessing MBO as an appraisal tool, people comment that "MBO is okay in theory but not good in practice" Rao (1990:241). There is an element of truth in this statement because of the subsequent reasons: All leaders' styles may not be compatible with the participative culture advocated by MBO; All Jobs do not fit with the philosophy advocated by MBO. An assembly line- worker for instance usually has so little job flexibility that performance standards and objectives are already determined; Not easy to make a comparative assessment of multiple personnel working in an organization as they will have different sets of goals to be checked against the parallel accomplishments.

2. The Behaviorally Anchored Rating Scale (BARS): method of performance appraisal is designed to assess behaviors required to successfully perform a job. The focus of BARS and, to some extent, the graphic rating scale and checklist method is not on performance outcomes but on functional behaviors demonstrated on the job. The assumption is that these functional behaviors will result in effective job performance (Byars,L &

et al 2004:256). In other words this method combines elements the traditional rating scales and critical incident Methods Rao (1990:235).

The method uses individuals who are familiar with particular job to identify its major components. They then rank and validate specific behaviors for each of the components. They then rank and validate specific behaviors for each of the components.

3. Assessment Centers: This method of appraising was first applied in German Army in 1930 (Rao,1990:235 Later businesses and industrial houses started using the method to conduct assessment of different individuals by experts to identify the managerial potential to be considered for promotion. Training or development. Typically, the potential executive candidates from different departments are brought together into a common assessment center for 2-3 days where they are given similar assignments to what they would be expected to handle at the higher positional level if they were promoted. The judgment of these activities is pooled and ranked.

This continuous observation of candidates gives a much better and comprehensive idea about their potential, Chandan J.S (1987:202). The center enables individuals working in low status departments to compete with people from well known departments and enlarge their promotion chances. When such opportunities created in a regular basis, will go a long way improving the morale of promising candidates working less-important positions.

4. Human Resource Accounting: This method deals with cost of and contribution of human resources to the organization. Cost of employees includes cost of man power planning, recruitment, selection, induction, placement, training, development, wages and benefits etc. According to (Rao, 1990:239) employee contribution is the money value of employee service which can be measured by labor productivity or value added by human resources. Thus, cost of human resources may be taken as standard to

measure employees performance in terms of their contribution to the organization.

2.8. Challenges/Problems and Errors/to Effective Appraisal

There are a number of barriers that supervisors confront while exercising performance appraisal. These could be in the area of establishing the scheme, the perception of appraiser and appraisee.

A. Challenges/Errors of the Scheme

Martin (2000:131), listed the following missing key points for successful appraisal schemes: Senior managers are not fully committed to the ideas of appraisals, Lack of pre-appraisal training to supervisors that helps to make fair and objective assessments and to carry out effective appraisal interview, Ambiguity on the job description, goals, traits, poor criteria and cumbersome techniques, Ineffective rating instrument and more forms than substance, Failure to consult with managers, employees, and associations about the design and implementation of appraisals before they are introduced, Absence of regular monitoring of the schemes, Systems are not generic/tailor-made to the specific organization rather passed from other organization/company, and Unable to keep the scheme as simple and straightforward as possible.

B. Challenges/Errors of the Rater/Appraiser

a. Halo error/effect-occurs when a rater allows a single prominent characteristic of an employee to influence his or her judgment on each separate item in the performance appraisal. (Byars, p: 259) It is said that "the first impression is the last impression". In other words, a high rating in one trait leads to automatically to high ratings on all other traits and the reverse is also true. As it is vividly explained by (MejiaGomez, 1995:267) there are two causes of halo error:

A supervisor may make an overall judgment about a worker and then confirm all dimensional ratings to that judgment and/or, a supervisor may make all ratings consistent with the worker's performance level on a dimension that is

important to the superior. One way of minimizing this effect might be appraising all the employees by one trait before going to rate on the basis of another trait.

b. Constant error/Leniency and strictness- The leniency bias crops when some raters have a tendency to be liberal in their rating by assigning higher rates consistently (Rao, 1990:239). Such ratings do not serve any purpose. Equally damaging one is assigning consistently low rates.

c. Recency effect- tendency of a manager to evaluate employees on work performed most recently, usually one or two months prior to evaluation rather than the whole activity (Byars, 1992:259).

d. Central Tendency: tendency of a manager to rate most employees' performance near the middle of the performance scales (Byars, 1992:259). In other words, some managers follow "play safe policy" by avoiding rating employees at both the extremes of the scale. (Rao, 1990:247) the reason behind is answerability to management or lack of knowledge about the job and person he/she is rating or least interest in his job.

e. Personal prejudice/bias: If the rater dislikes any employee or any group, he may rate them at the lower end, which may distort the rating purpose and affect the career of these employees. (Rao, 1990:247)

f. Same-to-me/Similar to me Error: this is favoring the performance of employees who are similar in their behavior to one self/rater (MejiaGomez, 1995:268).

g. Contrast Error: Sequencing of ratings or when the performance of an appraisee taken as referent to rate that of others. In other words, if superior appraised first then average performers will be rated low. On the contrary, if poor performers are appraised first, average performers will be rated high (MejiaGomez, 1995:268).

C. Challenges/Errors of Ratee/Appraisee

Most employees believe that they are doing a good job so that negative appraisal and feedback can be highly morale deteriorating, and as a result it

can cause them to perform worse. In addition, loss of trust and confidence on the appraisers.

1. **Ingratiating Behavior or 'upward influence styles':** refers to Subordinates gain credit for pushing ahead with management plans that are absurdly wrong. In pursuit of aims which are completely pointless. Stifling criticism either of purpose or method with cries of 'commitment and loyalty, Creating unnecessary impression

Three Types of appraisal errors can be:

a) Job-focused ingratiation: Claiming credit for things you have done and not done, Claiming credit for what the group has done. This can be shown by Arriving at work early to look good, and working late to look good

b) Supervisor focused ingratiation: are taking an interest in the supervisor's private life praising the supervisor. Doing favor for the supervisor. Volunteering to help the supervisor. Complementing the supervisor on his/her on appearance and dress and Agreeing with the supervisor idea.

c) Self-focused ingratiation: Presenting self to the supervisor as a polite and friendly person, working hard when results will be seen by the supervisor, letting the supervisor know that you are trying to do a good job.

All these contaminate appraisal ratings and make them less accurate reflections of true worth to the organization. This tends to be bad for staff morale and motivation when staff observe persons whose true performance is poor but are good at ingratiating themselves, get merit awards, or promotion, or other marks of favor.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS

3.1. Methods

Descriptive survey method was employed to conduct the study for two reasons. First, since the exploratory study aimed at examining the perception of teachers toward the performance appraisal system and the appraisers, descriptive survey method is thought to be appropriate.

Second, the method is also selected with the intent that it could help to reveal feelings, views, and inclinations of the teachers towards the system of TPA in the colleges.

3.2. Sources of Data

Primary as well as secondary sources of data were used. The primary data sources for the study were the first-hand information were obtained from teachers, department heads, deans, commandants of the colleges, and the higher institution coordinator of the TMD to conduct the study. The information was collected from teachers through questionnaire; interview with department heads and the colleges coordinating office; and focus group discussion with college deans and the commandant of the colleges.

The secondary sources for the study include data gathered from various books, reference materials, websites, and other published and unpublished sources. In addition, relevant documents which are available in the colleges were also used as secondary sources.

3.3. Sample and Sampling Techniques

3.3.1. Sampling Techniques

There are seven colleges in different regions which are administered under the TMD of MoND. From the seven colleges, four are located in Mekele, one is located in Awash, and the other two are located in Addis Ababa and Holeta.

From these colleges the investigator purposely included the colleges in Holeta, Awash, but from the four colleges settled in Mekele, only two colleges were selected using simple random sampling due to their similarity of their establishment. Thus, this study included four colleges from the total population of seven colleges. The college located in Addis Ababa was excluded from the study because the majority of the teachers were employed on a part-time basis. This is because of the reason that, these teachers were not evaluated their performance continuously by the college.

There are 153 teachers in the seven colleges. These teachers are grouped in two categories, namely civilians in one category and army members in the other category. The civilian category consisted of 68 teachers and the army category consisted of 85 teachers. So, in this study the investigator considered only the teachers in the civilian category by excluding all teachers in the army category. This is because the army teachers were not evaluated their performance based on the criteria set by TPA which is used to evaluate the academic teachers. From the total of 68 teachers in the civilian category, 49, which accounts for 72 % of the total population were considered in the study. In addition to the above respondents, all department heads which are part of the civilian category and all the deans of the four colleges were also included in the study.

3.4. Data Collection Tools

Generally, three types of data gathering instruments: questionnaire, unstructured interview, and documentary sources were employed to collect data that support the study. Since the number of college department heads was few and could be manageable, unstructured interview was held with these sources and the colleges' coordinator; while questionnaires were administered to teachers. The level of agreement indicated on five-point ranking scales ranging from "strongly agree" to "strongly disagree". In order to

have interpretable data, the questionnaire was constructed in the form of Likert scale. All the college teachers can read and write English very well. Hence, both the questionnaire and the interview questions were prepared in English. Besides, focus group discussion was undertaken with the college commandants and deans of the college

A questionnaire has been designed to be filled by the teachers to assess the perception of the performance appraisal on each issue. The questionnaire was structured, and at the end open ended questions were designed to ask the respondents' views on how to improve the appraisal process. Semi structured interview questions are also prepared for Supervisors (College Deans).

3.5. Data Analysis

The data collected from the respondents were organized and some statistical computations were made to explore the perception of teachers on the TPA. The collected data were then categorized and frequency distribution was made from which percentages, mean scores, or average mean scores were computed and some relationships were analyzed and interpreted.

Table 1: Data Analysis and tools applied

No	Area of concern	Statistical technique used
1	Characteristics of respondents	Percentage
2	Degree of Achievements of TPA purposes as perceived by teachers	Mean Scores
3	Responses on TPA criteria	Mean Scores
4	Responses Regarding the TPA Process	Mean Scores
5	Teachers' perception of their Performance appraisal feed back	Percentage
6	Views on Appraisers	Mean Scores
7	Perceived errors	Percentage
8	Perceived Problems of the system of TPA	Percentage

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter comprises two major parts. The first part presents the characteristics of the respondents by sex, age, years of service and academic qualification. The second part of the chapter deals with the analysis and interpretation of the data on the major variables of the study.

From a total population of 68 civilian teachers who are subject to TPA, 49 (72% of the total population) were include in the study. A total of 49 questionnaires were distributed to these teachers in the sampled colleges. Out of 49 questionnaires, 45 (91.8%) were filled and collected. Besides, from the collected 45 questionnaires 4 questionnaires were not filled properly. Thus, only 41 questionnaires were taken for the study. In addition to the questionnaire, information obtained through the interview made with the colleges' coordinator in Training Main Department, department heads, and the discussion under taken with the focus group (college heads, deans and other concerned bodies) were also included in the study to strengthen the information obtained through the questionnaire. Based on the responses obtained from the sample respondents, the analysis and interpretation of the data were presented as follows.

As it can be seen from table 2, the numbers of female teachers constitute 4.9 % of the respondents and the rest 95.1% respondents were males. Based on this data, one can possibly say that the number of females was much less than those of male counterparts. This implies that women involvement in teaching in these colleges is very poor. Regarding the age distribution, all the teachers were in the age group ranging from 21-50 years. Most of them were in age groups of 21-30 (75.6 %) and 31-40 (22 %) that sum up to 97.6 % of the teachers sample respondents; whereas the other age group comprises of 2.4 %.

4.1 Characteristics of the Respondents

Table 2: Characteristics of the respondents

No	Characteristics	Respondents Teachers (N=41)	
		No	%
1	Sex		
	Male	39	95.1
	Female	2	4.9
Total		41	100
2	Age		
	20 years and below	-	
	21 -30 years	31	75.6
	31- 40 years	9	22.0
	41-50 years	1	2.4
	51 years and above	-	-
Total		41	100
3	Service Years		
	5 years and below	24	58.5
	6 - 10 years	10	24.4
	11 - 15 years	6	14.6
	16 - 20 years	1	2.4
	21 - 25 years	-	-
	26 years and above	-	-
Total		41	100
4	Education		
	PHD	-	-
	MA/MSC	9	22.0
	BA/BSC	32	78.0
	Diploma	-	-
	Other	-	-
Total		41	100

Concerning years of teaching experience as revealed in table 2 item 3, 24 (58.5 %) of the teachers had teaching experience of 5 years or below. The above fact was supported by the information obtained from the interview conducted with the colleges' coordinator. As the coordinator mentioned, most of the teachers had teaching experience of five years or below, because, there was an increase in the need of the colleges to recruit new graduates due to

the reason that the colleges had changed from simple training centers to colleges which produce qualified and modern army who is capable of ensuring the newly developed vision and mission of the MoND. However as can be seen in the same table item 1, the remaining 24.4 %, 14.6 % and 2.4 % of the respondents had reasonable work experience.

As revealed in table 2 item 4, 22% of the teachers were second degree holders while the rest 78% was first degree holders. As the focus group discussion indicated, the above qualification was due to the fact that the colleges are reorganized recently in a new way and recruited new graduates from Universities and Colleges. From the above table one can conclude that most of the teachers are male whose academic qualification is BA/BSC with service years of less than or equal to 5 years.

4.2 Analysis and Interpretation of Data

4.2.1 Perception of Teachers on the Purpose of TPA.

Some of the purposes of TPA were listed and teachers were asked to respond if these purposes were achieved in their colleges. Accordingly, to analyze the data the five point Likert scale of very high (5), high (4), moderate (3), minimal (2), and very minimal (1) was used.

Teachers were asked to identify the major purposes that they think TPA served in their colleges. To this end, eight purposes were presented. The mean value, and average mean score values were interpreted as very minimal (0.5 – 1.49), minimal (1.5 – 2.49), moderate (2.5 – 3.49), high (3.5 – 4.49) and very high for 4.5 and above.

Table 3 Item 1 illustrates that the purpose of TPA in insuring the selection and development programs of teachers was found to be moderate with mean value of 2.92.

Table 3: Degree of Achievements of TPA purposes as perceived by teachers

No	Items	Respondents Rating scales Teachers (N= 41)					
		Very minim um	Mini mum	Mode rate	High	Very high	Mean value (*)
		1	2	3	4	5	
1	To insure the selection and development programs of teachers	34	9	18	6	4	2.92
2	To provide information to promotion, transfer and termination decisions	3	18	8	10	2	2.75
3	To provide performance feedback to teachers	5	20	8	7	1	2.48
4	To serve as a basis for reward allocation	4	9	16	8	4	2.97
5	To counsel teachers	1	17	15	8	-	2.73
6	To arrange in service training for incompetent teachers	13	14	12	2	-	2.07
7	To promote college improvement	5	14	12	9	1	2.68
8	To decide on teachers salary improvement	10	7	10	11	3	2.75
Average mean score							2.66

*0.05 – 1.49 very low; 1.5 – 2.49 low; 2.5 – 3.49 medium; 3.5 – 4.49 high; and above 4.5 very high

Basically, one of the purposes of TPA is providing opportunities for teachers to develop their professional skills. That is giving further education or training to teachers. However, it seemed that the attainment of this objective was moderate as revealed by the respondents.

Item 2 of table 3 indicates the role of TPA in providing information to promotion, transfer and termination decisions. This was rated to be at an intermediate level with mean score of 2.75. Responses from the interview

questions revealed that teachers were evaluated to identify incompetent or inefficient teachers from the efficient ones. As they said, If a teacher is found to be incompetent based on the information obtained from the efficiency oriented appraisal, he/she will be terminated or suspended.

The information obtained from the discussion with the focus group of the Combined Arms Academy revealed that a teacher was transferred to translation section because of his in competency in teaching based on the information gathered from students. But the teacher has obtained high performance result and has got the academic rank of Assistant lecturer before two months of his transfer. That was an indicator for the respondents rating of item 2 to be moderate.

Achievements of purpose of TPA in providing performance feed back to teachers and in arranging in – service training for incompetent teachers were low as can be observed from the mean scores of 2.48 and 2.07 respectively. According to the responses of some teachers to the open –ended item, the TPA has almost not served as a basis for in – service training. If a teacher has obtained poor performance result the measure taken upon him/her is mostly termination or suspension than focusing on providing training and experience sharing. Accordingly, the main reason is that the criteria, in most cases, do not focus on the major duties and responsibilities of the teacher rather they focus on the secondary tasks that do not have direct relationship with the teaching learning process. Regarding to providing feedback to teachers, the teachers responded that they are appraise simply to fulfill the formality because their appraisers are there to blame poor performance in case there were some. This implies that teachers develop negative attitude towards their performance appraisal. They perceive it as fault finding rather than being an opportunity to improve their competence.

In addition, it seems that incompetent teachers were not properly identified through the appraisal. Regarding to achievements of TPA purposes in serving

as a basis for reward allocation, to counsel teachers, to promote college improvements and to decide on teachers salary improvements were moderate as we observe from the mean scores of 2.97, 2.73, 2.68 and 2.75 respectively. This implies that the teachers are appraised for the sake of appraising them with out providing them with reward and counseling. If teachers are not provided with salary increments or rewards, this will lead them to lower performance because of the fact that denying recognition and failure to praise the good performance is praising poor performers. Whether they perform better or not, no rewards or salary advancements will come as a result of the appraisal. The information obtained from the documents of all the sample colleges not teacher has failed to get academic promotion and salary advancement as far as he/she has covered the duration that he/she should stay in the previous rank.

In general, as can be seen from the table 3 the respondents put it clearly that the TPA system in their colleges had been moderate in achieving the above listed. TPA purpose as it can be seen from the average mean score of 2.66, inclined to the lower values of the average scale.

4.2.2 Perception of teachers towards the criteria of TPA

Regarding to the purposes of TPA, teachers were asked to respond if the criteria were developed according to the purposes in their colleges. Accordingly, to analyze the data the five point Likert scale of strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) were used. As it could be understood from item 1 of table 4, the teachers strongly opposed the idea that teachers participated in the formulation of the TPA criteria in their colleges. The mean scores of teachers' responses were 1.82, which is low. This indicates that teachers are strange to the criteria set by the college upper body in collaboration with the academic dean, and only called upon to implement the already established criteria. As to the responses of some teachers, the TPA criteria have got two problems. First, the criteria's

themselves are formulated with no involvement of teachers in their establishment. Second, those criteria focus the behaviors and level of relationship of teachers that have little to do with the day -to-day teaching - learning process. The responses to discussion conducted with the college commandants and the academic dean indicated that the criteria were developed from the information and performance appraisal formats of different colleges and discussed with very few teachers and department heads.

In the responses to interview questions conducted with the higher institutions coordinator of the Training Main Department, the reason why the mandate has given to the colleges is due to the reason that the criteria should take into consideration the objective reality of each college. Accordingly, there has been an attempt to develop general framework of the format to be used by all the colleges with minimum mandate to its adjustment.

Generally, in any organization including educational institutions, the front line actors or implementers were highly required to take part in the establishment of criteria if proper acceptance and implementation of those criteria was required on the part of the appraises. In addition, as these criteria were only set by those individuals who do not comprise the majority of teachers, their validity and reliability were also questionable.

Item 1.2 of table 4 also reflects the clarity of the TPA as perceived by the respondents, the mean value for this item is 3.19. This implies that the respondents perceived the TPA criteria as moderately vague. The department head also disclosed in the interview made with the investigator that the TPA criteria were to some extent vague because of the reason that they were adopted from different colleges and the majority of the teachers and other staff members have not been involved in their formulation.

Table 4: Teachers' Responses on TPA Criteria

No	Item	Respondents Rating scales Teachers (N= 41)					
		Very mini mum	Mini mu m	Moder ate	High	Very high	Mean value (*)
		1	2	3	4	5	
1	In the TPA system						
	1.1 high participation of teachers in developing the criteria	19	13	6	3	-	1.82
	1.2 the criteria are clear	2	6	15	18	-	3.19
	1.3 the criteria are relevant	-	22	12	7	-	2.63
	1.4 the criteria promote professional responsibilities	5	18	11	7	-	2.48
2	The criteria						
	2.1 Measures teachers professional competence	4	17	14	6	-	2.53
	2.2 Critically promote teachers motivation	6	16	14	5	-	2.43
	2.3 strengthen teacher – student relationships	4	13	14	7	3	2.80
	2.4 Strengthen teacher-administrator relationship	5	15	14	6	1	2.58
Average mean score							2.55

*0.05 – 1.49 very low; 1.5 – 2.49 low; 2.5 – 3.49 medium; 3.5 – 4.49 high; and above 4.5 very high

In the words of an interview “The criteria prepared are more subjective that measure the behaviors of teachers, and there was also no clear demarcation that indicates the criteria established were typically for colleges or

preparatory school level." As to the interviewee, the criteria have been used for both the college teachers as well as the preparatory school teachers, which is part of the college. Item regarding to the relevance of the criteria to the purposes of TPA was moderate with the mean value of 2.63. This indicates that the criteria were not developed based on the purposes intended to bring about the quality of education through training and development provision for teachers. In the same way, Item 1.4 of table 4 also indicates that the criteria employed in promoting teachers' professional responsibilities were perceived as low with the mean value of 2.48. In relation with this, the information obtained from the interviews conducted with department heads indicates that, the teachers were not made to focus on their professional responsibilities, because most of the elements in the criteria were concerned with the relationship of the teacher with his peers and his supervisors. In addition to this, teachers were also evaluated based on their performance of the additional non – teaching duties.

In respect to the above information, teachers tend to concentrate on the behavioral factors such as punctuality, respect to the people, and participation in meeting and so on. These and other factors of the criteria influence the teachers to have less concern to their professional responsibilities and better concern for the behavioral factors in order to acquire better performance appraisal result that lead to promotion and other benefits.

Table 4 item 2.1 and 2.4 also illustrates that the role played by the TPA criteria in measuring teachers' professional competence, and the objectivity of the criteria in strengthening the teacher- administrator were moderate inclined to its lower boundary with mean values of 2.53 and 2.58 respectively. This also implies that, the criteria developed are more of subjective in measuring the performance of teachers; this in turn led to loose relationship between the teacher and administrator. In addition the behavioral aspects of

the criteria were failed to measure the professional competence of teachers in respect to the teaching – learning process.

Generally, as observed from table 4, the TPA criteria were perceived to be moderate that is inclined to low, in achieving their objectives as rated by college teachers with average mean score of 2.55.

4.2.3 Teachers' Perception of the TPA process

As stated previously, appraising the performance of teachers needs certain logical steps. One of the major purposes of this study, therefore, was to know the perception of teachers towards the implementation of the process of TPA in sampled colleges of MoND. Thus, a process of TPA that needs to be followed was listed in the table 5 below. Then teachers were asked to respond if this has currently been working in their institutions. The rating scales very high, high, medium, low, and very low was used, while the results from the table were interpreted in the same way as table 3.

The primary action in any performance appraisal system is the formulation of objectives, which is the joint activity of the appraisee and his/her immediate supervision. A closer look at table 5 indicates that this primary duty of the appraiser and the appraisee was seem to be neglected. This could be seen from the mean score of 2.12.

Literatures in this field suggest that by participating employees in establishing their own goals, they are encouraged to think about their work, to capitalize a experiences, and to believe in the objectives (Terry and Stephen, 1999:128). As it could be observed from the responses of the respondents, this first step is almost in existent in the colleges under study. The reason was that, according to the discussion with the focus group and interview with the department heads, objectives pertinent to the teaching-learning process are formulated by the upper body of the colleges, with minimum participation of few teachers and department heads, and

distributed to each department heads through the academic dean. The department heads, then distribute these list of objectives to teachers. Then teachers read the already established objectives and prepare their own action plans with the minimum orientation they receive from department heads. In addition, the responsibilities and duties of teachers and department heads were not clearly identified, as observed from the document. As mentioned by the teachers on the problems of TPA, in some cases they do not made aware of the duties and responsibilities they should carry out.

Table 5: Teachers' Responses Regarding the TPA Process

No	Item	Respondents Rating scales Teachers (N= 41)					
		Very minim um	Mini mum	Mode rate	High	Very high	Mean value (*)
		1	2	3	4	5	
1	Prior to any action, both the appraisers and appraisees agree upon objectives	11	7	16	5	2	2.12
2	Appraiser and their appraisees develop action plans from the already set objectives	12	13	13	1	2	2.21
3	Evaluation of performance is made against the previously established objectives	10	8	15	5	3	2.58
4	The appraisee is provided with performance feedback	9	10	12	6	4	2.65
Average Mean score							2.39

In general, when referring to table 5 teachers rated the two items (item 3 and 4) moderate with the mean scores of 2.58 and 2.65 respectively, while item 1

and 2 were perceived to be low by the respondents, as indicated by the mean scores of 2.12 and 2.21, respectively. As depicted by table 5 item 2, the respondents rated the preparation of action plans to be low, with the mean score 2.21. This shows that even though teachers did not take part in the formulation of objectives, they prepared action plans independent of their appraisers (supervisors) for the attainment of the objectives. Item 3 and 4 of table 4 also indicate that the last two steps were achieved at intermediate level in the institutions. That is, evaluation of performance against the formulated objectives and provision of feed back to the appraisee were made practical moderately (inclined to low), as indicated by the mean scores of 2.58 and 2.65 respectively. According to the discussions on table 6 item 2 majorities of teachers disclosed that even though they were provided with their performance appraisal feedback, they get the feedback late and too late after the appraisal. That could be a reason why the respondents rated items 4 of table 4 to be moderate rather than being high or very high.

4.2.4 Teachers perception of the TPA Feed back

Another point which this study intended to identify was to find out the perception of teachers regarding the provision of proper performance feedback communication system in the colleges under study.

As depicted in table 6 item1, the majority (48.78 %) of the respondents agreed that their colleges provide performance feedback once in a semester. The interview made with department heads also confirmed this. According to the interviewees, in some cases the result of the evaluation was provided to teachers every semester, but most of the time the result was provided every year after the overall evaluation of the academic year had been conducted.

Table 6: Teachers' perception of their Performance Appraisal Feedback

No	Item	Respondents Teachers (N=41)	
		No	%
1	Frequency of performance appraisal feedback provided by appraisers		
	A- Once in a semester	20	48.78
	B- Twice in a semester	6	14.63
	C- More than twice in a semester	-	-
	D- Once in a year	15	36.5
2	Opinion regarding the timeliness of the performance feed back		
	A- well timed	10	24.39
	B- Late	11	26.83
	C- Too late	20	48.78
3	Discussions on the result of performance appraisal		
	A- Yes	14	34.15
	B- No	27	65.85
4	The right to appeal and challenge against your performance feed back		
	A- Yes	22	53.66
	B- No	13	31.71
	C- To some extent	6	14.63
5	Sources of TPA in the colleges		
	A- College dean	14	34.15
	B- Peers	16	39.02
	C- Students	26	63.41
	D- Department heads	19	46.34

In MGHA Military Academy teachers had not been provided their overall performance result for two years except the evaluation made by students at the end of every semester. As item 1 of table 6 shows 14.63% and 36.59 % of the year respectively. Those respondents (14.63 %) who responded as twice in a semester probably are the new hires who were confused between the appraisal feedback which is provided every six months and the monthly follow up and performance meeting made by department heads. Similarly, teachers were also asked to express their perception regarding the timeliness of the

performance feedback, table 6 item 2 depicts that the majority (48.78 %) of the respondents got their performance appraisal feedback too late after the appraisal. That is they are not provided with the feedback soon. The remaining 26.83 % of the teachers responded that they got their feedback late; while 24.39 % thought the feedback to be on time.

This implies that most of the teachers (75.61%) were not provided their performance feedback on time. Provision of feedback late and too late after the appraisal can cause the teachers fail to improve their weakness and maintain their strength in the teaching – learning process. As can be seen in table 6 item 3, 65.85 % of the teachers' respondents agreed that their appraisers do not discuss with them on the result of their performance appraisal. The teachers' response to the open ended questions and the interview conducted with the department heads, appraisers did not discuss their teachers on the result of their performance appraisal. According to the teachers, the reason why a discussion was not conducted is that the deans used the appraisal not for formative purpose rather for some administrative (summative) purpose. The rest 34.15 % of the respondents expressed their perception as there was discussions with their appraisers concerning their performance appraisal result. The teachers' respond to the open ended questions said that the discussion was not initiated by their appraisers rather when there is a demand from the teachers.

Similarly, teachers were also asked to express their feelings regarding the right to appeal and challenge against their performance feedback. Accordingly, 53.66 % of the teachers responded that they have the right to appeal and challenge against their performance feedback; 31.71 % of the respondents responded they did not have the right to challenge and appeal to their performance appraisal result, while 14.63 % responded that the right to appeal is not always practical. Sometimes the office of the dean is open to accommodate the feeling of the teachers to appeal against their appraisal

result where as some times it did not. According to the open- ended questions, the teachers said that even though there is the right to appeal or challenge against their performance appraisal result, it is not to alter the result rather than expressing the their feelings.

As depicted in table 6 item 5, teachers were asked to express their perception regarding the sources of their TPA. Accordingly, a considerable number (63.4 and 46.34 percent) of the respondents respectively responded that the sources of TPA were students and department heads. Similarly, 16 (39.02 percent) and 14 (34.15 percent) choose peers and college deans respectively as sources of their performance appraisal, in addition to the above sources.

According to the interview conducted with the department heads, the reason why most of the teachers chose department heads as the main source of TPA next to students was probably due to the role played by department heads the day-to-day contact and follow up they had with teachers. The discussion conducted with the commandants and deans of the four colleges indicated that the TPA objectives which were established by the colleges were exposed and put into practice through department heads. The department heads also follow up teachers monthly to see if the objectives are properly being implemented. In addition to this, department heads also sit together with college deans and students to appraise teachers. Students were rated high who take part in teachers' evaluation.

According to the discussion, three students are selected from each class based on their academic performance and military rank. Then, they were given minimum orientation concerning the evaluation of teachers and allowed to sit for monthly meeting concerning the teaching- learning process and performance of teachers. Besides this, students evaluate the teaching-learning process at the end of every week or two weeks, although not regular, and fill the format provided to them at the end of every semester (term) concerning performance of teachers. This could be the reason why teachers

rated students high as a source of TPA. The deans also participated in the efficiency oriented TPA systems and the evaluation that took place at the end of every semester. That could be a reason for them to be rated relatively low compared with the other sources of TPA. In addition to this, as can be seen from the formats used in the Combined Arms Academy (see Appendix iii-v), teachers were evaluated by three parts: students, peers and immediate supervisors; and then the dean summarizes the three results and put the teachers performance appraisal based on the three results.

In general, even though the multi- appraisal system which is being practiced in those colleges seemed to be fair, the role played by peers and college deans was inadequate as indicates by table 6 item 5.

4.2.5 Teachers' Perception of the Training and Competence of their Appraisers

Before embarking in to teachers' performance evaluation, the appraisers themselves need to passes considerably appropriate knowledge and skills of teacher evaluation. In this regard, this study is also intended to identify the perception of teachers concerning the competence, training and experience of the appraisers. As illustrated in table 7 below, some four factors were listed and teachers were asked to rate their appraisers against the factors using the five point Likert scale.

As it could be read from item 1 of table 7, teachers agreed that the college deans, department heads, and students have no the required level of knowledge in appraising teachers' performance with the mean scores of 2.58, 2.73 and 2.53 respectively. The mean scores indicated that the deans, department heads and students are rated medium by teachers. The mean scores 2.58 and 2.53 of teachers and students were near to low in the competence and fitness in appraising teachers where as the mean score for department heads (2.73) indicates that they have better competence and

fitness in appraising teachers' performance than the college deans and students.

Table 7: Teachers' Views on Their Appraisers

No	Item		Respondents Rating scales Teachers (N= 41)					
			SD	DA	UD	A	SA	Mean value
			1	2	3	4	5	
1	Have knowledge on TPA	Dean	2	22	8	9	-	2.58
		Department heads	-	21	12	6	2	2.73
		Students	5	17	13	4	2	2.53
2	Have adequate training on TPA	Dean	2	10	22	5	2	2.87
		Department heads	6	11	19	3	2	2.60
		Students	3	12	19	4	3	2.80
3	Use reliable criteria	Dean	5	20	11	5	-	2.39
		Department heads	2	15	15	7	2	2.80
		Students	12	15	13	3	-	2.21
4	Have adequate experience on TPA	Dean	11	12	10	5	3	2.43
		Department heads	3	11	20	2	5	2.87
		Students	3	15	13	7	3	2.80
5	Show favoritism and bias	Dean	3	11	12	7	8	3.14
		Department heads	4	12	14	10	1	2.80
		Students	8	7	8	10	8	3.07
6	Much focus on criticism	Dean	3	9	7	18	4	3.26
		Department heads	6	10	14	10	1	2.75
		Students	8	17	5	10	1	2.48
	Average Mean score for Items 1-4	Dean						2.56
		Department heads						2.75
		Students						2.58
Weighted Mean Score for Items 1-4								2.63

With regard to the adequacy of training of appraisers, the teacher respondents agreed that all the three groups of appraisers (deans,

department heads, and students) have moderate level of adequacy of training. This was indicated by the mean scores of 2.87, 2.60 and 2.80 respectively. The department heads also revealed the fact that they did not have the required level of training to the teachers' appraisal disclosed in the interview.

The discussion conducted with the commandants and college deans also indicated that department heads and students have not provided with adequate training concerning the teachers' appraisal system rather than short orientation, let alone receiving adequate training in the area of TPA. In addition, the deans were recruited by the TMD on the basis of their academic qualification, which are MA/MSc holders, than the specific field of study they have in relation to school administration or educational management. The department heads, in the interview also disclosed that the deans do not have the qualification college management because they are graduates demography, geography and psychology. Moreover, they responded that they themselves are not graduated from education related fields nor had the required training on how TPA should be handled and conducted. These were probably the reason why the respondents rated the appraisers moderate inclined to low in this item.

As regards to experience of the appraisers, item 4 of table 7, the respondents indicated that department heads and students have moderate level of experience in appraising teachers' performance as shown by mean scores of 2.87 and 2.80 respectively. The respondents, with regard to the experience of deans on TPA, rated as low with the mean score 2.43. These mean scores indicated that the department heads and students were rated as moderate because of the department heads and students evaluated the performance of teachers relatively regular in some intervals, at every week month or end of the semester or term where as college dean evaluate the teachers performance once in a semester or a year.

Generally, teachers rated the level of competence, training and experience of their appraiser to be moderate inclined to low, with average mean scores of 2.56, 2.75 and 2.58 for deans, department heads and students respectively. Accordingly, these scores indicated that all the three groups of appraisers did not have the required level of competence, training and experience in regard to the appraisal of teachers' performance. The weighted mean 2.63 also implies the fact that enough has not been done on the area.

Responses were also gathered to identify the perception of teachers concerning the objectivity of their appraisers. Hence, the respondents were asked to show their degree of agreements based on rating scales.

As depicted in item 5 of table 7, teachers indicated that college deans are not objective enough in appraising their performance. This was expressed by the mean score of 3.14, which is high inclined moderate. The teachers also indicated that department heads and students were not also objective in appraising their performance. The mean scores 2.80 and 3.07 respectively indicated that the department heads and students are subject to favoritism and bias in evaluating the performance of the teachers. As indicated in the responses of open ended questions, the reason why teachers regarded their appraisers to be subjective to some extent was probably be to do with the TPA criteria the appraisers were employing currently. These criteria were said to be trait or behavior based rather than performance oriented, which perhaps lead to subjectivity.

One of the points raised as a TPA problem by teachers in their responses to the open-ended question was that teachers have not been fairly evaluated by deans. They reported that they are not classified not in terms of their qualification or performance directly related to the teaching- learning process rather in terms of their views or relationship and respect to their appraisers and supervisors. They said, "even though the name implies performance appraisal, teachers are not exactly evaluated by their achievement."

The discussion made also indicated that students who were dissatisfied with grades seem to take revenge on some teachers during evaluation. That is, if the teacher being appraised has good rapport with students and fair to them in grading, he/ she is likely to be rated high by the student-appraisers while the reverse will be done to those teachers who were not. According to the responses of the deans, "there is a tit-for-tat relationship between some students and teachers." According to the department heads' response to the interview, students sometimes showed bias in their evaluation because the term or semester evaluation has been made after the exam had completed. This also contributed the students to show favoritism on their evaluation of teachers' performance depending on the result they expected from the exam.

As indicated by table 6 item 7, the teacher-respondents agreed that college deans focus much on criticism during the appraisal of teachers' performance than that of department heads and students with mean values of 3.26, 2.75 and 2.48 respectively. This implies that deans as part on the type evaluation conducted to upgrade or measure the efficiency of teachers are likely to raise each point from the list and criticize teachers. It was that they were rated by teacher-respondents moderate, inclined to high with mean value of 3.26. In addition to the above, respondents indicated to problems of TPA that, the appraisers' focal point during the appraisal was the behavior or traits of teachers and not their strengths achievements. Since the department heads also take part in such an evaluation, they play role to some extent. That is why the teachers rated department heads medium next to deans concerning criticism as we observe from the table. Compared to department heads and deans, students were rated low by the group or respondents as indicated by the mean score of 2.48. Students did not participate in the selection of teachers for upgrading or academic promotion, this could be the reason for them to be rated low.

In general, the appraisees' perception regarding objectivity and criticism during TPA was found to be moderate, not good or not bad, as indicated with the average mean scores of 3.20, 2.77 and 2.77 for deans, department heads and students respectively. The weighted mean score of 2.91 also reveals the fact. In addition to the above, the respondents indicated that the appraisers showed relatively high favoritism or bias than focusing on criticism with average mean scores of 3.0 and 2.83 respectively.

4.2.6 Teachers' Perception of the Common Errors in TPA

Teachers were also asked regarding their perception towards the common errors which were actually faced during their performance appraisal. Based on the responses, the data were analyzed based on their degree of agreement ranging from strongly disagree to strongly agree. In addition to the TPA problems, teachers were asked to respond to some common performance appraisal errors; if the errors were currently observed among the appraisers in their institutions. The interpretation is made in the same way as table 7, ranging from strongly disagree (SD) to strongly agree (SA). Even though these terms seem to be vague, an attempt was made by the researcher to explain to the respondents beforehand.

As it could be observed in table 8 item 1, the group of respondents agreed that one of the common appraisal errors that were observed in their institutions was the contamination error. Thus, it seems that the appraisers included the dimensions that are extraneous to job success in the performance evaluated. The teacher-respondents showed their agreement with this idea as rated by the mean score 3.07.

As it has been discussed in the previous sections, teachers have been complaining that their appraisers are demoralizing them in the name of "efficiency". They also reported that the TPA system focuses on the behaviors

or traits of teachers that have little to do with their day-to-day activities. That is probably the reason why they showed their agreement on item 1 of table 8.

Table 8: Performance Appraisal Errors as Perceived by Teachers

No	Items	Respondents Rating scales Teachers (N= 41)					
		SD	DA	UD	A	SA	Mean value (*)
		1	2	3	4	5	
1	Including irrelevant dimensions	2	14	7	15	3	3.07
2	Taking one factor of a teacher and giving good or bad overall rating	7	7	5	17	5	3.14
3	Tendency of giving relatively high or low rating	1	5	12	17	4	3.29
4	Rating middle of the scale (rating average)	-	10	13	13	5	3.31
5	Focusing on the behavior of teachers just before the appraisal	3	11	12	10	5	3.07
6	Appraisers' tendency of rating high a person who is similar to them	1	13	10	10	7	3.21
Average mean score							3.18

All the items are rated medium, which are inclined to high, by the respondents with mean scores ranging from 3.07 (for items 1 and 5), to 3.31 (for item 4). The other items, item 2, 3, and 6 were rated by the respondents with mean scores of 3.14, 3.29, and 3.21 respectively. Responses to the open-ended item questions also indicated that teachers complain their appraisers for evaluating them based on their relationship with them and their

participation (stand) in meetings in support of their idea rather than on the basis of the results they exhibited in the teaching-learning process. In other words, if the appraisers think that the views or outlook of a teacher corresponds with their interests or outlook, they rate him/her better than others. The response to item 6 seems to emanate from the above concept.

In general, although they were rated with moderate mean value, the prominent errors that were commonly observed in the colleges under study were found to be leniency/constant error, central tendency error, and similarity error with mean values of 3.29, 3.31, and 3.21 respectively. Overall, the common errors occurred in the colleges indicated that there needs to work more on the issues that can be observed from the average mean score of 3.18 according to the data obtained from table 8.

4.2.7 Teachers' Perception of Problems of TPA

In this section, an attempt was made to discuss the problems of the TPA in the colleges. As it was dealt in chapter two, most of the performance appraisal problems are the problems of validity and reliability. The performance appraisal lacking these properties is likely to be regarded as worthless by employee themselves. On this ground, certain problems of TPA were expressed to teachers to find out their views on those matters.

As can be seen from item 1 of table 9, the majority (65.85 percent) of the respondents confirmed that one of the problems of TPA in their institutions is lack of necessary knowledge of the appraisers. The other respondents (34.15 percent) are in sharp contrast with the problem indicated. Regarding experience and skills of the appraisers, majority of the teacher respondents (60.98 percent) replied that their appraisers lack adequate experience and skills in appraising them

Table: 9 Problems of the System of TPA as Perceived by Teachers

No	Problem of TPA System	Respondents Teachers (N= 41)				
		Yes		No		Total
		<u>N</u> <u>o</u>	%	<u>No</u>	%	
1	Lack of knowledge in evaluating teachers' performance	27	65.25	14	34.15	100
2	Lack of adequate experience on the part of the appraiser	25	60.98	16	39.02	100
3	Poor administration of the overall appraisal process	29	70.73	12	29.27	100
4	Lack of pre-appraisal discussion	31	75.61	10	24.39	100
5	Lack of post- appraisal discussion	26	63.41	15	35.59	100

It could be recalled from the previous discussion that the college deans did not have adequate managerial or enough training on the area of TPA. This was what directly responded by the department heads during the interview made with them. In addition, it was also mentioned that the department heads and students were assigned to evaluate teachers without having enough training in this area. In short let alone the deans arrange college-based training program as how to evaluate teachers, they themselves do not have sufficient knowledge about TPA techniques. As to the responses of some teachers in the open ended questions, the college deans were recruited and selected not on the basis of their related disciplines in education or management, but on the basis of their level of education being had a second degree. Responses to item 1 and 2 of table 9 indicate this. That is, the majority of teachers disclosed that their appraisers lack adequate knowledge and experience of TPA.

Items 4 and 5 of table 9 depict that there was no adequate pre and post appraisal discussions between teachers and their appraisers, as pointed out

by 75.61 %and 63.41 %of the respondents respectively. It was mentioned earlier that the discussion in which teachers and their immediate supervisors come together and discuss on objectives to be achieved was at its minimal level in those colleges under study. As to the responses of the interviewee, monthly sessions have been conducted between teachers and, department heads and deans. But this cannot substitute to the pre-appraisal discussion. In addition, it was also mentioned that the post-appraisal discussions were not adequate as to improve the teachers' performance rather being used for administrative purpose. These three elements; knowledge, skill, and pre and post appraisal discussions, are some of the points in TPA process that need consideration to improve the current poor administration of the appraisal process, which is rated by 70.73 %of the respondents.

In addition to the aforementioned TPA problems, teachers were asked to respond to some common performance appraisal errors; if the errors were currently observed among the appraisers in their institutions. The interpretation is made in the same way as table 7, ranging from strongly disagree (SD) to strongly agree (SA). Even though these terms seem to be vague, an attempt was made by the researcher to explain to the respondents beforehand.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to examine the perception of instructors in the colleges of the Ministry of National Defense/Training Main Department towards the Teachers' Performance Appraisal. This was with intent to find out the weakness and strength of the TPA system and recommend possible ways of alleviating the problems. To this end, basic questions addressing the issues related to TPA such as purposes and criteria of TPA, performance appraisal feedback, competence and objectivity of appraisal and the process and, problems and errors of performance appraisal were all raised.

The study employed descriptive survey method to address the following basic questions.

1. What purposes did the performance appraisal had and to what extent do the purposes were made clear for teachers?
2. How often was the performance appraisal conducted?
3. To what extent was the involvement of teachers in the development of appraisal criteria?
4. What contributions did the performance appraisal had in enhancing teaching-learning process?
5. What problems have been encountered in conducting the performance appraisal and what corrective measures had taken?
6. What arrangements have been done in conducting the performance appraisal?

To address the research questions raised, the investigator reviewed the relevant literature, prepared a questionnaire for teachers, and interview guides on the basis of the reviewed literature to collect data from the subjects at sampled defense colleges. The questionnaire was, after having been evaluated and checked by the thesis advisor, pilot-tested in order to avoid

irrelevant and ambiguous terms. Based on comments secured, necessary corrections and modifications were made before distribution. Concerning the subjects of the study, 49 teachers of the four colleges, 7 department heads and all deans of the four colleges were included.

Questionnaire, interviews, discussion with focus groups, and relevant documents were used to collect the required data. The questionnaire included close-ended and few open-ended questions. The data obtained were analyzed and interpreted by using percentage and mean scores. Based on this, the following major findings were drawn from the analysis.

- ❖ The study revealed that the purpose of TPA in providing performance feedback and in arranging in-service training to teachers, were found to be almost non-existent as perceived by the respondents with mean scores of 2.48 and 2.07 respectively. The other purposes were also found to be not to the required level. In other words the appraisal system of the institutions less moderately served both administrative and developmental purposes and teachers were simply appraised to fulfill the formality.
- ❖ Teachers did not participate in the formulation of the current TPA criteria as indicated by the respondents with the mean score of 1.82. The criteria were set by the deans and upper body of the colleges, and implemented on teachers. In short, teachers have been evaluated by the already established criteria in which they did not take part. The respondents also perceived that some of these criteria were vague and had no relationship with the activities of teachers. It was also put clearly that the TPA criteria do not properly promote teachers' professional responsibility and motivation to work and rather bring about dependency on their appraisers.
- ❖ It was identified that majority of the teachers (53.60 %) had the right to appeal and challenge against their performance feedback and 48.78 % of the respondents get their performance feedback every semester. However,

75.61 % of the teachers were not provided with the appraisal feedback on time. In addition, there was no discussion with the teachers concerning their performance result as indicated by 65.85 % of the respondents.

- ❖ It was found out by the study that the major sources of TPA for these colleges under study were department heads and students. However, the role played by peers and deans in TPA was found to be minimal. There were also no peer-teaching practices and experience sharing among teachers.
- ❖ Teachers showed that the deans, department heads, and students had moderate level of knowledge and skills in appraising teachers while department heads were rated relatively better by teachers with the mean score of 2.73. In addition, deans had no adequate experience on TPA as rated by the mean score of 2.21.
- ❖ Basically, TPA is an aspect of educational administration (Melaku, 1992:185). As it was disclosed by this study, however, all the college deans were neither graduates of EDPM, nor did they have required level of experience on TPA. The information obtained through the study also indicated that these college-Deans are graduates of psychology and geography departments, and are assigned not on the basis of their relevant qualification but on the basis of their educational status: MA/MSc.
- ❖ The Deans and the department heads were found to be subjective in assessing the efficiency of teachers. They relied on the behaviors or traits of teachers that have little to do with the teaching- learning process. The reliability of the criteria employed by the deans and department heads in the colleges are rated with mean scores of 2.39 and 2.21 respectively.
- ❖ There were no adequate pre and post appraisal discussions between teachers and the appraisers as revealed by the majority (75.61 percent) and a considerable number (63.41 percent) of teacher-respondents respectively.

- ❖ As perceived by the respondents, teachers did not take part in the formulation of the current TPA objectives, which is the first step in the TPA process. From the already established objectives, teachers prepare their own action plans based on the minimum orientation they receive from department heads. Hence, it would be possible to conclude that the TPA process was not participatory and has not been properly implemented in the way it was expected to be.

4.2. Conclusions

- ❖ The current TPA in those institutions has not almost served both the administrative and developmental purposes. It seems simply a matter simply a matter of fulfilling formality and providing feedback to teachers. As a result, teachers attach no value to their performance appraisal, and rather see it as a demoralizing and fault-finding activity. It would, therefore, be possible to expect teachers to perform below their potential in creating tomorrow's research oriented citizens.
- ❖ Teachers were not involved in the formulation of TPA criteria except that they were required to implement the criteria already established. Further, some of these criteria were perceived to be vague and irrelevant to what was being performed by teachers. This, in turn, might threaten the validity and reliability of the criteria and eventually leading to failure in the implementation of the criteria on the part of the appraisees.
- ❖ Experience sharing and peer-teaching practices were reported to be non-existent in the colleges under study. Hence, teachers were not benefiting from such practices. Department heads and students play the major role in appraising teachers' performance. As a result, the role played by peers was perceived to be minimal.
- ❖ Teachers were not provided with rewards for their good performance, while low achievers were identified through the TPA and criticized or punished. It was also found out that the rewards to teachers were sometimes verbal and no other means of remuneration in the institution.

This lack of rewards forced teachers to regard the current TPA as having no value in changing their lives.

- ❖ The appraisers have never been exposed to any kind of training regarding TPA. No organized orientation program on TPA has been practiced in the colleges. In addition, the deans have had no adequate managerial skill or experience in appraising teachers' performance. These might have resulted in incompetence, lack of objectivity, and bias on the part of the college deans.
- ❖ As perceived by the group of respondents, evaluators and the evaluation criteria focus on the behaviors of teachers that are not relevant to their day to day activities. In addition, they pointed out that the evaluators rate teachers in terms of their relationship with them and their stand to their views, not in terms of the commitment they have to their actual work. These might have resulted in committing some common appraisal errors, such as similar to me error, which were pointed out by the study.

4.3 Recommendations

On the basis of the findings of the study and the conclusions drawn, the following recommendations are made:

- ❖ As the study revealed, the TPA scheme of the colleges have almost not served both administrative and developmental purposes. In order to make TPA a source for teachers' motivation and obtain the commitment and enthusiasm of the frontline actors (teachers), the result of TPA needs to be valued. This could be practiced by college deans by forming rewarding committee at college level and providing those who performed better with financial or material rewards at the end of each semester or every academic year. In addition, it is good if special sessions in which teachers share experience and good works are cited as examples and praised are practice at college level. Further, it would be wise for the college deans if they write letters of recognition for better performance.

- ❖ It is expected of the colleges and the TMD at large to arrange in-service training and orientation programs for teachers, who were found to be weak in their TPA results.
- ❖ It was indicated that the TPA criteria were subjective and some of them were irrelevant to teachers' actual work. There was also no participation of teachers in the establishment of the criteria. To alleviate these problems, the investigator recommends that the colleges should either: give the responsibility to college teachers, deans and department heads to develop college-based criteria and get revised and approved by the colleges, or develop the draft of TPA criteria and leave it open to discussions, criticisms, and modifications by teachers, deans, and department heads at college level before putting into practice.
- ❖ Since peers' assessment could provide valid and reliable information to TPA, mechanisms should be designed by college Deans and department heads to promote peers' role in TPA. For example, arranging classroom observation programs and developing peer-teaching practices might improve their contributions to TPA.
- ❖ In order to improve the objectivity and competence of appraisers, a training program on TPA ought to be designed by the TMD higher institutions office; in which, not only the appraisers alone, but also teachers, students, and all who are engaged in the teaching-learning process could take part. Further, consideration should be given to the assignment of deans by the TMD based not on their academic status solely. But on their fitness to that particular position. For instance, it would be wise if graduates of EDPM or those who have at least knowledge of TPA are assigned to run the colleges.
- ❖ TPA criteria need to be developed differently for different teachers based on their level of educational qualification and years of experience.

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**የአዋሽ ሰባት ጥምር ጦር አካዳሚ የአካዳሚክ የመምህራን የስራ አፈፃፀም
መገምገሚያ ቅፅ /በተማሪዎች የሚሞላ/**

የዚህ ቅፅ ዓላማ መምህራን እየተገበሩ ያሉትን ተግባራትና ውጤቶች ለማወቅ መረጃ መስብሰብ ስለሆነ የሚከተሉትን የገምገማ ነጥቦች በመጠቀም ትክክለኛ መረጃ ስጥ።

የመምህሩ ስም _____
የሚያስተምረው ኮርስ _____
ዓመት _____ ተርም _____
ቀን _____

ተ. ቁ	የመገምገሚያ መስፈርት	የገምገማ ነጥቦች				
		በጣም ከፍተኛ	ከፍተኛ	አጥጋቢ	እነሱ ተኛ	በጣም ዝቅተኛ
1	በመጀመሪያ የትምህርት ፕሮግራም ዕለት በሊለባሉ ላይ ባሉ አላማዎች ይዘትና ማስተማሪያ ዘዴዎች ላይ በቂ ውይይት ማድረግ					
2	የሚጠቀሙ የማጣቀሻ መፅሐፍት የት እንደሚገኙ መግለፅ	5	4	3	2	1
3	በትምህርቱ ይዘት ላይ በሚገባ ተዘጋጅቶ መምጣትና ማስተላለፍ	5	4	3	2	1
4	የተማሪን የመማር ፍላጎትን ማነሳሳትና ማሳተፍ	5	4	3	2	1
5	የዕለቱን ትምርት ካለፈው ክፍለ ጊዜ ጋር በማያያዝ ማቅረብ	5	4	3	2	1
6	እንግሊዘኛ ቋንቋ በመጠቀም የመማር ማስተማርን ሂደት ማከናወን	5	4	3	2	1
7	እንደየአስፈላጊነቱ የተለያዩ የማስተማሪያ ዘዴዎች መጠቀም	5	4	3	2	1
8	አጋዥ መፅሐፍና (Hand out) መልመጃዎችን እዘጋጅቶ በቡድንና በግል መስጠት	5	4	3	2	1
9	የተማሪውን ሞያዊ ብቃት ለማሳደግ ትምህርቱን ከተጨማሪ ሁኔታዎች ጋር ለማዛመድ መጣር	5	4	3	2	1
10	ክፍለ ጊዜውን አክብሮ ክፍል መግባት	5	4	3	2	1
11	ክፍለ ጊዜውን ጠቃሚ ለሆኑ የመማር ማስተማር ተግባራት ስራ ብቻ ማዋል	5	4	3	2	1
12	ለተማሪዎች የምክር አገልግሎት ባሳወቀው የቢሮ ሰዓት (Consultation Hour) በመገኘት ምክር መስጠት	5	4	3	2	1
13	እንደየአስፈላጊነቱ ተቆሪያል (ማካፈል) መስጠት	5	4	3	2	1

14	ከአቅም በላይ በሆኑ ሁኔታዎች ለሚከሰቱ የክፍለ ጊዜያት ብክነት ማካካሻ መስጠት	5	4	3	2	1
15	ኮርሱን በተመደበው ጊዜ ማጠናቀቅ	5	4	3	2	1
16	ተከታታይና የተለያዩ የምዘና ዘዴዎችን በመጠቀም ተማሪዎችን መገምገም	5	4	3	2	1
17	ከትምህርት ዓላማዎች ጋር የሚዛመዱ ግልፅ የምዘና መስፈርቶች መጠቀም	5	4	3	2	1
18	የፈተናና ምዘና ውጤቶችን በወቅቱ በማሳወቅ ቅሬታዎች ካሉም በአግባቡ መፍታት	5	4	3	2	1
19	ለተማሪዎቹ ተገቢውን አክብሮት መስጠት	5	4	3	2	1
20	ለመምህርነት ሙያ ተነሳሽነት ማሳየት	5	4	3	2	1
21	ከተማሪዎች የሚሰጡ ገንቢ አስተያየቶችን በመጠቀም የትምህርቱን አቀራረብ ማሻሻል ::	5	4	3	2	1

ስለመምህሩ ተጨማሪ አስተያየት ካለዎት ቢገልፁ

የአዋሽ ሰባት ጥምር ጦር አካዳሚ የአካዳሚክ የመምህራን የስራ አፈፃፀም
መገምገሚያ ቅፅ /በስራ ባልደረቦቹ የሚሞላ/

የመምህሩ ስም _____

የሚያስተምረው ኮርስ _____

የኮርስ ቁጥር _____

ዓመት ምህረት _____

ቀን _____

የሚከተሉት የመገምገሚያ መስፈርቶችን በጥንቃቄ ካነበቡ በኋላ በእርስዎ አስተያየት ለመምህሩ ይመጥነዋል ያሉትን ነጥብ በእያንዳንዱ መገምገሚያ መስፈርት ትይዩ ባለው ሳጥን ውስጥ (✓) ምልክት በማድረግ ያመልክቱ ::

ተ.ቁ	የመገምገሚያ መስፈርት	የገምገማ ነጥቦች				
		በጣም ከፍተኛ	ከፍተኛ	አጥጋቢ	አነስተኛ	በጣም ዝቅተኛ
1	የትምህርት ክፍሉ ወይም አካዳሚው በሚያደርገው ስብሰባ ንቁ ተሳታፊ ነው	5	4	3	2	1
2	ለሰልጣኞች በወጣው የማማከርና ድጋፍ መስጫ ፕሮግራም መሠረት በአካዳሚው ግቢ ይገኛል ::	5	4	3	2	1
3	የአካዳሚውን የትምህርት መጠቀሚያ መሳሪያ ክሊሎች የስራ ባልደረቦቹ ጋር በጋራ የመጠቀም ዝንባላ	5	4	3	2	1
4	ለሌሎች የስራ ጓደኞች የሚሠጠው ክብር	5	4	3	2	1
5	ከሰዎች ጋር ያለው የመግባባትና የመቀራረብ ሁኔታ	5	4	3	2	1
6	የስራ ጓደኞች የሚሰጡትን ጠቃሚ ምክርና አስተያየት በጥሩ መንፈስ ይቀበላል ::	5	4	3	2	1
7	የመማር ማስተማሩን ሁኔታ ለማሻሻል በየጊዜው ጠቃሚ ሃሳብ ያቀርባል	5	4	3	2	1
8	በትምህርት ክፍሉ/ዲፓርትመንቱ/ ያሉ ችግሮችን ለመለየትና መፍትሄ ለመፈለግ የሚያስረክቱው አስተዋጾ	5	4	3	2	1
9	በሙያው ወይም ከሙያው ጋር ከተዛመዱ መስኮች እውቀትን ለማግኘት የሚያደርገው ጥረት	5	4	3	2	1
10	የትምህርት ችግሮችን ለመፍታት በተለይ በጥናትና ምርምር ስራዎችና በማስተማሪያ ማቴሪያዎች ዝግጅት ላይ ያለው ተሳትፎ	5	4	3	2	1
	ጠ/ድምር					

ስለመምህሩ ተጨማሪ አስተያየት ካለዎት ቢገልፁ

የገምገማው ውጤት _____

አቅራቢ _____

ፊርማ _____

ቀን _____

የአዋሽ ሰባት ጥምር ጦር አካዳሚ የአካዳሚክ የመምህራን የስራ አፈፃፀም

መገምገሚያ ቅፅ /በቅርብ የስራ ኃላፊ የሚሞላ/

የመምህሩ ስም _____
 የሚያስተምረው ኮርስ _____ የኮርስ ቁጥር _____
 ዓመት ምህረት _____ ተርም _____
 ቀን _____

የሚከተሉት የመገምገሚያ መስፈርቶችን በጥንቃቄ ካነበቡ በኋላ በእርስዎ አስተያየት ለመምህሩ ይመጥነዋል ያሉትን ነጥብ በእያንዳንዱ መገምገሚያ መስፈርት ትይዩ ባለው ሳጥን ውስጥ (✓) ምልክት በማድረግ ያመልክቱ ::

ተ.ቁ	የመገምገሚያ መስፈርት	የገምገማ ነጥቦች				
		በጣም ከፍተኛ	ከፍተኛ	አጥጋቢ	አነስተኛ	በጣም ዘጠነኛ
1	አስገዳጅ ሁኔታዎች ሲፈጠሩ እና ተጨማሪ የማስተማር ጫናዎች ሲሰጡት ያለምንም ማመንታት ይቀበላል ::	5	4	3	2	1
2	የስራ ሆነ የስብሰባ ሰዓቶችን በሚገባ ያከብራል ::	5	4	3	2	1
3	ከማስተማር ስራው በተጨማሪ የሚሰጡትን ሌሎች ስራዎች ተቀብሎ በሚገባ ያከናውናል ::	5	4	3	2	1
4	የተሠጠውን የማስተማር ክፍል ጊዜ እና የፈተና መፈተን ፕሮግራም በመገኘት ያከናውናል ::	5	4	3	2	1
5	በወጣው የተማሪዎች የምክርና ድጋፍ አገልግሎት መስጫ ፕሮግራም ተገኝቶ አገልግሎት ይሰጣል ::	5	4	3	2	1
6	ለአካዳሚው ንብረት እንክብካቤ ያደርጋል ::	5	4	3	2	1
7	ከአካዳሚው ኃላፊዎችና ከስራ ጓደኞቹ ጋር በመተባበር ይሰራል ::	5	4	3	2	1
8	ስለ ትምህርት እና የመማር ማስተማር መሻሻል በየጊዜው ጠቃሚ ኃሳብ ያቀርባል ::	5	4	3	2	1
9	የአካዳሚው ኃላፊዎችና የስራ ጓደኞቹ የሚሰጡትን ጠቃሚ ምክርና አስተያየት በጥሩ መንፈስ ተቀብሎ በስራ ላይ ያውላል ::	5	4	3	2	1
10	ከበላይ የሚሠጠውን መመሪያና የአካዳሚውን የውስጥ ደንብ በሚገባ ያከብራል ::	5	4	3	2	1
11	ከሌሎች ለመማርና አውቀቱን ለማሳደግ ያለው ችሎታና ዝንባሌ ::	5	4	3	2	1
12	የማስተማሪያ ፅሁፎችን ያዘጋጃል ::	5	4	3	2	1
13	ቀደም ባለው የተዘጋጁ የማስተማሪያ ፅሁፎችን ለማሻሻል ጥረት ያደርጋል ::	5	4	3	2	1
	ጠ/ድምር					

ስለመምህሩ ተጨማሪ አስተያየት ካለዎት ቢገልፁ

የገምገማው ውጤት _____ ፊርማ _____
 አቅራቢ _____ ቀን _____

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

A Questionnaire to be filled by Teachers

Dear respondent;

This questionnaire is designed to collect data on the views, perceptions, or attitudes of teachers of Ministry of National Defense colleges of the Training Main Department towards the current teachers' performance appraisal (TPA) system. The success of this study depends on your genuine responses. Therefore, you are kindly requested to answer all items provided in the questionnaire.

In responding to the questions, please note the following:

1. All the questions raised here are equally important to attain the objectives of the study. Failure to complete any of them will affect the overall study;
2. All your response will be kept confidential and used only for academic purposes;
3. Please put (✓) mark for questions with options, or write brief answer whenever necessary;
4. You are not required to write your name.

Thank you in advance for your Kind cooperation!

Part One: Background Information

1.1 Name of the college _____

1.2 Sex Male ☐ Female ☐

1.3 Age 20 and below ☐ 21-30 ☐ 31-40 ☐
 41-50 ☐ 51 and above ☐

1.4 Service year (in teaching):

5 years and below ☐ 6-10 years ☐ 11-15 ☐
16-20 ☐ 21-25 ☐ 26 and above ☐

1.5 Educational Qualification;

PHD ☐ MA/MSC ☐ B.A/B.SC ☐
Diploma ☐ Other _____

Part- Two: Data pertaining to perception of teachers towards the purposes of Teachers' Performance Appraisal (TPA).

Direction: Some of the purposes of teachers' performance appraisal (TPA) are enumerated below. Please read each item separately and indicate your degree of agreement by putting ~ tick mark () under one of these alternatives.

Item	Very highly	Highly	Moderately	Minimally	Very Minimally
2.1 To what extent are the following TPA purposes achieved in your college?					
2.1.1 To insure the selection and development programs for teachers					
2.1.2 To provide information to					

promotion, transfer, and termination decisions					
2.1.3 To provide feedback to teachers					
2.1.4 To serve as a basis for reward allocations					
2.1.5 To counsel teachers					
2.1.6 To arrange in-service training for incompetent teachers					
2.1.7 To promote college improvement					
2.1.8 To decide on teachers' salary improvement					

2.2 Generally, to what extent/degree has the TPA system met the purposes it is intended for?

1. Very highly ☐ 3. Moderately ☐ 5. Very minimally ☐
2. Highly ☐ 4. Minimally ☐

Part Three: Participation in the discussion of the appraisal criteria and the objectivity, clarity and relevance of the criteria.

Direction: please respond to the following items by putting tick mark (√). Use the previously mentioned rating scales: Strongly Agree = SA, Agree = A, Undecided = UD, Disagree = DA, and Strongly Disagree = SD

No	Items	SA	A	UD	DA	SD
3	In the current TPA system					
	3.1 There is a high participation of teachers in the development and formulation of the criteria					
	3.2 The criteria used are clear.					
	3.3 The criteria used are relevant to the purposes of TPA					
	3.4 The criteria employed are better in promoting , teachers' professional responsibilities.					
4	The current appraisal criteria objectively					
	4.1 Measure Teachers professional competence					
	4.2 Promote teachers motivation to work.					
	4.3 Strengthen teacher-student relationships.					
	4.4 strengthen teacher-administrators relationship					

Part Four: Teachers perceptions of their performance appraisal feedback communication system.

Direction: Please indicate your answer by putting a check mark or by writing where necessary in the space provided.

4.1 How often do your appraisers provide you with your own performance appraisal feedback?

1. Once in a semester ☐

2. Twice in a semester ☐

3. More than twice in a semester ☐

4. Once in a year ☐

4.2 What is your opinion regarding the timeliness of the performance feedback in your college?

1. Well-timed ☐ 2. Late ☐ 3. Too late ☐

4.3 Do appraisers discuss with you on the result of your performance appraisal?

1. Yes ☐ 2. No ☐

4.4 Do you have the right to appeal and challenge against your performance appraisal if you do not agree with the result?

1. Yes ☐ 2. No ☐

4.5 Who take part in TPA process in your college (please check as many as you think appropriate).

1. Supervisors ☐ 2. Peers ☐ 3. Students ☐

5. Department heads ☐ 6. Other _____

5. Part Five: Data pertaining: to competence and objectivity of appraisers.

5.1 In responding to the following items, show your degree of agreement or disagreement with regard to competence, objectivity, etc of your appraisers. Use the rating scales, Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (A), and Strongly Disagree (SD).

No	Items	Appraisers	SA	A	UD	DA	SD
1	Have competence and fitness	Dean					
		Dep. Heads					
		Students					
2	Have adequate training on TPA	Dean					
		Dep. Heads					
		Students					
3	Use Reliable Criteria	Dean					
		Dep. Heads					
		Students					
4	Have adequate experience on TPA	Dean					
		Dep. Heads					
		Students					
5	Show Favoritism or bias	Dean					
		Dep. Heads					
		Students					
6	Much focus on criticism	Dean					
		Dep. Heads					
		Students					

Part Six: The process of the TPA system.

The following is a process to be followed in the successful operation of the teachers' performance Appraisal (TPA). Indicate your response if this is currently working in your college. Please show your degree of agreement or disagreement by putting (√) mark as you did previously.

No	Item	Very High	High	Medium	Low	Very Low
6.1	Prior to any action, both the appraiser and the appraisee meet and establish and agree upon objectives.					
6.2	Appraiser and their appraisees develop action plans from the already set objectives.					
6.3	Evaluation of performance is made against the previously established objectives.					
6.4	Providing feedback to the appraisee.					

6.5 Do the college deans and your immediate supervisors/department heads orient you about the TPA prior to the appraisal process?

1. Yes ☐ 2. No ☐

Part seven: Data pertaining to problem of TPA

Please respond to the following questions by putting the (") mark in the box provided (indicate as many as you think appropriate).

7.1 What are the problems encountered in the appraisal system in general?

1. Lack of necessary knowledge of the appraisers

- a. Yes ☐ b. No ☐

2. Lack of adequate experience on the part of the appraisers.

- a. Yes ☐ b. No ☐

3. Poor administration of the overall appraisal process.

- a. Yes ☐ b. No ☐

4. Lack of pre-appraisal discussion between you and your appraisers.

- a. Yes ☐ b. No ☐

5. Lack of post appraisal discussion between you and your appraisers.

- a. Yes ☐ b. No ☐

7.2 Which of the following errors have you observed in the performance appraisal system of your institution?

1. Including appraisal dimensions (example, personality of the teacher) that is irrelevant to the performance appraised.

- | | |
|--|---|
| 1. Strongly agree ☐ | 4. Disagree ☐ |
| 2. Agree ☐ | 5. Strongly Disagree ☐ |
| 3. Undecided ☐ | |

2. Taking only one factors of a teacher (as positive or negative) and giving good or bad overall rating.

- | | |
|--|---|
| 1. Strongly agree ☐ | 4. Disagree ☐ |
| 2. Agree ☐ | 5. Strongly Disagree ☐ |
| 3. Undecided ☐ | |

3. Tendency of giving relatively high or low ratings to virtually everyone.

- | | |
|--|---|
| 1. Strongly agree ☐ | 4. Disagree ☐ |
| 2. Agree ☐ | 5. Strongly Disagree ☐ |
| 3. Undecided ☐ | |

4. Rating all or most teachers average

- | | |
|--|---|
| 1. Strongly agree ☐ | 4. Disagree ☐ |
| 2. Agree ☐ | 5. Strongly Disagree ☐ |
| 3. Undecided ☐ | |

5. Focusing on the behavior of teachers just before the appraisal and ignoring behaviors which are more distant past.

1. Strongly agree ☐

4. Disagree ☐

2. Agree ☐

5. Strongly Disagree ☐

3. Undecided ☐

6. Appraisers tendency of rating high a person who is similar to them in attitude, interest, race, sex, etc and rating low those who are not.

1. Strongly agree ☐

4. Disagree ☐

2. Agree ☐

5. Strongly Disagree ☐

3. Undecided ☐

7.3 Would you mention other problems of TPA?

7.4 Which do you recommend to improve the TPA system in your college? _____
