

**THE PRACTICE OF TEACHERS' PERFORMANCE APPRAISAL IN SECONDARY
SCHOOLS OF METEKEL ZONE**

BY

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JIMMA UNIVERSITY

**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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LIST OF ACRONYMS AND ABBREVIATIONS

AAU-Addis Ababa University

BARS- Behaviourally Anchored Rating Scales

BOS- Behavioural Observation Scales

CPD- Continuous Professional Development

HRM- Human Resource Management

IIEP-Institute of International Educational Planning

MBO-Management by Objective

MOE- Ministry of Education

PM-Performance Management

PTA-Parent Teacher Association

SIP-School Improvement Program

SPSS- Statistical Package for Social Sciences

TPA- Teacher Performance Appraisal

VSO- Voluntary Service Organization

Abstract

The major purpose of this research was to assess the practice of teacher performance appraisal whether or not it was serving as a means of effective teacher performance managements approach and to identify the major challenging problems. Proposing possible solutions which will help the schools to improve their practice was also the concern of this study. In doing so, six basic questions which helped the researcher to assess practice of teacher performance appraisal and to identify the major problems were formulated. To conduct this research descriptive survey research design was employed as the study covered large area. Again, quantitative and qualitative research methods giving more emphasis to quantitative one were used in conducting this research. The study was delimited to only ten randomly selected secondary schools of the zone. For collecting necessary data for this research, 10 principals, 10 vice principals, 50 students who were usually involved in teacher performance appraisal and 50 PTA members of the sample secondary schools were selected using purposive sampling technique. Whereas, 85 teachers and 40 department head teachers were selected as respondents by using lottery method of simple random sampling technique. The researcher has used questionnaire consisting of both close-ended and open-ended questions to gather data from principal, vice principal, department head teachers and teacher respondents and FGD was conducted among sample students as well as PTA respondents. In addition, the important documents related to teacher performance appraisal practice and implementations were consulted. The data collected using close-ended questions of the questionnaire were analyzed mainly using quantitative data analysis method. In doing so, frequency and percentage were used. Chi-square test was used to test the presence of significant statistical difference between responses of two respondent groups. But the responses obtained through open-ended questions of the questionnaire, FGD and results of document analysis were analyzed qualitatively for the sake of validating and triangulating the quantitatively analyzed data. Accordingly, the finding of the research has indicated that teacher performance appraisal in secondary schools of the study area was poorly practiced due to problem in its design, the purpose it was served, negative perception of practitioners, lack of pre-appraisal meetings, classroom observation, feedback and discussion, lack of necessary skill and knowledge of appraisers, unable to use relevant information in appraising teachers and generally inconsistency of the practice. Therefore, the issue of planning, assigning students who are going to appraise teachers at the beginning of academic year, practicing consistent and ongoing classroom observation, designing consistent feedback system, providing trainings for appraisers, creating awareness on both appraisers and appraisees, developing comprehensive appraisal criteria which includes all school programs, involving peers in teacher performance appraisal and using self appraisal as one source of performance information are recommended by the researcher for secondary schools of the study area to practice.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with background of the study, statement of the problem, general and specific objectives, significance of the study, scope of the research, organization of the research, ethical consideration and operational definitions of key terms.

1.1 Background of the Study

In any organization including schools, it is people that create organizations and make them survive and prosper. It is their efforts, talents and skills in using other resources such as material, finance, information and energy that result in the creation of useful results, products and services. Hence, the primary objective of human resource management in all organizations is to ensure that the most effective use is made of its human resource (Getu ,2011). Here, it seems that organizations that seek to gain competitive advantage through their employees must be able to manage the behavior and performance results of all employees and motivate, compensate and develop them based on their performance level. This explanation tells us that employees in any organization need continuous feedback about their performance level through effective and efficient practice of performance management.

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

Bascal (1999) explains the essence of performance management that it is an ongoing partnership between employee and supervisor with regard to major job functions, employees involvement in goal generation and discussion as to how both can work together to accomplish these goals. It also deals with performance measurement procedures, how the constraints can be solved in achieving organizational goals and how performance will be removed.

As to Armstrong (2005), “performance management is a strategy which relates to every activity of organization and its implementation depends on organizational context and can vary from organization to organization as well as place to place”. This indicates that organizations can practice either of many approaches in managing their performance based on their specific contexts. The major ones include: Graphic Rating Scales which consists of leadership skills, communication, dependability, loyalty and creativity. Generally this approach focuses on assessing employees’ traits. The drawback of this system is its ordinary focus on personal characteristics of employees as indicator of job; traits which are difficult to define and lead to different interpretations and it do not assess behavior and may not help in “developmental counseling” (Greer, 2001).

Another practice is Annual Confidential Report which is a comprehensive report written once in a year about the employee by his/her senior or supervisor for his or her responsible duties and performance in these duties. Audiences of these reports are not the employees but the senior management because on this report decisions are made whether the person should be promoted or not. This practice has such drawbacks as: absence of employee participation and absence of feedback about employee’s performance which means no learning and no development. Also, communication gap and personal biases could occur in this type of assessment (Stafylarakis, 2002).

On the other hand, organizations can use management by objective which focuses on manger’s performance as a means of performance management. It is a way of continuous review of strategic goals of organization, allows clarifications of goals for managers as to what to do, offers manager’s involvement in job improvement plan, systematic review and measurement of performance, and increases the manager’s motivation by salary and succession plans. Critics say that MBO focuses on results (what is accomplished at the end) but fail to notice the job behavior. Writers like Greer (2001) and Stafylarakis (2002) argue that the performance indicator, for how much hours training has been delivered by a trainer gives no information about quality and effectiveness of training. Therefore it is possible to say that, this approach is not appropriate in situation where we need to know how the results are achieved.

The modern approach in managing employee performance is performance management system. Performance management system aims to create a high performance culture in which all members, managers or employees take responsibility for continuous improvement of business processes. It is a planned management process consisting of communication among all working groups, task agreement, cooperative work design, output assessment, feedback and positive reinforcement (Armstrong, 2006).

Performance management system believes that there are many other factors coupled with performance outcome. In this approach, managers should make clear what they actually want from their staff or each individual so that autocratic style of management has changed into democratic (Wilson, 2004).

Another approach to performance management which was the concern of the researcher is performance appraisal. As VSO Ethiopia (2004) states, performance appraisal, as a structured formal interaction between a subordinate and supervisor usually takes the form of a periodic interview in which the work performance of the subordinate is examined and discussed with a view to identify weaknesses and strengths as well as opportunities for improvement and skills development. According to this source, the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses and promotions. By the same token, appraisal results are used to identify the poorer performers who may require some form of counseling or in extreme cases demotion, dismissal or decreases in pay. Tafoya (2006) also views performance appraisal in any organization including educational institution as part of performance management aimed at collecting and using information to judge staff performance.

Specifically, Snell (1999) explains teacher performance appraisal as a system which provides a systematic process to ensure continuous professional growth. He stresses the importance of relevant, job-related learning opportunities and individual involvement in developing, implementing and assessing professional development experiences. According to this writer, the professional development of teachers, in turn, would improve the school's capacity to function as a learning community. It would also enhance the collective knowledge base and problem solving ability of professional colleagues. As a consequence of this, the quality of

instruction, classroom climate and students' experience would be enhanced and greater student achievement fostered.

As to the history of performance appraisal, it is quite brief; it roots in the early 20th century which can be traced back to Taylor's pioneering time and motion studies. As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War - not more than 60 years ago. Yet, in a broader sense, the practice of appraisal is a very ancient art (Barlett, 2000).

According to Danielson (2001), performance appraisal systems began as simple methods of income justification. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes which mean if an employee's performance was found to be less than ideal, a cut in pay would follow. If their performance level was better than what the supervisor expected, a pay rise was in order.

In Ethiopian case, particularly teacher performance appraisal, as part of school inspection, was first introduced in 1934 E.C with main focus on controlling teachers and maintaining educational quality. In line with New Education Training Policy of Ethiopia, teacher performance appraisal is designed mainly for teachers' professional development purpose such as to promote their professional skill and knowledge through providing training based on their performance gap, enhance their professional experience and also for administrative purposes like for promoting teachers from one career level to the other, pay increase, assigning teachers at leadership positions and taking disciplinary measures based on the level of their performance (MOE, 1987).

To strengthen school performance and accountability of teachers as well as to promote effective use of resources in schools, in many regions of Ethiopia, performance management system in schools has been changed from performance appraisal approach to result oriented performance management approach. But, in all Zones of Benishangul Gumuz Regional State including Metekel Zone, teacher performance appraisal is still in practice.

It is unethical and unprofessional to generalizing blindly that one approach is the best whereas the other is the worst. Different researchers proved that each approach has its own strengths and drawbacks. In view of this idea Aguinis (2009) states that it is not sufficient to have any type of performance management approach which suits all situations, but what matters is the way organizations use it for different purposes such as strategic, administrative, developmental, communication, organizational maintenance and documentation purposes. According to this scholar, many performance management systems are under - utilized and, hence, do not serve all of these six purposes. As to this scholar, the results of a survey of industrial and organizational psychologists working in human resources departments in more than one hundred different organizations indicated that the two most frequent purposes which many organizations focused in managing performance are administrative (salary decisions) and developmental purposes.

It is therefore, professionally and ethically justifiable to look at the practice of teacher performance appraisal whither or not schools have practiced it very well and to suggest possible scholarly options. That is why the researcher wanted to know whether teacher performance appraisal was practiced as effective teacher performance management system or not in secondary schools of Metekel Zone of Benishangul Gumuz Regional State.

1.2 The Background of Study Area

This study was conducted in ten secondary schools selected from five woredas of Metekel Zone of Benishangul Gumuz Regional State. Metekel Zone is one of the three Zones in the Benishangul Gumuz Regional State of Ethiopia. It is bordered by Kamashi Zone in the South, Asosa Zone in the South West, Sudan in the West and Amhara_Region in the North and North East. The Zone comprises seven woredas. In these seven woredas there were 18 secondary schools and 445 secondary school teachers. Primary schools in the zone were 179 in which were 1366 teachers. The number of students is 69656 and 11971 in primary and secondary schools respectively. The capital town of the zone is Giligel Belese which is 547 kms away from Addis Ababa. Based on the CSA report of 2007, this zone has a total population of 276,367 (139,119 are men and 137,248 women). About 13.61% of populations are urban inhabitants. The five largest ethnic groups inhabiting the zone are Shinasha(21.6%), Amhara(17.39%), Awi(11.33%), Oromo(11.09) and other ethnic groups (1.81%).

1.3 Statement of the Problem

Organizations have survived in the pursuit of both performance and development through the huge investment on their human capital. The performance of employees is critical to the survival of the production process in the organizations. Whether educational or corporate settings, it is with the array that such production processes are supported by a well streamlined and purpose driven human labor which is willing and determined to challenge itself to the maximum to meet a set of challenges. In a general view, organizations should have interest in igniting this fire through different strategies such as motivation, retention and development. Specifically, the strategies are providing remuneration, compensation and incentives for those employees who performed better by using continual performance appraisal scheme and practicing effective and efficient performance management system (Emojong, 2004).

Foot and Hook (1999) define performance management as “a process which is designed to improve organizational, team and individual performance and which is owned and driven by line managers.” In order to improve the performance of individuals, the team and organization, performance management involves performance appraisal.

Different scholars in the area view employee performance appraisal in different ways but with the same concept. According to Jackson et al. (2009), an employee performance appraisal is a process often combining both written and oral elements whereby management evaluates and provides feedback on employee job performance including steps to improve or redirect activities as needed. In supporting this, Foot and Hook (1999) described employee performance appraisal as “the process of judging the individual’s performance, giving feedback about this performance and helping that individual to improve his/her performance by systematically trying to motivate him / her to work harder and effectively.

From these, it is possible to realize that the results of performance appraisal should be documented and used for different purposes. In this regard, documenting the results of performance appraisal can provide a basis for pay increases, promotions, rewarding, designing training programs and planning tasks by linking organizational and employee goals. Moreover, it can help staff members to improve their performance by enabling them to improve their professional competence.

As to Monyatsi (2003), ‘teacher appraisal is one of a number of techniques for integrating teachers into the school.’ While emphasizing this point, Bartlett (2000) describes as teachers’ appraisal helps to harness the unique talents of teachers and coordinate their activities towards the achievement of the school’s objectives by efficient and effective means. If structured, the process of appraisal ensures teachers’ competence and conscientiousness and is, therefore, an aid to professional development and accountability. As to this writer, for teachers’ performance appraisal to be effective, it should be treated as an ongoing co-operative intervention between the supervisor and supervisee, a shared responsibility and not a once-a-year.

According to Jackson et al. (2009), performance appraisal system should be effective as a number of crucial decisions are made on the basis of score or rating given by the appraiser which, in turn, is heavily based on the appraisal system. In order for the appraisal system to be effective, it should provide consistent, reliable and valid information and data which can be used to defend the organization-even in legal challenges; its technique should measure the performance and provide information in job related activities/areas; its forms, procedures, administration of techniques, rating etc. should be standardized as appraisal decisions affect all employees of the group; the techniques should be practically viable to administer, possible to implement and economical regarding cost aspect; the appraisal should have compliance with the concerned legal provisions of the country and its interviews should permit both parties to learn about the gaps and prepare themselves for future. To this end, their managers should clearly explain their performance expectations to their subordinates well ahead of the appraisal period.

In addition, employees should know and receive adequate feedback on their performance and individuals who conduct teacher performance appraisal should be skilled in appraising performance and should have preplanned activities. Above all appraisal system should be linked with organizational strategic goals and facilitate effective communication among staff members.

From this, it is possible to understand that the designing and developing of effective teacher appraisal system requires attention not only to the issues surrounding definitions and measurements of effective teaching and designing and developing improved evaluation

models but also to the organizational systems within which the models are implemented. But, the general science - practice gap is particularly evident in the area of performance appraisal in many schools of the world including African countries. In supporting this idea, Brown (2006) states that organizations worldwide have had problems with the performance appraisal process. He concludes that the performance appraisal process seems to be uncomfortable for those who are charged with appraising and the person being appraised and as a result, most companies have problems with performance appraisal because of the design and its delivery. In addition, the research conducted by Monyatsi et al. (2006) in Secondary Schools of Botswana indicated that as many teachers do not understand the purposes and practices of teacher appraisal process due to lack of orientation and training, as well as lack of periodic review on teacher appraisal system in order to keep it in line with changes that take place in the education system.

In line with the above research findings, when we see the practice of teacher performance appraisal in secondary schools of our country including secondary schools of Metekel Zone of Benishangul Gumuz Regional State, it seems wrongly practiced. That is, the appraisal process is not pre planned, teachers' appraisal results are not used for professional development of teachers, appraisers are not skillful, there is no practice of giving feedback after appraisal has been conducted, the appraisal system is not formally structured and linked with school strategic goals, teachers are not parts in setting criteria and as a result, they are usually reluctant to accept their appraisal results. Even, in many schools, it is the source of principal-teacher conflicts. For example, the research conducted by Melaku Yimam (1992) on "The perception of appraiser-appraisee on teacher performance appraisal in Secondary schools of Addis Ababa" revealed the existence of problems in practicing teacher performance appraisal. Moreover, the researcher still observes different problems and challenges in practicing teacher performance appraisal in many secondary schools. That is why the researcher was interested to conduct this research and decided to assess how teacher performance appraisal is practiced in Secondary Schools of Metekel Zone of Benishangul Gumuz Regional State. In order to address this problem, the following basic questions were rised:

1. To what extent appraisal system and its criteria are designed in accordance to school strategic goals, programs and teachers' daily activities?

2. For what purpose is teacher performance appraisal conducted and to what extent is the purpose served?
3. Do participants of teacher performance appraisal practice know the necessary requirements of teacher performance appraisal?
4. When and how frequent is teacher performance appraisal conducted?
5. How do appraisers and appraisees perceive teacher performance appraisal practice?

1.4 Objectives of the Study

1.4.1 General Objective: The overall objective of this study was to assess the current practice and identify the major challenges in teacher performance appraisal in Secondary Schools of Metekel Zone.

1.4.2 Specific Objectives: Specifically this research was aimed to:

1. assess the current practice of teacher performance appraisal in secondary schools of Metekel Zone;
2. ascertain the purpose that teacher performance appraisal results are used for;
3. explore how secondary school instructional leaders and teachers practice teacher performance appraisal in relation to improving school performance and benefiting teachers;
4. examine how secondary school instructional leaders follow steps of teacher performance appraisal in appraising teachers;
5. assess the perception of practitioners about the practice and benefits of teacher performance appraisal;
6. identify major existing challenges which secondary schools face in practicing teacher performance appraisal; and
7. suggest possible strategies that could help to improve the practice of teacher performance appraisal.

1.5 Significance of the Study

Teacher performance evaluation serves both the school and teachers. From the school's perspective, sound performance appraisals can ensure that the correct work is being done and assists in meeting school goals whereas from teachers' point of view, evaluating and analyzing teachers' performance level helps for rewarding, appreciating or revising employee

performance and designing training programs for teachers based on the identified gaps. Hence, teacher performance appraisal should be properly practiced and the existing challenges should be investigated through continuous research endeavors. In view of this, the findings of the study are believed to have the following benefits:

1. It may help school leaders, supervisors, students, parents and school personnel to have better understanding about teacher performance appraisal and do evaluation properly.
2. It may provide a baseline of teachers' previous experience of teacher performance appraisal, their current attitudes and their future expectations.
3. It may help teachers, supervisors and other responsible officers to be well aware of the practice of teacher performance appraisal and understand challenges that stand against its effective implementation.
4. It may provide important information to policy makers so that they would further revise and develop appropriate appraisal procedures and criteria which will enable schools to manage teachers' performance properly.
5. It is also hoped that the study would contribute for the improvement of quality education by enabling schools to design effective performance appraisal system which in turn would help them to practice appropriate performance management approach.
6. It may help all concerned bodies at the zone, woreda and school level to recognize the strengths and weaknesses of current teacher performance appraisal system and to take remedial measures against the challenges that secondary schools face in implementation.
7. It may also contribute to further research in the area.

1.6 The Scope of the Study

According to Seyoum and Ayalew (1999), "...to carry out any research work, it should be important to delimit the study both conceptually and geographically to a manageable size". In view of this, the problem of teacher performance appraisal is all over the schools in our country, for the sake of making the study manageable, it was delimited to only ten secondary schools of Metekel Zone of Benishangul Gumuz Regional State. This means, the primary schools of the Zone were excluded from the study. The student researcher selected the zone because, the researcher observed problems related to practice of teacher performance appraisal in using it as means of managing teacher performance in schools of the Zone as he has worked

in the Zone as primary and secondary school teacher, school principal and college instructor for the last sixteen years. The study was also delimited to only the assessment of the practice of teacher performance appraisal in secondary schools of the Zone in relation to the why, how, what, when and by whom of the practice. Perception and understanding of principals, teachers, students and parents about objectives, significances and procedure of teacher performance appraisal were assessed. In addition, identifying the major challenging factors which affected the practice of teacher performance appraisal and proposing possible strategies that could help to improve the practice of teacher performance appraisal were the concern of the study. But performance appraisal of non academic staff, other personnel management issues, financial management and academic cases of schools were not the concern of this study.

1.7 Limitation of the Study

It is obvious that research works cannot be totally free from limitations. Due to this reality one pertinent limitation which the researcher faced while conducting this research was lack of local related literatures in the area which are written in Ethiopian case. In addition, lack of policy manuals and guides which clearly describe the roles and responsibilities of teacher performance appraisers in Ethiopian case. Due to this reason the researcher was forced to see teacher performance appraisal practice in global perspectives.

1.8 Organization of the Study

This study consisted of five chapters. The first chapter has dealt with background of the study, statement of the problem, objectives, significance, limitation as well as delimitations of the study and definition of terms. The second chapter presented review of relevant literature. The third chapter was about the research design and methodology which consisted of the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tool as well as data analysis. The fourth chapter has dealt with data presentation, analysis and interpretation. The fifth chapter incorporated the summary, conclusions and recommendations of the study.

1.9 Definition of Terms

In this study the following terms and phrases were used as they are defined here:

Effective teacher performance appraisal: is teacher performance appraisal implementation process which is properly planned (designed), put into practice following the necessary steps, enables appraisers to give fair appraisal results to teachers and serve for intended purposes.

Secondary school: School of four years duration that is from grade 9th -12th

Performance: Employee performance is the degree of accomplishment of tasks that make up on employee's job and fulfilling the requirements of the job (Rue & Byars, 2003).

Performance Management: set of process or a concept, a holistic philosophy that includes motivation of employees to perform well, employees' knowledge about what their managers expect of them, development of employees, monitoring and measuring performance in order to know what areas are to be improved (Aslam, 2010).

Performance Evaluation: The process of monitoring activities to ensure that they are being accomplished as planned and correcting any significant deviations (Adane Tesera et al., 2000)

Performance Appraisal: is a method by which the job performance of an employee is evaluated generally in terms of quality, quantity, cost and time typically by the corresponding manager or supervisor (Jackson et al., 2009).

School Leaders: refers to school personnel that include school principals, deputy principals, department head teachers and supervisors who are responsible for school functioning.

School strategic goals: are the milestone aims which evolve from the strategic issues and determine the long range direction of the school.

Teacher performance appraisal system: is a system which involves interaction of school leaders and teachers for the sake of evaluating teachers' performance level and giving feedback which will help schools to design different mechanisms to improve teachers' competence and performance of the school as the whole.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter assesses relevant literature on the general concepts of performance management, performance appraisal, purposes, process and methods of teachers' performance appraisal, participants in TPA, the prevailing challenges in rating teacher performance, strategies to overcome rating errors and ethical issues in TPA.

2.1 Concept of Performance Management

As everyone knows, organizations are established for accomplishment of some intended goals. In line with this, Roberts (2003) states that organizations are associates of persons grouped together around the pursuit of specific goals. They are social units deliberately constructed and reconstructed to seek specific goals. As organizations are existent for achievement of some specific goals, one major and critical aspect that managers of any organization should do in order to be successful in achieving their goals is conducting performance management. If performance management is very important program of organizations, what is performance management by itself?

Different scholars described the term 'performance management' in different ways but with the same concept. Performance management, according to Jackson et al. (2009), is formal structured process used to measure, evaluate and influence employees' job related attitudes, behaviours and performance results. Performance management helps to direct and motivate employees to maximize their efforts on behalf of their organization. According to these scholars performance management is concerned not only with the performance of individuals but also the performance of team and organization.

Another scholar, named Ivancevich (2009) defines performance management as "process by which executive managers and supervisors work to align employee performance with the organization's goals." Here, it seems that performance management in schools is the process through which school leaders ensure teachers' activities and outputs contributing to achievement of school goals. Performance management in school is the component of human resource management which is concerned with managing the school staff and their

performance. Hence, performance should be basically a shared process between school leaders and work teams among whom objectives are agreed and jointly reviewed.

According to Noe, et al. (2009), effective performance management can tell top performances that they are valued, encourage communication between managers and their employees, establish uniform standards for evaluating employees and help organization to identify its strongest and weakest performances. From this, in school context, it is possible to say that meaningful school performance management helps school leaders to create shared understanding among staff especially teachers about what, how and why they are going to perform school tasks and evaluate their performance levels all the time. In addition, it enables school leaders and teachers to know what activities and outputs are desired, identify what has occurred and provide feedback based on the observed results.

2.2. Purposes of Performance Management

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

2.2.1. Strategic Purpose: Effective performance management helps the organization to achieve its goals and objectives. It does this by helping employees to link their behavior with their organizational goals. This is because performance management starts with defining what organization expects from each employee and it measures each employee's performance to identify whether these expectations are met or not. This enables organizations to take corrective actions such as training, providing incentives and taking disciplinary actions. Performance management can achieve its strategic purposes only when performance measurements are truly linked to the organizational goals and when the goals and performance feedback are communicated to employees.

2.2.2. Administrative Purpose: The administrative purpose of performance management system refers to the ways in which organizations use the system to provide information for

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

2.2.3. Developmental Purpose: Performance management serves as basis for developing employees' knowledge and skill. Even employees who are meeting expectations can become more valuable when they hear and discuss about their performance feedback. Effective performance management makes employees aware of their strength and the areas in which they can improve. Although discussing weakness may make one uncomfortable, it is necessary when performance management has a developmental purpose.

2.2.4. Communication purpose: A performance management system can be an excellent communication device. Employees are informed about how well they are doing and receive information on specific areas that may need to be improved. Also, related to the strategic purpose described above, performance management systems are a conduit to communicate the organizations' and the supervisor's expectations and what aspects of work the supervisor believes are most important.

2.2.5. Organizational maintenance purpose: An important component of any workforce planning effort is the talent inventory, which is information on current resources (for example, skills, abilities, promotional potential, and assignment histories of current employees). Performance management systems are the primary means through which accurate talent inventories can be assembled. Other organizational maintenance purposes served by performance management systems include assessing future training needs, evaluating performance achievements at the organizational level, and evaluating the effectiveness of HRM interventions (for example, whether employees perform at higher levels after participating in a training program). None of these activities can be conducted effectively in the absence of a good performance management system.

2.2. 6. *Documentation purpose*: It yields data that can be used to assess the predictive accuracy of newly proposed selection instruments as well as important administrative decisions. This information can be especially useful in the case of litigation.

Whatever the purpose is, all the programs of performance management are important for human resource management of a given organization. Hence, implementing effective performance management systems should take considerable time and effort throughout the process.

While emphasising this point, Jackson et al. (2009) state, performance management seeks to find ways to get the best performance from all the concerned by motivating employees to achieve organizational objectives. Hence, it should be well coordinated and organized throughout its process.’’

Based on the above explanation, in school case, it must also remembered that performance management system seeks to get the best from teachers and other non academic staff as it is a way to motivate them to perform better by addressing ways of integrating teachers into the workforce and ensuring that they are aware of the contribution that they make towards achieving the school strategic objectives. In addition, it provides ways of dealing with poor performance in their daily instructional tasks. It seems that performance management can attain all the above purposes if and only if performance management system is designed and practiced properly.

2.3 Typical Features of Effective Performance Management Design

As it is possible to understand from the descriptions given above, generally performance management is process which creates shared understanding about what needs to be achieved and managing as well as developing employee in a way which will facilitate the excellent communication in all directions which, in turn, fosters employee involvement in organizational goal achievement. Based on its critical importance for organizations and employees, Foot and Hook (1999), identified the following major typical features of effective performance management system:

a. Clear Links with Organizational Objectives: The objectives of work group and individuals are derived from organization’s strategic objectives. Hence, such work groups and individuals

should clearly see what they have to do to make their contribution to the organization's overall effectiveness. The objectives need to be clear and measurable as well as should be agreed upon after discussion between the team, individuals and the manager. Both good communication and involvement are extremely important aspects as organization's objectives and mission need to be clearly communicated to all employees in order that they can participate in setting objectives and contribute to the fulfilment of organization's objectives. In addition to top-bottom communication, bottom up and lateral communications are very important.

b. Clear Links with Job Descriptions: In any organization, including schools, individuals should have clear job descriptions which they have had agreed and reviewed regularly as the job changes. From this, it is possible to say that in effective performance management, the job descriptions are reviewed regularly and are also agreed upon between the subordinates and the manager.

c. Objective Assessment Process: The objectives for the individual and the team, which are derived from the organization's strategic objective, will be jointly devised by the appraiser and appraisee and should have clear and measurable intended contribution for the achievement of goals. Management by objectives approach to performance evaluation will fit easily with this framework. The assessment process is not just top-down approach but increasingly uses assessment of managers by their subordinate's 360° assessment.

d. Individual Development Plans: Each individual will have an individual development plan which is designed to give detailed goals and provide for activities to enable that individual to achieve his or her goals. This is jointly designed by the manager and employee. The manager will provide support and coaching to help employee to meet his/ her goals. This relates very closely to the idea of the organization being a learning organization where everyone is encouraged to learn.

e. On going Assessment: In effective performance management, the evaluation of the performance level of individuals, teams and the organization as the whole undertakes on a more frequent basis by involving managers, individuals and teams. The major intention of continuous assessment is to motivate employees and help them focus on developmental issues. This idea also clearly relates to the idea of learning organization and continuous development for individuals and teams. In order for this to happen, communication is extremely important

and organizational culture should be such that encourages feeling of openness and trust among employees.

f. Links between Assessment and Pay: In effective performance management system, the annual performance appraisal is often linked with pay and is intended toward those who have done well in meeting their objectives. In practice, relating assessment to pay suffers in that there is a potential conflict between the need for employees to talk frankly about their performance and reluctance to do so because it would jeopardise their pay award.

Generally, whatever the purpose is, performance management decisions should be made based on effective and efficient performance evaluation and appraisal of the organization as the whole and individual employees.

2.4 Teacher Performance Appraisal

2.4.1 General Concept of Performance Appraisal

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

and also review their performance. Performance appraisal of teachers takes into account the past performance of the teachers and focuses on the improvement of the future performance (Ibid).

In larger context of school improvement, teacher performance appraisal system provides principals and teachers with processes and procedures that can help them to bring about improvements in teaching and learning. The appraisal process can also promote the collaboration and relationship building essential to create and sustain an effective learning community. It is especially important to see the appraisal system as a supportive and effective way of helping teachers grow and develop as confident, proficient teachers (Namuddu, 2005).

As the most significant resource in schools, teachers are critical to raise education standards. Improving the efficiency and equity of schooling depends on ensuring that teachers are highly skilled, well resourced and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. For this purpose, the effective monitoring and evaluation of teaching is central to the continuous improvement of teaching and learning in a school. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards (OECD, 2009). Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of teachers. The great majority of teachers' interest shows that the appraisal and feedback they receive should be beneficial, fair and helpful for their development as teachers (Ibid).

2.4.2 Purposes of Teacher Performance Appraisal

Approximately three decades ago, performance appraisals were designed primarily to tell employees how they had done their tasks over a period of time and to let them know what pay raise they would receive. This feedback mechanism may have served its purpose then but

today additional factors must be addressed. Specifically, performance appraisal should address development and documentation concerns (Decenzo & Robbins, 2007).

According to these scholars, the use of performance appraisal for development of employees refers to those areas in which an employee has deficiency or weakness or an area that simply could be better through effort to enhance performance. For example, in case of teachers, development may include exposure to different teaching methods such as bringing into classroom more experiential exercises, real world applications, internet applications, case analysis etc as the result of discussion during feedback based on the performance appraisal results. On the other hand, they note the issue of documentation as the purpose of relating the results of performance appraisal with the legal aspects of employee performance. For instance, suppose the supervisor has decided to terminate the teacher, he/she cites the performance matters of the teacher as reason for the discharge if the teacher's performance significantly decreases time to time.

According to Kermally (1997), the importance of appraisal in any organization cannot be overemphasized. The literature on staff appraisal, covering a wide spectrum of fields such as commerce and industry as well as the private and the public sectors including schools identifies three main purposes of appraisal such as to serve as a basis for modifying behavior to realize more effective working habits; to provide adequate feedback to each employee on his/her performance; and to provide managers with data with which to evaluate future assignments and determine compensation.

As to Belcourt, et.al. (1998), teacher performance appraisal programs and its results can serve for several purposes that benefit both schools and teachers whose performance is being appraised. Based on this theoretical background, these scholars listed four specific objectives of teacher performance appraisal. In this regard, teacher performance appraisal is important to:

1. give teachers an opportunity to discuss their performance and performance standards regularly with their supervisors;
2. provide the supervisor with a means of identifying the strength and weakness of his/ her teachers;

3. provide a format enabling the supervisor to recommend a specific program designed to help teachers to improve performance; and
4. provide a basis for salary and other benefit recommendations for teachers based on their performance level in their teaching learning process.

2.4.3 Managing Teacher Performance Appraisal Linked to Staff

Development

In order to see the importance of linking teacher performance appraisal to staff development program of schools, first let us see the concept and definition of staff development. Different scholars defined staff development in different ways but with the same concept. For example, Rue and Byars (2009) defined it as teaching activity planned and initiated by organizations. For Foot and Hook (1999), staff development is the provision and organization of learning experience in the work place in order that the performance can be improved, the work goals can be achieved and that through enhancing the skills, knowledge, learning ability enthusiasm of people at every level there can be continuous individual growth. Thus, from the definitions given above, it is possible to say that staff development at schools is the process of providing need-based trainings and education to teachers to enable them become competent in handling teaching and non-teaching tasks in order to achieve desired objectives of their schools. As it is need-based training, it demands re-appraisal of teachers' performance level all the time. This tells us that teacher performance appraisal program is the critical aspect of staff development program and school leaders hence, are expected to create greater linkage between both programs.

In relation to this, Fidler and Cooper (1992) discuss that an appraisal which is not linked to staff development is likely to be partially effective and equally trying to manage staff development without an appraisal process will produce random, partial and peripheral outcomes. Properly managed teacher appraisal provides the focus for staff development. In the same way, appropriate teacher training and development program strategy ensures that the appraisal process actually leads to change and growth of teachers' professional competence and the organizational effectiveness. In short, teacher appraisal provides the diagnostic and analytic component of strategy for effective professional learning for individual teachers as well as the school as the whole. In other words, an integrated teacher appraisal program

provides for managing quality in schools, enhancing the performance of teachers and translating the rhetoric of school aims into practical activity (Ibid).

Fidler and Cooper (1992) justify the importance of integrating appraisal program with teacher professional development by saying, “if teachers are encouraged to be growing as competent individuals and to develop their professional skills, the feedback knowledge of results and information about them are progressing.” That is if feedback is not available on how well teachers are progressing, teachers’ growth will be random and unsystematic. From this; it is clear that a good teacher performance appraisal scheme provides teachers with valid information which will allow them for positive and constructive development.

Integrating appraisal and staff development creates the possibility of schools becoming learning organizations for adults as well as students. Learning organization, according to Vemić (2007), is an organization which allows free flow of knowledge and lifting off all barriers on developing knowledge and new ideas among employees.

In learning organization, every individual should appreciate lifelong learning and every successful organization is a learning organization. In this situation, the organization is not only the user of knowledge but also it is creator. For this purpose, appropriately designed teacher appraisal schemes provide the opportunity for review and analysis and staff development which is the means to create learning organization and bring change on schools by developing the professional competence of teachers as it enables teachers to identify their strengths and weakness as well as discuss with each other on their daily teaching and non-teaching activities.

2.4.4. Teacher Performance Appraisal Processes

In practice, appraising the performance of teachers has been regarded as a process of observing, analyzing and judging the teachers’ performance. As systematic process, teacher performance appraisal comprises of four major steps (Adane Tesera et al, 2000; Armstrong, 2006). These are:

i. Pre-appraisal Meetings

The pre-appraisal meeting is the preparatory stage in the process of teacher performance appraisal. This initial meeting is a crucial step of TPA which is aimed at establishing common

understanding and agreement between teachers and their appraisers. During this meeting the following issues are addressed:

a. Role Definition or Role Profile: Role definition sets a road map and provides basis for performance measurement framework. It starts with “**purpose of role**”, that is, overall aim. The primary focus is to make the job holder understand what job is expected from her or him. Secondly, it outlines the “**key result areas**” which define in detail, the agreed objectives, main output areas and performance standards. In other words, the manager and employee should know what functions will have to be performed by the job holder. Lastly, the presence of “**key competencies**” is assured. This step deals with organizational or generic competencies about the behavior required to perform the role effectively. These behavioral competencies include teamwork, communication, and customer focus, developing others, problem solving, and leadership and so on. These competencies provide the basis for personal development program (Armstrong, 2005).

b. Performance Agreements: Performance agreements which are also known as ‘performance contracts’ should be made between supervisor and teachers during task assignment. The agreements include about:

- *Objectives and standards of performance:* Objectives should be “SMART”(S=specific, M=measurable, A=achievable, R=relevant and T=time framed). SMART aim is to direct the people objectives towards organizational objectives. This integration is achieved when everyone is fully aware of organizational functions and individual as well as team goals. Performance standard is a statement of conditions that are used when time based targets are not possible to set for teachers. It may be possible that their essential nature may not change from one performance period to other regardless of any special circumstances. That is why they are standing or continuing objectives. After defining what is to be achieved, the next important step is to define how the achievement will be measured. Performance measure provides the evidence whether intended results have been achieved or not and to what extent the job holder has done his/her job efficiently. This data will be supplying a good base for feedback to managers and help teachers to monitor her/his own strength and weaknesses. Measures can be categorized in finance, output (units produced), impact (innovation, standard attainment),

reaction (judgment of customers, colleagues), or time (speed of response, delivery times) (Armstrong, 2005).

- *Competency assessment:* Next is the assessment stage that includes the discussion consisting of competency profile which has been defined in role definition of job holder. Discussion may consist of clarification of expectations of manager, how these competencies are perceived by manager and what he/she actually wants under these competencies details.

- *Core values and operational requirements:* An additional step in performance agreement is the discussion about core values of the school for quality, customer service, team working which teachers are expected to uphold in carrying out their daily instructional tasks.

c. Performance Development Plan: This plan sets out the actions that teachers take to improve their skills, knowledge and talent regarding that particular job and increase their levels of competence in order to improve their performance.

ii. Task Observation and Data Collection

The most distinguishing process of teacher performance appraisal is that it emphasizes continuous process of performance management. As compared to early practices where there may be only one annual performance review, performance measurement encourages the process of continuous feedback and learning. This is important because school leaders and individual teachers should be ready to meet the development and improvement needs of the school. Teachers should be appreciated whenever they do their work according to standards before it gets so late /till the end of year.

These performance reviews are not need to be formal every time but should be held in team meetings, in school club, in group activities, at conference held in the appraiser's office etc so that problems should be discussed immediately when they arise. It should be, however, noted that classroom observation should occupy a prominent position in the process of data collection on teachers' performance. Classroom observation, as a technique of performance data collection helps, to objectively identify both weakness and strength of a teacher in his/her teaching task performance. Moreover, it helps in providing objective feedback and, hence, to assist teachers to improve their professional competence so that it should be conducted as frequently as possible depending on the time and resource available with which the school operates (Adane Tesera et al., 2000).

iii. Post-appraisal Conference and Target Setting

According to Adane Tesera et al. (2000), post-appraisal conference occupies a particular sensitive position in the appraisal process. It is at this stage that a teacher's total contribution to the school is frankly discussed, appraised and valued. The teacher will have the opportunity to criticize and comment on performance evidences presented by the appraiser. He/ she will also have the chance to supply additional data which he/ she feel that the appraiser has missed. This meeting enables the teacher to appeal against unjustified ratings. As post-appraisal conference is sensitive and anxiety producing to both appraisees and appraisers, it should be handled carefully and systematically. The following requirements are very imperative at this stage:

- ✓ Post-appraisal conference should take place immediately after classroom observation before appraisal causes anxiety and frustration on the teacher;
- ✓ The appraiser should analyze, synthesis and evaluate performance data collected and carefully identify the critical performance areas which have been met by the teacher and which are not and why;
- ✓ The focus of post –appraisal conference should be the teacher's performance in the defined job areas. That is, both the teacher and the appraiser should be aware that negative as well as positive feedback to the teacher should be performance-oriented rather than comments on the personality traits.
- ✓ The final aspect of post- appraisal conference should focus on setting future performance targets. Both the teacher and appraiser should leave the conference with mutually identified, clearly understood and agreed upon plan of action including the means to be used.

Generally, post appraisal conference, when done properly encourages appraisers and teachers to jointly solve performance problems and develop the common understanding about what was and will be observed and appraised.

iv. Follow-up Discussion

At this stage, the performance targets set during the post–appraisal conference are worked on, supported and monitored. For follow up stage to be successful, three approaches are suggested:
a, Remedial approach: In this approach, an appraiser is expected to give the teacher clear, specific and objective feedback indicating what, how and why the teacher is experiencing

difficulty in carrying out performance targets. In such approach, the appraiser and the teacher jointly find out ways and means by which the difficulty identified could be tackled.

b. Maintenance approach: In maintenance approach, both the appraiser and the teacher can ensure that performance strengths and skills currently realized in the teacher are sustained so that satisfactory levels of performance and job satisfaction can be continued.

c. Developmental approach: In developmental approach, professional development and personal growth of the teacher are further enhanced. In addition, after ascertaining that the appraisee has successfully accomplished performance targets set in the post-appraisal conference, the appraiser and the teacher discuss and set new challenging target areas which are necessary for the later to achieve self as well as school development.

2.4.5 Methods of Teacher Performance Appraisal

According to Noe et al. (2009), organizations have developed a wide variety of methods for measuring performance. Some methods rank each employee to compare employee's performance. Other methods break down the evaluation into ratings of individual attributes, behaviors or results. Many organizations use a measurement system that includes varieties of preceding measures as in the case of applying total quality management to performance management. On the other hand, Decenzo and Robbins (2007) proposed three approaches for doing appraisals; that is, employees can be appraised against absolute standards, relative standards or outcomes. Similarly, Dessler and Cole (2002) classify methods of performance appraisal as critical incident method, narrative forms, behaviorally anchored rating scales and management by objective. These are briefly described hereunder:

1. Critical Incident Method: As Decenzo and Robbins (2007) state, critical incident appraisal focuses the rater's attention on critical or key behaviors that make the difference between doing a job effectively and doing it ineffectively.' This method can always be used to supplement other appraisal techniques. According to Rue and Byars (2003), the critical incident appraisal method requires the manager to keep a written records of incidents as they occur, involving job behaviors which illustrate both satisfactory and unsatisfactory performance of the teacher being rated. This method is advantageous for the following reasons: it provides specific hard facts for explaining the appraisal, it ensures that the supervisor thinks about the teacher's performance appraisal throughout the year because the incident must be

accumulated and keeping running list of critical incidents also provides concrete examples of what teachers can do to eliminate performance deficiencies (Dessler & Cole, 2002) .

In contrast, Rue and Byars (2003) articulate the following major drawbacks of critical incident appraisal method:

- ✓ The manager is required to jot down incidents regularly which can be burdensome and time consuming task for managers;
- ✓ The definition of critical incidents is unclear and may be interpreted differently by different managers; and
- ✓ Some believe that this method can lead to friction between principals and teachers when the teachers think the manager is keeping a ‘‘book’’ on them.

2. *Narrative Forms*: Some supervisors use this method to evaluate teachers. In using this form, the supervisors are asked to rate the teacher’s performance in terms of standards and to present critical examples and an improvement plan designed to aid the teachers in meeting or exceeding these position standards. A summary performance appraisal discussion, then, focuses on problem solving.

3. *Behaviorally Anchored Rating Scales (BARS)*: This method combines the benefits of narratives, critical incidents and quantifying ratings by anchoring quantified scale with specific behavioral examples of good or poor performance. Developing BARS typically demands five steps. These are: generating critical incidents, developing performance dimensions, reallocate incidents, scale the incidents and developing final instrument.

According to Dessler and Cole (2002), developing BARS is more time consuming than developing other appraisal tools. It however is more advantageous because it is a more accurate measure, has clear standards, enables to provide appropriate feedback and is consistent.

4. *Management by Objective (MBO)*: This method requires the supervisor to set specific measurable goals with each teacher and, then, periodically discuss teacher’s progress toward the stated goals. According to Rue and Bary (2003), Management by Objective is a system in which people at each level of the organization set goals in a process that flows from top-to-bottom. Therefore, employees at each level are contributing for the achievement of the organization’s overall goals.

According to the description of Dessler and Cole (2002), an MBO system has three important components. These goals are specific, difficult and objective, managers and their employees work together to set the goals and the manager gives objective feedback through rating period to monitor progress toward the goals. According to the above scholars, setting appraisal programs by using MBO involves the following six steps:

- 1st: Setting organizational goals:- The supervisor should establish an organization wide plan for next year and set goals.
- 2nd: Setting departmental goals: Here department heads and their supervisors jointly set goals for their department.
- 3rd: Discussing on departmental goals:- Department heads should discuss the departmental goals with all teachers in the department and ask them to develop their own individual goals and how each teacher can contribute for attainment of department goals.
- 4th: Defining expected short term results:- Here, department heads and teachers set short term performance targets.
- 5th: Performance review and measuring the results:- The department heads compare the actual performance results of each employee with expected results.
- 6th: Providing feedback:-Department heads should conduct periodic performance review meeting with teachers to discuss and evaluate progress in achieving expected results.

There are three problems in using MBO. These are setting unclear objectives, it is time consuming as it demands more time in setting objectives, measuring progress and providing feedback and setting objectives with an employee sometimes turns into a tug of war with manager pushing for higher goals.

Noe et al. (2009) also proposed several ways of performance measurement methods like making comparisons, rating individuals, rating attributes, rating behaviors, measuring results and total quality measurement.

1. Making Comparison: According to these scholars, performance appraisal method may require the rater to compare one individual's performance with that of the other. This method involves some form of *ranking* in which some employees are best, some are average and others are worst. The usual techniques for making comparison are simple ranking, forced distribution and paired comparison.

- *Simple ranking:* It requires managers to rank employees in their group from the highest performance to the poorest performance. In a variation of this approach alteration ranking, the manager works from a list of employees. To this end, first the manager decides which employee is best and cross that person's name off the list. From the remaining names, the manager selects the worst employee and cross off that name. This process continues with manager selecting the second best, second worst, and third best and so on, until all the employees have been ranked. The major limitation of this method is problem of validity. That is, to state a performance measure as broadly as 'best' or 'worst', it is difficult to define what exactly good or bad about the person's contribution to the organization.
- *Forced distribution method:* This is assigning certain percentage of employees to each category in a set of categories. For example, the organization might establish the following percentages and categories: Exceptional–5 percent, Exceeds standard–25 percent, Meets standards–55 percent, Room for improvement–10 percent and not acceptable–5 percent. The manager completing performance appraisal would rate 5 percent of his/her employees as exceptional, 25 percent as exceeding standard, 55 percent as meeting standards and so on. A forced-distribution approach works best if the members of the group really do vary this much in terms of their performance. This method overcomes temptation to rate everyone in order to avoid conflict.
- *Paired comparison method:* This approach involves comparing each employee with each other to establish rankings. In this case, the evaluator ranks each individual in relationship to all others on a one –on –one basis (Decezno & Robbins, 2007). Suppose, a manager has five employees, Abebe, Birihanu, Challa, Devid, and Engida. During performance appraisal, the manager compares Abebe's performance to Birihanu's and assigns one point to whichever the employee is the higher performer. Then the manager compares Abebe's performance to Challa's, then to David's and finally to Engida's. The manger repeats this process with Birihanu, comparing his performance to Challa's David's and Engida's. When the manager had compared every pair of employees, he/she counts the number of points for each employee. The employee with the most points is considered as top-ranked employee. As it demands passing different steps, this method is time consuming if the group has more than handful of employees.

When we generally see ranking method, in spite of its drawbacks, it offers some benefits like it counteracts the tendency to avoid controversy by rating everyone favorably or near the center of the scale and if some managers tend to evaluate behavior more strictly than others, this system can erase that tendency from performance scores. Therefore, ranking system can be useful for supporting decisions about how to distribute pay raises or layoffs. Some ranking systems are easy to use which makes them acceptable to managers who use them.

A major drawback of ranking methods is that they are not often linked to the organizational goals. Also simple ranking methods leave the basis for ranking open to interpret. In that case, the rankings are not helpful for employee development and may hurt employee moral or result in legal challenges (Noe et al., 2009).

2. Rating Individuals: Instead of focusing on arranging a group of employees from best to worst, performance appraiser can look at each employee's performance relative to uniform set of standards. The manager may evaluate employees in terms of attributes (characters or traits) believed desirable. In other words the manager may identify whether employees have behaved in desirable ways. Any ways, the performance management system must identify the desired attributes or behaviors and then, provide a form on which the manager can rate employee in terms of those attributes or behaviors. Typically, the form includes a rating scale, such as a scale from 1 to 5 where 1 is the worst and 5 is the best performance (Ibid).

3. Rating Attributes: The most commonly used method for rating attributes is the graphic rating scale. This method lists traits and provides a rating scale for each trait. The manager uses the scale to indicate the extent to which the employee being rated displays the traits. The rating scale may provide points to circle (as on scale going from 1 for to poor 5 for excellent) or it may provide a line representing a range of scores with the manager marking a place along the line (Noe et al., 2009).

In general, attribute –based performance appraisal methods are easy to develop and can be applied to a wide verity of jobs and organizations. If organization is careful to identify which attributes are associated with high performance and to define them carefully on the appraisal

forms, these methods can be reliable and valid. But in practice, appraisal forms often fail to meet these standards and measurements of attributes is rarely linked to the organization's strategies. Furthermore, employees tend to perhaps rightly to be defensive about receiving a mere numerical rating on some attributes (Noe et al., 2009).

4. Rating Behaviors: One way to overcome the drawbacks of rating attributes is to measure employee's behavior. To rate behaviors, organizations begin by defining which behaviors are associated with success on the job and which kind of employee behaviors help the organization to achieve its goals. In this method, the appraisal forms ask the manager to rate employees in terms of each of the identified behaviors (Ibid). Ways of rating behaviors as to these authorities include *critical incident method*, *behaviorally anchored rating scale* and *behavioral observation scale*. Since the concept of both critical incident method and behaviorally anchored rating scale is described in detail above, let us see what behavioral observation scale mean. In behavioral observation scales like behaviorally anchored rating scales, the supervisor uses critical incident technique to identify series of behaviors covering the domain of the job. A major difference between BARS and BOS is that instead of identifying those behaviors exhibited by the rater during a rating period, the rater indicates on a scale how often the ratee was actually observed engaging in the specific behaviors.

5. Measuring Results: Performance measurement focus on managing objectives and measuring results of the job or work group. Two of the most popular methods for measuring results are measurement of productivity and management by objectives. As details of management by objectives are described above, let us see what productivity means and how it can be considered in performance appraisal of employees.

According to Noe et al. (2009), productivity usually refers to the output of product which workers result and it can be used more generally as performance measure. Productivity is an important measure of success because getting more done with a smaller amount of resources increases the organization's profit. In order to use productivity as measure of performance, first organizations should identify products, set of activities or objectives and should assign the group or individuals to accomplish the tasks. Then the second step is to define how to measure the production of these products. For each measure, the organization decides what level of

performance is desired. Finally, the organization sets up the system for tracking these measures and giving employees feedback about their performance in terms of these measures. This type of measuring performance is time consuming to set up but research suggests that it can improve productivity. Another challenge to use this method especially in school settings is that, in most cases, the products or outputs of educational tasks, specifically the process of teaching learning, are not easily measurable and observable. That is why many teachers are challenged to show their outputs easily like that of business organizations.

2.4.6 Participants in Teacher Performance Appraisal

All the methods of performance measurement require decisions about who will collect and analyze the performance information. To qualify for this task, a person should have an understanding of the job requirements and the opportunity to see the employee doing the job. The traditional approach is for managers to gather information about their employees' performance and arrive at performance rating (Noe et al., 2009).

As to Jackson et al. (2009), it should be apparent by now that there are many sources of performance data including organizational records, supervisors, employees themselves, peers or team members. Organizational records generally provide objective indicators of performance. All of the other sources like people provide subjective judgments. When determining whom to involve when measuring performance, managers need to consider the amount and type of contact each appraiser has with the person being evaluated. Team members, customers, supervisors and subordinates all see different facts of individual's task behavior. From this description, one can understand that using different sources in measuring the performance of an employee increases the validity and reliability of the result. In supporting this idea, Noe et al. (2009) state that using just one person as the source of information poses certain problems. People tend to link some people more than others and those feeling can bias how an employee's efforts are perceived. According to these scholars, because one person is likely to see an employee in a limited number of situations, it has its own several drawbacks. Therefore, to get as complete an assessment as possible, organizations should combine information from the most or all of the possible sources in what is called a

360-degree performance appraisal. In this regard, the possible sources of performance data, as Jackson et al.(2009) and Noe et al. (2009) identified are described below.

a. The Supervisors: The most used source of performance information is the employee's supervisor. Because it is usually safe for organizations to assume that supervisors have extensive knowledge and skill of job requirement and that they have enough opportunity to observe their employees. In other words supervisors possess the basic qualification for this responsibility. In addition, using supervisors to evaluate teachers' performance is that they have an incentive to provide accurate and helpful feedback as their own success depends greatly on teachers' performance.

The final advantage of using supervisors to evaluate teachers' performance is when the supervisors try to observe teachers' behaviors or discuss performance issues in the feedback session, their feedback can improve performance and teachers tend to perceive the appraisal as accurate (Noe et al., 2009). In some situations, there are problems which can occur when the supervisors serve as the source of performance information for employees. For example, for teachers in some jobs, the supervisor does not have enough opportunity to observe all teachers' performance duties if the number of teachers is very high.

b. Peers: Another source of teachers' performance information is their' peers or co-workers. Peers are excellent sources of information about performance in the job where supervisors do not often observe employees. Peers may have the most opportunity to observe the employee in day –to – day activities. Peers have expert knowledge of job requirement and they can bring different perspectives to the evaluation and can provide extremely valid assessment of performance. In line with this idea, Jackson et al. (2009) write that in team-based organizations, peer involvement in performance appraisal increases interpersonal effectiveness, group cohesiveness, communication openness and group satisfaction. As to Belcourt et al. (1998), peer appraisal provides information that differs to some degree from that of superiors since peers often see different dimensions. On the other hand, these scholars identified some problems related to peer appraisal such as peer ratings are simply popularity contest, managers are reluctant to give up control over the appraisal process, those receiving low ratings might retaliate against their peers and peers rely on stereotype in ratings.

Similarly Noe et al. (2009) mention that peer evaluations have some potential disadvantages like friendships (rivalries) have the potential to bias ratings and when evaluations are for administrative decisions, peers are uncomfortable with rating employees for decisions that may affect themselves. Generally peers are more favorable toward participating in reviews to be used for employee development.

c. Customers (Students and Parents): As Noe et al. (2009) write services are often produced and consumed on the spot. The customer is the only person who directly observes the service performance and may be the best source of performance information of employees. For example, in evaluating teachers' performance appraisal, students and parents can be the major sources of performance information which can tell teachers' performance level. These scholars stated two advantages of using customer evaluation of employee performance. The first one is, it is very useful when an employee's job requires direct service to the customer or linking the customer to the service within the organization. The other one is, customer evaluations are appropriate when organization is interested in gathering information to determine what products and services the customer wants. While emphasizing the importance of customer evaluation, Jackson et al. (2009), state that when customers are used as appraisers, it is difficult for employees to discount the results because employees usually obtain the impression of many customers. From this perspective, information which is obtained from students about teachers' performance in their teaching learning process is valuable as students are in a better position to evaluate teachers while they are in the classroom. In relation to this, Hammond et al. (in Malaku Yimam, 1992) note that the use of students' judgment on teachers' performance is thought to be valuable because it is students who know the teachers when they have been motivated to learn who feel that they have undergone changes in their behaviors and students' performance feedback to the teacher can motivate good teaching and develop a feeling of recognition in the teacher.

Many studies have shown that the students have their own measures of effective teaching and effective teacher. Desirable qualities of good teacher, as frequently reported by students, are cooperative and democratic attitude, having wide interests, good personal appearance, fairness and impartiality, sense of humor, good disposition, interest in pupils' problem, flexibility, use

of recognition and praise, unusual proficiency in teaching etc.(Bradfield cited in Melaku Yimam , 1992) . In addition, Cullingford (2004), note that the signs of good teacher include creating shared working atmosphere, an awareness of the needs of each pupil, being purposeful, creating well organized classroom and celebrating success.

According to Hammond et al. (cited in Malaku Yimam, 1992), most of the qualities of good teacher listed above are, of course, too complex and trait-oriented to be accurately measured by students and still teachers are showing their reservations in accepting the result. But researchers suggested that the student appraisal data are quite valid when restricted to simple description of teaching competence.

d, Self Appraisal: An increasingly common approach to appraisal involves a combination of down ward appraisal (manager- led) and self appraisal. Self appraisal allows appraisee to comment on his/her own achievements and to contribute to their performance plan for their next period. The two -way process encourages participation and commitment and allows the appraisee to take greater ownership of the process (Porter, et al.2008). As to Noe et al. (2009), no one has a greater chance to observe employees' behavior on the job than does employee himself or herself. A common approach is to how employees evaluate their own performance before the feedback session. This activity gets employees thinking about their performance. In addition, Belcourt et al. (1998), stated that, self-appraisal is beneficial when managers seek to increase employees' involvement in the review process and helps the employees know about their strength and weakness which in turn leads to discussion and identify barriers to effective performance. The areas of disagreement between the self appraisal and other evaluations can be fruitful topics for feedback session. According to these writers, the major problem with self appraisal is that individuals have tendency to inflate assessments of their performance. If ratings are going to be used for the purpose of administrative decision, exaggerating one's contribution is the common problem usually observed. In addition, social psychologists have found that, in general, people tend to blame outside circumstances for their failures while taking the large part of the credit for their success.

e. 360-Degree appraisal: To obtain as much appraisal information as possible, many organizations now use combination of different evaluations from a person's boss, peers,

subordinates as well as internal and external customers and self ratings. Such comprehensive approach is called 360° appraisal and it is very common currently in horizontal and team oriented organization structures (Schermerhorn, et.al, 2011). In 360° appraisal process, individuals receive ratings from three or four different source. They assess themselves and receive assessments from supervisors, peers, subordinates and customers. It provides for performance feedback from the full circle of daily contacts that an employee might have (Rue & Byars, 2009). According to these authors, organizations primarily use this method for developmental purposes, to provide information to individuals being rated about how raters perceive their leadership and work behaviors. They suggest that the advantages of using multiple raters such as the ability to observe and rate various job facets of each person being rated, greater reliability, enhanced fairness and increased acceptance. 360° feedback furthers management or leadership development by providing feedback to managers about how they are viewed by direct subordinates, peers and customers. It generally increases managerial self-awareness through formalized 360° feedback process. While emphasizing this idea, Porter et al. (2008), state “The popularity of 360° or multi-input feedback has increased as the organizations seek ways of creating more open environments with a greater emphasis on continuous performance improvement.”

2.4.7 Performance Appraisal Problems or Errors

Regardless of the method being employed, any performance appraisal system should meet two criteria: reliability and validity. In addition to the strengths and weakness of the methods just discussed above, there are a number of measurement errors that can reduce the reliability and validity of performance appraisal (Schermerhorn et. al, 2011).

According to Adane Tessera et al. (2000) staff performance appraisal is perceived by many teachers and school administrators as “a mixed blessing”. Most of them accept it as an inevitable and potentially valuable but many still question its usefulness and value in practice because of the presence of certain basic problems. These problems are usually related to design and operation of appraisal system, skill and competence of evaluators, perception of staff about performance appraisal itself, etc.

i. Problems with the Design and Operation of the Appraisal Program

According to Adane Tessera et al. (2000) the design and operation of the performance appraisal system can be blamed if its purpose and criteria are not clearly defined, specified, communicated and its process fails to operate effectively.

- **Purpose:** Most performance appraisal schemes in many school systems, are trait oriented and focus on more summative or administrative purpose (gathering performance data about a teacher to make administrative decisions related to promotion, salary increase etc) than on formative or developmental purposes (gathering performance data about a teacher to help him or her to develop in his/ her profession and his/her performance). If mutual understanding about the purpose of appraisal program is not established between teachers and evaluators, teachers may view performance appraisal as a reward punishment situation and as somewhat threatening, punitive, of little help and not in their interest.

- **Criteria:** Another important area of problem in teacher performance appraisal mentioned by Adane Tessera et al. (2000) is the criteria against which their performance is measured.

Criteria set to evaluate teachers' performance appraisal should be valid and reliable if the evaluation result to meet the purpose of developing teachers' profession and bring improvement on teachers' performance and organization as the whole. A set of performance criteria is said to be valid if it accurately measures what is meant to measure. The validity of an appraisal process heavily depends on its comprehensiveness in assessing teaching quality as defined by criteria. Reliability in performance appraisal criteria means consistency; that is, two or more evaluators should agree on what a teacher is or is not doing well. In other words, there should be consistent results each time when it is used for the same teacher and situations (Schermerhorn et al., 2011).

But in practice, most criteria adopted to evaluate the performance of teachers lack validity and reliability which may result in negative consequence on the practice of the performance appraisal in all organizations including schools.

- **Process:** According to Rue and Byars (2009), performance appraisal is a process that involves determining and communicating to employees how they are performing their jobs and

establishing a plan for improvement. In addition performance appraisal information can also provide needed input for determining both individual and organizational training and development needs. All this is possible if performance appraisal system is effective and efficient as well as if all concerned are involved in its process. Any performance appraisal system will fail if those involved in the appraisal program (teachers and evaluators) are not given the opportunity to participate in the process of determining the design and the operation of the system. Lack of meaningful participation on the part of teachers and evaluators will result in malfunctioning of the appraisal scheme (Adane Tessler et al., 2000).

ii. Problems with Appraisers (Evaluators)

Performance appraisal process and results often prove ineffective mainly because appraisers lack the required knowledge and skill in appraising process and lack commitment to appraisal. That is why many of appraisers commit a number of errors in practicing it. Some of the errors which usually originate from the appraisers are discussed below.

a. The Halo Effect: As Schermerhorn et al. (2011) state, such an appraisal error results when one person rates another person on several different dimensions and gives similar rating for each dimension. According to Rue and Byars (2009), halo effect error occurs when evaluators allow a single prominent characteristic of a teacher to influence their judgment on each separate item in the performance appraisal. This often results in the teacher receiving approximately the same rating on every item.

b. Central Tendency Error: This is tendency of appraisers to erroneously rate all teachers with a narrow appraisal results regardless of the actual performance differences existed among teachers. When an appraiser possesses inadequate performance evidence about teachers, he/she hesitates to discriminate their level of performance and ultimately tends to rate every teacher above average (Adane Tessler et al., 2000). As Rue and Byars (2009) articulate, ‘central tendency error occurs when performance appraisal statistics indicate that most teachers are evaluated similarly as doing average or above average work.’ In addition, Schermerhorn et al. (2011), describe that this problem in performance appraisal process occurs when managers lump everyone together around the average or middle category. This gives the impression that there are no very good or poor performers on the dimensions being rated.

c. *Constant Error*: According to Adane Tessler et al., (2000), appraisers vary in their perception of rating teachers' performance. Some are lenient or easy raters, rating teachers' performance extremely high whereas some are severe or tough raters, rating teachers' performance extremely low. Most appraisers are lenient in rating performance because they do not want to spoil their rapport with teachers.

d. *Recent Behavior Bias*: According to Schermerhorn et al. (2011), recent behavior error occurs when a rater allows recent events to influence a performance rating over earlier events. Many appraisal results suffer from subjectivity because appraisers often forget or are not concerned about the cumulative past performance of teachers. As a result, appraisal result of teacher is determined only by evidence obtained just before appraisal rather than by the average behavior the teacher has exhibited in his/ her past several months of performance. As Rue and Byars (2009) state, recency error occurs when performance evaluations are based on work performed most recently, generally work performed one to two months before evaluation. Example is being critical of all teachers who are usually on time but shows up one hour late for work the day before his /her performance rating.

e. *Contrast Error*: As Belcourt et al.(1998) explain, contrast error occurs when an employee's evaluation is biased either upward or downward because of another employee's performance evaluated just previously. For example, an average teacher may appear especially productive when compared with a poor performer. However, that the same teacher may appear unproductive when compared with star performer. Contrast error is usually evident when raters are required to rank teachers in order from the best to the poorest. In this case, employees are evaluated against one another usually on the basis of some organizational standards or guidelines.

f. *Similar -to- Me Error*: Occurs when appraisers inflate the evaluation of employees with whom they have in common. For example, if both supervisor and teacher are from the small towns, the supervisor may unwittingly have a more favorable impression of the teacher. This error, generally, is powerful when the similarity is based on race, region, gender or some other protected category in which case it may result in discrimination (Belcourt et al., 1998).

According to Porter et al. (2008), making a judgment about another person's performance and rating his/ her performance level as well as giving feedback honestly is something that most people find challenging. People will take some steps to avoid or dilute any critical feedback. Overcoming this is critical challenge for managers. In addition, these writers listed the following common problems related to appraisal practice in most organizations including schools:

- ✚ Lack of regular feedback- instead of tackling difficult issues at the right time, feedback is stored and given in one piece in appraisal time.
- ✚ Collecting comprehensive evidence about performance- appraisers do not always work with the staff they are appraising making it sometimes difficult to collect evidence about performance.
- ✚ Lack of follow up and time pressures on managers.
- ✚ Performance appraisal is sometimes viewed as tedious routine work.
- ✚ Filling out the forms and dealing with the paperwork becomes more important than the motivational aspect of the process.
- ✚ Focus on the negative – a large proportion of time in the appraisal is spent talking about the things that have gone wrong rather than accentuating the positive aspects of the performance and
- ✚ Inadequately trained appraisers and complexity of the performance appraisal process.

2.4.8 Special Challenges in Appraising Professionals in Schools

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

a. Management of Professionals: Teachers have a number of attributes of true profession. They carry out the task which cannot be narrowly defined but calls for skill and judgment acquired through training and experience and which calls for individual treatment for each client. But they are in the main publicly employed and accountable by their contract of employment to provide reasonable level of service to their client. Appraisal provides both a

check on this and also support and encouragement to improve performance. According to these scholars, as an organization become more complex, more coordination of activities is required and some form of management is essential. With the gradual acceptance of management in education, a balance has to be struck between management approaches and professionalism. This is a situation which make teacher performance appraisal more challenging in every schools.

b. Results are unclear: When the purpose of the whole organization is unclear, the appraisal of employee achievement is problematic. Accordingly the problem of assessing performance in educational institution lies on defining the goals and measuring goal achievements. Furthermore, assessing how well educational objectives have been met may be done qualitatively and quantitatively by someone others. In business, the sales of outputs or profits can be used as a basis to assess whether goals have been achieved or not. In schools, no such correct mechanisms exist. It is true that, examinations could be used to assess academic progress of students but they do not indicate the physical, mental and the emotional development of students which makes teacher performance appraisal difficult (Ayelew Shibashi, 1991).

c. Difficulty of Assessing Teaching: As Fidler and Cooper (1992) articulate, from the school point of view, the most fundamental point which makes teacher performance appraisal difficult is that emphasis is given to students' learning rather than teaching. Problems are manyfolds in that it is difficult to measure desired learning outcomes; differentiate the extent of learning achieved; measure teaching and find clear relationship between learning and teaching. Generally, learning is multifaceted. So, for most learners it is difficult to specify the immediate outcomes of learning let alone medium and long term outcomes.

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

2.4.9 Strategies to Overcome Rating or Performance Appraisal Problems

Usually people make the above mentioned and other performance rating errors unintentionally especially when the criteria for measuring performance are not very specific. Therefore, training can reduce rating errors. Hence, training programs offer tips for avoiding the errors in the future. The trainings should focus on creating awareness on raters about the complex nature of teacher performance so that raters can look at any aspects of teacher performance (Noe et al., 2009).

In line with this idea, Rue and Byars (2003) write that a promising approach to overcome errors in performance appraisals is to improve the skills of managers, in school case, principals and other concerned bodies. According to these scholars, the managers should receive trainings in performance appraisal methods, the importance of managers' role in performance appraisal process, the use of performance appraisal information and communication skills necessary to conduct appraisal and to provide feedback. Furthermore, Harris (1997) proposes more inclusive strategies which enable school leaders to overcome the rating errors in conducting teacher performance appraisal. These are:

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

ii. Involving Users in the Development of Rating Forms: To make the rating forms more useable, schools should involve and participate teachers in the process of developing performance appraisal rating forms and criteria. By being involved in the process of developing appraisal forms, criteria and other standards, teachers will be more committed to improve the final product of their school.

iii. Educating School Managers on the Importance of Teacher Performance Appraisal:

Another problem in teacher performance appraisal is that there is no training culture of appraisers regarding appraisal. So, they cannot appraise properly and as a result, teachers become frustrated and unsatisfied with the appraisal process and results. Teachers and school heads should fully understand and accept the purposes of the appraisal processes. This implies the need for thorough appraisal training (Namuddu, 2005). In supporting the importance of training for appraisers in order to eliminate appraisal related problems, Rue and Byars (2003) write that, it is important to explain to school managers why accurate ratings through feedback are important for both teachers and the school effectiveness. Managers must be persuaded that effective teacher performance appraisal will improve their schools' performance in providing quality education for school children as per educational policy. Moreover, the school managers must be convinced by giving the best performers the highest ratings. So that teachers who are working hard will be motivated to continue. By the same token, managers must be informed that legal requirements dictate that poorly performing teachers must be given specific feedback and correspondingly low ratings.

iv. Rewarding School Managers for Performance Appraisals: School managers must be rewarded for conducting effective performance appraisal. In this regard, school leaders should be held responsible for the development of teachers by using different mechanisms which includes providing effective feedback, independent evaluation of teachers and tracking teachers' performance as they move to different positions. Because, teacher development affects bonuses, financial incentives and these issues are attached to performance management activities.

v. Choosing Appropriate Raters: Although most organizations involve only the employ's immediate supervisor in the performance appraisal, some organizations have begun to use other raters. For example, for some organizations, teams and coworkers may be the primary source of performance appraisal. Some other organizations seek input from customers as well. On the other hand universities and colleges found that the student evaluation of their instructors as very important. Many companies have recently begun using a 360° feedback program which involves verities of different parities including subordinates. Currently, in

Ethiopia, in the process of teacher performance appraisal, students, parents, peers and supervisors are made to involve in teacher performance appraisal in order to maximize the reliability of appraisal results and to overcome the rating errors.

Rue and Byars (2003) also articulate that understanding and applying general dos and don'ts of performance appraisal process will help school administrators not only to prevent the errors but also to reduce errors that always seem to plague the process. According to these scholars, the dos of teacher performance appraisal process include base teacher performance appraisal on teachers' job performance only; not on other factors which are unrelated to the job, use only those rating scales that are relevant to the job itself and are indicators of objective performance and attainment, sincerely work at appraisal interview process and be problem solving oriented leader than fault finder.

On the contrary, don'ts of performance appraisal process in any organization including schools as stated by the above authors are don't criticize; be proactive, carefully avoid the halo effect and leniency errors, dominate conversations about performance, encourage teachers to speak and address issues in the appraising process by themselves, evaluate teacher performances than individual characters and avoid general prescriptions to fix performance and always present concrete and realizable objectives.

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

2.4.10 Legal and Ethical Issues in Teacher Performance Appraisal System

In developing teacher performance appraisal system, the school leaders need to ensure that the system meets legal requirements such as avoidance of discrimination. In addition, it should meet ethical standards such as protection of teachers' privacy because performance measures play a central role in decisions about pay, promotion and discipline. Discrimination claims

often challenge that the performance appraisal system discriminated against teachers on the basis of their race, sex, religion and other aspects.

As Jackson et al.(2009) points out, performance appraisal activities must be aligned with external environment factors. In addition to labor and national cultures, the legal environment is an important external environment factor that affects performance appraisal system. In all schools, performance appraisal determines pay, promotion, terminations, transfers and other type of key decisions which affect the well-being of teachers and the productivity of schools. Society has a vested interest in ensuring that teachers use high quality information for these important decisions and their interests are reflected in various laws and regulations. According to the above scholars, the basic principles for ensuring the legality of teachers' performance measuring practices are measures used to assess teachers' performance level should be nondiscriminatory, job related and fairly used. They generalized by saying that the legal system makes it clear that teachers will be better able to successfully defend any legally contested decisions if they can show that their actions were based on valid measures of performance because, valid performance measures accurately reflect all aspects of the job and nothing else.

While emphasizing the importance of making performance appraisal system legal and accepted by teachers, Rue and Byars (2009) suggest certain important points which enable the school leaders to make the appraisal process and the system legal as well as acceptable. These are driving the content of appraisal system from job analyses, emphasizing work behavior rather than personal traits of teachers, ensuring that the results of the appraisal are communicated to teachers, ensuring that teachers are allowed to give feedback during the appraisal interview, training appraisers in how to conduct proper evaluation, ensuring the availability of policy guidelines and manuals which will help the appraisers to have knowledge and skill to practice teacher performance appraisal effectively, ensuring that the appraisal results are written, documented and retained and ensuring that personnel decisions are consistent with the performance appraisal.

2.4.11 Criteria for Effective Teacher Performance Appraisal

Teacher performance appraisal programs should help schools to achieve their objective by enabling them to develop teachers' professional competence serving as baseline for school

leaders to identify the knowledge and skill gaps on the part of teachers so that schools can design training programs for teachers based on the identified skill and knowledge gaps. In addition, results of teacher performance appraisal are expected to serve as main inputs for several administrative decisions which are related to life of teachers like pay increase, benefits, recognition, transfer and promotion of teachers based on their better performance. Even it is not unusual that many schools use performance appraisal information for demotion decisions if teachers' performance level is very lower than expected. From this point of view, for teacher performance appraisal program to achieve its objectives, its methods for measuring performance must be good and school leaders should see this program as critical part of planning performance management and design the appraisal system based on certain accepted criteria. Based on this theoretical aspect, Noe et al. (2009) suggest the following criteria of effective teacher performance appraisal system that school administrators should know in designing and implementing TPA in their schools:

a. Fit with the School Strategy: Teacher performance appraisal system should aim at developing teacher behavior and attitude that support the school's development strategies, goals and culture. If the school's attention is on reducing drop out of students, strengthening CPD, implementing SIP and son, its performance appraisal system should define the kind of behavior that contributes good outcomes on those issues and performance appraisals should measure whether teachers are engaging in those behaviors. Accordingly, feedback after appraisal should help teachers to improve in those areas. When school's strategy changes, correspondingly, the school should change the performance appraisal system to serve the new strategy.

b. Validity: Generally validity is the extent to which measurement tool actually measures what is intended to measure. In case of teacher performance appraisal, validity refers to whether the appraisal measures all the relevant aspects of teacher performance and omits irrelevant aspects of performance.

c. Reliability: With regard to teacher performance measure, reliability describes the consistency of the results that the performance measure will deliver. The rating should not be

different depending on who is scoring the teachers. Inter rater reliability should be observed during teacher performance appraisal process. That is to mean that the results of TPA should be consistent when more than one persons measure the same teacher within specified time about the same issue. Simply asking the supervisor to rate teachers' performance on scale of 1 to 5 would likely have low inter rater reliability. Therefore, supervisors should use test-retest reliability to insure the consistency of appraisal results over time. If teacher performance measure lacks test-retest reliability, determining whether teacher's performance has truly changed overtime is very advisable.

d. Acceptability: Whether or not the teacher performance measurement is valid and reliable, it must meet the practical standards of being acceptable to people who use it. People who use teacher performance measures (educational administrators) must believe that it is not too time consuming. Likewise, if teachers believe the measure is unfair, they will not use the feedback as a basis for improving their profession which affects the major goal of TPA system.

e. Specific Feedback: Teacher performance measure should specifically tell teachers what is expected of them and how they can meet those expectations. Being specific helps the performance appraisal to meet its goals of supporting school's strategies and developing teachers. If the performance measure does not specify what the teacher must do to help his/her school to achieve its goals, it does not support the strategy. If the measure fails to point out teachers' performance problems in the teaching learning process, they will not know how to improve their weakness.

2.4.12 Importance of Performance Feedback for Teachers and Schools

According to Jackson et al. (2009), performance appraisal is an ongoing process punctuated by formal performance measures and formal feedback sessions intended to improve future performance of teachers in a way it would benefit teachers themselves, school leaders and the school as the whole. In feedback sessions, supervisors and teachers meet to exchange information including evaluation of performance and ideas for how to improve their performance in the future. Noe et al.(2009) view feedback of performance appraisal results as critical aspect of performance management but very challenging to both appraisers and

appraisees. According to these scholars, the feedback stage of performance measurement is uncomfortable to supervisors and teachers. Hence delivering feedback makes supervisor (appraiser) feel as if he/she is standing in judgment of others. Receiving criticism on the part of appraisee even seems worse. As Noe et al.(2009) put, performance feedback is critically important and inescapable aspect to achieve the intended goals of TPA and school leaders consequently, should do much to smooth the feedback process and make it effective. Supporting the effort required of supervisors in making feedback session effective and eliminate negative attitude of appraises towards it, Rue and Byars (2009), describe thatunless feedback is properly conducted, it can and frequently results in unpleasant experience for both appraisers and appraisees. Understanding the demand for appraisers' effort to run smooth, effective and efficient feedback which enables them to use performance appraisal for developing teachers and achieving the school goals and objectives, the above scholars stated the following more important factors which influence success or failure of performance feedback process. These are:

- ❖ The more teachers participate in the appraisal process, the more satisfied they are with the appraisal feedback and with the appraiser and the more likely they accept and strive to meet performance improvement objectives
- ❖ The more the appraiser uses positive motivational techniques (e.g...recognizing and praising good performances), the more satisfied the appraisee is likely to be with the appraisal feedback and with the appraiser.
- ❖ The mutual setting by the school supervisors and teachers of specific performance improvement objectives results in more improvement in performance than does a general discussion or criticism.
- ❖ Discussing and solving problems that may be hampering the teacher's current job performance improve the teachers' performance in their teaching learning process and in other co-curricular activities.
- ❖ Areas of job performance needing improvement that are most heavily criticized are less likely to be improved than similar areas of job performance that are less heavily criticized so that supervisors should not strongly criticize teachers.

- ❖ The more teachers are allowed to voice their opinions during feedback discussion, the more satisfied they are with the session. This tells that appraisers should give more chance for appraisees to talk more about their performance strengths and weaknesses.
- ❖ The more teachers perceive that performance appraisal results are tied to organizational rewards, the more they accept the feedback and as a result, they benefit schools and become beneficiary from the program.

On the other hand, Noe et al.(2009) believe that effectiveness of feedback program depends on how appraisers plan and schedule the program and how they provide appraisal feedback following sequential steps of feedback program. In this regard, these authorities proposed three stages of feedback program through which all school leaders should pass in conducting appraisal feedback to their teachers. These are scheduling performance feedback, preparing for feedback session and conducting the feedback session.

i. Scheduling Performance Feedback: Performance feedback should be a regular an expected management activity of school administrators. Giving formal performance appraisal feedback should be custom and be part of policy of schools. But many schools give performance appraisal feedback to their teachers once a year which is not enough for developing teachers and improving school performance level. If the school principal and other responsible bodies notice a problem with teachers in June, but the annual appraisal is scheduled for November that teachers will miss months of opportunities for improvement. One reason is that school leaders are responsible for correcting performance deficiencies as soon as they occur. Another reason for frequent performance feedback, according to Noe et al.(2009) is that feedback is more effective when the information does not surprise teachers. If the teacher has to wait for up to a year, to learn what the supervisor thinks of his/her work, the teacher will wonder whether he/she is meeting the expectation. Teachers should instead receive feedback so often that they know what the school administrator will say during their annual performance review.

ii. Preparing for Feedback Session: School leaders should be well prepared for each formal feedback sessions and create right context for meeting. The location should be neutral because if the appraiser's office is the site of unpleasant conversations, a conference room may be more

appropriate. In announcing meetings to teachers, the supervisors should describe it as a chance to discuss the role of teachers, the role of school leaders and the relationship between them and should tell the teachers that they like the meeting to be an open dialogue. They also should enable teachers to be well prepared. In doing so, they should ask teachers to complete self-assessment ahead of time because self-assessment requires teachers to think about their performance level over the past rating period and to be aware of their strengths and weaknesses. This enables teachers to participate more actively in the discussions.

iii. Conducting the Feedback Session: According to Noe et al. (2009), during the feedback session, school administrators can use any of the following three approaches: tell and sell, tell and listen and problem solving. In tell and sell approach, appraisers tell appraisees their ratings and then justify those ratings whereas, in the case of tell and listen approach, the appraisers tell the appraisee and then let them to explain their side of the story. Lastly, in problem solving approach, appraisers and appraisees work together to solve performance problems in an atmosphere of respect and encouragement. Not surprisingly, researches demonstrated that the problem solving is superior to other approaches but, surprisingly, most managers rely on tell and sell approach which might most probably make feedback program challenging and unpleasant for both appraisers and appraisees. It is advisable that school supervisors should improve teachers' satisfaction with applying feedback process by letting them voice their opinions and discuss performance goals. Whatever approach the supervisors are using, the content of the feedback should emphasize behavior, not personalities of teachers and the feedback session should end with goal setting and decision about when to follow up (Ibid).

2.4.13 Principles of Teacher Performance Appraisals

There are some key guiding principles which have emerged from research and experience and proved relevant to any system of teacher performance appraisal. Understanding these key principles can be useful to learn how a successful teacher performance appraisal program can be designed and operated in the interest of enhancing the development of the individual teacher and the school (Adana Tessler et al., 2000). Based on this importance, these writers proposed the following principles which the school leaders should consider in practicing effective and

efficient teacher performance appraisal for the pursuit of developing teachers' profession and promoting the school functioning.

a. Principle of Effective Communication: Two-way communication between the teacher and the evaluators (the school principal, unit leaders, department heads, students and parents) is essential for the successful operation of system of TPA. A full support and commitment of teachers and evaluators can be ensured when they have mutual understanding about the purpose, criteria, process and the role of appraiser and appraisee in the process of TPA.

b. Principle of Evaluators' Training: The appraisal of teachers' performance is a complex and sensitive task which requires evaluators' adequate competence in human, technical and conceptual skills. Because of inadequate training in skills of performance appraisal, many evaluators tend to approach the task with some reluctance and with sense of insecurity for knowing nothing or little about it better than appraisees. Moreover, evaluators with no relevant training often commit appraisal errors which result in subjectivity of appraisal results. It is, therefore, essential that the evaluators are provided with necessary knowledge and skill of performance appraisal through pre- and in-service training programs.

c. Principle of Teacher Participation: A system of TPA will likely succeed when teachers, who are directly affected by the appraisal program, are made to involve in the design and operation of the system and when they feel that the appraisal purpose is positive, its evaluation criteria are defined and realistic, and its process is appropriate, teachers cooperate with implementation of appraisal and accept the appraisal results without any objection and reluctance.

d. Principle of Contextual Factors: School factors which are beyond the control of the teacher can influence his/ her performance effectiveness. Availability and adequacy of instructional materials, the relevance of the curriculum, the appropriateness of the school timetable, the physical condition of the classroom, the size of the class, the type of students in the classroom are few of the factors which are not within the control of the teacher. Failure to take such factors into account will lead to inaccurate and unfair judgment.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, research methodology, sources of data, study population, sample size and sampling techniques, procedures of data collection, data gathering tools, methods of data analysis, checking for validity and reliability of instruments and ethical consideration.

3.1 The Research Design

The main purpose of this study was assessing the current practice of teachers' performance appraisal whether or not it has served as effective teacher performance management system in secondary schools of Metekel Zone and identify and describe the major challenges of its implementation. It was also aimed at suggesting some possible strategies for intervention. To this end, descriptive survey research design was employed with the assumption that it will help the researcher to gather and describe comprehensive data related to the problem under consideration. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events . In addition, descriptive survey design was preferred to other designs because it is applicable for large group survey and makes possible to the formulation of generalizations as the study covered large areas of the zone.

3.2 The Research Method

The research method incorporated both quantitative and qualitative with more focus on quantitative one. The reason for focusing on using quantitative approach was that assessing the current practice and status of teachers' performance appraisal demands the collection of quantitative data, which can be put to rigorous quantitative data in a formal, structured and

rigid manner. In addition, quantitative one was more preferred to qualitative one as qualitative approach needs more time and experience of the researcher. The qualitative approach was incorporated in the study to validate and triangulate the quantitative data. Another reason for using qualitative approach was that, the study involved focus group discussion and document analysis as non-quantitative data gathering tool for the sake of understanding and describing the current practice and situation of teacher performance appraisal whether or not it was serving as effective performance management approach.

3.3 Sources of Data

The relevant data for this study was collected all in all from primary data sources. In this regard mainly data was obtained from teachers, principals, deputy principals, department heads, students and members of PTA. The rationale for selecting principals, deputy principals, department heads, students and members of PTA as the sources of data for this study was that, the researcher believed these bodies were involving in teachers' performance appraisal process. Teachers were selected as sources of data because teachers were continuously appraised by the above mentioned bodies and are expected to know weakness and strengths of the appraisal practice at their respective schools. In addition, data was also obtained through analyzing documents related to teacher performance appraisal activities and functions. For this purpose, such documents as classroom observation plans and observation results, checklists, feedback reports, measures taken based on the results of teachers' performance appraisal, etc were consulted to explore data that would reveal the picture of the current practice and problems being encountered.

3.4 The Study Population, Sample Size and Sampling Techniques

3.4.1 The Study Population

The study population for this research comprised of all secondary school principals, vice principals, department heads, teachers, students and PTA members of seven woredas of the zone. Accordingly, 18 school principals, 18 vice principals, 72 department heads, 432 teachers, 10971 students and 126 members of PAT were the study population. The total study population was 11637.

3.4.2 Sample Size and Sampling Techniques

The sample respondents of this study were selected using two types of sampling techniques. That is, from the seven woredas found in the zone, 5 (71%) woredas, and from the 13 secondary schools found in those selected woredas, 10 (77 %) schools were selected by using lottery method of simple random sampling technique. The random sampling technique was chosen to give each woreda as well as school equal chance of being included into the sample. In this regard, Mcmillan (1996), mentions that ‘‘in simple random sampling, every member of the population has an equal and independent chance of being selected for the sample. The woredas and secondary schools chosen as a sample are depicted in the table below.

Table 1: Sample Woredas and Schools

| No | Woredas selected | Secondary schools selected |
|----|------------------|---|
| 1 | Bullen | Bullen Secondary School Agambo and Akonti Secondary school |
| 2 | Dibatie | Dibatie Secondary School Galessa Secondary School Bereber Secondary School |
| 3 | Mandura | Mandurra Secondary School |
| 4 | Pawe | Almu Secondary School Pawe Ketene 2 Mender 7 Secondary School Pawe Ketene 1 Mender 2 Secondary School |
| 5 | Mambuk | Manbuk Secondary School |

As can be seen from the table above, the proportion of schools selected as samples from the five sample woredas was different because the number of secondary schools in these woredas is different; that is, in some woredas there is only one secondary school.

Like the sample woredas and schools, amongst 282 teachers found in the ten selected secondary schools, 85(30%) were included into the sample through simple random sampling technique. Similarly, from 40 department head teachers 20 (50%) were selected through simple random sampling technique. In both cases, the samples were selected by using lottery method by employing the following steps:

Step 1: The sample frame was constructed.

Step 2: All teachers' name in each school was alphabetically arranged

Step 3: The number of sample teachers (30% from each school) has been determined

Step 4: The names of the teachers were rolled on a ticket

Step 5: The rolled tickets were picked up randomly until the required number of sample was obtained from both teachers and department heads.

On the other hand, 10 (100%) principals and 10 (100%) vice principals were taken as sample through purposive sampling technique. It was felt they are in a better position to give relevant data about the practice. In the same way, 100 students (ten from each school) and 50 PTA members (five from each school) who usually participate in evaluating teachers' performance were taken as sample respondents for focus group discussion by using purposive sampling technique. Purposive sampling technique was preferred for selecting principals, vice principals, students and PTA members with the assumption that in all cases, the respondents will provide necessary data on how teachers' performance appraisal was practiced as they actually were participating in the appraising teachers. In line with this, Mcmillan (1996:20), states the following:

Purposive sampling is a technique that the researcher selects particular elements from the population that will be representative or informative about the topic. Based on the researcher's knowledge of the population, a judgment is made about which cases should be selected to provide the best information to address the purpose of the research.

3.5 Instruments and Procedures of Data Collection

3.5.1 Instruments

Before developing the data collection instruments, relevant literature was consulted on performance management and performance appraisal especially teacher performance appraisal. Based on the information obtained from literature, mainly two data collecting instruments, i.e, questionnaire and focus group discussion were developed. Besides, document analysis was done in order to solicit additional data which were not touched through questionnaire and focus group discussion on practice of teacher performance appraisal. For further detail description is given for each instrument below.

A) Questionnaire

A questionnaire consisting of both close and open ended question items was prepared for principals, deputy principals, department heads and teacher respondents in English Language because it was believed that the respondents can read and understand English language as they are secondary school teachers. The main purpose of using extensive close ended questions was to gather huge data from a large number of sample respondents within relatively short time. In preparing close-ended question items, likert scale was employed to identify to what extent the respondents agree or disagree on the stated issues with regard to the practice of TPA. This is because likert scale is commonly used in survey research, easy and takes less time to construct, simplest way to describe opinion and provides more freedom to respond. For majority of questions the scale consisted of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree was employed but, for few cases questions consisted of options such as always, sometimes, rarely, not at all were used.

The open-ended questions in a questionnaire were used as they allow the respondents to respond their answers in their own words. Moreover, they are more qualitative and can produce detailed answers to complex problems. Furthermore, open-ended question items give greater insight and understanding of the topic under study by enabling respondents to write what they feel about the issue under consideration.

B) Focus Group Discussion

Focus group discussion was conducted with purposively selected some students and PTA members. This technique was employed to acquire qualitative data about the various aspects related to the problem under study as it combines elements of both interviewing and participant observation. In addition, this technique enabled the researcher to generate qualitative data which gave an insight into attitudes and perceptions in a social context where people can consider their own views in the context of the views of others and where new ideas and perspectives can be introduced as it allows observation of group dynamics and non-verbal communication. In order to maximize the responses which were gained from focus groups, the focus group discussion was conducted in Amharic Language and held in a non-threatening environment in which participants feel comfortable in order to extract opinions and to share

ideas and perceptions through group interaction. In addition, the researcher was acting as a facilitator and listener and asked pre-determined open ended questions which the respondents are expected to answer in any way they choose.

C) Document Analysis

Document analysis was used in order to gather additional data which helped the researcher to enrich the information obtained through questionnaire and focus group discussion. This has also helped the researcher to crosscheck the data obtained through questionnaire and focus group discussion. Documents provided the investigator with useful information about the culture of schools in practicing teacher performance appraisal. Furthermore, documents were used for making comparisons between appraisal policies and practical implementation in secondary schools of Metekel Zone. The documents were: classroom observation plans and observation results, checklists, feedback reports and measures taken based on the results of performance appraisal in each school.

3.5.2 Data Collecting Procedures

For the data collection, a total of five data collectors (one from each sample woreda) were recruited. They were selected for their local language skills, educational qualification, experience in research works and familiarity to the areas and on the basis of recommendations of the woreda education officials. One day training has been given for the data collectors. The training focused on clarifying about general procedures for completing questionnaires. A convenient time was also chosen for the respondents for filling questionnaire so as to maximize the quality of responses and degree of return. After school principals, deputy principals, department head teachers and teachers have been identified, questionnaires were dispatched independently according to the time schedule. In the same way, respondent students and members of PTA were identified by the help of school principals and orientation has been given for them about the objective of the research and how their response positively or negatively affects the result of the research. Then, focus group discussion at each sample school was conducted independently for students and members of PTA at a time and place convenient for them. In addition, documents related to teacher performance appraisal activities were consulted and necessary notes were taken. The researcher himself guided FGD and

conducted document analysis in all sample schools in order to avoid subjectivity of data if FGD and document analysis are done by different individuals.

3.6 Methods of Data Analysis

Both qualitative and quantitative techniques of analysis were used based on the type of data gathered and the instrument used. Hence, how the researcher has analyzed the data was described below in detail.

As regards to the quantitative data, responses were categorized and frequencies tallied before analyzing, presenting and interpreting the data. In order to analyze quantitative data which were gained through close-ended questionnaire, frequency and percentage were employed. The researcher used percentage to explain the personal profiles of respondents. Moreover, percentage of responses of two different respondent groups for each item were calculated to judge the extent to which secondary schools under this study were practicing TPA and to identify the major challenges to the practice. In addition, chi-square test was used to test whether there was any significant difference happened in the response of appraisers and appraisees. SPSS computer program was used to compute the chi-square value. For the sake of simplifying data summarization, interpretation and analysis, the principals, deputy principals and department head teacher respondents were considered as appraisers in one group and teachers were categorized as appraisees in another group. In addition, for ease of analysis, 5 rank responses of the questionnaires consisting of the following scales; i.e., 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree has been categorized in to three scales (agree, undecided, disagree).

In analysing qualitative data, the information that was gathered through content analyses (verbal and visual communication messages) during focus group discussion was transcribed and summarized using word expression. In addition, the hand written notes of document analysis and focus group discussions were transcribed, categorized and compiled together into related themes. Summary sheets were prepared and translated into English Language and finally, the data were qualitatively analyzed and interpreted to validate and triangulate the quantitative analysis.

3.7 Checking for Validity and Reliability of Instruments

To check content validity and internal constancy (reliability) of the instruments pilot test study was conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions.

For pilot testing, 20 randomly selected teachers, 3 department head teachers and 1 purposively selected school principal as well as deputy principal of Pawi Girls' Boarding School were made to fill the questionnaire and the researcher asked the respondents about the clarity and whether or not the questionnaire fully covered all the area and measures issues related to TPA practice. In addition, panel discussion had been conducted with professional department instructors of Giligel Beles Teachers Training College about validity and reliability of questionnaire, FGD and document analysis guidelines. Based on the comments obtained from respondents as well as panel discussion participants, items which were not clear have been made clear, unnecessary items were made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire.

3.8 Ethical Considerations

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

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter consists of two major parts. The first part deals with the profiles of the respondents and the second deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, focus group discussion and document analysis. Thus, the quantitative and qualitative data were collected and interpreted. The qualitative data collected through FGD, document analysis and open-ended questions of the questionnaire were interpreted as complementary to the quantitative data and used for the purpose of triangulation. Hence, the qualitative data includes the data gathered through focus group discussion and document analysis.

The data were collected from a total of 275 respondents. For this purpose, a total of 135 copies of questionnaires were distributed to 95 teachers 10 principals, 10 deputy principals and 40 department head teachers. Questionnaires distributed to the principals, deputy principals and department heads were all returned whereas, three were not returned from teacher respondents. Therefore, the return rate of the questionnaire was almost 98%. Moreover, 100 students and 50 PTA members participated in focus group discussion.

4.1 Profiles of Respondents

The focus of this subtopic was to give some basic background information about the respondents of teachers, appraisers (principals, vice principals, department heads), students and PTA members. Accordingly, the profile of teachers and appraisers who involved in filling questionnaire as well as the students and PTA members who involved in focus group discussion is discussed below.

Table 2: The Profile of Teacher and appraiser Respondents

| No | Profile | | Respondents | | | | | |
|----|--|------------------------|-------------|------|----------|------|-------|------|
| | | | Appraisers | | Teachers | | Total | |
| | | | N | % | N | % | N | % |
| 1 | Sex | Male | 35 | 87.5 | 67 | 78.8 | 102 | 81.6 |
| | | Female | 5 | 12.5 | 18 | 21.2 | 23 | 18.4 |
| | | Total | 40 | 100 | 85 | 100 | 125 | 100 |
| 2 | Educational Background | Diploma | 0 | 0 | 4 | 4.7 | 4 | 3.2 |
| | | 1 st Degree | 34 | 85 | 76 | 89.4 | 110 | 88 |
| | | 2 nd Degree | 6 | 15 | 5 | 5.9 | 11 | 8.8 |
| | | Total | 40 | 100 | 85 | 100 | 125 | 100 |
| 3 | Service in Teaching Profession in year | 0-2 | 3 | 7.5 | 11 | 12.9 | 14 | 11.2 |
| | | 3-5 | 5 | 12.5 | 15 | 17.8 | 20 | 16 |
| | | 6-8 | 4 | 10 | 16 | 18.8 | 20 | 16 |
| | | 9-12 | 8 | 20 | 16 | 18.8 | 24 | 19.2 |
| | | 13-16 | 9 | 22.5 | 11 | 12.9 | 20 | 16 |
| | | ≥17 | 11 | 27.5 | 16 | 18.8 | 27 | 21.6 |
| | | Total | 40 | 100 | 85 | 100 | 125 | 100 |

N.B. Appraisers include principals, deputy Principals and department head teachers.

0-2 years =beginner teachers 3-5 years= junior teachers 6-8 years = teachers

9-12 years=senior teachers 13-16 years=associate head teacher

17 years and above =head teachers

With regard to the sex, item 1 of table two, 35(87.5%) and 67 (78.8%) of appraisers and teachers respectively were males whereas, 5(12.5%) and 18(21.2%) of appraisers and teachers respectively were females. This shows that the majority of both appraisers and teachers were males implying that the participation and contribution of females as both teachers and appraisers was very low. This obviously contradicts the government policy of empowering females and consequently demands high attention of concerned administrative bodies and Education officials to improve females' participation as both appraisers and appraisees. This is because it has its own negative impact on realization of gender equity and equality. Besides,

the less number of female teachers as appraisers might have its own impact on practicing faire and equitable teacher performance appraisal process in schools.

As it is indicated in the item 2 of table two, educational status of the appraisers and teacher respondents showed that high number of respondents that is, 34 (85%) and 76(89.4%) of appraisers and teachers respectively have first degree whereas, the rest have second degree and very few of them were diploma graduates. From this, one can infer that the zone should strive to upgrade the educational level of many teachers from first degree to second degree and totally to replace diploma graduate teachers who are teaching at secondary school with first degree holders. This is because proper qualification of teachers has its own negative or positive impact on maintaining the quality of education in general and practicing effective and efficient teacher performance appraisal in particular.

Concerning their experience appraisers in the teaching profession, 8(20%), 9(22.5%) and 11(27.5%) of appraiser respondents respectively had worked in teaching profession for 9-12, 13-16 and ≥ 17 years .This indicates that, the appraiser respondents were under the level of senior teachers and above according to teachers' career development structure designed by MOE . From this, one can infer that many of the principals, deputy principals and department head teachers who involved in teacher performance appraisal were in a better position to conduct teacher performance appraisal due to their rich experience which they gained from long service. In addition, their rich experience may help them easily identify weakness and strength of teachers in their teaching and non teaching activities and provide professional support for possible improvement.

As one can see from item 3 of table two, the service year distribution of teachers is almost evenly distributed under all teachers' career development structure. From this it is possible to deduce that secondary schools of the study area can easily practice peer appraisal method and effective experience sharing programs among teachers who are from different service years. This might help the schools to create learning organization in which one can learn from the other and to easily disseminate model talents and works among teachers.

Table 3: Profiles of student respondents

| No | Profile | | Respondents | |
|----|--|-------------------|-------------|---------|
| | | | N | Percent |
| 1 | Sex | Male | 61 | 61% |
| | | Female | 39 | 39% |
| | | Total | 100 | 100% |
| 2 | Grade | 9 th | 24 | 24% |
| | | 10 th | 26 | 26% |
| | | 11 th | 25 | 25% |
| | | 12 th | 25 | 25% |
| | | Total | 100 | 100% |
| 3 | Participation in appraising teachers in year | Once | 19 | 19% |
| | | Twice | 20 | 20% |
| | | Three time | 27 | 27% |
| | | Four times &above | 44 | 44% |
| | | Total | 100 | 100% |

Regarding the sex of the student respondents, the greater number, 61(61%) of them were males whereas only 39(39%) were females. This showed that secondary schools of Metekel zone did not actively involve female students in teacher performance appraisal practice. Therefore, it is possible to say that, female students were not in a position to exercise making decisions in different issues and gender equity in schools of the study area was not realized.

The result of item 2 of table three revealed that the respondent students were almost equal from all grade levels. This implies that the secondary school teachers of the study area were appraised by the students comprised of representatives from all grade levels. This may helped the students to get valid and reliable performance information about all teachers who were teaching in all grade levels. This again would help teachers to get faire performance appraisal results.

Regarding the experience of students in appraising teachers, the majority 44(44%) of the student respondents have been participated more than four times. This shows that the student respondents were in a better position to appraise teachers if school leaders can provide appropriate training and create awareness about the necessary requirements of teacher performance appraisal.

Table 4: The Profile of PTA Member Respondents

| No | Profile | | Respondents | |
|----|--|---|-------------|---------|
| | | | N | Percent |
| 1 | Sex | Male | 38 | 74% |
| | | Female | 12 | 26% |
| | | Total | 50 | 100% |
| 2 | Educational background | Diploma | 4 | 8% |
| | | 1 st Degree | 2 | 4% |
| | | 10 th /12 th complete | 12 | 24% |
| | | Can read and write | 15 | 30% |
| | | Cannot read and write | 17 | 34% |
| | | Total | 50 | 100% |
| 3 | Participation in appraising teachers in year | Once | 2 | 4% |
| | | Twice | 4 | 8% |
| | | Three time | 10 | 20% |
| | | Four times & above | 34 | 68% |
| | | Total | 50 | 100% |

As indicated in item 1 of table four, the greater number 38(74%) of the PTA member respondents were males whereas, 12(26%) were females. This shows that female parents were not contributing their own share in providing teacher performance information which they observed and gained from their children about each teacher. This also might have its own negative consequences on validity, reliability and fairness of teacher performance appraisal results.

As indicated in item 2 of table four, except 17(34%) all the rest respondents were literate who can read and write in Amharic Language. This shows they were in a better position to take personal notes and can have documents about performance information of each teacher so that they can give valuable performance judgment for teachers if other practical problems are solved and avoided.

The last item of table 4 was about extent of which PTA members were experienced in appraising teachers. Regarding this, the data showed that the majority 34(68%) of the PTA member respondents have been involved more than four times in appraising teachers. This shows that teacher performance appraisal in secondary schools of Metkel Zone was conducted

by more experienced parents. This implies that the PTA members were in a better position to critically distinguish performance level of each teacher if the schools can practice teacher performance appraisal as per requirements.

4.2 Analysis and Interpretation of the Responses

4.2.1 Design of Performance Appraisal system

Armstrong (2005), defines teacher performance appraisal as a strategic and integrated approach to deliver sustained success to schools by improving the performance of teachers who work in them and by developing the capabilities of teams and individual teachers. According to this scholar it is concerned with performance improvement, teacher development, satisfying the needs and expectations of all the stakeholders, school leaders and the community. It is also concerned with facilitating open communication and involvement by creating continuing discussion between school leaders and teachers.

All these are possible when teacher performance appraisal system is properly designed and practiced in a way that it positively affects school performance and leads schools to successfully attain their stated goals. Accordingly in designing teacher performance appraisal system, educational leaders should ensure that the system has clear links with school objectives, job description of teachers, teacher development plan, and pay increases. In addition, the system should allow ongoing and objective assessment. Therefore, this part of the research was concerned with assessing whether these criteria were considered or not in designing teacher performance appraisal system in secondary schools of Metekel Zone.

Table 5: The practice of designing teacher Performance appraisal system properly

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|--|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | There is clear teacher performance appraisal system in the school | Teachers | 30 | 35.3 | 15 | 17.6 | 40 | 47.1 | 85 | 100 | 0.358 |
| | | Appraisers | 12 | 30.3 | 8 | 20.0 | 20 | 50.0 | 40 | 100 | |
| | | Total | 42 | 33.6 | 23 | 18.4 | 60 | 48.0 | 125 | 100 | |
| 2 | The objective of teacher performance appraisal system is clear for all staff members | Teachers | 27 | 31.8 | 15 | 17.6 | 43 | 50.6 | 85 | 100 | 9.238 |
| | | Appraisers | 22 | 55.0 | 9 | 22.5 | 9 | 22.5 | 40 | 100 | |
| | | Total | 49 | 39.2 | 24 | 19.2 | 52 | 41.6 | 125 | 100 | |
| 3 | Teachers are informed about what the school expects of them | Teachers | 22 | 25.9 | 28 | 32.9 | 35 | 41.2 | 85 | 100 | 4.258 |
| | | Appraisers | 12 | 30.0 | 6 | 15.0 | 22 | 55.0 | 40 | 100 | |
| | | Total | 34 | 27.2 | 34 | 27.2 | 57 | 45.6 | 125 | 100 | |
| 4 | The objectives of individual and group of teachers are driven from school strategies | Teachers | 24 | 28.2 | 20 | 29.4 | 41 | 48.2 | 85 | 100 | 3.787 |
| | | Appraisers | 16 | 40.0 | 4 | 10.0 | 20 | 50.0 | 40 | 100 | |
| | | Total | 40 | 32.0 | 24 | 19.2 | 61 | 48.8 | 125 | 100 | |
| 5 | Teachers' job descriptions are clearly stated and communicated to each teacher | Teachers | 28 | 32.9 | 17 | 20.0 | 40 | 47.1 | 85 | 100 | 2.017 |
| | | Appraisers | 11 | 27.5 | 5 | 12.5 | 24 | 60.0 | 40 | 100 | |
| | | Total | 39 | 31.2 | 22 | 17.6 | 64 | 51.2 | 125 | 100 | |
| 6 | The school leaders help teachers in jointly setting their task objectives and developing individual task plans | Teachers | 27 | 31.8 | 20 | 23.5 | 38 | 44.7 | 85 | 100 | 6.842 |
| | | Appraisers | 20 | 50.0 | 4 | 10.0 | 16 | 40.0 | 40 | 100 | |
| | | Total | 47 | 37.6 | 24 | 19.2 | 54 | 43.2 | 125 | 100 | |
| 7 | Teachers, school leaders, students and parents involve in designing teacher performance appraisal scheme | Teachers | 15 | 17.6 | 25 | 29.4 | 45 | 52.9 | 85 | 100 | 2.087 |
| | | Appraisers | 9 | 22.5 | 7 | 17.5 | 24 | 60.0 | 40 | 100 | |
| | | Total | 24 | 19.2 | 32 | 25.6 | 69 | 55.2 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

As can be seen from item 1 of table five, the respondents were asked to respond whether there was clear teacher performance appraisal system or not. In response to this question 40(47.1%) teachers and 20(50.0%) appraisers disagreed that there was clear teacher performance appraisal system in their respective schools, whereas 30(35.3%) teachers and 12(30.3%) appraisers agreed. Regarding the issue, the computed chi-square value ($\chi^2=0.358$) is far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This shows that there was no significant difference between responses of the two groups. In addition, document analysis in all sample secondary schools revealed that there was no separate well prepared work plan which clearly shows the what, why, how, when and where of teacher performance appraisal .

Therefore, it is acceptable if the researcher concludes that there was no clear teacher performance appraisal system in secondary schools of the study area implying that teacher performance appraisal was poorly practiced and less contributive to developing teachers' professional competence, linking teacher performance with school development strategies, making sound and rational administrative decisions on personnel related issues, facilitating communication and collaboration among the staff members and for generally enhancing school performance.

Item 2 of table five, relates to whether the objective of teacher performance appraisal system was communicated and made clear for all teachers or not. In this regard the majority of teacher respondents [43(50.6%)] replied that there was no such practice in their respective schools whereas, nearly half of the appraisers [22 (55.0%)] agreed on the existence of the practice. The computed chi-square value ($\chi^2=9.238$) is far above the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This shows that there was significant difference between responses of the two groups. As has been raised earlier (item 1 of table 5), the secondary schools of the study area had not clearly designed teacher performance appraisal system. This finding has lead the researcher to support the stand of teacher respondents and to implicitly conclude that the school leaders of the study area were not trying to effectively communicate the why of teacher performance appraisal implementation to teachers.

With regard to item 3 of table five, 35(41.2%) teachers and 22(55.0%) appraisers disagreed that teachers were informed what their school expects of them. Considerable number of respondents [34(27.2%)] whereas, agreed and remarked they could not confidently witness about their practical observation. The computed chi-square value ($\chi^2=4.258$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This shows that there was no significant difference between responses of the two groups.

Therefore, it is possible to infer that the secondary school leaders of the study area were not reasonably exerting their effort in making clear what teachers should do to contribute to betterment of their school. This also shows that school leaders were better in channeling teachers' activity and effort toward achieving the stated goals and objectives of their schools.

While responding to item 4 of table five, 41(48.8%) teachers and 20(50,0%) appraisers revealed that the objectives of individual and group of teachers were not derived from school strategies whereas, significant number of respondents [24(28.2%) teachers and 16(40.0%) appraisers] agreed and indicated that their schools were poorly practicing this issue. As it can be seen from the table, the computed chi-square value ($\chi^2=3.787$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This shows that there was no significant difference between responses of the two groups.

From this thus, it is possible to recognize that secondary schools of the study area were not trying to better utilize teachers' professional contribution by linking their activities and behaviors with school programs and strategies and channeling group and individual efforts in a way that they could contribute for the success of school goals and objectives.

With regard to item 5 of table five, 40(47.1%) teachers and 24(60.0%) appraisers replied that teachers' job descriptions were not clearly stated and communicated to all teachers. 28(32.9%) teachers and 11(27.5%) appraisers however, expressed that such practice was evident in their respective schools. The computed chi-square value ($\chi^2=2.017$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This indicates that there was no significant difference between responses of the two groups. In addition, as was learned from

document analysis, the researcher has observed no lists of requirements for different preprograms and package in some of sample secondary schools under consideration. From this consequently, it is possible to conclude that secondary school leaders of Metekel Zone did not identifying knowledge and skills required for each task and communicated to teachers implying that it was not easy for them to manage teachers' performances and to take corrective measures timely.

In response to item 6 of table five, 38(44.7%) teachers and 16(40.0%) appraisers pointed out that the school leaders were not helping teachers in setting objectives of their tasks and in planning process. Twenty seven (31.8%) teachers and 20(50.0%) appraisers however, agreed that the issue was practically evident in their respective schools. As we can see from the data, the majority of teacher respondents witnessed the absence of the practice whereas the majority of appraisers responded that they were working better in supporting teachers in this regard. The computed chi-square value ($\chi^2=6.842$) is greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This shows that there was significant difference between the responses of the two groups. From this hence, it is possible to conclude that secondary school leaders of Metekel Zone were not providing professional support for teachers in stating appropriate objectives and helping teachers to develop their work plan.

With regard to item7 of table five, 45(52.9%) teachers and 24(60.0%) appraisers responded that school leaders, teachers, students and parents were not involving in the process of teachers' performance appraisal design and criteria setting. The computed chi-square value ($\chi^2=2.087$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This points out that there was no significant difference between the responses of the two groups.

Based on the data, it is then rational for the researcher to conclude that the teacher performance appraisers and appraisees in secondary schools under consideration were not in a position to clearly internalize the implementation of teacher performance appraisal system and contextualize the system according to the real practice, demand and capacity of their respective schools. In addition, it could be stated that the schools have no feeling of ownership since they were not part of designing teacher performance appraisal.

4.2.2 The Purpose of Teacher Performance Appraisal System

Effectiveness of teacher performance appraisal practice depends on how schools use the system of teacher performance appraisal. In this regard, teacher performance appraisal should be used for strategic, administrative and developmental purposes. This indicates that schools should use teacher performance appraisal specifically for identifying weaknesses and strengths of teachers, bringing collaboration among staff members, creating favorable conditions which allow teachers to discuss with each other, recommending a specific program designs and need-based trainings to help teachers to improve their professional competence and performance and for deciding teacher pay increases, promotion and other administrative decisions. From this point of view, the items in the following table below were raised mainly to check whether or not secondary schools of the study area did use teacher performance appraisal system for these purposes denoted above.

Table 6: The practice of using teacher performance appraisal system appropriately

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|---|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Teacher performance appraisal has helped the schools to bring about improvements in teaching and learning | Teachers | 20 | 23.5 | 25 | 29.4 | 40 | 47.1 | 85 | 100 | 10.370 |
| | | Appraisers | 21 | 52.5 | 7 | 17.5 | 12 | 30.0 | 40 | 100 | |
| | | Total | 41 | 32.8 | 32 | 25.6 | 52 | 41.6 | 125 | 100 | |
| 2 | Teacher performance appraisal has promoted the collaboration and relationship among staff members to create an effective learning community | Teachers | 20 | 23.5 | 20 | 23.5 | 45 | 52.9 | 85 | 100 | 0.641 |
| | | Appraisers | 12 | 30.0 | 8 | 20.0 | 20 | 50.0 | 40 | 100 | |
| | | Total | 32 | 25.6 | 28 | 22.4 | 65 | 52.0 | 125 | 100 | |
| 3 | Teacher performance appraisal helped teachers to get an opportunity to discuss regularly with their supervisors | Teachers | 15 | 17.6 | 20 | 23.5 | 50 | 59.8 | 85 | 100 | 5.880 |
| | | Appraisers | 15 | 37.5 | 7 | 17.5 | 18 | 45.0 | 40 | 100 | |
| | | Total | 30 | 24.0 | 27 | 21.6 | 68 | 54.4 | 125 | 100 | |
| 4 | Teacher performance appraisal has enabled the school leaders to recommend a specific program designs | Teachers | 25 | 29.4 | 10 | 11.8 | 50 | 58.8 | 85 | 100 | 4.415 |
| | | Appraisers | 13 | 32.5 | 10 | 25.0 | 17 | 42.5 | 40 | 100 | |
| | | Total | 38 | 30.4 | 20 | 16.0 | 67 | 53.6 | 125 | 100 | |
| 5 | Pay increases, promotion and other administrative decisions are made based on teachers' performance levels | Teachers | 22 | 25.9 | 15 | 17.6 | 48 | 56.5 | 85 | 100 | 5.269 |
| | | Appraisers | 14 | 35.0 | 9 | 22.5 | 17 | 42.3 | 40 | 100 | |
| | | Total | 36 | 28.8 | 24 | 19.2 | 65 | 52 | 125 | 100 | |
| 6 | Need-based trainings are designed and provided based on their performance appraisal results | Teachers | 16 | 18.8 | 20 | 23.5 | 49 | 57.6 | 85 | 100 | 0.337 |
| | | Appraisers | 9 | 22.5 | 10 | 25.0 | 21 | 52.5 | 40 | 100 | |
| | | Total | 25 | 20.0 | 30 | 24.0 | 70 | 56.0 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

Regarding item 1 of table six, the majority of teacher respondents [40(77.1)] disagreed that teacher performance appraisal has helped the schools to bring about improvements in teaching and learning whereas, 25(29.4) replied that they could not decide on the issue. On the contrary, the greater number of appraiser respondents [21(52.5)] agreed that teacher performance appraisal contributed a lot in this regard. The computed chi-square value ($\chi^2=10.37$) is far above the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This shows that there was significant statistical difference between the responses of the two groups. Besides, the document analysis on classroom observation practice revealed that no sample secondary schools under consideration have clearly identified weaknesses and strengths of each teacher. In addition, it revealed absence of trainings given to teachers and other measures taken based on the teacher performance appraisal results. From this thus, it is possible to understand that secondary schools of Metekel Zone were hardly used teacher performance appraisal for enhancing teaching-learning process and as means of communication and feedback between school leaders and teachers.

With item 2 of table six, the respondents were asked whether or not teacher performance appraisal has promoted collaboration and relationship among staff members which is essential to create and sustain an effective learning community in their respective schools. In their response, 20(50%) appraisers and 45(52%) teachers responded that it did not contribute. The computed chi-square value ($\chi^2=0.641$) is far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This indicates that there was no significant statistical difference between the responses of the two groups. From this, it is possible to realize that the secondary schools of the study area had not used teacher performance appraisal for creating collaboration among school academic staff members which would enable them to build and sustain learning organization.

With regard to item 3 of the same table, the respondents were asked to express their opinion as to whether or not teacher performance appraisal had helped teachers to get an opportunity to discuss regularly with their supervisors concerning their performance levels and standards. Regarding this, the majority of respondents [18(45%) appraisers and 50(59.8%) teachers] expressed their disagreement. The computed chi-square value ($\chi^2=5.880$) is almost equal with table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom, reveals that there

was significant statistical difference between the responses of the two groups. While the researcher was trying to assess the report documents, he got no document in all sample schools of the study area which showed the documented practice about discussion conducted between teachers and supervisors or appraisers on the performance level of teachers. Therefore, it is possible to recognize that teacher performance appraisal system in the secondary schools of the study area did not help schools as the means of creating conditions for discussion between teachers and supervisors about the observed strengths and weakness of teachers.

The objective in raising item 4 of table six was to explore respondents' agreement or disagreement with regard to whether or not teacher performance appraisal has enabled the school leaders to recommend a specific program designs. Concerning this, 17(42.5%) appraisers and 50(58.8%) teachers disagreed while 25(29.4%) teachers and 13(32.5%) appraisers agreed. In line with this, the computed chi-square value ($\chi^2=4.415$) is less than table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups. More importantly, as document analysis revealed, the schools have no any documented evidence which shows different programs designed based on the recommendations of appraisers for the sake of integrating the teachers' performance levels with school objectives. Based on these evidences, it is easy to understand that the secondary school leaders of the study area were not using teacher performance appraisal scheme for adjusting school programs and activities based on the teachers' performance level, needs and interests.

The respondents were also asked to respond to whether or not pay increases, promotion and other administrative decisions were made based on teachers' performance levels (item 5 of table 6). Accordingly, more than half of teachers [48(56.5%)] and nearly half of appraisers [17(42.3%)] disagreed the presence of such practice in their respective schools. As it is depicted in the table, the computed chi-square value ($\chi^2=5.269$) is slightly less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom and this shows that there was no significant statistical difference between the responses of the two groups. In addition as the document analysis revealed there was no any measure taken in relation to pay increases, promotion and other administrative decisions. Therefore, it is possible to say that, school leaders of the study

area did not use teacher performance appraisal practice to benefit and motivate teachers and likely create teachers who are workaholic.

As shown in the same table, the respondents were requested to express their agreement or disagreement on whether teachers get trainings based on their performance appraisal results. In reaction to this 49(57.6%) teachers and 21(52.5%) appraisers showed their disagreement. The calculated chi-square value ($\chi^2=0.337$) is very far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which indicates that there was no significant statistical difference between the responses of the two groups. On top of this, document analysis in all sample secondary schools of the study area revealed the absence of any training program designed and provided by school leaders based on the identified skill and knowledge gaps on the part of teachers during performance appraisal. From this, one can deduce that teacher performance appraisal in secondary schools of Metekel Zone was not serving for professional development of teachers.

4.2.3 Steps in Teacher Performance Appraisal

School leaders should practice teacher performance appraisal through steps like conducting pre-appraisal meetings, classroom observation, post-appraisal discussion (feedback) and follow up discussions by appropriately performing each and every specific activity which should be carried out under each step. Therefore, under this part the researcher had tried to investigate the actual practice and come up with data in the table below.

Table 7: Practice of pre-appraisal meeting

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|--|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | The roles of teachers at the beginning of the academic year are clearly described | Teachers | 24 | 28.2 | 20 | 23.5 | 41 | 48.2 | 85 | 100 | 1.827 |
| | | Appraisers | 16 | 40.0 | 7 | 17.5 | 17 | 42.5 | 40 | 100 | |
| | | Total | 40 | 32.0 | 27 | 21.6 | 58 | 46.4 | 125 | 100 | |
| 2 | The key performance results of teachers' daily activities are pre-determine | Teachers | 20 | 23.5 | 20 | 23.5 | 45 | 52.9 | 85 | 100 | 3.963 |
| | | Appraisers | 21 | 52.5 | 9 | 22.5 | 10 | 25.0 | 40 | 100 | |
| | | Total | 41 | 33.8 | 29 | 23.2 | 55 | 44 | 125 | 100 | |
| 3 | Teachers' tasks are assigned based on their competence, skill and knowledge | Teachers | 38 | 44.7 | 15 | 17.6 | 32 | 37.6 | 85 | 100 | 0.099 |
| | | Appraisers | 19 | 47.5 | 7 | 17.5 | 14 | 35.0 | 40 | 100 | |
| | | Total | 57 | 45.6 | 22 | 17.6 | 46 | 36.8 | 125 | 100 | |
| 4 | Objectives of each task are clearly defined | Teachers | 31 | 36.5 | 17 | 20.0 | 37 | 43.5 | 85 | 100 | 2.127 |
| | | Appraisers | 11 | 27.5 | 6 | 15.0 | 23 | 57.5 | 40 | 100 | |
| | | Total | 42 | 33.6 | 23 | 18.4 | 60 | 48.0 | 125 | 100 | |
| 5 | Performance standards of teachers' daily tasks are not clearly indicated | Teachers | 30 | 35.2 | 15 | 17.6 | 40 | 47.1 | 85 | 100 | 9.359 |
| | | Appraisers | 25 | 62.5 | 8 | 20.0 | 7 | 17.5 | 40 | 100 | |
| | | Total | 55 | 44.0 | 23 | 18.4 | 47 | 37.6 | 125 | 100 | |
| 6 | Core operational values are identified and communicated to all teachers | Teachers | 25 | 29.4 | 20 | 23.5 | 40 | 47.1 | 85 | 100 | 0.238 |
| | | Appraisers | 13 | 32.5 | 8 | 20.0 | 19 | 47.5 | 40 | 100 | |
| | | Total | 38 | 30.4 | 28 | 22.4 | 59 | 47.2 | 125 | 100 | |
| 7 | School leaders make clear about why, what, when and where of performance appraisal | Teachers | 20 | 23.5 | 25 | 29.4 | 40 | 47.1 | 85 | 100 | 10.370 |
| | | Appraisers | 21 | 52.5 | 7 | 17.5 | 12 | 30.0 | 40 | 100 | |
| | | Total | 41 | 32.8 | 32 | 25.6 | 52 | 41.6 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freed

Appraisers include principals, deputy Principals and department head teachers.

With regard to item 1 of table seven, 41(48.2%) teachers and 17(42.5%) appraisers responded that the secondary school leaders of the study area were not clearly describing roles of teachers at the beginning of the academic year. Accordingly the computed chi-square value ($\chi^2=1.827$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom implying that there was no significant statistical difference between the responses of the two groups. Therefore, this evidence had lead the researcher to the conclusion that the secondary school teachers of the study area were not clear about what they should do and contribute for their school and as a result they were not ready all the time to do their best in achieving the objectives of the school.

With item 2 of table seven, the respondents were asked to agree or disagree with their school practice in predetermining the key performance results of teachers' daily activities before appraising teachers. Accordingly, the majority of teacher respondents [45(52.9%)] showed their disagreement. As opposed to this, the majority of appraiser respondents [21(52.5%)] agreed that there was good practice in this regard. In relation to this, the calculated chi-square value ($\chi^2=6.963$) is greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which implies that there is significant statistical difference between the respondents of two groups. Similar to teachers' responses, the document analysis revealed that there was no any document which shows lists of key performance results which the school expects of teachers and will help teachers to adjust their plans and daily activities with expectation of the school. From this, one can deduce that secondary school teachers of the study area were not clear about what the school expects of them and hence, were not in a position to selectively exert their efforts and devote their time on very important tasks and activities implying that there was duplication of their efforts and wastage of time.

Regarding item 3 of table seven, the majority of the respondents [38(44.7%) teachers and 19(47.5%) appraisers] agreed that teachers' tasks were assigned based on their competences, skills and knowledge whereas, 32(37.6%) teachers and 14(35.0%) appraisers disagreed concerning this practice. The calculated chi-square value ($\chi^2=0.009$) is very far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which implies that there was no significant statistical difference between the responses of the two groups.

Consequently one can conclude that, secondary schools of Metekel Zone were properly utilizing manpower specifically teachers by assigning them according to their special competence, skill and knowledge.

Item 4 of table seven was related to clarity of objective of each task assigned to teachers. In response to this item, 37(45.5%) teachers and 23(57.0%) appraisers disagreed that teachers were clear about the objectives of each task assigned to them whereas, considerable number of the respondents [31(36.5%) teachers and 11(27.5%) appraisers] showed their agreement regarding the issue raised. Concerning the item the calculated chi-square value ($\chi^2=2.127$) is below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which depicts that there was no significant statistical difference between the responses of the two groups. This thus, reveals that secondary school leaders of the study area were not exerting their efforts in making clear about the objectives of tasks to be assigned for teachers implying that teachers could not perform their tasks without confusion about what they should attain.

With regard to item 5 of table seven, the majority of teacher respondents [40(47.1%)] disagreed with the existence of the identified performance standards of teachers' tasks whereas, 25(62.5%) appraiser respondents agreed. Regarding the issue, the computed chi-square result ($\chi^2=9.359$) is greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which depicts that there was significant statistical difference. In addition, the document analysis in many of sample secondary schools under the study has revealed that there was no school which listed and documented the performance standards of each tasks expected of each teacher. From the evidences, it is possible to realize that teacher performance appraisers in secondary schools under the study area were in problem to assign and justify the performance level and standards of each teacher during their appraisal process as there was no standard set for each task.

While responding to item 6 of table seven, the majority of respondents [40(47.1%), 19(47.5%) teachers and appraisers respectively] disagreed that secondary schools identify and communicate core operational values to teachers whereas, considerable number of respondents [25(29.4%) teachers and 13(32.5%) appraisers] agreed on the practicability of the issue. The computed chi-square result ($\chi^2=0.238$) is extremely less than the table value ($\chi^2=5.99$) at

significant level of 0.05 with two degrees of freedom. This points out that there was no significant statistical difference between the responses of the two groups. In support of responses, document analysis in many sample secondary schools of the zone under study indicated the unavailability of lists of identified core operational values.

Therefore, based on the evidences, it is possible to recognize that secondary schools of Metekel Zone were not in a better position to easily evaluate teachers based on the identified core operational values in relation to maintaining quality of education in general and , properly serving clients(students), participating in group works, etc in particular.

In response to item 7 of table seven, the greater number of appraisers [21(52.5%)] agreed that school leaders make clear for teachers about why, what, when and where of teachers' performance appraisal whereas, 40(47.1%) teachers disagreed concerning the issue. The computed chi-square result ($\chi^2=10.370$) is extremely greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there is significant statistical difference between the responses of the two groups. Concerning the issue, the student and PTA participants of FGD illustrated as it was unusual that the school principals clarify for appraisees and appraisers about the purpose, methods and benefits of teacher performance appraisal. From the analysis of data through both a questionnaire and focus group discussion, it is possible to deduce that secondary school teachers of the study area were not clear about the reason why they were appraised ,what aspects and when they will be going to be appraised as well as other important points concerning their appraisal, implying that they were not willing to participate in it and as a result, have negative attitude towards the practice.

Table 8: Respondents' opinion on practice of classroom observation

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|---|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | School leaders frequently appraise teachers by direct classroom observation | Teachers | 15 | 17.6 | 20 | 23.5 | 50 | 58.8 | 85 | 100 | 4.637 |
| | | Appraisers | 14 | 35.0 | 8 | 20.0 | 18 | 45.0 | 40 | 100 | |
| | | Total | 29 | 23.2 | 28 | 22.4 | 68 | 54.4 | 125 | 100 | |
| 2 | Teachers are appraised informally all the time during team meetings, in school club activities, in group activities etc | Teachers | 10 | 11.8 | 24 | 28.2 | 51 | 60.0 | 85 | 100 | 11.752 |
| | | Appraisers | 15 | 37.5 | 6 | 15.0 | 19 | 47.5 | 40 | 100 | |
| | | Total | 25 | 20.0 | 30 | 24.0 | 70 | 56.0 | 125 | 100 | |
| 3 | Teachers are praised whenever they perform good instructional tasks | Teachers | 15 | 17.6 | 20 | 23.5 | 50 | 58.8 | 85 | 100 | 5.280 |
| | | Appraisers | 13 | 32.5 | 4 | 10.0 | 23 | 57.5 | 40 | 100 | |
| | | Total | 28 | 22.4 | 24 | 19.2 | 73 | 58.4 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers

Regarding item 1 of table eight, the majority of respondents [50(58.8 %) teachers and 18 (45.0 %) appraisers] disagreed that the school leaders were frequently appraising teachers by direct classroom observation. But, insignificant number of teacher respondents [15(17.6%)] and relatively considerable number of appraisers [14(35.0%)] agreed that there was frequently practiced by their school leaders. The computed chi-square result ($\chi^2=4.637$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which depicts that there was no significant statistical difference. In addition there was no document which shows the practice. Therefore, it is possible to realize that secondary school teachers of the study area were appraised without direct observation of their classroom performance.

While responding to item 2 of table eight, the majority of respondents [51(60.0%) teachers and 19(47.5%) appraisers] disagreed that teachers were appraised informally all the time during team meetings, school club activities group activities etc. Regarding the issue, the computed chi-square result ($\chi^2=5.637$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom depicts that there was no significant statistical difference. Based on the evidences, one can recognize that, secondary school teachers of Metekel Zone were not appraised continuously and their appraisal results were given based on partial information.

In response to item 3 of table eight, 50(58.8%) of teachers and 23(57.5%) appraisers disagreed that teachers were praised whenever they perform well in instructional and non-instructional activities. The computed chi-square result ($\chi^2=5.280$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom implying that there was no significant statistical difference between the responses of the two groups. In addition, the document analysis revealed no documented practice in many sample schools of the zone. Based on all these evidences, one can understand that secondary school leaders of the study area were not motivating their teachers by providing incentives continuously whenever they perform well in any school activities in order to increase their performance level and to initiate others. This shows that there was no practice of identifying teachers who are working better which implicitly indicates that all teachers were getting almost equal performance appraisal results regardless of their effort in performing better.

Table 9: Practice of post-appraisal discussion

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|--|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | There is a regular feedback schedule for teachers about their performance level | Teachers | 21 | 24.7 | 18 | 21.2 | 46 | 54.1 | 85 | 100 | 2.350 |
| | | Appraisers | 11 | 27.5 | 4 | 10.0 | 25 | 62.5 | 40 | 100 | |
| | | Total | 32 | 25.6 | 22 | 17.6 | 71 | 56.8 | 125 | 100 | |
| 2 | Discussions are conducted immediately as classroom observation is over | Teachers | 20 | 23.5 | 19 | 22.4 | 46 | 54.1 | 85 | 100 | 5.972 |
| | | Appraisers | 18 | 45.0 | 7 | 17.5 | 15 | 37.5 | 40 | 100 | |
| | | Total | 38 | 30.4 | 26 | 20.8 | 61 | 48.8 | 125 | 100 | |
| 3 | The discussion focuses only on criticizing the weakness of teachers than telling both weaknesses and strengths | Teachers | 27 | 31.8 | 20 | 23.5 | 38 | 44.7 | 85 | 100 | 1.579 |
| | | Appraisers | 12 | 30.0 | 6 | 15.0 | 22 | 55.0 | 40 | 100 | |
| | | Total | 39 | 31.2 | 26 | 20.8 | 60 | 48.0 | 125 | 100 | |
| 4 | Discussion lasts by mutual agreement of both appraiser and the appraisee | Teachers | 25 | 29.4 | 15 | 17.6 | 45 | 52.9 | 85 | 100 | 10.415 |
| | | Appraisers | 23 | 57.5 | 7 | 17.5 | 10 | 25.0 | 40 | 100 | |
| | | Total | 48 | 38.4 | 22 | 17.6 | 55 | 44.0 | 125 | 100 | |
| 5 | The future direction for teachers' better performances are set by both teacher him/herself and the appraiser | Teachers | 15 | 17.6 | 20 | 23.5 | 50 | 58.8 | 85 | 100 | 4.860 |
| | | Appraisers | 14 | 35.0 | 6 | 15.0 | 20 | 50.0 | 40 | 100 | |
| | | Total | 29 | 23.2 | 26 | 20.8 | 70 | 56.0 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

While responding to item 1 of table nine, the majority of respondents [46(54.1%) teachers and 25(62.5%)] disagreed with existence of regular feedback for appraisees about their performance level. The computed chi-square result($\chi^2=2.35$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom and this depicts that there is no significant statistical difference between the responses of the two groups on the issue.

In addition, the response to open-ended question revealed that lack of timely feedback regarding strengths and weaknesses observed during teacher evaluation was one of the major problems in teacher performance appraisal. From this, it is possible to conclude that the secondary school teachers of the study area were not getting appropriate feedback about their strengths and weaknesses observed during appraisal. This implicitly shows that teachers were ignorant of what they have done better or not and even they were not clear about what they should improve in the future.

In their reaction to item 2 of table nine, 46(54.1%) teacher respondents disagreed about the practice of discussion takes between appraisers and appraisees as classroom observation is over whereas, the majority of appraisers [18(45.0%)] agreed that there was discussion following classroom observation. The computed chi-square result ($\chi^2=5.972$) is almost equal with table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which means that there was significant statistical difference between the responses of the two groups. In addition, the result of document analysis in many sample schools revealed absence of significant practice in giving immediate feedback for teachers based on observed strengths and defects during classroom observation. Based on these data, the researcher is on the safe side to conclude that secondary schools of Metekel Zone were poorly practicing with regard to providing immediate feedback for teachers based on strong and weak points which appraisers identified during classroom observation implying that appraisers and appraisees may not agree on some points as both side may forget them.

Regarding item 3 of table nine, 38(44.7%) teachers and 22(55.0) appraisers replied by agreeing as the discussion between appraisees and appraisers focuses only on criticizing weakness than telling both weaknesses and strengths whereas, considerable number of respondents from both group [27(31.8%) teachers and 12(30.2%) appraisers] agreed that appraisers give comments on both weaknesses and strengths which they observed. Concerning this issue, the computed chi-square result ($\chi^2=1.579$) is below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom this means that there is no significant statistical difference between the responses of the two groups. This shows that appraisers of secondary schools in Metekel Zone

were focusing on finding weaknesses while they appraise teachers than giving attention for both weaknesses and strengths.

While responding to item 4 of table nine, the majority of teacher respondents [45(52.9%)] replied that the discussion between appraisers and appraisees does not last by mutual agreement of both whereas, majority of appraiser respondents [23(57.5%)] replied that there was mutual agreement between appraisers and appraisees on any issue of discussion. Regarding the issue, the computed chi-square result ($\chi^2=10.415$) is very far above the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which in turn shows that there was significant statistical difference between the responses of the two groups .

With regard to this, personal observation of the researcher revealed that generally, decisions on several issues were observed to be made by appraisers implying that appraisees had no considerable say. Therefore, it is possible to infer that there was superior-inferior relationship between appraisers and appraisees in secondary schools of the study area implicitly indicating that many decisions made in relation to teacher performance appraisal were not participative. As to researchers' understanding, this situation might be one of the causes for poor practice of teacher performance appraisal.

In reaction to the last item of table nine, 50(58.8%) teachers and 20(50.0%) appraisers disagreed that the future direction for teachers' better performances were set by both teacher him /herself and appraisers at the end of feedback session. The calculated chi-square result ($\chi^2=10.415$) is above the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was significant statistical difference between the responses of the two groups. From this, one can possibly realize that appraisers in secondary schools of the study area were not providing professional support for teachers in improving their future performance based on identified problems during appraisal time implying that appraisers were evaluating teachers for the purpose of documenting teachers' performance result than using it for developing teachers.

Table 10: The practice of follow up and discussion between appraisers and appraisees

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|---|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Appraisers help the appraisees in setting the means as to how they can tackle challenges | Teachers | 17 | 20.0 | 8 | 21.2 | 50 | 58.8 | 85 | 100 | 4.393 |
| | | Appraisers | 15 | 37.5 | 7 | 17.5 | 18 | 45.0 | 40 | 100 | |
| | | Total | 32 | 25.6 | 25 | 20.0 | 68 | 54.4 | 125 | 100 | |
| 2 | Appraisers continuously follow up whether teachers improved their performance level or not based on the feedback provided after classroom observation | Teachers | 16 | 18.8 | 22 | 25.9 | 47 | 55.3 | 85 | 100 | 5.260 |
| | | Appraisers | 14 | 35.0 | 5 | 12.5 | 21 | 52.5 | 40 | 100 | |
| | | Total | 30 | 24.0 | 27 | 21.6 | 68 | 54.4 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers

In their response to item 1 of table ten, majority of respondents [50(58.8%) teachers and 18(45.0%) appraisers] responded that they disagree as appraisers helped appraisees in setting the means as to how they can tackle challenges in their future performance targets. Considerable number of respondents [15(37.5%) appraiser and 17(20.0%) teachers] expressed their agreement that the school leaders properly practiced their role in helping teachers. Concerning the issue, the calculated chi-square result ($\chi^2=4.393$) is below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which indicates that there was no significant statistical difference between the responses of the two groups. Based on the obtained evidence, it is fair for the researcher to conclude that secondary school leaders of the study area were not practicing teacher performance appraisal in a way that it helps teachers to solve practical problems and enhances school performance. In addition, it is justifiable for the researcher if he concludes that they were not using the appraisal practice

for remedial purpose in which both appraisers and appraisees can jointly find out solutions for identified problems.

Item 2 of table ten, was intended to check whether or not appraisers were following up teachers' performance improvement based on the feedback provided after classroom observation. In response to this, 47(55.3%) teachers and 21(52.5%) appraisers disagreed whereas, considerable number [14(35.0%) appraisers and 22(25.9%) teachers] agreed. Regarding this issue, the computed chi-square value ($\chi^2=5.260$) is nearly the same as the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was significant statistical difference. Similarly, document analysis on classroom observation feedback and discussion had shown that there was no documented practice in many sample secondary schools. From this, it is possible to recognize that secondary school leaders of the study area were not checking and supporting their teachers in improving their weaknesses observed during classroom observation.

4.2.4 Methods in Teacher Performance Appraisal

Among many aspects which affect acceptance, validity and reliability of teacher performance appraisal results and generally effectiveness and efficiency of the system is the appraisal method which we use. This explicitly tells that appraisers can use varieties of appraisal methods based on different contexts which they think give accurate and reliable performance result. Different scholars in the area listed a number of appraisal methods like management by objective, ranking method, rating result of employees, rating behaviors and traits of employees, comparing employees, rating individuals etc.

As mentioned by different writers each appraisal method has its own strengths and weaknesses. This implicitly tells that it is up to the appraisers to use either of these methods based on their school context, the knowledge, skill and need of the appraiser him/herself and the appraisees' consent on the method. Accordingly this part was intended to identify the method which was frequently employed in secondary schools of the study area.

Table 11: Teacher performance appraisal method usually employed

| No | Description of frequency of method employed Respondents | Number of teacher and appraisal respondents | The method | | | | | | | | | | | | | |
|----|---|---|-------------------------|-----|----------------|------|----------------------------|------|-----------------------------|------|-------------------------------|------|---------------------------|------|-------|------|
| | | | Management by objective | | Ranking method | | Rating results of teachers | | Rating behaviors and traits | | Comparing teachers each other | | Rating individual teacher | | Total | |
| | | | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1 | Always used method | 125 | 1 | 0.8 | 2 | 1.6 | 6 | 4.8 | 4 | 3.2 | 30 | 24 | 6 | 4.8 | 49 | 39.2 |
| 2 | Sometimes used method | | 2 | 1.6 | 3 | 2.4 | 3 | 2.4 | 18 | 14.4 | 5 | 4.0 | 2 | 1.6 | 33 | 26.4 |
| 3 | Rarely used method | | 2 | 1.6 | 14 | 11.2 | 3 | 2.4 | 2 | 1.6 | 3 | 2.4 | 3 | 2.4 | 27 | 21.6 |
| 4 | Not used at all | | 7 | 5.6 | 1 | 0.8 | 3 | 2.4 | 2 | 1.6 | 1 | 0.8 | 2 | 1.6 | 16 | 12.8 |
| 5 | Total vote | | 11 | 8.8 | 20 | 16.0 | 15 | 12.0 | 26 | 20.8 | 39 | 31.2 | 14 | 11.2 | 125 | 100 |

In the table above, the respondents were requested to choose teacher performance appraisal method which they were using always, sometimes, rarely and not used at all. In this regard, their response shows that comparing teachers each other was the most frequently used method, rating teachers behaviors and traits was sometimes used, whereas, the method which rarely used was ranking method and lastly management by objective was not practical. From this, one can understand that secondary schools of Metekel Zone were comparing teachers each other regardless of what they have done. In addition, they were focusing on only some specific appraisal methods than using several methods based on the demand of the situation. Moreover, they were not in a position to compensate the weakness of one method by using the strength of the other as each appraisal method has its own merits and demerits. This leads one to generalize that secondary schools of the study area were failed to seek all information concerning teachers' performance level.

4.2.5 Frequency and Consistency of Teacher Performance Appraisal Practice

Teacher performance appraisal can attain its stated objectives if it is continuous and ongoing activity of school leaders. Thus, the school leaders should evaluate teachers formally and informally all the time. In addition they should communicate appraisal results with appraisees and take timely corrective actions. Hence, this part was aimed at assessing how frequent teachers were appraised and to what extent the practice helped them to continuously discuss with school leaders.

Table 12: Frequency of teacher performance appraisal

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|---|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Teachers are appraised only once a semester | Teachers | 43 | 50.6 | 20 | 23.5 | 22 | 25.9 | 85 | 100 | 2.372 |
| | | Appraisers | 25 | 62.5 | 5 | 12.5 | 10 | 25.0 | 40 | 100 | |
| | | Total | 68 | 54.4 | 25 | 20.0 | 32 | 25.6 | 125 | 100 | |
| 2 | Performance level of each teacher is continuously evaluated | Teachers | 21 | 24.7 | 17 | 20.0 | 47 | 55.3 | 85 | 100 | 1.431 |
| | | Appraisers | 14 | 35.0 | 7 | 17.5 | 19 | 47.5 | 40 | 100 | |
| | | Total | 35 | 28.0 | 24 | 19.2 | 66 | 52.8 | 125 | 100 | |
| 3 | Teacher performance appraisal has helped teachers to get an opportunity to discuss regularly with their supervisors | Teachers | 21 | 24.7 | 17 | 20.0 | 47 | 55.3 | 85 | 100 | 1.541 |
| | | Appraisers | 14 | 35.0 | 6 | 15.0 | 20 | 50.0 | 40 | 100 | |
| | | Total | 35 | 28.0 | 23 | 18.4 | 67 | 53.6 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

In response to the first item of table twelve, 43(50.0%) teachers and 25(62.5%) appraisers agreed that teachers were appraised only once a semester. The calculated chi-square values ($\chi^2=2.372$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which points out that there is **no** significant statistical difference between the responses of the two groups on the issue.

In item 2 of table twelve, the respondents were requested to ascertain whether or not performance level of each teacher was continuously evaluated and 47(55.3%) teachers and 19(47.5%) appraisers disagreed with the existence of such practice. Regarding the issue, the calculated chi-square values which is ($\chi^2=1.431$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which means there is no significant statistical difference.

With item 3 of the same table, the respondents were asked to respond to whether teachers were getting opportunity to discuss regularly with their supervisors about their performances. In response to this 47(55.3%) teachers and 20(50.0%) appraisers disagreed. The calculated chi-square value ($\chi^2=1.541$) is far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups. Similarly, the respondents of student and PTA focus group discussion participants explained that they were always requested to fill teachers' performance appraisal criteria once a semester and continuous evaluation of teachers' performance level was not yet practiced. Supporting this, no sample secondary school of the study area could show written documents.

Based on the data obtained in all above the three cases (item 1,2 and 3 of table twelve) , one can recognize that secondary school teachers of the study area were not evaluated continuously. In addition, it is possible to say that teachers had not got chance to discuss with the school leaders and supervisors about their strengths and weaknesses to improve their professional and academic competence.

4.2.6 Reliability and Validity of Teacher performance Appraisal Criteria

Validity and reliability are the critical requirements of effective teacher performance appraisal system. But validity and reliability of the appraisal result depends on how the appraisal system is designed and implemented according to government policies, programs packages, school plans and programs. In addition, it also depends on how the rating criteria are relevant to measure all aspects of teacher performance, how the criteria gives the same result when teachers are appraised by different appraisers and how the criteria are designed focusing on teaches' work behaviors and performance results than personal behaviors and traits. Hence, in this part of the research, the researcher had attempted to assess to what extent the secondary schools of the study area used valid and reliable rating criteria that fit the above mentioned points.

Table 13: Validity and reliability of teacher performance appraisal criteria

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|--|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Teacher performance appraisal schemes are designed and implemented based on government policies, programs and packages | Teachers | 18 | 21.2 | 22 | 25.9 | 45 | 52.9 | 85 | 100 | 2.623 |
| | | Appraisers | 7 | 17.5 | 6 | 15.0 | 27 | 67.5 | 40 | 100 | |
| | | Total | 25 | 20.0 | 28 | 22.4 | 72 | 57.6 | 125 | 100 | |
| 2 | The rating criteria are relevant to measure all aspects of teacher performance and their daily tasks | Teachers | 35 | 41.2 | 10 | 11.8 | 40 | 47.1 | 85 | 100 | 5.004 |
| | | Appraisers | 10 | 25.0 | 10 | 25.0 | 20 | 50.0 | 40 | 100 | |
| | | Total | 45 | 36.0 | 20 | 16.0 | 60 | 48.0 | 125 | 100 | |
| 3 | The performance appraisal results given to an individual teacher by students, parents and school leaders are not the same | Teachers | 41 | 48.2 | 10 | 11.8 | 34 | 40.0 | 85 | 100 | 2.799 |
| | | Appraisers | 25 | 62.5 | 5 | 12.5 | 10 | 25.0 | 40 | 100 | |
| | | Total | 66 | 52.8 | 15 | 12.0 | 44 | 35.2 | 125 | 100 | |
| 4 | Teacher performance appraisal criteria are prepared by focusing on teaches' behavior and personal traits than work behaviors | Teachers | 25 | 29.4 | 15 | 17.6 | 45 | 52.9 | 85 | 100 | 1.035 |
| | | Appraisers | 9 | 22.5 | 6 | 15.0 | 25 | 62.5 | 40 | 100 | |
| | | Total | 34 | 27.2 | 21 | 16.8 | 70 | 56.0 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

The objective of item 1 of table thirteen was to check whether the practice of teacher performance appraisal system was designed linked with school plans and programs or not. In response to this, majority of [45(52.9%) teachers and 27(67.5%) appraisers] disagreed with the existence of such practice. The calculated chi-square value ($\chi^2=2.623$) is far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups.

In supporting this, the document analysis on the teacher performance rating criteria revealed that points related to school SIP, CPD programs and other current educational quality maintaining packages were not included in the criteria of teacher performance appraisal. From this, one can understand that there was mismatch between what teachers were working and for what they were appraised. This in turn also indicates that there was difficulty in lining teachers' tasks with the appraisal system and might be one of the causes for appraisal errors and teacher-principal conflict.

As depicted in item 2 of table thirteen, the respondents were asked to respond whether teacher performance appraisal criteria were relevant to measure all aspects of teacher performance and their daily tasks and 40(47.1%), and 20(50%) teachers and appraisers respectively disagreed that teacher performance appraisal criteria were not valid and covering all aspects of teacher performances. Regarding this issue, the computed chi-square value ($\chi^2=5.004$) is below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups. Based on the evidences, one can realize that secondary school leaders of the study area were not in a position to measure what the teachers were doing in their daily instructional and non-instructional activities. This again indicates the appraisers were appraising teachers based on partial and incomplete performance information.

With regard to item 3 of the same table, 41 (48.2%) teachers and 25(62.5%) appraisers agreed that teacher performance appraisal results given for the same teacher by students, parents and school leaders were different. The computed chi-square value ($\chi^2=2.799$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which reveals that there was no significant statistical difference. Similar to the above evidence, document analysis of teachers' personal documents revealed the presence of difference on teacher appraisal results given by principals, students and PTA members for many teachers. Specifically appraisal results given by PTA members are much more deviant from results given by others and even their results were inconsistent every semester. From this, one can generalize that participants of teacher performance appraisal in secondary schools of the study area lack appropriate performance evidence about each teacher to properly evaluate them. This in turn

indicates that schools should use other additional sources such as peer appraisal, self appraisals, and generally apply the principle of 360-degree appraisal approach.

While response to item 4 of table thirteen, 45(52.9%) teachers and 25(62.5%) appraisers disagreed that teacher performance appraisal criteria were prepared focusing on teacher behaviors than performance results. The computed chi-square value ($\chi^2=1.033$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom this reveals that there was no significant statistical difference between the responses of the two groups. In supporting this, the FGD participant students explained that many of teacher performance appraisal criteria were those which enabled the raters to measure teachers' performance level than rating their personal behaviors. As the respondents' explanation, there were some criteria which directly lead the raters to rate teachers' personal traits specifically of ethical aspects. From these evidences, it is possible to say that teacher performance appraisers in secondary schools of the study area were exactly measuring one's own performance level without confusion.

4.2.7 The Required Skill and Knowledge of Teacher Appraisal Participants

As to Rue and Byars (2003), among the promising mechanisms to overcome problems in teacher performance appraisal practice are choosing appropriate raters, obtaining much information concerning the performance level of teachers from a number of sources and enhancing the knowledge and skill of raters'. In this regard schools should use a number of options and involve different parities in appraising teachers. This includes using peer and self appraisal results, involving students and parents in teacher appraisal in addition to appraising teachers by school principals and supervisors. In general it is advisable for schools to apply the principle of 360-degree appraisal approach which enables appraisers to get as much information as possible about the performance level of each teacher. On top of these appraisers should possess the necessary skills and knowledge how to use appraisal forms, conduct classroom observation, document and use appraisal results, and design and take corrective actions etc. Hence, this part of the research was aimed at to assess how secondary schools of Metekel Zone were considering these requirements in practicing teacher performance appraisal.

Table 14: Awareness of TPA participants about roles and responsibilities and required knowledge and skill they have

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|---|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Supervisors have appropriate knowledge about the performance level of teachers | Teachers | 33 | 38.8 | 10 | 11.8 | 42 | 49.4 | 85 | 100 | 2.311 |
| | | Appraisers | 10 | 25.0 | 6 | 15.0 | 24 | 60.0 | 40 | 100 | |
| | | Total | 43 | 34.4 | 16 | 12.8 | 66 | 52.8 | 125 | 100 | |
| 2 | There is practice of involving peers in appraising teachers | Teachers | 10 | 11.8 | 15 | 17.6 | 60 | 70.6 | 85 | 100 | 2.284 |
| | | Appraisers | 5 | 12.5 | 3 | 7.5 | 32 | 80.0 | 40 | 100 | |
| | | Total | 15 | 12.0 | 18 | 14.4 | 92 | 73.6 | 125 | 100 | |
| 3 | Students are aware of the what, why and how of teacher performance appraisal | Teachers | 30 | 35.3 | 10 | 11.8 | 46 | 52.9 | 85 | 100 | 7.265 |
| | | Appraisers | 5 | 12.5 | 5 | 12.5 | 30 | 75.0 | 40 | 100 | |
| | | Total | 35 | 28.0 | 15 | 12.0 | 75 | 60.0 | 125 | 100 | |
| 4 | Students have their own performance records and means to appraise teachers | Teachers | 23 | 27.1 | 20 | 23.5 | 42 | 49.4 | 85 | 100 | 5.090 |
| | | Appraisers | 5 | 12.5 | 7 | 17.5 | 28 | 70.0 | 40 | 100 | |
| | | Total | 28 | 22.4 | 27 | 21.6 | 70 | 56.0 | 125 | 100 | |
| 5 | PTA members involving in teacher performance appraisal know about the what, why, how and when of it | Teachers | 30 | 35.3 | 10 | 11.8 | 45 | 52.9 | 85 | 100 | 6.171 |
| | | Appraisers | 6 | 15.0 | 4 | 10.0 | 30 | 75.0 | 40 | 100 | |
| | | Total | 36 | 28.8 | 14 | 11.2 | 75 | 60.0 | 125 | 100 | |
| 6 | PTA members who involve in teacher performance appraisal have full information about all teachers | Teachers | 19 | 22.4 | 19 | 22.4 | 47 | 55.3 | 85 | 100 | 2.664 |
| | | Appraisers | 7 | 17.5 | 5 | 12.5 | 28 | 70.0 | 40 | 100 | |
| | | Total | 26 | 20.8 | 24 | 19.2 | 75 | 60.0 | 125 | 100 | |
| 7 | At your school, there is a system to practice self appraisal by teachers | Teachers | 17 | 20.0 | 16 | 18.8 | 52 | 61.2 | 85 | 100 | 3.358 |
| | | Appraisers | 4 | 10.0 | 5 | 12.5 | 31 | 77.5 | 40 | 100 | |
| | | Total | 21 | 16.8 | 21 | 16.8 | 83 | 66.4 | 125 | 100 | |
| 8 | School leaders measure teachers' performance by using only limited sources | Teachers | 40 | 47.1 | 20 | 23.5 | 25 | 29.4 | 85 | 100 | 3.091 |
| | | Appraisers | 25 | 62.5 | 5 | 12.5 | 10 | 25 | 40 | 100 | |
| | | Total | 65 | 52.0 | 25 | 20.0 | 35 | 28.0 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

While responding to item 1 of table fourteen, the majority of the respondents [42(49.4%) teachers and 24 (60.0%) appraisers] disagreed with the appropriateness of supervisors' knowledge for identifying the performance level of their supervisees whereas, considerable number of respondents [33(38.8%) teachers and 10(25.0%) appraisers] agreed that the supervisors were aware of each teachers' performance level. The computed chi-square value ($\chi^2=2.311$) is less

than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which reveals that there was no significant statistical difference between the responses of the two groups. Therefore, it is fair to generalize that secondary school supervisors of the study area were not in a position to know each teacher's performance level which implicitly indicates that they were not active participants of continuous teacher performance appraisal system and were not implementing teacher performance appraisal system as intended.

In response to item 2 of table fourteen, 60(70.6%) teachers and 32(80.0%) appraisers replied that there was no practice of involving peers in teacher performance appraisal. Regarding this issue, the computed chi-square value ($\chi^2=2.283$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which means that there was no significant statistical difference between the responses of the two groups. From this it is genuine and acceptable if one says that secondary schools of Metekel Zone hadn't used peer expert knowledge in conducting valid and reliable teacher performance appraisal. This in turn again leads one implicitly to say that teacher performance appraisal practice in those schools was not served for enhancing interpersonal interaction, group cohesiveness, and group satisfaction.

With regard to item 3 of the same table, 46(52.9%) teachers and 30(75.0%) appraisers disagreed with awareness of students regarding what, why and how of teacher performance appraisal. The computed chi-square value ($\chi^2=7.265$) is greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was significant statistical difference between the responses of the two groups on the issue.

In response to item 4 of the same table, 42(49.4%) and 28(70.0%) teacher and appraiser respondents respectively disagreed with the opinion that says students have their own performance records and means to appraise teachers starting from the beginning of academic year. The computed chi-square value ($\chi^2=5.09$) is almost equal to the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which implies that there was significant statistical difference. The data generated through focus group discussion of student participants regarding the two issues above (item 3 and 4) revealed that the secondary school leaders had not exerted much effort to clarify for students about why, what and how of teacher

performance appraisal. Similarly, the FGD participant students remarked that the school leaders were not informing them at the beginning of academic year to have their own notes about each teacher. They strongly claimed that school principals always select students suddenly to appraise teachers on appraisal date. Based on these evidences, one can recognize that students who participated in teacher performance appraisal in secondary schools of Metekel Zone were not clear about why, what, how and other necessary prerequisites of teacher performance appraisal which implies that the students were not in a better position to fairly appraise teachers and as a result practice was generally misused.

The objective of item 5 of table fourteen, was to ask the respondents the extent of PTA members' knowledge concerning what, why and how of teacher performance appraisal. Consequently, 45(52.9%) teachers and 30(75.0%) appraisers replied that PTA members were ignorant about the mentioned issues. The computed chi-square value ($\chi^2=6.171$) is greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom; revealing that there was significant statistical difference between the responses of the two groups.

With regard to item 6 of the same table, 47(55.3%) teachers and 28(70.0%) appraisers responded the PTA members had not full information about each teacher to appropriately judge teachers' performance level and to rate their performance results objectively. The computed chi-square value ($\chi^2=2.664$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which reveals that there was no significant statistical difference between the responses of the two groups.

Similarly, regarding items 5 and 6, the participants of PTA focus group discussion expressed their practical observation by saying that we rate teachers for the sake of doing it but we do not know how the teacher performance appraisal result negatively or positively affects teachers' life, classroom teaching and school performance as the whole. In addition, they strongly commented that school principals did not give them any training regarding the issue. Surprisingly, they said that "usually even we don't know physically some teachers whom we are going to appraise so that we sometimes rate blindly." From this it is not exaggerating if one says that PTA of secondary schools in the study area were appraising teachers without clearly knowing its purposes, methods, and even without having full information about each teacher's

performance level which implies that appraisal result of some teachers does not represent their performance level.

As depicted in item 7 of table fourteen, 52(61.2%) teachers and 31(77.5%) appraisers replied that there was no practice of self appraisal in their respective schools. Concerning this issue, the calculated chi-square value ($\chi^2=3.358$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which in turn reveals that there was no significant statistical difference between the responses of the two groups. Therefore, these evidences have lead the researcher to conclude that secondary school leaders of Metekel Zone did not use individual teachers as the main source of information for their performance appraisal practice which implicitly leads one to infer that teachers' involvement in identifying strengths and weaknesses of their own performance as well as in reviewing their future performance direction was very limited.

Regarding the last item of the same table, 40 (47.1%) teachers and 25(62.5%) appraisers replied that secondary school leaders use limited sources of information in appraising teachers' performance whereas, considerable number of respondents [25(29.4%) teachers and 10(25.0%) appraisers] disagreed. Regarding to this issue, the calculated chi-square value ($\chi^2=3.091$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom; revealing that there is no significant statistical difference between the responses of the two groups. In addition as the findings of item 2 and 7 in table 14 showed that secondary schools of the study area did not practice peer and self appraisal which implies that, they were using only limited information sources in evaluating teachers. Therefore, it is more justifiable if the researcher concludes that the secondary schools of Metekel Zone were failing to apply the principle of 360-degree appraisal which gives more accurate information on deciding the current performance level of teachers in rating them.

4.2.8 Legal and Ethical Consideration in Teacher Performance Appraisal Practice

Teacher performance appraisal should be legally and ethically sound. In relation to legal and ethical aspects, it should be designed and practiced in a way that it avoids discrimination, linked with teachers' pay-increase, promotion and termination policies of the schools. In addition, the appraisal results should get acceptance from teachers, should be documented and used properly for different purposes (Noe et al.2009). Moreover, it should practiced based on government polices so that, the practitioners should have policy documents, manuals and other related reading materials. Therefore in this part, the researcher had attempted to check as to how secondary schools of the study area did practice teacher performance appraisal considering ethical and legal issues.

Table 15: practice of considering legal and ethical issues in designing and implementing TPA

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|--|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Teacher performance appraisal is designed in line with teachers' pay increase, promotion, transfer, terminations and disciplinary measure policies of the school | Teachers | 13 | 15.3 | 14 | 16.5 | 58 | 68.2 | 85 | 100 | 1.595 |
| | | Appraisers | 9 | 22.5 | 4 | 10.0 | 27 | 67.5 | 40 | 100 | |
| | | Total | 22 | 17.6 | 18 | 14.4 | 85 | 68.0 | 125 | 100 | |
| 2 | Teachers usually accept their appraisal results given by different bodies without opposition | Teachers | 42 | 49.4 | 20 | 23.5 | 23 | 27.1 | 85 | 100 | 3.599 |
| | | Appraisers | 21 | 52.5 | 5 | 12.5 | 14 | 35.0 | 40 | 100 | |
| | | Total | 63 | 50.4 | 25 | 20.0 | 37 | 29.6 | 125 | 100 | |
| 3 | Teacher performance appraisal are properly recorded and documented | Teachers | 61 | 71.8 | 14 | 16.5 | 10 | 11.8 | 85 | 100 | 2.285 |
| | | Appraisers | 25 | 62.5 | 5 | 12.5 | 10 | 25.0 | 40 | 100 | |
| | | Total | 86 | 68.8 | 19 | 15.2 | 20 | 16.0 | 125 | 100 | |
| 4 | There are policy guidelines and manuals to practice teacher performance appraisal properly | Teachers | 33 | 38.8 | 10 | 11.8 | 42 | 49.4 | 85 | 100 | 2.311 |
| | | Appraisers | 10 | 25.0 | 6 | 15.0 | 24 | 60.0 | 40 | 100 | |
| | | Total | 43 | 34.4 | 16 | 12.8 | 66 | 52.8 | 125 | 100 | |

Key: The table value $\chi^2 = 5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy principals and department head teachers

With responding to item 1 of table fifteen, 58(68.2%) teachers and 27(67.5%) appraisers replied that teacher performance appraisal was not designed and linked with teachers' pay increases, promotion, and transfer and termination policies of schools. As it is depicted in the table, the calculated chi-square value ($\chi^2=1.595$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which reveals that there is no significant statistical difference between the responses of the two groups. Based on the evidence, it is rational to conclude that the secondary schools of the study area did practice teacher performance appraisal system without critically considering legal and ethical aspects.

In response to item 2 of table fifteen, the majority of the respondents [42(49.4%) teachers and 21(52.5%) appraisers] agreed that teachers usually accept their performance appraisal results given by different bodies without much opposition whereas, considerable number of the respondents [23(27.1%) teachers and 14(35.0%) appraisers] disagreed. The computed chi-square value ($\chi^2=3.599$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which means that there is no significant statistical difference. In contrast to the above evidence, the student participants of FGD in many sample secondary schools mentioned that the revenges committed by some of teachers who have given low performance appraisal results was one of the problems they faced in practice. Based on the evidence, it is rational to conclude that the secondary school teachers of the study area did not believe in the fairness and validity of appraisal results given by appraisers which implicitly questions legality and ethical aspects of the appraisal system

With regard to item 3 of table fifteen, majority of the respondents [61(71.8%) teachers and 25(62.5%) appraisers] agreed with that teacher performance appraisal results were properly recorded and documented. The computed chi-square value ($\chi^2=2.285$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which indicates that there is no significant statistical difference between the responses of the two groups. This shows that secondary schools of the study area did work better in documenting appraisal results which implicitly indicates that they tried to make the practice legal and ethical in this regard.

In item 4 of table fifteen, the respondents were asked to reply whether or not there were policy guidelines and manuals related to teacher performance appraisal. In response to this question, the greater number of respondents [42(49.4) teachers and 24(60.0) appraisers] replied that there were no policy guidelines and manuals whereas, considerable number of respondents [33(38.8) teachers and 10(25.0) appraisers] responded that there were available policy guides and manuals. The computed chi-square value ($\chi^2=2.311$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This reveals that there is no significant statistical difference between the responses of the two respondent groups. In relation to the issue, the result of document analysis revealed no policy documents and guidelines in all sample secondary schools of the study area. Hence, based on the data it is possible to conclude that secondary schools of the study area were practicing teacher performance without having policy guides and manuals which will help them to conduct faire, ethically sound and legally accepted teacher performance appraisal.

4.2.9 Perception of Practitioners towards Teacher Performance Appraisal

The practitioners' positive or negative perception on the purposes, benefits, requirements, processes, frequency etc of teacher performance appraisal positively or negatively affects effectiveness and efficiency practice of it. Hence, this part of the research was aimed at assessing the perception of school leaders and teachers on the above mentioned issues of teacher performance appraisal system.

Table 16: Perception towards teacher performance appraisal

| NO | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|---|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Teacher performance appraisal should be practiced only for documenting teachers' appraisal results | Teachers | 41 | 48.8 | 16 | 18.8 | 28 | 32.9 | 85 | 100 | 0.633 |
| | | Appraisers | 18 | 45.0 | 10 | 25.0 | 12 | 30.0 | 40 | 100 | |
| | | Total | 59 | 47.2 | 26 | 20.8 | 40 | 32.0 | 125 | 100 | |
| 2 | Teacher performance appraisal always causes negative consequence on teachers | Teachers | 39 | 45.9 | 14 | 16.5 | 32 | 37.6 | 85 | 100 | 4.312 |
| | | Appraisers | 19 | 47.5 | 12 | 30.0 | 9 | 22.5 | 40 | 100 | |
| | | Total | 58 | 46.4 | 26 | 20.8 | 41 | 32.8 | 125 | 100 | |
| 3 | Conducting teacher performance appraisal does not demand planning and preparation | Teachers | 36 | 42.4 | 17 | 20.0 | 32 | 37.6 | 85 | 100 | 1.251 |
| | | Appraisers | 20 | 50.0 | 9 | 22.5 | 11 | 27.5 | 40 | 100 | |
| | | Total | 56 | 44.8 | 26 | 20.8 | 43 | 34.4 | 125 | 100 | |
| 4 | Conducting teacher performance appraisal does not demand knowledge and skill of appraisers | Teachers | 32 | 37.6 | 10 | 11.8 | 43 | 50.6 | 85 | 100 | 2.115 |
| | | Appraisers | 11 | 27.5 | 8 | 20.0 | 21 | 52.5 | 40 | 100 | |
| | | Total | 43 | 34.4 | 18 | 14.4 | 64 | 51.2 | 125 | 100 | |
| 5 | Teacher performance appraisers can give faire results for teachers without conducting classroom observation | Teachers | 38 | 44.7 | 19 | 22.4 | 28 | 32.9 | 85 | 100 | 0.946 |
| | | Appraisers | 19 | 47.5 | 6 | 15.0 | 15 | 37.5 | 40 | 100 | |
| | | Total | 57 | 45.6 | 25 | 20.0 | 43 | 34.4 | 125 | 100 | |
| 6 | It is enough if teachers are appraised once a semester | Teachers | 44 | 51.8 | 12 | 14.1 | 29 | 34.1 | 85 | 100 | 0.127 |
| | | Appraisers | 22 | 55.0 | 5 | 12.5 | 13 | 32.5 | 40 | 100 | |
| | | Total | 66 | 52.8 | 17 | 13.6 | 42 | 33.6 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers

In response to item 1 of table sixteen, the majority of respondents [41(48.8) teachers and 18(45.0) appraisers] agreed that teacher performance appraisal should be practiced for the sake of documenting teachers' appraisal results. The computed chi-square value ($\chi^2=0.633$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which depicts that there was no significant statistical difference between the responses of the two groups. From this it is justifiable to conclude that many of the appraisers and teachers have no better understanding and perception how teacher performance appraisal benefits both teachers and school.

With regard to item 2 of the same table, relatively greater number of respondents [39(45.9) teachers and 19(47.5) appraisers] agreed that teacher performance appraisal always results negative consequences on teachers whereas, considerable number of the respondents [32(37.6) teachers and 9(22.5) appraisers] disagreed. In relation to this issue, the computed chi-square value ($\chi^2=4.312$) is below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was no significant statistical difference between the response of the two groups. Therefore, this was sufficient evidence for the researcher to conclude that secondary school leaders and teachers of the study area perceived that teacher performance appraisal was practiced to challenge teachers and the result was used for making punitive administrative decisions on them. Generally it is possible to say that they developed negative attitude toward teacher performance appraisal implying that they did not participate willingly.

The target of item 3 of table sixteen was to check the respondents' perception regarding the importance of planning in practicing effective teacher performance appraisal. In response to this 36(42.4) teachers and 20(50.0) appraisers agreed that teacher performance appraisal can be practiced without its own separate plan whereas, 32(37.6) teachers and 11(27.5) appraisers disagreed. The computed chi-square value ($\chi^2=1.251$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom implies that there was no significant statistical difference between the responses of the two groups. Therefore, based on the analyzed data it is fair to conclude that practitioners of teacher performance appraisal in secondary schools Metekel Zone have no clear understanding as how teacher performance appraisal demands its separate work plan.

As item 4 of the same table, illustrates, 43(50.6) teachers and 21(52.5) appraisers responded that knowledge and skill of appraisers is very critical requirement for appraisers in order to practice valid, reliable, fair and acceptable teacher performance appraisal whereas, the rest considerable number of respondents [32(37.6) teachers and 11(27.5) appraisers] responded that knowledge and skill is not important requirements. The computed chi-square value ($\chi^2=2.115$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom shows that there was no significant statistical difference between the responses of the two groups. Thus, it is rational to conclude that the majority of teacher performance appraisal practitioners in secondary schools of the study area have better understanding with the importance of knowledge and skill for appraisers for using appraisal forms, giving feedback, documenting and using appraisal results etc.

Raising question 5 of table sixteen was aimed at checking the respondents' understanding on importance of classroom observation in conducting teacher performance appraisal. In response to this, 38(44.7) teachers and 19(47.5) appraisers undermined its importance in fairly and validly rating teachers whereas, 28(32.9) teachers and 15(37.5) appraisers positively accepted the importance of classroom observation in appraising teachers. The computed chi-square value ($\chi^2=0.946$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which shows that there was no significant statistical difference between the responses of the two groups.

With regard to the last item of the same table, 44(51.8) teachers and 22(55.0) appraisers supported that it is enough if teachers are appraised once a semester whereas, 29(34.1) teachers 13(32.5) appraisers were against to the situation. As the table depicts, the calculated chi-square value ($\chi^2=0.127$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom shows that there was no significant statistical difference between the responses of the two groups. Therefore, based on the data of both items 5 and 6 of table sixteen, it is possible to generalize that, teacher performance appraisal practitioners and teachers in secondary schools of the study area have no clear understanding on the contribution of classroom observation in conducting fair, accepted, valid and reliable teacher performance appraisal. In addition, implicitly one can say that the subjects of this research were not

considering that teacher performance appraisal is ongoing and continuous process which demands frequent evaluation and giving feedback throughout academic year.

4.2.10 Errors Observed in Practice of Teacher Performance Appraisal

According to Adane Tessera et al.(2000), teacher performance appraisal problems are usually related to design and operation of appraisal system, lack of skill and competence of evaluators and negative perception of staff about the practice as the whole. But, under this part, the researcher has attempted to assess appraisal problems which were emanating from lack of skill and knowledge of the appraisers themselves in secondary schools under consideration.

Table 17: Mistakes usually committed in practicing teacher performance appraisal

| No | Items | Respondents | Responses | | | | | | | | Computed χ^2 |
|----|--|-------------|-----------|------|-----------|------|----------|------|-------|-----|-------------------|
| | | | Agree | | Undecided | | Disagree | | Total | | |
| | | | N | % | N | % | N | % | N | % | |
| 1 | Appraisers usually give the same result for an individual teacher on different criteria | Teachers | 45 | 52.9 | 18 | 21.2 | 22 | 25.9 | 85 | 100 | 0.654 |
| | | Appraisers | 20 | 50 | 7 | 17.5 | 13 | 32.5 | 40 | 100 | |
| | | Total | 65 | 52.0 | 25 | 20.0 | 35 | 28.0 | 125 | 100 | |
| 2 | Appraisers give almost the same result for many teachers | Teachers | 40 | 47.1 | 20 | 23.5 | 25 | 29.4 | 85 | 100 | 1.202 |
| | | Appraisers | 21 | 52.5 | 6 | 15.0 | 13 | 32.5 | 40 | 100 | |
| | | Total | 61 | 48.8 | 26 | 20.8 | 38 | 30.4 | 125 | 100 | |
| 3 | School leaders usually give very high results for many teachers | Teachers | 46 | 54.1 | 13 | 15.3 | 26 | 30.6 | 85 | 100 | 6.984 |
| | | Appraisers | 27 | 67.5 | 0 | 0 | 13 | 32.5 | 40 | 100 | |
| | | Total | 73 | 58.4 | 13 | 10.4 | 39 | 31.2 | 125 | 100 | |
| 4 | Appraisers usually rate teachers based on only recently observed teacher behaviors and performances | Teachers | 44 | 51.8 | 15 | 17.6 | 26 | 30.6 | 85 | 100 | 8.632 |
| | | Appraisers | 28 | 70.0 | 0 | 0 | 12 | 30.0 | 40 | 100 | |
| | | Total | 72 | 57.6 | 15 | 12.0 | 38 | 30.4 | 125 | 100 | |
| 5 | Appraisers usually commit bias based on ethnicity , sex, locality etc of teachers while they are rating them | Teachers | 16 | 18.8 | 30 | 35.3 | 39 | 45.9 | 85 | 100 | 0.003 |
| | | Appraisers | 5 | 12.5 | 4 | 10.0 | 31 | 77.5 | 40 | 100 | |
| | | Total | 21 | 16.8 | 34 | 27.2 | 70 | 56.0 | 125 | 100 | |

Key: The table value $\chi^2=5.99$ at 0.05 significant levels with two degrees of freedom

Appraisers include principals, deputy Principals and department head teachers.

In responding item 1 of table seventeen, the majority of respondents [45(52.9%) teachers and 20(50.0%) appraisers] agreed with the practice that appraisers usually give the same result for an individual teacher on different criteria whereas, considerable number of them [22(25.9%) teachers and 13(32.5%) appraisers] disagreed. The computed chi-square value ($\chi^2=0.654$) is very far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which reveals that there was no significant statistical difference. Therefore, it is possible to deduce that appraisers in secondary schools of the study area were rating teachers not according to their performance level in each criterion rather they were giving appraisal results based on a single prominent teachers' characteristic which implies that they committed halo effect in appraising teachers.

With regard to item 2 of the same table, 40 (47.1%) teachers and 21(52.5%) appraisers agreed that appraisers in their respective schools were giving almost the same result for many teachers whereas, 25(29.4%) teachers and 13(32.5%) appraisers disagreed with the existence of such errors committed by appraisers in their respective schools. Concerning the issue, the computed chi-square value ($\chi^2=1.202$) is very far below the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom that means there is no significant statistical difference between the responses of the two groups. Therefore, it is rational and justifiable for the researcher if he perceives that appraisers in secondary schools of Metekel Zone were rating teachers without having properly documented evidences which explicitly indicates the occurrence of central tendency error.

Item 3 of table seventeen was aimed at to ascertain whether appraisers in secondary schools of the study area usually give very high or very low appraisal results for many teachers. In responding to this 46(54.1%) teachers and 27(67.5%) appraisers agreed that there was such condition whereas, considerable number of respondents [26(30.6%) teachers and 13(32.5%) appraisers] disagreed. As illustrated in the table, the computed chi-square value ($\chi^2=0.003$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom which reveals that there was no significant statistical difference between the responses of the two groups. Regarding the issue, the document analysis on personnel documents in many sample secondary schools revealed that appraisal results given by school leaders(principals, deputy principals, department heads etc) and students were reasonably fair and un inflated or oppressed but appraisal results given by PTA members for many teachers were very high or inflated ones. Therefore, it is fair to generalize that appraisal results given

to teachers were fairly distributed which implicitly indicates that constant error was not prominent appraisal problem in secondary schools of the study area.

As item 4 of table seventeen depicted, 44(51.8%) teachers and 28(70.0%) appraisers agreed that the secondary school teachers were rated based on only teacher behaviors which the appraisers observed in recent time whereas, 26(30.6%) teachers and 12(30.0%) appraisers disagreed. The computed chi-square value ($\chi^2=6.632$) is greater than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom meaning there was significant statistical difference between the responses of the two respondent groups.

As the general finding of the practice in secondary schools of the study area revealed, appraisers were failing continuously taking notes about each teacher's performance information and generally the practice lacks continuity in appraising teachers all the time. These two aspects implicitly indicate that appraisers were rating teachers based on instantly observed behaviors of teachers near to the time of appraisal. This leads one to conclude that recent behavior bias was evident in secondary schools of the study area.

With regard to the last item of table seventeen, the majority of respondents [39(45.9%) teachers and 31(77.5%) appraisers] replied that the appraisers were not committing bias based on ethnicity, sex, locality etc of teachers while they rate them. The computed chi-square value ($\chi^2=0.003$) is less than the table value ($\chi^2=5.99$) at significant level of 0.05 with two degrees of freedom. This depicts that there was no significant statistical difference between the responses of the two respondent groups.

Regarding the issue, the participants of FGD in case of both student and PTA members noted that appraisers usually rate teachers based on their performance level than on personal background (sex, religion, ethnicity, locality etc). But some of FGD participant students could not hide as there were some students who force other students to give irrelevant appraisal results which do not match with the performance level of those teachers for the sake of getting cheap popularity from some teachers for who that favor is made. From this it is possible to generalize that teacher performance appraisers in secondary schools of Metekel Zone were rating teachers fairly regardless of teachers' sex, ethnicity, religion, locality and other personal background.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

The purpose of this study was to assess the current practice and to identify the major challenges in teacher performance appraisal in Secondary Schools of Metekel Zone. The study has mainly focused on assessing the practice in relation to how teacher performance system was designed, for what purposes the teacher performance appraisal results were used, to what extent appraisal steps were followed, which appraisal methods were frequently employed, how frequent was teacher performance appraisal done, whether or not peer and self appraisal practice was there, to what extent the rating criteria were valid and reliable, extent of knowledge and skill of school leaders, parents and students for conducting effective teacher performance appraisal, whether or not legal and ethical issues were considered in designing and practicing teacher performance appraisal, perception of practitioners on teacher performance appraisal and errors(problems) observed in implementing teacher performance appraisal in secondary schools of the study area.

In doing so, quantitative and qualitative data were collected from different sources using varieties of data collecting mechanisms. The data collected in this way were analyzed and interpreted both in quantitative and qualitative methods. Accordingly the following were the major findings of the study:

1. The profiles of the respondents

- ☞ The majority of both appraisee and appraiser respondents, 102 (81.6%) were males which shows that the participation and contribution of females in judging fair, valid and accepted teacher performance appraisal was very low which contradicts the government policy in empowering females.
- ☞ Regarding educational status of teacher and appraiser respondents, the majority, 110 (88%) were found to hold first degree. In the case of student respondents, they were almost equal from all grade levels which show they can bring relevant information regarding teachers who are teaching in all grade levels. In addition, the finding revealed that comparably the largest number of PTA member respondents were literate which are capable of keeping written documents about each teacher's performance information which help them to give valuable performance judgment.

☞ Concerning work experience, many of appraiser respondents were at appropriate teacher career structure level as per policy of MOE so that, they can properly practice leadership roles in general and teacher performance appraisal in particular regardless of other problems. Likewise, teacher respondents were from different teacher career structure level which in turn is favorable for experience sharing and creating learning school community if school leaders manage situation properly. In the case of both student and PTA member respondents, many of them were in a better position to effectively evaluate teachers' performance appraisal as they have involved more than four times in appraising teachers.

2. The design of teacher performance appraisal system

- There was no clear teacher performance appraisal system which can contribute to schools that develop teachers' professional competence, link teacher performance with school development strategies, make sound and rational administrative decisions on personnel related issues, and facilitate communication and collaboration among the staff members.
- School leaders of the study area were not trying effectively to communicate the why of teacher performance appraisal implying that they were not reasonably exerting their effort in making clear about what teachers should do in contributing for betterment of their school performance.
- Secondary schools of the study area were not trying better linking teachers' activities and behaviors with school programs as well as strategies and channeling group and individual efforts for the success of school goals and objectives.
- Secondary school leaders of Metekel Zone were not providing professional support for teachers in stating appropriate objectives and generally developing their work plan and lastly,
- Secondary school leaders of the study area did not identify knowledge and skills required to perform each task and did not communicate those requirements to teachers implying that it was not easy for them to manage teachers' performances and to take corrective measures timely.
- Teacher performance appraisers and appraisees in secondary schools under consideration were not in a position to clearly internalize the implementation of teacher performance appraisal system and contextualize the system according to the real practice, demand and capacity of their respective schools.

3. Regarding the purposes of teacher performance appraisal, the research finding has revealed that secondary schools of Metekel Zone had not used teacher performance appraisal as major means of communication and feedback between school leaders and teachers, in creating collaboration among

school community to build and sustain learning organization, creating conditions for discussion between teachers and supervisors, for adjusting school programs and activities based on the teachers' performance level, needs and interests, for professional development of teachers by providing need-based trainings rather, the schools under consideration were using it mainly for documentation purposes.

4. In relation to pre-appraisal meetings that the appraisers should do before conducting teacher performance appraisal, the researcher had come up with the following findings:

- the secondary school leaders of the study area were not exerting their efforts in making clear about the objectives of tasks to be assigned for teachers.
- the secondary school leaders of the study area were not exerting their efforts in making clear what their teachers should do and contribute for schools.
- teachers were not clear about what the school critically expects of them and were not in a position to critically and selectively use their efforts and time on very important tasks and activities,
- teacher performance appraisers in secondary schools under the study area were in problem to assign and justify the performance level and standards of each teacher during appraisal.
- the secondary schools of Metekel Zone were not in a better position to easily evaluate teachers based on the identified core operational values in relation to maintaining quality of education in general and , properly serving clients(students), participating in group works, etc in particular.
- secondary school teachers of the study area were not clear about the reason why they were appraised, what aspects and when they will be appraised as well as other important points
- concerning their appraisal implying that they were not willing to participate in it and have developed negative attitude towards its process and practice but,
- the schools were properly utilizing man power specifically teachers by assigning them according to their special competence, skill and knowledge.

5. The practice of classroom observation:

- ✓ The secondary school teachers of the study area were appraised without direct observation of their classroom performance.
- ✓ They were not appraised continuously all the time and their appraisal results were given based on partial information the appraisers might have.

- ✓ Secondary school leaders of the study area were not motivating their teachers by providing incentives continuously whenever they perform well school activities in order to increase their performance level and to initiate others and
 - ✓ There was no practice of identifying teachers who are working better which implicitly indicates that all teachers were getting almost equal performance appraisal results whether they perform well or bad.
6. Post appraisal discussion or feedback and follow up discussion practice
- Teachers were not getting appropriate feedback about their strengths and weaknesses observed during appraisal,
 - Appraisers were focusing on finding weaknesses while they appraise teachers than focusing on both weaknesses for future improvement and disseminating experiences among teachers,
 - There was superior-inferior relationship between appraisers and appraisees and appraisers were not providing professional support for teachers in improving their future performance based on identified problems during appraisal period
7. Comparing teachers with one another was the most frequently used appraisal method in secondary schools of the study area
8. The secondary school teachers of Metekel zone were appraised only once a semester, as a result they were not getting chance to discuss with their appraisers for learning from their mistakes.
9. Concerning validity and reliability of the appraisal criteria the research finding has depicted:
- ❖ the presence of mismatch between what teachers were working and for what they were appraised;
 - ❖ that the appraisal criteria were not enabling appraisers to measure all aspects of what teachers are doing but, the appraisal criteria were clear which do not creating confusion on raters.
10. Regarding participants in teacher performance appraisal and their knowledge and skills:
- there was no self and peer appraisal practice in schools of the study area;
 - students and parent teacher association members who are involving in teacher performance appraisal have no any documented information about each teacher and they lack knowledge about the why, what , how and other aspects of teacher appraisal practice ;
 - the secondary schools of the study area were using limited sources of information about appraisees. In other words 360-degree appraisal method was not evident.
11. Regarding the legal and ethical aspect of teacher performance appraisal practice, the secondary schools of the study area were not working well in making teacher performance appraisal system

legal and ethical by designing it with teacher promotion, termination policies and by using appraisal policy guidelines and manuals to practice legally accepted and ethically sound teacher performance appraisal system.

12. Perception of appraisers and appraisees towards the purpose, process, prerequisites, their roles and how of teacher performance appraisal was very low.

13. Concerning errors that appraisers were committing in appraising teachers, the finding of this research has revealed that:

- ✚ appraisers in secondary schools of the study area were rating teachers not according to their performance level in each criteria rather they were giving appraisal results based on a single prominent teacher characteristic implying that halo effect was the appraisal problem;
- ✚ they were rating teachers without having properly documented evidences which show each teacher's strength and weakness on each criteria which means there was central tendency error.
- ✚ in addition, recent behavior bias was evident in schools of the study area.
- ✚ appraisal results given to different teachers were fairly distributed implicitly which indicates that constant error was not a problem in appraisal practice in secondary schools of the study area.
- ✚ teacher performance appraisers were rating teachers fairly regardless of teachers' sex, ethnicity, religion, locality and other personal background implying.

5.2 Conclusions

Based on the major findings, the researcher has arrived at the following conclusions:

1. In order to use teacher performance appraisal as means of effective teacher performance management system, it is very critical to think over how the appraisal system should be designed. Hence, teacher performance appraisal system should be designed and practiced in a way that it benefits both teachers and the school itself. In this regard, the appraisal system should be designed by fulfilling the criteria of effective teacher performance management system. But the finding of this research has revealed that teacher performance appraisal system in secondary schools of Metekel Zone was not designed considering the criteria of effective teacher performance management system. That appraisal system was not linked with school objectives, individual development plan and job description of teachers, there was no ongoing and objective assessment mechanism and lastly there was no link between assessment and pay for teachers. Therefore it is possible to conclude that

inappropriate design was one of the major causes for poor practice of teacher performance appraisal in secondary schools of the study area was emanated from its problem in design.

2. For teacher performance appraisal to be effective there must have clear and achievable objectives. If an appraisal system does not have a clear purpose, it will be a meaningless exercise (Monyatsi 2003). In support of this, Mullins (1996) identified three purposes for which teacher performance appraisal practiced. These are: (1) to serve as basis for modifying teachers' behavior towards more effective working habit (2) to provide adequate and timely feedback for teachers on their performance and (3) to provide adequate data for school leaders for their future teacher assignments. On the other hand, Decenzo and Robins (2007) mentioned purposes of teacher performance appraisal practice as serving for teacher professional development, documentation, strategic and administrative purposes. But the finding of this research has shown that teacher performance appraisal in secondary schools of the study area was used for not more than fulfillment of formality of documentation purpose. Therefore, it is possible to conclude that teacher performance appraisal in secondary schools of the study area was not practiced in a way that it could contribute for improving school performance and personal life of individual teachers and generally teacher performance appraisal was underutilized.

3. Effective teacher performance appraisal is continual cyclical process of determining performance expectation, supporting performance, reviewing and appraising and finally managing performance of teachers. In line with this idea, Armstrong (2006) states teacher performance appraisal as a process comprises of four major steps such as pre-appraisal meetings, task (classroom) observation, post appraisal conference and target setting and follow up discussion. From this it is possible to understand that, in conducting effective teacher performance appraisal the appraisers should necessarily pass through these steps and perform all activities which are described under each step. But the finding of this research has revealed that the appraisers in secondary schools of the study area failed to follow the necessary steps of teacher performance appraisal. Therefore it is possible to conclude that, teacher performance appraisal in secondary schools under consideration was practiced without getting consensus of teachers, observing the actual classroom activity of teachers and giving timely feedback as well as helping teachers to improve their future performance.

4. Effective teacher performance appraisal is a comprehensive teacher review process, not just an event that occurs once a year. Performance appraisal must be workable, equitable, ongoing and as objective as possible because the organization and all involved are expected to follow and meet all legal requirements (Monday, 2001). As we can see from the above definition, one important criterion

for appraising teachers effectively and efficiently is making the performance appraisal practice ongoing and continuous so that teachers can get feedback continuously and improve their professional and academic competence. However, the research finding has revealed that teachers were appraised only once a semester. Therefore, it is rational to conclude that; teacher performance appraisal lacks continuity and consistency so that it was poor in attaining its intended goals.

5. The most important responsibility of school leaders is creating awareness on the part of practitioners about benefit of teacher performance appraisal for both teachers themselves and the school. Because, how practitioners perceive it affects the process and the result of teacher performance appraisal. To this end, positively shaping practitioners' perception toward teacher performance appraisal practice should be the major responsibility and task of all concerned. But, as indicated in the summary of findings, appraisers and appraisees of secondary schools under consideration have negative perception about purpose, process, prerequisites, and their roles in practicing teacher performance appraisal.

6. In practicing effective teacher performance appraisal, schools should use a number of information sources and involve different parities in appraising teachers. It is advisable for schools to use 360-degree appraisal system which enables appraisers to get as much information as about the performance level of each teacher. Involving a number of appraisers only does not guarantee for practicing quality teacher performance appraisal rather the appraisers themselves should possess the necessary skills and knowledge how to use appraisal forms, conduct classroom observation, document and use appraisal results, and design and take corrective actions etc. In contrast to these ideas in literatures, peer and self appraisal methods were not in use. Hence, it is possible to conclude that:

- the schools under consideration were using limited sources for judging the performance level of teachers.
- the appraisers in secondary schools of the study area were lacking the required skill and knowledge to evaluate teachers and their performance. Due to these and other factors appraisers were committing a number of errors such as halo effect, central tendency and recent behavior errors.

7. Validity and reliability of the appraisal criteria highly affect the acceptability of the teacher performance appraisal results by teachers and those who use it for different decisions. Generally, invalid and unreliable criteria affect the effectiveness of teacher performance appraisal system and practice. In line with this, the finding of this research has revealed that teacher performance appraisal criteria were not designed in a way that it helps appraisers to measure all aspects of teacher performances. Due to this, teachers were not appraised for what they were doing in their daily tasks.

8. In all schools teacher performance appraisal policy guidelines and manuals including other related reading materials should be available. This will help school leaders to acquaint themselves with the necessary requirements of teacher performance appraisal and do appraisal properly as a result practice teacher appraisal in legal and ethical manner. But the result of the research revealed that secondary schools of the study area were practicing teacher performance appraisal without having policy guidelines and manuals which will help the appraisers to have clear idea on how, when, why, where and other aspects of appraisal practice. Therefore it is possible to conclude that absence of policy guidelines and manuals related to teacher performance appraisal has resulted several problems in practicing effective teacher performance appraisal in secondary schools of the study area.

5.3. Recommendations

Based on the major findings and the conclusions drawn, the following recommendations are forwarded.

1. As indicated in the finding of the research, there was no clearly stated teacher performance appraisal system in secondary schools of the study area. Therefore, it is recommended that each secondary school of the study area should have its own teacher performance appraisal plan which is mainstreamed with school strategic plan and communicated to all stakeholders and practitioners.
2. It is clearly stated in the finding of the research that appraisers were evaluating teachers without having relevant performance information about each teacher which resulted in committing several appraisal errors. Therefore, it is recommended that:
 - 2.1 the students who evaluate teachers in a given academic year need to be assigned and informed at the beginning of the academic year so that they can have their own documented information about each teacher's performance;
 - 2.2. parent teacher association members advised to have their own documented performance information about each teacher;
 - 2.3. both student and PTA member appraisers advised to have teacher performance appraisal criteria at hand a head of time which would help them to familiarize themselves with each criteria and take their notes about daily performance of each teacher.
 - 2.4. the school principals and other concerned bodies in the school need to practice planned and consistent classroom observation which would help them to have adequate information about each teacher to judge his/ her performance result objectively and fairly.

3. The research finding has indicated that secondary schools of the study area were usually using teacher performance appraisal results for administrative and documentation purpose. Hence, it is advisable for the school leaders of the study area to use it for other purposes such as strategic, developmental and communication purposes which will enable them to improving teachers' academic and professional competence and improve school performance as the whole. In doing so, they are specifically advised to:
 - 3.1 design regular and consistent feedback system at the end of classroom observation so that teachers can understand their weaknesses and plan to improve.
 - 3.2 design need-based trainings for teachers for the sake of improving teachers' academic and professional competence based on identified weakness.
 - 3.3 design reward system which enables them to encourage teachers who performed better and to create many teachers who are workaholic.
4. As one can see from the finding of this research, secondary schools of the study area were not using as many information sources in judging the performance result of teachers specifically; peer and self appraisal methods which are valuable sources of information about ones performance level were not utilized. Therefore, it is recommended if they can use self and peer appraisal methods to get total performance judgment about one's own appraisal result.
5. Currently, teachers of primary and secondary schools in all parts of Ethiopia are expected to exert greater efforts to perform school activities related to school improvement program, continuous professional development program, civic and ethical education, English language improvement and others. In this regard, they are more or less investing greater share of their time and energy in performing different tasks which are directly or indirectly related to these programs. But the research finding has indicated that there were no teacher performance appraisal criteria that relate to the above issues. Hence, it is advisable for secondary schools of the study area to include issues related to the above school programs and packages in their teacher performance appraisal criteria.
6. As the finding of this research indicated, schools under consideration were using teacher performance criteria which are prepared and approved by someone elsewhere. Therefore, it is advisable for schools to design teacher performance appraisal systems and set appraisal criteria by considering factors which are beyond and under their control. In addition, it is good if schools are given the right to design appraisal criteria based on their demand and context by being under the umbrella of Federal as well as Regional Civil Service Policies.

7. The practitioners of teacher performance appraisal can practice faire, acceptable, legally and ethically sound performance appraisal if policy guides and manuals related to it are available at school level. But, the finding of this research has revealed that there were no relevant appraisal policy guides and manuals in secondary schools under consideration. Therefore, it is better if Metekel Zone Education Desk in collaboration with Woreda Education Offices of the zone need to provide schools with policy guidelines, manuals and other useful reading materials related to teacher performance appraisal. This would help for school leaders as references documents and to acquaint themselves with necessary skills and knowledge concerning how teacher performance appraisal system could be practiced through individual reading.
8. The finding of this research has shown that appraisers were lacking the necessary skills and knowledge as to how to use appraisal forms, how to conduct classroom observation, how to give feedback and follow the improvements of teachers etc. In addition, appraisers and appraisees have negative attitude toward teacher performance appraisal. Based on this finding, it is recommended that secondary school leaders of Metekel Zone in collaboration with Woreda Education and Zone Education Desk officials need to design trainings for all practitioners to create awareness and to capacitate them concerning why, what, how, whom, by whom, where etc of teacher performance appraisal and generally to create awareness on the part of all concerned.
9. It is recommended that all teachers advised to have a copy of appraisal criteria written in black and white starting from the first day of academic year which would help them to act and behave as per demand of their school and rate themselves in absence of others.

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Appendix-I

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

**Questionnaire to be filled by, Principals, Vice-Principals Department
Heads and Teachers**

Dear respondents:

The purpose of this questionnaire is to collect relevant data on the study titled “Practices of Teachers’ performance Appraisal in Secondary Schools of Metekel Zone”. Since your responses are vital for the success of the study, you are kindly requested to read all questions and fill the questionnaire genuinely. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

General Directions

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

Thank you for your cooperation!

Part One: Background Information

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

1.1 School.....

1.2 Sex Male Female

1.3 Work experience: 0-2 years 3-5 years 6-8 years
 9-12 years 13-16 years 17and above years

1.4 Educational background: Diploma First Degree Second Degree

1.5 Current work position: Teacher Department head Unit leader
 Deputy Principal Principal

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

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

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | There is clear performance management system in the school | | | | | |
| 2 | The objective of the performance management system is clear for all staff members | | | | | |
| 3 | Teachers are informed about what the school expects of them | | | | | |
| 4 | The objectives of individual and group of teachers are driven from school strategies | | | | | |
| 5 | Teachers’ job descriptions are clearly stated and communicated to each teacher | | | | | |
| 6 | The school leaders help teachers in jointly setting their task objectives and developing individual task plans | | | | | |
| 7 | Teachers, school leaders, students and parents are involving in the process of designing teacher performance appraisal scheme | | | | | |

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

| No | Items | Scales | | | | |
|----|--|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teacher performance appraisal has helped the schools to bring about improvements in teaching and learning by enabling them to identify strength and weakness of teachers and to take corrective measures | | | | | |
| 2 | Teacher performance appraisal has promoted the collaboration and relationship building to create an effective learning community at the school | | | | | |
| 3 | Teacher performance appraisal helped teachers to get an opportunity to discuss regularly their performance levels and performance standards with their supervisors | | | | | |
| 4 | Teacher performance appraisal has enabled the school leaders to recommend a specific program designs to help teachers to improve their performance | | | | | |
| 5 | Pay increases, promotion and other administrative decisions are made based on teachers' performance levels in their teaching learning process | | | | | |
| 6 | Need-based trainings to teachers are designed and provided based on their performance appraisal results | | | | | |

2.3. In the following table, there are items which describe about the process and steps of TPA. So, give your response based on your practical observation as to whether the school leaders are passing through these steps in appraising teachers or not. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use ‘√’ or ‘X’ mark to write in the table corresponding to an item described below.

| No | Items | Scales | | | | |
|-----|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | 1. Pre- appraisal meeting practice | | | | | |
| 1.1 | The roles of teachers at the beginning of the academic year are clearly described | | | | | |
| 1.2 | The key performance results of teachers’ daily activities are pre-determined before appraisal | | | | | |
| 1.3 | Teachers’ tasks are assigned based on their competence, skill and knowledge | | | | | |
| 1.4 | Objectives of each task are clearly defined | | | | | |
| 1.5 | Performance standards of teachers’ daily tasks are clearly indicated | | | | | |
| 1.6 | Core operational values and requirements are identified and communicated to all teachers | | | | | |
| 1.7 | School leaders make clear for teachers about why, what, when and where of their performance appraisal | | | | | |
| | 2. Classroom observation and data collecting practice | | | | | |
| 2.1 | School leaders frequently appraise teachers by direct classroom observation | | | | | |
| 2.2 | Teachers are appraised informally all the time during team meetings, in school clubs, in group activities etc | | | | | |
| 2.3 | Teachers are praised whenever they perform good instructional tasks | | | | | |
| | 3. Post-appraisal discussion and target setting practice (Feedback practice) | | | | | |
| 3.1 | There is a regular feedback schedule at your school | | | | | |
| 3.2 | Discussion between the appraisee and appraiser is conducted immediately as classroom observation is over | | | | | |
| 3.3 | The discussion focuses only on criticizing the weakness of teachers than telling both weaknesses and strengths | | | | | |
| 3.4 | Discussion lasts by mutual agreement of both appraiser and the appraisee | | | | | |
| 3.5 | The future direction for teacher performance are set by both teacher him/ herself and the appraiser at the end of feedback session | | | | | |
| | 4. Follow up and discussion practice | | | | | |
| 4.1 | Appraisers help the appraisee to set the means as to how he/she can tackle challenges in his/her future performance targets | | | | | |
| 4.2 | Appraisers continuously follow up whether teachers improved their performance level or not based on the feedback provided after classroom observation | | | | | |

2.4. In the table below, there are items which describe how frequent school leaders appraise teachers. So, answer the items based on your practical observation. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use ‘√’ or ‘X’ mark to write in the table corresponding to an item described below.

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers are appraised only once a semester. | | | | | |
| 2 | Performance level of each teacher is continuously evaluated | | | | | |
| 3 | Teacher performance appraisal helped teachers to get an opportunity to discuss regularly their performance level with their supervisors | | | | | |

2.5. In the following table, there are items which are talking about reliability and validity of criteria of teacher performance appraisal which school leaders should use in designing and implementing TPA. So, give your response based on your practical observation as to whether or not teacher performance appraisal criteria at your school are reliable and valid. N.B. 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use ‘√’ or ‘X’ mark to write in the table corresponding to an item described below.

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teacher performance appraisal schemes are designed and implemented based on government policies, programs and packages as well as school plans and programs | | | | | |
| 2 | The rating criteria are relevant to measure all aspects of teacher performance and their daily tasks | | | | | |
| 3 | The performance appraisal results given to an individual teacher by students, parents and school leaders are not the same | | | | | |
| 4 | Teacher performance appraisal criteria are prepared by focusing on teachers' behavior and personal traits than work behaviors and performance results | | | | | |

2.6. In the table below, there are items which describe about how often school principals, supervisors, peers, students, parents and teachers themselves involve in TPA as well as to what extent they are knowledgeable, skillful and are aware of their roles and responsibilities in TPA. So, answer the items based on your practical observation. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use ‘√’ or ‘X’ mark to write in the table corresponding to an item described below.

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Supervisors have appropriate knowledge about the performance level of teachers | | | | | |
| 2 | There is practice of involving peers in appraising teachers | | | | | |
| 3 | Students are aware of the what, why and how of teacher performance appraisal | | | | | |
| 4 | Students have their own performance records and means to appraise teachers | | | | | |
| 5 | Parent teacher association members who involve in teacher performance appraisal know about the what, why, how, and when of teacher performance appraisal | | | | | |
| 6 | Parent teacher association members who involve in teacher performance appraisal have full information about all teachers which can help them to appraise teachers appropriately | | | | | |
| 7 | At your school, there is a system to practice self appraisal by teachers | | | | | |
| 8 | School leaders measure teachers’ performance by using only limited sources | | | | | |

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

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

2.9. In the following table, there are items which describe legal and ethical issues which need to be considered in designing and implementing TPA. So, give your response based on your practical observation as to whether school leaders at your school are considering or not these issues in designing and practicing TPA. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D) or 1=Strongly Disagree (SD). Use ‘√’ or ‘X’ mark to respond each to item.

| No | Items | Scales | | | | |
|----|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teacher performance appraisal scheme is designed in line with teachers’ pay increase, promotion, transfer, terminations and disciplinary measure policies of the school | | | | | |
| 2 | Teacher performance appraisal schemes are designed and implemented based on government policies, programs and packages | | | | | |
| 3 | Teacher performance appraisal are properly recorded and documented | | | | | |
| 4 | There are policy guidelines and manuals which will help school leaders to practice teacher performance appraisal properly | | | | | |

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

| No | Items | Scales | | | | |
|----|--|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Appraisers usually give the same result for an individual teacher on different criteria | | | | | |
| 2 | Appraisers give almost the same result for many teachers | | | | | |
| 3 | School leaders usually give very high results for many teachers | | | | | |
| 4 | Appraisers usually rate teachers based on only recently observed teacher behaviors and performances | | | | | |
| 5 | Appraisers usually commit bias based on ethnicity , sex, locality etc of teachers while they are rating them | | | | | |

2.11. In the table below, there are items which describe methods of TPA and to what extent evaluators employed each method. Therefore, give your answer based on your practical observation as to what extent the school leaders were using the each appraisal method by putting ‘√’ or ‘X’ mark under each appraisal method.

| No | Frequency of Method Employed | The Method | | | | | |
|----|------------------------------|-------------------------|----------------|----------------------------|---|-------------------------------|---------------------------|
| | | Management by objective | Ranking method | Rating results of teachers | Rating behaviors and traits of teachers | Comparing teachers each other | Rating individual teacher |
| 1 | Always used method | | | | | | |
| 2 | Sometimes used method | | | | | | |
| 3 | Rarely used method | | | | | | |
| 4 | Not used at all | | | | | | |

Part Three: Challenges of Teacher performance Appraisal Practice and Recommendations for Improvement..

3.1 What major challenges did you encounter or observe in practicing teacher performance appraisal?

- a.
- b.
- c.
- d.
- e,
- f.

3.2 List the possible solutions that you think will help to improve teacher performance practice.

- a.
- b.
- c.
- d.
- e.

Appendix-II

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Focus Group Discussion Questions for Student Respondents

I. Dear respondents:

The purpose of this group discussion is to collect relevant data on the study titled as “Practices of Teachers’ performance Appraisal in Secondary Schools of Metekel Zone”. Since your ideas are vital for the success of the study, you are kindly requested to freely discuss and express your feeling concerning practical observation of teacher performance appraisals practice. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

II. Background Information

- Name of the school.....
- Number of participants: Male.....Female.....Total.....
- Grade Level: 9th10th11th12th
- Experience of participating in teacher performance appraisal:
once.....twice.....three times..... four times and more than that.....

III. Focus Group Discussion Guiding Questions

1. Were you frequently participating in appraising teachers?
2. Did school leaders provide information about the purposes for which teacher performance appraisal results are used and the procedure of appraisal?
3. How often did students appraise teachers?
4. Is there a system for students to have performance information of each teacher all the time?
5. Was there training given for students how, when, why etc of teacher performance appraisal?
6. Is there the practice of giving feedback to teachers after evaluation?
7. What is the focuses of the appraisal criteria teachers’ work behaviours of personal traits?
8. What are the major challenges that you usually face during teacher performance appraisal?
9. What solutions can you suggest to overcome the problem?

Appendix-III

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Focus Group Discussion Questions for Parent Teacher Association Members

I. Dear respondents:

The purpose of this group discussion is to collect relevant data on the study titled as “Practices of Teachers’ performance Appraisal in Secondary Schools of Metekel Zone”. Since your ideas are vital for the success of the study, you are kindly requested to freely discuss and express your feeling concerning practical observation of teacher performance appraisal practice. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

II. Background Information

- Name of the school.....
- Number of participants: Male.....Female.....Total.....
- Grade Level: 9th10th11th12th
- Experience of participating in teacher performance appraisal:
once.....twice.....three times..... four times and more than that.....

III. Focus Group Discussion Guiding Questions

1. Were you frequently participating in appraising teachers?
2. Did school leaders provide information the purposes for which teacher performance appraisal results are used and the procedure of appraisal?
3. How often did the committee appraise teachers?
4. Is there a mechanism for the committee to have performance information of each teacher?
5. Was there training given for students how, when, why etc of teacher performance appraisal?
6. Is there the practice of giving feedback to teachers after evaluation?
7. What is the focuses of the appraisal criteria teachers’ work behaviours of personal traits?
8. What are the major challenges that you usually face during teacher performance appraisal?
9. What solutions can you suggest to overcome the problem?

Appendix-IV

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Guiding questions for consulting documents related to teacher performance appraisal

I. General Direction

The purpose of this checklist is to collect relevant data on the study titled “Practices of Teachers’ performance Appraisal in Secondary Schools of Metekel Zone”. Since the data which the researcher is going to collect using this instrument are vital for the success of the study, the concerned school personnel are kindly requested to show all the documents which the data collector asks them to do so. Be sure that the data will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

II. The Profiles of the School

Name of the Woreda.....

Name of the School

III. Guidelines for document Analysis

1. The presence of separate work plan of teacher performance appraisal
2. The presence of classroom observation plan
3. The presence of pre-appraisal meetings properly documented
4. Regarding documents which show classroom observation results
5. Concerning checklists for follow up of classroom observations
6. Feedbacks given for each teacher are properly documented
7. The presence of strengths and weaknesses of each teacher identified and documented
8. Regarding documents which show the provision of need based trainings
9. The presence of rewards given for better performing teachers properly documented
10. Concerning documents which show disciplinary measures taken based on the results of performance appraisal in each school
11. Personal documents of teachers regarding their appraisal results given by PTA, students, school directors at different time.