

**RESULT ORIENTED PERFORMANCE APPRAISAL AND TEACHERS
REACTION IN SECONDARY SCHOOLS OF WEST HARARGHE
ZONE, OROMIA REGIONAL STATE**

MA THESIS

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AUGUST 2018

HARAMAYA UNIVERSITY, HARAMAYA

**Result Oriented Performance Appraisal and Teachers Reaction in
Secondary Schools of West Hararghe Zone**

**A Thesis Submitted to Department of Educational Planning and
Management,**

Postgraduate Program Directorate

HARAMAYA UNIVERSITY

**In Partial Fulfillment of Requirements for the Degree of
MASTER OF ARTS IN SCHOOL LEADERSHIP**

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August 2018

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DEDICATION

I dedicated this Thesis work to my beloved family, my beloved Mother Rehyana Usso and my beloved wife Asli Ahmed for their unlimited effort in the success of my life.

STATEMENT OF AUTHOR

First, I declare that this thesis is my solely work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree at Haramaya University and is expected to reserve at the University Library to be used under rules of the Library.

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BIOGRAPHICAL SKETCH

The author was born on September 03, 1986 in Shanan Dhuggo, Western Hararghe Zone, in Oromia National Regional State. He attended his elementary and Secondary School Educational Shanan Elementary School and Hirna Secondary School respectively. He then joined Haramaya University in 2006 and graduated in 2008, with a BED degree in Physics as a major and Mathematics as a minor in July 2008 year. The author had worked in Oromia Region, in teaching, principal and in different governmental positions at Zonal level until he joined the Postgraduate Program Directorate at Haramaya University in 2016 academic year to continue his studies towards MA degree.

ACKNOWLEDGEMENTS

Thanks to almighty Allah for his unspeakable gift! First and for most, I would like to thank my advisors Dr. Bahar Adem, co-advisor Dr Sesay Augumentine and all Haramaya University Department of Management and Leadership for their polite approach, invaluable and constructive comments they have given me with strong enthusiasm throughout the research process without which it wouldn't have possessed its current status. Moreover, I would like to thank MoE and Oromia Regional State Education Bureau for their sponsorship throughout my stay on the study.

My special appreciation and thanks is offered to West Hararghe Educational Head Office and Oda Bultum University for their unreserved support and critical comments by devoting their precious time from proposal development up to the final paper submitted. Likewise, Mohammed Ousman and Shemshedin Ibrahim are duly acknowledged for their ideas, to comments, encouragement and moral support. In same manner, I would like to thank my beloved wife, Asli Ahmed for her willingness she have shown to help me. Finally, I would also like to thank my respondents' sources such as Teachers, principals and supervisors of West Hararghe Zone for giving me adequate information.

ACRONYMS AND ABBREVIATIONS

BSC	Balanced Scorecard
EDPM	Educational Planning and Management
HRM	Human Resource Management
MoE	Ministry of Education
PTA	Parents Teachers Association
REB	Regional Education Bureau
ROPA	Result-Oriented Performance Appraisal
ROTPA	Result-Oriented Teacher Performance Appraisal
SPSS	Statistical Packages for Social Sciences
SSWHZ	Secondary Schools of West Hararghe Zone
TDP	Teacher Development Program
TPA	Teachers' Performance Appraisal
WEO	Woreda Educational Office
WHZ	West Hararghe Zone
WHZEO	West Hararghe Zone Education Office
ZEO	Zonal Educational Office

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Result Oriented Performance Appraisal and Teachers Reaction in Schools of West Hararghe Zone, Oromia Regional State

ABSTRACT

The main purpose of this study was to investigate the practice of performance appraisal and teachers' reaction in secondary schools of Western Hararghe Zone. In order to achieve the objective of the study, descriptive survey design was employed. The primary sources data or participants were 115 Teachers, 111 Appraisers, 10 Principals, and 6 supervisors, the secondary data sources were obtained from 10 secondary schools documents. A simple random sampling technique was employed to select Teachers, Appraisers Principals and supervisors were selected using purposive sampling technique. Questionnaire was the main data gathering instruments for teachers and appraisers while interview and documents were also employed. The collected data were analyzed quantitatively by using descriptive and inferential statistics, and qualitatively by using descriptive narration. The study revealed that the purpose of performance appraisal was for career structure of teachers. Performance appraisal which was practiced in secondary schools did not distinguishing effective performers from ineffective, not implemented on time and did not follow the process of appraisal. Teachers were not motivated by the current practice, not satisfied with the feedback, they did not accept low performance rating for unfair evaluation and they did not believe the essentiality to conduct performance evaluation in their School which results for conflict. Evaluators did not evaluate teachers' performance based on their accomplishment and achievement; most of them are not trained and experienced to evaluate teachers work. Lack of linkage between some evaluating criteria and teachers' job, lack of ability of evaluators, evaluator's biasness, and non participation of teachers in setting performance evaluation criteria were problems which influence the performance appraisal practiced. Secondary school has no guideline for teacher's performance appraisal. It is recommended that the Zonal Education office should give training for appraisers and give guideline for the school. Performance appraisal criteria should be job related; qualified and well trained appraiser should participate in teacher's performance appraisal. And teachers should participate in the planning. The evaluators should evaluate according to the criteria for the proper implementation of teachers performance appraisal they must follow the process of evaluation.

1. INTRODUCTION

This chapter provides an introduction to the study. Specifically, it presents the background of the study, statement of the problem, the research questions, objectives of the study, significance of the study, limitation of the study, operational definitions of key terms, limitations of the study, and organization of the study.

1.1 Background of the Study

Education has been acknowledged that it is a corner stone for economic and social development. According to Mathis and Jackson (1997) educational leaders should plan, organize, direct, monitor, and evaluate organizational tasks in relation to employee's performance through the intended goals and objectives. Longenecker (1999) found that there are many reasons, why an organization needs a formal performance appraisal system; it needs to take smart decisions regarding salary increases, promotions, demotions, terminations and transfer. Similarly, Valance (1999) advocated another major need that performance appraisal system is a tool that can assess and suggest improvement in employee productivity.

Performance appraisal (PA) is one of the important components in the rational and systemic process of human resource management. The information obtained through performance appraisal provides foundations for recruiting and selecting new hires, training and development of existing staff, and motivating and maintaining a quality work force by adequately and properly rewarding their performance. Without a reliable performance appraisal system, a human resource management system falls apart, resulting in the total waste of the valuable human assets, Luckheenarain (2009).

According to Davies and Ellison cited in Berhanu (2006)

“The purpose of evaluation is primarily concerned with doing things better, both now and in the future; the development of formative function of performance appraisal is to improve quality and to assist in the process of improving the effectiveness of meeting the organizational goals.”

Performance appraisal is one of the strategies to test whether the organization achieves its goals or not. Properly designed performance evaluation criteria serves as a tool for better

communication and development of the teachers as well as for the attainment of the institutional goals and objectives. It also serves for employees' promotion development, transfer and termination based on the performance of the employees, Berhanu (2006).

In performance appraisal, goal setting is an important element because goals can stimulate employee effort, focus attention, increase persistence, and encourage employees to find new and better ways to work. Result-oriented performance appraisal evaluates employees' performance by examining the extent to which predetermined work objectives have been met (Mitala, 2006). The proper development and implementation of performance appraisal can result in sustainable improvement in School organizations performance. This in turn, can bring change in developing more performance oriented culture, enhancing motivation and commitment of employees, developing team work and open culture to discuss work related issues, and empowering individuals to provide their talent for the success of the organizations' objectives This may be a result of various factors. First, the staff development model is viewed as a genuine two-way process between appraisers and appraises, Mitala (2006). Second, it takes place in an atmosphere of trust and confidentiality (Armstrong & Baron, 2002).Murdock (2000) points out that a modern system of evaluation should encourage teachers to become reflective practitioners. Third, it is based on the belief that teachers wish to improve their performance in order to enhance the students' learning. Fourth, the key characteristic of the model is negotiation and the philosophy is the supporting of teaching and managerial development. Teachers are involved and this is supported by Murdock (2000) who maintains that participation by staff in initiating and contributing to the instruments and procedures used to evaluate their performance leads to motivation and empowerment as teachers develop a full understanding of the whole program. Fifth, it identifies the teacher's potential for career development.

The aforementioned objectives will be achieved if there is proper implementation of performance appraisal systems in an organization. To support, performance Appraisal proves to be an effective tool in employee motivation if both the process and outcome are fair (Kofi Osei Akuoko, 2012). For example, lack of training of evaluators, lack of clear guidelines and procedures, lack of proper documentation of teachers work and lack of having proper follow-

up, contribute much for improper implementation of performance appraisal in schools. In line with this, Armstrong and Baron (2002) noted that if the performance appraisal system of development and implementation are misguided, then all efforts will remain futile exercises, which could lead to wastage of resources. Similarly Luckheenarain (2009) also urges that lack of assessor training can lead to subjective assessment which could pose a challenge to effective implementation of a performance management system. In addition to this, misunderstanding or inadequate training on performance appraisal, which consequently led to the less importance and emphasis attached to it (Barrett, 2007).

The process of appraisal ensures teachers' competence and conscientiousness and is therefore an aid to professional development and accountability (Bartlett, 2000; Danielson, 2001; Gunter, 2002; Howard & McColskey, 2001; Lam, 2001; Wanzare, 2002; Whitaker, 1998; Wilson, 2002). Analoui and Fell (2002) in their description of appraisal in organizations state that "It constitutes a continual cyclical process of determining performance expectations, supporting performance, reviewing and appraising performance and, finally, managing performance standards".

Furthermore, appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibilities and performance (Bartlett, 2000; Haynes et.al. 2003).

For the purposes of this study teacher appraisal should be viewed as one of those interventions, including professional development, in-service training and career planning, which aim at developing the teacher's knowledge, skills and confidence and ultimately improving students learning (Bartlett, 2000; Campbell et al., 2003; Danielson, 2001). It is one of those processes in organizations that aim to enhance productivity through mutual interaction between the supervisor and the subordinate (Gunter, 2002; Wanzare, 2002). The feedback provided during the appraisal process is vital to informing all those involved in the organization about what ought to be done in order to map the way forward. This will improve the effectiveness of teaching and students' learning and, ultimately, the quality of education (Donaldson & Stobbe, 2000; Goddard & Emerson, 1996; Lam, 2001). As such, appraisal is used as a technique to influence and control employee behavior in order to increase

productivity and effectiveness. But the question that arises is whether staff really view appraisal in this light.

Performance appraisal serves varied and important functions .These include assessing criteria for selection procedures and other personnel decisions, identifying strengths and weaknesses in job incumbents: specifying the request components for training programs, and providing the necessary information for feedback (Frank and James 2001).

Rao (2008) stressed that in performance planning an employee structurally segregates his activities so that he can plan his own development and organizational outcomes. According to him identifying key performance areas and setting quantifiable targets for the improvement of his performance in future is the best technique for an employee to plan his performance. Performance of employees should be increased by performance management system. But unfortunately, performance appraisals become ineffective when management gives focus to evaluation but not to the performance improvement and development of employees.

According to MoE (2013), the Ethiopian Education policy direction on PA forwarded that Performance evaluation is an important part of organizational life and major managerial activity. It is usually conducted by an employee's immediate supervisor. Feedback provided by supervisors during performance appraisal is the employees' primary source of information about their performance. If conducted well, PA is an important part of improving job performance of a worker and assuring legal compliance in employment related areas, So if appraisal is to be seen as something positive that provides a means of expressing appreciation for teachers' work, offer support and improve the quality of teaching, it should be well accepted by the appraised/teacher, because with careful planning and correct attitude, staff appraisal can be implemented in positive and professional way. Therefore, the purpose of this study is to examine teacher's reaction toward result oriented performance appraisal in some selected secondary school in WHZ.

1.2 Statement of the Problem

According to DelPo (2007), if performance appraisals are properly done, various things can be improved. For example, employees will be motivated to easily perform better and produce more, development and training needs can be identified; and employees understand how they can develop and grow, increase employees' morale, improve the respect employees have for their managers and senior management, foster good communication between staff and identify poor performers and help them get on track, and lay the groundwork to poor performers lawfully and fairly if they do not improve.

It is a well known that schools are mission centers for teaching and learning process. In the process of learning and teaching there is always a day to day interaction between teachers and students and among teachers themselves in order to realize educational objectives. Performance appraisal is the activity used to determine the extent to which an employee performs work effectively. To make sure that, a system that measures the performance of employees accurately must be in place. The techniques applied in the system should be valid and reliable for any human resource decision to depend on the result of performance appraisal.

However the researcher observed the absence of proper implementation of result oriented performance appraisal. This makes teachers to have different interest and views towards performance appraisal. The work of Fikru (2013) based on the MoE reports, conflict exists in situations where people with different views and interests. Such conflict can negatively affect the realization of intended objectives.

Performance appraisal in Ethiopian school is conducted twice in a year. Even if the evaluation format is based on the standards of guidelines raters can't accurately rate the performance of the teachers'. The researcher observed that the absence of follow up and documentation (personnel records) of the work of the teachers. For this reason the raters could not evaluate the performance of the teacher in the appropriate way. They give the result of their efficiency according to their relationship and favorites. The absences of the teachers work documentation maker it difficult to differentiate the best performers from less performers. This makes teachers to have almost equal result of efficiency and most of the teachers' efficiency results

are more than 80 % (WHEO, 2017). According to Johan Wiley & Sons (2002) a performance evaluation system would be remiss if it did not concern itself with the legal aspects of employee performance. Even if the system was well designed, problems can arise if the appraisers are not cooperative and well trained (Ivancevich, 2004).

The research aimed at conducting this study because of the skill gap he experienced. Among these, Alemseged (2014) studied on teachers' performance appraisal and rewarding system practicing in Secondary Schools of West Hararghe Zone. This study did not take in to account the implementation of result oriented performance appraisal and teachers reaction.

From work place of the researcher, there was an improper implementation of result oriented performance appraisal in West Hararghe Zone. Thus, it is important to address problems like absence of recording a day to day teachers activities, Lack of experience, lack of knowledge, absence of teacher's satisfaction, attitude of teachers towards PA, Lack of follow up, work overlap/burden. Absence clear activities should be carryout by teachers, lack of coordination teacher with teacher as well as teacher with leader. This might leads to influencing students learning which is hinder for students learning.

Therefore, conducting a research on this area was useful to solve or minimize practicing problems of result-oriented teachers' performance appraisal in WHZ. Due to the above reasons in order to fill the gap and to further strengthen in bringing improvements the following leading questions was raised.

1.3 Research Questions

Due to the above reasons and in order to fill the gap the researcher formulated the following research questions:

1. What are the result oriented appraisal implementations in secondary schools of West Hararghe Zone?
2. What are the teachers' reactions towards result oriented performance appraisal in secondary schools of West Hararghe Zone?

3. Does result-oriented performance appraisal improve teachers' performance in secondary schools of West Harerghe Zone?
4. What are some of the factors that affect result oriented performance appraisal in secondary schools of West Harerghe Zone?

1.4 Objectives of the Study

1.4.1 General objectives

The overall objective of this study is to investigate the implementation of result oriented performance appraisal (ROPA) and to pin out remedial solutions that help the proper implementation of ROPA in secondary schools of West Harerghe Zone.

1.4.2 Specific objectives

With the above general objective, the study attempted to focus on the following specific objectives:

1. To find out the practices ROPA in secondary schools of West Harerghe zone.
2. To examine teachers reaction towards ROPA in secondary schools of West Harerghe Zone
3. To investigate ROPA improves teachers' performance in secondary schools of West Harerghe Zone.
4. To identify the factors that affects the implementation of ROPA in secondary schools of West Harerghe Zone.

1.5 Significance of the Study

The central purpose of this study was to investigate how ROTPA has been practiced in secondary schools of West Harerghe Zone and the problems revealed during its practice. So, the result of this study was considered to be significant for: policy makers and other organization that are interested in making decision or formulating principles regarding performance appraisal, It helps Zonal and Woreda education office to identify about teachers reaction towards performance appraisal and it may help teachers to create awareness and common understanding about Performance appraisal, to modify and improve the practice of

the current appraisal system ,It helps department heads, unit leaders, vice principals, principals and supervisors to perform their role properly. In addition to this, it helps to design appropriate intervention for the concerned body. It may initiate other educational practitioners to conduct research of their interest and fill in the gaps. It might serve as a reference material for other researchers.

Finally, this study may serve as a base for those who want to conduct further investigation and other people who have the intention to conduct research regarding the practice of performance appraisal and teachers reaction

1.6 . Scope of the Study

The scope of the study is delimited to Oromia Regional State, West Harerghe Zone which consists of 17 woredas, 6 woreda were selected and 48government secondary schools of grade 9-10th Out of 48 schools 10 were selected, there were 369 teachers, 111 appraisers in selected schools among those 115 teachers and 111 appraisers were selected, this was because of geographically widening location of the area, and manageability of the study in terms of resources, time, cost, and other constraints were considered to get valid and reliable information to study this research topic the scope of the study was limited to secondary schools of West Harerghe Zone. This study was focus on ROPA and teachers reaction in selected secondary schools, the researcher was chose the above-mentioned research area because of the previous knowledge of the area during his experience of teaching as well as vice principals and principals at Secondary School.

The investigation on ROPA and teachers reaction is very wide. To make it manageable the area of the concentrated or delimited only on implementation ROPA and teacher's reaction in secondary schools of West Harerghe Zone. Finally, the researcher was focus on in a selected ten schools of West Harerghe Zone.

1.7 Limitation of the Study

It is obvious that research work cannot be totally accomplished without some challenges. While conducting this study, some challenges were commonly encountered. These were: shortage of time to complete the study according as per the schedule of the university, lack of recent reference materials, Internet accesses and reluctance of some sample schools to be considered as a sample and to provide necessary documents, most of the school principals and supervisors were busy and had no enough time to respond to interview was the other factor that hinders the study the research work was completed irrespective of the existence of these challenges by minimizing them. The strategies used to alleviate the challenges were sharing experience with nearby friends who have better skills on research, creating supportive relationship with sample schools by convincing them about the value of the study in education and exchanging idea with advisors on telephone. It was attempted to make the study as complete as possible by finding references material from Haramaya University and from the internet.

1.8 Definition of Key terms

Appraisal: It is an objective assessment, balanced judgment and unbiased evaluation of performance of the job by any performer.

Quality: A degree to which a product or service meets customer requirement and expectation. (MoE, 2003)

Performance: Refers to both the quantity (volume of output) and quality (excellence of accomplishment) of work by the performer.

Performance Appraisal System: process within a broader performance management system that links organizational objectives, professional development and rewards.

Result Oriented Performance Appraisal: Appraisal method that is used to appraise the employee's performance based on the result achieved not on performance activities or process. (MoE, 2004)

Region: State formed under the Federal Democratic Republic of Ethiopia on the basis of settlement patterns, language, identity and consent of the people concerned (Proclamation 1, 1995)

Secondary schools: Schools that typically includes students in grade 9-10

Zone: Refers to the current administrative classification of region in federal Democratic Republic of Ethiopia.

1.9 Organization of the Study

The study was organized into five chapters. The first chapter deals with the introduction, background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation of the study and operational definition of terms. Chapter two focuses on the review of related literature and the third chapter dealt with research methodology. The fourth chapter dealt with data presentation, analysis and interpretation of the findings. Finally, the last chapter was chapter five presents the summary conclusion and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

The purpose of this literature review is to get an insight about teachers performance appraisal from broader perspective, this chapter covers, the concept of PA, goals and purposes of professional appraisal, The appraisal process, performance appraisal methods, results oriented performance appraisals, teachers reaction towards performance appraisal, the challenges in applying ROPA in schools, Basic factors affecting performance appraisal, principles of staff performance appraisal, Approaches of performance evaluation, The benefits of performance appraisal and Teachers' performances appraisal in Ethiopia.

2.1 Concept of Performance Appraisal

The work of Wallsh⁸⁰ and Fisher (2005), cited in Nigatu (2007) a regular and continuous evaluation of the quality, quantity and style of the performance along with the assessment of the factors influencing the performance and behavior of an individual is called as performance appraisal. Performance appraisal also means an appraisal of the growth potential of an employee, with a view to providing information to the organization leading to positive action and enabling feed-back to the individual aimed at his performance improvement, personal growth and job-satisfaction, Wallsh and Fisher (2005). In short, we can say that performance appraisal is expected to result in an assessment of: Growth potential of the employees; Corresponding training needs for the employees; Capabilities for their placement in higher posts, Conduct and discipline of the employees and the need of the organization to evolve a control mechanism.

There are a lot of definitions concerning performance appraisal. Some of them are presented bellow. Aswathappa(2002), defined performance appraisal as a formal, structured system of measuring and evaluating an employee's job related behaviors and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization, and society all benefit. Ivancevich (2004) defined performance appraisal as an activity used to determine the extent to which an employee performs work effectively. According to the first definition we can infer the following. Firstly, performance appraisal does not take place in an ad hoc manner; it is a

structured approach. Secondly, it demonstrates that effective measurements measure issues related to the job rather than personal traits. Thirdly, the scope of performance appraisal should exceed the measurement of current performance to judge the potentiality of the employee to perform in the future and occupy advanced post within the organization. This indicates that performance appraisal should be linked with other HRM activities, for instance, carrier planning, manpower planning and training and development. Finally, the benefit of performance appraisal is not restricted to the organization and its employees, but it also spreads to society as well, Aswathappa (2002).

The second definition takes performance appraisal as an activity through which an organization ensures that its employees are performing the assigned tasks in a manner which can enhance organizational effectiveness, which is also the central theme of the second definition forwarded by Ivancevich. According to Millkocich and Boudreau (2006), performance appraisal is the process that measures employee performance and it involves deciding (1) What to asses, (2) who should make the assessment (3) Which assessment procedure to use, and (4) how to communicate assessment result. This definition concentrates rather on the dimensions of performance appraisal process i.e. the major issues that organizations have to look in to for the successful carrying out of the formal performance appraisal process if there is one.

2.2 Goals and Purposes of Performance Appraisal

Jantjies (2001) identifies the following as the purpose of teacher appraisal: 1) Improvement of classroom performance so as to promote effective teaching and learning. 2) Accountability which involves objective and internally defensive information about teacher performance, 3) Assistance with decision-making about individuals, taking into consideration the school's context 4) Assistance with organizational decisions. 5) There should be openness and collaboration regarding criteria for appraisal and how and why organizations are appraised.

The goals and purposes of professional appraisal may be summarized in two categories: evaluative and developmental. The evaluative purposes include decisions on pay, promotion, demotion, retrenchment and termination. The developmental purposes include research,

feedback, management and career development, human resource planning, performance improvement and communication (Smart and Huber, 2002).

Productivity improvement is of concern to almost all organizations, and what employees do or do not do influence the productivity of the employing organization. Performance appraisal in industry is viewed as being important because "an effectively designed (appraisal) form serves as a contract between the organization and the employee, and helps act as a control and evaluation system enabling appraisal to better serve a multitude of purposes" Schuler et al., (2002).

These purposes are outlined as follows: Management development, providing a framework for future employee development by identifying and preparing individuals for increased responsibilities. Performance measurement, establishing the relative value of an individual's contribution to the company, and helping to evaluate individual accomplishments. Remuneration and benefits, helping to determine appropriate pay for performance and equitable salary and bonus incentives based on merit or results. Identification of potential, identifying candidates for promotion. Feedback, outlining what is expected from employees against their actual performance levels. Human resource planning, auditing management talent to evaluate the present supply of human resources for replacement planning. Communications, providing a format for dialogue between superior and subordinate, and improving understanding of personal goals and concerns. This can also have the effect of increasing the trust between the supervisor and the employees, Schuler et al., (2002).

Ingvarson and Chadbourne (1994) state that there are two basic reasons why teacher evaluation is necessary.(1) Teachers must be accountable - be able to make explicit what they do and why.(2) Teachers must develop professionally - the context and the knowledge base of their work are shifting constantly.

These two purposes of evaluation or appraisal, which are outlined above as being similar if not identical, are referred to as summative evaluation - evaluation for the purpose of obtaining information for the making of personnel decisions, and formative evaluation - evaluation for guiding professional career development (Scriven, Ingvarson and Chadbourne, 2000)

Performance Evaluation is a multi-purpose tool used to measure actual performance against expected performance .Provide an opportunity for the employee and the supervisor to exchange ideas and feelings about job performance .Identify employee training and development needs, and plan for career growth. Identify skills and abilities for purposes of promotion, transfer, and reduction in force .Support alignment of organization and employee goals .Provide the basis for determining eligibility for compensation adjustments based on merit .Provide legal protection against lawsuits for wrongful termination. The primary purpose of Performance Evaluation is to provide an opportunity for open communication about performance expectations and feedback. Most employees want feedback to understand the expectations of their employer and to improve their own performance for personal satisfaction. They prefer feedback that is timely and given in a manner that is not threatening.

The work of (Wallsh and Fisher 2005), cited in Nigatu (2007), identified four purposes of performance appraisal and according to them the performance appraisal:(1) Provide feedback about strengths and weaknesses, (2) Distinguish between individuals to allocate rewards, (3) Evaluate and maintain the human resource systems of the organization and(4) Create a paper trail of documentation.

According toNigatu (2007), Performance appraisal can serve the following major purposes. Appraisal can be used to improve current as well as future performance of employees, provide timely feedback,, increase motivation,, identify training needs, identify Potential of employees, let individuals know what is expected from them, focus on career development,, award salary increases and solve job problems. It can be used to set out job objectives, provide information for human resource planning and career success, assess the effectiveness of the selection process and as a reward or punishment.

We can also see the purpose of performance appraisal from two perspectives:1. from an administrative perspective, appraisal can serve as a provider with the necessary information for facilitating managerial decisions related to personnel functions.2. From a developmental perspective, appraisal has to do with ways that enhance employee ability and motivation. In the first perspective, the results of performance appraisal of employees can help the

organization to decide well informed decisions in the other areas of Human resource like human resource planning,, recruitment and selection, training and development and compensation.. The result obtained from a formal performance appraisal in any organizational setting can be a base to evaluate and improve the effectiveness of the various human resource practices in the organization, Nigatu (2007).

2.2.1 Purposes of performance appraisal

Appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibilities and performance (Bartlett, 2000; Haynes et al., 2003). For the purposes of this article teacher appraisal should be viewed as one of those interventions, including professional development, in-service training and career planning, which aim at developing the teacher's knowledge, skills and confidence for the sake of improved performance (Bartlett, 2000; Campbell, 2003). It is one of those processes in organizations that aim to enhance productivity through mutual interaction between the supervisor and the subordinate (Gunter, 2002).The feedback provided during the appraisal process is vital to informing all those involved in the organization about what ought to be done in order to map the way forward. This will improve the effectiveness of teaching and students' learning and, ultimately, the quality of education (Goddard and Emerson, Lam, 2001). As such, appraisal is used as a technique to influence and control employee behavior in order to increase productivity and effectiveness. But the question that arises is whether teachers really view appraisal in this light.

Performance evaluation serves many varied and important functions .These include assessing criteria for selection procedures and other personnel decisions, identifying strengths and weaknesses in job incumbents: specifying the request components for training programs, and providing the necessary information for feedback Pollit and Bouckaert, (2004).It is a well known that Schools are mission centers for teaching and learning process. In the process of learning and teaching there is always a day to day interaction in order to realize educational objectives. Performance appraisal is the activity used to determine the extent to which an employee performs work effectively. To make sure that, a system that measures the

performance of employees accurately must be in place. The techniques applied in the system should be valid and reliable for any human resource decision to depend on the result of performance appraisal, Pollit and Bouckaert(2004).

2.2.2 Purpose of teacher appraisal

Appraisal provides information to support other human resource activities and serves as a communication channel between the employer and employee, through which clarity is obtained with regard to what exactly each party expects from the other (Gerber and Van Dyk1999).The following objectives of performance appraisal were identified: To help a manager decide what increases of pay shall be given on what grounds or merit. To determine the future use of an employee, for example, whether the employee shall remain in his or her present job or be transferred, promoted, demoted or dismissed. To indicate training needs, i.e. areas of performance where improvements would occur or appropriate training could be given. To motivate the employee to do better in his or her present job by giving him or her knowledge of results, recognition of merits and the opportunity to discuss work with his or her manager.

2.2.3 Rationale for development appraisal

Stufflebeam (2002), identifies the following aspects as the rationale for educator appraisal: It provides effective services to students and society and encourages and guides educators to serve all students more effectively by way of advancing the theory and practice of education. It contributes to educator success, which leads to greater enthusiasm in their work. It serves as a vital planning tool for sound professional development experience and points the way to new learning for individuals as it is directly related to their needs. It defines educational goals, approaches, and role definitions and applies standards accordingly. It promotes sound evaluations and ensures rationality, fairness and defensibility of decisions.

2.3 The Role of Principals in Implementation of Performance Appraisal

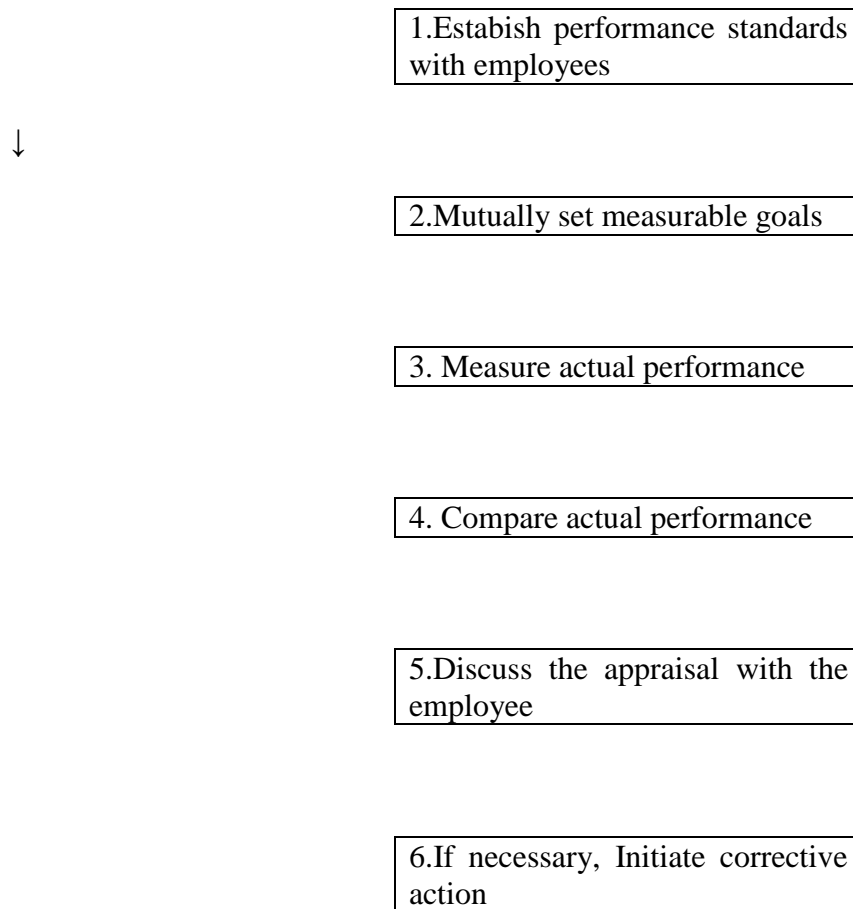
According to DelPo (2006), role of principals in the implementation of performance appraisal is such as to set standards and goals; observe and document performances; give feedback, and conduct appraisal meetings. The role goes beyond these duties, however. As a manager responsible for implementing the performance evaluation system, you are like a bridge between the company and the employee. You must be friend to both, always mindful of the company's overall needs and strategic plan while at the same time acting as something of an advocate for your employees. Although this is tricky and somewhat controversial, it's important, because both your company and your team need you. You should work to create an environment in which your employees and the company as a whole can perform at their best. As such, your attitude is a key to the success of the process. To motivate your employees to perform well, you must do more than just provide an encouraging word here or there (though encouraging words certainly help).

2.4 The Appraisal Process

According to Johan Wiley & Sons (1999) the appraisal process begins with the establishment of performance standards in accordance with the organization's strategic goals. These performance standards should also be clear and objective enough to be understood and measured .Once performance standards are established, it is necessary to communicate these expectations; it should be part of the employees' job to guess what is expected of them. The third step in performance appraisal process is the measurement of performance. To determine what actual performance is, it is necessary to acquire information about it. We should be concerned with how we measure and what we measure. The fourth step in the appraisal process is the comparison of actual performance with standards. The fifth step in the process – the discussion of the appraisal with the employee .the final steps in the appraisal is the identification of corrective action where necessary.

According to them four common sources of information are frequently used by managers regarding how to measure actual performance; personal observation, statistical reports, oral reports and written reports.

Figure Performance appraisal process



Source: adopted from Johan Wiley & Sons (1999)

2.5 Performance Appraisal Methods

The three most common appraisal methods in general use are rating scales, essays and result based appraisals. With rating scales, an employee attribute is rated on a bipolar scale that usually has several points ranging from 'poor' to 'excellent'. The attributes assessed on these scales may include cooperation, the ability to communicate, initiative, punctuality and technical competence. With respect to the essay methods, appraisers write an essay evaluating their teachers. The essay describes strengths and weaknesses in job performance. It also suggests remedies for identified problems. With results-based appraisal, the appraiser and teacher establish objectives on which the evaluation will be based and jointly carry out the

appraisal. The teacher will usually self-audit first and then the assessment of the appraiser follows (Greenberg, 1986; Locher and Teel, 1977; Murphy and Cleveland, 1999).

2.6 Results Oriented Performance Appraisals

The fundamental belief underlying Positive Performance Management is this: Managers and employees must strive to make performance appraisals complete, honest and timely. Managers need to make sure that each employee knows where he or she stands at all times in the organization. The manager must be fair and honest with ratings, never injuring a person's sense of dignity. Further, they must give employees the opportunity to make certain career decisions on what is best for them.

Just as employees need to know where they stand, the organization needs to know where it stands with respect to its employees. The organization is also entitled to a fair and honest appraisal. This will help the organization make the best moves in regard to promotion, transfer, discipline or termination. This strategy pays off handsomely in such things as increased sales, profits or productivity for the organization.

The program provides a step-by-step approach for the documentation and for conducting the appraisal discussion. Organization policy, appraisal forms and criteria for measuring performance are incorporated.

2.7 Teachers Reaction towards Performance Appraisal

According to Robert L. & Johan (2006) employees may well see the appraisal process as a threat and feel that the only way for them to get a higher rating is for someone else to receive a low rating .this win /lose perception is encouraged by comparative methods of rating. Emphasis on the self improvement and developmental aspects of appraisal appears to be the most effective means to reduce these reactions from those participating in appraisal process.

Another common employee reaction resembles students' reactions to tests. A professor may prepare attest he or she feels is fair, but it does not necessary follow that students will feel that the test is fair; they simply may see it differently. Likewise, employees being appraised may

not necessarily agree with the manager doing the appraising. However, in most cases, employees will view appraisals done well as what they are meant to be -constructive feedback (Robert L. & Johan, 2006)

2.8 Challenges in Applying ROPA in Schools

According to John (1999), three constituencies coexist in the process of performance management system: employees, appraisers and organizations-coordinating the needs of each may cause problems. The focus on the individuals whenever performance evaluations are administered (and tests are one form of performance evaluation), we run to the issue of having people seeing “eye to eye” on the evaluation. Appraising individuals is probably one of the most difficult aspects of supervisor’s job. Because sometimes ratters just don’t like to do appraisals and emotion are involved. We all think we are performing in outstanding fashion, but that just may very well be our perception .And although our work is good, and a boss recognizing it, it may not be seen as outstanding. Accordingly in evaluating performance, emotions may arise. And if these emotions are not dealt with properly, they can lead to greater conflict. When this occurs, it may lead to a situation in which emotions overcome both parties. This is not the way for evaluations to be handled.

Focus on the process when ever performance evaluations are conducted, there is a particular structure that must be followed. This structure exists to facilitate the documentation process that often allows for some sort of a quantifiable evaluation. Additionally, HRM policies often exist that procedures present barriers to properly functioning appraisal process.

Furthermore, to get these numbers to balance means that rather than accentuating the positive work behavior of teachers, an appraisers’ focus on the negative. This can be lead to a tendency to search for problems ,which lead to an emotional encounter .we may also find from the appraisers perspective some uncertainty about how and what to measure or to deal with the employee in the evaluation process. Frequently, appraisers are poorly trained in how to evaluate an employ’s performance. Because of this lack of training, appraisers may make errors in their judgment, or permit biases to enter into the process.

Even if the system is well designed, problems can arise if the raters (usually supervisors) are not cooperative and well trained (Ivancevich, 2004). This is often because they have not been adequately trained or have not participated in the design of the program. Inadequate training of raters can lead to a series of problems in completing performance evaluations, including: problems with standards of evaluation, Halo effect, Leniency or harshness, central tendency error, “Recency of events” error, contrast effects, personal bias (stereotyping); Ivancevich, J.M., 2004; Cascio, F.W., 2003; Aswathappa, K., 2002).

2.9 Basic Factors Affecting Performance Appraisal

Factors influencing performance evaluation, according to Ivancevich & Glueck (2001) are the attitudes and preferences of employees. For people whose values fit the work ethic, evaluations can be very important. If this process is badly handled, turnover increases, morale declines, and productivity can drop. For employees with instrumental attitudes toward work, performance evaluation is just another process at work. Since work is not too important to them, neither are evaluations. They want a job to earn money, and that is it. One important factor that can affect performance evaluation is the leader's (supervisor's) style. Supervisors can use the formal system in a number of ways: fairly or unfairly, in supportive manner or punitively, positively or negatively. If the supervisor is punitive and negative with an employee who responds to positive reinforcement, performance evaluation can lead to the opposite of the results expected by the enterprise.

Generally, almost any plan of performance evaluation will be worthless if it lacks the support of top management, if the supervisors are poorly trained in systematic appraisal or unconvinced of its value, if discussions of results with employees are not carried on or if appraisal is not honestly used for the purposes intended. Factors affecting performance appraisal: Performance, Teamwork, Attendance and punctuality, Assertiveness/Motivation, Process knowledge, Organizational skills, Biased Managers, Customer service, Appearance (<http://www.buzzle.com/articles>). Factors influencing performance evaluation, according to Ivancevich and Glueck (2006) are the attitudes and preferences of employees. Some of the factors are the following

2.9.1 Lack of training

According to Brew (2002), lack of necessary information in issues of appraisal is likely to bring about negative results for the organization. The stakeholders must get thorough training about appraisal.

2.9.2 Evaluators problems in performance evaluation

Even if the system is well designed, problems can arise if the appraisers are not cooperative and well trained (Ivancevich, 2004). This is often because they have not been adequately trained or have not participated in the design of the program. Inadequate training of appraisers can lead to a series of problems in completing performance evaluations, including: problems with standard so evaluation, Halo effect, Leniency or harshness, central tendency error, contrast effects, personal bias (Ivancevich, 2004; Aswathappa, 2002).

2.9.3 Lack of attention to follow-up

Follow-up in staff appraisal is essential because development always needs monitoring. According to Hewton (1988), monitoring is a sensitive stage in staff appraisal. Follow-up must be done in a second meeting between the appraiser and teachers (Tuner and Cliff, 1988). Standards must be communicated to the employee in order for performance evaluation to be effective. The use of weighting of multiple criteria as well as the frequency of evaluation also presents problems.

2.9.4 Dominant work orientation

Sometimes the performance Appraisal Report of a subordinate written by his superior is found to be influenced by the dominant work orientation of the superior officer. There is over-emphasis on certain aspect of the work by the superior. This dominant work orientation introduces subjectivity in the system of performance appraisal. A superior judges the performance of the subordinate on the basis of the following dominant elements: Preference for work of dynamic nature; Preference for strict maintenance of routine work; Emphasis on

status and inter-personal relations; Emphasis on qualities which do not have much functional utility; and Emphasis on conformity to some ideology.

Above elements introduce subjectivity in the process of assessment, influence the judgment of the superior and create distortions in the performance appraisal of the subordinates.

2.9.5 Inter-personal relations

Many times the psychological makeup of the subordinate and the superior influences their personal relationship, apart from other situational influences. The subordinates very often take those actions which are liked by their superiors. Subordinate judges his own actions on the basis of the approval and appreciation of the superior. Such actions of the subordinates satisfy the superior psychologically. The adaptability or otherwise the subordinate plays important role in the system of performance appraisal. The inter-personal relations introduce considerable amount of subjectivity in the system of appraisal.

2.9.6 Loyalty

On many occasions context 'loyalty' factor has considerable influence on the performance assessment. Loyalty may be due to common values, objectives, emotional needs, interests, etc. Loyalty factor usually brings the superior and the loyal subordinate closer and closer to each other. It also increases the distance and distrust between the superior and other less loyal subordinates. This brings subjectivity in the performance appraisal system as every superior judge the subordinates on the basis of the extent of loyalty to himself.

2.9.7 Level of achievement

Superior officers own level of achievement affects the appraisal of the subordinate. If the actual difference between the levels of achievement of the superior and subordinate is quite wide, it can create problems of adjustment and objective evaluation of performance. Implementation difficulties may arise as a result of a wide range of factors. First, there might be a defensive culture of evaluation, little tradition of peer evaluation, feedback and sharing of teaching practices. This might lead to some resistance to application of teacher evaluation by

particular groups in the school system. Second, there might be some technical challenges to implementation, including: limited professional expertise of those with responsibility to evaluate; insufficient preparation of schools to implement evaluation procedures; limited understanding by teachers of the purposes and uses of evaluation; a sense of unfairness by those teachers being evaluated; the excessive workload inherent to the evaluation process; and the reluctance of many teachers to accept the legitimacy of the evaluators. Third, there might be issues of lack of resources for aspects of the teacher evaluation procedures, particularly the time needed for developmental work, observational evaluation and feedback (OECD, 2009a)

2.10 Staff Evaluation in School

Order in school is maintained through supervision and control of school system for which evaluation is essential or major component. Appraising the quality of teaching is an attempt to ensure the realization of educational objectives. “If instruction is the heart of teaching, evaluation is the conscience.” Duke (1990) Hence, staff appraisal should be an integrated part of the school program. But the main questions are;

How often/frequently is staff appraisal undertaken in schools? How do teachers respond to staff appraisal and why? Who appraises teachers? staff appraisal is a very important managerial task of a principal. However, in many schools, formal appraisal is neglected or very limited, whereas it is non-existent at others. It is frequently limited to occasional classroom visit, or a principal might complete evaluation form on teacher’s performance without necessarily showing to the teacher. This approach is unprofessional and leads to negative attitudes towards staff appraisal. (UNISA; 1996). Evaluating teachers, although, it is a stressful activity both for principal and teacher; it should provide individual teacher to discuss work performance, progress and achievements. It should enable teachers to become more effective and improve quality of their teaching. And the Staff must feel that they derive some benefits from the process (staff appraisal) rather than see it as a superficial exercise (exercise on paper).

2.11 Principles of Staff Performance Appraisal

There are some key guiding principles for effective/successful teacher performance appraisal: (Dull; 1997, 315)

2.11.1 Principle of effective communication: Effective two-way communication between the teacher and the evaluator is essential for successful operation of teacher performance appraisal. A full support and commitment of teachers and evaluators can be ensured when they have mutual understanding about the purpose, criteria and process of the appraisal program. Lack of clear communication can result in uncertainty and apprehension particularly among teachers.

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

2.11.3 Principle of teacher participation: A system of teacher performance appraisal will succeed if teachers, who are directly affected by the appraisal system, are made to be involved in the design and operation of the system, and when they feel that the appraisal purpose is positive, its evaluation Criteria are defined and realistic, and its process is appropriate.

2.11.4 Principle of contextual factors: School factors which are beyond the control for a teacher can influence his performance effectiveness. For instance; Availability and adequacy of instructional materials, Relevance of the curriculum, Appropriateness of the school timetable, Physical condition of the classroom, Size of the class, and the types of students in the classroom are but a few of the factors which are not within the control of the teachers.

Dull, (1997) warns failure to take such factors into account in the process of appraisal will lead to inaccurate and unfair judgment of teachers' performance

2.11 Approaches of Performance Evaluation

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

2.11.4 Formal appraisal

Formal appraisal usually occurs semiannually or annually. Formal appraisal has four major processes. (i) To let subordinates know formally now their current performance is being rated.

(ii) To identify subordinates who deserve merit raise, (iii) To locate subordinates who need additional training (iv) To identify candidates for promotion. It is important for managers to differentiate between the current performance and the promo ability (potential performance) of subordinates. Managers in many organizations fail to make this distinction because they assume that a person with the skills and ability to perform well in one job will automatically perform well in a different or more responsible position. This is why people are after promoted to positions in which they cannot perform adequately (James 1991).

2.11.5 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 are doing their work for the organization. Informal appraisal is conducted on a day –to –day basis. The manager spontaneously mentions that a particular piece of work was performed well or poorly or the subordinate stops by the manager's office to find out how a particular piece of work was received. Because of the close connection between the behavior and the feedback on it. Informal appraisals quickly encourage desirable performance and discourage undesirable performance before it becomes ingrained. An organization's employees must perceive

informal appraisal not merely as a causal occurrence but as an important activity, an integral part of the organization's culture. In some organizations evaluation conducted once a year and in other it is conducted twice or less a year. In this regard Lewis (1982) Webb and Norton (1992) and Duke (1995) describe two approaches of evaluation. The first one is formative evaluation while the second one is summative evaluation.

2.12 Teachers Attitudes towards Performance Appraisal

The attitude and the subsequent relation of performance appraisal system like feedback and to the performance appraisal system in general can be the same or different. Teachers can have a positive attitude to some aspects of the system as a whole Newstrom et al. (1993) argued that the philosophy of performance appraisal systems has been positively changed over the years, previously it was thought that identifying employee behavior his successes and failures is the purpose of performance appraisal systems but now it is believed that performance appraisal is used to create learning environment and to motivate the employee to enhance his performance. Armstrong (2006) maintained that creating a culture of high performance where all members are responsible for continuous improvement of business processes and their own skills is the aim of PA system.

2.13 Importance of Trust in Performance Appraisal System

Robels (2003) supported the idea that it is important that employees must have trust on the fairness of performance appraisal system and outcomes of the system would be acceptable for an employee, only if they have trust on transparency and fairness of the system, otherwise these outcomes go as useless consequences by which the system becomes ineffective.

One of the aims of a performance appraisal is to promote the development and professional growth of the school, the school manager and the teachers for the benefit of the students. the professional development of teachers, individually and collectively. During appraisal discussions, managers are given the opportunity to motivate teachers by recognizing good work and recommending remedial help for teachers whose performance is not satisfactory.

2.13.4 Organization/ school

Appraisal promotes greater satisfaction and confidence in a work situation. It also provides the school with the relevant information to identify talented teachers who are important for the improvement of the school. Employers can manage teachers more easily if they have accurate knowledge of teachers' performance. According to Bollington et al. (1990) appraisal improves teacher performance, increases job satisfaction and realizes the standard and quality of teaching. Appraisal is about the development of the individual for the benefit of the school (Wragg, 1996). Improvement of the performance of the individual is essential to the improvement of the organization. According to Maxwell (1995) appraisal improves school management and contributes to a positive climate.

2.13.5 School manager

Every member of staff has a manager to whom he/she is accountable for his or her performance. Performance appraisal is helpful in opening up communication between staff and management. If well conducted, performance appraisal can strengthen relationships between teachers and management, but when not well conducted it can break the relationship. According to Dean (1991), appraisal helps the managers in planning in-service training and the professional development of teachers, individually and collectively. During appraisal discussions, managers are given the opportunity to motivate teachers by recognizing good work and recommending remedial help for teachers whose performance is not satisfactory.

2.13.6 Teachers

Teachers stand to benefit from open and transparent discussion and also from fair and consistent feedback. Performance appraisal provides teachers with a vehicle for planning future development. Decisions made within the appraisal panel need to be reported back to the employee and accountability needs to be ensured. Teachers deserve to know what is expected of them. Teachers' performance is therefore monitored and guided in accordance with school objectives. Where performance evaluation is continuous, standards and targets are set for teachers to achieve (Bell and Day, 1991).

2.14 The Appraisers of Teacher's Performance

According to William (1993: 109) explained that “evaluators believe that evaluating staff Performance should not depend on a single formally designed evaluators. The superior or the immediate superior”, in addition to the superior or the immediate superior, student appraisal, peer/ colleague appraisal and self appraisals are also important for valid and reliable performance appraisal.

Superior appraisal: the key person for evaluating staff performance is the immediate superior, the immediate superior has a good opportunity to supervise and observe subordinates performance due to this position and knowledge of instructional objective. Peer/colleague Appraisal: colleagues working in the same department because of their interdependence to perform common objectives can serve as good performance feedback and to appraise each others. Student Appraisal: student because of their unique position in class room and their proximity to the teachers' performance in the class room can have ideas about the qualities of effective teaching and can evaluate their teachers based on the class room performance. Self Appraisal: the purpose of self appraisal is to participate evaluates in appraisal process. Giving chance to staff members to judge themselves in light of the planned objective requires. Self commitment and builds trust between evaluators and evaluates, William (1993: 109).

2.15 Performance Appraisal in Ethiopian schools

According to state by MoE (, 2003:21) Result oriented performance appraisal plan of teachers in Ethiopian schools with the following standards: Quality, addresses how well the employee or work unit is expected to perform the work and/or the accuracy or effectiveness of the final product. It refers to accuracy, appearance, usefulness, or effectiveness.

Quantity addresses how much work the employee or work unit is expected to produce. Measures are expressed as a number of products or services expected, or as a general result to achieve. Timeliness addresses how quickly, when, or by what date the employee or work unit is expected to produce the work.

Cost-effectiveness addresses many savings or cost control. These should address cost-effectiveness on specific resource levels (money, personnel, or time) that can generally be documented and measured. Cost-effectiveness measures may include such aspects of performance as maintaining or reducing unit costs, reducing the time it takes to produce or provide a product or service, or reducing waste.

2.16 Teachers' Performances Appraisal in Ethiopia

According to Yilma (2007:46) in Ethiopia, teachers' performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process. Later on, it continued to operate by changing its name to supervision and its function was largely remained unchanged. Berhanu (2006:7) reported that, since 1996, in Ethiopia in addition to administrative evaluation, students and parents' evaluation of teachers' performance has been in effect at elementary and secondary government schools.

The evaluation criteria of the near past of teachers' evaluation system comprised both trait and performance based criteria. In these criteria, how work is done is given much emphasis than what work is done. Graphic rating type of performance appraisal had been employed to appraise the overall teachers' performance. As described by Robbins and Decenzo (1988) in the graphic rating scale, the individual employees is assessed not only on the quality and quantity of work but also includes personal traits, such as cooperation, loyalty, reliability and job enthusiasm, which have positive or negative impact on employees' performance.

The major objective of the past teachers' evaluation as stated by MoE (1980:68) cited by Atsede (1991) were: (i) to provide education opportunity, salary increment, promotion and reward to effective teachers. (ii) To identify inefficient teachers' and arrange in service training to help then minimize their weakness (iii) To develop positive proportional attitude and (iv) To take proper measure on teachers' who do not improve their performance after taking in service training. (v) To measure the attainment of the objectives of the educational process. Later, in 1996 the MoE added a new process of performance appraisal which was career ladder plan, which helps to create hierarchies among teachers and provide a means for

promotion from one level to the next higher level accompanied by proportional salary increment.

The current training manual of ROTPA criticizes past teachers' performance appraisal (1996) as, " the past teachers' performance appraisal had been done by committee and there is no responsible body to be accounted for appraisal errors done." In addition to this, the past teachers performance appraisal was highly subjective and teachers were appraised for years in such kind of appraisal system. As cited by Berheanu (2006) performance appraisal was substituted by evaluation system which is called ROTPA. Hence the following points were described as the objectives of ROTPA:

Ensuring that managers and employees are fully performing to their level best as expected of them in terms of quantity, quality, time and cost, identifying strengths and weakness at organizational level, department group, and individual level with intention of improvement in the fourth coming performance period, identifying the need assessment for development and training both for the managers and employees, providing performance based payment or incentive for the managers and employees and making decision on management and employees' matter that is based on tangible documents and concrete facts.

From the review of related literature, researcher summarized that performance appraisal is defined by different authors based on the theoretical assumption locally and internationally by different authors. PA was defined performance appraisal as a formal, structured system of measuring and evaluating an employee's job related behaviors and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization, and society all benefit, the more comprehensively, performance appraisal as an activity used to determine the extent to which an employee performs work effectively, we can also see the purpose of performance appraisal from two perspectives:

1. From an administrative perspective, appraisal can serve as a provider with the necessary information for facilitating managerial decisions related to personnel functions.
2. From a developmental perspective, appraisal has to do with ways that enhance employee ability and

motivation. In the first perspective, the results of performance appraisal of employees can help the organization to decide well informed decisions in the other areas of Human resource like human resource planning, recruitment and selection, training and development and compensation. The result obtained from a formal performance appraisal in any organizational setting can be a base to evaluate and improve the effectiveness of the various human resource practices in the organization that the researchers stated as different dimensions under review of related literature. In conducting implementation and practicing of result oriented teacher performance appraisal different challenges may phased. Identifying those challenges provided opportunities for Stake holder to put the practices of result oriented performance appraisal for better organizational successes and identify distinguishing effective performers from ineffective.

The purpose of performance appraisal should be for professional development, career planning and in-service training for the sake of improved performance of the teachers and achieve schools objective. Therefore, the school environment should be conducive to overcome the problems existed in the implementation and practicing of performance appraisal in secondary schools. Principals, supervisors, teachers and appraisers should be committed to stand for the proper implementation and practicing of performance appraisal to achieve the objective of performance appraisal. The above literature is hence intended to help in the investigation of the current study about performance appraisal and teachers' reactions in secondary schools of West Hararghe Zone.

3. RESEARCH DESIGN ANDMETHODOLOGY

In this section, research design, the description of research area, sources of data, population, sample size and sampling techniques, instruments and procedures of data collection and method of data analysis were presented.

3.1 Description of the Research Site

West Hararghe Zone is one of the eastern parts of Oromia regional state of Ethiopia. West Hararghe is bordered on South by the Shebelle River, on the Southwest by Arsi Zone, on the Northwest by the Afar Region, on the north by the Somali Region and on the East by the East Hararghe. The administrative center of this zone is Chiro, which is 351 km from Addis Ababa. Major economic activity is agriculture with coffee and chats are the major cash crops produced in the zone.

3.2 Research Design

A descriptive survey study method was used in this study. This method is chosen for its appropriateness to the nature of the topic, which needs wider description, investigation of facts and information to it and complement to it. As mentioned by Berhanu (2006), descriptive survey design becomes useful when the purpose of research is to describe the current situation. It also allows collection of data using different tools and document analysis describes and interprets what was existing. It is concerned with conditions or relationship that exists, options that are held, processes that are going on, effects that are evident, or trends that are developing. Its primary concern is the present although it often considers past events and influences as they relate to current conditions. Basically, survey method helps to obtain first hand information from samples representing large size population and enables the researcher to have multi method of collection of data. Therefore, a mixed approach was designed which includes both quantitative and qualitative approaches to carry out this study.

3.3 Sources of Data

Both primary and secondary source of data were used for data gathering in this study:

3.3.1 Primary data sources

To obtain reliable and objective information, data was collected from various sources and efforts were made to crosscheck the reliability of the collected data. For this purpose, primary data source were used. Teacher and Appraisers were primary data sources. Furthermore,

principals of the schools and supervisors were primary data sources to get adequate information

3.3.2 Secondary data sources

Secondary data were obtained from documents. For this purpose, synthesized information was collected from sample schools records, reports and other related literature such as ROTPA training manuals of the BSC and teachers summative evaluation reports

3.4 Population, Sample size and Sampling Techniques

This research study was examined result oriented performance appraisal and teacher reactions in some selected government secondary schools. The participants for this study consists of ten secondary schools located in west Hararghe Zone; Chercher, Chiro Gola, Miesso, Asabot, Debaso, Baddesa, Doba, Hirna, Goliya and Mesela secondary schools. The population for this study were consist of 10 school principals, six supervisors, 115 teachers, 111 appraisers (unit leaders and department heads) total of 226.

3.4.1 Sample Size

In West Hararghe Zone, there are 15 rural woredas and two urban administrations. There are 903 primary government schools, 48 secondary and 15 preparatory schools. From these six woredas and 10 secondary schools were selected by simple random sampling. Accordingly, 115 teachers, 10 school principal, six school supervisors, 111 appraisers (vice principals, unit leaders and departments heads), as a general population. The sample of schools namely, Chercher, Chiro Gola, Miesso, Asabot, Debaso, Baddesa, Doba, Hirna, Goliya and Mesela secondary schools. The subjects of the study were all 10 secondary school teachers, unit leaders, department heads, vice principals and principals. In addition to these, all school supervisors were included. Generally, this study was carried out with the participation of 226 participants.

3.3.2 Sampling Techniques

All the ten government secondary schools of the sampled schools currently found in West Hararghe Zone were purposely included in the study. In order to provide a representative sample all the principals of the sampled schools were included by purposive sampling. For teachers, simple random sampling, for supervisor's purposive sampling, for department heads and unit leaders' purposive sampling were utilized. These techniques were used to identify information-rich participants in order to gain insights and develop an understanding of specific results without any generalizing intentions. From total population of the study sample was selected by types of respondents, sampling techniques express on table below.

Table 1. Summary of population and sampling size based on types of respondents.

Schools	Teachers			Appraisers			Principals			Supervisors		
	P	S	%	S	%	P	S	%	P	S	%	
Mesela	41	14	30	11	11	100	1	1	100	1	1	100
Mieso	26	8	30	5	5	100	1	1	100	1	1	100
Golia	28	9	30	7	7	100	1	1	100			
Chercher	54	17	30	18	18	100	1	1	100	1	1	100
Dabaso	35	11	30	12	12	100	1	1	100			
Hirna	37	11	30	11	11	100	1	1	100	1	1	100
Baddesaa	42	13	30	11	11	100	1	1	100	1	1	100
Doba	44	13	30	8	8	100	1	1	100	1	1	100
Asabot	26	8	30	7	7	100	1	1	100			
Chiro Gola	36	11	30	5	5	100	1	1	100			
Total	369	115	30	111	111	100	10	10	100	6	6	100
Sampling Techniques	Simple Random sampling			purposive			purposive			purposive		

Key P=population, S=samples,

3.4 Instruments for Data Collection

The researcher used data gathering instruments such as questionnaire and interview to collect data that support the study.

3.4.1 Questionnaires

Questionnaire was highly suited to gathering information on respondents` perception and opinions of a situation on respondent behaviors. Thus, it is crucial to the quality of research undertaken. Questionnaire was included teacher performance appraisal to assess the opinion of respondents with regard to secondary school teacher performance appraisal correlated with teacher`s reaction and secondary school success.

Questionnaires were prepared to gather data for descriptive survey. Closed and open ended questionnaires were prepared in English and distributed to teachers and appraisers members. Accordingly, the respondents have indicated the extent of their engagement to a particular behavior or practice by choosing one of the five Likert scale items ranging from strongly agree (5) to strongly disagree (1) and from very high (5) to very low (1) . Because it is more appropriate for large scale surveys as they are quick for respondents to answer and are easy to analysis using statistical techniques. It also helps the respondents to choose one option from the given scales that best align with their views. In addition to this, open-ended questions were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to the result oriented performance appraisal and teachers reaction in school.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). A pilot test was conducted using questionnaires to check its validity and reliability. Questionnaires were administered to respondents of pilot sample school (Barkume gemechis secondary school). The respondents of the pilot sample school were 10 teachers and 10 appraisers totally 20 respondents filled in and returned the questionnaire. Thus, the researcher has assessed the validity and reliability of the instruments by testing the response of

respondents. Validity of an instrument was improved through expert judgment (Gall *et.al.* 2003). As such, the researcher sought assistance of research experts (advisors) in order to help improve content validity of the instruments. The reliability of the instruments or the internal consistence was checked by using Cronbachs alpha at alph level of 0.05. As to Cohen *et al* (2007), the Cronbachs Alpha result, $\alpha > 0.9$ excellent, $\alpha > 0.8$ good, $\alpha > 0.7$ acceptable, $\alpha < 0.6$ questionable, and $\alpha < 0.5$ poor. Thus, calculated reliability of the items, Alpha result = 0.768 (acceptable). Similarly, as suggested by Cronbach (cited by Tech-Hong and Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

Table 2: Reliability test results with Cronbach's alpha for each theme

N _o	Variables/Themes	N _o of items	Cronbach alpha
1	Practices of TPA	5	0.748
2	Practices of TPA accuracy rating	6	0.752
3	Teachers reaction towards TPA	10	0.786
4	Additional	10	0.786
Average reliability result		31	0.768

3.4.2 Interview guide

The second instrument employed to generate data was semi-structured interview. Interview was prepared to obtain further information from School 10 principals and six Supervisors which were appropriate to the study. According to Johan (2007), employing multiple method of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method used independently.

Based on this, the source of data in interview were 10 Secondary School principals and 6 supervisors that were taken from ten Secondary Schools by taking the same ideas from the questionnaires. Finally the interview was conducted at the interviewees' work place by the researcher himself.

3.4.3 Document analysis

In order to find the facts in the study area, the researcher analysis different documents such as school guide lines, ROTPA training manuals of the BSC files, summative evaluation reports and documents were used in relation to the practices. Researcher used in order to cross check with the existing reality.

3.5 Data Collection Procedures

First the researcher was involved in discussion with the school principals and representatives of the education office to get permission and to describe the objectives and importance of the research questions, and arrange a time. Then, the researcher was prepared the necessary materials, checklist and time table to complete the questionnaire and interview. Second, the researcher was cooperated with the school principal to give orientation for respondents about the objectives of research, data collection tools as well as fix time and place. Thirdly, the researcher was distributed the questionnaire among the teachers, principals, department heads, unit leaders and collects the paper. The researcher was conducted interview with principals and supervisors.

After reading the available literature on issue related to result oriented performance appraisal and teachers reaction, the investigator was established the basic questions of the study on which questionnaire was designed. Prior to the pilot study, the questionnaires and interview questions was checked and corrected. Then after modification, the final questioners and interview questions was dispatched to respondents. Finally, document investigation was also made by the researcher himself. Then, using statistical tools, analysis was made. Eventually, some possible recommendations were forwarded.

3.6 Methods of Data Analysis

The researcher has collected data using questionnaire and interview from sample respondents. The data obtained from the closed-ended questions of questionnaire was analyzed through descriptive statistics (frequency count, percentage and mean) which

were computed using SPSS (V.20) software to indicate the distribution of the data, to summarize the general nature of the data and for comparison of the values of the variables included in the study. Apart from this, computed t-test value (t) and p-value (p) was used to check statistical significance difference between the mean scores of the two independent groups of respondents (appraisers and teachers). Responses were measured on five point likert scale with 1 =Strongly Disagree; 2 =Disagree 3= Undecided=medium; 4 = agree; and 5 =. Strongly Agree .The following standard was set for the interpretation of results; if the average indicates above 3, a positive response was assumed such that the respondents tend to agree with the given statements while if it is below 3, a negative response was assumed and shows that the respondents opposed the idea of the given statements.

The existing response differences at $DF=226$ and at $\alpha= 0.05$ levels of significances were cross checked with critical table value (1.98). This level of probability is chosen in accordance with the norm in educational researches. Accordingly, the calculated means were interpreted as: 1) 1- 1.49= Strongly Disagree (Very low), 2) 1.50-2.49 =Disagree (Low) , 3) 2.50-3.49=Undecided (Medium) , 4) 3.50-4.49 =Agree (High) and 5) ≥ 4.5 = Strongly agree (Very high) (Bluma, 2012).

Finally, the data collected through interview, open ended questionnaire and document analysis was presented and analyzed by using schematization, centralization and narration. This was used for supplementing the data gathered through close ended questionnaires. The researcher has triangulated and analyzed data from different sources. Based on the data analysis, interpretation was made to reach certain findings. Finally, conclusions and possible recommendations were suggested.

3.7 Ethical Considerations

The researcher has a responsibility to care of all possible ethnical issues that might arise during the study, such as obtaining the consent of the participants for the necessary data and the respondents were understood of the purposes of the study through the instruction given on

the cover page of the questionnaires and orally, briefly was discussed. In any form, in this study respondents were not influenced to change their responses in favor of the researcher.

Efforts were made to make the research process professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the purpose of the study i.e., purely for academic. As researcher introduced its purpose in the introduction part of the questionnaire and interview guide to the respondents, researcher confirmed that subjects, confidentiality were protected. In addition, in the study was based on their consents. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

4 RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of the data collected from respondents of 115 teachers and 111 appraisers through questionnaires, 10 principals and 6 supervisors through interview and document analysis. The data were presented in tables and analyzed using appropriate statistical tools such as, percentages, means and t-test. Moreover, the most important points were discussed qualitatively through descriptive statements. The researcher dispatched 226 questionnaires for the respondents among these the rate of return was 226 (100%).

The questionnaires were distributed to 115 teachers out of them 115(100%) filled in the questionnaires and returned. Furthermore, the questionnaires were distributed to 111 (100%) appraisers and all (100%) filled in the questionnaires and returned them. Data obtained through close ended questionnaire were presented in tables and analyzed by quantitative counts, percentage and mean scores of responses. Data obtained from open- ended questionnaire, interview and documents were organized and presented through narrative descriptions. Accordingly, descriptive statistics such as frequency count and percentage were computed to indicate the background characteristics of the respondents whereas mean score and independent t-test values (t-value and p-value) were computed to show the distribution and statistical response difference of main body of the data.

4.1 Demographic Characteristics of Respondents

This part of the questionnaire requested a limited amount of information related to personal and professional demographic characteristics of respondents. Accordingly, the following variables about the respondents were summarized and described in the subsequent table. These variables includes: number of years of the teacher worked with the school, age, sex, and the highest educational level achieved.

Table 3: Characteristics of the Respondents

Characteristics	Item	Teachers		Appraisers		Total	
		F	%	F	%	F	%
Sex	Male	83	72.2	97	87.39	180	79.65
	Female	32	27.8	14	12.61	46	20.35
	Total	115	100	111	100	226	100
Age	Below 25	6	5.21	2	1.8	8	3.53
	25-35	56	48.69	42	37.83	98	43.36
	35-45	40	34.78	52	46.84	92	40.7
	45-55	10	8.69	13	11.71	23	10.18
	Above 55	3	2.61	2	1.8	5	2.21
Educational Background	Diploma	1	0.87	0	0	1	0.44
	BA/SC	86	74.78	85	76.58	171	75.66
	MA D	28	24.35	26	23.42	54	23.89
Number of years of experience on the job	1-5	6	5.21	2	1.8	8	3.54
	6-10	42	36.52	46	40.54	88	38.94
	11-15	54	46.95	41	36.94	95	42.03
	16-20	10	8.69	17	15.31	27	11.95
	Above 20	3	2.61	5	4.5	8	3.54

Key's F=Frequency, BA/BSC=Bachelor of Art/Science, MA/MSC= Master of Art/Science

From table 3 above, about 79.65 % of the respondents were male. Regarding the age of the participants, the largest group (43.36%) was in the 25-35 years age group and 40.7% of the respondents were in the 35-45. Since the majority of the respondents were Medium age group, experienced and they have strong friendship which may help them to compare their results of performance with their colleagues. This helps them to know the implementation of performance appraisal in their schools and understand their reactions towards the performance appraisal practiced in their school which may in turn help to provide adequate information for the study.

Regarding their work experience as we can observe from the above table, the largest groups 95(42.03%) of respondents have working experience of grater than or equal to 11-15 years on the current job and 75.66% of the respondents were first degree holders. Since the majority of respondents were relatively better experienced, it was assumed that they had good understanding about the purposes of performance appraisal, the implementation of PA and teachers' reaction, the problems that affect implementation of PA in their schools and that helped them to have more information about the practice of performance appraisal and teachers reaction in their secondary schools so that they properly responded to the questionnaires.

4.2 Implementation of Performance Appraisal

Responses were measured on five point likert scale with 1 = Strongly Disagree; 2 =Disagree 3= Undecided=medium; 4 = agree; and 5 = Strongly Agree.

Table 4: About the implementation of teachers' performance appraisal

Items	Type	Rating Scale										M	S	t	Sig
		SDA		DS		UN		A		SA					
		F	%	F	%	F	%	F	%	F	%				
1. TPA is being implemented properly in school	T	6	5.22	69	60	6	5.22	26	22.6	8	6.95	2.67	1.09	1.42	0.082
	A	3	2.7	50	45.04	27	24.3	21	18.9	10	9	2.9	1.06		
2.The implementation of TPA in school serving its intended objective	T	4	3.47	81	70.43	12	10.4	12	10.4	6	5.21	2.42	0.09	2.8	0.006
	A	6	5.4	55	49.55	4	3.6	32	28.8	14	12.6	2.92	1.20		
3.The PA criteria capable of measuring true performance	T	7	6.09	53	46.08	15	13	34	29.6	6	5.21	2.81	1.09	0.9	0.032
	A	5	4.5	43	38.74	26	23.4	24	21.6	13	11.7	2.97	1.11		
4.The practice of PA in school is capable of distinguishing effective performers from ineffective performers	T	7	6.08	61	53.04	11	9.56	27	23.5	9	7.82	2.69	1.09	1.75	0.081
	A	2	1.8	54	48.65	9	8.1	33	29.7	13	11.7	3.01	1.14		
5.TPA in school is carried on time according to plan	T	7	6.08	50	43.47	18	15.7	32	27.8	8	6.95	2.85	1.10	0.8	0.053
	A	2	1.8	54	48.65	11	9.91	35	31.5	9	8.1	2.94	1.01		

Key SDA=strongly disagree, DS= disagree, UN=undecided, A= agree, SA=strongly agree, M=Mean's=std, t=t-test, S=sig. 2-tailed

Item 1 in table 4 above, respondents were asked to give their view about the implementation of teachers' performance appraisal in their school. The majority of teachers 69(60%) and evaluators (appraisers) 50(45.04%) disagreed with statement. While teachers 26(22.6%) and Appraisers 21(18.92%) agreed, 8(6.95%) and 10(9%) strongly agreed, 6(5.21%) and 3(2.7%) strongly disagreed with the statement respectively. This shows that teachers and appraisers seem to have a common view on the issue, with mean value 2.67 of teachers and 2.90 appraisers. These mean values are less than the ideal mean value ($M=3$). According to Gebreten say (2002), the absence of proper implementation of performance appraisal results for interpersonal conflict. The calculated value of t-test (at $t=1.42$, $p>0.05$) which shows that there is no significant differences between the respondents response, which suggests that the performance appraisal in school were not properly implemented.

Item 2 in the above table, the respondents were asked to indicate their agreement with the statement that the implementation of teachers' performance evaluation in school serving its intended objective. In this case the majority of respondent i.e., 81(70.43%) teachers and 55(49.55%) appraisers disagreed with statement. The mean values rated by both respondents were found to be 2.42 and 2.92 respectively. These mean values of the teachers and appraisers were less than the ideal mean value ($M=3$). The calculated value of t-test (at $t=2.8$, $p<0.05$) shows that there is significant differences between the respondents response. As shown from the above, even if the mean value of teachers and appraisers are less than the ideal mean, the mean value of the appraisers is approximately equal to the ideal mean. This may show that the appraisers tend to averagely agree with the given statements while teachers inclined more to disagree. This shows that the implementation of teachers' performance appraisal did not serve the intended objective. This contradicted with the study of Mitala (2006) who argue that performance measurements seek to measure employee performance by examining the extent to which predetermined work objectives have been met.

Moreover, item 3 of the same table 4 asserts that the majority of respondent 53(46.08%) and 43 (38.74%) of teachers and appraisers responded that the performance evaluation criteria didn't measure true performance of the teachers where 34(29.6%) and 24(21.6%) of respondent were agreed with statement. The mean value of responses of teachers and

appraisers were found to be 2.81 and 2.97 respectively. This shows that the mean values of responses of both respondents lie as below the ideal mean which means the criteria did not measure true performance of the teachers. The calculated value of t-test (at $t=0.9$, $p>0.05$) shows that there is no significant differences between the respondents response.

Likewise, item 4 of the same table describes that the majority, 61(53.04%) of teachers and 54(48.65%) of appraisers disagreed with statement. This suggested that the practice of performance evaluation in school did not distinguish effective performers from ineffective performers. However, 27(23.5%) of teachers and 33(29.7%) of appraisers remarked that it was practiced “agree”. Accordingly, the mean values of the two respondents were 2.69 and 3.01 respectively. These mean value of the teachers was less than the ideal mean value ($M= 3$), while that of the appraisers was greater than the ideal mean. The result of the teachers shows that the practice of teachers’ performance appraisals did not distinguish effective performers from ineffective performers, but the appraisers were against the teachers’ response. The calculated value of t-test (at $t=1.75$, $p>0.05$) shows that there is no significant differences between the respondents response.

From item 5 of the same table shows that the majority, 50(43.47%) of teachers and 54(48.65%) of appraisers disagreed with given statement. The mean value of the responses of teachers and appraisers were found to be 2.85 and 2.94 respectively. This reflects that the mean value teachers and the appraisers ‘responses lies below the ideal mean ($M= 3$). The calculated value of t-test (at $t=0.8$, $p>0.05$) which shows that there is no significant differences between the respondents response. This result indicates that the implementation of teachers performance appraisal in the school were not on time. The finding contradicts the managers and employees must strive to make performance appraisals complete, honest and timely .idea of Mitala (2006) who described the fundamental belief underlying positive performance management as managers and employees must strive to make performance appraisals complete, honest and timely.

Table5.Responses efficiency result of teachers from 2015-2017E.c

No	Schools	2007	2008	2009	Average
1	Mesela	91	92	93	92
2	Mieso	90.5	90	89.5	90
3	Golia	90.5	92	91.5	91.3
4	Chercher	86	87	88	87
5	Dabaso	87	88	89	88
6	Baddesa	89	90	89.5	89.5
7	Hirna	89.5	88	87.5	88.3
8	Asabot	87	88	88	87.6
9	Chiro Gola	87	89	87	87.6
10	Dobba	89	88	88	88.3
	Total	88.5	88.9	88.8	88.73

Source: School record office

From the document analysis the researcher observed that average of the three years efficiency result of teachers in of each the selected secondary schools. The result were on each year greater than 87% except in Chercher secondary school in 2015 and the average of each secondary schools in 2015-2017 year were also greater than 86% and the average of the efficiency result of teachers in all selected secondary schools of WHZ shows that 88.73%. From this the implementation of teachers' performance appraisals in secondary schools of WHZ did not differentiate the effective performer from non performer.

The interview from the principals and supervisors shows that the implementation of performance appraisal practiced in their school shows that different from school to school. The majority of school principals and supervisors indicate that the teachers were evaluated after their work of the teachers documented. As they indicated teachers performance appraisal practiced in their school was not properly implemented. They didn't follow the process of evaluation. For the absences of following the process, most of the time the result were given simply by saying who was the good performers were the efficiency didn't identify effective performers from non performers. In addition to that TPA in their school did not carry out on time. From the above evidences, one can conclude that the practice of TPA in secondary schools West Hararghe Zone was not distinguishing effective performers from ineffective

performers, the implementation was not carried out on time according to plan and some of the criteria didn't not measure true performance of the teachers work and lack of follow up. Which contradicted the work of Hewton (2000), monitoring is a sensitive stage in staff appraisal; this shows the absence of proper implementation of teachers' performance appraisals.

4.3 Accuracy of Rating

The respondents were asked to indicate their agreement with the statement about the accuracy of rating of teachers' performance evaluation.

Table 6: Response related to evaluation

Items	T y	SDA		DS		UN		A		SA		M	S	t	Sig
		F	%	F	%	F	%	F	%	F	%				
6. Evaluators are not influenced by their personal like and dislike when evaluating TPA	T	32	27.8	35	30.4	12	10.4	29	25.2	7	6.08	2.49	1.29		
7. Evaluators generally supports their evaluation with specific incidents of good and poor Performance	T	6	5.21	17	14.8	17	14.8	66	57.4	9	7.82	3.45	1.03		
8. Evaluators evaluates TP based on their accomplishment and achievement	A	10	9	31	27.9	24	21.6	33	29.7	13	11.7	3.11	1.19	1.9	0.07
9. Evaluators are trained to evaluate teachers work	T	14	12.2	65	56.5	6	5.21	23	20	7	6.08	2.51	1.10		0.00
10. Teachers often compare their performance ratings with their co-workers	A	2	1.8	49	44.1	10	9	34	30.6	16	14.4	3.11	1.18	3.2	6
11. Teachers often resist accepting low performance rating	T	5	4.34	59	51.3	15	13	23	20	13	11.3	2.82	1.13		
	A	8	7.2	26	23.4	32	28.8	32	28.8	13	11.7	3.18	1.13	2	0.53
	T	0	0	36	31.3	17	14.8	50	43.5	12	10.4	3.35	1.07		
	A	2	1.8	34	30.6	23	20.7	38	34.2	14	12.6	3.26	1.08	0.7	0.64
	T	3	2.6	27	23.5	18	15.7	54	46	13	11.3	3.42	1.05		
	A	0	0	27	24.3	20	18	40	36	24	21.6	3.56	1.11	0.9	0.45

Key: SDA-Strongly Disagree, DS-Disagree, Un-Undecided, A-Agree, SA Strongly Agree, f-Frequency, %-Percent, Std- Standard deviation, T=teachers, A= Appraisers, Ty=types

The above table 6 item 6 even if the majority of respondent, 35(30.43%) of teachers and 40(36.03%) of appraisers disagreed with statement, 7(6.08%) of teachers and 13(11.7%) of appraisers strongly agreed with the statement. The mean value of the responses of teachers and appraisers were found to be 2.49 and 2.90 respectively. This reflects that the mean values of respondent shows less than the ideal mean ($M=3$), which means that the evaluators were influenced by their personal like and dislike during performance evaluation. The calculated value of t-test (at $t=2.2$, $p<0.05$) which shows that there is a significant difference between the respondents response. As shown from the above even if the mean value of teachers and appraisers are less than the ideal mean, the mean value of the appraisers approximately equal to the ideal mean. This shows that the appraisers tend to averagely agree with the given statement whereas teachers tend to disagree about the idea which states that evaluators are not influenced by their personal like and dislike when evaluating teachers performance. In any case, the data showed that the appraisers were influenced by their personal like and dislike when they were evaluating teachers.

Item 7 of the same table 6 shows, evaluators whether they support their evaluation with specific incidents of good and poor performance accordingly, the large proportion of the respondent 66(57.4%) of teachers and 33(29.7%) agreed with statement. However, the mean values of teachers and appraisers were 3.35 and 3.11 respectively. This mean shows that the evaluators evaluate with specific incidents of good and poor performance. The calculated value of t-test (at $t=1.9$, $p<0.05$) shows that there is a significant difference between the respondents response. Since the mean values of teachers and appraisers are greater than the ideal mean and the mean value of the teachers is greater than the ideal mean, the teachers' responses approach to strongly agree with the given statements compare to the appraisers' responses.

Similarly, Item 8 of the same table 6 describes that the majority of respondent 65(56.5%) of teachers and 49(44.1%) of appraisers suggested that evaluators didn't evaluate teachers performance based on their accomplishment and achievement. However, 23(20%) of teachers and 34(30.6%) of appraisers remarked that appraisers evaluate teachers performance based on accomplishment and achievement. Accordingly, the mean values of the two respondents were

2.51 and 3.11 respectively. These mean values of the appraisers are greater than the ideal mean value ($M=3$) and where as the mean value of the teachers' less than the ideal mean. This shows that teacher performance evaluation affected by the absences of accuracy rated according to teachers, while the appraisers oppose the idea of the teachers. The calculated value of t-test (at $t=3.2$, $p<0.05$) which shows that there is significant differences between the respondents response. As shown from the above the mean value of teachers' shows less than the ideal mean while appraisers greater than the ideal mean this may shows that either the appraisers didn't respond the given statements or as no one can consider as their evaluation is not fair.

Item 9 of the same table 6 indicates that, out of the total respondents, 59(51.3%) of teachers expressed their disagreement with the statement while the 32(28.82%) of the appraisers were agreed with the statement. The mean value of the responses of teachers and appraisers were 2.82 and 3.18 respectively. While the mean value of teachers less than the expected average or ideal mean ($M=3$) and the mean value of the evaluator is greater than the ideal mean, this shows that the evaluators' were not trained persons to evaluate teachers' performance according to teachers response where as the response of the appraisers shows their unwillingness to respond the statement. The calculated value of t-test (at $t=2$, $p>0.05$) which shows that there is no significant differences between the respondents response.

From the table 6 above item 10, none of teachers respondents and 2(1.8%) of appraisers responded strong disagreement, 36(31.3%) and 34(30.6%) disagreed, 17(14.8%) and 23(20.7%) of the respondents were undecided and 50(43.5%) and 38(34.2%) of respondents were agreed by teachers and appraisers respectively, with mean score 3.35 and 3.26 respectively. These mean score show that both the majority of respondents were positive. Therefore, by looking at the percentage responses of the respondents and mean score to teachers and appraisers, it is possible to deduce that most of the time teachers were compare their efficiency result with their co-worker. The calculated value of t-test (at $t=0.70$, $p>0.05$) which shows that there is no significant differences between the respondents response.

Similarly from the above table 6 item 11 indicates that out of the total respondents, 54(46%) of teachers and 40(36%) of appraisers expressed their agreement with statement, 27(23.5%) of teachers and 27(24.3%) of appraisers disagreed with the statement. The mean values of teachers are 3.42 and 3.56 of appraisers. This shows that the majority of respondent were positive response to the statement concerning low performance rating acceptance of the teachers. The calculated value of t-test (at $t=0.90$, $p>0.05$) which shows that there is no significant differences between the respondents.

Table 7: Response related to practices and teachers reaction to PA

Items	T y	SDA		DS		UN		A		SA		M	S	t	S i	
		F	%	F	%	F	%	F	%	F	%					
12. Information generated from PA is used to motivate teachers through recognition and Support	T	9	7.82	60	52.17	7	6.08	23	20	16	13.91	2.59	1.23	-	284	0
	A	6	5.4	31	27.92	15	13.5	33	29.73	26	23.42	3.36	1.25			
13. Teachers are motivated by the current practice of PA	T	4	3.47	78	67.82	4	3.47	16	13.91	13	11.3	2.9	1.89	-9.2		0
	A	10	9	34	30.63	15	13.5	36	32.43	16	14.41	3.14	1.23			
14. TP improved by the current practice of PA	T	4	3.47	77	66.95	6	5.21	17	14.78	11	9.56	2.59	1.08	-	595	0
	A	3	2.7	28	25.22	10	9	46	41.44	24	21.62	3.53	1.16			
15. PA being practiced is fair	T	6	5.21	71	61.74	18	15.7	14	12.17	6	5.21	2.51	1.16	-	964	0
	A	2	1.8	15	13.04	31	27.9	38	34.23	25	22.52	3.62	1.03			
16. Teachers are satisfied with the practice of PA	T	7	6.08	75	65.21	17	14.8	12	10.43	4	3.48	2.4	0.90	-	450	0
	A	3	2.7	39	35.13	23	20.7	31	27.92	15	13.51	3.15	1.13			
17. Teachers are satisfied with the feedback aspect of PA	T	8	6.95	72	62.6	6	5.21	22	19.13	7	6.08	2.58	1.1	-	391	0
	A	5	4.5	31	27.92	21	18.9	35	31.53	19	17.11	3.31	1.18			
18. Teachers are satisfied with the way PA	T	6	5.4	80	69.56	11	9.56	14	12.17	4	3.48	2.45	0.96	-	567	0
	A	3	2.7	32	28.82	18	16.2	37	33.33	21	18.92	3.35	1.65			
19. The School doesn't needs to make certain adjustments to the existing PA practice	T	19	16.5	62	53.91	14	12.2	16	13.91	4	3.48	2.32	1	-	764	0
	A	0	0	15	13.51	25	22.5	40	36.03	31	27.93	3.61	1.69			
20. The School should change the way they evaluate TP	T	3	2.6	27	23.47	18	15.7	55	47.82	12	10.43	3.74	1.01	-	143	0
	A	0	0	27	24.32	19	17.1	40	36.03	25	22.52	3.5	1.06			

Key: SDA-Strongly Disagree, DS-Disagree, Un-Undecided, A-Agree, SA Strongly Agree, f-Frequency, %-Percent, Std- Standard deviation, T=teachers, A= Appraisers, Ty=types, si=sig.

The above table 7 item No 12 even if the majority of respondent 60(52.17%) of teachers and 31(27.92) appraisal expressed their disagreement with the statement while the 23(20%) of teachers and 33(29.73%) appraisers were agreed with the statement. The mean value of the responses of teachers and appraisers were 2.59 and 3.36 respectively. While the mean value of teachers less than the expected average or ideal mean ($M=3$) and the mean value of the evaluator is greater than the ideal mean, this shows that the Information generated from PA is used to motivate teachers through recognition and Support were not Motivate teachers' performance according to teachers response where as the response of the appraisers shows their unwillingness to respond the statement. The calculated value of t-test (at $t=-284$, $p>0.05$) which shows that there is no significant differences between the respondents response.

Item 13 of the same table 7 indicates that, out of the total respondents, 78(67.82%) of teachers and 34(30.63) appraisal expressed their disagreement with the statement while the 36(32.43%) of appraisers and 16(13.91%) teachers were agreed with the statement. The mean value of the responses of teachers and appraisers were 2.90 and 3.14 respectively. While the mean value of teachers less than the expected average or ideal mean ($M=3$) and the mean value of the appraisals greater than the ideal mean, this shows that teachers are not motivated by the current practice of PA the according to teachers response where as the while the appraisers response oppose the idea of the teachers. calculated value of t-test (at $t=-9.24$, $p>0.05$) which shows that there is no significant differences between the respondents response.

Similarly, Item 14 of the same table 7 describes that the majority of respondent 77(66.95%) of teachers and 28(25.22%) of appraisers suggested that TP did not improved by the current practice of PA. However, 17(14.78%) of teachers and 46(41.44%) of appraisers remarked that TP improved by the current practice of PA. Accordingly, the mean values of the two respondents were 2.59 and 3.53 respectively. These mean values of the appraisers are greater than the ideal mean value ($M= 3$) and where as the mean value of the teachers' less than the ideal mean. This shows that on side teacher Responses teachers' performance not improved by current practice and according to appraisals responses it's improved by the current practice.

The calculated value of t-test (at $t=-5.95$, $p<0.05$) which shows that there is significant differences between the respondents response. As shown from the above the mean value of teachers' shows less than the ideal mean while appraisers greater than the ideal mean this may shows that teachers against the negative response while appraisals positive agreement. Which contradicts to the work of Nigatu (2007), the practice of Performance appraisal should improve current as well as future performance of employees.

The respondent were asked to respond their level of agreement about Performance appraisal being practiced was fair, From the above table 7 item 15 shows that appraisal system of the school is unfair and subjective. As shown the table 71(61.74%) of teachers and 15(13.04) appraisal expressed their disagreement with the statement while the 14(12.17%) of teachers and 38(34.23%) appraisers were agreed with the statement. This mean value of the responses of teachers and appraisers were 2.51 and 3.62 respectively. While the mean value of teachers less than the expected average or ideal mean ($M=3$) This indicate that the implementation of performance appraisal were unfair.

Similarly from the above table 7 item 16 indicates that out of the total respondents 75(65.21%) of teachers and 39(35.13%) of appraisers expressed their disagreed with statement, 12(10.43%) of teachers and 31(27.92%) of appraisers agree with the statement. that teachers were satisfied with the practice of performance evaluation. The mean value of respondent indicate that most of the teachers were not satisfied with practice of teachers performance appraisal with 2.40 and 3.15 respectively the mean value of teachers' shows less than the ideal mean

From the above table 7 of item17 out of total respondent the majority of teachers 72(62.6%) and 31(27.92%) appraisers intended to deviate towards the disagreement, while 22(19.13%) of teachers and 35(31.53%) appraisers agree with statement as indicated by smaller mean responses of rating 2.58.and 3.31 respectively and also shows that teachers were unsatisfied with feedback of performance appraisals

Responses of item 18 shows that out of the total respondents 80(69.56%) of teachers and 32(28.82%) of appraisers expressed their disagreed with statement, 37(33.33%) of appraisers

and 14(12.17%) of teachers agree with the statement. The mean value of the responses of teachers and appraisers were 2.45 and 3.35 respectively this item shows that teachers were not satisfied with the teacher's performance appraisal in the school.

The responses of teachers on item number 19(about the School doesn't needs to make certain adjustments to the existing performance evaluation practice), over the half of teachers respondents 62(53.91%) and 15(13.51%) of appraisals disagreed with statement indicating the mean value 2.32 and 40(36.03%) of appraisers were agreed with the statement. The mean value of the responses of teachers and appraisers were 2.32 and 3.61 respectively given on item number 19, which describes most of respondent of teachers were interested towards the adjustments of the existing performance evaluation practiced.

The responses of respondent teachers concerning the question posted about School should change the way they evaluate teacher's performance were positive 55(47.82%) and 40(36.03%) teachers and appraisals were agreed with the statement. The mean value of the responses of teachers and appraisers were 3.74 and 3.50 respectively was given on item number 20. This expresses that their school should change the way they evaluate teachers' performance.

The interview from the supervisors and principals' shows that most of the teachers have negative reaction towards the implementation teachers' performance appraisals in their school they didn't satisfied towards the implementation of teachers performance appraisals due to different reason; as they mentioned most of the schools' teachers were first degree holder they consider that the result of performance appraisal were used for only career structured. In addition to that, those who were finished their career structure/development they consider performance appraisal as nothing. But few teachers' reactions were positive towards the practice of performance appraisal.

The one school supervisors said:

“Since the majority of teachers were not satisfied with the practice of performance appraisal in their schools, so we are going to make certain adjustments to the existing

performance evaluation practice as well as the way they evaluate teachers' performance.”

Finally, as it is shown above, that since the implementation of teachers performance appraisal practiced in selected secondary school of west Hararghe Zone does not improve teachers performance, the implementation wasn't fair, teachers were not satisfied and motivated with the PA implementation in their school. These indicate that their school should change the way they evaluate teachers' performance.

In the following table 8 item number 21 and 22 respondent were asked whether their schools have guideline and the essentiality to conduct performance evaluation in their school.

The responses were as follows

Table 8: Existence of guideline and perception on conducting PA

Items	Types	Responses				Chi-t	Df	Sig
		Yes	%	No	%			
21. Is there a performance Evaluation Guideline in your school?	T	52	45.21	63	54.79	2.667	1	0.102
	A	46	41.44	65	58.56	7.707	1	0.66
22. In your opinion, do you think that it is essential to conduct performance evaluation in your School?	T	66	57.39	49	42.61			
	A	65	58.56	46	41.44			

Key X²= chi-test, T= teachers, A= appraisers, Si= asymptote sigma, Chi-t=Chi test

In Table 8 item number 21 shows that 58.56% of the appraisers and 54.79% Teachers responded the absence of performance evaluation guideline in their school. While the remaining 45.21% of teachers' and 46% of appraisers' answered were 'yes'. The chi-t test at $p > 0.05$, chi test = 2.667 revealed that there is no statistically significant difference between the two groups of respondents

Moreover, the interview with principals and supervisors confirms the absence of performance evaluation guideline.

The principal of most schools said:

“The absence of guide line was due to frequent principals’ promotion, the documentation problem and the absence of follow up by the concerned body. So the absences of performance evaluation guidelines affect us the implement of teachers’ performance appraisal. And this is one of the challenges that inhibit the proper implementation of teachers’ performance appraisal in our school.”

From the above table 8, the respondents were asked to respond either as “Yes” or “No “to the question “In your opinion, do you think it is essential to conduct performance evaluation in your school?”, the majority of the respondents 57.39% of teachers and 58.56% of appraisers answered ‘yes’, while the remaining 42.61% of teachers’ and 41.44% of appraisers’ answered were ‘no’.

The chi- test at $p > 0.05$, chi- t test = 7.707 revealed that there is no statistically significant difference between the two groups of respondents

The response collected from open ended question showed that performance evaluations are conducted for a number of reasons.

“According to the respondents who says essential indicate that teachers’ performance appraisal enable teachers’ to know their strength and weakness, used for follow up the teachers works hard as long as it is conducted in a right judgment and to correct teachers’ behavior or to take corrective action, Performance appraisal used for identify training needs, staff development.”

Which supports the work of Ingvarson and Chadbourn (1999) state those basic reasons why teacher evaluation is necessary to make teachers accountable to develop teachers professionally? While the remaining respondents believed that conducting teacher’s performance appraisal in their schools were not essential.

One of the school teachers said that from open ended question:

“I believe that for every human being conducting performance evaluation on his/her work is important if properly implemented and the result differentiate god performer from the other. But in case of our school conducting teachers’ performance evaluation has no that much use

because we didn't see its result, the result were given according to their relationship and the results also have no value. We didn't believe with its importance. The implementations of teachers' performance appraisal take place for the formality.”

Therefore the conclusion from the above respondents' opinion shows that even if conducting performance appraisal were essential for human being for the absence of proper implementation in their school, conducting teacher's performance appraisal in selected secondary schools of west Hararghe zone were not essential for the improper implementation teacher's performance appraisal.

Table 9: Respondents' opinion towards the PA

Items	Ty	O	%	T	%	Q	%	M	%	O	%	To	%
23.How often is your performance evaluated in a year	T	7	6.08	95	82.6	6	5.21	6	5.21	1	0.8	115	100
	A	0	0	100	90.09	3	2.7	8	7.2	0	0	111	100
24. How often do you think performance evaluation should be conducted in a year?	T	1	0.8	66	57.39	20	17.3	16	13.9	12	10.4	115	100
	A	1	0.9	61	54.95	18	16.21	29	26.12	2	1.8	111	100

Key F= frequency, Key O=once, T=Twice, Q=Quarterly, M=Monthly, O=Other, To=Total

To collect the necessary data from the respondent the researcher asked how often was your performance evaluated in a year. The above table shows that majority of the respondents 95(82.6%) of teachers and 100(90.09%) of appraisers responded that teachers were evaluated twice in a year.

Similarly from same table 9 above, the respondents were asked; how often you think performance evaluation should be conducted in a year? The majority of the respondents about 66(57.39%) of teachers and 61(54.95%) of appraisers respond that should be conducted semiannually. The reasons why it should be conducted semiannually is that a year is long period to remember and measure teachers' performance for the past period. They implement

Table 10: Teachers opinion on who should evaluates Teachers' performance

Item	Type	Response										
25. Who should evaluate teachers' performance		S	P	V	U	D	S	T	P,U D	U,D, V	VD UT	Total
	T	1	10	10	6	9	4	6	18	22	29	115
	%	0.87	8.69	8.69	5.22	7.82	3.78	5.22	15.65	19.13	25.21	100
	A	0	8	12	4	12	2	0	16	28	29	111
%	0	7.2	10.81	3.6	10.8	1.8	0	14.41	25.22	26.12	100	

Keys: S=Supervisor P=Principals V=Vice principals U=Unit leader D=Department Heads
T=Teachers himself/herself St=Students, T=teachers, A=appraisers

twice in a year as it was mentioned in the guide line of teachers performance appraisal. Respondents have different view as to who has to evaluate teachers' performance. For this item seven choices was given; Supervisor, Principals, Department Heads, Vice principals, Unit leader and Teachers themselves. The results from the respondents are as follows. Majority of Teachers and appraisers 29(25.21%) and 29(26.12%) respectively agree that evaluation should be conducted by department heads, vice principals, unit leader and teachers themselves. The others present their idea as given in table above 22(19.13%) of teachers and 28(25.22%) appraisers responses, show that department heads, vice principals, Unit leader should evaluate teachers performance appraisals.

From school to school the implementation of teachers evaluators' were different. The interview from the principal and supervisors shows in some school vice principals, department heads and unit leaders evaluate teachers performance, while in the other schools only the principals evaluate teachers' but unit leaders and department heads participate for suggestion only.

Table11: about evaluator's knowledge, experience and training

item	T y	SDA F %	DS F %	UN F %	A F %	SA F %	M	S	t	Df	Sig
26. The evaluators have the required knowledge, experience and training that is necessary to evaluate	T	16 13.9	58 50.4	13 11.3	13 11.3	15 13.0	2.56	1.2	1.76		0.2
	A	5 4.5	48 43.2	11 9.9	25 22.5	22 19.8	2.89	1.3			

Key SDA-Strongly Disagree, DS-Disagree, Un-Undecided, A-Agree, SA Strongly Agree, f-Frequency, %-Percent, Std- Standard deviation

Items 26 of teachers and appraisers in the above table, the respondents were asked to indicate their agreement with the statement that the evaluators have the required knowledge, experience and training that helps to evaluate the performance of teachers. In this case the majority of respondent 58(50.4%) teachers and 48(43.2%) appraisers disagreed with statement and 13(11.3%) teachers and 25(22.5%) appraisers agreed with statement. The mean values rated by both respondents were found to be 2.56 and 2.89 respectively. These mean values of the teachers and appraisers were less than the ideal mean value (M=3). This shows that the evaluators lack the required knowledge, experience and training that is necessary to evaluate the performance of teachers. The calculated value of t-test (at $t=1.76$, $p>0.05$) which shows that there is no significant differences between the respondents response.

Finally the above idea conclusions indicate that most of the evaluators have lack of training they are not more experienced; this make for the improper implementation of teachers performance appraisal this bring negative result for the teachers as well as for school.

According to Brew (1995), lack of necessary information in issues of appraisal is likely to bring about negative results for the organization.

Table12: Response of sample respondents on matters related to purpose of PA

Item	Types	Purpose								
		A	B	C	D	A&C	A&D	C&D	E	Total
27.For what purpose is performance evaluation result used in your school	T	10	0	12	28	9	25	29	2	115
	%	8.69	0	10.4	24.4	7.82	21.74	25.21	1.74	100
	A	12	0	9	29	10	25	26	0	111
	%	10.81	0	8.1	26.1	9	22.52	23.42	0	100

Key1=Training and development 2=Bonus 3=Promotion 4=Salary increment/career structure 5=others, T=teachers, A=appraisers

The respondents were asked for what purpose was performance evaluation result used in your school. From the above table the responses of teachers' and appraisers was 25.21% or about 29 and 23.42 % or 26 were respectively describe that it used for career structure and promotion. 28 teachers or 24.4% and 29 appraisers or 26.1% respond that it used for career structure. 10 (8.69%) teachers and 12(10.81%) appraisers were answered that the result were used for training and development.

The interview with one principal revealed that:

“The purposes of performance appraisal in the school used for performance ratings along with relevant work experience and educational qualification, used as valuable inputs in determining who should get (career structure), promotion, and training and development.”

From this one can conclude that the result of teachers' performance appraisal in selected secondary schools of west Hararghe zone used for career structure and promotion which supports the idea of Gerber and Van (1998), appraisal provides information to support other human resource activities and serves as a communication channel between the employer and employee through which clarity is obtained with regard to what exactly each party expects from the other.

Table13: Items related to factors that influence to the performance appraisal practice

28. Problems that influence to the performance appraisal practice of your school	F	%
No link between same evaluation criteria and teachers job	12	10.43
Lack of ability to evaluate performance,	13	11.3
Bias in evaluating performance	6	5.22
Non participation in setting performance evaluation criteria	4	3.47
No link between same evaluation criteria and teachers job and Lack of	10	8.69
ability to evaluate performance		
No link between same evaluation criteria and teachers job and Bias in	6	5.22
evaluating performance		
No link between same evaluation criteria and teachers job and Non	7	6.08
participation in setting performance evaluation criteria		
Lack of ability to evaluate performance, and Bias in evaluating Performance	16	13.91
No link between same evaluation criteria and teachers job, Lack of ability	38	33.04
to evaluate performance, and Bias in evaluating performance		
Others	3	2.61
Total	115	100

Table 12 above indicates that despite their degree of prevalence, all problems listed above were found to characterize the appraisal practice of the school either in isolation or in combination. However, while the combination of the absences of link between same evaluation criteria and teachers' job, lack of ability to evaluate performance and Bias in evaluating performance was given the highest regard by the respondent which is 33.04%. Problems are always prevalent in any appraisal system. This supports that the idea of Ivancevich (2004), even if the system is well designed, problems can arise if the appraisers are not cooperative and well trained. The response from open-ended question show that their lack of proper plan setting, the time given for evaluation is little, overlap of schedule, management interference, work burden on the evaluators and principals, the absence of feedback, absence

of mechanisms to attend and follow up and lack of teachers attention to performance appraisal were the problems for proper implementation of teachers performance appraisal.

The interview from the supervisors and principals mentioned that there are different kinds of factors which affect the proper implementation of teachers' performance appraisal. As they Said: "Lack of knowledge, lack of experience and lack of training of appraisers, absence of full documentation of teachers work and lack of follow up, work overlap/burden, the absence of teachers satisfaction and attitude of teachers, lack of fiscal were the major factors which affect the implementation of teachers performance appraisal. In addition to that the priority of teachers those who were finished their career structure given to it is was need attentions.

From the above one can concluded that the absence of linkage of evaluation criteria and teachers job lack of evaluators ability, biasness of evaluators, non participation of teachers in setting performance evaluation criteria, absence of mechanisms to attend and follow up and lack of teachers attention to performance appraisal were the problems for proper implementation of teachers performance appraisal and lack of leader performance were the major problems. So from the above one we can concluded that the absence of linkage of evaluation criteria and teachers job lack of evaluators ability, biasness of evaluators, non participation of teachers in setting performance evaluation criteria, absence of mechanisms to attend and follow up and lack of teachers attention to performance appraisal were the problems for proper implementation of teachers performance appraisal.

5 SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter considers the summary, conclusions and recommendations part of the study. The primary objective of this chapter is to summarize the overall finding, draw conclusions based on the findings and forward certain recommendations based on the conclusions. In assessing the practice of performance appraisal and teachers reaction which was the aim of this study, it is necessary to examine the concept of the practice of performance appraisal and how teachers react to it in the selected secondary schools of West Hararghe Zone.

5.1 Summary

The purpose of this study was to assess the result oriented performance appraisal practices and teachers' reaction, and to recommend possible solutions that help for the proper implementation of teachers' performance appraisal in Secondary Schools of West Hararghe Zone. In achieving these objectives, four basic questions have been raised:

1. What are the result oriented performance appraisal practices in secondary schools of West Hararghe Zone?
2. What are the teachers' reactions towards result oriented performance appraisal in secondary schools of West Hararghe Zone?
3. Does result- oriented performance appraisal improve teachers' performance in secondary schools of West Hararghe Zone?
4. What are some of the factors that affect result oriented performance appraisal in secondary schools of West Hararghe Zone?

Data were collected by means of questionnaire and interview. Besides, document investigation was made on result of teacher performance appraisals and others personnel profiles. The obtained quantitative data were analyzed using statistical package for social science (SPSS) software version 20. Descriptive statistics such as percentage, mean, and t-test were used for the analysis. A total of 226 questionnaires were distributed for the respondents and 16 principals and supervisors were interviewed. Among these the rate of return was 226(100%) of

questionnaire. Finally, as per the analysis made, the following major findings were obtained from the study:

The majority of teachers 69(60%) and appraiser 50 (45.04%) they agreed upon the absence of proper implementation of performance appraisal results for interpersonal conflict and the finding also indicate that the implementation of teachers performance appraisal in the school were not on the time. The finding of this research according to the majority of respondents the purpose of teachers' performance appraisal used for career structure of teachers. The study revealed that performance appraisal which was practiced in secondary schools of west Hararghe Zone did not distinguishing effective performers from ineffective. As evidence the majority of 61(53.04%) teachers and 54(48.65%) appraisers agreed on the practice of performance evaluation did not meets its intended objectives, most of the criteria's of performance evaluation are not capable of measuring true performance of teachers, also not implemented on the time as it was planned before and evaluators did not follow the process of appraisal.

Teachers did not accept low performance rating results. In this regards, the majority of respondents 54(46%) of teachers' and 40(36%) of appraisers responses shows that, the accuracy level of teachers performance appraisal practices was found at lower level of teachers agreement. They believe that, the information collected by appraisers and the result of their performance appraisal did not properly show an accurate appraisal of their performance. The result the study concluded that the majority of respondents 60(52.17%) teacher and 31(27.92%) of appraiser reflects that the information generated from performance evaluation not used to motivate teachers through recognition and support, they are not motivated by the current practice; teachers are not satisfied with the feedback and the way of the performance evaluation practiced. Most of teachers 54 (46%) and appraisal 40 (36%) are not accepting low performance rating for unfair evaluation. In addition, the study shows that unfair performance appraisal practice results for conflict teachers with the principals'. The finding of the study show that most of the respondents they did not believe the essentiality to conduct performance evaluation in their School.

The researcher found out that majority of teachers 65(56.5%) and appraisers 49(44.1%) evaluators are not evaluating teachers' performance based on their accomplishment and achievement evaluators are influenced by their personal like and dislike when evaluating teachers performance and evaluators, most of them are not trained and experienced to evaluate teachers work.

The results obtained from the respondent of teachers and appraisers shows most of the problems influencing the performance appraisal are the lack of linkage between some evaluating criteria and teachers' job, lack of ability of evaluators, evaluators' biasness, and non participation of teachers in setting performance evaluation criteria. The result from the interviewees (principals and supervisors) shows that due to exchanging place of principals, lower attention to documentation their school has no guideline of teacher's performance appraisal.

The interview from the supervisors and principals mentioned that there are different kinds of factors which affect the proper implementation of teachers' performance appraisal. As they Said "Lack of knowledge, lack of experience and lack of training of appraisers, absence of full documentation of teachers work and lack of follow up, work overlap/burden, the absence of teachers' satisfaction and attitude of teachers, lack of fiscal were the major factors which affect the implementation of teachers performance appraisal. In addition to that the priority of teachers those who were finished their career structure.

5.2 Conclusion

According to the finding of this study, some appraisers were wrongly carrying out the appraisal of teachers' performances. The criteria used for appraisal mostly focused on teachers personal characteristics and the most important feature of teaching and the attainment of overall teaching functions were forgotten during the appraisal of teachers' performances. From this, it is possible to conclude that; teachers' performance appraisal was conducted in those secondary schools for fulfilling a formality merely to achieve administrative purposes, disregarding its intended objectives, that is, teachers' developments and students' learning.

Furthermore, the finding of this study clearly showed that, some of the appraisers lack the skills and techniques necessary for effectively appraising teacher performances. As a result, performance appraisal work was often poorly planned, not conducted on scheduled time frame, the criteria's are not capable of measure true performance of the teachers, the school did not meets its intended objectives. This could led to poor performance appraisal practices, using inconsistent appraisal criteria with the actual job performance, developed negative attitudes towards performance appraisal results and lack of satisfaction among teachers. Based on these findings, it is possible to conclude that, the practices of teachers' performance appraisal was not properly managed to develop and motivate teachers in order to perform teaching and learning activities effectively and efficiently

Problems in performance appraisal arise from the improper design, process of conducting and implementation of the performance appraisal and problems from the appraiser. Evaluators who are influenced by their personal like and dislike, and untrained appraisers did not evaluate teachers' performance based on teachers accomplishment and achievement. Lack of linkage between some evaluating criteria and teachers' task, biasness' of evaluators, non participation of teachers in setting performance evaluation criteria are major problems for the proper implementation of performance appraisal. And also lower attention to documentation, the absence of guideline also affect for the well practiced of performance appraisal. Therefore, it is possible to conclude that the practice of teacher performance appraisal in secondary schools of west Hararghe zone is not properly implemented and the reactions of the teacher's towards performance appraisal are negative when it was assessed.

5.3 Recommendations

On the basis of the findings and conclusions reached, the following recommendations were forwarded to be looked critically by the concerned bodies in order to improve the performance evaluation practices and teachers to have positive reaction towards the implementation of performance appraisals in secondary schools of Western Hararghe Zone.

1. Teachers Performance appraisal should not only be conducted to take career structure, rather it should be focused on promotional decisions for teachers, improvements in performance, to determine the future use of teachers and to indicate training needs. Performance appraisal should distinguish effective performers from ineffective, the criteria of performance evaluation should also measure true performance of the teachers, implemented on the time as it was planned before and evaluators should follow the process to meet its intended objectives. In order to improve the objectivity and competence of appraisers, a training program on TPA should be designed by the ZED and WEOs in which, the Supervisors, the principals, department heads, unit leaders and all the teachers together could take apart. In addition, emphasis should be given to the assignment of principals by ZED and WEO on their fitness to the particular position. Therefore, it is wise to recommend that the ZED and WEOs should give priority for the graduates of EDPM/SCL or those who have at least knowledge of TPA are assigned to run the secondary schools of Western Hararghe Zone.

To make TPA more practical in the secondary schools of Western Hararghe Zone, it is recommended that the internal school supervisors (principals, vice principals, department heads and unit leaders) should carefully plan and provide teachers with the necessary information about the purpose, criteria, methods and procedures of the system to be employed during appraisal, if appraisal is to be seen as something positive that provides a means of expressing appreciation for teachers work, offer support and improve the quality of teaching, it should be well accepted by the appraised/teacher, because with careful planning and correct attitude, staff appraisal can be implemented in positive and professional way.

2. The school management should follow up the evaluators to evaluate teachers properly and the teachers should do their work fairly in order to improve the implementations of performance appraisal. The proper implementation of performance appraisal make teachers motivated by practice, satisfied with the feedback and the way of the performance evaluation and this results positive reaction towards the implementation of performance evaluation. In order to solve the problems of subjectivity, appraisers should evaluate their teachers based on the actual volume of work and responsibility discharged over the period of evaluation rather than focusing only on subjective measurement. The process of appraisal should be open and

transparent. Transparency prevents appraisal from being carried out in an unfair manner. All decisions need to be clearly justified and argued. To make the appraisal result more objective, it is better if a committee is formed which comprised those bodies that directly and indirectly experience performance of teachers. Accordingly, the following bodies are recommended to appraise teacher's performance: the principal, vice principals, the unit leaders, the department heads and the students together can better appraise teachers' performance than a single appraiser and these results positive reactions towards TPA.

3. The Zonal Education office should give training for appraisers. It is unfair to be appraised by people who have not been trained or who have no knowledge. Thus, it is recommended that each school should develop criteria specific to each subject and set the performance target(plans) together and conduct TPA by the involvement of internal school supervisors (principals, v/principals, department heads and unit leaders) and teachers.

4. The zonal education office or any other concerned body should give the guideline for each school. The school management should follow the evaluation process in respect to the guideline and they should document it properly. Therefore it is recommended that high attention should be given for documentation of teachers work and well keeping guideline.

Finally, although the findings of this study identify influential factors that affect implementation of ROTPA in secondary schools of the west Hararghe zone, there may be other specific issues not addressed through this study. So, to identify such factors and take proper actions on time, it is advisable if further studies at all schools of the zone are conducted on issues related to ROTPA in secondary schools of west hararghe zone.

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7 APPENDICES

Appendix A

Haramaya University

Postgraduate Program Directorate

College of Education and Behavioral Science

Department of Educational Planning and Management

Questionnaire to be filled by teachers

Dear Respondent,

The purpose of this questionnaire is to assess the practice of performance appraisal and teachers' reaction, and to pin out remedial solutions that help its proper implementation and practicing in Secondary Schools of West Harerghe Zone.

In this regard the researcher kindly requests you to provide reliable information that is to the best of your knowledge so that the findings from the study would meet the intended purpose. This is strongly assure you of confidential treatment of your answers and would like to extend my deep-heart thanks in advance for being a volunteer to devote your valuable time in filling this form.

You are not required to write your name.

Thank you in advance for your co-operation

General Instructions

- _ No need to write your name
- _ In all cases where answers are available please tick (✓) in the appropriate box.
- _ For question that demands your opinion, please try to honestly describe as per the questions on the space provided.

PART I. PERSONAL PROFILE

1. Sex: Male Female
2. Age : Below 25 25-35 35-45 45-55 Above 55
3. Educational Background: 12+1 (TTI)
 College Diploma
 First Degree
 Masters and above
4. Job experience in teaching _____

PART II .Listed below are statements about the practices of teachers' performance appraisal. Please indicate your level of agreement

No	Item	Scale of response				
		Strongly Agree	Agree	Undecided	(disagree)	Strongly disagree
1	Teachers performance evaluation is being implemented and practiced in school					
2	The implementation of teachers performance evaluation in school serving its intended objective					
3	The performance evaluation criteria capable of measuring true performance					
4	The practice of performance evaluation in school is capable of distinguishing effective performers from ineffective Performers.					
5	Teachers performance evaluation in school is carried on time according to plan					

Listed below are statements about the practices of teachers' performance appraisal accuracy of rating. Please indicate your level of agreement

No	Items	Scale of response				
		Strongly Agree	Agree	Undecided	(disagree	Strongly disagree
6	Evaluators are not influenced by their personal like and dislike when evaluating teachers performance					
7	Evaluators generally supports their evaluation with specific incidents of good and poor performance					
8	Evaluators evaluates teachers performance based on their accomplishment and achievement					
9	Evaluators are a qualified person to evaluate teachers work					
10	Teachers often compare their performance ratings with their coworkers					
11	Teachers often resist accepting low performance rating for unfair evaluation					

**Listed below are statements about the reaction towards performance appraisal practice.
Please indicate your level of agreement**

No	Items	Scale of response				
		Strongly Agree	Agree	Undecided	(disagree)	Strongly disagree
12	Information generated from Performance evaluation is being used to motivate teachers through recognition and support					
13	Teachers are motivated by the current practice of performance evaluation					
14	Teachers' performance is being improved by the current practice of performance evaluation					
15	Performance appraisal being practiced is fairly applied in your organization					
16	Teachers are satisfied with the practice of performance evaluation					
17	Teachers are satisfied with the feedback aspect of performance evaluation system					
18	Teachers are satisfied with the way the performance evaluation practice is used to evaluate teachers performance					
19	The School doesn't needs to make certain adjustments to the existing performance evaluation practice					
20	The School should change the way they evaluate teachers performance					
21	Evaluators have the required knowledge, experience and training that is necessary to evaluate the performance of teachers					

Part III. Additional

22. Is there a performance Evaluation Guide Lines In School? Yes No

In your opinion, do you think that it is essential to conduct performance evaluation in your Scho Y No

22. 1. What is/are your reason for question No.21 above if your answer is 'No'?

22.2. What is/are your reason for question No.21 above if your answer is 'Yes'?

23. How often is your performance evaluated in a year?

Once Twice Quarterly Month

if any other, specify _____

24. How often do you think performance evaluation should be conducted in a year?

Once Twice Quarterly Monthly

25. In your actual practice, who should evaluate teachers' performance? You may choose more than one. Supervisor Vice principal Unit In-charge

Department Heads

Principals

Teachers himself/herself

Students

26. For what purpose is performance evaluation result used in your school (you may choose more than one).

Salary increment bonus promotion Training and development

27. For what other purposes do you think the evaluation result should be used?

28. Which of the following problems influence to the performance appraisal practice of your School? (You may choose more than one).

- No link between same evaluation criteria and teachers
- Lack of ability to evaluate performance
- Bias in evaluating performance
- Non participation in setting performance evaluation criteria
- No link between same evaluation criteria and teachers job and Lack of ability to evaluate performance

- No link between same evaluation criteria and teachers job and Bias in evaluating performance
- No link between same evaluation criteria and teachers job and Non participation in setting performance evaluation criteria
- Lack of ability to evaluate performance, and Bias in evaluating Performance
- No link between same evaluation criteria and teachers job, Lack of ability to evaluate performance, and Bias in evaluating performance
- Other

29. In your opinion, what are the real problems that you observe in the practices of performance evaluations in your school?

30. Would you please suggest measures that should be taken for the implementation of teachers' performance evaluation?

Thank you again for completing the questionnaire

APPENDICES

Appendix A

Haramaya University

Postgraduate Program Directorate

College of Education and Behavioral Science

Department of Educational Planning and Management

Questionnaires to be filled by Evaluators

Dear Respondent

This questionnaire is designed to collect information about **the Practice of Performance Appraisal and Teachers' reaction in secondary schools of West Hararghe Zone**. The information shall be used as a primary data in my survey research which I am conducting as partial requirement of my study at Haramaya University for completing my MA under the College of Education and Behavioral Sciences

The research is to be evaluated in terms of its contribution to our understanding of the practices of Schools in contemporary Ethiopia and its contribution to improvements in these practices. Therefore, I will be willing to submit a copy of my final report to you when it is ready. your genuine, honest, and prompt response is a valuable input for the quality and successful completion of the project.

Thank you, for your cooperation and timely response in advance

General Instructions

- There is noneed of writing your name
- In all cases where answer options are available please tick (✓) in the appropriate box.
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

A questionnaire to be filled by principals, vice principals, department head, unit leader and supervisor

Part I: Demographic characteristics of the subjects /respondents

Directions: for the following items, give your response by making “”mark in the given boxes provided.

- 1.1 Name of the school: _____ grade level 9-10 11-12
 Woreda -----Zone-----Region-----
- 1.2 Sex: Male Female
- 1.3 Qualification: Diploma Degree M.A Degree
- 1.4 Year of teaching experience: 1-5 6-10 11-15 16-20 above 20
- 1.5 Year of leadership experience: 1-5 6-10 11-15 16-20 above 20

PART II .Listed below are statements about the practices of teachers’ performance appraisal. Please indicate your level of agreement

No	Item	Scale of response				
		Strongly Agree	Agree	Undecided	(disagree)	Strongly disagree
1	Teachers performance evaluation is being implemented and practiced in school					
2	The implementation of teachers performance evaluation in school serving its intended objective					
3	The performance evaluation criteria capable of measuring true performance					
4	The practice of performance evaluation in school is capable of distinguishing effective performers from ineffective Performers.					
5	Teachers performance evaluation in school is carried on time according to plan					

Listed below are statements about the practices of teachers' performance appraisal accuracy of rating. Please indicate your level of agreement

No	Items	Scale of response				
		Strongly Agree	Agree	Undecided	(disagree	Strongly disagree
6	Evaluators are not influenced by their personal like and dislike when evaluating teachers performance					
7	Evaluators generally supports their evaluation with specific incidents of good and poor performance					
8	Evaluators evaluates teachers performance based on their accomplishment and achievement					
9	Evaluators are a qualified person to evaluate teachers work					
10	Teachers often compare their performance ratings with their coworkers					
11	Teachers often resist accepting low performance rating for unfair evaluation					

**Listed below are statements about the reaction towards performance appraisal practice.
Please indicate your level of agreement**

No	Items	Scale of response				
		Strongly Agree	Agree	Undecided	(disagree)	Strongly disagree
12	Information generated from Performance evaluation is being used to motivate teachers through recognition and support					
13	Teachers are motivated by the current practice of performance evaluation					
14	Teachers' performance is being improved by the current practice of performance evaluation					
15	Performance appraisal being practiced is fairly applied in your organization					
16	Teachers are satisfied with the practice of performance evaluation					
17	Teachers are satisfied with the feedback aspect of performance evaluation system					
18	Teachers are satisfied with the way the performance evaluation practice is used to evaluate teachers performance					
18	The School doesn't needs to make certain adjustments to the existing performance evaluation practice					
19	The School should change the way they evaluate teachers performance					
20	Evaluators have the required knowledge, experience and training that is necessary to evaluate the performance of teachers					

Part III. Additional

20. Is there a performance Evaluation Guide Lines In School? Yes No

In your opinion, do you think that it is essential to conduct performance evaluation in your School? Yes No

22. 1. What is/are your reason for question No.21 above if your answer is 'No'?

22.2. What is/are your reason for question No.21 above if your answer is 'Yes'?

23. How often is your performance evaluated in a year?

Once Twice Quarterly Month

if any other, specify _____

24. How often do you think performance evaluation should be conducted in a year?

Once Twice Quarterly Monthly

25. In your actual practice, who should evaluate teachers' performance? You may choose more than one. Supervisor Vice principal Unit In-charge

Department Heads

Principals

Teachers himself/herself

Students

26. For what purpose is performance evaluation result used in your school (you may choose more than one).

Salary increment bonus promotion Training and development

27. For what other purposes do you think the evaluation result should be used?

28. Which of the following problems influence to the performance appraisal practice of your School? (You may choose more than one).

- No link between same evaluation criteria and teachers
- Lack of ability to evaluate performance
- Bias in evaluating performance
- Non participation in setting performance evaluation criteria
- No link between same evaluation criteria and teachers job and Lack of ability to evaluate performance

- No link between same evaluation criteria and teachers job and Bias in evaluating performance
- No link between same evaluation criteria and teachers job and Non participation in setting performance evaluation criteria
- Lack of ability to evaluate performance, and Bias in evaluating Performan
- No link between same evaluation criteria and teachers job, Lack of ability to evaluate performance, and Bias in evaluating performance
- Other

28. In your opinion, what are the real problems that you observe in the practices of performance evaluations in your school?

28. Would you please suggest measures' should be taken for the implementation of teachers' performance evaluation?

Thank you again for completing the questionnaire

Appendix III Sample Interview

Haramaya University

Postgraduate Program Directorate

College of Education and Behavioral Science

Department of Educational Planning and Management

Name of Student: - Teha Ahmed Abraham

Interview for Principals and Supervisors

1. Who does evaluate the performance of teachers?
2. Do you think the evaluators have the required knowledge, experience and training that is necessary to evaluate the performance of teachers?
3. What techniques your organizations use in performance appraisal?
4. Do you think the techniques applied are capable of accurately rating the performance of teachers? If not what solutions do you suggest?
5. Is there a feedback process after evaluation in your school?
6. Is there a performance Evaluation guideline in your school?
7. Are you satisfied with the performance appraisal implementation of your school?
8. Is there a need to adjust or else totally change the practice of teachers' performance appraisal in your school?
9. What are factors that affect for the proper implementation of teachers performance evaluation in your school?
10. What are the purposes of teachers' performance appraisal?
11. What are the common teachers' reactions towards performance appraisal?
12. What measures should be taken for the proper implementation performance appraisal in your school?
13. Do you have any additional suggestions about an implementation of performance appraisal and teachers reaction in your school?