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RESEARCH ARTICLE

PRACTICES AND CHALLENGES OF TEACHERS` PERFORMANCE APPRAISAL IN PRIMARY SCHOOLS OF WOLAITA ZONE, SOUTH ETHIOPIA

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ABSTRACT

This study was conducted in order to assess the practices and challenges of teachers` performance appraisal in the primary schools of Wolaita Zone, Southern Nations, Nationalities and People`s Region. By stating the existing problems the researcher formulated four basic questions. Those are 1, how do current TPA practices implement? 2, to what extent current teachers` performance appraisal practices affect student learning? 3, to what extent current TPA meets purposes? 4, what are factors that affect the implementation of current teachers` performance appraisal? In order to achieve the general objective of the study and the specific objectives of basic questions descriptive survey method was employed. The study was conducted in fifteen government primary schools, four Woreda education offices, one city administrative education office and Zone education department. The primary schools, city administrative and Woreda education offices were selected by simple random sampling techniques. The primary school teachers were selected by systematic sampling while school principals, supervisors, Woreda education offices and Zone education department process owners were selected purposely. The study included 35 principals/viceprincipals, 100 teachers and 6 process owners of the Woreda education offices and Zone education department. Questionnaires and interviews were used to collect data. The data gathered through questionnaires were analyzed using percentages, mean, standard deviation, and weighted mean. Based on the analysis the study portrayed that poor practices implementation, un related practice with students achievement, low related practices with TPA purposes, lack of validity and reliability of performance appraisal criteria, management bias and negative attitudes of teachers were found to be the major factors that affect the teachers` performance appraisal in the primary schools of Wolaita Zone. In order to improve quality of education qualified teachers were blood vessels. To get qualified teachers it was better to implement proper assessment, critical feedback, different incentives related to students` achievement and professional development.

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INTRODUCTION

Performance appraisal is the process of evaluating how well employees perform their jobs when compared to a set a standard and then communicating that information (Armstrong, 2009). Different scholars have defined performance appraisal differently, although majority seem to agree that this phenomenon is about relating people`s attitudes and actions with the outputs and objectives of the organization, and this impacts on performance. White (2006) asserts that performance appraisal is the process to ascertain the worth of employees output in a given organization, by way of acquiring, scrutinizing, recording and assessing information about them. Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing individual`s in accordance with an organization strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that focus on developing performance, such as career development,

Professionals learning and fee summative aspects, on the other hand, evaluate performance for career progression, promotion or demotion and termination purpose (Aguinis, 2009). When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal assurance mechanism (OECD, 2009). All organizations have their own goals and objectives to accomplish. They function depending upon the primary concern of their establishment Performance evaluation system is an important and integral part of human resource management, and Performance Appraisal is an important work force development strategy for organizations such as schools. Given the challenges of working in the education sector, (teaching profession), performance appraisals offer a valuable opportunity to recognize and reward staffs efforts and performance, detect key barriers and facilitation to work practice and identify professional development needs and opportunities (Namuddu, 2005).

Enhancing achievement and providing a quality educational experience for all students has long been the most important outcome expected of school. With evidence suggesting that teacher quality is the single most important school variable influencing student achievement Organization for economic cooperation and Development (OECD, 2005) the key role teaching teachers' play in enhancing student achievement is recognized. Given that teacher appraisal can be a key lever for increasing the focus on teaching quality (OECD, 2013) and that many reforms in the past have failed an understanding of various aspects of success performance appraisal is essential (OECD, 2005). Depending on the results of performance appraisal and year of teaching experience, teachers have got the opportunity of going up through seven stages of career ladder: - beginning teacher, junior teacher, teacher, senior teacher, associated lead teacher, lead teacher and senior lead teacher. Because of lack of clear criteria set up and complex nature of the evaluation system, teachers, vice-principals and principals have faced problems in practicing it. Therefore, conducting a study that focused on teachers' performance appraisal and problems of implementation is important current issue to conduct the study and solve the existing current problems. This study explored the challenges and practices afforded by teacher performance appraisal and its associated measures. Previous reforms will be outlined and follow description of the Zonal Performance and Development Framework for Woliata Zone primary schools.

Statement of the Problem: Teachers' performance appraisal (TPA) practices in Ethiopia are not without any problems. According to Yilma (2007) before 2004, in Ethiopia teacher's performance appraisal had its own limitations it was highly subjective and the criteria were not valid and reliable to appraise teacher performance objectively. Because this and other reasons the ministry of education (MoE) introduced new Result-oriented teacher performance appraisal criteria. However, there were many problems and limitations to implement on the ground. The present teachers' performance evaluation system is implemented with high levels of variation in schools. The cycle/steps are being adjusted, modified, simplified, ignored, and changed by individual school administrators based on their understanding of the process, dedication to the process, ability to conduct teacher performance, training received and time constraints. Teachers revealed the ways in which the present teacher performance evaluation system have obstructed or supported their work, the problems they have with the present system and the implications for teacher growth and development. The present teacher performance evaluation system does have the potential to impact teacher development, support teachers' work, holding teachers accountable, and influencing student achievement and school-wide effectiveness, if carried out properly by administrators who are equipped with the necessary skills, if teachers are educated on the purpose of teacher performance evaluation and how it can support their work and if done in an environment that trust, collegiality and collaboration, it may bring grate impact on the quality of education. The same is true in Wolaita Zone which found in SNNP Region .There is also implementation gap and certain problems those hinder the implementation of teachers' performance appraisal in the primary schools. There for the researcher was motivated to conduct study on the practices and challenges found in the area.

Based on above problems to conduct the study and suggest possible solution the following research question was raised by researcher

- How do teachers' performance appraisal implement in primary schools of Wolaita Zone?
- What factors affect the implementation of teachers' performance appraisal practices in primary schools of Wolaita Zone?
- To what extent teachers' performance appraisal practices affect students' learning in primary schools of Wolaita Zone?
- To what extent teachers' performance appraisal practices meet its' purpose in primary schools of Wolaita Zone?

Objectives of the Study

General Objective: The general objective of this this study was to assess teachers' performance appraisals practices and suggest possible solution to the problems.

Specific Objectives

The specific objectives were

- To indicates the current teachers' performance appraisal practices implementation.
- To examine whether or not teachers' performance appraisal practices meet its purpose.
- To examine the effect of current teachers' performance appraisal on students learning.
- To identify major factors that hinders the implementation of current teachers' performance appraisal.

Significance of the Study

The outcome of this study would provide the potential assist for curriculum planners of the Ethiopia education service. It would support the Ministry of Education in formulating policies and procedures for effective teachers' performance appraisal for leadership and management of schools throughout the country. This would also provide information to all interest groups who may find it very relevant in their fields of work. In addition, the result of the study would help school management, teachers and authors among others to produce effective and efficient teaching learning method and strategies that will make teaching and learning at the School level more appealing and motivating. Also, the result of the study would be helpful to researchers in their further contribution to the development of literature on education. Furthermore, the result of the study would be helpful for local, as well as national authorities, to provide the much-needed support for their school organization for the following purpose.

- It might help to indicate the methods of current teachers' performance appraisal practices implementation in primary schools of Wolaita Zone.
- It might show the influence of current teachers' performance appraisal practices on students learning.
- It might develop researcher understanding on the purpose of teachers' performance appraisal.

- It might show the problems of current teachers' performance appraisal and to suggest possible solution on the implementation.
- It might show direction for further study on the teacher performance appraisal practices and challenges.

Delimitation of the Study: Geographically the study delimited to 12 woredas and 3 cities administrative. From those woredas and city administrative 4 woredas and 1 city administrative have randomly take as a sample.. The woredas were Kindo Didaye, Sodo Zuriya, Damot Pulasa, Duguna Fangoand and Bodit town. Three primary schools were selected from each woreda and total 15 schools were taken randomly from 4 woredas and 1 city administrative. 100 teachers, 15 principals, 20 vice-principals, 15, supervisors, 5 woreda process owners and 1 zone department process owners. Because conducting the study on total schools is unmanageable.

Review of the Related Literature: Enhancing achievement and providing a quality educational experience for all Students have long been the most important outcome expected of schools. With evidence suggesting that "teacher quality is the single most important school variable influencing Student achievement" (Organization for Economic Cooperation and Development [OECD], (2009), the key role teaching and teachers play in enhancing student achievement is recognized. Given that "teacher appraisal can be a key lever for increasing the focus on teaching quality" (OECD, 2013) and that many reforms in the past have failed (Kleinhenz & Ingvarson, 2010), an understanding of the various aspects of successful performance appraisal is essential. Teacher Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual teacher's performance in accordance with an organization's strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. When used for both accountability and instructional improvement, performance appraisal that identifies and enhances teaching quality may be considered the ideal quality assurance mechanism. The OECD (2009b) acknowledges that: Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning.... It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards (p.3). As the intensity of change quickens and the emphasis on keeping up with it heightens (Day, 2013), greater transparency demands that school systems compete in a global economy. An effective performance appraisal system will, ideally, assist in meeting these demands by holding employees' accountable, addressing underperformance and enhancing performance and practice (Zbar, Marshall, & Power, 2007). This paper explores the challenges and opportunities afforded by performance appraisal and its associated measures. Previous reforms will be outlined and followed by a description of the National Performance and Development Framework for Australian schools. As the first Australia-wide arrangement for teacher performance appraisal, its key features

and the issues associated with implementing an effective performance and development system will be explored.

Concepts of the Teacher Performance Appraisal: The Teacher Performance Appraisal is built upon several key concepts:

- Self-assessment is fundamental to reflective practice that informs on-going Professional growth
- Student Academic Progress goals and Professional Growth goals are directly related to student outcomes
- Differentiated supervision is determined by multiple sources of data and Reflective conversations
- Effective feedback is on-going and occurs through collaboration based on multiple sources of data.

Self-Assessment

Self-assessment is fundamental to reflective practice that informs on-going professional growth. The Teachers' Performance Appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practice. The Teachers' Performance Appraisal is based on seven performance standards of teaching: knowledge of students; knowledge of content & planning; instructional delivery; safe, effective learning environment; communication & collaboration; professionalism; and assessment of learning & student academic progress. Each of the standards includes sample performance indicators for high-quality teaching and learning. Recognizing that teachers vary in their professional expertise based on training and professional experience, teacher performance is assessed on a continuum ranging from Applies to Integrates to Innovates. Teachers working on these ranges meet the Division-wide expectations for acceptable performance. Teachers performing below the Applies level enter into a performance improvement procedure. Applies: Implies that the teacher works at an emerging stage in the identified area Integrates: Implies that the teacher works with an advanced degree of competence that sets the standard for the profession Innovates: Implies that the teacher works at a level that demonstrates a deep understanding and serves as a model for practice

Student Academic Progress and Professional Growth Goals
Student Academic Progress goals and Professional Growth goals written in the SMART format are directly related to student outcomes. The Teacher Performance Appraisal utilizes a SMART Goal structure as a specific tool to sustain the efforts of continuous improvement. The SMART Goal process requires that we monitor and adjust our actions as needed in the service of student outcomes such as habits of mind, high through the process of self-assessment; teachers should develop a Student Academic Progress goal written in the SMART format. It is recommended that the Student Academic Progress goal be attainable during the current school year. Teachers may also develop a Professional Growth goal that may evolve over the time until the next recertification year.

Differentiated Supervision: The Performance Appraisal

Supervision Continuum: Differentiated supervision is determined by multiple sources of data and reflective conversations. Teachers bring varied levels of expertise to their work with students, regardless of their experience levels. Teachers' reflection on their own knowledge and instructional practice - guided by research-based rubrics that describe a

continuum of best practices - is central to the formative Teacher Performance Appraisal process. Through goal-setting conferences, tenured teachers work collaboratively with principals to establish growth goals and to identify strategies to meet those goals. Principal teacher interaction, as well as the principal's supervisory approach, is adjusted along the Performance Appraisal Supervision Continuum as new formative information or data becomes available during the process. At the final performance appraisal meeting, the teacher and principal reflect on and discuss growth and goal attainment. The principal and teacher once again determine the supervisory approach that will guide interaction with the teacher for the next year's appraisal cycle.

- Collaborative/Teacher Determined: The principal functions as a facilitator in this approach that fosters interaction through which the teacher reflects, draws conclusions, and constructs or develops his or her own ideas. Outcomes should result from the teacher's autonomous decisions, but the teacher may use peers as key "critical friends" to support the growth process. This approach works best with experienced, knowledgeable teachers or those less experienced teachers who are self-directed and well on their way to developing expert practices.
- Collaborative Balanced/Principal and Teacher Determined: This model extends from shared decision-making and works best with teachers who are shifting from Applies to Integrates practice. Through reflective interaction, the principal encourages the teacher to develop his or her own ideas to maximize ownership while using brainstorming and problem solving to determine mutually accepted next steps. Disagreement may occur through the principal's fostering of challenge and risk taking by the teacher.
- Directed Information/Principal Directed: This approach is used primarily with a teacher who must develop the knowledge, expertise, or confidence essential for collaborative discourse. This teacher seeks advice or needs directions from a principal who can provide expert information and experienced guidance. In this model the principal will initiate suggestions and propose alternatives then encourage the teacher to revise, refine, or innovate with his or her own ideas.
- Directed Control/Performance Improvement Plan: The principal makes decisions and tells the teacher how to proceed. This model is suited to performance improvement plan, in which a teacher needs focused direction from the principal regarding areas that require improvement.
- Effective Feedback/Multiple Data Sources

Effective feedback is on-going and occurs through collaboration. Teaching is a complex endeavor. Attempting to capture the essence of one's performance as a teacher through a single source of data is ineffective at best. By establishing multiple sources of data about one's performance as a teacher, we hope to better inform the teacher appraisal process through collaborative inquiry, analysis, and reflection around a variety of performance indicators. The collection of data from these multiple sources informs the recursive feedback process that leads to next steps for continuous improvement. Ojokuku (2013) carried out a study entitled "Effect of Performance Appraisal System on Motivation and Performance of Academics in Nigerian Public Universities".

The study sample was drawn from four (4) public universities in south western Nigeria. Data was sourced with the aid of a questionnaire, while percentage and multiple regression analysis were used for data analysis. Findings showed that the university academics see their performance appraisal system as not being accurate and fair enough because it does not capture adequately, all the job components that make up their performance during the review period. According to Berman (2005), appraisal and improvement are critical to developing and maintaining a strong capable workforce. Structured performance incorporates the institutions vision and mission into the overall evaluation of the employee. Scott & Finch (2005) contend that, performance appraisal systems utilize standard assessment criteria, dimensional ratings, structured rating scales and explicit individual-peer appraisal. These components help to minimize subjective impressions and conscious or intentional biases. Sophisticated technologies for performance evaluations are well developed and increasingly common in both large and small institutions.

Core Beliefs about Teacher Performance Appraisal: Albemarle County Public Schools' Teacher Performance Appraisal system is grounded on three core beliefs about teaching and learning:

- Teachers have a profound impact on student achievement.
- Professional growth is essential to developing and maintaining content knowledge, pedagogical knowledge and skills, and the knowledge and skills needed to integrate technology into teaching and learning.
- Professional relationships enhance commitment to continuous school improvement and professional growth. Connecting the Teacher Performance Appraisal, Framework for Quality Learning, Professional Learning Community Model, and the Division's Strategic Plan...educators transform professional learning into action "when they read, write, observe, use various thinking strategies, listen, speak, and practice new behaviors in ways that deepen understanding, affect beliefs, produce new habits of mind and behavior and are combined ways that alter practice. Such professional learning produces complex, intelligent behavior in all teachers and leaders and continuously enhances their professional judgment." (Dennis Sparks, 2004)

What teachers know about teaching, learning, their students, their content, and the decisions they make on a daily basis are the greatest factors in determining how well students learn and to what extent that learning occurs. When teachers work in collaboration through structures and systems indicative of Professional Learning Community, teachers are more likely to engage in authentic professional learning, resulting in higher levels of learning for all students. Collaborative inquiry, analysis, and reflection are central to quality professional learning among Albemarle County educators. Implementation of the Framework for Quality Learning Model will only occur through the commitment of all educators to professional growth that produces deep understanding, transforms mental models, and produces a continuous stream of goal-focused actions (Dennis Sparks, 2004).

Sparks challenges educators with three requests

- Elaborate what you are learning in various ways (deep understanding)
- Examine your assumptions and beliefs (transformational learning)
- Ask: What's the next action? (Translate knowledge into action)

The curricular, assessment, and instructional models defined and described in the Framework for Quality Learning link to the Standards in the Teacher Performance Appraisal. Albemarle County educators attempt to create professional learning contexts those cause teachers to apply the best available knowledge and skills within and across schools. By creating opportunities for teachers to connect with one another in meaningful ways through structures that support development of Professional Learning Communities, teachers begin to work together to clarify questions posed by Richard & Rebecca DuFour and Robert Eaker –

- What is it we want all students to learn?
- How will we know when each student has mastered the essential?
- How will we respond when a student experiences initial difficulty in learning?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?
- Meaningful and varied formats for teachers to center their conversations with one another around student learning extends their capacity to create, communicate, organize, and act on knowledge about teaching and learning (David Perkins, 2004). The Albemarle County Public Schools Teacher Performance Appraisal acknowledges that, in order to be successful, educators must work within a culture of professional learners committed to meeting the educational needs of all students. As such, our three core beliefs about teaching and learning are foundational to the Teacher Performance Appraisal system

Performance appraisal from a global perspective: Since the 1980s there has been an unprecedented era of educational reform across the globe. Schools, and other educational institutions around the world, have experienced a time of unprecedented “government intervention in terms of the curriculum that is taught and the ways in which educational establishments are monitored” (Brundett & Rhodes, 2011, p. 1). The notions of quality and accountability in schools have been at the forefront of this educational reform. Mausethagen (2013), in a study related to this increased focus on accountability within the educational context and the associated impact on teacher relationships, found that there were two key factors that led to these significant changes in educational policy relating to teacher accountability around the world. The two key factors identified were a range of policy statements from the United States in the 1980s concentrating on the agenda of restructuring education, and the involvement of the Organization for Economic Co-operation and Development (OECD). Since the 1990s the OECD has produced many documents and reports relating to the educational policy reforms around the world. Mausethagen (2013) recognizes the significance of these reports and

explains that “the OECD plays an important role in legitimizing new initiatives in national policy development” (p. 18). In the context of performance appraisal these changes to accountability policies “place a greater focus on student performance and often position goals and outcomes outside the control of the professions. These developments have led to a stronger emphasis on policies related to individual self-discipline and accountability of performance” (Mausethagen, 2013, p. 18).

Teachers’ Performances Appraisal system 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 objectives of the past teachers’ evaluation as stated by MoE (1980:68) 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 them 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. According to Berhanu (2006) the 1996 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.

Defining Quality: Adopting Standards: Standards describe actions and performance thus outlining the functions of individuals within a profession (Celik, 2011). For teachers, standards attempt to define quality teaching. Ranging from generic to subject-specific attributes, they outline what a

teacher should know and be able to do. Standards are used in many performance appraisal schemes to evaluate and guide teacher development (Kennedy, 2010), with a general agreement that standards and a shared understanding of quality teaching are foundations of any effective appraisal system (OECD, 2013b). Research in the late 1980s and early 1990s saw a focus on teacher quality and the provision of quality teacher education programs (Ingvarson, 2010). Australia was not alone in the promotion of quality teaching, with the adoption of rigorous standards figuring prominently in public debate in the United Kingdom and United States (Louden, 2000; Sachs, 2005). Tensions associated with the development of exemplary standards (alongside a proliferation of professional associations, national boards and agencies) meant that various groups, including teaching and subject associations, competed to represent the profession.

While many developments were driven by a desire to increase the 'professionalism' of teachers and teaching, standards that reflect the intricacies of teaching, 'allowing it to be the start as well as the science' (Phillips, 2012) was-and is-a complex matter. Although standards are important, Darling-Hammond (1994) cautioned against policy that focused solely on introducing standards and claimed that it is not so much the standards that would improve the education system, but how the standards were used. Within the performance appraisal process, standards provide scope for teachers and school leaders to make informed decisions about teaching performance and may assist in identifying future areas for growth and development. In Australia, a description of what constitutes teaching quality is encapsulated in the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2011). According to the Australian Institute for Teaching and School Leadership (AITSL), standards aim to articulate expectations for teaching, foster consistency and accountability and serve as the foundation for performance review at the end of the appraisal cycle.

The Effectiveness of Performance Appraisal: Performance appraisal research falls into three main groups: the first group examines the variations in student learning from teachers within the appraisal process, the second evaluates teacher perceptions of the impact of the process on their practice and levels of motivation and the third evaluates effective performance appraisal conditions (Isore, 2009).

Variations: The first body of research compares outcomes for students whose teachers have participated in performance appraisal with those that have not. A sub-set compares student outcomes against results from the teachers' appraisals to determine whether the process was successful in identifying teacher quality. This body of research often draws on Value Added Measures (VAM), which aim to measure the teachers' contributions to student outcomes by Comparing current test scores with test scores from the same students in previous years, as well as with scores of other students at the same grade level (Isore, 2009). Although VAM have gained in popularity over the last decade as tools for measuring teacher effectiveness (Berliner, 2013; Konstantopoulos, 2012), they are unlikely to provide the solution to building teacher capabilities (Valli & Finkelstein, 2013). A failure to acknowledge the many aspects that contribute to teacher quality and student outcomes (OECD, 2005) - including the role school, peers, former teachers, pre-service programs and

experiences play - makes VAM problematic (Berliner, 2013). Using student test results as the sole means of evaluating teacher quality is contentious (McArdle, 2010). Masters (2011) cautions that "when performances are evaluated only in terms of measured results, employees and organizations find ways to 'game the system'" (p.1). While VAM may be difficult to correlate directly to the teacher, the Measures of Effective Teaching (MET) study (Gates Foundation, 2010) points to significant progress in the use of VAM. Used alongside additional sources of data, VAM are more likely to predict the effectiveness of a teacher and teaching and may offer, "a more accurate and nuanced view of the relationship among teacher qualifications, characteristics, practices, and student achievement growth" (Goe, 2013, p.238). The National Board for Professional Teaching Standards (NBPTS) voluntary certification process in the United States is a performance appraisal system that both develops and recognizes (through certification) quality teaching. While some evidence suggests that students of teachers who obtain certification through the NBPTS system do better on standardized tests than students of non-certified teachers (Goldhaber & Anthony, 2007; Smith, Gordon, Colby & Wang, 2005) other research suggests that there is little difference between the two (McColskey & Stronge, 2005; Sanders, Ashton & Wright, 2005): on balance, the NBPTS process appears to have a significant impact on teachers and the students they teach. A meta-analysis (Compensation Technical Working Group, 2012) of the NBPTS system concludes that students taught by a certified teacher more often than not outperform students taught by a non-certified teacher. Although there is evidence that supports a connection between teacher appraisal and student outcomes, research findings linking student outcomes directly to the evaluation of teachers vary (Isore, 2009). Explanations for varied results may be explained by inconsistencies in teacher ratings from school to school and from one year to the next (Darling-Hammond, Amrein-Beardsley, Haertelz, & Rothstein, 2013), or the shortcomings of linking student outcomes solely to the teacher.

Teachers' Perceptions: The second group of studies evaluating the effectiveness of performance appraisal focuses on teachers' perceptions of the effect of the appraisal process on their motivation and practice. Lustick and Sykes' (2006) evaluation of the NBPTS found teachers involved in the certification process went on to apply what they had learnt in the classroom and had a new found enthusiasm for teaching and learning. The OECD's Teaching and Learning International Survey (TALIS) which involved 90,000 secondary teachers and principals across 24 countries found that the greater the emphasis placed on a specific aspect of teaching in the feedback offered through the performance appraisal process, the greater the impact teachers believed it had on their teaching (OECD, 2009a). This provides useful insight into the formative aspects of appraisal and the extent to which teachers believe the process assists in developing their practice.

National and International Reforms: Signifying acceptance of the essential role of the teacher in the development of human capital (Groundwater-Smith, Ewing & Le Cornu, 2007), reforms in the late 1990s and early 2000s continued, fuelled by greater school comparisons, choice and international competitiveness (Cochran-Smith, 2010; Connell, 2009; Kelly, 2012). Economic planning, further research and corresponding policy developments (Valli & Finkelstein, 2013) saw education

policies move “toward a stronger focus on accountability and on careful analysis of variables affecting educational outcomes” (Stronge, 2002, p.viii). International comparisons through the OECD’s Program for International Student Assessment (PISA), the International Study Centre’s Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), the Global Entrepreneurship Monitor (GEM) and national comparisons through initiatives such as My School (launched in 2011 to provide greater transparency between Australian schools) made it possible to judge educational outcomes within and between school systems. With evidence suggesting “that the main driver of the variation in student learning at school is the quality of the teachers” (Barber & Moushed, 2007, p.12), the impetus to compete in a global, knowledge-based market (Goodwin, 2010; Ingvarson & Rowe, 2008) highlighted the need for school systems to evolve and meet the demands of an increasingly skilled work force. During this period, a suite of national and international policies highlighting teacher quality agendas emerged. The National Commission on Teaching and America’s Future report, *What Matters Most: Teaching for America’s Future* and the No Child Left Behind Act led reform agendas in the United States, while the OECD (2005) report, *Teachers Matter*, contributed to international discussion on professionalism, standards and teacher quality (Connell, 2009). In Australia, reports including *Teaching Talent: The Best Teachers for Australia’s Classrooms* Kleinhenz, et.al, (2008) and the Melbourne Declaration on Educational Goals for Young Australians (Ministerial Council for Education, 2008) contributed to national dialogue around teacher and teaching quality (Connell, 2009; O’Meara, 2011).

The Melbourne Declaration highlighted the agenda for Australian education reform and emphasized the roles teaching and teachers play for all students in accessing a quality education. Evidence suggesting effective appraisal and feedback improve teacher performance has driven many reforms. These reforms have included inspections by superintendents, various performance payment schemes and performance reviews conducted by school principals or external inspectors. While both formative and summative means may have their place within performance appraisal, research indicates a focus on development to be the most effective in improving classroom teaching quality (Hay Group, 2012). A good performance and development process should both guide reflection and professional development and provide a framework for making a point-in-time judgment and giving feedback for further development. For many general critics of education, however, performance appraisal is often about judgment. Many performance appraisal systems have failed to inform teachers about what needs to be improved or supported their development to do so. A study by Weisberg, et.al, (2009), *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* reported that of the 15,176 teachers surveyed, 75 per cent believed that nearly all teachers received high ratings (good or great) during the appraisal process and that poor performance rarely led to teacher dismissal. Less than half (43 per cent) believed that performance appraisal practices actually helped teachers to improve and that professional learning was rarely tied to the process (Weisberg et al., 2009). Other teacher-based surveys yielded similar results, with 69 per cent of respondents in one study Claiming performance appraisal was ‘just a formality’ (Duffet, Farkas, Rotherham, & Silva, 2008) and in another 63 per cent believing that appraisals were undertaken

largely to meet administrative requirements (OECD, 2009a). In Victoria, the Performance and Development Culture Accreditation Scheme, released in 2004 as part of the Blueprint reform in public schools, aimed to promote greater consistency between school’s performance appraisal processes - as each school sought accreditation and proved that their school had key performance and development processes.

Potential Problems in Performance Appraisal Implementation: Jack (2011), in his article “so what would an ideal PA look like?” noted that it is much easier to find problem in doing performance appraisal than to find solution for improvement. And the performance appraisal implementation has been criticized in many areas. While organization may seek the performance appraisal process to be free from personal biases, prejudices, and idiosyncrasies, a number of potential problems can creep into the process (Robbins, 1996). Problem related to performance appraisal can be of three general types. These are:-

Human Errors (Rating Biases): Human errors are errors that happened without the supervisor knowledge about them and have much control over them. To the degree that the following human factors are prevalent, an employee’s evaluation is likely to be distorted:

Single criterion: A typical employee’s job is made up of a number of tasks. Where employees are evaluated on a single job criteria, and where successful performance on the job requires good performance on a number of criteria, employees will emphasize the single criterion to the exclusion of other job-relevant factors.

Halo error: One of the most common errors in PA is the halo effect. It is the influence of a rater’s general impression on ratings of specific rate qualities (Solomon son & Lance, 1997). The rater gives subordinates good grades although their performances are not worthy. Sometimes one prominent characteristic of the subordinate may color the supervisor’s perception of other qualities of the subordinate.

Recency error: This error occurs when raters use only the last few weeks or month of a rating period as evidence of their ratings of others. Raters forget more about past behavior than current behavior (Ivancevich, 1992). Recency refers to the proximity or closeness to appraisal period. Generally, an employee takes it easy for the whole year and does little to get by the punishment. However, as appraisal time gets closers, he or she becomes very active creating an illusion of efficiency in the rater thereby affecting his or her appraisal decision.

Primacy Effect: Primacy is the opposite of recency. It refers to a situation where an employee’s initial impression influences his or her rater’s appraisal decision irrespective of whether the employee has been able to keep up the initial impression or not (Ivancevich, 1992).

Proximity error: This error states that similar marks may be given to items that are near (proximate to) each other on the performance appraisal form, regardless of differences in performance on those measures. We can avoid proximity error by objectively evaluating employees’ actual performance on each and every item on the assessment form (Solomon son & Lance, 1997).

Similarity error: The similarity effect occurs when raters succumb to the tendency to give better rating to those subordinates similar to themselves in terms of behavior, personality, or background (Pulakos&Wexley, 1983). Employees might also contribute to this error when they make efforts to demonstrate that their behaviors, tastes and tendencies match those of the superior, or hide those not matching with the superior's, with the intent to please the superior for more favorable ratings.

Distributional errors: These errors occur in three forms:

- Severity or strictness error, the rater evaluates everyone, or nearly everyone, as below average.
- Central tendency error occurs when raters evaluate everyone under their control as average - nobody is either really good or really bad.
- Leniency error occurs when the rater evaluates all others as above average. Leniency error, therefore, is basically a form of grade inflation. We can avoid distributional errors by giving a range of evaluations. The distribution is often based on the ranking method of evaluation and forced distribution (Solomon son& Lance, 1997).

Problems of Criteria: Appraisal has to be against criteria. If a discrepancy between and actual performance is pointed out, the question is whether the expected was fully defined and communicated to the employee. In the absence of such an attempt, the appraisal reports can be questioned. The issue basically to refer to job description. It is true that jobs can be clearly defined at the lower level in the organization hierarchy. However, as one goes up, it becomes more and more difficult to clearly specify the tasks one is supposed to perform (Muhammad, 2013). The other problem related to performance evaluation criteria is lack of standards. The standard used by different department in the organization may not be the same, hence, rating becomes unscientific and employees suffer. Some rates are too liberal while others are too strict causing lack of uniformity (Melaku, 2010).

Problems of Confidentiality: One important issue in performance appraisal has to do with sharing or keeping secret the ratings on various items of appraisal report. While many organizations have a system of selective feedback to the employee, the general policy is not to share the total report with the employee. There are many reasons for this, first, each employees expects rewards if the report is better than average, which may not be administratively possible. Secondly, very often supervisors pass the challenge to top management by saying that while they did give good rating to employee; top management did not take that into consideration. Thirdly, giving rewards is not the only objective of appraising employees. Given these reasons, it is emphasized that supervisory ratings of employee should be kept confidential (Melaku, 2010). On the other hand, it is claimed that since there will always be differences between the supervisor and employee's perception of the subordinate's job performance, perhaps the employee should fully be aware of how he or she has been rated (Melaku, 2010). In fact, MBO, which is tailored to the individual, was introduced to take care of this problem. However, MBO does not readily provide the data needed for decisions on wage increase, promotion, and other personnel actions that require comparisons between two and more employee. In addition to the above three potential error which

affect the performance appraisal system in one organization, employee opposition to evaluation process and the system design problem by its self also has factor on the appraisal process. If employees" perceive the evaluation to be unfair there will be lack of trust in the process causing them to oppose the whole system. As a result, makes it impossible to conduct effective performance evaluation. Poorly designed system that may cause due to poor criteria, time consuming techniques or irregularly used system may cause the performance evaluation system to break down (Melaku, 2010). So, the performance appraisal system should be designed with due care and should be tested before being implemented. strategies to Overcome Teachers' Performance Appraisal Implementation Problems

The performance evaluation process is a potential mine-field of problems. For instance, evaluators can unconsciously made decision on employee performance evaluation and commit one of the stated appraisal errors. Just because organization can encounter problems with performance appraisal should not lead managers to give up the process. Some measures can betaken to overcome most of the problems identified above. According to Mahapatron (2010), the following suggestions have significant help to make the appraisal process more objective and fair.

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

Use Multiple Evaluators: According to Mahapatron (2010), when the number of evaluators increases, the probability of attaining more accurate information increases. If rater error tends to follow a normal curve, an increase in the number of appraisers will tend to find the majority gathering together about the middle. The use of multiple raters increases the probability of achieving more valid and reliable evaluations.

Document Performance Behaviors in a Diary. Diaries help evaluators to better organize information in their memory (Mahapatron, 2010). The evidence indicates that by keeping a diary of specific critical incidents for each employee evaluations tend to be more accurate and less prone to rating errors. Diaries, for instance, tend to reduce leniency and halo errors because they encourage the evaluator to focus on performance-related behaviors rather than traits.

Provide Employees with Due Process

The concept of due process can be applied to appraisals to increase the perception that employees are treated fairly. Three features characterize due process systems:

- Individuals are provided with adequate notice of what is expected of them;
- All relevant evidence to a proposed violation is expose to in a fair hearing so individuals affected can respond; and
- The final decision is, based on the evidence and free from bias.

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

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

Research Design and Methodology

Study Area: This study was undertaken in Woliata Zone which found in southern Ethiopia, SNNPR government. This zone demarcates Dawro zone west, Sidama zone east, Kati and Hadiya zone north and GamoGofa zone south. Weather condition of this zone is dega, woinadega and kola .Population distribution is high. Economic activity of Wolaita zone is agriculture and trade. Wolaita zone has 12 woreda and 3 administrative towns. There are 454 primary schools found in this zone. From the above woredas and towns; 4 woredas and 1 town randomly selected for this study. The woedas were KindoDidaye, SodoZuriya, DamotPulasa, DugunaFango and Bodit town; because these woredas distributed in different direction to conduct this study.

Research Design and Method: Kothari (2008, p. 31) defines research design as "the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure". It is the conceptual structure/plan within which research is conducted and constitutes the blue print for collection, measurement and analysis of data (Kothari 2008, p. 32; Malhotra 2004, p. 86; Cooper and Schindler 2001). This study was adopted a descriptive research design, which according to Cooper and Schindler (2003) involves surveying people and recording their responses for analysis. Within the descriptive research design, this study incorporated both quantitative and qualitative research approaches to better understand the relationship between variables in the research problem. According to Best (2006) and Cresswel (2003), a descriptive survey study describes and interprets that is concerned with conditions or relationships that exists in study.

Data sources: Data are facts and other relevant materials, past and present, serving as the basis for study and analysis (Krishna swami and Ranagnatham 2003). The data needed for social research, may be broadly classified into data pertaining to human beings, data relating to organization and data pertaining to territorial areas. In this study the data were

pertaining to human beings and related to organization. Two types of data sources were employed in this study. Those were primary and secondary data sources.

Primary Data: Kothari (2008) defined primary data as those data collected afresh and for the first time and mostly are original in character. This data was gathered directly from respondents through questionnaire and interview. In this study, two research instruments were used to collect primary data and these include self-administered questionnaires and interview. The primary data was based on the research questions of the study. The data sources were teachers, principals, vice-principals, supervisors, woredas and Zone process owners.

Secondary Data: Secondary data are the data that is already exists in published reports, books and internet (Easwaran and Singh 2010). According to Krishna swami and Ranagnatham (2003), secondary data consists of readily available and already compile statistical annual reports that data may be used by researchers for their studies. In this research, the secondary data were collected from reviewing different report, published and non-published journals

Target Population: According to Gall, Gall and Borg (2007), a target population provides a solid foundation and first step upon which to build population validity of the study. Barton (2001) observes that any scientific research targets a given population through which questionnaires and interviews were distributed so as to get the desired or the required data for analysis. This study targeted the teachers, principals, vice-principals and supervisors of 15 public primary schools in selected woredas and administrative town. in 15 public primary schools there were 100 teachers, 15 principals, 20 vice-principals, 15 supervisors and 5 process leaders in four woredas, one administrative town and zone department.

Sample Size and Sampling Techniques

Sample Size: A sample size was a subset of the target population (Kothari 2008). That is, a sample was the total collection of elements about which inferences were to be made (Cooper & Schindler, 2006, p. 164). Samples were selected because it was not possible at times to study the entire population due to various limiting factors such as lost time and other research resources (Mugenda; 1999). There were different methods of determining a sample size such as use of mathematical sampling formula (Malhotra 1996), the general rule of 40 % (Huysamen, 1991) and use of statistical tables (Barlett, Kortrlink and Higgins 2001). In this study a researcher was used a principle of 40% (Huysamen 1991) to determine the sample size of the total population of the study area to guide the study on which the sample was selected but a special attention was given to enable the data to be valid and reliable. A sample size of 100 respondents determined by using the standard formula of Huysamen (1991) as shown in the formula: Teachers: $0.4 \times 250 = 100$ respondents. Another rule was used in determining sample size in this research. For example, Bartlett et al (2001) suggests that, for a population which is less than 100 units, the researchers have to take the entire population because it is not large enough to generate scientifically used statistics. Since the population of School principals, vice-principals, supervisors, and woredas and zone

process owners in the study were less than 100; and the entire population of all 56 workers was taken.

Sampling Techniques: Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about the population of concern, especially for the purpose of statistical inferences (Kothari 2008). There are two major categories of sampling designs/techniques: probability sampling and non-probability sampling. According to Nachmias (2003), the distinguishing characteristic of probability sampling is that one can specify for each sampling unit of the population the probability included in the sample. In probability sampling, the sample frame reflects the target population (Finn et al. 2000, p. 112), while in a non-probability sampling there is no assurance that every one of the sample units has the same chance to participate in the research. In order to gather sufficient and relevant data for the study, out of 12 rural woredas and 3 town administration education office the researcher was selected randomly 4 woredas and 1 town administration education office that account for 33.3 of the total woredas having primary schools in the zone. These are DugunaFango, SodoZuriya, KindoDidaye, Damotpulasasa and Bodit town. In order to give equal chances for all target population and to identify the sample woredas lottery method was employed. The Zonal Department and Woredas education office process owners [two from each] were sampled purposely. This because policy guide line and pertinent information goes to the school through them. Similarly, the principals, vice principals and supervisors were included by using purposive sampling techniques. This is because, these people were 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.

Data Gathering tools: Two data collection instruments were used in this study. Those were questionnaire and interview.

Questionnaires: A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al 2003, p. 486). The researcher designed questionnaires (Appendix I) which focused on practice and challenges of teachers' performance appraisal. The aim of using this method was to get a broad - based view of the respondents. The researcher used only close ended questionnaires to gather data. This was because in closed ended questions respondents restricted to a series of pre-determined answers. It minimized personal bias of respondents. The researcher developed personally distributing a total of 130 questionnaires to teachers, principals, vice-principals and supervisors (the respondents) in the study area and collect later at a time agreed with the respondents.

Interview: The primary data collection instrument was semi-structured, in-depth interview and this used to collect qualitative data. It may be defined as a two-way systematic conversation between the investigator and an informant, initiated for the purpose of obtaining information to a specific study (Krishna swami and Ranagnatham 2003). The guiding questions of each research objective/ question was prepared in advance to indicate in the interview protocol (Appendices II). The instrument was applied to the selected teachers, supervisors, and woredas office and zone department process

owners for study. This data collection instrument gave the researcher an opportunity to explore information about the research question from respondents, who otherwise would not deluge information from other data collection methods. It also used to supplement and support data from questionnaires.

Data Administration: First of all, before the actual study was carrying out, a pilot test was made. The purpose of the pilot study is to make necessary clarification on the questionnaire items and to identify some approaching techniques that could help to collect data. Then the questionnaire was prepared for teachers, principals, vice-principals and supervisors. The questionnaire was closed ended. The researcher developed questionnaire in English for all respondents.

Data Analysis: Data analysis is defined as a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variable relating to it (Krishna swami & Ranagnatham, 2003). This study used quantitative and qualitative techniques to analyze the collected data from questionnaires and interview respectively.

Quantitative Data Analysis: In this technique, descriptive statistics of frequency tables used to analyze and present the data from questionnaires. In particular, SPSS software package version 20.0 used to generate charts; frequency tables and one way anova as a means of presenting data. Data was analyzed and interpreted as per research objectives by frequency, percentage, mean, standard deviation, F-test and P-value. The focus of this section was to analysis and interprets the results of the teachers, principals/vice-principals and supervisors on practices of teachers' performance appraisal. This analysis and interpretation dealt with current practices of teachers' performance appraisal at primary schools of Wolaita zone. Performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. There for good appraising system of it's detrained over all activities of the school. To identify the current practices of teachers' performance appraisal level the following items were assessed below. For this purpose, major indicators were presented to respondents to be rated on a five point Liker scale: from Strongly Agree=5 to Strongly Disagree=1. The analysis based on teachers, principals and supervisors opinion rating the grand mean values were interpreted as: Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =UD, 3.51-4.50 =A and 4.51-5 = SA in teachers' KEY: - SDA= Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree.

Qualitative Data Analysis: Qualitative data from Interview scripts, notes and statements was systematically coded, and classified into broad descriptive categories - exploring themes, meanings and/or issues that emerged from the information gained from interviewing. These data was further linked to the research objectives/questions to generate meaning of the study topics.

Pilot test: Checking the validity and reliability of data collecting instruments before providing to real study, subject is the essential part to assure the quality of the data (Ayalew, 1998). To make sure validity of instruments, at first the instrument was organized by the researcher and developed under close control of advisors, who were concerned in

providing their inputs for validity of the instruments. Questionnaires were pilot tested at DamotWoideworeda in LendaDaga primary school. 10 teachers and 3 principals and 1 supervisors totally 14 respondents considering 50% of gender are included in the pilot test. The respondents of the pilot test were not included in the main study.

Based on the respondents, response additional omission of questions, modification and rearrangement of questions were undertaken. After a pilot test many question items were edited and also order were given. 15 teachers, 2 principals and 1 supervisor some terms with their simplest synonyms were corrected after a pilot test. The internal consistency reliability estimate was calculated using Cronbach's alpha coefficient for the questionnaires. Then the researcher determined the reliability coefficient of the instruments by using SPSS program version 20. The researcher found the alpha coefficient to be 0.70 minimum and 0.95 maximum, which is regarded as strong correlation coefficient (Daniel, 2004 and Jackson, 2009). Supporting this, (George and Mallery, 2003) also suggest that, the Cronbach's alpha result > 0.9 excellent, $\alpha > 0.8$ good, $\alpha > 0.7$ acceptable, $\alpha < 0.6$ is questionable, and $\alpha < 0.5$ is poor. 0.922. This shows excellent variables were presented for respondents. In the second column the variables presented for the second basic question resulted 0.96. This indicates the questions were very relevant to the basic questions. In column 3 & 4 the questions presented for respondents was resulted 0.70 & 0.74 respectively. It indicates the reliability of the questions were acceptable.

RESULTS AND DISCUSSION

The aim of the study was to assess the practices and challenges of teachers' performance appraisal in primary schools of Wolaita. Accordingly, the data were collected from 100 teachers, 35 principal, 15 supervisors, 5 woreda education office process owners and 1 zone department process owners from 15 primary schools by data gathering tools questionnaire and interview. For the reliability of those items, pilot test was conducted and after the modification of some items the data were collected from the respondents, and finally those data were presented, analyzed and interpreted in this section. This chapter presents the results and discussion of the findings of the practices and challenges of teachers' performance appraisal in primary school of wolaita zone. The data were analyzed with the help of a computer program, SPSS. This enabled the research data to be presented in frequencies and percentages and summarized using tables and figures

Demographic Characteristics of Respondents: The respondents were asked to provide their background information, under this section they were expected to provide their: Gender, age, education level and working experience. Item 1 of Table 3 shows that, 111(71.2%) of respondents were males and 45(22.8%) were females. The sample size for females was less than that of their male counterparts. This male-female disparity shows the low proportion of females in the primary school. Item 2 of Table 3 shows that, 15(9.6 %) of respondents were in the age of below 25 years. On the other hand, 70(44.6 %) of respondents were in the age of 25-34 years, 49(31.4%) of respondents were in the age of 35-44 years & 22(14.1%) of respondents were in the age of above 44 years. This shows most of respondents were age of above 25 years. There for they can give reliable information for the study.

Item 3 of Table 3 shows that, 87(55.8 %) of respondents' qualification were diploma and 69(44.2) of respondents' qualification were degree. This shows all of respondents qualification were diploma & above. There for they have enough qualification to give reliable information for the study. Item 4 of Table 3 shows that, 11(7) of respondents' working experience were 0-4 years, 44(28.2) of respondents' working experience were 5-8 years, 60(38.5) of respondents' working experience were 9-12 years, 31(19.9) of respondents' working experience were 13 & years above. This shows most of respondents' working experience were 5 & above years. There for they have enough working experience to give reliable information for the study.

Implementation of Teachers Performance appraisal: The focus of this section was to analysis and interprets the results of the teachers, principals/vice-principals and supervisors on practices of teachers' performance appraisal. This analysis and interpretation dealt with current practices of teachers' performance appraisal at primary schools of Wolaita zone. Performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. There for good appraising system of it's detained over all activities of the school. To identify the current practices of teachers' performance appraisal level the following items were assessed below.

As indicated in Table 3 item 1 mean scores 2.23 and 2.34 with standard deviation of .95 and 1.11 for teachers and principals respectively revealed their disagreement on current TPA practices take place by school committee. But supervisors undecided in this idea with mean score of 2.63 and standard deviation of 1.11. The result shows current TPA practices have not been done by school committee like department heads, PTSA, principals and other stake holders' participation. This shows current TPA practices merely implemented by principals. In item 2 mean scores 2.13, 2.14, and 2.47 with standard deviation of .94, .88 and 1.13 for teachers, principals and supervisors respectively rated disagreement that school principals appraise teachers formative and summative. As seen from the result there has not been periodic and continuous appraising method implemented at school. Appraisal may involve formative aspects that focus on developing performance, such as career development, Professionals learning and fee summative aspects, on the other hand, evaluate performance for career progression, promotion or demotion and termination purpose (Aguinis, 2009).

In item 3 mean scores 2.42 and 2.40 with standard deviation 1.03 and .98 of teachers and supervisors respectively decided that disagreement on the variable principals appraise teachers for administrative, motivational and developmental purpose. But principals undecided in this idea rated mean score 2.6 with standard division of 1.03. This show the three main purposes of current TPA practices were not implemented at school. There for current TPA practices at primary schools are not based on administrative, motivational and developmental purpose. In item 4 mean scores 2.44 and 2.33 with standard deviation 1.09 and 1.05 of teachers and supervisors approved that principals appraise teachers without necessary knowledge and skills. But principals undecided in this idea with rated mean score 2.54 with standard division of 1.09. This shows principals appraise teaches without necessary knowledge and skill. It also indicates existing TPA practice is implementing without necessary knowledge.

Table 1. Sample size and sampling techniques

No	Respondents	Total population			Sample size			%	Method of sampling	Remark
		M	F	T	M	F	T			
1	Teachers	150	100	250	60	40	100	40%	Systematic sampling	
2	Principals	13	2	15	13	2	15	100%	Purposively	
3	Vice principals	17	3	20	17	3	20	100%	Purposively	
4	Supervisors	15	-	15	15	-	15	100%	Purposively	
5	Woreda education office process owner	5	-	5	5	-	5	100%	Available	
6	Zone education department process owner	1	-	1	1	-	1	100%	Available	
7	Total	201	105	306	111	45	156	51%	-	-

Source: Field Study (2017)

Table 2. Results of pilot test on Cronbach alpha coefficient

No	Research questions	Items	Cronbach's alpha coefficient
1	How do current teachers' performance appraisal practices implement in wolaita zone primary schools?	9	.922
2	To what extent current teachers' performance appraisal practices affect students' learning in wolaita zone primary schools?	7	.957
3	To what extent current teachers' performance appraisal practices meet purposes in primary schools of Wolaita zone?	6	.705
4	What are factors that affect the implementation of current teachers' performance appraisal practices in primary schools of Wolaita zone?	15	.74

Source: researcher own survey, (2017)

Table 3. Demographic characteristics representation of respondents

No	Items	Character	no	%	remark
1	Sex	Female	45	28.8	
		Male	111	71.2	
		Total	156	100	
2	Age	Below 25	15	9.6	
		25-34	70	44.9	
		35-44	49	31.4	
		Over 44	22	14.1	
		Total	156	100	
3	Qualification	Diploma	87	55.8	
		Degree	69	44.2	
		Total	156	100	
4	Experience	0-4	11	7	
		5-8	44	28.2	
		9-12	60	38.5	
		13 & above	31	19.9	
		Total	156	100	

Table 4. Respondents' reaction on the current practices of TPA

No	Items	Teachers		Principals		Supervisor		Total		Rank
		Mn	Sd	Mn	Sd	Mn	Sd	Mn	Sd	
1	TPA takes by school committee	2.33	.95	2.34	.90	2.63	1.11	2.37	.96	5
2	TPA implement formatively and summative	2.13	.94	2.14	.88	2.4	1.13	2.12	.91	1
3	Principals appraise teachers for developmental purpose.	2.42	1.03	2.63	1.0	2.4	.986	2.55	1.04	9
4	Principals appraise teachers' with necessary knowledge.	2.44	1.09	2.54	1.1	2.3	1.05	2.45	1.08	7
5	All stake holders participate TPA.	2.44	1.17	2.40	.88	2.1	1.12	2.42	1.11	6
6	Teacher based evaluation practice is done the school.	2.43	1.10	2.6	1.1	2.4	.915	2.48	1.08	8
7	TPA focuses on students' academic achievement.	2.15	.96	2.43	.91	2.3	1.11	2.23	.97	3
8	Principals appraise teachers according to their portfolio.	2.08	.82	2.29	.95	2.4	1.18	2.21	.93	2
9	Principals make class observation periodically.	2.13	.92	2.49	.88	2.47	1.18	2.25	.96	4

Mean 1-1.5 =SDA, 1.51-2.50 =DA, 2.51-3.50 =UD, 3.51-4.50 =A and 4.51-5 = SA; KEY: - SDA= Strongly Disagree, DA= Disagree, UD= Undecided, A= Agree and SA= Strongly Agree. Key: Mn=mean; Sd=standard deviation

Table 5. Respondents reaction on the extent of current TPA affect on student learning

No	Items	Teachers		Pri/vice-prin		Supervisors	
		Mn.	Sd.	Mn	sd.	Mn.	sd.
1	Teachers' performance appraisal based objective.	2.05	1.05	2.54	.98	2.40	1.18
2	TPA tied to meaningful class room activities	2.19	1.03	2.49	1.1	2.33	1.23
3	Teacher who is effective is motivated by incentive	2.22	.79	2.43	.95	2.20	1.15
4	School has clear TPA to identify effective teachers	2.26	.991	2.51	.981	2.53	1.06
5	TPA directly related students' achievement	2.27	1.10	2.60	.881	2.27	1.16
6	Principals have academic knowledge.	2.32	.98	2.63	.97	2.33	1.05
7	TPA result is based on students' result	2.28	1.16	2.14	1.03	2.27	1.16
	Aggregated mean	2.22	1.01	2.47	.98	2.33	1.14

Table 6. Respondent's reaction on the extent of meeting current TPA with purposes

No	Items	Teacher		Prin/vic-pri		Supervisors	
		Mn	Sd.	Mn	sd.	Mn	Sd.
1	TPA is improving teacher effectiveness.	2.21	1.0	2.51	1.12	2.47	1.19
2	Effective teachers get reward & salary increment.	2.25	1.13	2.23	.84	2.40	1.18
3	Teachers are developing their professional growth.	2.42	1.01	2.23	1.01	2.33	1.12
4	TPA identifies strength & weakens of the teachers.	2.33	.95	2.17	.95	2.20	1.04
5	TPA creating computation among teachers.	2.22	1.11	2.46	.98	2.27	1.16
6	TPA is providing feedback and guidance	2.33	.94	2.43	.98	2.53	1.13
	Aggregated mean	2.29	1.02	2.33	0.98	2.36	1.14

Table 7. The respondents' response on criteria related factors

No	Items	Teachers		Pri/vi- pr.		Supervisors		Total	
		Mn.	Sd.	Mn.	Sd.	Mn.	Sd.	Mn.	Sd.
1	The criteria measure what it intended to measure	2.22	1.02	2.34	.90	2.40	1.12	2.30	1.00
2	The criteria are appropriate to measure performance of teachers.	2.33	.995	2.54	.98	2.47	1.13	2.39	1.01
	The criteria are clear to measure to measure teachers' performance		1.01	2.66	.96	2.60	1.06	2.47	1.01
4	The criteria are objectively measure competence of teacher.	2.39	1.12	2.60	.88	2.33	.900	2.43	1.05
5	The criteria are similar in all schools.	2.18	.957	2.26	.92	2.33	1.34	2.21	.987

Table 8. Respondents' response on management related factors

No	Items	Teachers		Pr/vice-pr.		Supervisor		Total		Rank
		Mn	Sd.	Mn	Sd.	Mn	Sd.	Mn	Sd.	
1	principals appraise all teachers without bias	2.24	.95	3.23	1.0	2.53	1.1	2.68	1.10	5
2	Principals implement classroom observation guide line.	2.33	.95	2.46	.98	2.40	1.2	2.46	1.04	4
3	Principals use TPA as controlling tools.	3.06	.97	2.26	.88	2.33	1.2	2.94	1.03	6
4	Appraising methods are attractive and motivate teachers.	2.35	1.1	2.51	1.1	2.33	.97	2.41	1.05	2
5	Principals conduct timely appraisals.	2.39	1.0	2.51	.95	2.27	1.0	2.43	1.03	3
6	There is discussion between teachers and principals.	2.37	.97	2.23	.84	2.13	1.1	2.35	.95	1

Table 9. Respondents' response on teacher related factors

No	Items	Teachers		Pri/vicePri		Supervisor		Total		Rank
		Mn	Sd.	Mn	Sd	Mn	sd	Mn	Sd.	
1	Teachers have positive attitude on TPA process.	2.25	.99	2.29	.98	2.33	.97	2.24	.932	2
2	Teachers are motivated and satisfied on the TPA process.	2.24	.99	2.17	.82	2.40	.98	2.27	.935	4
3	Teachers are involved on the TPA process.	2.27	.95	2.29	.95	2.20	.94	2.25	.950	3
4	Teachers know the purpose of TPA work for its the success.	2.16	.84	2.26	.85	2.27	.88	2.20	.890	1

In item 5 mean scores 2.44, 2.40, and 2.13 with standard deviation 1.17, .88 and 1.12 of teachers, principals and supervisors respectively disagree on the participation of teachers, principals and PTSA in the process of TPA. This shows all stake holders do not participate on current TPA practices. There for current TPA practice participate few persons. Item 6 mean scores 2.43, 2.47 and 2.48 with standard deviation 1.10, 1.01 and .95 of teachers, principals and supervisors respectively approved that there is no teacher based evaluation done at school properly.

This show current TPA practices were not implemented in teacher based evaluation. This means poor practices of current TPA have been implementing at schools. Item 7 mean scores 2.15, 2.43 and 2.33 with standard deviation .96, .91 and 1.11 of teachers, principals and supervisors respectively assured disagreement on the variable of current TPA practices are based on students' result. These shows current TPA practices do not focused on students' result. There for the study show the gaps between TPA result and students' result. This means principals appraise teachers with out comparing with students'

result Item 8 mean scores 2.08, 2.29 and 2.40 with standard deviation .82, .95 and 1.15 of teachers, principals and supervisors determined principals do not appraise teachers according to their portfolios and profiles. This shows self document assessment was neglected at school. There for currently principals appraise teachers by assumption. Because respondents assured self written document or portfolio was not valued to assess teachers.

Item 9 mean scores 2.13, 2.49 and 2.47 with standard deviation .92, .88 and 1.18 of teachers, principals and supervisors assured that principals do not make class observation periodically and give critical feedback. This shows there is no periodical class observation and critical feedback in current TPA practice. There for currently implementing TPA practices were without periodical class observation and critical feedback. This result show current TPA practices were under question. The one way annova analyses showed in items 2, 4, 8 & 9 there was statically significant difference among three categorized of respondents with $F= 0.93$ and $p>0.05$. Here might be exaggeration among principal and supervisors. In addition to this, the interview held in June, 2017 with the cluster supervisors of Sodo Zuriya, Damot Pulasa and Bodily town confirmed the current TPA practices did not involve stake holders and merely done by principals. In my cluster TPA practice is done by principals and vice principals. Principals take no care when they appraise teachers. They merely appraise teachers twice a year. They do not investigate portfolio of teachers. They do not make class observation periodically. They do not match appraising with academic achievement of students.

They only appraise teachers for reporting purposes. As presented in table 5 item 1 mean scores 2.05, 2.40 with standard deviation 1.05 and 1.18 of teachers and supervisors respectively determined current TPA practice are not based on learning objectives. But principals mean score 2.54 with standard deviation of .98 undecided whether or not current TPA practice is based on learning objectives. This shows current TPA practice is not based on learning objectives. Because majority of the respondents indicated their disagreement with lowest mean value rating scales. There for current TPA practices are not being based on learning objectives affect students' learning. In item 2 mean scores 2.19, 2.49 and 2.33 with standard deviation 1.03, 1.04 and 1.23 of teachers, principals and supervisors respectively answered current TPA practices are not tied to meaning full class room activities. This highly affects student learning. Because teaching profession is implement in class room, and TPA practices have to tie with meaning full class room activities. Therefore current TPA practice is poor enough to improve student learning. This idea related to the following theory; "A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms." (Boyd 2009). In item 3 mean scores 2.22, 2.43 and 2.20 with standard deviation .79, .95 and 1.15 of teachers, principals and supervisors respectively answered their disagreement on motivation of effective teachers in different incentives to improve student learning. Therefore, lack of motivation of effective teachers through TPA practice demoralizes effective teachers and hinders students' learning. In item 4 mean score 2.26 & with standard deviation .99 of teachers approved that there is no clear TPA methods to identify effective teachers.

But principals and supervisors with mean scores 2.51 and 2.53 standard deviation .98 & 1.06 respectively undecided on the idea of current schools have clear TPA practices. This show lack of clear TPA practices to assess teachers based on their profession at school affect learning. In item 5 mean scores 2.22 & 2.27 with standard deviation 1.10 & 1.16 of teachers and supervisors respectively approved that result oriented TPA method which has been implementing at school is not directly related to students' achievement. But principals undecided in this idea with mean score 2.60 and standard division .88. This shows lack of relation between currently implementing value added TPA practices and students' achievement highly affect students learning. In item 6 mean scores 2.32 & 2.33 with standard deviation .98 & 1.05 of teachers and supervisors respectively approved their disagreement on academic knowledge and skill of principals to support learning through class observation. But mean score 2.63 and with standard division .97 of principals undecided on academic knowledge and skill of principals to support learning through class observation. This shows lack of academic knowledge and skill of principals to appraise teachers through class observation is strongly affect students' learning. In item 7 mean scores 2.28, 2.14, and 2.27 with standard deviation 1.16, 1.03 and 1.16 of teachers, principals and supervisors respectively approved their disagreement on current TPA practices result are based on students' result. This also shows there is large gap between TPA practices result and students' result. It is directly affecting students' learning.

The aggregate mean of 2.22, 2.47, 2.33 with standard deviation of 1.01, .98 and 1.14 teachers, principals and supervisors approved disagreement on seven variables of current teacher performance appraisal affect students learning. Peterson and Peterson (2006) offer support for this notion: Principal feedback and evaluation affect student learning, school-wide programs of curriculum and instruction, and the well-being of teachers... the most effective role for the principal in teacher evaluation involves careful coordination with individual teacher initiative, the best objective data about teacher performance available, and focused participation of peer teachers. It is important for principals to understand the dynamics and problems of educational sociology in order to be effective in their roles in teacher evaluation (pp. 66-67). In addition to this, the interview held with the Damot Pulasaworeda education office process owner confirmed that the level of affection of current TPA practices on students' learning was low. Proper evolution of teachers is main things to determine student achievement. Because when teachers appraised properly and get feed back on time and get necessary incentives for their performance result; they are motivated. When they are motivated; they are committed to teach students. Additionally; when their appraising method tied with their class activities teachers love their profession. But these facts are not implementing in my woreda primary schools. Most principals prepare appraising criteria by them selves. They said the criteria are result oriented but it is not based on students' result. Average results of teachers are approximately 99% but students result oppositely below 50%. This result does not identify effective teachers from in effective. There for the affection level of current TPA practices on students' learning was low. As indicated table 6 item 1 mean scores 2.21 and 2.47 with standard deviation 1.06 and 1.19 of teachers and supervisors respectively revealed that current TPA practice do not meet the purpose of improving effectiveness of teachers. But principals moderately decided the current TPA practice is

either improve or not teachers' effectiveness. This shows current TPA practice does not meet the purpose of improving teachers' effectiveness. As presented in table 6 item 2 mean scores 2.25, 2.23 & 2.40 with standard deviation 1.13, .84 & 1.18 of teachers, principals & supervisors respectively revealed disagreement on effective teachers get reward, recognition and salary increments based on current TPA practices. This indicates effective teachers are not motivated by reward, recognition and salary increment rather than ineffective teachers. There for current TPA practice does not meet motivational purpose. It can be seen in table 6 item 3 mean scores 2.42, 2.23 and 2.33 with standard deviation 1.01, 1.00 and 1.12 of teachers, principals and supervisors respectively revealed school teachers do not develop their professional growth through current TPA practices. This indicates current TPA practice do not meet the developmental purpose of teachers. As presented in table 6 item 4 mean scores 2.33, 2.17 & 2.20 with standard deviation .95, .95 & 1.04 of teachers, principals and supervisors respectively disagree on current TPA practice identify strength and weakness teachers. This shows current TPA practice does not meet the purpose of identifying strength and weakness of teachers. As presented in table 6 item 5 mean scores 2.22, 2.46 & 2.47 with standard deviation 1.11, .98 & 1.16 of teachers, principals and supervisors respectively revealed disagreement on current TPA practice meet purpose of creating competition among teachers. This shows current TPA practice does not meet the purpose of creating competition among teachers.

It can be seen in table 6 item 6 mean scores 2.33 & 2.43 with standard deviation .94 & .98 of teachers and principals respectively revealed disagreement on current TPA practice meets the purpose of providing feedback and guidance for professional growth of teachers. But supervisors undecided in this idea mean score 2.53 with standard deviation 1.13. This shows current TPA practice does not meet the purpose of providing feedback and guidance for teachers' professional growth. The aggregate mean of 2.29, 2.33, and 2.36 with standard deviation of 1.02, .98 and 1.14 teachers, principals and supervisors approved disagreement on six variables with the extent of current teacher performance appraisal meet its purposes. In addition to this, the interview held with the Wolaitazone education department process owner confirmed TPA practices do not meet its purposes. The respondent said that; Basically TPA has its own purpose. Those are to improve teachers' effectiveness, to motivate teachers, to develop teachers, to identify strength and weakness of teachers, to develop computation among teachers and to provide feedback. From these purposes career development is implementing in our zone but other proposes like effectiveness, motivation, competition and providing feed back are not properly implementing (Zone expert, June 2017).

Factors that affect the implementation of TPA:

Questionnaire was developed and administrated to teachers, principals and supervisors to study what problems were there when current TPA has been implemented and practiced. The researcher related the challenges with three factors. 1, criteria related factor. 2, management related factors. 3, Teachers related factors

Criteria related factors: Appraisal has to be against criteria. If a discrepancy between and actual performance is pointed out, the question is whether the expected was fully defined and communicated to the employee. In the absence of such an

attempt, the appraisal reports can be questioned. The issue basically to refer to job description. It is true that jobs can be clearly defined at the lower level in the organization hierarchy. However, as one goes up, it becomes more and more difficult to clearly specify the tasks one is supposed to perform (Muhammad, 2013). The other problem related to performance evaluation criteria is lack of standards. The standard used by different department in the organization may not be the same, hence, rating becomes unscientific and employees suffer. Some rates are too liberal while others are too strict causing lack of uniformity (Melaku, 2010). As shown in Table 7, items 1 the mean scores are 2.22, 2.34, 2.40 and standard deviations are 1.02, .906, 1.12 for respondents teachers, principals & supervisors respectively approved that the current TPA criteria are unable to measure what it intended to measure. There for lack of ability to measure intended objective is the challenges of current TPA practices. As Mathis and Jackson (1997, 341) stressed, performance criteria are standards commonly used for testing or measuring performances. Criteria for evaluating job performances can be classified as trait-based, behavioral based, or results based. From Table 7 item 2 the mean scores are 2.23 & 2.39, and standard deviations are .99 & 1.13 for respondent's teachers & supervisors respectively ratted disagreement on that the current TPA practices' criteria are appropriate to measure the performance of teachers. But principals ratted undecided with mean score 2.54 and with standard deviation of .98. This indicates current TPA practices are inappropriate to measure the performance of teachers. There for inappropriateness is the main criteria related factors which affect current TPA practices. In item 3 the mean scores are 2.38 and with standard deviations 1.01 for teachers revealed that schools have no clear TPA criteria to measure performance teachers. But mean scores 2.66 & 2.60 with standard deviation .97 & 1.06 of principals and supervisors respectively undecided that the schools have clear TPA criteria to measure the performance of teachers.

This shows schools have not clear TPA criteria to measure performance of teachers. There for lack of clear criteria are the main criteria related factors which affect current TPA practices. In item 4 the mean scores are 2.39 & 2.43 with standard deviations 1.12 & 1.05 for teachers & supervisors respectively approved disagreement on that the criteria of current TPA practices are objectively measures teachers' competence. But mean score 2.60 and standard deviation of .88 of teachers' undecided with criteria of current TPA practices measure the competence of teachers. This shows current TPA practices do not objectively measure the competence of teachers. There for inability of current TPA practices criteria to measure competence of teachers are the main factors which hinder the practices of current TPA. According to Armstrong (2009), the criteria for reviewing performance should be balanced between: achievements in relation to objectives; the level of knowledge and skills possessed and applied (competences or technical competencies); behavior in the job as it affects performance (competencies); the degree to which behavior upholds the core values of the organization; day-to-day effectiveness. As shown in items 5 the mean scores are 2.18, 2.26, 2.21 with standard deviations of .96, .92, .98 for respondents teachers, principals & supervisors respectively approved disagreement on that the current TPA practices criteria are similar in all schools to measure performance of teachers equally. This show the criteria of current TPA practices are not similar in all schools to appraise all teachers equally. There for lack of similarity in appraisal criteria main

factors that hinder the implementation. Generally, criteria are relevant when they measure employees on the most important aspects of their jobs. But there are also problems with these criteria. Mathis and Jackson (1997 pp. 341) again said, jobs usually include many duties and tasks, and so measuring performance usually requires more than one dimension. If the performance criteria leave out some important job duties, they are deficient. If some irrelevant criteria are included in the criteria, the criteria are said to be contaminated. Managers use deficient or contaminated criteria for measuring performance much more than they should. Moreover, from the interview, it was replied that the appraisal criteria set for teachers' evaluation could not measure the skill and job knowledge, attitudes, cooperativeness, loyalty, and teachers' relationship with students and colleagues of the teachers. Furthermore, the current teacher's performance appraisal criteria did not discriminate good performers from poor performers.

In this respect, Swanepoel (2003) 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. There for inadequacy and in appropriateness of the appraisal criteria reported by teachers, principals/vice-principals & supervisors was the major appraisal problem. This might resulted from lack of validity and reliability of the appraisal criteria. A set of performance criteria is said to be valid if it accurately measures what it is meant to measure. The validity of an appraisal process heavily depends on its comprehensiveness in assessing teaching quality as defined by the criteria. The variables included in the class observation schedule do not address such important issues as the quantity and quality of content the teacher expects students to learn or the effects of instruction on student attitudes and achievement. Reliability in performance criteria means consistency; that is, two or more evaluators should agree on what a teacher is and is not doing well. In this regard, the classroom observation procedure used in these schools suffers from inadequate information about the quality of teachers' work. In addition to this, the interview held in June, 2017 with the Duguna Fangoworeda Edo Duguna and Sodo Zuriyaworeda Bukama primary school teachers confirmed current TPA practices criteria were not reliable, valid, clear and applicable to measure teachers objectively. They stated that they have been working in this primary school for 20 years I do not know clear criteria of TPA practices. Before 1996 e.c teachers, principals, parents and students participate in school TPA practices. But since 1997 E.C TPA only has done by principals or vice-principals. Not only appraising teachers by him but also create, change and modify TPA criteria by him. When principals transfer from one school to another school the criteria is changing with him. There for, they said that they have not seen reliable, valid, clear and applicable criteria which objectively measure teachers in this 20 years.

Management related factories: According to Harris (1986), the most neglected needs for better TPA is that felt by administrators, school principals and department heads. Supporting this, Ivancevich (1989) asserts that those who oppose the use of formal PAS argue that , it increases paper work and bureaucracy without benefiting teachers (system problem); appraisers have a problems with reaching decisions about the performance level of teachers (appraiser problem), and teachers who are not appraised in the performance category

experience a reverse motivation (teacher problem. As presented in table 8, item 1 mean score 2.24 and standard deviation .95 of teachers revealed principals made bias when they appraise teachers. More over with ratted mean score 2.53 and standard division of 1.06 of supervisors moderately agree on principals do not make bias when the appraise teachers. But weighted mean score 3.24 and with standard deviations of .95 principals revealed their agreement on teachers do not make bias when principals appraise teachers. This indicates bias made by principals when they appraise teachers is one of management related factors which affect the implementation current TPA practices. According to Melaku (2013), as a result of the lack of the necessary knowledge, skill and experience appraisers commit a variety of errors, some of which are the halo effect, recent behavior error, similar to me error and contrast error.

According to item 2 mean scores 2.33, 2.46 & 2.40 with standard deviation .97, .98 & 1.18 of teachers, principals and supervisors respectively approved disagreement on item principals implement class observation guide line properly and giving critical feedback. This indicates principals do not implement class observation guide line properly and give critical feedback. There for lack of implementing class observation guide line properly and critical feedback was management related factors which affect implementation of current TPA practice. It can be seen in item 3 mean score 3.06 with standard deviation .97 of principals show agreement on idea of principals use TPA as controlling tools. But principals and supervisors revealed disagreement on the idea of principals use TPA practice as controlling tools. According to majority of respondents principals use TPA practice as controlling tools. There for use of TPA practice as controlling tool is management related factors which affect current TPA practices. According to item 4 mean scores 2.35 & 2.33 with standard deviation 1.04 & .98 of teachers and principals answered disagreement on the idea of principals appraising system is attracting and motivating teachers. But mean score 2.51 and standard deviation 1.09 of teachers moderately agree on appraising system of principals attractive and motivate teachers. This shows appraising method of principals did not attractive and motivate teachers.

There for lack of attractive and motivating appraising method principals were management related factors which hinder the implementation of current TPA practices. As shown in item 5 mean scores 2.35 & 2.27 with standard deviation of 1.03 & 1.04 of teachers and principals respectively rated disagreement on principals made timely appraisals and give critical feedback. But mean score 2.51 & standard division .95 of principals moderately agree on principals made timely appraisal and give critical feedback. This indicates principals did not make timely appraisals and give critical feedback. There for lack of timely appraisals and critical feedback management related factors that affect current TPA practices. According to item 6 mean scores 2.37, 2.23 & 2.13 with standard deviation .97, .84 & 1.12 of teachers, principals and supervisors respectively revealed disagreement on the discussion between teachers and principals in result of current TPA practices. This show there was not discussion between teachers and principals on the result TPA. There for lack of discussion between teachers and principals management related factors hinder implementation of current TPA practices.

Writers in the field of TPA (for example Dessler, 2005) suggest that the involvement of employees in establishing objectives before appraisal takes place may motivate the employees in achieving those objectives, because they have participated in setting them. In addition to this, the interview held with Kindo Didayeworeda Halali cluster schools supervisor revealed that management related factors like unfair measurement of principals, negative approach of principals, lack of discussion between teachers and principal, lack of continuous assessment and critical feedbacks were highly affect current TPA practices. Management related problems are critical problems in my cluster schools. The causes of these problems are unfair measurement of principals, negative approach of principals, lack of discussion between teachers and principals, lack of continuous assessment and critical feedback. These problem have been directly affecting current TPA implementation in my cluster schools. As presented in table 9 item I mean scores 2.25, 2.29 and 2.33 with standard deviation .99, .98 and .97 of teachers, principals and supervisors respectively approved disagreement that teacher have positive attitude on current TPA practices. This shows teachers have negative attitudes on current TPA practices. Therefore negative attitudes of teachers on current TPA practices affect the implementation of it. According item 2 2.24, 2.17 & 2.40 with standard deviation .99, .82 & .98 of teachers, principals and supervisors respectively determined disagreement on teachers are motivated and satisfied on current TPA practices. This indicates teachers were not motivated and satisfied on current TPA practices. There for lack of teachers' motivation and satisfaction hinder the implementation of current TPA practices. As indicated item 3 mean scores 2.27, 2.29 & 2.20 with standard deviation .95, .96 & .94 of teachers, principals and supervisors respectively answered disagreement on teachers are involved on current TPA practices. This indicates teachers were not involved on current TPA practices. There for lack of teachers' involvement on current TPA practices affect the implementation of it. As Youngs and Grootenboer (2003) state, teachers perceive their performance appraisal system in a more positive way if they have been collaboratively involved in their organizations' self-review and refining of the performance appraisal system. Similarly, staff will engage more willingly if they are involved in the setting of their own goals (Piggot-Irvine, 2010).

According to item 4 mean scores 2.16, 2.26 & 2.27 with standard deviation .84, .85 & .88 of teachers, principals and supervisors respectively approved disagreement on teachers know purposes of current TPA practices and work for success of it. This indicates teachers did not know the purposes of current TPA practices properly and did not work for the success of it. There for lack of teachers' knowledge on the purposes current TPA practices and not working for its success affect the implementation of current TPA practices. The one way anova analyses also showed there was no statically significant difference among three categorized of teachers, principals and supervisors. Because $F=5.59$ and $p<0.05$ indicates clear perception of respondents. In this respect, (Pimpa, 2005) argued that if purposes of TPA are not well communicated to and shared by stakeholders they might instill negative repercussions. Lack of knowledge among parties involved in TPA mainly may come from failure by the responsible to community the objectives of TPA. In line with this, a study in Thailand has revealed that the failure to communicate the objective of performance appraisal, from the Ministry of Education to teachers, to be the key problem

leading to the negative attitude towards the system. According to (Seyfarth, 2002, p. 153) teachers should be informed about and understand the means by which they will be evaluated and that the evaluation should take into account any factors that affect evaluation results.

In addition to this, the interview held with Damot Pulasaworeda, Shanto primary school teacher revealed that teacher related factors like negative attitudes on TPA, lack of motivation, lack of involvement on TPA process and knowledge gap on the purposes of TPA hinder the implementation of TPA in primary schools. They stated that they have been working for long time in primary schools and saw different teachers' evaluation criteria in different times; certain time teachers evaluated by staff, students and parents. Teachers did not accept this method of appraising. Then result oriented TPA has come. In this appraising method teachers are evaluated by principals or vice-principals. Principals merely appraise teachers; they do not participate and tell why they appraise teachers. Most of the time they said teachers were appraised for career development but no one teacher fail in career development. They said teacher who score above 95% would be rewarded. But the concluded almost all teachers in their schools score 99% and above. No body of them rewarded. There for teachers were demotivated, and did not give care for current TPA.

Summary of the Major Findings: The purpose of this study was to asses practices and challenges associated with the TPA implementation in government primary schools of Wolaita zone. This was the intent to find out the strength and weakness of the implementation of TPA and to propose ways to alleviate the problems. To meet the objectives of the study the basic research questions were addressed here under:-

- How do current TPA practices implement in primary schools of wolaita zone?
- To What extent current TPA practices affect students' learning in primary schools of wolaita zone?
- To what extent current TPA practices meet its' purpose in primary schools of wolaita zone?
- What are factors that affecting the implementation of current TPA practices in primary schools of wolaita zone?

The study used descriptive survey design. To address the basic questions raised, the researcher reviewed the relevant literature, and prepared questionnaire to collect data from fifteen primary schools of Wolaita zone. The closed-ended questionnaire and interview was designed to gather relevant information from selected teachers, principals\vice-principals, supervisors and process owners in woreda or zone education departments. After the questionnaire evaluated by the thesis advisor, and the necessary corrections have made and pilot –tested, then it was distributed to 5 supervisors, 35 principals\vice principals, and 150 teachers. All respondents are fill in and returned the questionnaire. Then the data were presented in tabular form, recorded, and analyzed using means scores, weighted mean scores, and percentage. Based on the data presented, analyzed and interpreted, the following major findings were identified and presented as follows:

- Majority of the respondents revealed that current TPA practices have not been done by school committee like department heads, PTSA, principals and other stake holders' participation;

- Majority of the respondents revealed there was no periodic and continuous appraising system with critical feedback TPA practices in primary schools of wolaita zone.
- According to majority of respondents current teacher performance appraisal practices do not focused on students' result;
- Almost all respondents were confirmed that principals do not appraise teachers according to their portfolios and, also lacks knowledge and skills to appraise teachers.
- Most of respondents were approved that current TPA practices do not based on administrative, motivational and developmental purpose.
- The majority of respondents confirmed that current TPA practice were not tied to meaning full class room activities and learning objectives ;
- According to majority of respondents effective teachers were not motivated in different incentives through TPA practices to enhance teaching learning process.; there were no clear TPA practices to assess teachers based on their profession; it was not directly related to students' achievement; lack of academic knowledge and skill of principals to appraise teachers through class observation; and
- It was evidenced that there was large gap between TPA practices result and students' result
- As reported by the majority of teachers, principals and supervisors current TPA practices do not meet the purposes of teachers' effectiveness, teachers' motivation in different incentives, identification of strength and weakness of teachers, creation of competition among teachers and providing of critical feedback and guidance for professional growth.
- With regards to criteria related factors the majority of respondents confirmed that criteria were unable to measures what it intended to measure; criteria were inappropriate to measure the performance of teachers; criteria were not clear to measure performance of teachers; the criteria did not measure competence of teachers; criteria were not similar in all schools to appraise all teachers equally. There current TPA practices criteria lack reliability and validity.
- It was evidenced that the majority of respondents considered management related factors like personal bias, lack of proper guide line and critical feedback, using TPA practices as controlling tool, negative approaches of principals, lack of timely appraisal and lack of discussion between teachers and principals on results of TPA were the main management related factors which hinders the implementation of current TPA practices.
- Most of respondents confirmed that teachers related factors like negative attitudes of teachers, lack of motivation and satisfaction of teachers, lack of teachers' involvement in TPA process, lack of teachers' knowledge on the purposes of TPA practices and not working for the success of it were main factors which hinder the implementation of current TPA practices related to teachers.

Conclusion

Based on the findings in this study, the following conclusions were drawn: Finding indicates that current teachers' performance appraisal implementation in primary

schools of wolaita Zone is poor. Because principals merely appraise teachers; they did not participate other stake holders like teachers, students and department heads; there is no summative and formative appraising method, lack of critical feedback, no match with student achievement, not based on teachers' portfolio and TPA practices have no committee to implement it. According to the study influence of current TPA practices on students' achievement were low; because it did not tied with meaning full class activities and students learning objectives to assure quality of education. Effective teachers did motivate to enhance students result; because they did not get salary increment, recognition career development and other results rather than ineffective teachers. There for; lack of teachers' motivation has negative influence on students' achievement. As revealed school performance appraisal practice does not meet its purposes like teachers effectiveness, teacher motivation in different incentives, identification of strength and weakness of teachers, creation of computation among teachers and provision of critical feed back and guidance. This was because the result indicated nothing was done to make teachers effective, none of effective teachers got different inceptives rather than ineffective one; none of school teachers has potential computation with each other and teachers did not get critical feedback and guidance. According to study factors that affect the implementation of TPA were Criteria related factors like lack of validity and reliability of the appraisal criteria; Management related factors like personal bias, lack of proper guide line and critical feedback, using TPA practices as controlling tool, negative approaches of principals; and teachers related factors like negative attitudes of teachers, lack of motivation and satisfaction of teachers, lack of teachers involvement in TPA process, lack of teachers' knowledge on the purposes of TPA practices and not working for the success of it. Generally, from the research finding the researcher conclude that the performance appraisal practice is ineffective, does not relate with students' achievement, does not meet the intended objective, and also it has implementation problems which related with criteria, management and teachers.

Recommendation

In the light of the study, the current Teachers' Performance Appraisal Practice of Wolaita zone primary Schools have an indication that the system has something wrong. So it is the right time to look for solutions to improve the existing situation. Concerning this, the following are recommended:

To assure quality of education the most important person is teacher. To make education quality the first thing is qualification of teachers. There for qualification of teachers' performance can be brought by proper assessment teachers. Proper assessment is assessment which involves different stake holders. It is better for principals to participating stake holder in TPA practices. There have to school teachers' appraisal committee. One of the major stakeholders in the school performance appraisal is teachers and for the right implementation of the school teachers' performance appraisal practice those teachers may involve in the modification of the guideline and objective setting. The school management is better to make summative and formative appraisal method and has to give critical feedback after the classroom observation immediately. So as to show the teachers what problems they have and how they solve it. The school management should use the performance appraisal regarding to teachers professional development by using the practice as problem identification mechanism and also use it as quality improver by framing

training for teachers. It is better for Wolaita zone Education department participate school teachers on teachers' performance appraisals' right implementation and easily modification. It is better for Wolaita zone Education department to proper training opportunities for principals; because principals lack skills and knowledge to appraise teachers. For appraising teachers classroom performance and enhance students learning TPA practices have to tie with meaning full classroom activities. It is better for principals to make TPA according to portfolio and based on students result. For the real achievement of the educational objective, principals better to relate TPA practices with students result. It is better understanding extent of TPA with administrative, motivational and developmental purposes. For appropriateness and to measure what intended to measure validity and reliability of the TPA criteria is very important. In order to increase validity and reliability of TPA criteria, the criteria are better to be clear, measurable and similar in all primary schools of Wolaitazone. Thus, it is recommended that each school should develop valid and reliable TPA criteria to appraise performance of each teacher.

The school management should make performance appraisal according to the objective for the school teachers' professional development rather than personal bias and halo effect; in this regard the major objective of the appraisal will be achieved. For management it is better to use TPA as motivational tools rather than controlling tool. There for; principals should have positive approach and continuous discussion in every aspects of TPA. Generally the researcher recommend that it would be good for the concerned body to give attention and to maintaining the practice regarding to practice implementation, objective setting and meeting so as to provide professional development for school teachers.

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