

**RESULT ORIENTED TEACHERS' PERFORMANCE APPRAISAL
PRACTICES IN GOVERMENT SECONDARY SCHOOLS OF
KEMBATA TEMBARO ZONE**

BY

MOHAMED MAKEBO MEKURIA



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

NOVEMBER, 2021

JIMMA, ETHIOPIA

**RESULT ORIENTED TEACHERS' PERFORMANCE APPRAISAL
PRACTICES IN GOVERNMENT SECONDARY SCHOOLS OF
KEMBATA TEMBARO ZONE**

BY

MOHAMED MAKEBO MEKURIA

**ATHESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCES, JIMMA UNIVERSITY THE DEGREE OF MASTER OF ARTS
IN EDUCATIONAL LEADERSHIP**

ADVISOR: MEBRATU TAFESSE (Ph.D)

CO. ADVISOR: DEREJE DAKSA (MA)

NOVEMBER, 2021

JIMMA, ETHIOPIA

LETTER OF APPROVAL

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

This is to certify that the thesis prepared by Mohamed Makebo entitled “*Result oriented Teachers’ performance Appraisal Practices in Government Secondary schools of Kembata Tembaro Zone*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

BOARD OF Approval:

_____	_____	_____
Chairman name	Signature	Date
_____	_____	_____
Department Head Name	Signature	Date
_____	_____	_____
Advisor Name	Signature	Date
_____	_____	_____
Internal Examiner Name	Signature	Date
_____	_____	_____
External Examiner Name	Signature	Date
_____	_____	_____

Declaration

The researcher hereby declares that the thesis on the title, “*Result oriented Teachers’ performance Appraisal Practices in Government Secondary schools of Kembata Tembaro Zone*”, is my original work and has not been presented for a degree in any other university that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor

Name: _____

Signature: _____

Date: _____

Place: _____

Date of Submission: _____

ACKNOWLEDGEMENTS

Most importantly, I would like to extend my gratitude to Almighty God who helped me throughout my life in all aspects for all his faithful and immense devotion to help me for the accomplishment of this thesis work and to bring me here from the start.

First and foremost, I would like to express my heartfelt thanks to my punctual Advisor Mebratu Tafesse (Ph.D) for his undeserved comments and suggestions during this study. I really cannot put into words how incredibly grateful I am for everything he has done for me. For everything he has taught me and for his professional advice and constructive comments in my attempts to make this work a success, I sincerely thank him. . I would also like to express my thanks to my co-advisor Mr.Dereje Daksa for his all support and willingness to advise me.

Secondly, I have expressed my sincere love and appreciation for my wife Wro. Aregash Bogale, all my children and family members for their moral support and encouragement, and also their efforts to overcome various challenges which affect my work as well as the life of the family.

Thirdly, I would like to express my woreda (Tembaro) administration to its giving the chance to learn. Other people who deserve particular mention include Mr.Amisalu Abera, Mr. Adimasu Ashabo, Mr. Taddesse Mekuria, Mr. Mangisttu Feleke, Mr. Habitamu Adore Mr.Tadewos Jorga Mr.Erimias Haybano, Mulugeta Thomas and Adane Anshebo that some of them provided material resources while others assisted me during data collection and photo copy service. I truly admire each of them for what they do.

Fourthly, I also wish to thank all my instructors and supporting staff at Edpm department for the best professional relationship I have experienced. I am sincerely grateful for the help I received and I would like to send my sincere thanks for Kembata Tembaro Zone Education Department, sample Woredas Education Offices and sample woredas secondary schools teachers, Department heads and principals their participation to give necessary information, through questionnaire and interview, to finish the study successfully.

Lastly, but not least, I would like to express my Jimma University Department of Educational planning and management to its giving the chance to learn and financial support.

Table of Contents

Content	page
Acknowledgements.....	i
Table of Contents.....	ii
List of Table.....	v
Acronyms/Abbreviations/.....	vi
Abstract.....	viii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Objectives of the study.....	7
1.3.1. General Objective.....	7
1.3.2. Specific Objectives.....	7
1.4. Significance of the Study.....	7
1.5. Delimitation of the Study.....	8
1.6. Limitation of the Study.....	8
1.7. Operational Definitions of basic Terms.....	8
1.8. Organization of the Study.....	9
CHAPTER TWO.....	10
REVIEW OF RELATED LITERATURE.....	10
2.1. The Concept of Teacher Performance Appraisal.....	10
2.2. Purposes of Teachers Performance Appraisal.....	11
2.3. Principles of Teachers Performance Appraisal.....	12
2.4. Types of Teachers Performance Appraisal.....	14
2.4.1. Formal Appraisal.....	14
2.4.2. Informal Appraisal.....	15
2.5. Teachers Performance Appraisal Processes.....	16
2.6. The Concept and Definition of Result Oriented Teachers Performance Appraisal.....	18
2.7. Models/Approaches of Result Oriented Teachers Performance Appraisal.....	19
2.7.1. Management by Objective (MBO).....	19
2.7.2. Principles of Management by Objective (MBO).....	20

2.7.3. Process of Management by Objective (MBO)	21
2.8. Process of Result Oriented Teachers Performance Appraisal.....	22
2.8.1. Planning Result Oriented Teachers Performance Appraisal	22
2.8.2. Implementing Result Oriented Teachers Performance Appraisal	23
2.8.3. Monitoring and Evaluation of Result Oriented Teachers Performance Appraisal	23
2.9. Result Oriented Teachers Performance Appraisal Practice in Ethiopian Education Sector	24
2.10. Challenges/ Problems of Result Oriented Teachers Performance Appraisal	26
2.10.1. Challenges Related to the Appraisers	27
2.10.2. Challenges Related to the Scheme (structure)	28
2.10.3. Challenges of Appraise.....	29
CHAPTER THREE	29
RESEARCH DESIGN AND METHODOLOGY	30
3.1. Description of the Study Area.....	30
3.2. The Research Design.....	30
3.3. Research Method.....	31
3.4. Source of Data.....	31
3.5. Population Sample Size and Sampling Technique.....	31
3.6. Instruments of Data Collection	34
3.6.1 Questionnaire.....	34
3.6.2. Interview	35
3.6.3. Document Review	35
3.7. Pilot Testing	35
3.7.1. Validity Checks of Instruments	36
3.7.2. Reliability Test of Instruments	36
3.8. Procedures of Data Collection.....	37
3.9. Methods of Data Analysis	38
3.10. Ethical Consideration	38
CHAPTER FOUR.....	39
PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA	39
4.1. Characteristics of the Respondents	39
4.2. Respondents Responses regarding to the effectiveness of implementation of ROTPA	41
4.3. The attitude of stakeholders to implement Result Oriented Teachers’ Performance Appraisal	46

4.4. The monitoring and evaluation Result Oriented Teachers’ Performance Appraisal system	51
4.5. The Major Challenges Associated with Result Oriented Teachers’ Performance Appraisal	55
CHAPTER FIVE	60
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	60
5.1. Summary of the Major Findings	61
5.2. Conclusions	66
5.3. Recommendations	67
REFERANCES	69
APPENDICES A: Quastionery forTeachers and Department heads	
APPENDICES B: Interview for Principals	

List of Tables

Table	page
Table1: The Total Population of the Study Area.....	32
Table2: Target population of the study and Sample selected-----	33
Table 3: Reliability Test Results with Cronbach’s Alpha-----	36
Table 4: Background Characteristics of Sample Respondents-----	39
Table 5: The effectiveness implementation of ROTPA-----	41
Table 6: The attitude of stakeholders to implement ROTPA-----	46
Table 7: The monitoring and evaluation ROTPA-----	50
Table 8: Major Challenges Associated with ROTPA-----	55

Acronyms/Abbreviations/

CA- City Administration

FCSC- Federal Civil Service Commission

MOB–Management by objectives

MOE–Ministry of Education

PA–Performance Appraisal

PM–Performance management

ROPAS–Result oriented performance Appraisal system

SPSS– Statistical Package for social science

TPA–Teachers performance Appraisal

TPAS –Teachers performance Appraisal System

Abstract

The purpose of this study was to assess the practices of result oriented teachers' performance appraisal in secondary schools of Kembata Tembaro Zone. To serve this purpose descriptive Survey research design was employed. The study adopted parallel method procedure both quantitative and qualitative. From these sample secondary schools, 82 teachers were selected by using systematic sampling, while 35 department heads and 5 principals were selected by using simple random sampling. Questionnaires were used as main tool of data collection. Interview was used to substantiate the data gathered through questionnaire. Document analysis was also part of data collection for the study. Frequency, percentage, mean and standard deviation while the qualitative data gathered thorough interview and document analysis were by narration. The conclusion made after major findings were; of result oriented teachers' performance appraisal was found to be in a low level, insufficient communication before and after the result oriented teachers performance appraisal process, limitation on documenting and providing feedback, inappropriateness and inadequacy of appraisal criteria were problems need to be improved. The recommendation forwarded; the secondary schools are supposed to plan and develop their criteria, the participation of teachers, better to be given a great emphasis on develop the experiences and skills creating awareness about result oriented teachers' performance appraisal practices, school principals better to use performance standard in schools with the existing school context and Schools better to allocate appropriate performance standard for the effectiveness. Woreda and Zonal Education Department supposed ensure the practicality and convenience of the result oriented teachers appraisal by supporting, guiding and providing training opportunity.

CHAPTER ONE

INTRODUCTION

This chapter includes back ground of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, Operational definition of the key terms and organization of the study.

1.1. Background of the Study

The teachers' performance appraisal is ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's Strategic goals (Aguinis, 2009). To this line, in schools teachers' performance appraisal is continuously undertaken to assist in identification, measurement and development of the teachers work so that the aims and objectives of the school are more effectively realized while along benefiting the teachers in terms of recognition of performance, professional advancement and career support (Schuler et al 1992) as cited by Tatek, 2014 p, 4:25)

Since teachers are change agents in the development of knowledge, skill, attitude and act as facilitators in preparing the young generations for different responsibilities and promoters of new technological advancements, they should develop professionally throughout their life in sustainable way and their performance should be evaluated contentiously. Given that "teacher performance appraisal can be a key lever for increasing the focus on teaching quality" (OECD, 2013b, p.9) and that many reforms in the past have failed (Kleinhenz & Ingvarson, 2004), an understanding of the various aspects of successful performance appraisal is essential. In this regard Stronge and Tucker, (2003) reported that evaluation of teachers is important because without capable, high quality teachers' classrooms, no educational development effort possibly be successful.

According to UNESCO, (2015) quality of education is the heart of education. The teacher is a critical player in ensuring quality education. Teacher performance appraisals are a parameter used to evaluate teachers' performance against set standards (Dessler, 2003). Performance appraisal reports are used to design the in-service training courses for professional development, deployment of teachers and providing feedback to teachers on their actual work performance in relation to the set

standards. It is also referred as merit rating especially when used to award salary or wage increments to teachers based on their performance (Graham, 1998).

Modern management is a phenomenon in Ethiopia. It was in the nineteenth century that Emperor Menelik (1889 - 1913), introduced the modern administrative system. Later, Emperor Haile Selassie (1930 - 1974) augmented his predecessor's initiative both in qualitative and quantitative aspect (Asmelash, 2000).

According to KEMI (2010), performance appraisal is a systematic and a continuous review of employees' performance and working potential with an aim of informing and designing action programs that can lead to improvement on how they work. Teachers' performance appraisal should be motivated and it needs appropriate design to help and motivate teachers for better achievement of the school objectives in terms of either student academic achievement or educational quality improvement (Vroom, 1994). According to Vroom, (1994) employees will be motivated to exert high level of effort when they believe that their efforts will lead to higher performance.

This effort will lead to get better performance appraisal and followed by organizational rewards such as bonus, developing on career ladder structure, salary increment or promotion which later satisfies personal goal. Teachers are motivated when they find out that they are treated fairly in the compensation, promotion and that there is transparency in their evaluations. According to Hyde, (2005) workers reduce their efforts if they feel that they are treated inequitably. However, as Danielson and Mc Greal (2000) pointed out the teacher appraisal process is problematic and has been criticized as ineffective for improving the institutional quality of teachers. According to, Peterson (2000) there is problems associated with teachers' appraisal including tension between formative purpose and summative purposes of appraisal, lack of agreement with teachers on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and negative perceptions of teachers towards the appraisal system. According to, Dunham (1995) noted that performance appraisal is the assessment of the past and present, an over view of current and potential skills, resources and capability available for the human resource management in the organization to meet present and future challenges, and identification of training needs.

Similar to other organizations, school teacher performance appraisal is a mechanism for improving teaching and learning. We all agree that teachers' professional competence and conscientiousness are the keys to the delivery of quality education in schools. In a well-designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the school management to assess teachers' performance. The teacher appraisal system assists in recognizing and encouraging of good performance, identifying areas for development, and improving overall performance of teachers (Education and Manpower Bureau, 2003). There are two overall purposes of performance appraisals. First, they can be used for making administrative decisions. Second, they can be used for employee career planning and development. Whether done for administrative or development purposes, appraisals can also serve the secondary purpose of motivating employees as indicated by (Megginson, 1981)

Armstrong and Baron (2002) explained the main aims of performance management include achieve sustainable improvements in organizational performance, act as a influence for change in developing a more performance oriented culture, increase the motivation and commitment of employees, enable individuals to develop their abilities, enhance the development of team work and better performance, develop constructive, contentious and open relationships between individuals and their managers, and provide opportunities for employees to express their aspirations and expectations about their work.

Different evaluation criteria processes are employed in different institutions. With the introduction of 1994s Ethiopian Education and Training Policy (ETP), a lot of changes occurred in education system particularly in teachers performance appraisals. According to, Yilma (2007) before 2004, in Ethiopia teachers' performance appraisal had its own limitations. It was highly subjective and the criteria were not valid and reliable to appraise teacher performance objectively. Because of this and other reasons the Ministry of Education (MoE) introduced new Result-oriented teacher performance appraisal criteria. Because of above mentioned and other problems, recently, since 2004 the MoE (Ministry of Education) introduced new result oriented performance appraisal of teachers in line with Federal Commission of Civil Service (FCCS). According to (Yilma, 2007), however, there have been problems in the implementation, due to this reason many teachers

complain and do not have positive attitude towards result oriented performance appraisal of teachers.

Due to lack of clear criteria set up and complex nature of management and evaluation system of performance appraisal, both teachers and instructional leaders are facing problems in result oriented Teachers performance appraisal in schools. Therefore, conducting a study that was focused on result oriented teachers performance appraisal in government secondary schools of Kembata Tembaro Zone.

1.2. Statement of the Problem

Teachers' performance appraisal is considered to be sensitive and complex due to number of reasons. Primarily, performance appraisal deals with measure of human efforts, the degree to which they could conform to the group norms and how much effort they are putting in their jobs (Kemal, 2015). However, there are instance where people are not clear about objectives of appraising performance and give less of their time and attention. In addition to these, the measuring instruments might either be vague or not containing necessary quality that needs to be measured. And also appraisal may be influenced by the behavior of the appraisers and appraises that might distort the real intention behind the appraisal process (Kemal, 2015).

In school management, the purpose of teacher performance appraisal is developing teachers' performance which makes students learning enhancement. According to this, some studies suggest that effective teaching is a significant predictor of students' academic achievement. Therefore effective and motivational teachers should produce students of higher academic performance. Ineffective teacher performance appraisal can affect students' academic achievement, And these prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students.

Although teachers' effectiveness would significantly influence students' academic achievement, Blankstein (1996) had stated that students' grade and test scores are not good indicators of the quality of teachers' instruction.

System problem is created when the result oriented teachers performance appraisal is poorly designed and also the criteria used to focus solely on personality traits rather than performance. Regarding the appraisal problems, even if the system is well designed, problems can arise if the appraisers are not cooperative and well trained (Ivancevich, 2004).

Berhanu (2006) reported that, since 1996, in Ethiopia in addition to administrative evaluation, students and parents' evaluation of teachers' performance has been in effect at elementary and secondary government schools. The evaluation criteria of the near past of teachers' evaluation system comprised both trait and performance based criteria. In these criteria, how work is done is given much emphasis than what work is done; teacher's performance evaluation was introduced along with the beginning of inspection in 1934 for the first time as a method to control and inspect the institutional process (Hailesselassie, 1996). Later on, it continued to operate by changing its name to supervision and teachers were evaluated by administrators and the purpose seems largely the same. Berhanu (2006) stated that result-oriented performance appraisal (ROTPA) was introduced in Ethiopia since 2004 in line with Federal Civil Service Commission (FCSC). Berhanu also explain that the overall objectives of the appraisal system was to enable civil service institutions to objectively measure and provide feedback on the result of employees performance using openness, transparent and result-based criteria that promote performance effectiveness and efficiency in the civiler institutions.

However, performance appraisal in Ethiopia is not without any problems. (Gashew, 2016) indicated that the major problem in implementation of teachers' performance appraisal is failure to link individual performance management with institutional strategy and performance, none participatory approach in development process of the system, taking job description as the bases of performance evaluation, the rating were not based on concrete evidence and development of the system was not based on strategic plan of the institution and it does not include organizational and team performance measurement system.

In the current result based teachers performance appraisal there are a lot of problems in its implementation as indicated by (Girma, 2012). These are absence of feedback for teachers, lack of participation from the subordinates in the process of its implementation and ineffective criteria. Study made by Tatek (2012) on practice of teachers' performance appraisal and teachers' reaction in secondary schools of West Hararge Zone indicated that teachers are not

motivated by the current practice of teachers' performance appraisal, not satisfied with the feedback, they do not believe the essentiality to conduct performance evaluation in their school.

Similar study made by (Shambel, 2014) indicated that in the current teachers' performance evaluation process there are a lot of problems. These are absence of feedback from the side of appraisers for the teachers, lack of participation of stakeholders in the process of its implementation and inefficient criteria. Thus, properly designed and implemented performance appraisal, is believed to have favorable consequences in the professional development of teachers, teachers' job satisfaction and ultimately the academic performance of the learners. Therefore, for teachers to respect their job and use their effort to the fullest existent they have to view their performance appraisal positively and get motivated by it.

However, these studies did not answer many questions regarding the problems in the implementation of result oriented teachers performance appraisal in the school. According to Tiziner and Kopelman (2002) result oriented performance appraisal is system become useless if they do not elicit positive reactions among appraisers and appraises.

The researcher is believe that assessing the teacher performance appraisal system of teachers towards result oriented performance appraisal system by examining the above contexts, and participating teachers, department heads and school principals. We can better understand of effective implementation, attitude of stakeholders, monitoring and evaluation and challenges of result oriented teachers' performance appraisal practices in secondary schools of Kembata Tembaro zone.

I was highly interested to study result oriented teachers' performance appraisal practices cooperative, concrete and meeting individual goals to organizational goals in government the target schools existing gaps and give possible recommendations for improvising the performance appraise schools of Kembata Tembaro Zone with the intention of answering the following basic questions:-

1. To what extent is result oriented teachers performance appraisal is effectively implemented in government secondary schools of Kembata Tembaro Zone?
2. What is the attitude of stakeholders towards the implementation of result oriented teachers' Performance appraisal practices in secondary schools of Kembata Tembaro Zone?

3. How is result oriented teachers' performance appraisal practices monitored and evaluated in government Secondary schools of Kembata Tembaro Zone?
4. What are the major challenges that affect the effective of result oriented teachers performance appraisal practices in government Secondary schools of Kembata Tembaro Zone?

1.3. Objectives of the study

1.3.1. General Objective

The overall objective of this study is explore the result oriented teachers' performance appraisal practices in government Secondary schools of Kembata Tembaro Zone?

1.3.2. Specific Objectives

1. To assess the implementation of teacher's towards the objectives of performance appraisal system in government secondary schools of Kembata Tembaro zone.
2. To assess the extent of implementation of ROPAS in government secondary schools of Kembata Tembaro zone.
3. To identify the system for monitored and evaluated of the implementation of ROPAS in government secondary schools of Kembata Tembaro zone.
4. To describe the challenge encountered in the implementation of ROPAS in government secondary schools of Kembata Tembaro zone.

1.4. Significance of the Study

The finding of this study might help the following concerned bodies;

This study can give feedback to the government secondary schools of Kembata Tembaro Zone effective result oriented performance appraisal system perceived by its teaching staff in order to improve the delivery of services to its respective constituents.

- This study also helps to improve the performance appraisal practices for the teachers at government secondary schools of Kembata Tembaro Zone, which could help in their effective administration.
- The findings of this study benefits the client or stake holders (students, teachers, department heads and principals...) who are performing common objectives with the government secondary schools of Kembata Tembaro Zone.

- The study may also initiate or serve as a bench mark for other researcher who wants to conduct further study in the field.

1.5. Delimitation of the Study

The study was delimited the result oriented teachers' performance appraisal system the issue in the study area has effective implemented, attitude of stakeholders, monitoring and evaluation and challenges emphasize rather than other issues related to result oriented teachers' performance appraisal system in secondary schools. This can be found in various parts of the country and it needs a wider research works to be conducted from local to national level. However, due to shortage of money, time constraint, manpower, and in order to make the study feasible and manageable this study was delimited to five selected woreda and city administration of Kembata Tembaro zone. For this study 82 teachers, 35 department heads and 5 principals were the target groups, but the students and others were not incorporated because it is difficult to get through all secondary schools found in the study area and also government secondary schools result oriented teachers performance appraisal is different from that of private secondary schools.

1.6. Limitation of the Study

The researcher has faced some problems during the study. First, the principals who were the target respondents in this study were not easily accessible because of they are too busy in their routine school work. Second, most of teachers were not respond questioner on time. However, the researcher has been able to manage the limitation by extensive visit, discussing with school principals, department head and teachers to collected relevant responses from the respondents and the research was completed successfully.

1.7. Operational Definitions of basic Terms

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

Appraisal: -A process of an assessment or estimation of the worth, value, or quality of a person (Castetter, 1992:278)

Appraisee: - refers to an individual employee whose performance is subject to appraisal (MOE, 2003)

Perception: refers to the views, and opinion that employees have towards their performance appraisal system.

Performance Result: - The actual condition of performance level for each measure.

Challenge: - Refers to a new difficult task that tests somebody's ability and skill.

Performance: - Accomplishments and achievements of appraise quality and quantity of work
(1998, P.387)

Performance Appraisal: - the process of evaluating how well teachers do their job compared to a set of standards and the communication of that information to the teachers in the secondary schools (Armstrong,2009)

Result Oriented Performance Appraisal: - it is appraisal method that is measure is used to appraise the teachers' performance based on the result (MOE;2001.P.29)

1.8. Organization of the Study

This research was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, general and specific objectives of the study, significance of the study, delimitation of the study, limitation of the research, operational definition of key terms and organization of the study. The second chapter provides relevant review of related literature to concepts of the problem area. The third chapter presents research design and methodology which included research design and method, population, sample and sampling techniques, sources of data, tools of data collection and procedures of data collection, and data analysis. Chapter fourth chapter includes presentation, analysis and interpretations of data. The fifth chapter presents summary of major findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with different review related literature, concept of Teacher performance appraisal, purpose of Teacher performance appraisal, Principles of Teachers Performance Appraisal, Types of Teachers Performance Appraisal, Teachers Performance appraisal Processes, The Concept of Result Oriented Teachers Performance appraisal, Models/Approaches of Result Oriented Teachers Performance appraisal, Process of Result Oriented Teachers Performance appraisal, Result Oriented Teachers Performance appraisal Practice in Ethiopian Education Sector and Challenges/ Problems of Result Oriented Teachers Performance appraisal are discusses.

2.1. The Concept of Teacher Performance Appraisal

According to Rao (2005) Human resource is the most vital resource of any organization and with the rapidly changing market condition, rising expectation of employees, technological advancement of development aspect for human resource and to recognize the significance of their upgrade and progress. Human resource also develop key competencies that enable individuals to perform current jobs and that will allow them to adapt quickly to new challenges and opportunities (Anyim, Ikemefuna, & Mbah 2011).

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organization's strategic goals (Aguinis, 2009). Different scholars give different name to performance appraisals; it is also called employees rating, employee evaluation performance review, performance evaluation and result appraisal. As most scholars agree that the term appraisal in this sense means the evaluation of the performance or potential of employees. Performance appraisal is an integral part of management function. In other words employees performance appraisal is part had parcel of any organizational management activates. Other scholars like (Werther, 1982) define performance appraisal as the process by which an organization evaluate employee's job performance. Systematic and accurate performance evaluation can clearly indicate where the weakness or the short comings of the employee's performance are the result of the performance appraisal is useful to make compensation, placement, training development and career guidance decisions to

be more effective. In short performance appraisal serves as a quality control check on employees and personal development performance.

2.2. Purposes of Teachers Performance Appraisal

Performance appraisal in the school system has several purposes. It provides legal and formal organizational justification for teachers' decision to promote outstanding performances, to weed out marginal or low performers and to train, transfer and discipline others and to justify merit increases. It also provide feedback to the teachers as hereby serve as a vehicle for personal and career development and help to achieve educational goals (Girma, 2012).

As mentioned from the above, teacher's performance appraisal has been doing for teachers professional development for low performer teachers and it also used for acknowledging the outstanding teachers by promoting them. According to Web and Norbon (1992:38) the purpose of teachers' appraisal in evaluation should determine how well the school objectives are being carried out and implemented. The success of educational program is dependent on the quality of classroom instruction, supervision and administration, should foster the basis for motivation and for self-improvement.

Natriello (1983) identified three major purposes in contemporary schools. First, appraisal may be used to control or influence the performance of individuals with in particular positions. The goal is to improve performance that is already within a range that is considered acceptable for holders of the position. Second, appraisal may be used to control movement in to and out of position. This means that it may serve to screen individuals attempting to enter a position, to retain individuals in a position, or to enforce the exit of individuals from a position. Third, appraisal may be used to legitimate the organizational control system itself. In other word, it may serve to convey a sense of justice and equity both about the organization and about its control of attempts. Teachers' performance evaluation processes and procedures accomplish two broad, and several specific purposes (Ivancevich, 2004). The two broad purposes are termed as judgmental and developmental.

When performance evaluation results are the bases for salary, promotion, and transfer decisions, Judgmental Purposes are training served. The immediate objective is to improve performance by rewarding high performances. Managers who use performance by evaluation for judgmental

purposes must evaluate performance accurately and precisely and distribute rewards on the basis of performance. Failure to do so undermines the judgmental purposes and causes employees to be cynical about the process. Managers and subordinates alike are uncomfortable about the process, particularly when the performance standards are invalid.

The second broad purpose of performance evaluation is to improve performance through self-learning and personal growth. The developmental purpose is accomplished when employees are made aware of their strengths and weaknesses and of ways to improve their skills and abilities. The focus of attention is less on the appraisal of past performance and more on the improvement of future performance. The managers' roles in the process are to counsel, guide, and generally be helpful as subordinates seek, through active involvement, a better understanding of their potential for improved performance. Managers should avoid judgmental terms such as good-bad, positive negative, and right-wrong. Instead, they should help employees identify areas in need of improvement. The two general purposes of performance evaluation are not mutually exclusive.

Armstrong and Baron (2002) explained the main aims of performance appraisal include achieve sustainable improvements in organizational performance, act as a influence for change in developing a more performance oriented culture, increase the motivation and commitment of employees, enable individuals to develop their abilities, enhance the development of teamwork and better performance, develop constructive, contentious and open relationships between individuals and their managers, and provide opportunities for employees to express their aspirations and expectations about their work. They have explained that the benefits of performance appraisal can also be viewed from: the point of organizational, administrative, individual and controlling views. The Ministry of Education states the key purpose of appraisal is to provide “a positive framework for improving the quality of teaching and learning in our schools” (1997, p. 1).

2.3. Principles of Teachers Performance Appraisal

According to Gray (2003) two important principles of performance appraisal are there. Understand the appraisal problem and avoid them. Overall appraisal process should be clear, formalized, standardized and made as objective as possible. Performance appraisal system should be a job related as possible.

Whenever possible the appraisal should be conducted by more than an appraiser and all such appraisals should be conducted independently and employees should get feedback on how they are doing as frequently as possible. According to Elwin (1984:78) appraising performance of individual, group and organizations is a common practice of all societies while in some instance, those appraisal process are structured and for many sanctioned. In other instance, they are informed and integral part of daily activities. According to Wikipedia, the free- encyclopedia, performance appraisal as a principles requires the job performance of an employee to evaluate in terms of quality, quantity cost and time typically by the corresponding manner or supervisor.

According to French (1990: 394) there are guiding principles which are so important for staff performance appraisal. They are mentioned as: Performance management is what manager do: a natural process of management; it is about how we manage people: it is not a system; management tool that helps manager to manage; driven by corporate purpose and value; only interested in things you can do something about and get a visible improvement; obtain solutions that work; based on accepted principle but operates flexibly; focuses on changing behavior rather than paper work focuses on development not pay; And success depends on what the organization is and needs to be in its performance.

Effective communication in the education system is very important between the evaluate and the evaluator of performance appraisal. For example, in the school system, the school principal or teachers, department heads, unit leaders are essential for successful operation of staff performance appraisal. Mutual understanding, support and commitment of evaluates and evaluators about the purpose, criteria and process of performance appraisal should be taken into consideration while implementation. Improper communication about the purpose, criteria and process of the appraisal program can result in distortion and uncertainty among evaluates and evaluators.

The sensitivity and complexity nature of staff performance requires evaluators' adequate competence in human, technical and conceptual skills. Poor training, knowledge and skills of performance appraisal, may lead to reluctance with sense of insecurity, because, they know nothing or little about it better than their evaluates. In addition to this, when evaluators are with no relevant training commit appraisal errors which results subjectivity and bias of performance

results. Hence, it is necessary that evaluators should be provided adequate knowledge and skill of performance appraisal through pre and in service training programs.

Those who are directly affected by the appraisal program have to take part in the design and operation of the appraisal system. Evaluates awareness and acceptance about the real purpose of performance appraisal creates positive and smooth job behavior that maximizes performance of staff members.

2.4. Types of Teachers Performance Appraisal

Performance appraisal is one of the managers' most important tasks, but most managers freely admit it gives them difficulty. It is not always easy to judge a subordinates performance accurately, and often it is even harder to convey that judgment to the subordinate should be in a constructive and painless manner. This applies to both formal and informal appraisals.

2.4.1. Formal Appraisal

Formal appraisal has four major processes:-

1) Subordinates know formally now their current performance is being rated: According to Castetter (1992), this phase may be conceived of as a period for system wide planning and staff development designed to help teachers to understanding, accept and implement organization and individual goals. This initial stage of a goal setting appraisal process is that in setting their own performance objectives and action plan, appraise and appraisers need information and guide lines as to direction of the total system (Millman and Darling Hammond, 1990).

2) To identify subordinates who deserve merit raise: When the appraiser understands what the appraiser's performance behavior means and what the performance needs of the individual are in relation to position performance, then, the next phases of the performance appraisal process can be implemented. According to Castetter (1992) this phase include performance target setting, measurement of behavior change and performance improvement. Regarding performance target setting, targets are set collaboratively. Neither the appraiser nor the appraisee can set targets effectively without advice and counsel of the other. The most fundamental responsibility of a principal is to ensure that system goals, unit objectives, and individual performance targets possess a logically integrated network.

3) To locate subordinates who need additional training: Once performance appraisals are completed by the appraiser and appraisee, as stated by Castetter (1992), the next step in the appraisal process is the performance progress review conference. According to this author, progress review conference has two purposes. One it is an exchange of information between the appraiser about the latter's performance. Second it emphasizes the self-development of the appraisee.

4) To identify candidates for promotion: -In this approach, 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 teacher to achieve self-as well as school development. The appraiser must have credibility with the teacher as someone whose observation, judgment, and comments will be valued. It is important for managers to distinguish between the current performance and the potential performance of subordinates. Managers in many organizations fail to make this distinction because they assume that a person with differentiated skills and ability to perform well in one job will automatically perform well in a different or more responsible position. This is why people are often promoted to positions in which they cannot perform adequately (James 1991).

2.4.2. Informal Appraisal

According to James and Edward (1992) the term informal performance appraisal means the continual process of feeding back to subordinates information about how well they are doing their work for the organization. Informal appraisal is conducted on a day-to-day basis. The manager spontaneously mentions that a particular piece of work was performed well or poorly or the subordinate stops by the manager's office to find out how a particular piece of work was received because of the close connection between the behavior and the feedback on it. Informal appraisals quickly encourage desirable performance and discourage undesirable performance before it becomes ingrained. An organization's employees must perceive informal appraisal not merely as a casual occurrence but as an important activity, an integral part of the organization's culture. In some organizations evaluation is conducted once a year and in other it is conducted twice or less a year. In this regard Lewis (1982) Webb and Norton (1992) and Duke (1995) describe two approaches of evaluation. The first one is formative evaluation while the second one is summative evaluation.

Formative evaluation: - Helps to develop communication skill between the subordinates and the supervisor and thereby take corrective action and recommendations on the short comings revealed in the performance process. During formative evaluation process no managerial decision is taken on the employee rather than the employee take decision of how to improve his or her performance better. Similarly, formative appraisal is ongoing, non-judgmental, coaching and counseling, which is done to improve teacher's performance as noted by (Manatt, 1999).

Summative evaluation: - An appraisal that is conducted at the end of an activity or period of time and is designed to assess terminal behaviors or overall performance (Webb, 1992). It is used to make personnel decisions regarding such matters as promotion, tenure, merit pay, and termination etc. Summative appraisal is judgmental and comparative. Moreover, it helps management make better decisions. Summative appraisal is formal, somewhat infrequent and focuses only on the person being appraised as indicated by (Manatt, 1999). The individual being appraised is normally not as involved in the summative appraisal process as in the formative process, and in many cases may only be informed of the results or decision (Webb and Norton, 1999).

2.5. Teachers Performance Appraisal Processes

Teachers performance appraisal process is concerned on establishing performance standards by management of the organization should be first, then communicate the standards to the employees, then measure actual performance of the employees, then compare it with the established standards and finally, take corrective actions if any (Mathis, 1997)

The practice and process of the performance appraisal in any government employees under Federal Civil Service is according to the proclamation No. 262/2002 declared in chapter four, stating that the federal civil servants proclamation performance evaluation purpose is to enable civil servants effectively discharge their duties in accordance with the expected level quality standard time; identify their strengths and weaknesses; improve their "future performances and develop self-initiative; the performance evaluation shall be transparent and shall be carried out with the collective participation of-civil servants working together. The performance evaluation shall be carried out in accordance with directives issued by the Commission.

In sum, teachers' performance appraisal involves four major steps (Casterter, 1992:295). Namely: pre-appraisal phase, appraisal phase, post-appraisal phase and follow-up discussions.

According to Casterter (1992), pre-appraisal phase may be conceived of as a period for system wide planning and staff development designed to help teachers to understanding, accept and implement organization and individual goals. This initial stage of a goal setting appraisal process is that in setting their own performance objectives and action plan, appraise and appraisers need information and guide lines as to direction of the total system (Millman and Darling Hammond, 1990).

When the appraiser understands what the appraises performance behavior means and what the performance needs of the individual are in relation to position performance then, the next phases of appraisal phase the performance appraisal process can be implemented. Perhaps one of the most important features of performance management is that it is continuous process that reflects practice of setting directions, monitoring and measuring performance and taking action accordingly. This phase include performance target setting, measurement of behavior change and performance improvement. Regarding performance target setting, targets are set collaboratively (Casterter, 1992). Neither the appraiser nor the appraise can set targets effectively without advice and counsel of the other. The most fundamental responsibility of a principal is to ensure that system goals, unit objectives, and individual performance targets possess a logically integrated network.

Once performance appraisals are completed by the appraiser and appraise, as stated by (Casterter, 1992). The next step in the appraisal process is the performance progress review conference. According to this author, progress review conference has two purposes. One it is an exchange of information between the appraise about the latter's performance. Second it emphasis the self-development of appraise. Follow-up stage that performance targets set during the post-appraisal conference are worked on, supported and monitored. Reviewing performance it is a phase in performance management which is critical and more detailed consideration will be given below to performance appraisal. It should be noted at this point that appraisal should be regarded as only one phase in the contemporary performance cycle but, historically, performance appraisal was often regarded as synonymous with performance management. Further, appraisal should be seen as both culminating and dominating the process (Torrington, 2002: 299).

1.6. The Concept and Definition of Result Oriented Teachers Performance

Appraisal

Marie et al (2006) define results oriented appraisal as an approach that seeks to change the way organizations operate, with the ultimate goal of improving performance. Thomas (2011) who defines RBM is a holistic process that seeks to redefine how public sector measures their performance through strategic planning, goal and objective setting, performance indicator development, work targeting and implementation and evaluation of performance cycle. The definitions given for RBM indicate that RBM is a strategy that seeks to achieve results for public and private organizations.

Results oriented management strategy by which all actors on the ground, contributing directly or indirectly to achieving a set of development results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and goals). RBM rests on clearly defined accountability for results and requires monitoring and self-assessment of progress towards results, including reporting on performance.

The RBM principle having emerged from private sector managerial ideas emphasize on focusing on clients, offering quality services and managing resources which indeed is what has been lagging behind in public organizations (Pollit 2001).

The rationale for this approach is that, teachers should achieve certain objectives and that their performance can be meaningfully assessed by examining the extent to which those objectives have been accomplished. Teachers are appraised on the basis of possessing certain personal characteristics, demonstrating behaviors associated with successful performance, or producing specified results (Seyfarth, 2005). According to this author, the characteristics, behaviors, and results used to judge performance. According to Armstrong (2009), the criteria for reviewing performance should be balanced between: achievements in relation to objectives; the level of knowledge and skills possessed and applied (competences or technical competencies); behavior in the job as it affects performance (competencies); the degree to which behavior upholds the core values of the organization; day-to-day effectiveness. As Mathis and Jackson (1997, 341) stressed, performance criteria are standards commonly used for testing or measuring performances. Criteria for evaluating job performances can be classified as trait-based, performance based, or results based.

Trait based criterion

Identifies a subjective Character trait such as “pleasant personality”, “initiative,” or “creativity and has little to do with the specific job. Such traits tend to be ambiguous, and courts have held that evaluation based on traits such as “adaptability” and general demeanor” are too vague to use as the basis for performance-based HR-decisions.

Performance -based criteria

This is the most commonly used performance criteria. According to these criteria, teachers and administrators behavior to do specific tasks should be evaluated or assessed.

Results-based criterion

Look at what the employee has done or accomplished. For some jobs where measurement is easy and appropriate, a results-based approach works very well.

2.7. Models/Approaches of Result Oriented Teachers Performance Appraisal

2.7.1. Management by Objective (MBO)

Management by Objective is a process to establish goals for an employee who has been agreed upon by both the employee and their supervisors (Thomas, 1993). MBO is type of appraisal by result, targeting coaching, review performance objective and mutual goal setting (Mathis R.R and Jackson, 2004). The steps of the MBO process are; Define organizational goals; Define employees objectives; Continuous monitoring performance and progress; Performance evaluation; Providing feedback; Performance appraisal.

In MBO type of appraisal is to be effective or successful several requirements must be met. Objectives should be quantifiable and measurable objectives, whose attainment cannot be measured or at least verified, should not also be challenged as described by (Byars, 1987).

It should be also achievable and should be written in concise way and clear language. Mathis and Jackson (1997:358) proposed very important idea for MBO. The authors stated three key assumptions underlining MBO appraisal system: When employees are taking part in planning and setting the objectives and determine them to high level commitment and performance may be higher; whenever objectives are identified and described precisely the employees will have a better job to achieve the desired results by allowing employees set objectives the individual can get an accurate understanding of what is expected; And the objectives of performance should be

measurable and define results. Vague generalities such as “Cooperation” and initiatives which are common in many superior-based appraisals should be avoided. Since objectives are composed of specification to be taken or work to be accomplished.

2.7.2. Principles of Management by Objective (MBO)

MBO have underlying principles for participation principle, embodies the notion that there should be a partnership between the manager and the subordinate in terms of setting objectives, identifying ways to achieve the targets, and the means to assess performance and results (Dubrin, 2000).The principle of participation is very important because it contributes to increasing the effectiveness of the organization through commitment of the manager and all employees to the achievement of the objectives assigned to them.

The principle of setting goals is another important element, and in this matter, (Hahn M. , 2007) makes the point that every manager must be able to clearly define the objectives for his/her function in the education organization. These objectives must be seen as contributing to other objectives of the organization. If objectives are set which do not require any assistance from managers, they are less likely to be affected. Barton (1981) agreed with (Drucker, 2004) suggestion that managers at every level should be involved in establishing the objectives for the next higher level of management. Most important is to ensure that any one individual’s objectives are related to the common goal.

The establishment of a monitoring and control system in organizations that apply MBO is necessary in order to measure results and undertake the necessary periodic evaluation. As well as helping to establish fixed rules for measuring performance, such a system also contributes to the extent to which the objectives are actually achieved, since it enables the feedback upon which behavior can be sustained, or changed to realize better outcomes (Ivorschi, 2012). Hence, monitoring and evaluation is a fundamental principle in the MBO process (Thomson, 1998).

As a systematic and rational technique allowing management to achieve maximum results from the available resources by focusing on attainable goals, MBO allows subordinates substantial freedom to make creative decisions for themselves, improving their motivation, and hence encouraging good performance (Akrani, 2010)

Clearly, for individuals to work towards goals there must be some notion of reward for their achievement. Abdullah (2010) commented that this is not a new idea, having been proposed that using goals to motivate individuals rather than to control them. Goal-setting theory shows that difficult goals result in a better level of individual performance than those which do not provide a challenge; similarly, specific hard goals produce better levels of performance than no goals at all. In line with this, MBO is most effective when the goals are sufficiently difficult to require individuals to stretch themselves. This scenario prompts the individual to action not because somebody tells him/her to do something or coerces him/her, but rather because the goals of the task itself demand it. Rewards can be several types and magnitude, ranging simply from the good feeling associated with achievement, to monetary gains.

Another characteristic of MBO is its focus on improving performance; as the setting of goals spreads down through the organization, performance relates to every single individual, unit and department within the organization, and to all the resources that are required to support the overall effort to achieve the objectives. After the organizational goals have been defined, subordinates work with their managers to determine their individual goals. In this way, everyone is involved in the goal setting by matching goals and resources; Implementation of the plan; Review and appraisal of performance. This step involves a periodic review of progress between managers and subordinates. Performance appraisal takes place during these reviews, based on fair and measurable standards.

2.7.3. Process of Management by Objective (MBO)

The manager sets objectives jointly with each individual employee. The objectives are the heart of the MBO process and should be accurate measures of performance results. To be accurate, objectives should be SMART. They need to be Specific, Measurable, Attainable, Relevant, and Time-based. Being specific, measurable, and time-based is fairly easy to determine in a written goal, but being attainable and relevant is more difficult.

Communication is the key factor in determining MBO's success or failure, and employees should continually critique their own performance. Thus, the manager and employee must communicate often to review progress. The frequency of evaluations depends on the individual and the job performed. However, most managers do not conduct enough review sessions.

Employees' performance should be measured against their objectives. Employees who meet their objectives should be rewarded through recognition, praise, pay raises, promotions, and so on. Employees, who do not meet their goals, so long as the reason is not out of their control, usually have rewards withheld and even punishment when necessary.

2.8. Process of Result Oriented Teachers Performance Appraisal

In the appraisal process establishing job expectations includes informing the employee what is expected of him or her on the job. Normally the discussion is held with his or superior to review the major duties contained in the job description. Individuals should not be expected to begin the job until they understand what is expected of them.

The other issue in the appraisal process is Designing appraisal program it is; formal versus informal; whose performance to be assessed; who are the ratters; what problems are come across ; how to solve the problem; what should be evaluated; when to evaluate; what methods of appraisal are to be used. They are the key points to be specified in designing appraisal program.

2.8.1. Planning Result Oriented Teachers Performance Appraisal

Planning is simply referred to as the process of formulation of future courses of action. Plans and objectives on which they are based give purpose and direction to the organization. The appraiser has to plan for the performance appraisal meeting before it is conducted and communicate to appraise in time. This gives the appraise time to prepare well for the appraisal process (Kreitner, 2003). The involvement of employees in establishing objectives before appraisal takes place may motivate the employees in achieving those objectives, because they have participated in setting them (Dessler, 2005). Kelly *et al.*, (2008) teachers who participate in developing the appraisal system are more likely to be aware and accepting of performance expectations, better understand the appraisal process and outcomes, and be more committed to the appraisal system. At the beginning of each performance cycle, the supervisor and the worker meet to discuss and come to an agreement on, what needs to be done and how it should be done (Aguinis, 2009). The teacher performance appraisal process commences with the new academic year when the appraise presents their proposed work plan-profile, teaching plan or activities to the appraiser. In the new system, the appraiser and appraise discuss and agree on the objectives to be undertaken by appraise.

According to, (Girma, 2012) the process of designing an appraisal programs to determine methods of evaluation. Numerous methods have been devised to measure the quantity and quality of worker's job performance related to the above idea the school appraisal guide line dictates that: the first step to appraise is set clear objectives and the second step will be performance on-going dialogue, coaching and feedback and at the end after the final appraisal set learning and development objective (SOSCV, 2004).

2.8.2. Implementing Result Oriented Teachers Performance Appraisal

Pareekand Rao (1992) also observed that the steps involved in effective performance appraisal includes; identification of key performance areas and setting yearly objectives under each key performance area, identification of critical attributes for effective performance, periodic review of performance, discussion of performance with employees, and identification of training and developmental needs.

2.8.3. Monitoring and Evaluation of Result Oriented Teachers Performance Appraisal

Monitoring the appraiser during the performance process compares the desired results with the actual results and takes the necessary corrective action. He/she keeps things on track-through the control function. It's upon this that the appraiser bases on to judge the performance of the appraise (Kreitner, 2003). According to Armstrong (2005) once performance monitoring is developed and communicated the standards may need to be modified. In some cases they are revised as a result of feedback from the incumbent. Over the course of the year employee performance should be focused on achieving the goals, objectives and key responsibilities of the job. The manager provides training and feedback to the individual to increase the probability of success and creates the conditions that motivate and resolve any performance problems that may arise. For performance appraisal to be effective, there should be monitoring, whereby performance is measured and feedback provided to employees. Monitoring means consistently measuring and providing on-going feedback to employees and workgroups on their progress towards reaching their goals (Armstrong, 2005).

According to Bradgete (2001) during the assessment and review phase, strengths, weaknesses, success and areas needing improvement are identified. Providing employees with training and developmental opportunities encourage good performance, strengthens, job related skills and competences and help employees keep up with changes in the workplace such as introduction of

new technology or methods (Michael, 2006). In line with these continuously controlling, coaching and evaluation are increases both individual level of performance and organization efficiencies.

2.9. Result Oriented Teachers Performance Appraisal Practice in Ethiopian Education Sector

Practice of performance appraisal has long history in Ethiopian education sector. Supervisors from provinces and/ or the Awuraja Education Office appraise teachers and principals performance. Teachers have been appraised twice a year using an appraisal form prepared appropriate to the teaching occupation. Principals and department heads were appraisers until 1996. The directives and guidelines for teachers performance evaluation criteria and teachers career structure implementation, number 1/ 1994 and number 2/ 1994 respectively dispatched to be used, were revised and improved version of June/ 1998 sent to regions in corporate regional suggestions and feedback. Accordingly, to implement the directives properly, some strategically important assumptions have been forwarded. And the methods of evaluation were: awareness opportunity should be established for both appraisers and appraise; and to carry out the tasks, committees should be organized (MoE, 1987, 1991).

School committee and educational officers are expected to facilitate the communication between parents committee and the school. The major focus of this group is evaluating teachers' participation in school and out of the school activities. Depending on certain circumstances, the parents' committees' representatives might use to evaluate as a group or as individually. The second group comprises of students representatives participate in appraisal process should be active in their academic achievements, capable of identifying the strength and weaknesses of teachers without bias, those with good discipline and have good relationship with teachers. Thirdly, the school management and peers (school principals, deputy principals, department heads and unit leaders) appraise teachers' performance.

The major objectives of the past teachers evaluation as stated by MoE (1980p.68) were: to provide education opportunity, salary increment, promotion and reward to effective teachers, to identify inefficient teachers and arrange in service training to help then minimize their weakness, to develop positive proportional attitude, to take proper measure on teachers who do not improve their performance after taking in service training and to measure the attainment of the objectives

of the educational process. Later, in 1996 the MoE added a new process of performance appraisal which was career ladder plan, which helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied by proportional salary increment.

Regarding to Ethiopian performance appraisal practice importance one of Ethiopian researcher Usleman (2011) state that appraisal of employees serves several useful purposes such as: Compensation decisions: It can serve as a basis for pay raises. Managers need performance appraisal to identify employees who are performing at or above expected levels. This approach to compensation is at the heart of the idea that raises should be given for merit rather than for seniority. Under merit systems, employee receives raises based on performance.

Promotion decisions serve as a useful basis for job change or promotion. When merit is the basis for reward, the person doing the best job receives the promotion. If relevant work aspects are measured properly, it helps in minimizing feelings of frustration of those who are not promoted. Training and development programs: It can serve as a guide for formulating a suitable training and development program. Performance appraisal can inform employees about their progress and tell them what skills they need to develop to become eligible for pay raises or promotions or both. Feedback: Performance appraisal enables the employee to know how well he is doing on the job. It tells him what he can do to improve his present performance and go up the organizational ladder'.

Performance appraisal can help for personal development reveal the cause of good and poor employee performance. Through discussion with individual employees, a line manager can find out why they perform as they do and what steps can be initiated to improve their performance. (Usleman, 2011).

In Ethiopia, the current training manual teachers performance appraisal criticizes the past teachers performance appraisal as, "...the past teachers performance appraisal had been done by committee and there is no responsible body to be accountable for appraisal error done by appraisers." In addition to these, the past teachers performance appraisal was highly subjective and teachers were appraised for a years in the same manner of appraisal system.

FCSC (2004), as cited by (Berhanu, 2006) the 1996 teachers' performance appraisal was established by evaluation system which is called result oriented teachers' performance appraisal. Hence, the following points were described as the objectives of result oriented teachers' performance appraisal. Ensuring that managers and employees are fully performing to their level best as expected of them in terms of, quality, quantity, time, cost, identifying strength and weakness at school level, department group, and individual level with intention of improvement in the forthcoming performance period, identifying the need assessment for development and training both for the managers and employees, providing performance based payment or incentive for the managers and employees and making decision on management and employees matter that is based on tangible documents and concrete facts.

The present result oriented teachers performance appraisal, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks. Depending on the results of performance evaluation and year of teaching service, secondary school (which is the focus of the present study) teachers have the opportunity of going up nine stages in the career ladder structure beginning teacher, junior teacher, teacher, senior teacher, associated lead teacher, lead teacher, and senior lead teacher I, II and III. (MoE, 2005) As stated above, to move to the next ladder on their profession, teachers are expected to score accepted results on performance appraisal.

2.10. Challenges/ Problems of Result Oriented Teachers Performance Appraisal

Challenges of performance appraisal are raised from employees and managers side. From employee's face, employees find objectionable performance appraisal for the terror of disparagement on their feeble side of their job performance, dread that their salaries, promotions, and their fate with the organization pivot winning the outcomes of this domino effect (Adeba, 2014). Challenges of the performance appraisal from managers' side include cultural problem, avoiding negative feedback as it is not part of organizational culture, negative assumption, lack of confidence on the appraiser by appraise, mismatched work assignment, fear of loss of position. John (2011) with his magazine has explained some challenges/problems with performance appraisal. He categorized them as, most serious performance appraisal challenges, process-related, instrument form challenges, manager/execution challenges, employee/subject challenges and timing issues. The most seriousness include, not assessing real performance

rather ending up in comparison of manager's traits with the employee, occasional feedback, non-data-based assessment, lack of responsibility.

2.10.1. Challenges Related to the Appraisers

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

A supervisor may make an overall judgment about a worker and then confirm all dimensional ratings to that judgment and/or, a supervisor may make all ratings consistent with the worker's performance level on a dimension that is important to the superior. One way of minimizing this effect might be appraising all the employees by one trait before going to rate on the basis of another trait.

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

Evaluators often forget or undermined past performance of employees, rather they tend to see employees based on recent work behavior or performance only. When the evaluator do not have the necessary performance data or information about the employee, then the appraiser commit mistakes instead of evaluating employee based on the cumulative performance.

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

The other rater related challenge is that the rater dislikes any employee or any group; he may rate them at the lower end, which may distort the rating purpose and affect the career of these employees. (Rao, 1990:247) and favoring the performance of employees, who are similar in their behavior to one self/rater (Mejia Gomez, 1995:268).

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

Managers (like teachers) differ in their rating styles some managers' rate harshly others easily. The lack of uniform standard is unfair to employees, who can become confused about where they stand; it is also unfair to organization, since it makes it difficult to decide which employees should be rewarded. Some managers rate each subordinate by difficult standards and expectation. A low performance but motivated employee for example, might be rated higher than a top performing but seemingly indifferent employee.

2.10.2. Challenges Related to the Scheme (structure)

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

Effective performance appraisal doesn't just happen and organizations shouldn't assume that managers know how to conduct them effectively, even if they have many years of experience as managers. In fact, since the process can differ from organization to organization, it is important that training is provided to introduce managers to the philosophy of performance appraisal at the organization, including a review of the forms, the rating system and how the data gathered is used. Training should take place regularly as a refresher both for new and veteran managers. Contradictory ratings inter-rater reliability is generally very low between managers at any organization. What one manager considers being "acceptable" performance, another may consider "not meeting expectations." This can be a challenge for any organization and is made

more of a challenge in situations where the criteria used are subjective and not based on any measurable performance outcomes (Hailemariam, 2013).

Performance appraisals that ask managers to rate employees on subjective criteria such as "customer service skills" or "leadership ability" lack specific outcomes that can be tied to measurable results. The best performance appraisals provide the ability for both managers and employees to judge performance based on measurable outcomes that are objective; level of sales, safety records and evaluations from customers are all measurable ways of providing insight into an employee's performance (Rue and Byars, 1992).

2.10.3. Challenges of Appraisee

Most employees believe that they are doing a good job so that negative appraisal and feedback can be highly morale deteriorating, and as a result it can cause them to perform worse. In addition loss of trust and confidence on the appraisers. Ingratiating behavior or 'upward influence styles': refers to Subordinates gain credit for pushing ahead with management plans that are absurdly wrong. In pursuit of aims which are completely pointless. Stifling criticism, which emanate from either of purpose or method with cries of 'commitment and loyalty, creating unnecessary impression Claiming credit for things you have done and not done, claiming credit for what the group has done. This can be shown by Arriving at work early to look good, and working late to look good. Doing favor for the supervisor, volunteering to help the supervisor and complementing the supervisor on his/her appearance and dress and agreeing with the supervisor idea.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

The study was carried out in SNNP Regional State; in selected secondary schools Kembata Tembaro Zone. Kembata Tembaro Zone (KTZ) is founded at 127KM from Hawassa, and 350KM from Addis Ababa. The relative location of KTZ is north Hadiya Zone, East Aleba Zone, South Wolyita Zone and West Dawro Zone and Oromia Regional State. The zone has eight woredas and four city Administrations. These are Tembaro Woreda, Hederotunitozuria Woreda, Qachabira Woreda, Doyogena Woreda, Qadidagamela Woreda, Angacha Woreda, Adilo Woreda and Demboya Woreda. The four city administrations are Hadero, shinshicho, Doyogena and Durame city administrations. The physical topography of the Zone is high lands, plateaus and lowlands. Agriculture which accounts more than 97% is the most dominant income sources of population. Among these, the study sites are Tembaro, Hederotunitozuria and Qachabira Woreda, Hadero and shinshicho city administrations cluster center selected secondary schools. Since the researcher has 22 years of work experience, specifically in Kembata Tembaro Zone, particularly in a Tembaro Woreda. This Zone is simple Random sample selected to obtain relevant and tangible data on the issues of secondary school result oriented teachers performance appraisal system.

3.2. The Research Design

The major purpose of this study was to examine result oriented teachers performance appraisal system selected secondary schools in Kembata Tembaro Zone. Thus to undertake this study, on the bases of basic question descriptive survey research design was used. It is more recommended when gathering data about respondents, belief opinion scores, and outcomes (Creswell, 2003). The major purpose of the descriptive research design is a description of the state of issue as it exists at present (Kothari, 2003). According to Best (2008), a descriptive study describes and interprets “what is” going to be done. It is concerned with conditions that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. Thus, the use of descriptive survey design would be found appropriate the study.

3.3. Research Method

This study adopted both quantitative and qualitative method. In this line, the researcher used parallel method procedure for this study. The researcher initially was used quantitative method through survey questionnaire, while researcher also was used semi-structured interviews to substantiate the quantitative data. There are some rationales to use qualitative and quantitative approach for this study. First, using such method is advantageous to examine the same phenomenon from multiple perspectives (Cohen et al., 2007). Second, qualitative and quantitative approach is important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2003). According to Cohen, Anion & Morrison (2005), descriptive research design was used to collect numerical data from large population. In addition to this by using descriptive research method it is easy to use various forms of data as well as incorporating human experience which enabled the researcher to look the study in so many various aspects and can provide bigger overview about the subject matter. It also gives room to use both quantitative and qualitative data in order to find solution to the specific study. This in turn can help to describe and give an answer to certain life experiences.

3.4. Source of Data

In this study, both primary and secondary data sources used to obtain adequate and reliable information result oriented teacher's performance appraisal system secondary schools of Kembata Tembaro Zone. The primary sources of data are collecting from teachers, department heads and principals Secondary data source collected through assessing performance appraisal feedback book, reports, feedbacks of ROPA monitoring, continuous assessments and evaluation reports in the selected secondary schools.

3.5. Population Sample Size and Sampling Technique

The study was conducted on school result oriented teachers performance appraisal practices in secondary schools of Kembata Tembaro Zone. There are eight woredas and four city administrations in the Zone. To get manageable sample size, the researcher preferred probability and non-probability sampling techniques. The researcher favored to start with multi- stage sampling technique because the population is large, not easily identified and it helps to get more representative sample from geographically scattered participants, comparatively less time

consuming, less expensive and makes the researcher to get final representatives by using two/three or four stages of sampling (Creswell, 2012; Taherdoost, 2016; Alvi, 2016). As stated in rule of thumb that sample size of 30% and above is appropriate for a population of thousand and less in number (Koul, 2005). Similarly, Mugenda and Mugenda, (2003) suggested that among the total population 10-30% can fulfill the sample sizes for descriptive survey. Sampling techniques are used to select sample Woredas and town administrations.

Table1:- The total Population of the Study Area

No	Woredas and town Administrations	Secondary Schools
1	Tembaro woreda	3
2	HadaroTunto Zuria woreda	3
3	Damboya woreda .	3
4	Adilo woreda	2
5	Hadaro town Administration	1
6	Angecha woreda	5
7	KedidaGamela woreda	4
8	Doyogena woreda	3
9	Shinshicho town Administration	1
10	Durame town Administration	5
11	Qachabira woreda	2
12	Doyogena town Administration	2
	Total	34

Source: Field Survey (2021)

Table 2:-Target population of the study and Sample selected

S/No	Woredas & City Adm.	Cluster center Secondary Schools	Teachers			Depa. Heads			Principals		
			F	N	%	F	N	%	F	N	%
1	Tembaro	Mudulla	55	18	33	14	7	50	2	1	50
2	Hadarotunto Zuria	Donga Tunto	43	14	33	14	7	50	2	1	50
3	Qachabira	Lesho	34	11	33	14	7	50	2	1	50
4	Hadarot City Adm.	Hadarot	58	19	33	14	7	50	2	1	50
5	Shinshicho City Adm.	Shinshicho	62	20	33	14	7	50	2	1	50
Total	5	5	252	82	33	70	35	50	10	5	50
Sam. Techniques	Simple Random Sample	Simple Random Sample	Systematic sample			Simple Random Sample			Purposive Sample		

Whereas, F= population and n= sample

Source: - Survey schools (2021)

In the first stage, 2(50%) town administrations (Hadarot and shinshicho), 3(42%) Woredas (Tembaro, Hederotunto Zuria and Qachabira) 42% woredas out of 12 woredas (8 woredas and 4 town Administrations) by simple random sample of their scattered location, through simple random sampling technique, particularly lottery system to get representative sample. That was way three woredas and two town administrations are selected to easily manage the sample population.

On the second stage, there are cluster centers secondary schools in above selected three woredas and two town administrations. There is one cluster center and three secondary school in Tembaro Woreda, one cluster center and three secondary school in Hederotunto Zuria Woreda, one cluster center and two secondary school in Qachabira woredas, one cluster center and one secondary school in Hadarot town administration and one cluster center and one secondary school in Shinshicho town administration secondary schools.

On the third stage, from ten secondary schools five cluster center secondary schools 50% was selected as Simple random sample techniques. This is because of the geographical set of the area, shortage of financial resource and time, shortage of transport and facilities. In simple random sampling, each member of n a population has an equal and independent chance of being chosen as sample.

According to (William, 1977:75; Bogden and Biklen, 2007) method is used to calculate the total sample of population.

$$P_s = \frac{nX}{N}$$
 X No of population in each school where, P_s = Proportional allocation to size

N = Number of population in the survey.

n = Representative population as a sample

Then, 82(33%) teachers out of 252 in the secondary schools the systematic sampling technique were used and thus, every 3th teacher on attendance list was selected using the formula $k=N/n$ where „ N ” is the total number of teachers in the school and, „ n ” is the sample required from that population, 5(50%) principals out of 10 Purposive Sample and 35(50%) department heads out of 66 by Simple random sample techniques. Simple random sampling is conducted in such a way that every person in the population has an equal and independent chance of being selected (Marguerite et al., 2006).The researcher listed the list of department heads. The names were written on pieces of papers and placed in a box. Then, the researcher picked randomly required pieces of paper. Department heads whose names were picked randomly selected for the study. Conducted in such a way that totally, the researcher used 124 (37%) as sample respondents out of 332 total populations.

3.6. Instruments of Data Collection

To increase the breadth of information obtained from the respondents in relation to secondary schools result oriented teacher’s performance appraisal practices in the selected secondary schools; this study uses three types of data collection instruments. These are questionnaires, interview and document review.

3.6.1 Questionnaire

In this study both close-ended and open-ended questionnaires was prepared in medium of English language and prepared for teachers and department heads to gather data concerning the issue to investigate result oriented teacher’s performance appraisal system in selected secondary schools of Kembata Tembaro Zone. The close-ended questionnaires was prepared in the form of 5 points Laker scale to collect the required data in relation to the result oriented teacher’s performance appraisal system in secondary schools and from the sampled respondents because the researcher can get a greater uniformity of responses of the respondents that was help him to make it easy to be processed. In addition to this, few open ended type of items was prepared in

order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to result oriented teacher's performance appraisal system in secondary schools of Kembata Tembaro Zone. According to Teddile and Tashakkor, (2009), attitudinal scales in questionnaires are commonly used in survey research. Therefore, this scale questionnaire is prepared to gather data from respondents. The reason for choosing questionnaire as data collecting instrument is primarily due to its practicability, applicability to the research problem and the size of population; in addition, it is less time consuming and economical.

3.6.2. Interview

The interview is permitted greater depth of response of principals their greater depth of opinion and perception. Thus, the purpose of the interview is gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), the purpose of interviewing people is to find out what is in their mind, what they think or how they feel about something and to collect more supplementary information so as to stabilize the questionnaire response. The interview questions manly focused on the result oriented teacher's performance appraisal system.

3.6.3. Document Review

To validate the data obtained from the respondent's documents used to strengthen the information gathered through the questionnaire and interview. Various documents including the appraisal feedback book, file containing a yearly record of ROTPA, individual teachers' portfolio feedbacks and reports about result oriented teacher's performance appraisal practices secondary schools was analyzed.

3.7. Pilot Testing

The researcher conducted pilot test in Ambukuna secondary school which is not included in the sample schools. The purpose of pilot test is to make necessary clarification on the questioner items and to identify some approaching techniques that will help to collect data for actual research. So that, to check validity and reliability of the questioner for the collection of the required data. The draft questionnaires were distributed 20 teachers and 10 department heads of the above school which was selected by the researcher.

3.7.1. Validity Checks of Instruments

To improve the validity a pilot study were conducted to identify any misunderstandings and uncertainty. Items that will be found to be misunderstood or uncertainty were modified thereby improving face valid. All improvements such as spelling errors and grammars were made clear based on the feedback obtained from the pilot respondents. Based on the analysis of the pilot study, some unclear and confusing items were modified to make the questionnaire clear and understandable, Experts' opinions, literature searches and pre-testing to improve content validity. Consequently, the instruments were constructed with guidance from university research advisor; and the results of pilot study on open ended and interview questions also helped to improve content validity.

3.7.2. Reliability Test of Instruments

Before the final questionnaires were administered, reliability testing was conducted. It helps to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments can enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population. After the questionnaires filled and were returned, the reliability of items was measured by using Crobach's alpha method by the help of SPSS version 26 According to (Kothari, 2004) the measuring instrument is reliable if it provides consistent results. To check the reliability of the instruments which were used in the research, especially the close-ended questions, the Cronbach's Alpha model was utilized. According to Bryman and Cramer (1990p. 71) the coefficient of Alpha guidelines used as, alpha value ≥ 0.70 is reliable and acceptable. In this line, cronbach's alpha model was used with five point Likert scales. Reliability was checked through getting the questionnaires by selecting 30 respondents which were not included in the final analysis. Therefore, before proceeding to the final analysis, the reliability of data for each variables and the overall reliability on every question item were tested using Cronbach's alpha (α) as follows:

Table 3: Reliability Test Results with Cronbach's Alpha

S/No	Variables	Cronbach's Alpha	Number of items
1	The effectiveness implementation of ROTPA	0.985	7
2	The attitude of stakeholders to implementation of ROTPA	0.989	8
3	The monitoring and evaluation system in ROTPA	0.978	7
4	Major Challenges Associated with ROTPA	0.990	8
Overall		0.985	30

As showed in Table2, the results of Cronbach's Alpha values of the study variables reveal that the overall reliability coefficient of the study variables is 0.985. Therefore, the result showed that the overall reliability of the questionnaire is greater than 0.8 which is at good level.

3.8. Procedures of Data Collection

To get accurate and relevant data in order to answer basic research question raised, the researcher was take series of data gathering procedures. The expected data was collected by using questionnaires, interview and document analysis from sample units. After having letter of authorization from Jimma University, the researcher was go Zonal Education Department for additional letters to Woreda Education Office and schools for getting permission. Then the researcher directly goes to two sampled woreda education offices, two town administration Offices and principals of respective schools for approval and agreement.

After making agreement, the researcher introduces his objective and purpose. Then the questionnaires were administered to sampled school principals, department heads and teachers. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself. Finally, the questionnaires were collected and offered to the researcher. While interview is being conducted, to minimize loss of information, the obtained data are carefully recorded with tape recorder and written in a notebook. In addition, the data available in document forms related to result oriented teacher's performance appraisal system were collected from the sample schools. Finally, the data collected through various instruments from multiple sources was analyzed and interpreted

3.9. Methods of Data Analysis

The analysis of the data was based on the responses collected through questionnaires; interview and document analysis. The goal of data analysis is described accurately what happens in the data which were gathered from respondents. Based on nature of item and variables used descriptive statistics like mean, frequency, standard deviation is used. In addition to this, the respondents back ground such as sex, service years and educational qualification was analyzed by using tabulation in terms of frequency and percentage, mean and standard deviation by using SPSS. Data gathered through open ended questions, interview and documents gained from different sources were analyzed by words.

3.10. Ethical Consideration

In order to collect the data, first the researcher has received an official letter written by Jimma University Department of Educational Planning and Management to inform the issue to Kembata Tembaro Zone Education Department. Then, the researcher has also received letter of entry from the zone to the sampled woredas education office. After this, the researcher took permission and explained the objectives of the study for sampled schools. Based on the letter the researcher secured permission and begin collecting data with the concerning bodies for the successful accomplishment of the study. Moreover, the cover page of the questionnaire has adequate information as to the purpose of the study and the procedures to be followed in filling out the questionnaire clearly indicated.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with presentation, analysis and interpretation of data which were collected through questionnaire, interview and document review from Kembata Tembaro zone selected secondary schools from June to July 2021. The subjects of the study were 5(50%) principals out of 10, 35(50%) department heads out of 66 and 82(33%) teachers out of 252 teachers was selected as sample.

In this study, the total of 124 respondents consists of 82 teachers and 35 department heads were selected and invited to complete the questionnaires. From these, 119(95.9%) respondents consists of 78(95%) of teachers and 34(97%) of department heads were properly completed and submitted usable questions.

This chapter consists of two sub parts; the first part presents the characteristics of the respondents. The second part of this chapter deals with the presentation, analysis and interpretation of issues corresponding to the basic research questions that focuses on practices of result oriented teacher's performance appraisal.

4.1. Characteristics of the Respondents

The characteristics of these respondents were described in terms of sex, age, academic qualification and service year of respondents as presented in the table below.

Table 4: Background Characteristics of Sample Respondents (n=119)

No	Item	Category	Teachers		Dep.heads		principals		Total	
			N	%	N	%	N	%	n	%
1	Sex	Male	58	74.4	32	91.4	5	100	96	79.83
		Female	20	25.6	3	8.6	-	-	23	20.17
		Total	78	100	35	100	5	100	119	100
2	Age	21-30	20	25.6	-	-	-	-	20	17.4
		31-40	45	57.7	24	68.6	-	-	69	58.3
		41-50	10	12.8	9	25.7	5	100	25	20
		Above51	3	3.9	2	5.7	-	-	5	4.3
		Total	78	100	35	100	5	100	119	100
3	Academic qualification	MA/MSc	20	25.6	14	40	5	100	39	32.2
		BA/BSc	58	74.4	21	60	-	-	80	67.8
		PGDT	-	-	-	-	-	-	-	-
		Total	78	100	35	100	5	100	119	100
4	Service year	1-5 years	-	-	-	-	-	-	-	-
		6-10 years	6	7.7	-	-	-	-	6	5
		11-15 years	32	41	6	17.1	1	20	39	32.3
		16 and above	40	51.3	29	82.9	4	80	74	62.7
		Total	78	100	35	100	5	100	119	100

Regarding sex in item 1, out of the total respondents 115, 58(74.4%) of teachers were males and 20(25.6%) of them were females, and also 32(93.7%) of department heads were males and 3(6.3%) were females, the principals 5(100) male none females. This indicates that the number of females in the teaching profession were much lower than males. Therefore, training and/or hiring institutions need to pay special attention to consider female teachers during recruitment and selection process.

As indicated in the table 4, item 2, 20(25.5%) of teachers, were in the age category of 21-30 years; 45(57.7%) of teachers and 24(68.8%) of department heads, 10(12.8%) of teachers, 9(25%) of department heads and 5(100) principals were between 41-50 years old, respectively; and only 3(3.9%) of teachers respondents and 2(6.2%) of department heads were above 51 years old. This shows that, it is believed that between 41-50 years old of the respondents were more experienced but others are medium enough to provide balanced opinions on the issue under study and great majority were between 31-40 years old within the active working age groups.

From the above table 4, item 3 shows that, academic qualification of respondents in the sample secondary schools. Accordingly, 20(25.6%) teachers, 12(37.5%) department heads and 5(100) were school principals respectively were MA/MSc holders respectively. 58(74.4%) teachers and 20

(62.5%) department heads were BA/BSc holders respectively and none PGDT and PGDSL trained respondents respectively. The above analysis shows that the 67.8% of the teaching forces in the secondary schools were first degree holders. This means, most of teachers and department heads were required to meet qualification standards to teach with ahead of national educational policy (MoE, 1995). However, 100% of school leaders were MA/MSc holders. This shows that, the school principals fulfill qualification standards for secondary schools. This implied that secondary schools were managed by individuals who fulfill qualification standards secondary schools. According to the 2013 revised school standard all the principals and vice principals of the school have to have MA/MSc degree and those who took EDPM course plus principals training. As a researcher obtained responses of the interviewee from 5 school principals, all principals had MA in educational leadership and management in sample selected secondary schools.

Item 4 in the above table 4 presents that, service years of study participants, 6(7.7%) of the teachers had served between 6 and 10, 32(41) of the teachers, 4(12.5) department heads and 1(20) school principals had served between 11 and 15 years, 40 (51.3%) of teachers 28(87.5), department heads and 4(80) school principals had served between the age 16 and above. From the above data obtained, one can suggest that < principals are served between the age 11 and 15 years then teachers and > teachers are served between the age 16 and above then department heads of groups of respondents were well experienced in the education sector. This in turn implies that they had a better understanding about a variety of issues and problems regarding the topic understudy and the responses obtained from these groups of respondents would help in receiving more persuasive information that would help the study to come up with realistic and concrete conclusion.

4.2. Respondents Responses regarding to the effectiveness of implementation of ROTPA

In the following table the responses of teachers and department heads regarding the extent of effectiveness of implementation ROTPA 7 items are dealt and presented below.

Table 5: The effectiveness implementation of ROTPA

SN	Items	Type of respondents	N	M	SD	Over all mean
1	The school management appraises teachers with necessary knowledge	Teachers	78	3.12	0.853	3.17
		department heads	32	3.22	0.792	
2	Leaders appraise teachers for professional advancement.	Teachers	78	3.28	0.804	3.25
		department heads	32	3.22	0.706	
3	The school uses performance appraisal as one of mechanism to minimize teachers' professional gap.	Teachers	78	3.15	0.955	3.15
		department heads	32	3.16	0.767	
4	The appraisal increases the appraiser and appraises relationship.	Teachers	78	3.19	0.954	3.19
		department heads	32	3.19	0.859	
5	Ongoing result oriented performance appraisal of teachers is documented and provide feedback.	Teachers	78	3.06	0.858	3.07
		department heads	32	3.09	0.818	
6	Career structure, salary increment, promotion and educational opportunities match with teachers result oriented performance appraisal results.	Teachers	78	2.95	0.820	2.89
		department heads	32	2.84	0.723	
7	Rewards are offered for teachers based on their result based performances.	Teachers	78	3.13	0.795	3.16
		department heads	32	3.19	0.821	

Key: 1.00-1.49 = Very Low, 1.50-2.49 = Low, 2.50-3.49= moderate, 3.5 -4.49= High and 4.50 -5.00= Very High.

* N- number of respondent M- is mean, SD- is standard deviation.

As it is shown in table 5 item1, respondents were requested that to what extent the school management appraises teachers with necessary knowledge, Skill and experience, the computed

mean and standard deviation .score results for teachers (M=3.12, SD=0.853) and department heads (M=3.22, SD=0.792) respectively.

One of the interviews respondent principal "A" pointed out that:

"As my observation in schools all teachers and department heads have got the required qualification for the secondary schools. However, it is some members of the appraising team did not got necessary training skill, and have lack of knowledge in the issue as well as their experience is not as the same as the experienced teachers and department heads in the appraisal process"(print #A,11/6/2021)

This indicates there is medium level of knowledge, skill and experience in the side of appraisers for the effectiveness of the implementation of result oriented teachers performance appraisal.

Item 2 in the above table 5 indicates to what extent leaders appraise teachers for professional advancement. The computed mean and standard deviation score results of teachers with (M=3.28, SD=0.804) and department heads (M=3.22, SD=0.706) respectively.

Regarding this item leaders are not appraising teachers for professional advancement rather they appraise as their activity to be performed. Therefore, the ROTPA result has to be used for the purpose of teacher's professional development.

Moreover, Armstrong and Baron (2002) explained the main aims of performance appraisal include achieve sustainable improvements in organizational performance, act as a leverage for change in developing a more performance oriented culture, increase the motivation and commitment of employees, enable individuals to develop their abilities.

In respect to item 3 of table 5, respondents were requested to respond that the school uses performance appraisal as one of mechanism to minimize teachers' professional gap. The computed mean and standard deviation score results for teachers (M=3.15, SD=0.955) and department heads (M=3.16, SD=0.767) respectively. This indicates that, the some of respondents responded that performance appraisal was not used for the fulfillment of professional gap. Schools should have better to use performance appraisal as one of mechanism to minimize teachers' professional gap. Therefore, based on the majority of respondents; it can be concluded

that teachers and department heads have medium awareness of the significance of teacher Performance in the study area.

According to Web and Norbon (1992:381) teachers performance appraisal has been doing for teachers professional development for low performer teachers and it also used for acknowledging the outstanding teachers by promoting them. Managers should identify the areas in need of teachers based on the performance appraisal result and feedback.

Regarding table 5 item 4, the appraisal increases the appraiser and appraises relationship. The mean and standard deviation score values of this item for teachers (M=3.19, SD=0.954) and department heads (M=3.19 SD=0.859) respectively.

Moreover, in the above item one of interview respondent principal “B” pointed out that:

‘In the schools where I am assigned regarding the teachers appraisal some schools teacher apply their complain in the system and I observed argument among department heads and some teachers because of unfair appraisal rather than using the appraising system the opportunity to develop good relationship among the two groups.’(print #B,12/6/2021)

As indicated in mean value teachers level of agreement department heads in the issue were equal. Whereas the majority of respondents responded that, attentions should be given in the system of result oriented teachers performance appraisal to increases the appraiser and appraises relationship.

According to, Armstrong and Baron (2002) Performance appraisal enable individuals to develop their abilities, enhance the development of teamwork and better performance, develop constructive, contentious and open relationships between individuals and their managers, and provide opportunities for employees to express their aspirations and expectations about their work.

As shown in item 5 of table 5, indicated, the respondents were asked to respond the response on item to what extent ongoing result oriented performance appraisal of teachers is documented and provide feedback. The computed mean and standard deviation score results show moderate for teachers (M=3.06, SD=0.858) and department heads with (M=3.09, SD=0.818) respectively.

The some of respondents responded that ongoing result oriented performance appraisal of teachers is not documented and provide feedback.

Moreover, one of interview respondent principal “C” pointed out that:

“ROTPA feedback result documents without copies for the concerned bodies to document the appraised result. In addition to this, schools apprise teachers ROTPA once a year at the end of the academic year and when there is competition for educational training opportunity for teachers.”(print#C,14/6/2021)

The management bodies have to give consideration in documenting the result and give feedbacks in its appropriate period of time. From the above findings, the some of respondents responded that ongoing result oriented performance appraisal of teachers is not documented and provide feedback. Therefore, due attentions should be given for the issue and ongoing ROTPA might have to be documented the feedback has to be given in appropriate period of time for appraises.

As shown in item 6 in the table 5, respondents were requested to response to what extent career structure, salary increment, promotion and educational opportunities match with teachers result oriented performance appraisal results. The mean and standard deviation score values of this item for teachers (M=2.95, SD= 0.820) and department heads (M=2.84, SD= 0.723). Appeared were as indicated in mean value teachers level of agreement in the issue were medium whereas department heads level of agreement were medium.

On the above item one of interview respondent principal “D” pointed out that:

“ Most of school leaders in secondary schools of study site were implementing result oriented teachers performance appraisal for only formality and reporting purpose rather than matching with existing standards. In most of schools school managers appraise giving the same results for teachers regardless of their actual performance for the fear of challenges from side of teachers,, considering the living status of teachers because of the benefit he/she is going to earn from career structure, salary increment, promotion and educational opportunities, as the ROTPA report from the secondary schools shows that the minimum result were not below 80 out of 100% and the maximum result measure

were 99 out of 100% and this indicates that the results were given to treat teachers and fear of complain.”(print#D,16/6/2021)

The schools have limitations in implementing career structure, salary increment, promotion and educational opportunities match with teachers result oriented performance appraisal results.

According to Ayalew, (1991) the school administrations have to plan to reward teachers in both intrinsic and extrinsic based on their performance result. If properly planned performance program can serve to provide information to teachers that their performance and contribution to the school is well appreciated and that there is every opportunity to develop themselves both for their personal satisfaction and for the benefit of the school.

As it is shown in Table 5, item 7 that the respondents emphasized on the statement; rewards are offered for teachers based on their result based performances. The computed mean and standard deviation score values result shows moderate for teachers with (M=3.13, SD=0.795 and moderate for department heads with M=3.19, SD=0.821) respectively.

Through the interview conducted with the principal “E”, it was learned that;

“The result oriented teachers performance appraisal system in the school is not used for the purpose of motivating through reward based on their performance in their perspective schools. Regarding this issue the interview respondent also pointed out that, ROTPA is used in the schools for the career structure, educational training competition time and for salary review when needed. Nevertheless, the ROTPA is not used for the purpose of motivating teachers through reward based their actual performance on their school.”(print# E,18/6/2021)

This implies that as some of respondents responded; rewards were not offered for teachers based on their result based performances. Therefore, appraisal system in the school should be designed to strengthen the teachers’ performance and is used to motivate teachers through reward, motivation and support on the base of teachers result based performance.

4.3. The attitude of stakeholders to implement Result Oriented Teachers’ Performance Appraisal

This part of the analysis was to assess the views of the respondents on the attitude of stakeholders to implement result oriented teachers’ performance appraisal system in

Kembata Tembaro zone. Hence, the following 8 items have been identified in the study and the responses of the respondents of teachers and department heads were dealt and presented in the table 6 below.

Table 6:- The attitude of stakeholders to implement ROTPA

SN	Items	Type of respondents	N	M	SD	Over all mean
1	The department heads appraises teachers with necessary knowledge	Teachers	78	2.90	0.799	2.96
		department heads	32	3.03	0.740	
2	Principal appraise teachers for professional advancement	Teachers	78	3.08	0.802	3.17
		department heads	32	3.26	0.567	
3	To provide feedback to teachers	Teachers	78	2.96	0.844	3.06
		department heads	32	3.16	0.628	
4	To decide on teacher's salary improvement	Teachers	78	2.96	0.813	2.95
		department heads	32	2.94	0.801	
5	To promote school improvement.	Teachers	78	2.95	0.952	3.13
		department heads	32	3.31	0.821	
6	The appraisal practice is realistic in the school	Teachers	78	3.10	0.906	3.06
		department heads	32	3.03	0.861	
7	Result oriented teachers performance appraisal is fair and objective based in the school	Teachers	78	3.00	0.868	3.04
		department heads	32	3.09	0.893	
8	performance appraisal of teachers is common goals	Teachers	78	3.12	0.806	3.2
		department heads	32	3.28	0.772	

Key: 1.00-1.49 = Very Low, 1.50-2.49 = Low, 2.50-3.49= moderate, 3.5 -4.49= High and 4.50 -5.00= Very High.

* N- number of respondent M- is mean, SD- is standard deviation.

Table 6 items 1, concerning the department heads appraises teachers with necessary knowledge The findings as illustrated in above, the mean and standard deviation score result shows

moderate for teachers with (M=2.90, SD=0.799) and department heads with (M=3.03, SD=0.740) respectively. This implies that as some of respondents responded that there was lack adequate experience on the part of the appraisers in the result oriented teachers performance appraisal. Therefore, attentions should be given in training and experience sharing among appraisers to develop skill and experience.

As it is shown in Table 6, item 2, that the respondents emphasized on the statement; Principal appraise teachers for professional advancement. The computed mean and standard deviation score result shows low for teachers (M=3.08), SD=0.802) and moderate for department heads with (M=3.26), SD=0.567) respectively. Regarding this item leaders are not appraising teachers for professional advancement rather they appraise as their activity to be performed. Therefore, the ROTPA result has to be used for the purpose of teacher's professional development.

Moreover, Armstrong and Baron (2002) explained the main aims of performance appraisal include achieve sustainable improvements in organizational performance, act as a leverage for change in developing a more performance oriented culture, increase the motivation and commitment of employees, enable individuals to develop their abilities.

As shown in item 3 in the table 6, respondents were requested to response to provide feedback to teachers extent match with teachers result oriented performance appraisal system. The mean and standard deviation score result values of this item for teachers (M=2.96, SD= 0.820) and department heads (M=3.16), SD= 0.723).The mean value teachers level of agreement in the issue were medium whereas department heads level of agreement were medium.

On the above item one of interview respondent principal "A" pointed out that:

'' In most of schools school managers appraise giving the same results for teachers regardless of their actual performance for the fear of challenges from side of teachers, considering the living status of teachers. In addition to this, schools apprise teachers ROTPA once a year at the end of the academic year and when there is competition for educational training opportunity for teachers.' '(print#A,20/6/2021)

This implies that, most of the teachers were not provided with their performance feedback on time. Provision of feedback late and too late after the appraisal can cause the teachers fail to improve their weakness and maintain their strength in the teaching learning process.

Schools have to provide feedback to teachers with teachers result oriented performance appraisal results.

According to Ayalew (1991), the school administrations have to plan to reward teachers in both intrinsic and extrinsic based on their performance result. If properly planned performance program can serve to provide information to teachers that their performance and contribution to the school is well appreciated and that there is every opportunity to develop themselves both for their personal satisfaction and for the benefit of the school.

Table 6 items 4, concerning to decide on teacher's salary improvement. The findings as illustrated in above, the mean and standard deviation score result shows moderate for teachers with (M=2.9,SD=0.813) and department heads with (M=2.94, SD=0.801) respectively.

On the above item one of interview respondent principal "B" pointed out that:

"Most of school leaders in secondary schools of study site were implementing result oriented teachers performance appraisal for only formality and reporting purpose rather than matching with existing standards. In most of schools school principals appraise giving the same results for teachers of their actual performance considering the living status of teachers because of the benefit he/she is going to earn from career structure, salary increment, promotion and educational opportunities."(Print# B, 22/6/2021)

This implies that as some of respondents responded there was to decide on teacher's salary improvement in the result oriented teachers performance appraisal. .

Regarding table 6 item 5, to promote school improvement. The mean and standard deviation score values of this item for teachers (M=2.95, SD=0.952) and department heads (M=3.31, SD=0.821). As indicated in mean value teachers level of agreement in the issue were medium whereas school department heads level of agreement were medium which implies that, some of respondents responded that, attentions was given in the system of result oriented teachers performance appraisal to promote school improvement.

As shown in item 6 in the table 6, respondents were requested to response the appraisal practice is realistic in the school extent match with teachers result oriented performance appraisal system. The mean and standard deviation score values of this item for teachers (M=3.10, SD= 0.906)

and department heads ($M=3.03$, $SD= 0.861$). Appeared were as indicated in mean value teachers level of agreement in the issue were medium whereas department heads level of agreement were medium. This implies that, most of the teachers were not provided with their appraisal practice in the school performance.

As it is shown in Table 6, item 7, that the respondents emphasized on the statement; Result oriented teachers performance appraisal is fair and objective based in the school. The computed mean and standard deviation score values result shows moderate for teachers with ($M=3.00$, $SD=0.868$) and department heads with($M=3.09$, $SD=0.893$) respectively.

On the above item one of interview respondent principal “C” pointed out that:

Regarding this item, responded in his interview that: “Most of schools in appraise teachers performance on the previously prepared criteria. The appraising system in most schools is with problems as I understood from the teachers applying their complain on the feedback given against the result oriented performance appraisal.”(print#C, 23/6/2021)

This indicates that result oriented teachers performance appraisal is not fair and objective based according to responses. Based on this responses one can conclude that, the schools needs attention to measure teachers’ true performance based ROTPA in the secondary schools of Kembata Tembaro zone.

According to Maley (2013), performance appraisal serves two different objectives, namely, work or operational objectives and developmental objectives. Work objectives simply refer to the results to be achieved or the contribution to be made to the accomplishment of team, departmental and corporate objectives: they are job-related. The developmental objectives connote personal or learning objectives that are concerned with what individuals should do and learn to improve their performance or their knowledge, skills and competencies. The objectives should be mutually agreed upon between managers and subordinates.

Accordingly, one can say that based on the responses given by questioner respondents and interviewers that the ROTPA in the secondary schools lacks fairness and objectives.

As shown in item 8 in the table 6, respondents were requested to response the performance appraisal of teachers is common goals. The mean and standard deviation score values of this item

for teachers (M=3.12, SD= 0.806) and department heads (M=3.28, SD= 0.772).where as indicated in mean value teachers level of agreement in the issue were medium whereas department heads level of agreement were medium. This implies to achieve summative purposes:-to achieve school goals, to improve teaching performance, to identify areas where developmental efforts are needed, to assess the effects of teaching on students achievement, to ensure that students are provided high quality instructions.

4.4. The monitoring and evaluation Result Oriented Teachers’ Performance Appraisal system

This part of the analysis was to assess the views of the respondents on the monitoring and evaluation result oriented teachers’ performance appraisal system in Kembata Tembaro zone. Hence, the following seven items have been identified in the study and the responses of the respondents of teachers and department heads were dealt and presented in the table 7 below.

Table 7:- The monitoring and evaluation ROTPA

SN	Items	Type of respondents	N	M	SD	Over all mean
1	The criteria to achieve schools goal	Teachers	78	3.05	0.771	3.08
		department heads	32	3.12	0.707	
2	The criteria to provide opportunities for teachers to develop professionally	Teachers	78	3.25	0.800	3.25
		department heads	32	3.25	0.762	
3	The criteria are adequate to appraise teachers performance	Teachers	78	3.23	0.867	3.19
		department heads	32	3.16	0.723	
4	The current appraisal system measures teachers’ professional competence	Teachers	78	3.49	0.679	3.21
		department heads	32	2.94	0.759	
5	The criteria Promote teachers motivation to work	Teachers	78	3.12	0.953	3.17
		department heads	32	3.22	0.751	
6	The criteria Strengthen teachers – principal’s relationship	Teachers	78	3.03	0.953	3.04
		department heads	32	3.06	0.759	
7	The criteria employed are better in promoting teachers professional development	Teachers	78	3.00	0.790	3.08
		department heads	32	3.16	0.723	

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) U=Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation,

As indicated in item 1 table 7, regarding the criteria to achieve schools goal is identified clearly, the computed mean and standard deviation score values score result of both teachers are (M=3.05,

SD=0.771) and department heads are (M=3.12, SD=0.707) respectively. The level of scales which was medium both for teachers and department heads.

Regarding this item one of interview respondent principal "A" pointed out that;

"In my schools most of the time are not using timely formed team to appraise result oriented teachers performance appraisal. In most case there are no formally and timely organized teams for the purpose of ROTPA in the schools. Therefore, based on the above findings, one can conclude that, the ROTPA teams have to be organized in the very beginning of the academic year." (print#A,24/6/2021)

These similarly may be caused by due to the same perceptions of the appraisers and appraises on the process of result oriented teachers' performance appraisal system in the schools.

As indicated in item 2 table 7, regarding the criteria to provide opportunities for teachers to develop professionally is identified clearly, the computed mean and standard deviation score values result of both teachers (M=3.25, SD=0.800) and department heads are (M=3.25, SD=0.762) respectively the level of scales which was medium by teachers and department heads. These similarly may be caused by due to the same perceptions of the appraisers and appraises on the process of result oriented teachers' performance appraisal system in the schools. One can identifying the responsibilities of appraisers and appraise has impact on the result oriented teachers performance appraisal to create the transparency and responsibility of both category in the system

As the researcher reviewed in most of the schools the schools result oriented teacher's performance appraisal meetings, there were no meetings recorded in the issue of result oriented teachers performance appraisal regarding the responsibilities of both appraisers and appraises.

Piggott-Irvine (2003) advocated that transparency and confidentiality are important and should be considered and assured by appraiser and appraise. The appraiser should maintain absolute "confidentiality in dealing with information, whether it is from respondents providing feedback, or documentary evidence, or information from the principal.

In table 7 of item 3, respondents were requested that the criteria are adequate to appraise teacher performance. The computed mean and standard deviation score values for moderate teachers (M = 3.23., SD=0.867) and department heads (M=3.16, SD=0.723) respectively, this implies that criteria are adequate to appraise teacher performance.

On this issue, one of the interviewed respondents principal “B” asserted that:

“ Result oriented Teachers’ performance appraisal meet and agree up on appraising objectives of the school, that teachers required to implement each activities stated under it. School principal prepare the criteria and pass through department head to teachers. Teachers then receive from their respective department head and implement it accordingly. This might be due to fear of challenges from teachers on the process of discussion to agree with them to make consensus on the criteria which seem to be difficult to attain due to the lack of confidence. The school could have solved this problem by making clear discussions on each objective and on the manner that how these objectives could be attained deliberately with the appraisal.”(print#B,25/6/2021)

Moreover, this idea is supported by Hahn M. , (2007), every manager must be able to clearly define the objectives for his/her function in the education organization. Similarly, the major objectives of the teachers’ evaluation as stated by MoE (1980:68) were: to provide education opportunity, salary increment, promotion and reward to effective teachers. To identify inefficient teachers” and arrange in service training to help then minimize their weakness.

As shown in the above table 7 item 4, The current appraisal system measures teachers’ professional competence that were rated Undecided scales with the weighted mean and standard deviation score values of teachers (M = 3.49., SD=0.679) and department heads(M = 2.94, SD=0.759) respectively. Based on the finding presented it is clear that the current appraisal system measures teachers’ professional competence. The result oriented teacher’s performance appraisal process in most of the secondary schools.

As indicated in item 5 of table 7, The criteria Promote teachers motivation to work, the computed mean score result of both teachers and department heads are (M=3.12, SD=0.953) and (M=3.22, SD=0.751) respectively. The levels of scales were medium by teachers and by department heads.

Furthermore, interview respondent principal “C” pointed out that:

“Teachers have to be involved in the process of result oriented performance appraisal this is because teachers should participate in any concern issues in their school. Most of school management bodies involving and encouraging teachers were less/low/ according to set standards to appraisal of teachers in order to develop appraisal criteria, rather they develop the criteria by their own and pass for the teachers accordingly.” (print#C,26/6/2021)

It was found out by the study that teachers’ the criteria Promote teacher motivation to work involvement in the process of developing ROTPA criteria is less participatory.

The researcher also observed the secondary schools documents concerning the involvement of teachers in the developing the ROTPA criteria. As the result, there are check lists of feed backs which were given in different period of time but they are the same criteria which are used for many consecutive years in the secondary schools.

Table 7 of item 6, The criteria Strengthen teachers – principal’s relationship the computed mean and standard deviation score values results for teachers (M=3.03, SD=0.953) and department heads were (M=3.06, SD=0.759) respectively. Their levels of agreement were medium by teachers and by department heads.

Furthermore, interview respondent principal “D” pointed out that:

“In secondary schools, most of the schools use the same kind of result oriented teachers performance appraisal criteria that they copied from other schools and few of them use criteria developed according to their situation and which is clear and easy to understand.” (print#D,27/6/2021)

However, majority of respondents response shows that criteria were not clear and lack of clarity of the criteria would increase bias, and subjective judgments in the result oriented performance appraisal of teachers.

Table 7 of item 7, respondents were requested that the criteria are better in promoting teachers professional development. The computed mean and standard deviation score values results for teachers (M=3.00, SD=0.790) and department heads (M=3.16, SD=0.723) respectively. This

implies that, result oriented teachers performance appraisal criteria are not explained before appraisal takes place in the secondary.

Moreover, it is useful to high light important points about what takes place in this phase of appraising appraises. A performance appraisal activity takes place between appraiser and appraise. It helps to discuss the organization's view of the position and the manner in which it expects the work to be performed (Castetter, 1992).

From this result oriented teachers performance appraisal criteria are not explained before appraisal takes place rather they are implemented without any clarification for the appraises. Therefore, appraisal criteria need to be explained clearly before appraisal takes place and implemented by appraises.

The researcher also observed criteria of all schools in the sample. As the result, the criteria used for the result oriented performance appraisal of teachers were used many years and most of the criteria were lack match with the school contexts. Therefore, criteria which are contextualized according to the schools have to be developed by the participation of all stakeholders.

4.5. The Major Challenges Associated with Result Oriented Teachers' Performance Appraisal

This part of the analysis was to assess the views of the respondents on the major challenges that associated with conducting of result oriented teachers' performance appraisal system in Kembata Tembaro zone. Hence, the following eight items have been identified in the study and the responses of the respondents of teachers and department heads were dealt and presented in the table 8 below.

Table 8:- Major Challenges Associated with ROTPA

SN	Items	Type of respondents	N	M	SD	Over all mean
1	Lack of adequate experience on the part of the appraisers	Teachers	78	3.78	1.002	3.81
		department heads	32	3.84	0.884	
2	Appraisers' lack of awareness about performance appraisal	Teachers	78	3.90	0.920	3.99
		department heads	32	4.09	0.777	
3	Technical problems of appraisers for implementation of appraisal.	Teachers	78	3.97	0.664	4.14
		department heads	32	4.31	0.535	
4	Inappropriateness of appraisal criteria.	Teachers	78	3.83	0.859	4.07
		department heads	32	4.31	0.535	
5	Lack of pre-appraisal discussion between appraises and appraisers	Teachers	78	3.88	0.897	3.89
		department heads	32	3.91	0.777	
6	Teachers have no clear ways to appeal and challenge to a performance rating that is biased and inaccurate.	Teachers	78	3.92	0.849	3.89
		department heads	32	3.87	0.707	
7	Lack of timely communication about performance appraisal result.	Teachers	78	3.82	0.849	3.86
		department heads	32	3.91	0.818	
8	Poor administration of the overall Appraisal process.	Teachers	78	3.96	0.711	3.95
		department heads	32	3.94	0.948	

Key: SDA= Strongly Disagree (1.00-1.49) DA= Disagree (1.50-2.49) U=Undecided (2.50-3.49) A= Agree (3.50-4.49) SA= Strongly Agree (4.50-5.00). M- is mean, SD- is standard deviation.

Table 8 items 1, concerning the major challenges, lack of adequate experience on the part of the appraisers. The findings as illustrated in above, the mean and standard deviation score values result shows agree for teachers with (M=3.78, SD=1.002) and department heads with(M=3.84,

SD=0.884) respectively. This implies that some of respondents responded that there was medium adequate experience on the part of the appraisers in the result oriented teachers performance appraisal. Therefore, attentions were given in training and experience sharing among appraisers to develop skill and experience.

In respect to item 2 of table 7; deals with the appraisers' lack of awareness about ROTPA. The computed mean and standard deviation score values score result shows agree for both teachers(M=3.90, SD=0.920) and department heads with (M=4.09), SD=0.777) respectively.

Moreover, one of interview respondent principal" A" pointed out that:

'' Many school principals have gaps in performance appraisal system especially in the result based teachers performance appraisal system. Appraisers do not get any training; no especial meetings were made, awareness creating seminars and meetings were not prepared for concerned bodies about the ROTPA system in the secondary schools. ''(print#A,28/6/2021)

From the above findings, some of respondents responded that, the school leaders or appraisers have medium level of awareness on the ROTPA system in their perspective school.

In the table 8 Item 3, the major challenges of ROTPA, the technical problems of appraisers for implementation of appraisal. In this regard, the calculated mean and standard deviation score values result shows agree for both teachers (M=3.97, SD=0.664) and department heads with (M=4.31, SD=0.535) respectively. Therefore, to improve result oriented teachers' performance appraisal systems in the schools, technical problems of appraisers for implementation of appraisal were major problems as responded by majority of respondents.

Table 8 item 4, regarding inappropriateness and inadequacy of appraisal criteria, in this regard, the calculated mean and standard deviation score values result shows agree for both teachers(M=3.83), SD=0.859) and department heads with(M=4.31, SD=0.535) respectively. Therefore, it is understood that some of respondents responded that inappropriateness and inadequacy of appraisal criteria were the major challenges of ROTPA.

The result is supported by Kedir, (2017) the performance appraisal which is the 2004 appraisal criteria system working as result oriented teacher performance appraisal but created problems in the authentic and genuine implementation. Because of lack of clear criteria set up and complex

nature of the evaluation system, both teachers and principals have faced problems in practicing it.

Table 8 item 5, regarding lack of pre-appraisal discussion between appraises and appraisers, in this regard, the calculated mean and standard deviation score values of teachers with (M=3.88, SD=0.897) and department heads (M=3.91, SD=0.777). That indicated the lack of pre-appraisal discussion between appraises and appraisers is agree. This implies that lack of pre-appraisal discussion between appraises and an appraiser is one of the major challenges in ROTPA.

Moreover, the issue is supported by; Castetter (1992), this phase may be conceived of as a period for system wide planning and staff development designed to help teachers to understanding, accept and implement organization and individual goals. This initial stage of a goal setting appraisal process is that in setting their own performance objectives and action plan, appraise and appraisers need information and guide lines as to direction of the total system.

Table 8 item 6 shows that teachers have ways to appeal and challenge to a performance rating that is biased and inaccurate. Accordingly, the computed mean and standard deviation score values result shows agree for both teachers (M=3.92), SD=0.849) and department heads with (M=3.87, SD=0.707) respectively. That indicated agree for both teachers and department heads on the item that, the ways to appeal and challenge to a performance rating is biased and inaccurate.

Moreover, one of interview respondent principal” B” pointed out that:

“The principals said that there is no clear procedure to apple if challenges exist in the appraisal result, even though there is the right to appeal or challenge against their performance appraisal result, it is not to alter the result rather than expressing their feelings. Also regarding to returning the feedback to teachers are different from teachers to teachers according to the data collected from the interview some teachers even didn’t see their feedback at all.” (print#B,29/6/2021)

Regarding item 7 of the table 8, lack of timely communication about performance appraisal result is major challenge in ROTPA. The computed mean and standard deviation score values result shows agree for teachers (M=3.82, SD=0.849) and for department heads with(M=3.91,

SD=0.818) respectively. This implies that, lack of timely communication about performance appraisal result is major challenge in ROTPA.

Moreover, one of interview respondent principal ‘‘C’’ pointed out that:

‘‘Absence of effective planning, poor communication among stakeholders, shortage of school resources and facilities, interference of others, lack of continuously follow-up and monitoring were the challenges that hinder effective implementation of result oriented teachers performance appraisal.’’(print#C,30/6/2021)

As it is shown in table 8 item 8, the respondents emphasized on the statement; Poor administration of the overall appraisal process the computed mean and standard deviation score values result shows agree for both teachers (M=3.96, SD=0.711) and department heads with (M=3.94, SD=0.948) respectively. The poor administration of the overall appraisal process is as one of challenges hindering the ROTPA in their perspective schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, major findings are summarized and conclusions made based up on the findings are drawn on the practice of result oriented teachers' performance appraisal in government selected secondary schools of Kembata Tembaro Zone. The chapter also includes recommendations forwarded based up on the assumptions that they could be solution for the problems investigated in the study.

The purpose of this study was to investigate the practices of result oriented teachers' performance appraisal in government selected secondary schools of Kembata Tembaro Zone and to forward suggestions for the solutions and provided recommendations. In light of this, the following basic questions were answered in the course of the study.

1. To what extent result oriented teachers performance appraisal is effectively implemented in government secondary schools of Kembata Tembaro Zone?
2. What is the attitude of stakeholders to implement ROPAS in secondary Schools of Kembata Tembaro zone?
3. How ROPAS is monitoring and evaluation in government Secondary schools of Kembata Tembaro Zone?
4. What are the major challenges that affect the effectiveness of ROPAS in government Secondary schools of Kembata Tembaro Zone?

The study was conducted in five selected secondary schools namely: Mudulla secondary, DongaTunto secondary, Hadaro secondary, Lesho secondary and Shinshicho secondary of selected sample woredas of Kembata Tembaro Zone. The schools were selected by using simple random sampling technique. Accordingly, descriptive survey research design was employed in this study and related literature was reviewed. Both quantitative and qualitative data were gathered through questioner and interview. Regarding the subject of the study, a total of 124 were included. A total of 119 questionnaires were distributed to 82 teachers and 35 department head members. The respondents who completed the questioners were 78 teachers and 34 department heads respectively. Moreover, 5 principals were interviewed. The data obtained were analyzed using frequency, percentage, mean, stander deviation.

The quantitative data collected by using questionnaire was analyzed and interpreted using frequency, mean scores and standard deviation by using SPSS version 26 whereas, the qualitative data gathered through the open-ended questionnaire, interview and document analysis were analyzed by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows:

5.1. Summary of the Major Findings

Based on analysis and interpretations of the data made in the previous chapter, the following major findings were obtained from the study.

Regarding the Characteristics of respondents

With regard to sex, 81.9% of the respondents were male. 58.3% of respondents were also young enough and energetic. Similarly, some of respondents have experience in both the teaching profession and leadership position. Concerning to educational background of respondents, all respondents had first degree and above. The educational background and teaching experience of the teachers may have its own contribution on the implementation of teachers' performance appraisal system.

Regarding the Respondents Responses on the Extent Effectiveness of implementation of Result Oriented Teachers Performance Appraisal

- As study showed that respondents responded that, the school management were not appraising teachers mean and standard deviation score values ($M=3.12$, $SD=0.853$) and department heads ($M=3.22$, $SD=0.792$) respectively, with necessary knowledge, skill and experience in the secondary schools.
- The respondents replied that in the item leaders appraise teachers mean and standard deviation score values with ($M=3.28$, $SD=0.804$) and department heads ($M=3.22$, $SD=0.706$) respectively, for professional advancement; leaders were not appraising teachers with for professional advancement rather they appraise as their routine activities.
- As study showed majority of respondents revealed that there were gaps in the increases of the appraiser and appraises relationship in the result oriented teachers' performance appraisal rated as moderate with mean value 3.19 for teachers and 3.11 department heads respectively.

- The respondents replied that, the appraising teams were not arranging discussion session after observation among teachers to identify training needs mean and standard deviation score values with results for teachers (M=3.15, SD=0.955) and department heads (M=3.15, SD=0.955) respectively.
- The respondents revealed that schools faced limitations in implementing career structure, salary increment, promotion and educational opportunities match with result oriented performance appraisal results teachers mean and standard deviation score values with (M=2.95, SD= 0.820) and department heads (M=2.84, SD= 0.723) .
- As study showed the respondents revealed that ongoing result oriented performance appraisal of teachers was not properly documented and provide feedback, the weighted mean values were between 3.06 and 3.09 level of scale which was moderate by teachers and by department heads.
- The respondents replied that, rewards are offered for teachers based on their result based performances for teachers mean and standard deviation score values with (M=3.13, SD=0.795 and department heads. (M=3.19, SD=0.821) respectively, based on the result based performances rather they were given based on their routine administrative activities that they perform in their schools.

Regarding the Respondents Responses on the attitude of stakeholders to implement Result Oriented Teachers' Performance Appraisal

- The respondents responded that regarding department heads appraises teachers with necessary knowledge, teachers mean and standard deviation score values with (M=2.90, SD=0.799) and department heads with (M=3.03, SD=0.740) respectively. Team is organized to appraise ROTPA in the school but appraising team was not organized formally to appraise ROTPA in the school from the very beginning of the year.
- According to respondents view, Principal appraise teachers for professional advancement, the teachers with mean and standard deviation score values (M=3.08), SD=0.802) and department heads respondents with (M=3.26), SD=0.567) respectively. The Principal appraise teachers for professional advancement, which was medium by teachers and by department heads.

- The respondents replied that on the item to provide feedback to teachers both appraisers and appraisees meet teachers mean and standard deviation score values with (M=2.96, SD= 0.820) and department heads respondents with (M=3.16), SD= 0.723).The appraising feedback; the medium were not made between appraisers and appraisees in well organized.
- As study showed the respondents replied that, to decide on teacher's salary improvement the necessary teacher's salary improvement item; teachers mean and standard deviation score values with (M=2.9,SD=0.813) and department heads with (M=2.94, SD=0.801) respectively. Were medium in the allocation of ROTPA.
- Regarding to promote school improvement, participation in the result oriented teachers' performance appraisal criteria with stakeholders' in setting its objective and standard measurement were unsatisfactory as revealed by the respondents. Teachers mean and standard deviation score values with (M=2.95, SD=0.952) and department heads with (M=3.31, SD=0.821).
- As study showed some of respondents revealed on the item that the appraisal practice is realistic in the school; teachers mean and standard deviation score values with (M=3.10, SD= 0.906) and department heads with (M=3.03, SD= 0.861) the criteria were not clear and lack of clarity.
- The respondents result oriented teachers performance appraisal is fair and objective, teachers mean and standard deviation score values with (M=3.00, SD=0.868) and department heads with (M=3.09, SD=0.893) respectively. In the school the criteria were not explained before appraisal takes place in the schools.
- Study showed that respondents revealed that, the performance appraisal of teachers is common goals result oriented teachers' performance appraisal guidelines were not properly implemented by the school. Rated as moderate with mean value 3.12 for teachers and 3.28 department heads was respectively. As study showed no sufficient communication with school teachers before appraising appraisees.

Responses regarding monitored and evaluated of implementation of Result Oriented Teachers' Performance Appraisal

- Study showed that respondents revealed that the criteria to achieve schools goal the mean and standard deviation score values with (M=3.05, SD=0.771) and department heads with (M=3.12, SD=0.707) medium level respectively.
- The study showed the criteria to provide opportunities for teachers to develop professionally the mean and standard deviation score values teachers with (M=3.25, SD=0.800) and department heads with (M=3.25, SD=0.762) respectively.
- Regarding to the criteria are adequate to appraise teacher performance the mean and standard deviation score values teachers with (M=3.23, SD=0.867) and department heads with (M=3.16, SD=0.762) respectively. some of the sample teachers and department heads respondents that, inadequate support and guidance from higher level leaders.
- The study showed that current appraisal system measures teachers 'professional competence the mean and standard deviation score values teachers with (M=3.49, SD=0.679) and department heads with (M=2.94, SD=0.723) respectively teachers have medium ways to monitoring and evaluation teachers performance
- Study showed that respondents revealed that the criteria Promote teachers motivation to work the mean and standard deviation score values teachers with (M=3.12, SD=0.953) and department heads with (M=3.22, SD=0.751) respectively.
- The study showed that the criteria Strengthen teachers – principal's relationship the mean and standard deviation score values teachers with (M=3.03, SD=0.953) and department heads with (M=3.06, SD=0.759) respectively.
- The study showed that the criteria are better in promoting teachers professional development the mean and standard deviation score values teachers with (M=3.00, SD=0.790) and department heads with (M=3.16, SD=0.723) respectively

These showed that monitoring and evaluation affect result oriented teachers' performance appraisal practices in the Kembata Tembaro zone.

Responses concerning Major Challenges Associated with Result Oriented Teachers' Performance Appraisal

- The study showed that lack of adequate experience on the part of the appraisers the mean and standard deviation score values teachers with (M=3.78, SD=1.002) and department heads with (M=3.84, SD=0.884) agree teachers and department heads respectively.
- The study showed that appraisers' lack of awareness about performance appraisal the mean and standard deviation score values teachers with (M=3.84, SD=0.884) and department heads with (M=4.09, SD=0.777) agree teachers and department heads respectively
- The study showed that technical problems of appraisers for implementation of appraisal the mean and standard deviation score values teachers with (M=3.97, SD=0.664) and department heads with (M=4.31, SD=0.535) agree respectively
- The study showed that inappropriateness and inadequacy of appraisal criteria the mean and standard deviation score values teachers with (M=3.83, SD=0.859) and department heads with (M=4.31, SD=0.535) respectively agree teachers and department heads.
- The study showed that lack of pre-appraisal discussion between appraises and appraisers the mean and standard deviation score values teachers with (M=3.88, SD=0.897) and department heads with (M=3.91, SD=0.777) agree respectively.
- The study showed that teachers have no clear ways to appeal and challenge to a performance rating that is biased and inaccurate the mean and standard deviation score values with (M=3.92, SD=0.849) and department heads with (M=3.87, SD=0.707) agree respectively.
- The study showed that lack of timely communication about performance appraisal result. mean and standard deviation score values teachers with (M=3.82, SD=0.849) and department heads with (M=3.91, SD=0.818) respectively agree teachers and department heads.
- The study showed that poor administration of the overall Appraisal process mean and standard deviation score values teachers with (M=3.96, SD=0.711) and department heads with (M=3.94, SD=0.948) agree teachers and department heads respectively.

These showed that sample teachers and department heads respondents revealed were the challenges affect result oriented teachers' performance appraisal practices in the Kembata Tembaro zone.

5.2. Conclusions

Based on the findings of the study the following conclusions are drawn.

- ❖ The finding of the study result oriented teachers' performance appraisal was insufficient communication before teacher's performance appraisal process.
- ❖ The finding of the study also showed that, the implementation of result oriented teachers' performance appraisal system in Kembata Tembaro zone secondary schools were not effectively implemented.
- ❖ There were limitations in practicing performance appraisal as one of mechanism to minimize teachers' professional gap.
- ❖ As indicated in the finding of the study, low relationship between appraises and appraisers, the guideline of result oriented teachers performance appraisal were merely used for the formality of evaluations system due to this reason the appraisal practice and its implantation was not realistic in the schools.
- ❖ In the fact that as the findings showed the criteria which were used in the schools were copied from other schools rather than on the contexts of their perspective schools. Moreover, the ongoing result oriented performance appraisal of teachers was not documented and provide feedback.
- ❖ In the same way as the study showed, the feedbacks were given in the meantime of educational development training computation and career structure requirements the feedbacks were not given in the appropriate time for appraises as the study.

Finally, as the study showed that challenges associated with the conduct of result oriented teachers' performance appraisal system in Kembata Tembaro zone secondary schools; inadequate support and guidance from higher level leaders, teachers had no clear ways to appeal and challenge to a performance rating that is biased and inaccurate, technical problems of appraisers for implementation of appraisal, poor administration of the overall appraisal process, lack of timely communication about performance appraisal result, inappropriateness and inadequacy of appraisal criteria and lack of pre-appraisal discussion between appraises and

appraisers were concluded as the challenges affect the practices of result oriented teachers' performance appraisal system.

5.3. Recommendations

Based on the conclusion drawn, the following recommendations are forwarded as the likely measures to improve the practices of ROTPA and to improve the challenges.

- ❖ The purpose for which the result oriented teachers' performance appraisal is designed is a ground to make decision on what kind of tools to be employed. Therefore, it is recommended that principals, vice principals and department heads, of the secondary schools of Kembata Tembaro zone be supposed to develop their criteria that promote developmental purpose through the participation of teachers and there by improve the contribution of result oriented performance appraisal for class room instruction.
- ❖ School leaders better give a great emphasis on creating awareness about result oriented teachers' performance appraisal practices by giving specified training up on the important components like; result oriented teachers performance appraisal guideline, appraisal criteria, accuracy of ratings, providing feedback, appraisers confidence and seeking appeals to the management body and build result oriented teachers' performance appraisal practices moving in the right way to achieve the expected goal of the schools.
- ❖ School leaders better give training to develop the experiences and skills of the stakeholders who participate in result oriented teachers' performance appraisal especially that of teachers to improve the effectiveness of their schools by creating conducive environment for the participatory form of managing result oriented teachers' performance appraisal and should relate with school improvement program and students' achievement.
- ❖ In order to appraise teachers more objectively, the school leaders were organized committee in schools which has directly or indirectly experiences of result oriented teachers' performance appraisal. Thus, the following bodies are recommended to appraise result oriented teachers' performance; the principals, the unit leader, the department heads and the teachers.
- ❖ Appraisal used as performance standards as consider the existing school environment and the work culture developed in the school. Therefore, school leaders are recommended to

ensure the practicality and convenience of the result oriented teachers appraisal practice used as performance standard in schools with the existing school context.

- ❖ The schools better arrange performance review meetings as per the guidelines and provide continuous feedback and rewards on the appropriate period of time for teachers to help them identify their strengths and weakness and there by improve their performance for better outcome.
- ❖ Woreda Education Office and cluster supervisors were give training, workshops, and support guide secondary schools by improving and providing technical support in result oriented teachers' performance appraisal by evaluating management of the schools in the process.
- ❖ Kembata Tembaro zone Education Office to provide training opportunity for Kembata Tembaro zone secondary schools principals to enhance skills on result oriented teachers' performance appraisal and to build capacity with regard to the practices.
- ❖ The result oriented teachers' performance appraisal result are practically applied to support the teachers' development purposes; salary increment, for further educational opportunity, improve the status and recognition of the profession, improve teachers working environment, establish clear and motivated career structure that in order to address the objectives of performance appraisal intended for it and evaluate teachers in terms of academic performance in order to enhance school improvement and students' academic achievement.
- ❖ The study suggests further analytical studies on the impact of result oriented teachers' performance appraisal on the students' academic achievement.

REFERENCES

- Abebaw B. (2016), Factors that Affect Teachers' Performance Appraisal at Bahir Dar Polytechnic College, Bahir Dar University, Bahir Dar, Ethiopia.
- Adeba, H. (2014). Practices and challenges of employee's performance appraisal in the Ministry of Culture and Tourism of Ethiopia. *International Journal of Academic Research*, ISSN: 2348-766, 1(2/2),
- Aguinis, H. (2009). *An expanded view of performance Management*. London: CA: Jossey-Bass.
- Anyim, C.F, Ikeme funa, O.C and Mbah, E.S. (2011). Human resource management challenges in Nigeria under a Globalised Economy: *International Journal of Economics*, pp. 01-11.
- Asmelash. (2000) Civil Service Reform in Ethiopia. Merit, No. Addis Ababa.
- Armstrong and Baron. (2002). *Performance Management: The new realities*. London: kogan page Armstrong,
- Armstrong, M and Baron, A. (2004) *Managing Performance: Performance management in action*, CIPD, London
- Berhanu, M. (2006). *Implementation of Result-oriented teachers' performance appraisal*. Addis Ababa.
- Best, W. A. (2003). *Research in Education*. NewDelhi: Prentice- Hall, India Pvt, Ltd.
- Byars, L. L. (1987). *Human Resource Management*. Home Wood: Richard D. Irwin.Inc.
- Castetter, W. (1992). *The Personnel Functional Administration*. New York: Macimillan publishing Company.
- Cavanagh, R. R. (1996). *Summative and Formative Evaluation in the Faculty Peer Review of Teaching*. *Innovative Higher Education*, v.6; 235-240.
- Creswell, (2009). *Research Design: Qualitative, quantitative and Mixed Method Approaches* (3rd ed). Thousand oaks, Ca: Sage publicions.
- Creswell (2012). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth Edition. University of Nebraska–Lincoln.
- Danielson, C. and T. McGreal (2000), *Teacher Evaluation to Enhance Professional Practice*, Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia.
- Desie, G. (2016). *Result oriented Teachers Performance Appraisal System in Joint* .
- Dessler, G. (2003). *Human Resource Management*. London: Prentice Hall .

- Dessler, G. (2005). *Human resource management*. Upper saddle river, Great Britain: Prentice Hall.
- Drucker, P. (2004). *The practice of management*. New York: Harper and Row Publisher.
- Duke, D. L. (1995). Teacher's Evaluation policy from Accountability to Professional Development. appraisal in West Shewa zone of Oromiya Regional state unpublished Master's Thesis, Addis Ababa University.
- Dubrin, A. (2000). *Management by objectives* (5th ed.). Mason, USA: South-Western College Publishing.
- French, W. (1990). *Human Resource Management*. Dallas: Houghten Miffilin Company.
- Gary D. (1985). *Management Fundamental*. (4th Ed.). Reston Virginia: Apprentice Hall company Inc.
- Girma Raga, (2012). *Teachers' performance Appraisal Practices and Problems in Secondary Haramaya University*.
- Graham, G. (1998). *Human Resource Management*. London: Long man Group.
- Hahn, M. (2007, April 20). http://en.articlesgratuits.com/article.php?id_article=1443. Retrieved March 14,2021, from http://en.articlesgratuits.com/article.php?id_article=1443: from http://en.articlesgratuits.com/article.php?id_article=1443
- Ivancevich, J. (2004). *Human resource management (9th ed.)*. Boston: McGraw-publisher .
- James M. Higgins. (1991). *The management challenge*. New York: MacMilan publishing company.
- James, A.F & R. Edward. (1992). *Annotated Instructors Management*.(5th Ed.). Virginia
- Kemal Abdurahim Ahimed, (2015). *Instructors Preformance Appraisal Practice in the Bahir Dar University, Ethiopia*.
- KEMI (2010), *Diploma in Education management for secondary schools*: Nairobi: Kenya Literature Bureau.
- Manatt, R. (1999). *Lessons from a Comprehensive Preformance Appraisal Project*. *journal of Educational Leadership*, Vol.44, No.7.
- Maree, K. (2007). *First Steps in Research* (Ed.). Pretoria; Van Schaik Publishers.
- Mathis, R.L. & Jackson, J.H. (1997). *Human Resource Management*.(8th Ed.). USA: West publishing company.

- Megginson, L. (1981). *Personal Management: a Human Resources Approach*. Homewood, Illinois: Richard D. Irwin, Inc.
- Millman, J. & Linda, D.(1990). *The new hand book of teacher evaluation: Assessing elementary and secondary school teachers* (2nded). University of Michigan: Sage publications.
- MoE.(1994). *Educational Training Policy*. Addis Ababa; EMPDA
- MoE. (2006). *Decentralized management of education in Ethiopia*. Addiss Ababa.
- Mugenda, O. M., & Mugenda, A. G., (2003). *Research methods: Qualitative and quantitative approach*. Nairobi: Acts Press.
- OECD, (2013). *OECD review of Evaluation and assessment in Education Synergies for Better Learning. An International Perspective on Evaluation and Assessment*.
- Piggott-Irvine, E.(2003).Key Features of Appraisal Effectiveness, *the International Journal of Educational Management, Vol.17, No6*.
- Rao, P.Subba (1990) *Personnel on Human Resource New Delhi New, Konarck, publisher, pvt, ITD*
- Rao, V.S. (2005). “*Human Resource management* “Excel Books New – Delhi. Randall. L. 1987.
- Resource economics: An economic approach to natural resource and environmental policy (2nd Ed) New York: John Wiley.
- Shambel, G. T. (2014). *Is the Role of teachers Performance Appraisal in Ethiopia Rhetoric or reality?* Convergence between Knowledge and Implementation.
- South Nation Nationaly people Berau,(2009). *Annual report schools performance evaluation and training*. Unpublished Document, Hawassa.
- Taddile. C and Tashakkori, A. (2009). *Foundation of Mixed Methods research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral sciences*. Thousand Oaks. CA, Sage publications.
- Tatek, A&Bessll, S. (2014) *Advancing ethical research with children critical reflection on ethical guidelines* .children’s geographies.vol.12 (1)
- Thomas, S. a. (1993). *Management function and Strategy* (2nd Ed). Irwin: Inc, USA
- UNESCO. (2015). *Will we make it?* . New York: Oxford University Press .

- Vroom.H. (1994) *an employee's performance is based on individual factors Business Balls updated on September 3, 2020.*
- Webb, L.D & Norton, Ms (1992).*Human Resource Administration. Personnel issues and Needs in Education.*
- Werther, W. B. (1982). *Personnel Management and Human Resource. Intentional student Edition . Tokyo: Tosho printing Co. ltd.*
- Yilma. (2007). *Practice of Teachers' Performance Appraisal the case of SNNPRS . Addis Ababa University .*

APPENDIX A
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Department of Educational Planning and Management

This Questioner will be filled by Teachers and Department Heads

Post Graduate study

Thesis Topic: Result Oriented Teachers' Performance Appraisal practices in Government

Secondary Schools of Kembata Tembaro Zone.

Researcher: Mohamed Makebo Mekuria

Dear respondent!

The purpose of this questionnaire is to collect relevant data to the study enabled Result Oriented Teachers' Performance Appraisal practices in Government Secondary Schools of Kembata Tembaro Zone. Your responses are vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine response, and your identity will be kept confidential and the response will be used for research purpose only.

Please note the following points before you start filling this questionnaires:

Don't write your name on the questionnaire.

Please indicate by using ticking sign "√" or "X" for one of the suggested liker scales to your response on close-ended questionnaire from the given rating scales.

Write briefly your response for open-ended questionnaire.

Please, give appropriate response based on your school experience/context.

Thanks in Advance!!

Part one: Background Information

Direction: please give your response to the following questions by making a tick mark (√) in the box or by writing where necessary.

Name of the school _____

Woreda/ City Administrative _____

1. Sex: Male Female

2. Age: 21-30 31-40 41-50 51 and above

3. Academic qualification: Master's Degree First Degree PGDT PGDSL
Diploma

4. Field of specialization Major _____ Minor _____, if other
please write down _____

5. Service year; 1-5 6-10 11-15 16 and above

6. Department head Teacher

Part two

2.1. Questions related to the effectiveness of implementation of result oriented teachers' performance appraisal in your school.

Please read each item separately and indicate your degree of agreement by putting (√) or (X) in the appropriate boxes.

Rating scale: 5= Very high, 4= High, 3= Moderate, 2= Low, 1= Very Low

No	Item	Responses				
		5	4	3	2	1
1	The school management appraises teachers with necessary knowledge					
2	Leaders appraise teachers for professional advancement.					
3	The school uses performance appraisal as one of mechanism to minimize teachers' professional gap.					
4	The appraisal increases the appraiser and appraises relationship.					
5	Ongoing result oriented performance appraisal of teachers is documented and provide feedback.					
6	Career structure, salary increment, promotion and educational opportunities match with teachers result oriented performance appraisal results.					
7	Rewards are offered for teachers based on their result based performances.					

8. Mention another approaches result oriented teachers performance appraisal is effectively implemented in your school? _____

2.2. Questions related to the attitude of stakeholders of implementation of result oriented teachers' performance appraisal in your school.

Please read each item separately and indicate your degree of agreement by putting (√) or (X) in the appropriate boxes.

Rating scale: 5= Very high, 4= High, 3= Moderate, 2= Low, 1= Very Low

No	Items	Responses				
		5	4	3	2	1
1	The department heads appraises teachers with necessary knowledge					
2	Principal appraise teachers for professional advancement					
3	To provide feedback to teachers					
4	To decide on teacher's salary improvement					
5	To promote school improvement.					
6	The appraisal practice is realistic in the school					
7	Result oriented teachers performance appraisal is fair and objective based in the school					
8	performance appraisal of teachers is common goals					

9.. What are another attitudes in result oriented teachers performance appraisal in yourschool? _____

2.3. Questions related to monitoring and evaluation system in result oriented teachers' performance appraisal in your school

Direction: please respond to the following items by putting tick mark (√).

The scale: 5= strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= strongly disagree

No	Item	Responses				
		5	4	3	2	1
1	The criteria to achieve schools goal					
2	The criteria to provide opportunities for teachers to develop professionally					
3	The criteria are adequate to appraise teachers performance					
4	The current appraisal system measures teachers' professional competence					
5	The criteria Promote teachers motivation to work					
6	The criteria Strengthen teachers – principal's relationship					
7	The criteria are better in promoting teachers professional development					

8. Would you add your opinion monitoring and evaluation system result oriented teachers' performance appraisal in your school. _____

2.4. Questions related to the challenges existing in the implementation of result oriented teachers' performance appraisal in your school.

Please read each item separately and indicate your degree of agreement by putting (√) or (X) in the appropriate boxes.

The scale: 5= strongly agree, 4= Agree, 3= Undecided, 2= Disagree, 1= strongly disagree

No	Item	Responses				
		5	4	3	2	1
1	Lack of adequate experience on the part of the appraisers					
2	Appraisers' lack of awareness about performance appraisal.					
3	Technical problems of appraisers for implementation of appraisal.					
4	Inappropriateness of appraisal criteria.					
5	Lack of pre-appraisal discussion between appraises and appraisers					
6	Teachers have no clear ways to appeal and challenge to a performance rating that is biased and inaccurate.					
7	Lack of timely communication about performance appraisal result.					
8	Poor administration of the overall Appraisal process.					

9. List out other challenges which hinder the teachers performance appraisal in your school. _____

APPENDEXB

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCINCES

Department of Educational Planning and Management

Post Graduate study

Thesis Topic: Result Oriented Teachers' Performance Appraisal practices in Government

Secondary Schools of Kembata Tembaro Zone.

Researcher: Mohamed Makebo Mekuria

Interview for principals

Dear respondents!

The purpose of this interview is to collect relevant data to the study entitled the result oriented teachers' performance appraisal practices in government secondary schools of Kembata Tembaro zone. Your responses are vital for the success of the study. So you are kindly requested to respond genuine response based on the interview questions and your identity will be kept confidential and the response will be used for research purpose only.

Part I: General Information and Personal Data

1. School _____ Woreda _____
 2. Sex of interviewee _____
 3. Age range _____
 4. Educational qualification of interviewee _____
 5. Current position (Post) _____
- Total years of work experience _____

Part II: The Main Interview Questions for principals

1. How do you see the effectiveness of the implementation of teachers' performance appraisal?
2. What is attitude of stakeholders and to implementation result oriented teachers performance appraisal in your school?
3. How is monitoring and evaluation system in result oriented teachers' performance appraisal in your school?
4. What challenges existing in the implementation of practicing result oriented teachers' performance appraisal based on your school contexts?