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An Assessment of Teachers' Performance Appraisal in Secondary Schools of Wolaita Zone, South Ethiopia

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Abstract

The major purpose of this study was to assess the practice and problems of teachers' performance appraisal in the secondary schools of Wolaita Zone, Southern Nations, Nationalities and People's Region. In order to achieve the objective of the study, descriptive survey method was employed. The study was conducted in five government secondary schools, five Woreda education offices and one Zone education department. The secondary schools and Woreda education offices were selected by simple random sampling techniques. The secondary school teachers were selected by systematic sampling while Woreda education offices and Zone education department education experts were selected purposely. The study included 10 principals, 120 teachers and 6 experts of the Woreda education offices and Zone education department. Questionnaires, interviews and document analysis were used to collect data. The data gathered through questionnaires were analyzed using percentages, mean, standard deviation, weighted mean, chi-square and an independent sample t-test. Based on the analysis the study portrayed that lack of validity and reliability of performance appraisal criteria, inadequate classroom observation for performance appraisal, less participation of school supervisors (department heads and unit leaders) in performance appraisal process, the absence of pre and post-appraisal meeting, more emphasis on the administrative purposes than developmental and lack of training on the teachers' performance appraisal schemes were found to be the major factors that affect the teachers' performance appraisal in the secondary schools of Wolaita Zone.

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Hence, it is recommended that each school should develop criteria specific to each subject and set the performance target or plans together with all teachers and conduct TPA by the involvement of principals, department heads and unit leaders. It is also better to conduct pre and post-appraisal conferences periodically and consistently and providing training for school supervisors and teachers by Woreda education offices and Zone education department to the successful operation of a scheme of teachers' performance appraisal.

Keywords: Assessment; Teacher; performance; Appraisal.

1. Introduction

The Education sector is at the center of all other organizations in that it provides the required manpower in realizing their own objectives. It serves as a fundamental element to bring about development and there by ensure better life of citizen. Thus, for the education system to address its purpose, it demands different kinds of resources as all organizations do. Among these resources, the human resource plays a pivotal role. Because it makes an organization successful by realizing the efficient interaction and utilization of other resources in order to contribute for the accomplishment of organizational goals. This indicates that the human capital is the greatest competitive potential for an organization and the talent of employee will remain the best hope for organizations goal achievement [9].

Schools as social organizations are established to facilitate the teaching learning process. The goal of the teaching learning process is to change the behavior of students. Basically, the accomplishment of this goal depends mainly on the performance of teachers. Teachers have to be continuously motivated and upgraded so as to improve the quality of their teaching. To this effect a system of performance appraisal is set aiming at improving teachers' competence. Performance appraisal also has purpose which helps in managerial decisions in identifying training needs; decision on promotion; transfer and rewarding [4].

Hence, performance appraisal as one of the major issues in human resource management, undertaken almost by every organization irrespective of its objectives in the evaluation of employee's job performance contributions to the organization [8]. It helps to identify skill gap, measure performance and manage human resources in educational institutions. In addition, it helps in evaluating how workers are successful on their present job and thereby estimate how well the workers will perform in the future.

According to [7] performance appraisal is used by both appraiser and appraisees for a variety of specific purposes. In general, however, appraisers use it to influence teacher performance through administrative decisions and teachers feedback. Traditionally, organizations have used performance appraisal primarily to make administrative decisions, questions pertaining to promotion, layoff or transfer and salary increase are examples of such administrative decisions.

Regarding the purposes of teachers' performance appraisal, the finding obtained by [2] shows that provision of feedback to teachers as not to achieve the intended goal but simply to fulfill managerial formality (i.e. responding to the trend of evaluating performances twice a year) and employed as one of the criteria during teachers' competition for further education. Hence, the purpose of this research is to assess the current practice

and problems of teacher's performance appraisal in Wolaita Zone.

2. Statement of the Problem

High quality teaching is essential in improving student outcomes and reducing gaps in student achievement. The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of the vision of achieving high levels of student performance. However, performance appraisal process has a number of problems that prevent it from serving the purpose for which it is established for. Some of these problems are: performance appraisal system, performance appraisal criteria, appraisers, and appraisee related factors; each of which is discussed here under.

According to [13] teachers' performance appraisal has to be against certain criteria. If a discrepancy between expected and actual performance is pointed out, the question is whether the expected performance was fully defined and communicated to teachers. In the absence of such an attempt the appraisal reports can be questioned. This issue basically refers to job description. It is true that jobs can be clearly defined at the lower levels in the organizational hierarchy. However, as one goes up in the hierarchy, it becomes more and more difficult issue. Hence, in many cases the focus for his/her position shifts from tasks to abilities or job related attributes and overall responsibility of the department or unit. On the other hand, the appraisal scheme does not provide any room to recognize the fact that educational tasks are more of qualitative that hardly lend themselves to quantification and result in appraisal difficulty of its outcomes. This is of course, one of the characteristics of educational management that differentiate it from others [1]. This implies that the criteria used focus solely on personality traits rather than performance.

Regarding Problems related to the appraisee, for a system of performance appraisal to function well, it is important that the employees regard it as potentially valuable to improve their competency and achieve organizational goals successfully. However, most efforts of performance appraisal are narrowly focused and over simplified that they give little regard to the favorable perception of employees [11].

According to the study made on teachers' performance appraisal of oromia region, the system of teachers' performance appraisal is not in a position to achieve the intended objective of teaching and ensure students' learning. This is due to a number of management related; teacher related and school related problems. For instance, teachers were observed to be reluctant to readily admit negative feedbacks or lower ratings and there were defenses, confrontations and conflicts with principals or appraisers. Moreover, in the system of teacher's performance appraisal, it is not performance process and behavior of teachers that would be appraised, but results of the measurable parts of performance are appraised. Because of the complex nature of evaluation system, both teachers and principals have faced problems in implementing it [2].

Bearing these problems, it seems difficult for performance appraisal system to address the purpose that it is designed for. Based on, the above problem and the researcher's observation, while teaching in secondary

schools in Wolaita Zone, the researcher is initiated to investigate the real problems of secondary school performance appraisal system in the same Zone.

In the light of the above perspective, this study is designed to examine the existing practice and related problems of teachers' performance appraisal in secondary schools of Wolaita zone.

To this effect, the study was guided by the following basic questions:

1. How does the teachers' performance appraisal implemented in the secondary schools of wolaita Zone?
2. What are the methods and procedures employed in appraising teacher's performance in the secondary schools of Wolaita zone?
3. What are the major factors that affect the teacher's performance appraisal in the secondary schools of wolaita zone?

3. Objectives of the Study

3.1 General Objective

To examine the problems associated with the current teachers' performance appraisal system and suggest possible solutions to the problems.

3.2 Specific Objectives:

1. To assess the current implementation practice of teachers' performance appraisal.
2. To describe the methods and procedures that is employed in appraising teacher's performance.
3. To identify the major problems that hinders the implementation of teacher's performance appraisal.

4. The Research Design and Methodology

This section deals with the research methodology; source of data; sample size and sampling techniques; instruments and procedures for data collection; and methods of data analysis that were employed to analyze the data gathered.

4.1. Research Methodology

In under taking the study, both qualitative and quantitative research methodology were used. Descriptive research design was employed as it was the appropriate method to enable the researcher to describe and assess the implementation practice of the current teachers' performance appraisal in the zone in a broad and wider magnitude. Furthermore, the method according to [3] enables the researcher to examine the present situation and identify some of the major problems in the area of the study.

Furthermore, the method is assumed to enable the researcher to find out the solutions for the existing problems. It is concerned with conditions or relationships that exist, opinions that are held, process that are going on,

effects that are evident or trends that are developing. Hence, this method is preferred on the ground that factors that affect teachers' performance appraisal are better perceived from the opinion survey of secondary school principals and teachers and process owners of WEOs and ZED.

4.2. The Sources of Data

The data were collected from two sources- primary and secondary sources of data. This helped the researcher get pertinent data related to the study at hand from these important sources.

4.2.1 Primary sources

For the purpose of this study the data were gathered from different respondents that may have adequate information about the teachers' performance appraisal in the secondary schools of Wolaita Zone. Accordingly, the Primary data was obtained from principals, vice principals, department heads, unit leaders, teachers and Process owners of WEOs and ZED.

4.2.2 Secondary sources

To substantiate the data obtained from the primary sources, documents such as plans and performance reports, annual reports, directives, journals and published and unpublished documents were reviewed and used as secondary sources of data.

4.3. Sampling Technique and Sample Size

The following sampling techniques and sample size were employed to carry out the study.

4.3.1. Sampling Techniques

In order to gather sufficient and relevant data for the study, out of twelve rural woredas and three town administration education offices the researcher randomly selected 5(five) woreda education offices that accounts for 33.3% of the total woredas having secondary schools in the zone. These were Soddo, Boditi, Areka, Humbo and Bedesa. In order to give equal chances for all target population and to identify the sample woredas lottery method was employed. The zonal and woreda education office process owners (one from each) were sampled purposely. This is because, policy guideline and pertinent information goes to the schools through them.

Similarly, the principals and vice principals were included by using purposive sampling technique. This is because, these people are found to be highly relevant to give significant information for the purpose of the study. The sampling of teachers, however, was made based on systematic sampling, taking their names roll number from attendance sheet.

4.3.2. Sample Size

The sample size of the study comprises a total of 136 respondents: 120(34.3%) of the appraisees(teachers) out of 365 of the population in the sample secondary schools, 10 (66.67%) of appraisers or principals (included vice principals) and 6 process owners of WEOs and ZED were taken as a sample.

Table 1: Population and Sample Size of Respondents

No	Sample Secondary schools	Respondents through Questionnaires											
		Principals						Teachers					
		Population		Sample				Population		Sample			
		M	F	M		F		M	F	M	F		
				No	%	No	%	No	No	No	%	No	%
1	Soddo comp. sec. school	3	-	2	66.7	-	-	76	10	20	26.3	4	40
2	Boditti secondary school	1	2	1	33.3	1	33.3	70	14	18	25.7	6	33.3
3	Bedessa secondary school	3	-	2	66.7	-	-	48	7	17	35.4	7	100
4	Humbo secondary school	3	-	2	66.7	-	-	46	13	16	38.5	8	61.5
5	Areka secondary school	3	-	2	66.7	-	-	54	12	19	35.2	5	41.7
	Total	13	2	9	69.2	1	33.3	294	56	90	30.6	30	53.6

Source: Wolaita Zone Education Department

4.4. Instruments of Data Collection

The following tools were employed to collect data for the study. The study employed both quantitative and qualitative data and the data were gathered by the help of instruments namely, questionnaires, interview and document review. Moreover, the questionnaire was pre tested.

4.5. Methods of Data Analysis

The data analysis involved the analysis of information gathered through document analysis and responses to the

question items in the questionnaires and interviews. The data was analyzed on the basis of the research questions. Accordingly, frequency counts, percentage, mean, standard deviation, Likert scale, chi-square and independent samples t-test were employed to analyze the data obtained. Frequency counts and percentage were used to figure out similar responses while Likert scale was employed to check respondent’s level of agreement or disagreement with offered statements. Chi-square and independent samples t-test were used to examine the statistical significance of the differences between the average weighted mean of responses of the respondents.

5. Discussions and Findings

5.1. Characteristics of the Respondents

A total of one hundred and thirty copies of the questionnaire were distributed to the respondents. Out of these questionnaires, ten copies were distributed among appraisers and one hundred and twenty copies were distributed among the five sample secondary school appraisees respectively in Wolaita zone. All the distributed copies of the questionnaires (100%) were returned on time. As an additional input for the study the response of the WEOs and the ZED through interview was also obtained on time.

Table 2: Description of Respondents by Sex, Age, Qualification, Specialization & Work Exp.

No	Characteristics		Respondents							
			Appraisers N=10		Appraisees N=120		WEO N=5		ZED N= 1	
			No	%	No	%	No	%	No	%
1	Sex	Male	9	90	90	75	5	100	1	100
		Female	1	10	30	25	-	-	-	-
2	Age	Below 21 years	-	-	-	-	-	-	-	-
		21-30	3	30	32	26.7	-	-	-	-
		31-40	3	30	37	30.8	-	-	-	-
		41-50	4	40	38	31.7	5	100	1	100
		Above 50	-	-	13	10.8	-	-	-	-
3	Qualification-	Diploma	-	-	-	-	-	-	-	-
		BA/BSC/MED	10	100	120	100	5	100	1	100
		MA/MSC/MED	-	-	-	-	-	-	-	-

	PHD & Above	-	-	-	-	-	-	-	-
4	Specialization- EdPM/EdAd	-	-	-	-	-	-	-	-
	other	10	100	120	100	5	100	1	100
5	Work experience- Below 6 years	3	30	43	35.8	-	-	-	-
	6-10	5	50	24	20	-	-	-	-
	11-15	2	20	15	12.5	-	-	1	100
	16-20	-	-	16	13.3	4	80	-	-
	Above 20	-	-	22	18.4	1	20	-	-

As the data in the table 2 of item 1, reveals 90 percent and 10 percent of appraisers are males and females respectively, whereas all (100%) of WEOs and ZED process owners are males and also 75 percent and 25 percent of appraisees are males and females respectively. Thus, this signifies that the under representation of women from school to zonal levels. The 25 percent at secondary school levels and the entire non-participation of women at both woredas and zone levels portrays that female participation in managerial position was non-existent. Moreover, their involvement in the teaching profession in secondary school was very low.

With regard to the age of the respondents, no appraisees, appraisers and process owners of WEOs and ZED are below 20 years. All the appraisers were of age group ranging from 21- ≤50 years of age limits. Most of them were of age groups of 41-50 years of age which accounted 40% of the appraisers' sample, the rest was of age groups of 21-30 and 31-40 years each alone accounted 30% (together sum up to 60%) of the appraisers. On the other hand, the appraisees fall in age groups ranging from 21- ≥50 years of age limits. Most of the appraisees were of age group intervals 21-30, 31-40 and 41-50 each accounted 26.7%, 30.8% and 31.7% respectively, and these age intervals cover 89.2% of the appraisees. The remaining 10.8% of the appriasees were under the age group intervals of greater than 50 years. Moreover, all the process owners of WEOs and ZED (100%) fall between the ages of 41 up to 50 years. Hence, this implies that all appraisers, appraisees and process owners of the WEOs and ZED are matured enough to provide the researcher with the necessary information.

As regards to the qualification of the respondents, all (100%) were first degree holders. Hence, it was thought that the information they provide would be dependable and logical due to their academic backgrounds.

Concerning to the field of specialization, all the respondents were not specialized in the management fields of study such as educational administration or educational planning and management. They specialized in the area

of other subjects. This reveals that most position holders (appraisers) at various managerial levels were not familiar with scientific theories and principles of management. Hence, this may in turn affect their managerial skills in the process of teachers' performance appraisal in the education systems of secondary schools, woredas and the zone respectively.

As far as respondents' work experience is concerned, the majority of appraisers 5 (50%) had more than 6 years of experience, where as 3 (30%) had less than 5 years of experience in the positions they held. However, 2 (20%) of the appraisers had more than 10 years of experience in principal ship. 43 (35.8%), 24 (20%) 15 (12.5%), 16 (13.3%) and 22 (18.4%) of appraisees had less than 6 years, greater than 6 years, greater than 11 years greater than 16 years and greater than 20 years of experience in teaching respectively. With regard to WEOs and ZED, 4 (80%) and 1 (20%) of the WEOs process owners had greater than sixteen years and greater than twenty years of experience respectively. Regarding the ZED, 1 (100%) of the ZED process owner had greater than eleven years of experience.

It would be, therefore, possible to generalize from these data that such relatively longer years of service in the education system might have helped apprisers and appraisees to possess rich experience and better understanding about the various issues and problems of teacher's performance appraisal in secondary schools.

5.2. Analysis of Data on Implementation of Teachers' Performance Appraisal

This is the second part of this chapter that deals with the presentation, analysis and interpretation of data on the implementation of teachers' performance appraisal in the secondary schools of Wolaita zone. To this end, responses on the purposes of teachers' performance appraisal, methods, criteria, procedures of teachers' performance appraisal, observation of teachers' classroom performance, involvement of appraisers on TPA, sources of data in rating teachers' performance appraisal, post appraisal meeting and factors that affect teachers' performance appraisal are analyzed accordingly.

Moreover, the indicators of each factor were selected and presented to the respondents to be rated on a five point Likert scale from very high or strongly agree= 5 to very low or strongly disagree=1 were used. For analysis purpose, weighted mean was used and interpreted as: 1-1.49 is strongly disagree; 1.50-2.49 is disagree; 2.50-3.49 is moderate (undecided); 3.50-4.49 is agree and > 4.50 is strongly agree. .

An independent sample t-test and chi-square were also used to check whether the difference between the means of samples were statistically significant due to respondents' position; that is appraisers and appraisees. In the analysis, the calculated (obtained) t value was compared with the table value (t-critical= 1.960) at $\alpha= 0.05$ level of significance and $df= 128$.

5.2.1. Purposes of Teachers' Performance Appraisal

The focus of this part of analysis is to assess the purpose of teachers' performance appraisal in secondary schools of Wolaita zone. To do so some 9 major indicators have been identified in the study and the responses of appraisers and appraisees were presented, analyzed and interpreted below after table 3.

Table 3: Mean Distribution of Responses and t-test Results on the Purposes of Teachers Performance Appraisal

No	Items	Respondents						
		Appraisers N=10		Appraisees N=120		Total N=130		T-test
		Mea n	Std.Dev	Mea n	Std.Dev	WM	Std.De v	t-value
1	For promotion (career structure)	4.10	0.83	3.60	1.25	3.89	1.05	1.51
2	To identify training needs	3.80	1.48	2.56	1.44	3.19	1.48	3.64
3	To improve school performance	3.80	1.46	2.58	1.41	3.21	1.44	3.51
4	To enhance the quality of teaching and learning process	3.50	1.43	3.16	1.46	3.34	1.48	1.00
5	To motivate teachers on their job	3.30	1.34	3.1	1.36	3.21	1.38	0.58
6	For salary increment	4.10	0.83	3.80	1.01	3.96	0.49	0.96
7	For demotion	2.20	1.24	2.26	1.20	2.23	1.24	0.18
8	For transfer	2.50	1.02	2.66	1.26	2.50	1.15	-0.48
9	To provide further education	3.50	1.41	3.50	1.23	3.57	1.12	0.93

As shown in items 1, 6, and 9 of table 3- the purpose of teachers' performance appraisal were for promotion(carrier structure), for salary increment and to provide further education were rated high with the weighted mean values 3.89, 3.96 and 3.57 respectively. Moreover, items 2, 3, 4 and 5 of the same table the purpose of TPA as depicted from the table - identifying training needs, improving school performance, enhancing the quality of teaching and learning process and motivating teachers on their job were rated moderate(undecided) with the weighted mean values 3.19, 3.21,3.34 and 3.21 respectively. From this one can infer that both appraisers and appraisees were rated less or moderate because of the less emphasis given on the stated purposes. However, item 7 and 8-as responded by the respondents the purpose for demotion and for transfer were rated low with the weighted mean values 2.23 and 2.5 respectively. This shows that, though the purpose of performance appraisal includes demotion and transfer, it was not common to practice them in schools. Moreover, according to the interviews and open ended questions, the purposes or objectives of the current teachers performance appraisal approach was to assess ones performance tangibly in terms of quantity, quality, time and cost of the outputs rather than rating employees' on the bases of their behavior, loyalty, punctuality and the likes. Attaching employees' career development to results of teachers' performance appraisal which was supposed to clearly discriminate good performers from poor performers and initiating employees commitment geared towards competitive working behavior and thereby paving the way to the national urgent and sustainable development in demand. However, the appraisal system does not provide any room to recognize the fact that educational tasks are more of qualitative that hardly lend themselves to quantification, and result in appraisal difficulty of its outcomes.

To test differences between responses, further statistical analysis was employed. Accordingly, the t-test shows that, there is no statistically significant difference in opinions of the two categories of respondents except item 2

and 3. For these items the calculated t-values 3.64 and 3.51 are greater than the tabulated t-value (t-critical=1.96 at $\alpha=0.05$ level of significance and $df= 128$).

This indicates that for items 2 and 3, appraisees rated the purpose of appraisal was to identify training needs and to improve school performance less than the rating by appraisers which may be stemmed from over judgment of appraisers.

Generally, the purposes for which teachers performance appraisal has been serving were somewhat deviated from the purpose which it ought to serve for. Many writers supporting the following as the purposes of performance appraisal, that is, to improve school performance, for promotion, demotion, transfer and for identifying training need [4].

5.2.2 Methods Used to Appraise Teachers’ Performance

This section of the analysis deals with an assessment of the methods used to appraise teachers’ performance in the secondary schools of Wolaita zone. To do so some 4 major types of methods have been identified in the study and the response of appraisers and appraisees were presented, analyzed and interpreted here under.

Table 4: Methods of Teachers’ Performance Appraisal

No	Items	Respondents’ Category						
		Appraisers		Appraisees		Total		T-test
		N= 10		N= 120		N= 130		
		Mean	Std.dev	Mean	Std.dev	WM	Std.dev	t-value
	To what extent the following method(s) is (are) used to appraise teachers’ performance in your school?							
	1. Checklist	4.30	0.78	4.20	1.00	4.26	0.89	0.32
	2. Peer evaluation	4.30	0.64	3.83	1.41	3.93	1.04	1.42
	3. Essay method	2.20	1.16	2.30	1.34	2.26	1.26	0.30
	4. Self-evaluation	2.50	2.00	2.06	1.15	2.04	1.58	1.33

Items 1 and 2 in table 4 reveals that check list and peer evaluation methods of teachers performance appraisal were rated high with the weighted mean values 4.26 and 3.93 respectively. However, items 3 and 4 in the same table portrays that essay and self evaluation methods were rated low with the weighted mean values 2.26 and 2.04 respectively. This shows that check list and peer evaluation methods were commonly used in secondary schools, but the other methods of teachers’ performance appraisal were not commonly used.

From the open ended questions and interview also the respondents replied that the appraisers used only limited

number of methods to collect data on performance appraisal. The appraisers mainly used checklist and peer evaluation methods in gathering information at school level, other methods for example graphic rating scales essay methods, self-evaluation, BARS etc were not employed. If triangulation of the methods had been used, it would have an advantage on the reliability of dependable information.

Further statistical analysis was used to test significant difference in responses. Thus, an independent sample t-test at $\alpha=0.05$ level of significance and $df = 128$ shows that, the calculated t-values for the four items (0.32; 1.42; 0.30; 1.33) are less than the table value (t-critical= 1.960) and it implies that, there is no significant difference in opinions of the two categories of respondents with regard to the methods used in the schools.

In this regard, [5] suggested that as the number of tools or methods increased the probability of attaining more accurate information increases.

5.2.3. Criteria of Teachers' Performance Appraisal

This section looks at the analysis of assessment of performance appraisal criteria as required in the secondary schools of Wolita Zone. To this end, respondents were asked to rate the items and the responses of appraisers and appraisees were presented, analyzed and interpreted below.

Table 5: Mean Distribution of Responses and t-test Results for Criteria Related Issues

No	Items	Respondents' Category						
		Appraisers		Appraisees		Total		T-test
		N= 10		N= 120		N= 130		
		Mean	Std.dev	Mean	Std.dev	WM	Std.dev	t-value
1	The criteria measures what it intended to measure	3.10	0.96	2.83	1.17	2.97	1.19	2.06
2	The criteria used are relevant to improve teacher's poor performance	3.21	1.19	2.58	1.35	2.86	1.12	2.13
3	The criteria are appropriate to appraise teachers performance	3.80	1.07	2.13	1.31	2.96	1.18	4.91
4	The criteria are objectively measures teachers' competence	3.20	1.20	2.35	1.22	2.88	1.21	2.58
5	The criteria can help to enhance teachers' motivation to work	3.00	0.98	2.87	1.18	2.94	1.24	0.97
6	The criteria can help to strengthen teacher management relation ship	3.00	1.00	2.30	1.34	2.67	1.17	2.18
7	The criteria can help to strengthen teacher student relation ship	3.00	1.00	2.43	0.11	2.71	0.59	1.98

As shown in items 1,2,3,4,5,6 and 7 in table 5-the criteria measures what it intended to measure, the criteria used are relevant to improve teacher' poor performance, the criteria are appropriate to appraise teachers performance, the criteria are objectively measures teachers competence, the criteria can help to enhance teachers motivation to work, the criteria can help to strengthen teacher-management relationship and the criteria can help to strengthen teacher-student relationship were rated moderate (undecided) with the weighted mean values 2.97, 2.86, 2.96, 2.88, 2.94, 2.67 and 2.71 respectively.

Moreover, from open ended questions and the interview, it was replied that the appraisal criteria set for teachers' evaluation were given emphasis only to measurable part of performance, while ignoring the important but non measurable parts of teacher's trait such as enthusiasm, creativity, job knowledge and skill, attitude, loyalty, cooperativeness, and teachers' relationship with students and colleagues are all ignored. On the other hand, the criteria did not consider teachers whose subjects are not delivered by plasma TV and delivered by plasma TV, both of them evaluated equally within 45 minutes and 10 minutes interval of teaching respectively. Furthermore, the current teacher's performance appraisal criteria did not discriminate good performers from poor performers.

From an independent sample t- test analysis, there is a statistically significant difference on the majority of items except item 5. For the items 1,2,3,4, 6 and 7, the calculated t-values are greater than the tabulated t-values (t-critical= 1.96 at $\alpha= 0.05$ level of significance and $df= 128$). These differences may be caused due to the different perceptions of the appraisers and appraisees on the criteria of teachers' performance appraisal. More specifically, the differences, may be due to the over judgment by appraisers on the criteria of teachers' performance appraisal.

In this respect, [14] argued that for an appraisal system to be successful and effective it must fulfill certain basic criteria or requirements, such as relevance, validity, reliability and discriminability/sensitivity.

5.2.4. Observation of Teachers' Classroom Performance

The focus of this part of the analysis is to assess teachers' classroom observation by appraisers in the secondary schools of Wolaita zone. Therefore, to assess the extent of classroom observation in the schools, respondents were required to respond to the item in table 6.

As indicated in table 6, 4 (40%) of appraisers and 56 (46.67%) of appraisees confirmed that the classroom observation taken place once within a year. Moreover, 4 (40%) of appraisers and 52 (43.33%) of appraisees witnessed that the classroom observation carried out sometimes within a year. However, minimum number, 2 (20%) and 12 (10%) of the appraisers and appraisees indicated that the classroom observation carried out regularly throughout a year. The data in the table would, therefore reveal that the frequency of classroom observation in sampled schools regarded as inadequate since sometimes and one classroom visits would not be guarantee objective and dependable performance data on classroom teaching-learning activities.

Further statistical analysis was used to test significant difference in responses. Thus, the chi-square (χ^2) test at 5% level of significance shows that, the calculated χ^2 (0.73) is less than the table value of χ^2 (t- critical = 5.99),

and it implies that, there is no significant difference in opinions of the two categories of respondents with regard to the observation of teacher’s classroom performance.

In this regard, research on teachers’ classroom observation shows that more observation are much more likely to help produce stable and generalizable results [12].

Table 6: Frequency of Class Room Observation

No	Item	Appraisers		Appraisees		χ^2
		No	%	No	%	
	How often does classroom observation take place within a year?					
	1) Very often	-	-	-	-	0.73
	2) Regularly	2	20	12	10	
	3) Sometimes	4	40	52	43.33	
	4) Once	4	40	56	46.67	
	5) Never	-	-	-	-	
	Total	10	100	120	100	

5.2.5. Degree of Involvement of Appraisers’ on Teachers’ Performance Appraisal

This part of the analysis focuses on the involvement of appraisers on teachers’ performance appraisal in the secondary schools of Wolaita Zone. With regard to these data were collected and analyzed in table 7.

Table 7 illustrates the involvement of appraisers on teachers’ performance appraisal in the schools. Accordingly, as revealed in the table, 4.08 and 4.14 weighted mean values of appraisers and appraisees responded that principals and vice principals were involved in appraising teachers’ performance regularly. On the other hand, 3.02 weighted mean value of appraisers and appraisees confirmed department heads were participated sometimes in the teachers’ performance appraisal process. However, 2.18 and 1.94 weighted mean values of appraisers and appraisees depicted that unit leaders and school based supervisors were took part rarely in the process of teachers’ performance appraisal.

This shows that, as the majority of respondents confirmed, appraising teachers’ performance in secondary schools was, by and large, the responsibility of principals and vice principals. Appraisal by department heads were also practiced relatively but not common. Unit leaders and school based supervisors involvement in teachers performance appraisal was by far below that of principals and vice principals.

From interview and open ended questions, it was said that, all teachers dislike to be appraised by students and parents. They are not skilled to undertake such decisive appraisals which have impact on the career

development; as a result they were not participated in the teachers’ performance appraisal. However, there were still problems, i.e. the responsibility of appraising teachers by principal alone in the current appraisal process.

Table 7: Degree of Involvement of Appraisers on Teachers Performance Appraisal Process

No	Items	Respondents Category						
		Appraisers		Appraisees		Total		T – test
		N = 10		N = 120		N = 130		
		Mean	Std. Dev.	Mean	Std. Dev.	WM	Std. Dev.	t -value
	How often the following school management bodies take part in appraising teachers’ performance?							
	1) Principal	4.30	0.78	3.86	1.38	4.08	1.09	1.33
	2) Vice principal	4.00	1.00	4.26	1.03	4.14	1.02	-0.86
	3) Department heads	3.00	1.00	3.03	1.07	3.02	1.04	-0.09
	4) Unit leaders	2.10	1.37	2.23	1.28	2.18	1.34	-0.39
	5) School based supervisor	1.90	1.04	1.95	1.08	1.94	1.43	-.015

As indicated under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of the t-test are less than that of the table t-value (t-critical = 1.96) at $\alpha = 0.05$ level of significance and $df = 128$. This implies that, there is no significant difference in opinions of the two categories of respondents with regard to the involvement of school management bodies in the teachers’ performance appraisal in the schools under consideration.

In supporting this, [13] stress that; performance appraisal is the task to be carried out by someone who is familiar with the employee’s performance. Furthermore, a committee form of appraisal could help to avoid problems like bias and halo effect. The probability of attaining more accurate information also increases.

5.2.6. Factors that Affect Teachers’ Performance Appraisal

This part of the analysis was to assess the views of the respondents on the factors that affect teachers’ performance appraisal in the secondary schools of Wolaita zone. Hence, the following items have been identified in the study and the responses of the appraisers and appraisees were presented, analyzed and interpreted below.

As shown in all items except item 4 and 7 in table 8-absence of reward, lack of the necessary knowledge on the side of appraisers, poor administration of the overall appraisal process, subjective criteria (problem related to the tool used), teachers’ misperception towards appraisal, appraisers’ lack of training, appraisers’ lack of commitment, lack of timely communication of performance appraisal result and poor relationship between

performance appraisal tools and the teaching activity were rated found to be high with the weighted mean values ranging from 3.5-4.49. With regard to items 4, and 7 appraiser bias and favoritism, respondents were unable to decide with the weighted mean values 3.08 and 3.16 respectively.

Table 8: Factors that Affect Teachers’ Performance Appraisal

No	Items	Respondents’ Category						
		Appraisers		Appraisees		Total		T-test
		N= 10		N= 120		N= 130		
		Mea n	Std.de v	Mean	Std.dev	WM	Std.de v	t- value
1	Absence of reward	4.20	0.87	4.3	1.01	4.25	0.96	-0.32
2	Lack of the necessary knowledge on the side of appraisers	2.90	0.83	3.96	1.03	3.49	0.94	-3.41
3	Poor administration of the overall appraisal process	2.90	0.83	4.2	0.82	3.56	0.84	-4.33
4	Appraiser bias	2.30	1.10	3.83	1.20	3.08	1.16	-4.78
5	Subjective criteria (problem related to the tool used)	3.20	0.96	4.1	0.69	3.66	0.84	-3.21
6	Teachers’ misperception towards appraisal	4.00	1.00	3.1	0.94	3.94	0.93	2.90
7	Favoritism	2.50	1.20	3.80	1.29	3.16	1.25	-3.93
8	Appraisers’ lack of training	4.00	1.00	4.00	1.00	4.00	1.00	0
9	Appraisers’ lack of commitment	3.60	1.11	3.86	1.11	3.74	1.12	-0.81
10	Lack of timely communication of performance appraisal result	4.00	0.60	4.20	0.89	4.10	0.78	-0.66
11	Poor relationship between performance appraisal tools and teaching activity	3.20	1.07	3.96	1.05	3.58	1.06	-2.45

This implies that, the majority of appraisees and appraisers confirmed that the major factors that affect teachers performance appraisal were absence of reward, appraisers lack of training, appraisers lack of commitment, lack of timely communication of performance appraisal result, lack of the necessary knowledge on the side of appraisers, poor administration of the overall appraisal process, appraiser bias, favoritism, subjective criteria (problem related to the tool used) and poor relationship between performance appraisal tools and teaching activity were identified by the majority of appraisees as the main problems of TPA. However, most of the appraisers took the middle ground in this respect.

Moreover, in responding to interview and open-ended questions, as replied by respondents, there were a number of problems that encountered in the current teachers' performance appraisal. The majority of teachers efficiency result found to have been above 75% (high) of about 90% of secondary school teachers who were employed in the zone irrespective of their performance. Because of this, highly devoted and competent teachers were lacking motivation to their work as they thought no difference between those who performing well and poor. The causes of these problems might be appraisers did not have the necessary knowledge and skills on the administration of the overall appraisal process. Moreover, they didn't have deep insight that teachers' performance appraisal could bring quality education. On the other hand, the current teachers' performance appraisal requires setting appropriate standards or criteria that should have strong relationship to the teaching and learning activities, but appraisers were not given mandate of setting relevant and appropriate criteria that could effectively measure the performance of teachers. Furthermore, appraisers and appraisees were not cooperatively developing the criteria.

As an independent sample t-test result reveals, there is statistically significant difference on the majority of items except items 1, 8, 9 and 10. For the items, 2, 3, 4, 5, 6, 7, and 11, the calculated t-values are greater than the table t-values (t-critical=1.96 at α 0.05 level of significance and $df= 128$). This implies that, there is significant difference in opinions of the two categories of respondents with regard to ratings on the factors that affect teachers' performance appraisal in the study areas.

6. Findings

1. The primary purpose of performance appraisal in Wolaita zone, as depicted by appraisers and appraisees high with weighted mean (3.89, 3.96 and 3.57) are promotion, salary increment and provision of further education. On the other hand identifying training needs, improving school performance, enhancing the quality of teaching and learning and motivating teachers were rated as undecided with weighted mean (3.19, 3.21, 3.34, and 3.21).
2. The attitude of appraisers and appraisees towards the validity, reliability and relevance of performance appraisal criteria is medium with weighted mean (2.97, 2.88 and 2.86).
3. The majority of appraisers (40%) and appraisees (46.7%) indicated that the classroom observation for performance appraisal takes place mostly once in a year. On the other hand, there is a trend of rating teachers' performance without classroom observation (WM= 3.86).
4. The appraisers and appraisees perceived that the methods and procedures lack clear communication before employed and it is not common to set performance target and determine schedule for classroom observation in collaboration with teachers (WM= 2.83, 2.73 and 2.67) respectively.
5. The majority of appraisers (WM = 4.08) and appraisees (WM=4.14) responded that principals and vice principals were involved in appraising teachers' performance. However, the participation of department heads, unit leaders and school based supervisors were low (WM =2.03, 2.23 and 1.95) respectively.
6. It was found that, the majority of appraisers and appraisees (WM= 2.41) confirmed pre-appraisal conference was not carried out in most of the secondary schools of Wolaita Zone.
7. Most of appraisers and appraisees (WM=2.91) replied that, post-appraisal meeting was held between appraisers and appraisees in rare case in secondary schools under study.
8. It was evidenced that, most of appraisers and appraisees (WM=4.26 and 3.93) responded, checklist and

peer evaluation were the dominant methods while essay method and self evaluation (WM=2.26 and 2.04) found to be not used to appraise teachers' performance in secondary schools of Wolaita Zone.

9. Most of appraisers (50%) and appraisees (38.3%) replied that post-appraisal meetings conducted between appraisers and appraisees immediately after classroom observation and when the appraisers feel appropriate respectively in secondary schools of Wolaita zone.
10. Regarding the sources of data, 50% of appraisers depicted that teacher's portfolio, while 30% of appraisers confirmed daily record by school management bodies were the sources of data for rating teachers' performance.

7. Conclusions

Based on the major findings the following conclusions were drawn:

1. Theoretically, the purpose of PA in teaching is to take remedy for short comings and enhance teachers' performance and there by motivate teachers and to make administrative decision [6]. Contrary to this concept, the real situation in secondary schools of Wolaita zone, as per the result of the finding, appraisal result is consumed mostly for administrative decisions like salary increment, promotion and the like. Thus, it is safe to conclude that the teaching learning process is not supplemented by the performance appraisal result and thereby no quality instruction is delivered in the secondary schools of the zone.
2. The findings of the study revealed that tasks in the current teachers' performance appraisal are put explicitly in terms of quantity, quality, cost and time, this shows that there has been a practice of neglecting behavioral or qualitative performance such as creativity, job knowledge and skills, attitude and the likes are difficult to quantify them. Thus, it is better to conclude that teachers are subjected to partly invalid and non reliable performance appraisal criteria and hence teachers are focusing mostly to observable and quantifiable kinds of performances ignoring behavioral or academic tasks thinking that they would be benefited from the appraisal.
3. According to the results of the study, the classroom observation for performance appraisal takes place mostly once in a year in most of secondary schools. On the other hand, there is a trend of rating teachers' performance without classroom observation in some schools. Moreover, the methods and procedures lack clear communication before employed and it is not common to set performance target and determine schedule for classroom observation in collaboration with teachers. It seems that the classroom observation, methods and procedures being employed to appraise teachers' in sampled schools is not adequate and will not be guarantee objective and dependable performance data on the class room teaching and learning process.
4. Based on the findings, most appraisers in secondary schools of Wolaita zone are principals. In addition to this to a smaller extent, department heads and unit leaders are participating in the current teachers' performance appraisal. However, the involvement of students, parents and school based supervisors is nonexistent in the appraisal process. Thus it is possible to say that the responsibility of appraising teachers' by principal alone may be a cause to commit errors in the performance appraisal and this in turn affects the quality of teaching learning process. In this respect, the findings are supported by Mathis and Jackson [10] as using several raters can avoid or help to cancel out problems like bias, halo effect and central tendency

errors.

5. As revealed from the findings, pre-appraisal conference is not undertaken in the secondary schools. In this regard, the current teachers' performance appraisal is carried out without providing teachers with the necessary information about the purpose, criteria, methods and procedures of the system. On the other hand, post appraisal meeting is conducted rarely in the secondary schools of Wolaita Zone. Therefore, it is better to conclude that the non-existence of pre and post appraisal meetings in the schools make difficult teachers to identify their strengths and weaknesses and lack of information on their consequent performance might have a negative impact in the process of appraisal scheme.
6. The appraisers have never been exposed to any kind of training regarding TPA. There is no organized orientation program on TPA has been practiced in the schools. In addition, the principals did not get adequate managerial skills or training in appraising teachers' performance. These might have resulted in incompetence, lack of objectivity and bias on the part of those secondary schools of Wolaita Zone.

8. Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations were forwarded.

1. The purpose for which the performance appraisal is designed is a ground to make decision on what kind of tools to be employed. The performance appraisal program, if appropriately planned and conducted in the schools, it has a profound implication on the quality of teaching learning process and teachers' motivation. Thus, it is expected to be more of developmental. Therefore, it is recommended that principals, unit leaders and department heads of the secondary schools of Wolaita zone should plan and develop their criteria that promote developmental purpose through the participation of teachers and there by enhance the contribution of performance appraisal for class room instruction.
2. It is a hard fact that participatory approach in every managerial decision enhances the degree of implementing the program and also has the power of motivating participants likewise, if classroom observation is planned by teachers' involvement, meaning-making decision on what is to be observed, when to be observed and who under take the observation in collaboration with teachers. Therefore, it is recommended that the secondary schools of Wolaita Zone supervisors (principals, unit leaders and department heads) should plan the classroom observation by involving teachers and conduct accordingly and mitigate the random and accidental classroom observation.
3. The validity and reliability of the TPA criteria increase the dependability of the result on teachers' performance. One of the mechanisms to enhance the validity and reliability of TPA criteria is developing the tool that considers the specific characteristics of subjects which could be possible through the direct involvement of teachers and department heads. In addition, increasing number of raters may reduce the errors to be committed. This implies that dependable criteria and great number of raters promote the value of TPA. 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 school supervisors (principals, department heads and unit leaders) and teachers.

4. To make TPA more practical in the secondary schools of Wolaita Zone, the school supervisors (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 pre-appraisal meeting. On the other hand, after classroom observation, the appraiser and appraisee must meet to review results of the classroom observation and discuss other information relevant to TPA. Therefore, it is recommended that school supervisors (principals, department heads and unit leaders) should conduct pre-appraisal meetings periodically and consistently, furthermore, post-appraisal conferences between appraisers and appraisees should also be held consistently and immediately after classroom observation.
5. In order to improve the objectivity and competence of appraisers, a training program on TPA ought to be designed by the ZED and WEOs in which, the principals, department heads, unit leaders and all the teachers together could take part. In addition, emphasis should be given to the assignment of principals by ZED and Wes 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 or those who have at least knowledge of TPA are assigned to run the secondary schools of Wolaita Zone.

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