



**ST. MARY'S UNIVERSITY COLLEGE
SCHOOL OF GRADUATE STUDIES**

**TEACHERS' PERFORMANCE APPRAISAL PRACTICES
IN GOVERNMENT SCHOOLS OF ADDIS ABABA**

BY:

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MAY, 2021

ADDIS ABABA, ETHIOPIA

**ASSESSMENT OF TEACHERS' PERFORMANCE APPRAISAL PRACTICES IN
GOVERNMENT SECONDARY SCHOOLS OF ADDIS ABABA**

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY COLLEGE, SCHOOL OF
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FACALITY OF BUSINES**

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Taye Amogne. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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May 2021

ENDORSEMENT

This thesis has been submitted to St. Mary's University College, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

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May 2021

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LIST OF ACRONYMS

BSC	Balanced Score card
BARS	Behaviorally Anchored Rating Scale
HRM	Human resource management
MOBO	Management by Objectives
MOE	Ministry of Education
PAS	Performance appraised system
PA	Performance Appraisal
PM	Performance management
ROPA	Result oriented performance Appraisal
SPSS	Statistical Package for social science
TPA	Teachers performance Appraisal
TPAS	Teachers performance Appraisal System
BPR	Business Process Reengineering
EDPM	Educational Planning and Management
TPAI	Teachers' Performance Appraisal Implementation
AACAEB	Addis Ababa city Administration educational beuro

ABSTRACT

The main purpose of this study was to assess the current practice and challenges of teachers' performance appraisal in government secondary schools of Addis Ababa. The study was conducted on five governments' secondary schools of Bole sub city. Descriptive survey method was used as a method of research. Concerning sample teachers, they were selected using quota and systematic sampling techniques. Contrary to this, census sampling technique was used to select principals, students' council members and sub city educational experts. Survey questionnaires were administered to 138 teachers and 48 students to gather relevant data on TPA. Interview was also held with 5 principals and educational experts who were directly involved on the appraisal process of teachers performance in the sample schools to collect additional information. Statistical tools were used via SPSS version 20 for analyzing the data. The finding of the study revealed, teachers performance appraisal has been a common practice often conducted twice in a year, but with limited appraisers competence resulted from lack of intervention training, skill and knowledge gap in conducting PA. With regard to purpose, the current system of teachers' performance appraisal has not mainly served the developmental purposes of PA. Handling issues in post PA management session did not look a problem; nevertheless, possibility of getting grievances solved by school management was found low. With respect to the participative nature of TPA, the finding seems somewhat low. The criteria used to appraise teachers were viewed by teachers as rigid, unrelated, less relevant as well as less objective and imposed from Addis Ababa education bureau. Moreover, lacks of consistent follow up, poor feedback system, students' bias and absence of developmental plan were also found the major problems of TPA. To address the aforementioned problems, it is recommended that the whole process of PA has to be modified by training appraises and appraisers and trainers about TPA. Besides this, performance appraisal should be reviewed periodically on the bases of the evaluation gained from teachers, principals and other key stakeholders participating in TPA criteria.

Key words: Practice, procedure, Performance appraisal, Teachers performance appraisal, SPSS

CHAPTER ONE

INTRODUCTION

This chapter contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. It also gives details of the basic research questions that were addressed in the research process and the fundamental contributions of the study.

1.1. Background of the Study

An organization desires human and non-human resources to realize the goals that it is established for. Of these resources, the human resources are the foremost revered and demanding for the thriving realization of the desired objectives. This is often because it is the human resource that provides the talent, skill, and efforts that help utilize all alternative resources effectively and expeditiously (Martin and Tricia, 2000). Human resource is that the corner stone's of any organization in managing and observance the total activities of the organization directly or indirectly.

Companies are engaging in several sorts of human resource management practices to enhance their employees' working performance and achieve organizational success. Human resource management is the process of shaping and managing employees at work to induce the most contribution of them to the organization (B.B. Mahapatro, 2010). Human Resource Management (HRM) is worried with all aspects of how people are employed and managed in organizations through the activities of strategic HRM, human capital management, knowledge management, corporate social responsibility, organization development, resourcing (work force planning, recruitment and selection and talent management), learning and development, performance and reward management, employee relations, employee well-being and therefore the provision of employee services (Armstrong, 2009). A company performs best when all of those interrelated practices are managed well.

As one of the goals of HRM is to support employees exert maximum potential to their organization by defining their respective roles and providing necessary information regarding

their performances, it is compulsory for organizations to own a proper and arranged ways of confirming the particular realization of that goal efficiently. In line with the above-mentioned fact, performance management aims at improving organizational performance by developing the performance of people and teams. Performance management is one amongst the cornerstones of Human Resource practice in organizations. Regardless of the size of the organization or the nature of the business model, effective performance management is a key requirement (Church and Waclawski, 2009).

Performance management is an ongoing method that identifies measures, manages, and develops the performance of people inside the organization. It is designed to reinforce employee performance over time. In this regard, effective performance management system is becoming the first concern of each organization because it is a vital tool to be a victor within the contemporary competitive market. Organizations implement performance management system for various purposes and also the process has different steps. One in the entire foremost important step within the performance management system is performance appraisal (Armstrong, 2009).

Performance appraisal is a part of the performance management method that identifies, measures, and evaluates the staff performance, then discusses that performance with the employee (Aguinis, 2009). Consistent with Armstrong (2009), performance appraisal is defined as a proper, structured system of measuring, evaluating job-related behaviors and outcomes to get reasons of performance and the way to perform effectively in future in order that employee, organization and society at an outsized are going to be benefited.

In school settings, teachers are the foremost expensive resources who need and deserve support, reassurance and encouragement to extend their skills and the frontiers of their knowledge. A system of teacher performance appraisal (TPA from now on) properly designed and implemented, is believed to have favorable results in the professional development of teachers, teachers' job satisfaction, and ultimately the educational performance of the learner. In the context of Ethiopia, Reckoning on the results of the performance evaluation and length of teaching experience, teachers have the chance of growing nine stages within the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher, lead

teacher, higher leader teacher I, higher leader teacher II, and better leader teacher II MOE, 1988 E.C.).

Teacher performance appraisal in Ethiopia has lots of problems. Abera (2009) in his study on Teachers' attitude towards result oriented performance evaluation system in secondary schools in the capital of Ethiopia indicated that inadequate skills of evaluators, un-relatedness of performance criteria to teachers' job and negative attitude towards the whole system of performance appraisal are among the issues associated with TPA. Dereje (2007), Girma (2008), and Habtamu (2005) found the following limitations concerning the manner in which the appraisal was conducted. There were no pre- and post-appraisal meetings, difficulty to prepare valid and reliable performance criteria, absence of feedback for teachers, lack of participation in the process of its implementation and inadequate follow up of principals over the whole system of appraisal.

From the above assertion one can easily understand the fact that the current system of TPA has several problems. In connection to this, even though the Ministry of Education introduced result-oriented performance appraisal (ROPA) of teachers since 2004 E.C. and currently a new form of teachers' performance measurement called Balanced Score Card, it has not been fully and properly implemented in government secondary schools of Addis Ababa City due to different reasons.

Hence, the purpose of this study will be to assess the practices and challenges of teachers' performance appraisal in government secondary schools of Addis Ababa particularly in Bole Sub-city.

1.2. Statement of the Problem

Contemporarily, government general secondary schools in Addis Ababa execute performance appraisal which is sometimes done bi-annually. However, it seems that performance appraisal is not given the proper attention by those schools and is exercised periodically more as a usual practice than as a tool of motivation on the bases of which various administrative and developmental decisions are taken.

Thus, as far as the implementation process of performance appraisal of teachers is concerned, similar types of previously conducted research papers on the present practice of teachers'

performance appraisal in Addis Ababa government general secondary schools where observed and therefore the research papers explained the presence of the many problems on the performance evaluation system of teachers in those schools. These include absence of feedback, the presence of negative attitude towards the full system of performance evaluation, appraises bias, subjectivity of performance criteria and absence of training for those involved within the appraisal process are the foremost prominent problems of the those schools with regard to performance appraisal. Moreover, the research papers also disclosed that the performance appraisal is conducted carelessly and the criteria are not properly recognized while the appraisal is underway especially by Parent Teacher Association members many high schools in capital of Ethiopia (Solomon, 2008, Dereje, 2007; Grima, 2011; and Habtamu, 2005). Other studies, for example, Birhanu (2006), Keno (2009) and Wondosen (2007), and Abebe (2020).

I have also gathered information about the present practice of teachers' performance appraisal in my sample schools and they disclosed that the report of the performance appraisal was not timely, the feedback system is incredibly poor, there's no mutual involvement of principals and teachers in developing the appraisal criteria and also the appraisal system doesn't motivate employees to attain organizational goal. In addition, absence of clear reinforcement system, unorganized developmental plans and also the unclear purpose of the evaluation system are the foremost prominent drawbacks of those sample schools performance assessment system, in keeping with my sources. Besides, they added, there's no clearly defined performance management plan which should be implemented throughout the academic year.

As it is clearly stated above, there are actual and concrete gaps in meeting individual goals to organizational goals within the study schools. On top of this, the current system of performance evaluation had a lot of problems. Considering all these gaps, it was more than enough to assess the practice of performance appraisal system in some selected government secondary schools of bole sub city in Addis Ababa city Administration very well so as to fill the existing gaps and give possible recommendations for improvising the performance appraisal system of the target schools. Thus, the major objective of this study will be to assess the practice and challenges of teachers' performance appraisal in government high schools of Addis Ababa with the intention of answering the subsequent basic questions.

1.3. Research Questions

On the bases of the above gaps the subsequent major research questions are formulated:

1. How are the producers that are applied in the appraisal processes of teachers' performance?
2. How knowledgeable are educational leaders about the purpose/ objective of the current TPA?
3. How relevant are the criteria of TPA to gauge teachers' performance?
4. What are the foremost problems of the practice of teachers' performance appraisal in those sample schools?
5. What are the possible solutions for the issues of teachers' performance appraisal in the study areas?

1.4 . Objectives of the study

At the tip of this work, the study plans to attain the subsequent general and specific objectives.

1.4.1 General objectives

The general objectives of the study were to assess the performance appraisal practices and challenges of teachers' in governmental high schools of Bole sub-city.

1.4.2 Specific objectives

The specific objectives of the study are to:

1. Examine how PA is conducted in those government secondary schools;
2. Identify the objectives of teachers' performance appraisal within the target schools;
3. Examine the relevance of the criteria which are used to evaluate teachers' performance;
4. Find out the challenges of teachers' performance appraisal system within the target schools;
5. Suggest possible solutions to the challenges of teachers' performance appraisal for the study schools.

1.5 . Significance of the Study

The results and findings from this research were generating new conclusion to counterpoint the present literatures on the link of performance appraisal and challenges of TPA. Furthermore, the results of this study would properly reveal the existing practice of teachers' performance

appraisal in those target schools and provides valuable information for all concerned bodies. Particularly, the research findings would help:

- ❖ The school managers, supervisors and directors to spot the many problems of teachers' performance appraisal and supply substantial recommendations to enhance the practice of performance appraisal of teachers within the study area.
- ❖ Educational policy makers to adopt best policies regarding the system of teachers' performance appraisal.
- ❖ As a reference for other researchers who want to probe in an exceedingly related area.
- ❖ Besides to any or all mentioned above, the results of this study could add something on the present literature regarding the performance appraisal system of teachers.

1.6 . Scope of the Study

This study targets the aim, criteria, process and also the problems encountered during implementation of teachers' performance appraisal within the school teachers at Government Secondary Schools in Addis Ababa. This study was not including nongovernment schools. Hence, the scope of the study is limited under the geographical territory of Addis Ababa, particularly in five schools of Bole Sub-city. However, the issues regarding this practice of teachers' performance appraisal seem to be prevalent in many schools of Ethiopia? So it would be good if it were possible to conduct the study in governmental schools of Ethiopia in general. But due to time and financial constraints, it was difficult to do it at a national level. Moreover, limited efforts had been already made by other researchers to assess the practice of TPA in some governmental schools in other regions like Amhara and Oromia. Therefore, the researcher were delimit the study to governmental schools of Addis Ababa only. In addition to this, the researcher delimits the sample schools to five governmental schools of Bole sub-city namely: Bole high school, Beshale high school, Ayere Amba high school, Dr. Addiss Alemayehu high school and Bulebula high school to make the study more manageable.

Regarding the coverage or content of the study, the focus is going be on assessing the present practice of teachers' performance appraisal, identifying the objectives of teachers' performance appraisal, examining the relevance of the standards which are used to evaluate teachers' performance, examining the challenges of teachers' performance appraisal system and

suggesting possible solutions to the challenges of teachers' performance appraisal within the study schools.

1.7 . Limitation of the Study

In studying the TPA practices and challenges of teachers', the study were performed successfully through legal and ethical manners; however as we all know if some ones research is meant properly, it's not guarantee that it's free from constraints. The problem regarding the current practice of teachers' performance appraisal seems to be prevalent in many schools of Ethiopia. So it would be good if it were possible to conduct the study in secondary schools of Ethiopia in general; but due to time and financial constraints, it was difficult to study the current practice of teachers' performance appraisal at a national level. More over limited efforts had been already made by other researchers to assess the practice of TPA in some secondary schools in other regions like Amhara and Oromia. Therefore, the researcher delimited the study to general secondary schools of Addis Ababa only. Thus, the researcher had also delimited the sample schools to three general secondary schools of Addis Bole sub city sub city. In addition to this, more reliable and better result would be achieved if advanced analytical methodology were used.

The gathering of data involved primary and secondary sources. Within the primary sources, some teachers carelessly responded the open-ended questions and some of them failed to respond. The executive city education leaders showed reluctant to offer adequate time for interview and unavailability of them for interview because of security problems. Beside all the above, readers of this study are expected to evaluate this paper taking in to account the following additional limitations:

- (i) The current pandemics of covid-19
- (ii) Language constraints
- (iii) Lacks of cooperation are a number of the expected limitations of this research.

1.8 . Organization of the Paper

This paper is organized in five chapters in a manner that gives a clear insight to readers and examiners and using standardized procedures of this research writing. It has started with back ground of the study that gives a good look at the subject matter performance appraisal practices of teachers. This research is organized in to five parts:

The first chapter discussed the introduction, background of the study, and then comes statement of the problem that articulates what is the nature of the problem and goes through extent and severity of the problem nationwide and the study area and finally the gap this research is intended to fill. That follows is research question which states what this research is intended to find out through. Next is general objective and specific of the research which has explained the research purposes at all and the detailed that feeds the general objective respectively. On significance of the study the study has put the most stakeholders can be benefited by this research in the study area and on scope of the study also has all dimension scope the research has incorporated geographic scope, sector of the study: PA area of the study; teachers PA.

Next is chapter two on review of related literature that has gone through all the concepts, theories in conducted researches and variables that were researched.

On chapter three, research design and methodology that have depicted the research design, models were used in the research and data sources.

In the next part, population and sampling comes it gives clarity on how sampling unit is derived from the population using different sampling techniques.

Data collection, presentation and analysis is the last that includes ways of data collection presentation and analysis vividly described and the last but not the list, the study also included references used and appendixes.

1.9 . Definition of Terms

In this part, the researcher is listing the definition of key terms that were included in this research proposal.

1.9.1. Operational Definition of Terms

Human resource management (HRM): is defined as a strategic and coherent approach to the management of an organization most valued assets the people working there who individually and collectively contribute to the achievement of its objectives (Armstrong, 2006).

Performance: is defined as behavior that accomplishes and achievement of results. (As noted by Brumbach (1988, p. 387).

Performance management: is a continuous process of identifying, measuring and developing performance in organizations by linking each individual's performance and objectives to the organization's overall mission and goals. (Aguinis, 2009).

Performance appraisal: is the formal assessment and rating of individual by their managers at, usually, an annual review meeting (Armstrong, 2006)

Appraise: refers to a subordinate whose performance is subject to appraisal. (MOE, 2003)

Performance management practice: is a systematic way of communicating employees on what they are expected to do and what the performance and productivity parameters are

Assessment: Evaluating the practices and Problems encountered during Teachers Performance Appraisal in Bole sub city secondary High school.

Appraisers (Rater): in this study, refers to secondary schools principals, students, parents and department heads, who were involved in appraising the performance of teachers.

Appraisees (Rate): the person who is evaluated by somebody for his performance for the given particular job (Teachers).

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

Secondary School:-is Ethiopian school system with grad level of 9-12.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents the findings of other scholars on the subject under investigation. It presents the theoretical review and the views of other scholars presented in line with the objectives and research questions of the study.

2.1 . The Five Key Elements of a Performance Appraisal (CIPD, 2008a)

Measurement: Assessing performance against agreed targets and objectives.

Feedback: Providing information to the individual on their performance and progress.

Positive Reinforcement: Emphasizing what has been done well and making only constructive criticism about what may be improved.

Exchange of Views: A frank exchange of views about what went on, how appraises can improve their performance, the support they have from their managers to realize this and their aspirations for his or her future career.

Agreement: Jointly coming to an understanding by all parties about what must be done to boost performance generally and overcome any issues raised within the course of the discussion.

In respect to this the key to solving underperformance is communication, communication, communication - as well as clarity about expectations and objectives, early intervention and ensuring that managers have a transparent view of the underlying problem before applying an answer.

2.2 Appraisal in Educational Context

Studies on the appraisal process predominantly identify two models of appraisal, namely, the accountability model and also the professional development model (Keitseng, 1999:25). Research shows the distinctiveness of the 2 routes of appraisal and this is often reflected within the number of studies that employed these models (Poster & Poster, 1992:1; Goddard & Emerson, 1995:10; Manlongwa, 1995:154; Habagaan, 1998:21). The accountability model is managerial, control oriented, judgmental and hierarchical (Monyatsi 2003:66). Goddard and

Emerson (1995:15) summaries the essence of the accountability model of appraisal after they state that, in its purest form, it identifies incompetent teachers, identifies weaknesses in teachers performance, assesses performance for the needs of pay and promotion and provides evidence for disciplinary procedures.

Wilcox 1986 cited in Bell (1988) points out that teacher performance appraisal relies on the observation of performance which appears to differentiate it from appraisal systems that operate within the industry, commerce and other public services. While these typically include structured interview, reviewing past progress and agreeing to future targets, they rarely include pre-arranged and systematic observation of people's day-to-day performance (Bell, 1988). Literature per industrial and business settings may have a limited application when transposed to educational environments. For instance, how can a teacher's "productivity" are measured? Measuring teachers productivity may be very challenging in that; achievement of pupils is assessed at the top of a course.

The appraisal and evaluation of teacher performance must be viewed in terms of its unique context, not merely in terms of process and products. While it may well be claimed that the extent to which pupils learn is that the definitive gauge of the teachers effectiveness, teachers also argue that there are variables aside from the teacher that invade the educational process (Pratt &Stenning, 1989). Challenges in teacher appraisal appear to preclude the transposition of performance evaluation processes from industrial settings to educational institutions, and to necessitate the consideration of teacher appraisal as a novel issue. The literature concerning the performance appraisal of teachers is agreed in its insistence on the requirement of such Processes; however, it's not explicitly clear on its day to day application to education.

Staff performance appraisal may be made considerably more practical if their purposes are clear. If an appraisal doesn't have a transparent purpose, it's just a meaningless exercise, comments Stronger in Mo, Corners & McCormick (1998). When people don't seem to be awake to the route to follow or what the appraisal entails, it becomes difficult for them to implement the appraisal. In support of this notion is Taylor (1998:10) who posits that "...appraisal involves letting people know what's required and expected of them, assessing how they're doing, reviewing this with them regularly and deeming them what happens next". An appraisal system

that has clear purposes ensures that it focuses on those aspects of job performance identified as important to the achievement of the organizations objectives (Mahoney, 1990).

Before establishing the strengths and weaknesses of appraisal systems, it is very essential to know why performance appraisals are conducted within the first place. The fundamental aim of all performance appraisals is to gauge, whether the worker has skills and qualities required to try to his job effectively. This evaluation is finished by superiors on the premise of pre-decided criteria, and if gaps are found within the employee's performance and these set standards, the superiors within the organization then know which employee within the organization requires training.

2.3 Concept of Teacher Appraisal

More generally, Performance appraisal may be defined because the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organizations strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that specialize in developing performance, like career development, professional learning and feedback. Summative aspects, on the opposite hand, evaluate performance for career progression, possible promotion or demotion and termination purposes.

In specific case, Teacher appraisal is defined because the process of evaluating the performance of teachers in commission delivery (Dictionary of Human Resources Management, 2001) Hence, Teacher appraisal refers to the evaluation of individual teachers to form a judgment about their competencies and performance and/or to supply feedback to support the advance of their practice. It typically aims to support teachers' professional development and/or career advancement, and also serves to carry teachers in control of their practice. In the bottom line, Teacher performance, per the literature and to the Hay Group recommendations, improves when the subsequent conditions are present: Opportunities for teacher self-reflection and goal setting (Ross & Bruce, 2007);Regular classroom observation and therefore the provision of constructive feedback from school leaders or managers and peers (Avalos, 2011);Frequent feedback on classroom performance as an ongoing dialogue not an annual discussion (Wang, 2007);Shadowing, coaching and mentoring from peers and leaders (Steckel, 2009) and opportunities to contribute to and interact in teamwork, collaboration and action learning with other teachers (Bean, 2007).

2.4 Purposes (Objectives) of Teacher Performance Appraisal

The system involves several steps, which might be considered as continuous, however periodic. Performance appraisal objectives will be classified during a number of how. One among the most effective known classifications was produced by McGregor (1987) who grouped the objectives as follows:- **(1)Administration:** Providing an orderly way of determining promotions, transfers and salary increases. **(2)Informative:** Supplying data to management on the performance of subordinates and to the individual on his or her performance. **(3)Motivational:** Creating a learning experience that motivates staff to develop themselves and improve their performance.

Finally, Henenman et al (1996, pp. 340) classified the aim of PA into three conditions:

Administration Decisions: those are for employee promotion, choosing employee, and making salary increments recommendations. And also these scholars presented this for administrative purpose which helps to put employees in positions where their abilities are often best use or helpful in assigning employees to appropriate future positions. Mathis and Jackson (1997, pp334) moreover state the executive aspect of PA as follows: P.A. system is usually the link between the reward employees hope to receive and their productivity. Decisions on promotion, termination layoff, and transfer assignments are a number of the executive use of PA that are important to employees. When organizations terminate, promote or pay people differently, PAs are necessary as they're a vital defense if employees sue over such decisions.

Employee feedback and development: is another purpose of PA is to employees know where they stand relative to performance objectives and organization expectations. As Mathis and Jackson (1997, pp. 345) also stated that PA may be primary source of data and feedback for workers, which is that the key for his or her future development. When supervisors identify the weakness, potentials, and training needs of employees about their progress, discuss what skills they have to develop and workout development plans. Here the most purpose of developmental feedback lies to alter or reinforce individual behavior instead of to check individual as within the case of administrative users of PA. Armstrong (2009) also stated employees' feedback and development as functions as a continual and evolutionary process during which performance improves overtime. It provides the premise for normal and frequent dialogues between managers and individuals about performance and development needs supported feedback and

self assessment. It's mainly concerned with individual performance but it may also be applied to groups. The stress is on development, although performance management is a vital part of the reward system through the supply of feedback and recognition and therefore the identification of opportunities for growth. It should be related to performance- or contribution-related pay but its developmental aspects are rather more important.

Evaluation of policies and programs implemented: are another method of PA to influence work behavior. That means, one can observe the aim of PA keeps determinant effect and desires to be known and in hot water the effectiveness of the organization task and employee relative stand on his/her job. Mondy, Noe and Premeaux (1999, pp 386) stated that the aim of PA, A system which is correctly designed and communicated can help to realize organizational objectives and also increases employee performance. Actually, PA data are potentially useful to be used in every human resource function area like in every human resource planning and development of employee potential.

According to Web and Norbon (1992:381) the aim of teachers' appraisal in evaluation should determine how well the varsity objectives are being meted out and implemented. The success of program depends on the standard of classroom instruction, supervision and administration, should foster the idea for motivation and for self-improvement.

Natriello (1983) identified three major purposes in contemporary schools. First, appraisal is also accustomed control or influence the performance of people with particularly positions. The goal is to boost performance that's already within a spread that's considered acceptable for holders of the position. Second, appraisal is also wont to control movement in to and out of position. This suggests that it's going to serve to screen individuals attempting to enter a grip, to retain individuals in a very position, or to enforce the exit of people from a footing. Third, appraisal is also accustomed legitimate the organizational system itself. In other word, it's going to serve to convey a way of justice and equity both about the organization and about its control of attempts.

In general, the Joint committee on standards for educational Evaluation (1988:21) has identified the subsequent purposes for evaluation of educational personnel. Evaluation of educators should promote sound education principles, fulfillment of institutional mission and effective

performance of job responsibilities, so that the educational needs of students, communities and societies are met.

2.5 Importance of Teacher Performance Appraisal

According to HCM, (2013) performance appraisal is an investment for the corporate which might be justified by following advantages: **(1) Promotion:** Performance Appraisal helps the supervisors to sketch the promotion programs for efficient employees. During this regards, inefficient workers will be dismissed or demoted just in case. **(2) Compensation:** Performance Appraisal helps in chalking out compensation packages for workers. Merit rating is feasible through performance appraisal. Performance Appraisal tries to present worth to a performance. A compensation package which incorporates bonus, high salary rates, extra benefits, allowances and pre-requisites are hooked in to performance appraisal. The standards should be merit instead of seniority. **(3) Employees Development:** The systematic procedure of performance appraisal helps the supervisors to border training policies and programs. It helps to research strengths and weaknesses of employees in order that new jobs are designed for efficient employees. It also helps in framing future development programs. **(4) Selection Validation:** Performance Appraisal helps the supervisors to know the validity and importance of the choice procedure. The supervisors come to understand the validity and thereby the strengths and weaknesses of selection procedure. **(5) Communication:** For a corporation, effective communication between employees and employers is extremely important. Through performance appraisal, communication may be looked for within the following ways: Through performance appraisal, the employers can understand and accept skills of subordinates. All the above factors ensure effective communication. **(6) Motivation:** Performance appraisal is a motivation tool. Through evaluating performance of employees, someone's efficiency may be determined if the targets are achieved. This o.k. motivates an individual for better job and helps him to enhance his performance within the future (HCM, 2013). (Thesis by, Masresha Gebrie], May 2015).

2.6 Characteristics of Successful Teachers Performance Appraisal Programs

The Effectiveness of Performance Appraisal Performance appraisal research falls into three main groups: the primary group examines the variations in student learning from teachers within the appraisal process, the second evaluates teacher perceptions of the impact of the

method on their practice and levels of motivation and therefore the third evaluates effective performance appraisal conditions (Isore, 2009).

Variations: The first body of research compares outcomes for college kids whose teachers have participated in performance appraisal with those who haven't. A sub-set compares student outcomes against results from the teachers' appraisals to work out whether the method was successful in identifying teacher quality. This body of research often draws on Value Added Measures (VAM), which aim to live the teachers contributions to student outcomes by comparing current test scores with test scores from the identical students in previous years, furthermore like several other students at the identical grade level (Isore, 2009). Although VAM have gained in popularity over the last decade as tools for measuring teacher effectiveness (Berliner, 2013; Konstantopoulos, 2012), they're unlikely to produce the answer to putting together teacher capabilities (Valli& Finkelstein, 2013). A failure to acknowledge the numerous aspects that contribute to teacher quality and student outcomes.(OECD, 2005) - including the role school, peers, former teachers, pre-service programs and Experiences play - makes VAM problematic (Berliner, 2013). Using student test results because the sole means of evaluating teacher quality is contentious (McArdle, 2010). Masters (2011) cautions that when performances are evaluated only in terms of measured results, employees and organizations find ways to game the system (p.1). While VAM is also difficult to correlate on to the teacher, the Measures of Effective Teaching (MET) study (Gates Foundation, 2010) points to significant progress in the use of VAM. Used alongside additional sources of information, VAM are more likely to predict the effectiveness of an educator and teaching and should offer, a more accurate and nuanced view of the connection among teacher qualifications, characteristics, practices, and student achievement growth (Goe, 2013,p.238).(Aims and objectives of teacher evaluation, Teacher Performance Appraisal: More about Performance or Development?) (Australian Journal of Teacher Education Vol 40, 9, September 2015:238 :)

Teachers Perceptions: The second group of studies evaluating the effectiveness of performance appraisal focuses on teachers' perceptions of the effect of the appraisal process on their motivation and practice. Lustick and Sykes (2006) evaluation of the NBPTS found teachers involved within the certification process went on to use what that they had learnt within the classroom and had a newfound enthusiasm for teaching and learning. The OECDs

Teaching and Learning International Survey (TALIS) which involved 90,000 secondary teachers and principals across 24 countries found that the greater the stress placed on a selected aspect of teaching within the feedback offered through the performance appraisal process, the greater the impact teachers believed it had on their teaching (OECD, 2009a). This provides useful insight into the formative aspects of appraisal and also the extent to which teachers believe the method assists in developing their practice.

Conditions: The third group of studies examines conditions under which performance appraisal is probably going to control effectively (Isore, 2009). Consistent with the OECD, there are four key elements within the development of a good performance appraisal system (Isore, 2009): (1) Teachers are involved within the process. Evidence suggests that this promotes greater ownership and encourages reflection and review among the teachers themselves (Kleinhenz&Ingvarson, 2001). (2) Stakeholders understand the method and develop a standard language of quality. (3) Teachers have opportunities to specific their perceptions and concerns throughout the method. Kennedy (2005) argues that teachers often reject reforms, not because they are doing not want to alter or improve, but because many attempts at reform don't reflect what's actually happening in schools and ignore the realities of day-to-day teaching. (4) Teachers have confidence in the evaluation. The participation of multiple evaluators and sources of evidence is essential to an appraisal systems credibility (Stronge&Tucker, 2003).The impact of performance appraisal on teaching and student learning is complex. It is clear that a diverse range of evaluations is necessary to measure the effectiveness of performance appraisal accurately and to determine its credibility as a means of developing teachers (Australian Journal of Teacher Education Aims and objectives of teacher evaluation, Teacher Performance Appraisal: More about Performance or Development? Volume 40,Article 6,2015)

Reflection and Goal Setting: Reflection and goal setting are key drivers for improvement within the AITSL framework. During this phase teachers were asked to reflect on their teaching practice, informed by evidence and feedback, and set measurable goals related to their performance and development. Bandura (1997), acknowledges an important source of motivation comes through goal setting and self efficacy, with efficacy determining the type of goals people choose and their ability to persist on tasks. Goal setting and reflection have been found to have a powerful impact on action (Locke &Latham, 2002). The setting of goals is

central to the development of a self-regulated learning capacity and assists teachers to identify what they need to do to improve their practice (Timperley, 2011).

For an appraisal program to be considered successful it must meet certain technical and legal standards(Webb and Norton ,1999).According to this authors, technical standards include validity and reliability. The legal standards are intended to ensure that the system meets substantive and procedural due process requirements and is free from discrimination.

Validity: refers to the extent to which the appraisal measures the performance it is intended to measure (Manatt, 1987). The clarity of the criteria and standards, the data collection procedures, and the competence of the appraisers all affect validity.

Reliability: in performance appraisal refers to the consistency of measurements across appraisers and observations (Webb and Norton, 1999). If different appraisers using the same criteria and standards to appraise the same individual produce different results, the appraisal system is not reliable. Thus, it is better to use multiple sources of data, to train appraisers in the use of the various appraisal instruments and techniques used by the school.

Professional Learning and Practice: The next phase of the framework has been identified as a significant method of improving performance. It involves access to professional learning to support teachers as they work toward their goals. Professional learning signifies a shift in thinking away from the perceptions and presumed baggage associated with poorly conceived, fragmented, one-shot and de_ contextualised in-service workshops (Mayer & Lloyd, 2011, p.3) to a predominantly school-based, ongoing learning process that is linked directly to teachers work (Hawley & Valli, 1999).

2.7 Criteria for Teachers Performance Appraisal

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 are called criteria.

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, behavioral 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 demean our two vague to use as the basis for performance-based HR-decisions. Behaviors-based criterion: focus on specific behaviors that lead to job success. 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.

Generally, criteria are relevant when they measure employees on the most important aspects of their jobs. But there are also problems with these criteria. Mathis and Jackson (1997 pp. 341) again said, jobs usually include many duties and tasks, and so measuring performance usually requires more than one dimension. If the performance criteria leave out some important job duties, they are deficient. If some irrelevant criteria are included in the criteria, the criteria are said to be contaminated. Managers use deficient or contaminated criteria for measuring performance much more than they should.

2.8 Approaches of Appraising Performance

Performance appraisal is one among the manager's most vital tasks, but most managers freely admit it gives them difficulty. It's not always easy to gauge a subordinate's performance accurately, and sometimes it's even harder to convey that judgment to the subordinate should be during a constructive and painless manner. This is applicable to both formal and informal appraisals (1991:395)

2.8.1 Formal appraisal

Formal appraisal usually occurs semiannually or annually. Formal appraisal has four major processes. The primary one is to let subordinates know formally how their current performance is being rated. Second to spot subordinates who deserve merit raise. The fourth process is to locate subordinates who need additional training and therefore the final one is to spot candidates for promotion. It's important for managers to differentiate between the present performance and also the promo ability (potential performance) of subordinates. Managers in many organizations fail to create this distinction because they assume that an individual with the abilities and skill to perform well in one job will automatically perform well in a very different or more matured position. This is often why people are after promoted to positions within which they can't perform adequately (James 1991).

2.8.2 Informal appraisal

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

2.8.3 Formative evaluation

According to Duke (1995:46) the formative aspect of the evaluation cycle occurred when judgment within the sort of narratives were reported to teachers during the course of conference scheduled with some days of sophistication room observations. As discussed by Webb and Norton (1992) the formative evaluation is an ongoing evaluation designed to produce feedback

to the person being evaluated for the aim of self improvement. Formative evaluation helps to develop communication skill between the subordinates and also the supervisor and thereby take corrective action and suggestions on the short comings revealed within the performance process. During formative evaluation process no managerial decision is taken on the worker instead of the worker take decision of the way to improve his or her performance better.

2.8.4 Summative evaluation

According to Duke (1995:45) stated that the summative evaluation system was intended to permit organizational decision like promotion, tenure, contract renewal, and staff development programs to be made on the premise of observed conditions of practice." Lewis (1982:9) also proposed "summative evaluation is employed to gather abroad sample of knowledge a couple of teachers" overall performance so as to form administrative decision, like salary increment, promotion or dismissal." Summative evaluation conducted with specific interval. Its objectives isn't to enhance or take remedial action to the short comings seen during ongoing performance, rather it's more used for managerial decision on employee promotion or layoff. In similar way, Webb and Norton (1992:379) stated that summative evaluation is meant to assess the terminal behavior or overall performance. Summative evaluation is formal somewhat in frequent and focuses only on the person being doesn't participate in judging his behavior face to face with the supervisor because the case of formative evaluation.

2.9. The method of teachers Performance Appraisal

The teacher assessment process provides a method for assessing a teachers overall proficiency rating. The general ratings are described as Level 4 Proficiency, Level 3 Proficiency, Level 2 Proficiency, Level 1Proficiency or doesn't Meet Minimum Expectations for Level 1. These overall ratings are supported the assessment of the Teacher Professional Expectations including specific indicators, and student achievement gains and data, together with customer satisfaction data. Each of the expectations is rated as: Exceeds, Meets, ongoing, or Not Evident. The forms, noted below, are to be used with all instructional personnel no matter contract status: Annual Contract (AC); Professional contract (PSC); or Continuing Contract (CC). The administrator will share the assessment process and forms with the staff during preschool. (Teacher Performance Appraisal Manual, Personnel Human Resources, July 2008)

The performance appraisal process is one among the human resource activities in government and personal organizations of Ethiopia. The practice and process of the performance appraisal in any government employees under Federal government officials is in keeping with the proclamation No. 262/2002 declared in chapter four, stating that the federal civil servants proclamation performance evaluation purpose is to enable civil servants (a) effectively discharge their duties in accordance with the expected level quality standard time; (b)-identify their strengths and weaknesses; (c) improve their future performances and develop self initiative. (d) Performance evaluation shall be transparent and shall be allotted with the collective participation of-civil servants working together e) Performance Evaluation shall be distributed in accordance with directives issued by the commission. This Proclamation works for Teachers Performance Appraisal. In order that researcher sees things from the Proclamation points of view.

Teachers' performance, in step with Castetter (1992), is an activity that follows certain logical steps. The implication of a good teacher performance appraisal process requires commitment from participants who are engaged in appraisal

According to Dessler (1997) performance appraisal involve three steps: define the work, appraise performance, and supply feedback. In keeping with this author, defining the task means ensuring that appraiser and appraisee agree on his or her duties and job standards. Appraising performance means comparing appraisee's actual performance to the standards that are set, this usually involves some style of rating form. Performance appraisal usually requires one or more feedback sessions. Here the appraisee's performance and progress are discussed and plans are made for any development that's required.

On his part, Decenzo and Robbins (1988:361) discussed the subsequent performance appraisal steps: - Establish performance standards, Communicate performance expectations to employees, Measure actual performance, Compare actual performance with standards, Discuss the appraisal with the worker, If necessary, initiate corrective action.

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

1. Pre-appraisal Phase: - in step with Castetter (1992), this phase could also be conceived of as a period for system wide planning and staff development designed to assist teachers to understanding, accept and implement organization and individual goals. This first stage of a goal setting appraisal process is that in setting their own performance objectives and action plan, appraiser and appraisee need information and guide lines on direction of the overall system (Millman and DarlingHammond, 1990).

Moreover, it's useful to high light small print about what takes place during this phase (Castetter, 1992). A performance appraisal activity takes place between appraiser and appraisee. It helps to debate the organizations view of the position and also the manner during which it expects the work to be performed.

2. Appraisal Phase: When the appraiser understands what the appraiser's performance behavior means and what the performance needs of the individual are in relevancy position performance, then, the subsequent phases of the performance appraisal process are often implemented. Per 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 appraisee can set targets effectively without advice and counsel of the opposite. The foremost fundamental responsibility of a principal is to make sure that system goal, unit objectives, and individual performance targets possess a logically integrated net work.

3. Post-Appraisal Phase: Once performance appraisals are completed by the appraiser and appraisee, as stated by Castetter(1992), the following step within the appraisal process is that the performance progress review conference. In step with this author, progress review conference has two purposes. One it's an exchange of data between the appraiser and appraisee about the latter's performance. Second it emphasis the self-development of the appraisee

4. Follow-up Discussions: it's at the follow-up stage that performance targets set during the post-appraisal conference are worked on, supported and monitored. For the follow-up stage to achieve success, three approaches are suggested to be adopted (Melaku, 2010):- **(1)Remedial approach-** during this approach an appraiser is predicted to present the teacher clear, specific, and objective feedback, indicating what, how, and why the teacher is experiencing difficulty in

finishing up performance targets. **(2)Maintenance Approach:-** during this approach both the appraiser and therefore the teacher can make sure that performance strengths and skills currently realized within the teacher are sustained so satisfactory levels of performance and job satisfaction will be continued. **(3)Developmental approach-**In this approach, after ascertaining that the appraisee has successfully accomplished performance targets set within the post-appraisal conference, the appraiser and therefore the teacher discuss and set new challenging target areas which are necessary for the teacher to realize self-as well as school development.

In order for the above three follow-up approaches to figure well, the appraiser should play a job of a teacher and counselor. The appraiser must have credibility with the teacher as someone whose observation, judgment, and comments are going to be valued.

2.10 Components of Appraisal System

As we've got seen performance appraisal will be made for a spread of reasons-counseling, promotion, salary, transfer, demotion or dismissal. So it's necessary to start by stating very clearly the questions what, who, when of performance appraisal.

Similarly, American Association of faculty Administrators (1982) identified six characteristics of teacher effectiveness which were almost universally included in appraisal systems. These are: Classroom management, Teacher/student relations, Staff relationship, preparation of teaching plans, Effective use of teaching materials, Interpersonal skills.

Many authors accept as true with the subsequent sources with respect to who will appraise teachers' performance in schools. These are:

1. Immediate Supervisor /Principal: Appraisal by immediate supervisor is most typical (French, 1990). The principal usually does the appraisal of teachers' performance (Levin, 1979). This is often because as Dessler (1977) explained supervisor is chargeable for recommending or approving appraisee actions supported the performance appraisal; and for providing a feedback of performance appraisal to the subordinate. Moreover, the supervisor has the formal authority to conduct appraisals and typically controls the rewards for performance (French, 1990). Additionally supervisor is usually within the best position to watch the subordinate's performance and to evaluate how well that performance serves the goals of the unit and therefore the organization (Megginson, 1981).

2. Student Appraisal of Teachers Performance: Adesina, (1990) state that students opinion on teachers' performance should be considered valuable, because it's students who feel that they need undergone changes in their behavior. He also expressed his belief that the appraisal feed back to the teacher could motivate teaching and develop classroom observation is seen to be central to the method of appraisal. Moreover, classroom observation may be a necessity for people who wish to realize a greater understanding of what's happening. Similarly, as Millman and Darling-Hammond (1990) stated if one wants to grasp how a coach behaves with a gaggle of kids during a lesson, observation is also a awfully how an educator behaves with a gaggle of kids during a lesson; observation could also be a really great way to assemble information. Furthermore, using observation for assessing teachers requires endorsing the thought that the target for appraisal will be seen a category room lesson. It also assumes that visible actions provide an adequate appraisal of teaching competencies

Classroom observations leaves out direct systematic evidence about teacher planning, teacher assessment and modification of instructional materials, teacher choice and adaptation of instructional methods, and teachers' working relations with colleagues, parents, and members of the varsity community (Millman and Darling-Hammond, 1990). Because of these, as Harris (1986) stresses, classroom observation techniques for gathering data, as associated with teaching and learning, have a special place in teacher appraisal because they demand focus on: reality, the classroom, and therefore the complexities of teacher/student/lesson/material interaction.

The typical appraisal process involves a tiny low number of observations of a given teacher (Millman and Darling-Hammond, 1990). By current practices, two or three one-hour observation represent the high end of your time spent observing a personal measurements perspective would suggest that increasing the quantity of observation occasions would increase consistency and reliability.

The procedures of classroom observation are implemented during a very precise format (Montgomery and Hadfield, 1989). Because the authors identified, firstly, the teacher to be appraised must conform to participate within the appraisal; voluntary participation is crucial, as is that the understanding that the method is to be a positive. The following stage is to barter an acceptable time for all concerned. This suggests agreeing on a lesson which the teacher chooses

to own observed and which has some free time immediately following for a discussion of the lesson. Having agreed on the time to be available afterwards, the opposite point to clarify is where the review discussion will occur. This must be quite, private place where no interruptions will occur.

In performance appraisal system there are several steps to attain the target of appraisal and people processes are included: **(1) Objective of appraisal:** it includes effective promotion, transfer, assessing training need and like. The stress is to correct the matter. These objectives are appropriate as long as approach in appraisal is individual. During this system approach, appraisal aims at improving the performance, rather than merely assessing it. **(2) Establish job expectations:** the second step within the appraisal process is to ascertain job expectations. This includes informing the worker what's expected of him or her on the duty .normally the discussion is held together with his or superior to review the most important duties contained within the description. Individuals shouldn't be expecting to start the task until they understand what's expected of them. **(3) Design appraisal program:** formal versus informal; whose performance to be assessed; who are the rater; what problems are encountered ; the way to solve the problem; what should be evaluated; when to evaluate; what methods of appraisal are to be used? They're the key points to be per designing appraisal program.

Timing of evaluation: the overall trend is to gauge once in three months, or six months, or once in an exceedingly year. Whatever it's it should be planned in quantity.

Method of appraisal: the last to be addressed within the process of designing an appraisal program is to work out methods of evaluation. Numerous methods are devised to live the amount and quality of employees job performance (Girma , 2012)

2.11. Potential Problems in Teachers Performance Appraisal Implementation

Performance appraisal is vital for organizations and employees. Unfortunately, performance appraisals aren't on the highest of the list of "favorite things to do" for either managers or employees, and there are often variety of problems with their administration. From managers not being trained to conduct performance appraisals effectively to the failure to tie performance appraisal expectations to desired business results, businesses are often challenged to use this tool effectively, (Hilemariam ,2013). **Poorly Trained Managers:** Effective performance

appraisal doesn't just happen and organizations shouldn't assume that managers know the way to conduct them effectively, whether or not they need a few years of experience as managers. In fact, since the method can differ from organization to organization, it's important that training is provided to introduce managers to the philosophy of performance appraisal at the organization, including a review of the forms, the classification system and the way the info gathered is employed. Training should occur regularly as a refresher both for brand spanking new and veteran managers. **Inconsistent Ratings:** Inter-rater reliability is mostly very low between managers at any organization. What one manager considers being "acceptable" performance, another may consider "not meeting expectations." this may be a challenge for any organization and is formed more of a challenge in situations where the standards used are subjective and not supported any measurable performance outcomes (Hailemariam , 2013). **Lack of Outcome-Based Measures:** Performance appraisals that ask managers to rate employees on subjective criteria like "customer service skills" or "leadership ability" lack specific outcomes that may be tied to measurable results. The most effective performance appraisals provide the power for both managers and employees to evaluate performance supported 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).

In the way some researchers dictate that within the process of employee appraisal there are numerous problems and also the following problems are major ones: **Leniency Error:** Concerning to leniency error, Rue and Byars, (1992) say that" Leniency is that the grouping of Ratings at the positive ends of the performance scale rather than spreading them throughout the dimensions. Every evaluator has his or her own value system which acts as a regular against which appraisal are made

Jack (2011), in his article so what would a perfect PA looks like? noted that it's much easier to seek out problem in doing performance appraisal than to seek out solution for improvement. And also the performance appraisal implementation has been criticized in many areas.

While organization may seek the performance appraisal process to be free from personal biases, prejudices, and idiosyncrasies, variety of potential problems can creep into the method (Robbins, 1996). Problem associated with performance appraisal are often of three general types. These are:-

I .Human Errors (Rating Biases): Human errors are errors that happened without the supervisor knowledge about them and have much control over them. To the degree that the subsequent human factors are prevalent and employees evaluation is probably going to be distorted. **(1)Single Criterion-** A typical employee's job is formed from variety of tasks. Where employees are evaluated on one job criteria, and where successful performance on the task requires good performance on variety of criteria, employees will emphasize the one criterion to the exclusion of other job-relevant factors. **(2)Halo error** - one in all the foremost common errors in PA is that the halo effect. It's the influence of a rater's general impression on ratings of specific rate qualities (Solomonson& Lance, 1997). The rater gives subordinates good grades although their performances don't seem to be worthy. Sometimes one prominent characteristic of the subordinate may color the supervisors perception of other qualities of the subordinate. **(3)Regency error** - This error occurs when raters use only the previous few weeks or month of a rating period as evidence of their ratings of others. Raters forget more about past behavior than current behavior (Ivancevich, 1992). Regency refers to the proximity or closeness to appraisal period. Generally, an employee takes it easy for the entire year and does little to induce by the punishment. However, as appraisal time gets closers, he or she becomes very active creating an illusion of efficiency within the rater thereby affecting his or her appraisal decision. **(4)Primacy Effect** Primacy is that the opposite of regency. It refers to a situation where an employee's initial impression influences his or her raters' appraisal decision regardless of whether the worker has been ready to maintain the initial impression or not (Ivancevich, 1992). **(5)Proximity error** - This error states that similar marks is also given to items that are near (proximate to) one another on the performance appraisal form, no matter differences in performance on those measures. We are able to avoid proximity error by objectively evaluating employees' actual performance on each and each item on the assessment form (Solomon& Lance, 1997). **(6)Similarity error** : The similarity effect occurs when raters succumb to the tendency to relinquish better rating to those subordinates almost like themselves in terms of behavior, personality, or back ground(Pulakos& Wexley,1983).Employees may additionally contribute to the current error once they make efforts to demonstrate that their behaviors, tastes and tendencies match those of the superior, or hide those not matching with the superiors, with the intent to please the superior for more favorable ratings. **(7)Distributional errors** - These errors occur in three forms: (1) Severity or strictness error, the rater evaluates

everyone, or nearly everyone, as below average. (2) Central tendency error occurs when raters evaluate everyone under their control as average - nobody is either specialized or really bad. (3) Leniency error occurs when the rater evaluates all others as above average. Leniency error, therefore, is largely a kind of grade inflation. We are able to avoid distributional errors by giving a variety of evaluations. The distribution is usually supported the ranking method of evaluation and made distribution (Solomon & Lance, 1997).

II. Problems of Criteria: Appraisal has got to be against criteria. If a discrepancy between and actual performance is seen, the question is whether or not the expected was fully defined and communicated to the worker. Within the absence of such an effort, the appraisal reports are often questioned. The problem basically to check with description. It's true that jobs may be clearly defined at the lower level within the organization hierarchy. However, united goes up, it becomes more and tougher to obviously specify the tasks one is meant to perform (Muhammad, 2013). The opposite problem associated with performance evaluation criteria is lack of standards. The quality employed by different department within the organization might not be the identical, hence, rating becomes unscientific and employees suffer. Some rates are too liberal while others are too strict causing lack of uniformity (Melaku, 2010).

III. Problems of Confidentiality: One important issue in performance appraisal needs to do with sharing or keeping secret the ratings on various items of appraisal report. While many organizations have a system of selective feed back to the worker, the overall policy isn't share the entire report with the worker.

There are many reasons for this, first, each employees expects rewards if the report is healthier than average, which cannot be administratively possible. Secondly, fairly often supervisors pass the challenge to top management by saying that while they did give good rating to employee; top management didn't take that into consideration. Thirdly, giving rewards isn't the sole objective of appraising employees. Given these reasons, it's emphasized that supervisory ratings of employee should be kept confidential (Melaku, 2010). On the opposite hand, it's claimed that since there'll always be differences between the supervisor and employees' perception of the subordinates' job performance, perhaps the worker should fully remember of how he or she has been rated (Melaku, 2010). In fact, MBO, which is ready-made to the individual, was introduced to require care of this problem. However, MBO doesn't readily provide the info

needed for decisions on increment, promotion, and other personnel actions that need comparisons between two and more employee. additionally to the above three potential error which affect the performance appraisal system in one organization, employee opposition to evaluation process and also the system design problem by its self also has factor on the appraisal process. If employees“ perceive the evaluation to be unfair there'll be lack of trust within the process causing them to oppose the full system. As a result, makes it impossible to conduct effective performance evaluation. Poorly designed system which will cause thanks to poor criteria, time consuming techniques or irregularly used system may cause the performance evaluation system to interrupt down (Melaku, 2010). So, the performance appraisal system should be designed with reasonable care and may be tested before being implemented.

2.12. Techniques to beat Teachers Performance Appraisal Implementation Problems

The performance evaluation process may be a potential mine-field of problems. For example, evaluators can unconsciously made decision on employee performance evaluation and commit one in every of the stated appraisal errors. Simply because organization can encounter problems with performance appraisal shouldn't lead managers to provide up the method. Some measures will be taken to beat most of the issues identified above. In line with Mahapatron(2010),the following suggestions have significant help to form the appraisal process more objective and fair:

I. Training employees and Raters: for workers, performance appraisal training focuses on the aim of appraisal, the appraisal process and timing, and the way performance criteria and standards are linked to description and responsibilities. And for supervisors, it coaches on a way to do performance appraisal. Because conducting the appraisal is critical, training should centered around minimizing rater errors and providing raters with detail on documenting performance information (Mahapatron 2010).

II. Use Multiple Evaluators: consistent with Mahapatron (2010), when the amount of evaluators increases, the probability of accomplishing more accurate information increases. If rater error tends to follow a traditional curve, a rise within the number of appraisers will tend to search out the bulk gathering together about the center. The utilization of multiple raters increases the probability of achieving more valid and reliable evaluations.

III. Document Performance Behaviors in a very Diary: Diaries help evaluators to rise organize information in their memory (Mahapatron, 2010). The evidence indicates that by keeping a diary of specific critical incidents for every employee, evaluations tend to be more accurate and fewer at risk of rating errors. Diaries, as an example, tend to scale back leniency and halo errors because they encourage the evaluator to target performance related behaviors instead of traits.

IV. Provide Employees with Due Process: The concept of due process of law is applied to appraisals to extend the perception that employees are treated fairly. Three features characterize due process of law systems (1) Individuals are supplied with adequate notice of what's expected of them; (2) All relevant evidence to a proposed violation is expose to during a hearing so individuals affected can respond and (3) The ultimate decision relies on the evidence and free from bias.

V. Evaluate Selectively: Appraisers should evaluate in precisely those areas during which they need some expertise. This approach also recognizes that different organizational levels often have different orientations toward rates and observe them in numerous settings. In general, therefore, we might recommend that appraisers should be as close as possible, in terms of organizational level, to the individual being evaluated. Conversely, the more levels that separate the evaluator and evaluate, the less opportunity the evaluator has got to observe the individuals behavior and, not surprisingly, the greater the likelihood for inaccuracies (Mahapatron 2010).

VI. The balanced score card: per Robert and Vijay (2004:496) the balanced score card is an example of performance measurement system. In keeping with the proponents of this approach, business units should be assigned goals and so measured. Melaku (2010:68) stated that, the balanced score card (BSC) is comprehensive internal control system that balances traditional financial measures with operational measures regarding an organizations critical success factors. During this regard, the balanced score card may be a newly introduced approach to performance measurements in Ethiopia.

2.13. Teachers Performances Appraisal system in Ethiopia

According to Yilma (2007:46) in Ethiopia, teachers' performance evaluation started within the 1930s, and its main purpose was to manage and inspect the educational process. Later on, it

continued to control by changing its name to supervision and its function was largely remained unchanged. Berhanu (2006:7) reported that, since 1996, in Ethiopia additionally 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 completed is given much emphasis than what work is completed. Graphic rating variety of performance appraisal had been employed to appraise the teachers' performance. As described by Robbins and decenzo (1988) within the graphic rating scale, the individual employees is assessed not only on the standard and quantity of labor but also includes personal traits, like cooperation, loyalty, reliability and job enthusiasm, which have positive or negative impact on employees performance. The foremost objectives of the past teachers evaluation as stated by MoE (1980:68) was: To provide education opportunity, salary increment, promotion and reward to effective teachers. To identify inefficient teachers' and arrange in commission training to assist then minimize their weakness To develop positive proportional attitude and To require proper measure on teachers who don't improve their performance after taking in commission training. And to live the attainment of the objectives of the academic process. Later, in 1996 the MoE added a brand new process of performance appraisal which was career ladder plan, which helps to make hierarchies among teachers and supply a way for promotion from one level to the subsequent higher level in the course of proportional salary increment.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOG

INTRODUCTION

This Chapter deals with the methodology that were used within the quest to oversee the implementation of the teachers performance appraisal system applied to boost quality of education in those target schools. The methods which were used are going to be justified. This chapter includes the research design, which is the mixed method that amalgamates the gathering and analysis of information both qualitatively and quantitatively before the presentation of finding and also the interpretation of information. On top of that, it clearly presents the population and sampling procedures, the research tools which will be sued to collect data, and the ethical considerations that were considered.

3.1. Research Design and Approach

As the main purpose of this study is to assess the performance appraisal practices and their challenges of teachers' in Bole sub-city governmental secondary schools, descriptive design were used for research thinking that was serve the aim correctly and appropriately as this research method is employed to describe phenomena as they exist and also want to identify and procure information on the characteristics of a selected problem or issue (Geoffrey et al, 2005). Hence, through this research method, endeavors are made to look at the practices and problems of teachers' performance appraisal within the target schools.

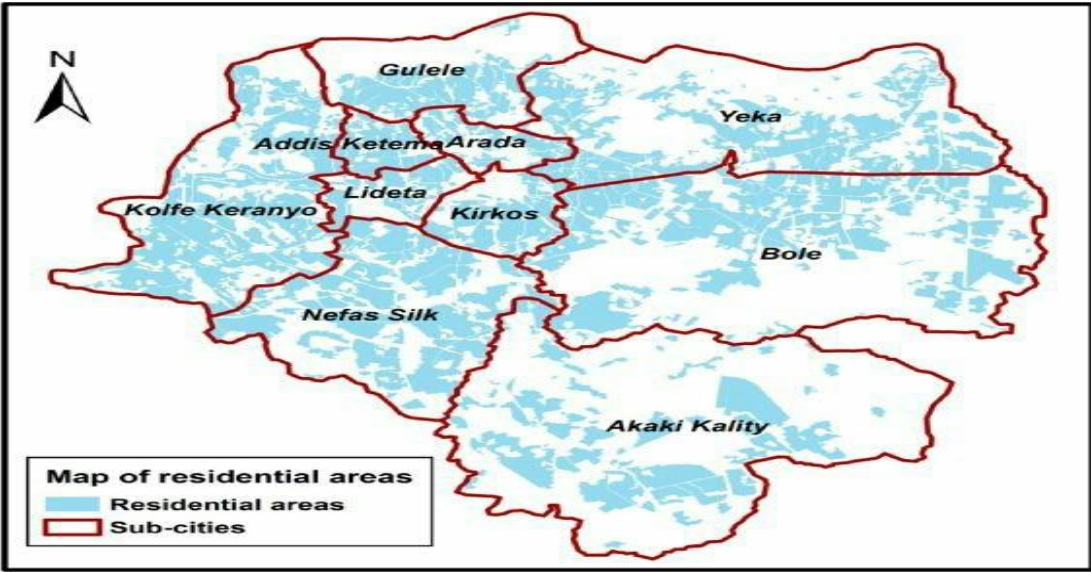
Since descriptive design is concerned with describing the characteristics of a particular situation, the reason why to apply this research method in this study was to describe the existing practice and challenges of teachers' performance appraisal in different secondary schools of Bole Sub-city of Addis Ababa city Administration. Moreover, for the present research, it allows for investigating the opinions of teachers, school administrative, students, and sub city educational experts concerning their views on the intended as well as the practical purposes of performance appraisal of teachers in selected schools. Surveys are especially important in educational research to describe attitudes, beliefs, and opinions.

To attain this objective, the study used a mixed approach, QUANTITATIVE-qualitative concurrent design /Q+q/ (Creswell 2012) within which the qualitative data is supposed to support the quantitative data. Mixed approach is preferred over others because it maximizes the potential benefit that every approach offers and minimizes the risks of separate use of every approach (Brannen, and Moss, 2012). It also contains a powerful role to play in fostering better dialogue between quantitative and qualitative approaches (Morgan, 2007). The Quantitative data generally is in numerical form and derived from questionnaires while the qualitative data will descriptively present from unstructured interview.

3.2. The Study Site

Addis Ababa is a city consisting of eleven sub-cities namely Gullele, Arada, Yeka, Bole, Nefas-Silke Lafto, Akaki_ Kality, Lidata, Addis Ketema, Kirkose, Kolfie Keranio, Lemi-kurie. Out of those eleven sub-cities, Bole sub-city is purposively selected for this study because the researcher had a really close familiarity with the social, geographical and administrative environment of the sub-city which successively was very helpful to induce relevant data from respondents on time. In Bole sub-city, there are 31 Pre-primary, Primary and Junior (KG - Grade 8), and 8 Secondary (9-12 grades) schools, which make 39 governmental schools.

Figure-1 Map of Addis Ababa city



Source: Addis Ababa city web cite

3.3. Target Population

In research context, population is defined as population characteristics of people with a minimum of one common characteristic which distinguishes that group from other individuals (John W. Best, 2006). The target populations of this research are going to be 446 permanent teachers of all the five general secondary schools, all 5 principals who are working in those target schools, 41 members of student councils and 7 sub city educational experts in Bole sub-city Administration.

3.4. Sample and Sampling Techniques

Table1. Names of selected schools, total population and sample population

No	Schools name	Sex	Target population				Sample unit							
			T	P	MS	SBE	T	%	P	%	S	%	SBE	%
1	Bole High school	M	92	1	7	2	23	25	1	100	7	58.3	2	100
		F	44	-	5	-	11	25	-	-	5	41.7	-	-
		T	136	1	12	2	34	25	1	100	12	100	2	100
2	Ayer Ameba High School	M	36	1	4	1	9	25	1	1	4	57.1	1	100
		F	28	-	3	-	7	25	-	-	3	42.9	-	-
		T	64	1	7	1	16	25	1	100	7	100	1	100
3	Dr. Haddis Alemayehu High School	M	28	1	6	1	7	25	1	100	6	85.7	1	100
		F	21	-	1	-	5	25	-	-	1	14.3	-	-
		T	49	1	7	1	12	25	1	100	7	100	1	100
4	Beshalie High School	M	89	1	4	1	22	25	1	100	4	44.4	1	50
		F	42	-	5	1	11	25	-	-	5	55.6	1	50
		T	131	1	9	2	33	25	1	100	9	10	2	100
5	Bulbula High School	M	38	1	3	1	10	25	1	100	3	50	1	100
		F	28	-	3	-	7	25	-	-	3	50	-	-
		T	66	1	6	1	17	25	1	100	6	100	1	100
Grand Total			446	5	41	7	112	25	5	100	41	100	7	100

Key- **P**=Principals, **T**=Teachers, **SBE**= Sub city educational experts and **MS**= Members of student councils
-source: by own.

A sample is viewed as a finite part of a statistical population whose properties are studied to gain information about the whole. In relation to this, a strategy used to select elements from a population is called sampling (Dattalo, 2008).

It is absolutely significant for a sample to properly demonstrate the characteristics of the population from which it is taken. Therefore, for this study simple random sampling method was used to select five high schools from the total of eight high schools in Bole sub-city. Concerning sample teachers, they were selected using quota and systematic sampling techniques. Then from each school, sample units were selected via systematic sampling technique. 25% of teachers from each school were included into the study which makes up a total of 112 teachers (Gay and Airasians, 2000).

This technique was used to include teachers from each school proportional to their size to ensure representation in the population. After the number of samples get determined, systematic sampling technique were used and thus, every 4th teacher on name list were 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.

Contrary to this, census sampling technique were used to select five principals who were directly involved in the performance appraisal of teachers from those five schools; one from each school, so as to get accurate data which would best enable to answer the research questions. In addition to this, census were also used for student council members & sub city education supervisors as their number is limited and thought to be manageable to use the entire population as a sample. Here, census is going to be used as this method incorporates all items as samples; no element of chance is left and highest accuracy is obtained (Kothari, 2004).

3.5. Data Sources

In this research, both primary and secondary data sources were used to get reliable, relevant and consolidated data so as to reach on concrete findings. The primary sources of data was collected from four groups of respondents; teachers and school principals (evaluators), student council members and sub-city educational officers as they know the current practices and challenges of teachers' performance appraisal in the study schools. To supplement the primary data,

secondary sources of data were collected from review of human resource management books and unpublished reading materials dealing with TPA and monthly, quarterly, semi-annual and annual reports of teachers' performance appraisal as well as numerous documents such as teachers' profile. Secondary data sources were relevant documents which the researcher was as additional evidences for the study.

3.6. Data Collection Instruments

In the process of selecting the suitable data gathering instruments, all character of the research problem and also the style of inquiries to be addressed were considered. Besides this, the research method and also the research design also guided in preparing the most effective data gathering instruments that are appropriate to gather data which successively address the matter under study.

By considering the above-mentioned fact and by progressing to increase the breadth of knowledge that might be obtained from respondents in relevance the practices and challenges of teachers' performance appraisal within the target schools, two sorts of data collection instruments were used, namely questionnaire, interview. The info via questionnaires is going to be collected from teacher participants and student councils members and interview were used to collect from principals and sub city educational officers.

3.6.1. Questionnaire

Questionnaire could be a research instrument consisting of a series of questions and other prompts for the aim of gathering information from respondents (Kabir, 2016). It is a document that contains questions designed to collect valuable information for analysis (Tuckman, 1999). The basic purpose of a questionnaire is to gather valuable information which is connected to the matter under study. Therefore, a questionnaire is employed as a result of the most vital instrument for gathering helpful data throughout this investigation because of its appropriateness to secure data from an outsized number of individuals within a brief period of some time. The other reason is that it is convenient for the respondents to specify their ideas and attitudes freely and confidently. Thus, most of the info is going to be collected via questionnaire developed after rigorous synthesis of the prevailing literature. The questionnaires were composed of both close- and open-ended items. For close-ended questions, choices were

provided and for open ended questions, samples respondents express their views and give comments and suggestions.

The close- and open-ended items within the questionnaire try to hunt answers for the research questions designed in chapter one amongst this study namely practice of TPA, objectives of TPA, adequacy of assessment criteria, challenges of undertaking teacher TPA and possible solutions to effectiveness of teachers PA. Besides, it contains demographic variables about respondents.

3.6.2. Interview

Interview is a primary data collection technique for gathering data in qualitative methodologies (Cooper and Schindler, 2014). It is also unique there in as it involves the gathering of information through direct verbal interaction between individuals (Borg, et al, 2003). For this research, semi-structured interview is going to be accustomed to collect data because it is flexible and provides numerous chances to change the order and details of the questions while the interview goes on (Bernard and Ryan, 2010; Maree, 2007). Thus, Interview is administered for principal and sub city educational experts. The questionnaires were revolving around items on practice, objectives, involvement, criteria, challenges, perceived effectiveness and solutions to the issues.

3.6.3. Document Analysis

The overall performance appraisal records of sample schools, evaluation records, and portfolio documents of the appraisal practice, documents that show the link between appraisal and purpose of TPA, appraisal criteria, process of TPA, problems of TPA, interventions to problems will be assessed.

3.6.4. Pilot Testing

After developing the data gathering instruments, Pilot testing was conducted. The purpose of the pilot test is to ensure whether the questionnaire is free from vague and irrelevant item. Thus, in the pilot study one school (Bole Community Secondary School) that is not included in the sample of the study were involved.

Furthermore, participants of the pilot test were informed about the objectives of the pilot study, and how to fill, evaluate, and give feedback regarding the relevance of the question items, its

length and layout, etc. Based on the suggestion forwarded, the instruments were improved and necessary corrections were made before they were administered to subjects of the study. Accordingly three items were modified, and one item was deleted. The topics included on the instruments are: Characteristics of the respondents, purpose of TPA, appraisal criteria, process of TPA, appraisers of TPA, competence of appraisers, components to be appraised during TPA, problems of TPA, and interventions to problems of TPA.

3.7. Procedure of Data Collection

As for the data collection procedure, the researcher first announced the full purpose of the research to the most directors of the sample schools soon get permission and letter of recognition to hold out the research within the target schools. To the current effect, having letter of authorization from St. Mary's University to induce permission, the researcher directly visited the sample sub-city education office and principals of the respective schools for consent. After permission, creating a smooth relationship with school principals in order to make them cooperative for the provision of the relevant information; and introducing the objective and purposes of the study were crucial steps. Up next data gathering instruments were developed and pilot testing was conducted at Bole Community Secondary School for 30 teachers, 3 principals and 15 students at Bole sub city. Then, the questionnaires were redesigned based on important feedbacks obtained from the advisor and aforementioned means. Finally, the items were checked for their validity and reliability. With relation to the validity (content, construct and face) were properly checked. With relevance reliability of the questionnaire, it was checked via SPSS software (version-20) program.

Having done all those tasks above, awareness among all the respondents about the objectives of the study and items of the questionnaire were created before it gets distributed. Following this, each questionnaire with a cover letter explaining the purpose of the study was given to respondents on individual bases. Here envelopes to respondents were provided in order that confidentiality of their responses is going to be ensured. Hence, the questionnaires were administered to 112 teachers and 41 student council representatives. Actually, the questionnaires were administered to 129 teachers and 48 students' council members; the attrition was 15% due to which 112 questionnaires were returned out of 129 distributed and similarly, 41 questionnaires were returned out of 48 distributed. Moreover, during data

collection process, respondents were highly encouraged to complete the questionnaires in break time and they were also requested to immediately return the questionnaire papers back after completion.

The interviews were conducted with five school principals, and seven sub city education officers, which contain items on practice, objectives, involvement, criteria, challenges, perceived effectiveness and solutions to the problems. With respect to the accomplishment of the interview, interviews were conducted inside respondents' office. Their responses are written in rough paper since they were not volunteers to induce their voices recorded.

3.8. Method of Data Analysis

To get the collected data ready for analysis, the questionnaires were checked against correctness, and then they were classified and tallied. The characteristics of respondents were analyzed by using frequency and percentage whereas the quantitative data were analyzed by using mean scores. Data collected using questionnaire and interview were analyzed through quantitative and qualitative data analysis methods. Accordingly, the data collected using closed-ended questions were coded into the SPSS and analyzed by using descriptive statistics such as frequency counts, percentages, mean values and standard deviations. Mean and weighted means were employed to display the quantitative data. Besides, tabular presentations were used to display the quantitative data.

Data collected from the open ended questions were scrutinized and described qualitatively; and data from interview were narrated and summarized verbally. Then, analyses of the qualitative and quantitative data were made in an integrated manner.

3.9 Ethical consideration

According to Saunders, Lewis and Thornhill, (2001:130). Ethics refers to the appropriateness of your behavior in relation to the rights of those who became the subject of your work, or are affected by it. The following ethics were remarked in the research field:

Informed consent: participants were given the choice to participate or not to participate, and further more were informed in advance about the nature of the study.

Right to privacy: the nature and quality of participants' performance were kept strictly confidential

Honesty with professional colleagues: findings were reported with a complete and honest fashion, without misrepresenting what has been done or intentionally misleading others as to the nature of it. Data were not being fabricated to support a particular conclusion.

Confidentiality/Anonymity: as it is a good research practice to offer confidentiality or anonymity, the respondents' response will be kept confidential.

The researcher reflected on the ethical issues in every aspect of the activity of this study. Furthermore, when distributing the questionnaire, respondents were guaranteed that the information they provide was confidential and used for academic purpose only. More over a statement conforms that the prohibition of including any identity detail or personal references in the questionnaire were included. This was to avoid any biased response or unauthentic data provided by respondents and to make participants feel safe in filling the questionnaire. As a result, the gathered data was kept confidential and would not be used for any personal interest and also the whole process of the study was controlled to be within acceptable professional ethics.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

This section presents the data collected from participants via questionnaire and interview; the data from questionnaire (both open and closed ended) and interviews were presented concurrently under the following research questions set in chapter one of this study. The research questions are that are used as themes for presentation are: How are the producers that are applied in the appraisal processes of teachers' performance? How knowledgeable are educational leaders about the purpose/ objective of the current TPA? How relevant are the criteria of TPA to gauge teachers' performance? What are the foremost problems of the practice of teachers' performance appraisal in those sample schools? What are the possible solutions for the issues of teachers' performance appraisal in the study areas? The section also presents demographic characteristics of research participants

4.1. Demographic Characteristics of Respondents

Data were collected from 112 secondary school teachers, 41 student council members, 5 principals in five government secondary schools, and 7 sub city educational experts of Bole sub city. In terms of percentage 30.4 % of teachers and 29.3 % of students from Bole, 14.4% of teachers and 17.1 % of students from Ayer Aneba, 10.7 % of teachers and 17.1 % of students from Dr. Haddis Alemayehu, 29.4 % of teachers and 21.9 % of students from Beshalie, and finally 15.1 % of teachers and 14.6 % of students from Bole-Bulebula secondary high schools.

Table 2:- Characteristics of Respondents by Sex and Age

No	Items		Respondents								Total	
			Teachers		Students		Principals		Sub city edu.			
			N	%	N	%	N	%	N	%		
1	Sex	Male	73	65.2	24	58.5	5	100	5	71.4	107	64.8
		Female	39	34.8	17	41.5	–	–	2	28.6	58	35.2
		Total	112	100	41	100	5	100	7	100	165	100
2	Age	Below 15 years	–	–	–	–	–	–	–	–	–	–
		15_18 years	–	–	37	90.2	–	–	–	–	37	22.4
		19_20 years	–	–	4	9.8	–	–	–	–	4	2.4
		21- 25 years	6	5.4	–	–	–	–	–	–	6	3.6
		26-30 years	12	10.7	–	–	–	–	1	14.3	13	7.9
		31-35 years	39	34.8	–	–	–	–	2	28.6	41	24.8
		36-40 years	25	22.3	–	–	–	–	2	28.6	27	16.4
		41-45 years	14	12.5	–	–	2	40	1	14.3	17	10.3
		46-50 years	9	8.0	–	–	2	40	1	14.3	12	7.2
		51-55 years	7	6.3	–	–	–	–	–	–	7	4.2
		Above 56 years	–	–	–	–	1	20	–	–	1	.6
		Total										165

-source: by own.

As it is indicated in Table 2:- 73(65.5%) of teachers, 24(58.5%) of students who participated in this study where males and the rest 39(34.8%) of teachers and 17(41.5) of students where females. So we can say that males are dominant.

And also, most 5 (71.4%) of the sub city education office professionals were male whereas 2 (28.6%) were females. This may imply that the education office professionals of Bole Sub City education office are dominated by male officers.

Concerning principals, all school principals who participated in the study, 5(100%) were males. There was no female principal to this interview. This indicates that most of the educational administrators of schools are males.

With regard to the age group, as indicated in the table-2 above, 1(14.3%) of the sub city education office professionals were between 26 and 30. 2(28.6%) of the education officers were between 31 and 35 years old. And 2 (28.6%) of the sub city education office professionals were between 36 and 40, the rest 1 (14.3%) of the sub city education office professionals were between 41 and 45. From this it possible to understand that most of Bole sub city education office teacher's development officers are adults.

As table-2 shows that 6(5.4%) of the teachers who participated in the study were between the age of 21-25 and 12(10.7%) of the teachers who participated in the study were between the age of 26 and 30 and 39 (34.8%) of them were in the age range of 31-35 years. 25(22.3%) of the participated teachers were between 36 and 40 years old. 14(12.5%) the participated teachers were in the age range of 41-45 years and 9(8%) Of them were 46-50 years old and only 7(6.3%) where between 51 and 55 years old. These means very large numbers of teachers were newly employed teachers (adults) and they might serve in teaching profession for a longer time if consideration is given to them or if they are properly handled. On the other hand it shows there are only few experienced and matured teachers in secondary schools of the sub city.

And also as it is shown in the same table, 2 (40%) of the principals who participated in the study were between the age of 41 and 45 years. Two (40%) principal was between 46 and 50 years. In addition 1 (20%) of the principals were above 56 years old. This implies that most of the principals who participated in this study are well experienced and enough matured.

4.1.2 Respondents' Years of Experiences, Educational Qualification and grades.

Table 3:- Characteristics of Respondents by experience and educational qualification.

NO	ITEMS		Respondents								Total	
			Teachers		Students		Principals		Sub city edu		N	%
			N	%	N	%	N	%	N	%		
1	Qualification	BA/BSC	85	75.9	–	–	–	–	7	100	92	74.2
		MA/MSC	27	24.1	–	–	5	100	–	–	32	25.8
		Others	–	–	–	–	–	–	–	–	–	–
		Total	112	100	–	–	5	100	7	100	124	100
2	Grade	9 th grade	–	–	6	14.6	–	–	–	–	6	14.6
		10 th grade	–	–	5	12.2	–	–	–	–	5	12.2
		11 th grade	–	–	13	31.2	–	–	–	–	13	31.2
		12 th grade	–	–	17	41.5	–	–	–	–	17	41.5
		Total	–	–	41	100	–	–	–	–	41	100
3	Years of Experience	0-2 years	6	5.4	–	–	–	–	–	–	6	4.8
		3-5 years	7	6.3	–	–	–	–	–	–	7	5.6
		6-8 years	10	8.9	–	–	–	–	3	42.8	13	10.4
		9-12 years	40	35.7	–	–	–	–	3	42.8	43	34.7
		13-16 years	21	18.8	–	–	2	40	–	–	23	18.5
		17-20 years	16	14.3	–	–	2	40	1	14.3	19	15.3
		Above 21 Yrs	12	10.7	–	–	1	20	–	–	13	10.4
		Total	112	100	–	–	5	100	7	100	124	100

-source: by own.

As shown in table-3 above, with respect to educational qualification of the respondents, all the sub city education office professionals were degree holders. And the majority 85(75.9%) of the teachers had first degree and the rest 27(24.1%) were MA holders. It is possible to say that secondary schools have teachers with the right qualification which is expected by the Ethiopian Ministry of Education. All 5(100%) of principals had MA degree in educational leadership fields. From this one can understand that these principals are good enough experienced and have the skills and techniques of performance appraisal.

With regarding to students council members grade level 6(14.6%) of them are grade 9th, 5(12.2%) of them are grade 10th, 13(31.2%) are grade 11th and the rest 17(41.5%) are from grade 12th. From this one can understand that the students' ratio is proportional and could represent all secondary school grades levels.

And also as shown in table-3 above, 3(42.8%) of the sub city officers have 6-8 years of service whereas 3(42.8%) of them have 9-12 years experience and the rest 1(14.3%) have 17-20 years of experience. It shows most of the educational officers are well experienced with the required skills and experiences.

Regarding the principals, 2(40%) of the principals has 13-16 years of service. With the same percentage another principal has 17-20 years of experience. Small percentage of the principals, 1(20%) of them have more than 21 years of experience. It shows most of the principals are well experienced.

The data obtained from the above table inferred that among 112 teachers who participated in this study, 6(4.5%) of them have only 0-2 years of service, 7(6.3%) have 3-5 years of experience and 10(8.8%) of them in the range of 6-8 years of experience, 40 (35.7%) Of the teachers have 9-12 years of service, 21(18.8%) of them in the range of 13-16 years of experience, and 16(14.3%) of them in the range of 17-20 years of experience ,the rest 12(10.7%) have more than 21 years of experiences. It implies that most of the secondary school teachers are middle level experienced teachers and few are more experienced.

4.2. Practice of Teachers Performance Appraisal

The practice was measured in terms of availability, frequency of occurrence, purpose, procedure, appraiser's competency and management of PA.

4.2.1. Availability and Frequency of Occurrence

Table 4:- Parties Involved on Development of TPA Criteria

No	Respondents	Is there formal appraisal process in your school?									
		Yes		No		I have no idea		Total			
		N	%	N	%	N	%	N	%		
1	Teachers	111	99.1	–	–	1	.9	112	100		
2	Evaluators	41	77.3	2	3.7	10	18.8	53	100		
How often is performance appraisal conducted in your organization?											
	Respondents	Once a year		Two times		Three times		Four and above		Total	
		N	%	N	%	N	%	N	%	N	%
1	Teachers	12	10.7	99	88.4	–	–	1	.9	112	100
2	Evaluator	12	22.6	26	49	–	–	15	28.4	53	100

-source: by own.

Teachers PA may be practiced formally or informally or both at varying level of frequency; in line with this, participants were asked to rate the availability and frequency of PA practiced in targeted schools. Accordingly, out of 112 teachers 111(99.1%) and out of 53 evaluators 41(77.3%) of them confirmed that there was a formal PA system in their schools. Whereas, the remaining 2(3.7%) of teachers and 10(18.8%) of evaluators respondents as they don't have idea about it or that they hadn't idea about it, the rest 1(0.9%) of teachers responded that there is no formal PA. Generally in those sample schools, teachers' performance is evaluated on regular basis or procedure, and the schools have planned way of letting the teachers to know where they stand and how they were progressing.

With respect to its frequency of occurrence displayed in the same table; 99(88.4%) of teachers and 26(49%) of evaluators confirmed that performance appraisal activities were held in such

schools semi annually or twice in a year. The remaining 12(10.7%) of teachers and 12(22.6%) of evaluators assured that they were appraised once in a year, finally the rest 1(0.9%) of teachers and 15(28.4%) of evaluator assured that they were appraised four times in a year .This shows that teachers performance appraisal was conducted in those study schools twice a year and the schools were ready to know the strength or weaknesses of their teachers frequently.

On the other hand, the interview conducted with principals and sub city educational expertise also indicated that appraisal of teachers performance was conducted twice a year at the end of each semester. Hence, the number of teachers’ performance appraisal per year should be increased for the smooth running of teaching learning process and professional development of individual teacher. More frequent appraisal should be considered to give more feedback on teacher’s actual ongoing performance to correct their mistakes. This result is in line with all the result of (Gebeyaw, 2017) at Kirkos sub city, (Abebe, 2020) at Addis ketema sub city and (Tigist, 2010) at Addis Ababa governmental high schools of Addis Ababa.

4.2.2. Identifying the Evaluators of Teachers' Performance

Table 5:- Identifying the Evaluators of Teachers' Performance

No	Items	Respondents							
		Teachers							
		Yes		No		I have no idea		Total	
		N	%	N	%	N	%	N%	
1	Directors	104	92.9	-	-	8	7.1	112	100
2	Vice directors	92	82.1	16	14.3	4	3.6	112	100
3	Student council members	104	92.9	-	-	8	7.1	112	100
4	Parent teachers association members	52	46.4	43	38.4	17	15.2	112	100
5	Department heads	12	10.7	92	82.1	8	7.2	112	100
6	Educational experts	33	29.5	69	61.6	10	8.9	112	100

-source: by own.

Teachers' performance appraisal is a shared responsibility in which teachers, school administrators, students and parents may get involved. In view of this, 112 teacher's participants were asked to identify who was involved in conducting teacher's performance appraisal and to evaluate their school. The result is portrayed in Table-5 above.

According to item 1, of Table-5, 104(92.9%) of teacher respondents justified that principals also were evaluators of teachers. Item 2 of the same table also depicts 92(82.1%) of the teachers confirmed that vice principals were among the evaluators.

Similarly, 104(92.9%) of the teachers have also shown that Student council members were evaluating teachers, 52(46.4%) of teacher respondents assured that Parent teachers association members have also been working as evaluators of teachers' performances. The other group evaluating teachers, as shown in item-5 by 12(10.2%) of the teachers assured that Department heads have also been working as evaluators of teachers' performances and 33(29.5%) the evaluators, were sub city educational experts representatives.

Thus, majority of the respondents claimed that directors/vice directors, student council members, members of Parent teachers' association members, and sub city educational expertise were involved in undertaking teachers' PA. However, directors/vice directors and student council members were felt the most participating as they constitute highest percentage of 112 respondents.

However, it was made clear by the interviews held with principals that participation of students in evaluating teachers was based on the guide line given by AACAE (1997 E.C.: 25-26). That is student representatives can collect the agreed upon suggestions of other students about the concerned teachers and perform evaluations of the teachers by filling in the evaluation format. Furthermore, schools were applying different but similar techniques which they found to be convenient in case of student evaluators. It was also learned from the interviews conducted that principals, vice-principals, department heads and parent representatives (parent-teacher association members) were involved in evaluating teachers Performance. This result is in line with all the result of (Gebeyaw, 2017) at Kirkos sub city, (Abebe, 2020) at Addis ketema sub city and (Tigist, 2010) at Addis Ababa governmental high schools of Addis Ababa. And this result is inconsistency with the result of (Shiferaw, 2019) at south shoa zone governmental high school.

4.2.3. Appraisers and Their Competency

Table 6: -Appraisers and Their competency

Items-1		Respondents		
Do you think the appraisers involved in TPA are competent?		Teachers	Evaluators	Total
Yes	N	25	12	37
	%	22.3	-	31.0
No	N	80	-	80
	%	71.4	-	67.2
I have no idea	N	4	-	4
	%	1.8	-	3.3
Items -2				
If your answer is NO, what do you think are the reasons for their incompetency?		Teachers		
They lack the necessary knowledge and skill.	N	14		14
	%	12.5		12.5
They haven't got adequate training.	N	22		22
	%	19.6		19.6
They are less committed to allocate enough time	N	2		2
	%	1.7		1.7
They tend to make favoritism for "Yes, Sirs".	N	54		54
	%	48.2		48.2
Other reasons	N	-		-
	%	-		-

-source: by own.

With regard to their competency, almost less than one fourth of the respondents 25(22.3%) teachers had the view that appraisers think that they had the competence; and 12(100%) of principals and sub city educational experts assured that TPA were competence. On the other hand nevertheless, significant number of teachers respondents 80(71.4%) didn't think that they had the competence and 4(1.4%) had no idea about it.

Lack of intervention training 22(19.6%), skill and knowledge gap in conducting PA 11(12.5%), 54(48.2%) they tend to make favoritism for "Yes, Sirs" and muddled attitude towards PA were found the underlying reasons of incompetency. This result is related with the result of (Abebe, 2020) at Addis ketema sub city and (Gebeyaw, 2017) at kirkos sub city.

4.2.4. Purposes of TPA as Perceived by Appraises and Appraisers

Table 7 A-: Purposes of TPA as Perceived by Appraises and appraisers (Summative)

No	Purpose of TPA	Respondents													Weighted mean
		Appraises (N=112)						Mean	Appraisers(N=53)					Mean	
		SD	D	UD	A	SA	SD		D	UD	A	SA			
1	To identify strengths and weak nesses of teacher	N	3	11	7	59	32	3.95	-	7	22	11	3	1.96	2.96
		%	2.7	9.8	6.3	52.7	28.6		-	13.2	41.5	20.7	5.6		
2	To decide on teachers salary improvement	N	7	27	11	52	15	3.37	-	1	39	13	-	3.23	3.3
		%	6.3	24.1	9.8	46.4	13.4		-	1.8	73.58	24.5	-		
3	To identify training needs (training purpose)	N	22	42	15	26	6	2.73	17	16	11	6	3	2.3	2.5
		%	19.6	37.5	13.4	23.2	5.4		32.1	30.1	20.7	11.3	5.6		
4	To link teachers activity with the organizational goal	N	10	32	14	46	10	3.13	-	-	34	16	3	3.4	3.3
		%	8.9	28.6	12.5	41.1	8.9		-	-	64.2	30.2	5.6		
5	To provide information on teachers promotion transfer and termination of contract	N	3	5	12	61	31	4.0	9	-	19	22	3	3.02	3.5
		%	2.7	4.5	10.7	54.5	27.7		16.9	-	35.5	41.5	5.6		
6	To control the overall performance of teachers	N	6	10	5	60	31	3.89	-	2	4	24	23	4.3	4.1
		%	5.4	8.9	4.5	53.6	27.7		-	3.7	7.5	45.3	43.4		
7	To provide feedback to teachers	N	13	46	11	34	8	2.8	1	6	35	5	6	3.2	2.89
		%	11.6	41.1	9.8	30.4	7.1		1.8	11.3	66.03	9.4	11.3		
8	To serve as basis for reward and punishment	N	4	13	19	63	13	3.61	18	22	1	5	7	2.3	3.0
		%	3.6	11.6	17	56.3	11.6		33.9	41.5	1.8	9.4	13.2		
9	To counsel teachers	N	13	55	9	27	8	2.66	7	-	24	13	9	3.3	3.6
		%	11.6	49.1	8	24.1	7.1		13.2	-	45.3	24.5	16.9		
Grand mean and weighted mean							3.35						3.0	3.2	

Key-SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree -source: by own.

Table 7 B-: Purposes of TPA as Perceived by Appraisees and appraisers (Formatives)

No	Purpose of TPA		Respondents											Weighted mean	
			Appraisees (N=112)					Mean	Appraisers(N=53)						Mean
			SD	D	UD	A	SA		SD	D	UD	A	SA		
1	To improve the teaching learning process	N	3	8	2	60	39	4.11	-	-	9	32	12	4.1	4.1
		%	2.7	7.1	1.8	53.6	34.8		-	-	17	60.3	22.6		
2	To enhance students' academic achievement	N	19	38	11	33	11	2.8	4	-	7	9	33	4.3	3.54
		%	17	33.9	9.8	29.5	9.8		7.5	-	13.1	16.9	62.3		
3	To provide a high quality education to students	N	16	34	7	44	11	3.0	2	3	22	7	19	3.7	3.4
		%	14.3	30.4	6.3	39.3	9.8		3.7	5.6	41.5	13.2	35.8		
4	To help teachers develop professionally	N	15	46	13	26	12	2.27	-	7	37	7	2	3.1	2.9
		%	13.4	41.1	11.6	23.2	10.7		-	13.2	69.8	13.2	3.7		
5	To improve the motivation of teachers	N	26	58	8	11	9	2.28	17	12	19	7	1	2.5	2.4
		%	23.3	51.8	7.1	9.8	8		32.1	22.6	35.8	13.2	1.8		
Grand mean and weighted mean							2.89						4.16	3.53	

Key-SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree -source: by own.

Performance appraisal served two major purposes in schools :(1) to improve the Teaching performance of teachers (i.e. Formative Appraisal) and (2) to provide information to school administration for use in making decisions (Summative appraisal). These two purposes of teacher's performance appraisal mainly focuses to enhance and to initiate motivation and interest towards the teaching profession and to improve the quality of teaching learning process. The knowledge of teachers about the purpose of performance appraisal is very essential. In this regard, MOE identifies the major purposes in the guideline.

Appraisers and appraisees were asked to identify the major purposes which they think the secondary schools TPA in practice. To this effect, fourteen purposes were listed in the table. Nine (2nd ,3rd ,6th ,7th ,9th ,10th ,12th ,13th ,and 14th) of them represent summative purposes and the remaining five (1st ,4th ,5th ,8th ,11th) represent formative purposes .

Accordingly, the result of the average weighted mean scores reveal that both appraisers and appraisees strongly agree that purposes of TPA in secondary schools were primarily serving to achieve formative purposes. Hence, the primary major purpose as perceived by appraisers and appraisees were Formative (1st , 4th , 5th , 8th and 11th) purposes as confirmed by the average weighted mean of (3.53). The summative(2nd ,3rd ,6th ,7th ,9th ,10th ,12th ,13th ,and 14th) purpose includes: satisfying the demands of the public for accountability, to control or influence the performance of individual's, to decide on teacher's termination of their contact, and to decide on teacher's promotion, transfer or demotion. This is also confirmed by average weighted mean of (3.2). Moreover, the data analysis indicates that both summative and formative purposes were achieved simultaneously even if Formative purposes mainly achieved. It would, therefore, be possible to conclude that although both formative and summative purposes of TPA were necessary and much of the information were useful in making decisions about teachers, the two major purposes were a little bit different. But from the TPA checklist currently used in the sample school, it is observed that both the formative and summative purpose was appeared in one instrument. Research on TPA reveals that sharp differences in purpose, process, instrumentation, and procedural characteristics gave urgency to the notion that summative and formative appraisal cannot be undertaken as a single undifferentiated task.

Contrary to teachers view, principals and sub city educational expertise claimed that their PA has met its intended purpose. On the other hand, only few share of respondents they had a view that their PA hadn't met its intended purpose at their school.

From the data observed in items one can inferred that there is a contradiction of idea between teachers and their appraisers with regard to TPA purpose mainly serving in their schools. This finding is inconsistent with some of the previous empirical finding of (Tigist, 2010) at Addis Ababa, (Abebe 2020) at Addie ketema sub city even with (Shiferaw 2019) at South west shoa zone and (Mesay 2018)at Burayu governmental secondary high schools of Ethiopia.

4.2.5. Teachers PA and felt degree of meeting its purpose

Table 8:- Teachers PA and felt degree of meeting its purpose

Items	To what extent/degree has the teachers' performance appraisal system met its intended purpose/s					Total	
	School names					N	%
	Ayer Amba High School	Beshalie high school	Bole_Bulebula	Bole_High School	Dr.Haddis Alemayehu		
Very high	1	0	0	0	0	1	0.8
High	4	3	3	7	2	19	16.9
Moderate	5	7	2	9	2	25	22.3
Low	5	23	12	15	8	63	56.3
Very low	1	0	0	3	0	4	0.4
Total	16	33	17	34	12	112	100

-source: by own.

Literature shows that teachers' PA has immensely contributes for achieving the schools' strategic objective; i.e., improving students' learning. In view of this, participants' response displayed in Table-8 shows their outlook on the degree of meeting its purpose. Accordingly, the numbers of respondents who felt that PA that has been practiced in their respective school has met its purpose to very high or high level were found 1(0.8%) and 19(16.9%) respectively. This implies that small number of participants (20) had a view that their PA has met its intended purpose. On the other hand, reasonable share of respondents (67) felt that their PA has met its purpose to low or very low, which means very low 4(0.4%), low 63(56.3%) or moderate 25(22.3%) level.

Nevertheless data from interview and open ended items didn't corroborate the findings presented in Table-8 above. School administrators for instance vividly showed that the PA practiced in their respective school is meant to secure periodic promotion, motivation and

scholarship. With respect to improving classroom practice, however, they disclosed that it had made insignificant contribution. In the same vein, the most common phrase of teacher respondents in the open-ended questions was “paper value” implying that teachers PA practiced in the sample schools rarely contributed for improving instruction, enhancing teacher’s professional development and for making valid administrative and motivational decisions This result is in consistence with the empirical result of (Abebe, 2020) at Addis ketema and (Tigist, 2010) at Addis Ababa governmental high school.

4.2.6. Management of post appraisal sessions

Managing PA in post appraisal sessions is critical; failure to do so may lead to futility of the whole process (Schuler, Dowling, Smart and Huber 1992). In this study, post appraisal session management is described in terms of managing conflicts in post appraisal sessions. The result in Table 9-below shows the findings

Table -9 management of post appraisal

Items	Can you appeal to the top management of your school when you think that your performance appraisal result is unfair?					Total	
	School names					N	%
	Ayer Amba High School	Beshalie high school	Bole_Bulebula	Bole_High School	Dr.Haddis Alemayehu		
Yes	13	24	15	25	8	85	75.9
No	3	9	2	8	4	26	23.2
I am not sure	0	0	0	1	0	1	.9
I don't know	-	-	-	-	-	-	-
Total	16	33	17	34	12	112	100
If your answer to question No 15 is “Yes”, do you think the grievance will be seen fairly?							
Yes	7	5	8	12	3	25	22.3
No	5	16	7	13	5	46	40.1
Not sure	1	3	0	0	1	5	4.4
I don't know	2	0	0	9	0	11	9.8
Total	15	24	15	34	9	97	86.7

-source: by own.

The result portrayed in the above table shows that the majority numbers of respondents 85(75.9%) have the possibility to appeal to the school management in times of feeling of unfairness in performance appraisal result. And significant numbers of respondents 26(23.2%) couldn't appeal to the school management, few numbers 1(0.9%) were not sure about it.

Nevertheless, the possibility of getting the grievance solved by school management was found low.

This is because only 25(22.3%) of the total 85(75.9%) respondent got their post appraisal grievances well managed.

Contrary to teachers view, principals and sub city educational expertise claimed that each and every grievance of teachers had been solved by school management in coordination with parent-teachers and students association committee, if not by sub city experts of grievance solving committee. This result is in line with the result of (Anemaw, 2013) at Addis ketema sub city of governmental high schools.

4.3. Teacher's involvement in their performance Appraisal

Table 10:- Teacher's involvement in their performance Appraisal

Items	Do you think the performance appraisal system of your school is participatory?					Total	
	School names					N	%
	Ayer Amba High School	Beshalie high school	Bole_Bulebula	Bole_High School	Dr.Haddis Alemayehu		
Yes	3	12	9	23	4	51	45.5
No	12	16	7	11	5	51	45.5
I am not sure	1	5	1	0	3	10	9
I don't know	-	-	-	-	-	-	-
Total	16	33	17	34	12	112	100
How often teachers participate on the appraisal process?							
Always	2	0	0	0	0	2	1.7
Most of the time	0	0	1	2	2	5	4.5
Sometimes	2	10	6	19	1	38	33.9
Not at all	1	4	3	12	1	21	1.9
Total	5	14	10	33	4	66	59%

-source: by own.

Teachers were asked about participatory nature of the PA practiced in their respective schools. The response shown in Table- shows that significant number of the respondents 51(45.5%) affirmed that the PA practiced in their respective school was participatory.

Nevertheless, almost half of the respondents 51(45.5%) from all school had the view that PA wasn't participatory 10(9%) of the respondents were not sure about it whether or not it is participatory. This implies that though half of the respondents felt that it was participatory, the level of participation didn't seem adequate since a significant number of respondents (61) had the view that teachers PA was either not participatory or not sure about it. Responses from open-ended questions and principals and expertise interview also confirmed this finding. This result is in line with all the result of (Gebeyaw, 2017) at Kirkos sub city, (Abebe, 2020) at Addis ketema sub city and (Tigist, 2010) at Addis Ababa governmental high schools of Addis Ababa.

4.4. Adequacy of performance appraisal criteria

In connection with the current appraisal criteria the study also made to attempt to examine the perception of teachers toward the relevance of TPA criteria used to evaluate teachers' performance. To examine the extent of relevance of TPA criteria in use to appraise teachers' performance a questionnaire was administered to both appraises and appraisers. Each of the items in each group were rated as strongly agree (SD), agree (A), undecided (UD), disagree (D) and strongly disagree (SD). Based on the responses given by the two study groups mean and weighted mean were computed as indicated in the following table.

Table 11A:-Adequacy of performance appraisal criteria

No	Producers of TPA	Respondents											Weighted mean		
		Appraisees (N=112)					Mean	Appraisers(N=12)						Mean	
		SD	D	UD	A	SA		SD	D	UD	A	SA			
1	Pre-appraisal orientation is given to teachers before the evaluation occurs.	N	25	47	10	28	2	2.42	-	-	-	12	-	4	3.21
		%	22.3	42	8.9	25	1.8	-	-	-	100	-			
2	Teachers set their own performance target with the collaboration of their principal.	N	18	53	8	26	7	2.56	-	8	-	3	1	2.8	2.7
		%	16.1	47.3	7.1	23.2	6.3	-	66.6	-	25	8.3			
3	Teachers improve their performance on the basis of the previous results of appraisal.	N	-	11	10	71	20	3.89	-	6	2	4	-	2.8	3.4
		%	-	9.8	8.9	63.4	17.9	-	50	16.6	33.3	-			
4	Post appraisal discussion takes place between appraiser and appraisee to discuss appraisal results	N	24	60	5	16	7	2.3	-	-	-	9	3	4.3	3.3
		%	21.4	53.6	4.5	14.3	6.3	-	-	-	75	25			
5	Feedback is provided to teacher's timeously.	N	27	37	2	40	6	2.65	-	-	-	11	1	4.1	3.4
		%	24.1	33	1.8	35.7	5.4	-	-	-	91.6	8.4			
6	Appraisers observe and record teachers' performance regularly.	N	12	47	18	29	5	2.74	-	5	2	4	1	2.9	2.8
		%	10.7	42	16.1	25.9	4.5	-	41.6	16.6	33.3	8.4			
7	Appraisers compare teachers one another's rather than measuring their performance against the standards (criteria).	N	2	12	11	72	15	3.77	-	-	3	4	5	4.5	4.1
		%	1.8	10.7	9.8	64.3	13.4	-	-	25	33.3	41.6			

Key-SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree -source: by own.

Table 11B:-Adequacy of performance appraisal criteria

No	Producers of TPA		Respondents											Weighted mean	
			Appraisees (N=112)					Mean	Appraisers(N=53)						Mean
			SD	D	UD	A	SA		SD	D	UD	A	SA		
8	Appraisers evaluate teachers based on the past records only.	N	2	17	18	71	4	3.52	-	-	1	11	-	3.9	3.7
		%	1.8	15.2	16.1	63.4	3.6		-	-	8.3	91.7	-		
9	Teachers experience training, promotion or demotion because of performance appraisal result.	N	14	41	16	40	1	2.76	-	6	6	-	-	2.5	2.63
		%	12.5	36.6	14.3	35.7	0.9		-	50	50	-	-		
10	The performance evaluation of teacher is conducted fairly.	N	40	52	2	13	5	2.03	-	10	-	2	-	2.1	2.2
		%	35.7	46.4	1.8	11.6	4.5		-	83.3	-	16.7	-		
11	Teachers' performance appraisal is of no use and the process is waste of time.	N	18	44	9	37	4	2.69	-	11	1	-	-	2.1	2.4
		%	16.1	39.3	8	33	3.6		-	91.7	8.3	-	-		
12	The performance appraisal system has a good follow up on the parts of school directors.	N	16	50	8	31	7	2.67	3	7	-	2	-	2.1	2.4
		%	14.3	44.6	7.1	27.7	6.3		25	58.3	-	16.7	-		
13	The performance appraisal system is periodically reviewed and changed to insure its effectiveness	N	29	47	12	16	8	2.35	3	9	-	-	-	1.75	2.05

Key-SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree -source: by own.

Looking at the weighted mean score of appraisees and appraiser only six items from table 11A & B (1st, 3rd, 4th, 5th, 7th, and 8th), with the weighted mean score greater than the ideal mean(3.0) indicates the majority of respondents disagreed with the relevance of the criteria that provided under performance evaluation area associated with objective and goal of the schools. Among the six rated by appraisers item-7 (appraisers compare teachers one another's rather than measuring their performance against the standards (criteria)) where highly condemned with weighted mean of 4.1.

Contrary to this the weighted mean score of appraisees and appraiser only seven items (2nd ,6th ,9th ,10th ,11th ,12th ,and 13th), with the weighted mean score less than the ideal mean(3.0) indicates the majority of respondents agreed with the relevance of the criteria didn't provided under performance evaluation area associated with objective and goal of the schools.

In the bottom line the result reveal that teachers had dissatisfaction towards the appraisal criteria and criticized as if they were rigid, unrelated, less relevant and prescriptions. This may potentially open the door to appraisal subjectivity and in the long to loss of trust and hope in it. Thus, it would be possible to generalize that the criteria recently used do not relate to the real events of the classroom and could not differentiate good performance from poor performance.

On the other hand, the responses obtained from open ended item questions and interview conducted with principals and experts who involved in the appraisal of teachers indicated that the criteria are somewhat difficult to understand to do effective appraisal of teachers' performance. Moreover, they revealed that no enough orientation given to them to have knowledge of TPA criteria and on how to evaluate teachers performance. This could be possible to assume that teachers' performance is conducted by people who lack the necessary knowledge about criteria of TPA and how the process to be implemented. This result is consistence with the result of (Tigist, 2010) at Addis Abebe, (Abebe 2020) at Addis sub city even with (Shiferaw 2019) at South west shoa zone and (Mesay 2018)at Burayu governmental secondary high schools of Ethiopia.

4.5. Major Problems of TPA

Since teachers performance appraisal is a complex activity, many schools faced problems in practicing it. These problems may be related to the design and operation of the appraisal system, skill and competence of evaluators, and perception of teachers about performance appraisal. In this regard some (thirteen) of TPA problems were listed and 112 of teachers were asked to rate those problems based on the following rating scale: Very highly serious (5), highly serious (4), moderately serious (3), minimally serious (2), and very minimally serious (1). The mean scores from the data analysis were interpreted as 0.05-1.49 (very low), 1.5-2.49(low), 2.5-3.49 (medium), 3.5-4.49 (high) and above 4.5 (very high)

Table 12: - Major Problems Related to Teachers Performance Appraisal

No	Major problems and challenges of TPA	Respondents							
		Teachers (N=112)							
		1	2	3	4	5	Mean	Sd.dev	
1	Appraisers' lack of the necessary knowledge	N	1	9	7	80	15	3.88	.768
		%	.9	8	6.3	71.4	13.4		
2	Appraisers' lack of the necessary skill	N	1	10	11	78	12	3.8	.781
		%	.9	8.9	9.8	69.6	10.7		
3	Appraisers' lack of the necessary experience	N	11	41	8	43	9	2.98	1.251
		%	9.8	36.6	7.1	38.4	8.0		
4	Poor administration of the overall appraisal process	N	6	41	17	33	44	3.07	1.181
		%	5.4	36.6	15.2	29.5	12.5		
5	Shortage of pre-appraisal discussion b/n the appraise and the appraiser	N	1	8	4	54	45	4.2	.879
		%	.9	7.1	3.6	48.2	40.2		
6	Lack of post-appraisal discussion between the appraise and the appraiser	N	2	8	5	58	39	4.11	.941
		%	1.8	7.1	4.5	51.8	34.8		
7	The presence of negative perception of teachers about performance appraisal	N	10	27	9	46	20	3.35	1.271
		%	8.9	24.1	8.0	41.1	17.9		
8	Scarcity of time to appraise teachers' performance	N	28	59	8	13	4	2.16	1.045
		%	25	52.7	7.1	11.6	3.6		
9	The presence of inadequate and in appropriate appraisal criteria	N	1	20	8	69	14	3.67	.943
		%	0.9	17.9	7.1	61.6	12.5		
10	Bias of evaluators that can replace organizational standards by personal values in the evaluation process	N	5	21	7	35	44	3.82	1.261
		%	4.5	18.8	6.3	31.3	39.3		
11	Absence of transparency while the appraisal is conducted	N	_	9	4	71	28	4.05	.781
		%	_	8	3.6	63.4	25		
12	Students aren't matured enough to properly evaluate their teachers.	N	11	48	11	33	9	2.83	1.192
		%	9.8	42.9	9.8	29.5	8		
13	School principals will to give equivalent ratings to teachers which in turn reduce the validity of the ratings.	N	8	26	15	50	13	3.3	1.161
		%	7.1	23.2	13.4	44.6	11.6		

Key -5=very highly serious, 4= highly serious, 3= moderately serious, 2= minimally serious, and 1= very minimally serious -source: by own N=number of sample respondent,

As depicted on table:-12, the major problems of TPA were listed to be rated using five point likert type scale very highly serious (5), highly serious (4), moderately serious (3), minimally serious (2), and very minimally serious (1).

Looking at the mean score of appraises eight items (1st ,2nd ,5th ,6th ,7th ,9th ,10th and 11th), they related with administration of performance appraisal process, appraisers bias, criteria and time constraint of appraisers were rated as a highly serious problems with a mean score ranging from 3.5-4.49. While, again by looking at the mean score of appraises four items (3rd ,4th ,12th and 13th) they related with poor administration lack of experiences with regards TPA was rated as a moderately serious problem by appraises with a mean score ranging from 2.5-3.49. And scarcity of time to appraise teachers was rated as a minimally serious problem of TPA by the respondents with a mean score of 2.16. Among the eight highly serious problem rated by appraises shortage of pre-appraisal discussion between the appraisee and the appraiser with mean score of 4.2 and lack of post-appraisal discussion between the appraisee with mean score of 4.11 were the most dominant.

On the other hand, the responses obtained from open ended item questions and interview conducted with principals and experts the following suggestions were forwarded: the interview made with them also disclosed that due to lack of knowledge, skill and commitment of appraisers they found that, managing the appraisal process in their school as one of the difficult task and administration of the overall appraisal process in their school was poor.

Moreover, they indicated that lack of necessary training of appraisers and low participation of teachers when TPA criteria was developed and lack of sufficient time to review teachers' performance effectively as the number one major problems of TPA in their schools during their interview. Students on their part forwarded the following as the major constraints.

- Mostly higher levels of academic achievement students involve in the appraisal of teachers performance. As reported by them student who has rank 1-3 mostly participated on appraisal of teachers.
- Students do not have any training with regard to TPA and they use the appraisal as a revenge mechanism.
- Most students were not aware of the objectives of TPA so that simply they fill the form.
- Some students' bias in marking to matters unrelated to the performance of teachers.

Furthermore, in their response they added that, only by taking one factor of a teacher as positive or negative appraisal of teachers in their schools. Therefore, one can conclude the appraisal system has several problems which may affect to the effectiveness of appraisal process in government high schools of Addis Ababa. This result is in line with the result of (Mesay 2018) at Burayu, (Sheferaw 2019) at South west shoa zone and (Abebe 2020) at Addis ketema sub city of Addis Ababa governmental secondary schools. This implies that the aforementioned several problems which may affect to the effectiveness of appraisal process in government high schools of Addis Ababa had been not solved.

4.6. Interventions for the Problems of TPA

This section of the analysis presents the suggestions given by both groups of the respondents for improvement of TPA problems based on the data obtained from the questionnaire and interview. Principals, sub city educational expertise, teachers and students were asked to give their suggestions on how to TPA problems should be improved.

Hence, with the aforementioned opinion of respondents responses obtained from open ended item questions and interview conducted with all the following suggestions were forwarded to decrease problems observed during the practice of TPA.

- Giving adequate training for both appraisers and appraises
- Full participation of teachers on development of teachers performance appraisal criteria
- Performance criteria should be developed at school level
- Rewarding better performance based on genuine evidence
- Giving timely feedback to teachers on their performance as soon as possible
- Giving necessary support and cooperation for principals from both superiors and subordinates in order the principal to practice teachers performance appraisal effectively.
- Assigning thanks giving day for Teachers at national level by government, so that teachers feel as they are recognized.
- Teaching professions must be respected by all citizens' including by teachers themselves.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the data presented, analyzed, and discussed, this final chapter of the study presents the major findings of the investigation, conclusions and feasible recommendations forwarded from the findings.

5.1 . Summary of Major Findings

The main purpose of this study was to research the present practice and problems of teachers' performance appraisal in government high schools of Addis Ababa. To the present end, the subsequent basic questions associated with teachers' performance appraisal purpose, criteria, process, competency of appraisers, and problems of teachers' performance appraisal were posed.

1. How are the producers that are applied in the appraisal processes of teachers' performance?
2. How knowledgeable are educational leaders about the purpose/ objective of the current TPA?
3. How relevant are the criteria of TPA to gauge teachers' performance?
4. What are the foremost problems of the practice of teachers' performance appraisal in those sample schools?
5. What are the possible solutions for the problems of teachers' performance appraisal in the study areas?

Descriptive survey method was employed to review the problem. And therefore the study was conducted on five government high schools selected on the idea of lottery method simple random sampling and availability technique. Quota sampling followed by systematic sampling technique was employed to pick sample teachers. Censes sampling technique was accustomed to select school principals and students council members. So as to answer the above basic questions, a questionnaire was prepared and administered to five principals, seven educational experts, 112 teachers, and 41students. Moreover supportive data were collected through interview from five principals, and seven educational expertises who were involved in appraisal of teachers' performance with in the sample schools. Then the information collected trough questionnaire was tabulated and analyzed using statistical analysis like frequency, percentage,

mean, and weighted mean. Based on the data analyzed, presented and discussed the following major findings were obtained

1. A higher proportion of respondents 107(64.8%) were male and 58(35.2%) were females. And majority of respondents were well experienced in teaching profession (more than 5 years).
2. All respondents claimed that the performance of teachers has been appraised twice a year that is once during a semester.
3. All of the respondents assured that principals, department heads, students and parents were involved with the appraisal of teachers. However, directors/vice directors and student council members were felt the foremost participating as they constitute highest percentage of 112 respondents and majority of the respondents criticizes that student and parent appraisers do not have the desired skill and knowledge of appraisal process. The reason teachers indicated for this was students and parents were lack of adequate training and skill.
4. The study revealed that both appraisers and appraises rated the recent TPA purpose as formative or developmental purposes with average weighted mean of 3.53. These formative purposes Consist : achieving school goal, improving teaching performance, identifying areas where developmental efforts was assessing the result of teaching on students achievement, ensuring that students were provided top quality instructions, and providing opportunities for teachers to develop professionally. However, in line with the interview report from the TPA check list currently utilized in the schools, it had been observed that both formative and summative purposes were appeared in one check list.
5. Concerning appraisers' competence, the findings revealed that, due to lack of training and experience, the majority 80(71.4%) of appraisers were not competent. As reported by majority of appraises students and parents were appraising teachers with unrelated matters to the teaching learning process and incompetent to grasp the criteria of appraisal. Therefore, student and parent appraisal seem questionable being biased to some behavior of teachers (hasty generalizations). Thus, one can conclude that appraisal of teachers highly suffering by low competency of appraisers.

6. With relevancy to the handling issues in post PA management session didn't look a problem; nevertheless, possibility of getting the grievance solved by school management was found low. As an example, only 25(22.3%) out of the 85(75.9%) respondents got their post appraisal grievances well managed.
7. The response of the bulk of appraises and appraisers reveal that, the involvement of teachers with in the development of TPA criteria was low. Besides, criteria accustomed to appraise teachers were viewed by teachers as rigid, unrelated, less relevant and imposition from Addis Ababa Education Bureau; which potentially opens the door to bias and favoritism.
8. The study investigated that possible problems that made TPA tasks difficult are: appraisers lack of the required knowledge (w.m=.88), appraisers' lack of the required skill (w.m=3.8), shortage of pre-appraisal discussion between the appraise and the appraisers, (w.m=4.2) , lack of post-appraisal discussion between the appraise and also the appraiser (w.m=4.11), the presence of negative perception of teachers about performance appraisal(w.m=3.35), the presence of inadequate and in appropriate appraisal criteria(w.m=3.67), Bias of evaluators that can replace organizational standards by personal values within the evaluation process(w.m=3.82), Absence of transparency while the appraisal is conducted(w.m=4.05). Thus, the above problems adversely affected teacher's performance and were possibly contributed to those teachers dissatisfaction with their performance appraisal.
9. The following recommendations were forwarded to beat the matter which encountered on appraisal of teachers performance.
 - ❖ In order to the principals to practice teachers performance appraisal effectively necessary support should tend from both teachers and sub city education bureau. Moreover, principals should delegate their authority to share their responsibility. Hence the teaching load of department heads should be minimized to own sufficient time to gather relevant information on teachers' performance, to follow their ongoing performance and to supply accurate and immediate feedback for improvement of teaching-learning process and teachers' professional development.

- ❖ Teachers should be rewarded in accordance with their performance results. The outstanding performers getting the very best reward followed by above average and therefore the average performers. Rewards like increasing salary, promotion, getting recognition should be made. For giving recognition to teachers writing letters or commendations, oral statements and therefore the likes can function as a ways of expressing recognition for their good performances. Normally better accomplishments should be awarded to motivate teachers for better future performance.
- ❖ School management must consider potential appraiser like peer and self appraisal to reduce appraisers' bias. Colleagues can give additional information for taking right decision. Self-appraisal also increases employees understanding of measuring their own performance and it enables teachers to challenge his/her appraisers to the fairness and objectivity of the appraisal result as done by school appraisers. Many of the appraisal error could at least be minimized by having such multiple appraisers.
- ❖ The appraisal process within the schools have to lean attention it must facilitate the participation of teachers in planning and setting objectives, teachers' performance must be properly monitored that is appraisers should periodically record pertaining strong and weak performance of teachers. This periodic record is must be considered for accurate performance appraisal to be conducted. Examining results should be done on accurate information and therefore the right action should be taken based on teachers' performance results.
- ❖ Schools must create suitable condition for open discussion between teachers and their appraisers as frequently as possible. Furthermore, training should be tending to them on the way to conduct feedback tactfully for both poor and good performing teaches. It will present good opportunity to suggest means for achieving established objectives, including support to be provided by appraisers and also the school. It is also advisable to prepare and enforce the functionality of clear and two-way communication information should

smoothly flow both vertically and horizontally to make strong awareness of the school plan and performance criteria to be used for appraisal of teachers.

5.2. Conclusion

Based on the facts of knowledge analysis and summary made the subsequent conclusions were drawn.

Performance appraisal required willingness and commitment to target improving performance at level of the individual teacher. Sort of compass, ongoing performance appraisal system provided instantaneous, real time information that describes the difference between the current and also the desired Performance of teachers. To practice sound performance appraisal, principals of the school provided timely feedback about teachers performance, while constantly was focused everyone's attention on the ultimate objective (i.e. quality education).

Several factors may account for the mismatch between the intended purposes of TPA and therefore the purposes it is practically serving. One among the explanation behind might be the processes under which it takes place. Lack of preparations to undertake the TPA, absence of pre and post appraisal conference and ultimately absence of feedback to teachers, errors in rating like halo effect, central tendency error and almost like me error were characteristic problems identified within the process of TPA. Because of these problems, TPA practice is becoming the reason for teacher's dissatisfaction and it is negatively affecting the contribution of teachers for quality of education. It is totally contradictory to the intended purpose of TPA. TPAs main purpose rather should be positively contributed or the event of quality of education by developing teachers instructional skills through giving valuable feedback and follow up.

The school administrator's careless and biased TPA practice forced teachers to possess negative perception on the practice of TPA. These negative perceptions were an obstacle for teachers try and do their tasks to the expected standard. This highly affects the contribution of teachers for quality education. Teachers had dissatisfaction towards the appraisal criteria and criticized as if they were rigid, unrelated, less relevant and prescriptions. This could potentially open the door to appraisal subjectivity and within the long to loss of trust and hope in it.

5.3. Recommendations

On the basis of the summary of findings and conclusions drawn, the following possible recommendations are suggested to improve the problem.

Although not statistically significant number this study had shown a number of appraisers do the appraisal without having knowledge of the purpose. This caused dissatisfaction and turnover of teachers. Thus, the researcher recommend in order to make the TPA effective both the school systems and the government bodies especially teachers development departments which are formed in sub city level give capacity building awareness creation trainings on TPA practice for both teachers and school administrators to avoid bias and to satisfy teachers by giving feedbacks which are important for the instructional development of teachers. In addition school administrators should conduct trainings to create clear awareness on the importance of TPA.

The school administrators are recommended to conduct teachers' performance appraisal (TPA) without disturbing the instructional delivery by having good communication with teachers to avoid the negative perception of teachers towards TPA practice. In addition, school administrators should create awareness about the intended purpose of TPA for their teachers and should prepare pre and post appraisal discussion with teachers to solve the observed gaps during TPA practice.

Addis Ababa Education Bureau should ensure that teachers evaluation criteria related to students learning. And should separately evaluate both the formative and summative purpose from the TPA checklist appeared in one instrument, since there are sharp differences in purpose, process, instrumentation, and procedural characteristics gave urgency to the notion that summative and formative appraisal cannot be undertaken as a single undifferentiated task.

Finally, this study was, fundamentally, carried out on general secondary schools found in Addis Ababa city Administration. Hence, the major findings of this study might not be generalized to all secondary schools in particular and to all schools in general in Ethiopia. Therefore, future researchers could consider the implementation process of teachers' performance appraisal in primary schools, preparatory schools as well as universities and colleges found in Ethiopia to make the research findings more statistically significant and to infer generalization from the

findings accordingly. This large scale research could make powerful arguments for policy and decision makers on the future of the teachers' performance appraisal system.

On top of this, the student researcher also recommends that a comparative study has to be carried out with another country on the practices of teacher's performance appraisal which in turn can shed light on the implementation of appraisal systems of teachers.

5.3.1. Recommendation for Further Research

This study was, fundamentally, carried out on general secondary schools found in Addis Ababa city Administration. Hence, the major findings of this study might not be generalized to all secondary schools in particular and to all schools in general in Ethiopia. Therefore, future researchers could consider the implementation process of teachers' performance appraisal in primary schools, preparatory schools as well as universities and colleges found in Ethiopia to make the research findings more statistically significant and to infer generalization from the findings accordingly. This large scale research could make powerful arguments for policy and decision makers on the future of the teachers' performance appraisal system. On top of this, the student researcher also recommends that a comparative study has to be carried out with another country on the practices of teachers' performance appraisal which in turn can shed light on the implementation of appraisal systems of teachers.

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APPENDIXES

Appendix -A



ST. MARY'S UNIVERSITY

**SCHOOL OF GRADUATE STUDIES SCHOOL OF BUSINESS DEPARTMENT OF
MBA**

**TITLE: TEACHERS' PERFORMANCE APPRAISAL PRACTICES IN GOVERNMENT
SCHOOLS OF ADDIS ABABA**

A questionnaire to be filled by teachers

Dear respondents:

I am currently a student of **St.MARY'S** University pursuing MBA program and writing a thesis on Assessment of teachers' performance appraisal practices in government secondary schools of Addis Ababa city, particularly in Bole sub-city. Hence, I sincerely and humbly request your cooperation to fill in this questionnaire prudently. As the effectiveness of this research depends on your genuine responses, please answer all items provided in the questionnaire honestly and objectively.

I would like to assure you that all the information collected through the questionnaire will be used only for academic purpose and will be kept confidential. Please circle or put (✓) mark for your appropriate response category against each question and write brief answers whenever necessary.

Note: please complete the questionnaire without discussing it with other members of your school and there is no need of writing your name.

Thank you in advance for your kind cooperation.

Baye Asfaw Tega

Section A: Background information

1. Name of the school _____

2. Sex A. Male B. Female

3. Age A. 21-25 C. 26-30 B.31-35 D. 36-40
 E. 41- 45 F. 46-50G.51-55 H. 56 and above

4. Academic qualification

 A. Bachelor B. MA/MSc C. Any other _____

5. Years of experience in teaching

 A. 0-2 years B. 3-5 years C. 6-8 years
 D. 9-12years E. 13-16 years
 F.17-20 years G. above 21 years

SECTION B: Performance appraisal practice

1. Is there formal appraisal process in your school?

 A. Yes B. No C. I have no idea

2. How often is performance appraisal conducted in your organization?

 A. Once in a year
 B. Two times in a year
 C. Three times a year
 D. Four times and above

3. In your school, who are involved in the process of teachers' performance appraisal? (You can circle as many possible answers as you think appropriate.)

 A. Directors
 B. Vice Directors
 C. Student Council members
 D. Parent-teacher association members
 E. Department heads
 F. Others, please specify _____

4. Do you think the appraisers involved in TPA are competent?

 A. yes B. no C. I have no any idea

5. If your answer for question number 4 is "No", what do you think are the reasons for their incompetency? (You can choose more than one answer.)

 A. They lack the necessary knowledge and skill.

- B. They have a negative attitude towards appraisal process.
- C. They haven't got adequate training.
- D. They are less committed to allocate enough time to the process to get it done effectively and efficiently.
- E. They tend to make favoritism for "Yes, Sirs".
- F. If any other, please state it/them _____

6. What do you think is the purpose of teachers' performance appraisal in your school?

Please rate the items below base on the five scales.

No	I terms related purpose of performance appraisal	Rating scale				
		SA	A	UD	D	SD
1	To improve the teaching learning process					
2	To identify strengths and weak nesses of teacher					
3	To decide on teachers salary improvement					
4	To enhance students' academic achievement					
5	To provide a high quality education to students					
6	To identify training needs (training purpose)					
7	To link teachers activity with the organizational goal					
8	To help teachers develop professionally					
9	To provide information on teachers promotion transfer and termination of contract					
10	To control the overall performance of teachers					
11	To improve the motivation of teachers					
12	To provide feedback to teachers					
13	To serve as basis for reward and punishment					
14	To counsel teachers					

Key-SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree

7.What additional idea do you have about the purpose of teachers' Performance Appraisal in your School?

8. To what extent/degree has the teachers' performance appraisal system met its intended purpose/s?

- A. Very high B. high C. Moderate D. Low E. Very low

9. If your answer to question number 8 is "low or very low", why is it conducted?

10. What is your perception on the relevance, clarity and objectivity of the appraisal criteria of your school?

11. Do you think the performance appraisal system of your school is participatory?

- A. Yes B. No C. I am not sure D. I don't know

12. If your answer is "Yes" for question number 11, how often teachers participate on the appraisal process?

- A. Always B. Most of the time
C. Sometimes D. Not at all

13. What kind of importance does participating in the formation of the performance appraisal system have so as to have acceptable system of appraisal in your school for teachers? _____

14. What do you think about the procedures that are applied in the appraisal processes of teachers' performance?

Please rate the items below

No	I terms related purpose of performance appraisal	Rating scale				
		SA	A	UD	D	SD
1	Pre-appraisal orientation is given to teachers before the evaluation occurs.					
2	Teachers set their own performance target with the collaboration of their principal.					
3	Teachers improve their performance on the basis of the previous results of appraisal.					
4	Post appraisal discussion takes place between appraiser and appraisee to discuss appraisal results.					
5	Feedback is provided to teachers' timeously.					
6	Appraisers observe and record teachers' performance regularly.					
7	Appraisers compare teachers one another's rather than measuring their performance against the standards (criteria).					
8	Appraisers evaluate teachers based on the past records only.					
9	Teachers experience training, promotion or demotion because of performance appraisal result.					
10	The performance evaluation of teacher is conducted fairly.					
11	Teachers' performance appraisal is of no use and the process is waste of time.					
12	The performance appraisal system has a good follow up on the parts of school directors.					
13	The performance appraisal system is periodically reviewed and changed to insure its effectiveness					

Key-SA=strongly agree, A=agree, UD=undecided, D=disagree, SD=strongly disagree

15. Can you appeal to the top management of your school when you think that your performance appraisal result is unfair?

A. Yes B. No c. I am not sure

16. If your answer to question No 15 is “Yes”, do you think the grievance will be seen fairly?

A. Yes B. No C.I am not sure D.I do not know

17. What are the strengths and weaknesses of the performance appraisal system of your school?

18. What major problems and challenges are encountered in the implementation of teachers’ performance appraisal in your school?

Please rate the items below

No	Items related to problem of PA	Rating scale				
		5	4	3	2	1
1	Appraisers lack of the necessary knowledge					
2	Appraisers lack of the necessary skill					
3	Appraisers lack of the necessary experience					
4	Poor administration of the overall process					
5	Shortage of pre-appraisal discussion between appraisee and appraiser					
6	Lack of post-appraisal discussion between appraisee and appraiser					
7	The presence of negative perception of teachers about PA					
8	Scarcity of time to appraise teachers performance					
9	The presence of inadequate and inappropriate appraisal criteria					
10	Bias of evaluators that can replace organizational standards by personal values in the evaluation process					
11	Absence of transparency while the appraisal is conducted					
12	Students aren’t matured enough to properly evaluate their teachers					
13	School principals will to give equivalent ratings to teachers which in turn reduce the validity of the ratings					

Key -5=very highly serious, 4= highly serious, 3= moderately serious, 2= minimally serious, and 1= very minimally serious.

- What other problems or challenges do you face while implementing performance appraisal in your school?

- What intervention mechanisms would you suggest to improve the performance appraisal system of your school?

Appendix -B



ST. MARY'S UNIVERSITY

**SCHOOL OF GRADUATE STUDIES SCHOOL OF BUSINESS DEPARTMENT OF
MBA**

**TITLE: TEACHERS' PERFORMANCE APPRAISAL PRACTICES IN GOVERNMENT
SCHOOLS OF ADDIS ABABA**

i. Interview guide questions for principals

The research title: Assessment of teachers' performance appraisal practices in government secondary schools

I am currently a student of St. MARY'S University pursuing MBA program and writing a thesis on Assessment of teachers' performance appraisal practices in government secondary schools of Addis Ababa city, particularly in Bole sub-city

Thank you for accepting to participate in this academic research

A: Background information.

1. Age A. 21-25 C. 26-30 B.31-35 D. 36-40
 E. 41- 45 F. 46-50G.51-55 H. 56 and above
2. Academic qualification _____
3. Length of service year as principal of school? _____

B. Performance Appraisal Information

1. Is there a formal appraisal process in your school? _____
2. If there is, what are the goals of performance appraisal system of your school?

3. Do you think the PA system of your school meet its purpose? If not, why? _____

4. Have you been trained in implementing the performance appraisal system? _____

5. How do you conduct appraisal of teachers? _____

6. Do you have manual for the implementation of performance appraisal in your school?

7. Is there well organized induction process to aware teachers about the criteria of performance appraisal?

8. Do you have pre- and post-appraisal discussion with teachers?

1. What is the extent of teachers' involvement in the process of performance appraisal criteria development along with other stake holders?

10. How relevant are the criteria of teachers' performance appraisal to evaluate teachers' performance? _____

11. Do you think the PA criteria of your school are related to school improvement plans and students result improvement? _____

12. What procedure do you follow to carry out performance appraisal in your school?

13. Do teachers who perform best get awarded? In what way?

14. How does the teacher performance Appraisal result appealing procedure at your school look like? _____

15. What are the problems that you observe while conducting performance appraisal of teachers in your school?

16. What intervention mechanisms would you suggest to improve the performance appraisal system of your school? _____

Appendix -C



ST.MARY'SUNIVERSITY

**SCHOOL OF GRADUATE STUDIES SCHOOL OF BUSINESS DEPARTMENT OF
MBA**

**TITLE: TEACHERS' PERFORMANCE APPRAISAL PRACTICES IN GOVERNMENT
SCHOOLS OF ADDIS ABABA**

ii. Interview questions for sub city education officers

Thank you for accepting to participate in this academic research.

I am currently a student of St.MARY`S University pursuing MBA program and writing a thesis on Assessment of teachers' performance appraisal practices in government secondary schools of Addis Ababa city, particularly in Bole sub-city

A: Background information

1. Tell me about yourself? _____
2. Your age A. 21-25 C. 26-30 B.31-35 D. 36-40
 E. 41- 45 F. 46-50G.51-55 H. 56 and above
3. Your highest academic qualification? _____
4. Length of service as a Head/Education office/? _____

B: Performance Appraisal Information

1. What are the goals of the performance appraisal system?

2. Were you trained in implementing the performance appraisal system? (Duration, adequacy, the trainers, the venue, support material)

3.If not trained how you do conduct appraisals?

4. Do you have an assessment standard to arrive at a particular rating?

5. Let's talk about the **implementation**. What are your views about performance appraisal?

6. What major successes have you achieved through the implementation of the performance appraisal system?

7. What are your experiences and challenges as an appraiser?

8.What are the major challenges in the implementation of the system?

9. Let's talk about the strengths of the system and what are the weaknesses of the system?

10. What are the successes that you have experienced?

11. What are your views about the system in terms of developing manpower?

Appendix -D



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES SCHOOL OF BUSINESS DEPARTMENT OF
MBA

TITLE: TEACHERS' PERFORMANCE APPRAISAL PRACTICES IN GOVERNMENT
SCHOOLS OF ADDIS ABABA

iii. ለተማሪ ተወካዮች የተዘጋጀ ማጠቃለያ

ማጠቃለያ

ማጠቃለያችን ለመመላት ፋቃደኛ ስለሆኑ በቅድመ ጽሑፍ አመሰግናለሁ።

1 ማጠቃለያችን ሲሞሉ ስም መመላት አስፈላጊ ጊዜ ይደረጋል።

2 ማጠቃለያችን እንዲሁ ለጊዜ ተቀባይ ማድረግ የ (✓) ምልክት ያድርጉ፤ ወይም ማሳሰቢያ ላይ በመሰጠት ይሞሉ።

በማጠቃለያው ውስጥ፡-

- (i) የ መ.ወ.ተ. ሥ.አ.ግ ማለት የመምህራን ውጤት ተኮር ሥራ አፈፃፀም ግምገማ
- (ii) በ.እማለት በጣም እስማማለሁ
- (iii) እ. ማለት እስማማለሁ
- (iv) አ. ማለት አልስማማም
- (v) በ.አልማለት በፍፁም አልስማማም
- (vi) አላ. ማለት አላውቅም ማለትን ይወክላሉ።

ለቅድመ-ተቀባይነት ማረጋገጫ አመሰግናለሁ።

ክፋል አንድ- አጠቃላይ መረጃ

1. የትምህርት ቤት ስም _____

2. የትምህርት ደረጃ ሀ. 9ኛ ለ. 10ኛ ሐ. 11ኛ መ. 12ኛ

3. የታ ሀ. ወንድ ለ. ሴት

4. እድሜ

ሀ. ከ 15 ዓመት በታች

ለ. ከ 15-18 ዓመት

ሐ. ከ 19-20 ዓመት

መ. ከ 21- 30 ዓመት

ሰ. ከ 30 ዓመት በላይ

ክፍል ሁለት

ጠቅላላ በመምህራን ውጤት ተኮር ሥራ አፈፃፀም ዙሪያ የተዘጋጁ ጥያቄዎች

1. በትምህርት ቤታችሁ የመምህራን ውጤት ተኮር ሥራ አፈፃፀም ግምገማ ይካሄዳል?

ሀ. አዎ ለ. አይካሄድም ሐ. አላውቅም

2. የመ.ወ.ተ.ሥ.አ.ግ በትምህርት ቤታችሁ በአመት ስንቴ ይካሄዳል?

ሀ. አንዴ ለ. ሁለቴ ሐ. ሦስቴ መ. አራትና ከዚያ በላይ

3. በመ.ወ.ተ.ሥ.አ.ግ ላይ ተሳትፈው ያውቃሉ?

ሀ. አውቃለሁ ለ. አላውቅም

4. መልስዎ አዎ ከሆነ የመ. ወ.ተ.ሥ.አ.ግ አላማና ጥቅሙን በግልፅ ተረድተዋል?

ሀ. አዎ ለ. አልተረዳሁም

5. ስለ መ.ወ.ተ.ሥ.አ.ግ አሰጣጥ ስልጠና ወስደው ያውቃሉ?

ሀ. አዎ ለ. አላውቅም

6. መምህራን በተማሪዎች በመገምገማቸው ደስተኛ ናቸው?

ሀ. አዎ ለ. የለም ሐ. አላውቅም

7. የመ.ወ.ተ.ሥ.አ.ግ የትምህርት ጥራትን ያመጣል ብለው ያምናሉ?

ሀ. አዎ ለ. የለም ሐ. አላውቅም

8. በትምህርት ቤትዎ የመ.ወ.ተ.ሥ.አ.ግ የመገምገሚያ መመሪያ መስፈርቶች አሉ?

ሀ. አለ ለ. የለም ሐ. አላውቅም

9. ከግምገማው በፊት በመገምገሚያው መመሪያ መስፈርት ዙሪያ ስልጠና ይሰጣል?

ሀ. አዎ ለ. የለም ሐ. አላውቅም

10. በመምህራን ውጤት ተኮር ሥራ አፈፃፀም ግምገማ መስፈርቶችን ተዛማጅነት በሚመለከት ቀጥሎ በተሰጡት ሀሳቦች

የመስማማት ደረጃዎ የቱ ላይ ነው?

ቁ.ር	መስፈርቶቹ	በጣም እስማማለሁ	እስማማለሁ	አልስማማም	አልወሰንኩም	በጣም አልስማማም	አላውቅም
1	ከትክክለኛው የመምህራን ስራ ጋር የተዛመዱ ናቸው						
2	የስራ አፈፃፀም ግምገማን አላማ ከግብ ለማድረስ						

	ያስቸላሉ						
3	የአንዳንድ መስፈርቶችን ዝርዝር ማከናወን አይቻልም						
4	አንዳንድ መስፈርቶች ትክክለኛውን የመማር ማስተማር ሂደት ሊያንፀባርቁ አይችሉም						
5	መምህራን በግምገማ መስፈርቶቹ መሰረት የሚፈለግባቸውን ሁሉ መፈፀም ችለዋል						

11. በአጠቃላይ በመ.ወ.ተ.ሥ.አ. ግምገማ ዋናዋና ጠንካራ ጎኖቹ ፣ ችግሮች ወይንም ድክመቶች እና ለችግሮቹ መፍትሄ ይሆናሉ የሚሉትን ቢገልፁ፡

➤ ጠንካራ ጎኖች

➤ ችግሮች ወይንም ድክመቶች

➤ የመፍትሄ ሃሳቦች

Appendix -E

የአዲስ አበባ ከተማ አስተዳደር
የትምህርት ቤቶች
አስተዳደር



አዲስ አበባ ድርጅት ትምህርት ቤቶች
አዲስ አበባ
ኢትዮጵያ

ቀን: 2023/02/28
ተ: 2023/02/28

አዲስ አበባ
የትምህርት ቤቶች

የትምህርት ቤቶች

በዚህ ደብዳቤ ውስጥ የተጠቀሱት የትምህርት ቤቶች ስምዎች
በዚህ ደብዳቤ ውስጥ የተጠቀሱት የትምህርት ቤቶች ስምዎች
በዚህ ደብዳቤ ውስጥ የተጠቀሱት የትምህርት ቤቶች ስምዎች



አዲስ አበባ

[Handwritten signature and notes]

የትምህርት ቤቶች አዲስ አበባ
አዲስ አበባ
1118090903
182292810
Address
Tel 1118090903
01182292810



ቁጥር 21.01-2013
Date
ቀን 02/12/96/35
Ref. No

ለትድስት ግርም ዩኒቨርሲቲ
አዲስ አበባ

ክፍል

ጉዳይ: - መረጃ መሰብሰቢያውን ይመለከታል።

የትድስት ግርም ዩኒቨርሲቲ ተግራ የሆኑት ተግራ ባዩ አሰፋው ጠጋ ከዩኒቨርሲቲያችው በተገረገረው ደብዳቤ መሰረት ላለፉት ሁለት ሳምንታት ከት/ቤታችን ግለትም ከበሻል 2ኛ ደረጃና መሰናጽ ት/ቤት ከመምህራን፣ ከር/መምህራን እና ከተግራዎች ለጥናታቸው አስፈላጊ የሆኑትን መረጃዎች በተገቢው ሁኔታ የሰበሰቡ መሆናቸውን እየገለጸኩኝ በተጣይ የጥናታቸው ውጤት የመምህራንን ችግር ከመቅረፍ አንጻር ለት/ቤታችን አስተዋፅኦ እንደሚያደርግ ባለሙሉ ተሰፋ ነን።

ከመላኛታ ጋር

[Handwritten Signature]
E. WONDWOSSEN SHIDANEM
Director

ገልጻል:-

- በዕዳል 2ኛ ደረጃና መሰናጽ ት/ቤት
 - ለር/መምህራን
 - ለአቶ ባዩ አሰፋው ጠጋ
- አዲስ አበባ



በአዲስ አበባ አስተዳደር
ትምህርት ቢሮ
ቦሌ መሰናዶ ት/ቤት



Addis Ababa City Government
Education Bureau
Bole Preparatory School

ተጥር (Ref) 1/ሀ/2/5016/35/23
ተን (Date) 24/12/2013

ለቅድስት ማርያም ት/ቤት
አዲስ አበባ

ጉዳዩ፡- መረጃን መሰብሰባቸውን ይመለከታል

የቅድስት ማርያም ዩኒቨርሲቲ ተማሪ የሆኑት ተማሪ ባዬ አሰፋ ጠጋ ከዩኒቨርሲቲው በተገፈፈን ደብዳቤ መሰረት ላለፉት ሁለት ሳምንታት ከት/ቤታችን ቦሌ መሰናዶ ት/ቤት ከመ/ራንና ከር/መምህራን እና ከተማሪዎች ለጥናታቸው አስፈላጊ የሆኑትን መረጃዎች በተገቢው ሁኔታ የሰበሰቡ መሆናቸውን እየገለፅኩኝ በተጣይ የጥናታቸውን ሙጢት የመምህራንን ችግር ከመቅረፍ አንጻር ለት/ቤታችንም ይሁን ለሀገራችን አስተዋጾ እንደሚደረግ ባለ ሙሉ ተስፋ ነን።



ከሰላምታ ጋር

በአዲስ አበባ ትምህርት ቢሮ
በዐሌ ክፍለ ከተማ አስተዳደር
ዶ/ር ሀዲስ አለማየሁ 2ኛ ደረጃ ት/ቤት



Addis Ababa City
Bole Sub City
Government Education Bureau
Dr.Haddis Alemayehu Secondary School

ቁጥር: 9200214-1114955
Ref No: 24
ቀን: 24 መጋቢት 2013
Date:

ለትድስተ ግርግር የኒሽርሰቲ

አዲስ አበባ

ጉዳዩ:- መረጃ መሰብሰባቸውን ይመለከታል

የትድስተ ግርግር የኒሽርሰቲ ተግራ የሆኑት ተግራ ባዩ አሰፋው ጠጋ ከየኒሽርሰቲያቸው በተገረጸን ደብዳቤ መሠረት ባለፉት ሁለት ሳምንታት ከት/ቤታችን ከዶ/ር ሀዲስ አለማየሁ 2ኛ ደረጃ ት/ቤት ከመምህራን፣ ከር/መምህራን እና ከተግራዎች ለተናታቸው አሰፈላጊ የሆኑትን መረጃዎች በተገቢው ሁኔታ የሰበሰቡ መሆናቸውን እየገለፅኩ በተጣይ የተናታቸው ውጤት የመምህራንን ችግር ከመቅረፍ አንጻር ለት/ቤታችንም ይሁን ለሀገራችን አስተዋፅኦ እንደሚያደርግ ባለመሉ ተስፋ ነን።



ከሰላምታ ጋር
[Signature]
24/02/2013
አ/ግብ-ጠ/ሀ-ዶ/ር
Alemayehu Gassen Woldemariam

ርዕሥ
Principal



ቁጥር 0/ከ/ከ/ዐ/ዐ/ት/111/7580/13
ቀን 04/08/2013 ዓ.ም

ለትድስት ማርያም ዩኒቨርሲቲ

አዲስ አበባ

ጉዳይ:- መረጃ መስጠትን ይመለከታል

ከላይ በርዕሱ ለመግለፅ እንደተሞከረው የትድስት ማርያም ዩኒቨርሲቲ ተማሪ የሆኑት እቶ ባዬ አስፋው ከዐሌ ቡልቡላ 2ኛ ደረጃ ት/ቤት ለአንድ ሳምንት ያህል ከር/መምህር ከመምህራን እና ከተማሪዎች ተገብ በሆነ መልኩ የጥናታዊ ጽሁፍ መረጃዎችን መሰበሰባቸውን እየገለጸን በእናነተህ በኩል ለሚታደርጉላቸው ትብብር ሁሉ ምስጋናችን የላቀ መሆኑን እንገልጻለን።

ከሰላምታ ጋር



Teshome
ትድስመ ባቱ ረዳስ
ር/መምህር
TESHOME BATU FEYSSA
Director
04/08/2013

ትራንስ ግርም ዩኒቨርሲቲ
ኢንፎርሜሽን ቴክኖሎጂ



St. Mary's University
School of Graduate Studies

☎: 251-11-552-85 37/98, 521211, 18890. Fax: 552 83 49. e-mail: sgs@smu.edu.et, Addis Ababa, Ethiopia

Ref No: smu-800, 2020

Date: March 5, 2021

TO: Bole Subcity Educational Office

Subject: Request for data collection

Mr. Baye Asfaw Tega, ID No. SGS0074/2012A is a graduate student in the department of MBA of St. Mary's University. He is working on his thesis entitled "Assessment of Teachers' Performance Appraisal Practice: In the case of Government High Schools in Bole Subcity", and would like to collect data from your institution.

Therefore, I kindly request your good office to allow him to access or collect the required data he needs for his research. The outcome of the study will also serve as an input for your office too.

Any assistance rendered to him is highly appreciated.

Sincerely,

Dr. Mulugeta Nigussie

Guidance Counselor & Thesis Coordinator

Appendix -F

Sex

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	73	65.2	65.2	65.2
female	39	34.8	34.8	100.0
Total	112	100.0	100.0	

Academic qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor	85	75.9	75.9	75.9
MA/MSc	27	24.1	24.1	100.0
Total	112	100.0	100.0	

Years of experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-2 years	6	5.4	5.4	5.4
3-5 years	7	6.3	6.3	11.6
6-8 years	10	8.9	8.9	20.5
9-12years	40	35.7	35.7	56.3
13-16 years	21	18.8	18.8	75.0
17-20 years	16	14.3	14.3	89.3
above 21 years	12	10.7	10.7	100.0
Total	112	100.0	100.0	

Is there formal appraisal process in your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	111	99.1	99.1	99.1
I have no idea	1	.9	.9	100.0
Total	112	100.0	100.0	

How often is performance appraisal conducted in your organization?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Once in a year	12	10.7	10.7	10.7
Two times in a year	99	88.4	88.4	99.1
Four times and above	1	.9	.9	100.0
Total	112	100.0	100.0	

Report

school name		To improve the teaching learning process	To identify strengths and weaknesses of teachers	To decide on teacher salary improvement	To enhance students' academic achievement	To provide a high quality education to students	To identify training needs (training purpose)	To link teachers activity with the organizational goal	To help teachers develop professionally	To provide info. on teachers promotion, demotion, transfer & termination of contract	To control the overall performance of teachers	To improve the motivation of teachers	To provide feedback to teachers	To serve as a basis for reward and punishment	To counsel teachers
Ayer Amba High School	Mean N Std. D	4.31 16 .793	3.69 16 1.302	3.50 16 1.033	3.37 16 1.258	3.63 16 1.025	2.94 16 1.289	3.31 16 1.302	2.81 16 1.223	3.75 16 1.342	3.38 16 1.455	2.38 16 1.204	2.75 16 1.238	3.69 16 1.014	3.37 16 1.204
Beshalie high school	Mean N Std. D	4.27 33 .452	4.45 33 .506	3.79 33 1.023	2.97 33 1.104	3.76 33 1.119	2.67 33 1.267	3.36 33 1.194	2.91 33 1.071	4.24 33 .561	4.27 33 .876	2.36 33 1.084	2.39 33 1.088	4.06 33 .496	2.61 33 1.273
Bole_Bulebula	Mean N Std. D	4.35 17 .996	3.82 17 1.185	2.71 17 1.359	2.65 17 1.539	2.65 17 1.169	3.18 17 4.707	2.47 17 1.068	2.53 17 1.546	4.12 17 .781	3.35 17 1.618	1.82 17 .728	1.76 17 .831	3.59 17 .618	2.06 17 .748
Bole_High School	Mean N Std. D	4.21 34 .770	3.82 34 .999	3.12 34 1.175	2.68 34 1.273	2.50 34 1.108	2.47 34 1.134	3.24 34 1.103	2.53 34 1.261	3.88 34 .977	4.03 34 .627	2.50 34 1.308	3.76 34 .855	3.15 34 1.258	2.59 34 1.184
Dr.Haddis Alemayehu	Mean N Std. D	2.75 12 1.422	3.42 12 .793	3.67 12 .985	2.25 12 1.422	2.00 12 1.348	2.75 12 1.215	2.83 12 1.193	3.33 12 1.231	3.83 12 .835	3.92 12 .515	1.92 12 1.311	2.75 12 .866	3.58 12 .793	2.92 12 .900
Total	Mean N Std. D	4.11 112 .943	3.95 112 .994	3.37 112 1.170	2.81 112 1.298	3.00 112 1.294	2.73 112 2.114	3.13 112 1.186	2.77 112 1.252	4.00 112 .900	3.89 112 1.077	2.28 112 1.164	2.80 112 1.199	3.61 112 .962	2.66 112 1.174