



**Wolkite University**  
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COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
ASSESSMENT OF TEACHERS PERFORMANCE APPRAISAL AND ITS  
ROLE ON ACADEMIC ACHIEVEMENT OF STUDENTS IN GASORE  
PRIMARY SCHOOL

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ADVISOR: Ms ELSABET

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WOLKITE ETHIOPIA

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**A SENIOR ESSAY RESEARCH SUBMITTED TO DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENT DEGREE OF BACHELOR ART IN EDUCATIONAL PLANNING AND  
MANAGEMENT**

## LETTER OF APPROVAL

This is to certify that the research prepared by Selam G/medhin entitled assessment of teacher performance appraisal and its role on academic achievements of students in Gasore primary school and submitted in partial fulfillment of the requirements for the bachelor Art Degree in Educational Planning and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

**Examiner**

**Signature**

**Date**

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**Advisor Name**

**Signature**

**Date**

Ms Elsabet \_\_\_\_\_

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## ABSTRACT

This study assesses teacher performance appraisal and its role in the academic achievements of primary school students in Gasore. A descriptive research design was employed, utilizing both qualitative and quantitative data analysis methods. The respondents included one principal (selected through available sampling), one vice principal (purposively sampled), and 27 teachers (selected via simple random sampling). Data collection tools comprised questionnaires, interviews, and observations. The findings reveal significant issues in the teacher performance appraisal scheme, notably that school management primarily uses appraisals for evaluative purposes rather than professional development. Key challenges include a lack of feedback, insufficient resources, and the absence of pre- and post-observation mechanisms. The study concludes that involving teachers in guideline and system development could enhance the appraisal process. Additionally, school management should utilize appraisals to identify weaknesses in teachers' professional competencies and implement formative evaluations to support meaningful improvements. The study recommends that school management provide immediate feedback after appraisals to help teachers address performance gaps. Furthermore, adequate resources should be allocated to support the appraisal system, and authorities should revitalize current practices by integrating constructive, development-focused evaluations into staff development programs

Key Words; performance appraisal, Academic Achievement and professional competency

## ACRONYM AND ABBREVIATIONS

<b>MBO</b>	<b>Management by objective</b>
<b>BARS</b>	<b>Behavioral anchored rating scale</b>
<b>SWR</b>	<b>South western region,</b>
<b>TPA</b>	<b>teachers' performance appraisal</b>

# **CHAPTER ONE**

## **Introduction**

### **1.1 BACKGROUND OF THE STUDY**

The term “appraisal” as defined by Duecento and Stephen (2005) is a formal method employed in the evaluation and analysis of given tasks with a major aim of rewarding, appreciating or revising employee performance. The other researcher noted that performance appraisal is the assessment of past and present, an overview of current and potential skills, resources and capability available for the human resource management in the organization to meet present and future challenges, and identification of training need (Dunham, 1995).

(Bartlett, 2000) Pointed out that teacher appraisal practices are found to be very complex that involves a number of factors that either impede adversities or support for the effectiveness of teachers.

Teacher performance appraisal implemented in consideration of result-oriented performance appraisal study area of the school. According to plunked (1996:341) performance appraisal is a formal structured comparison between teacher’s performance and established quantitative and qualitative standards. There are reasons to appraise performance. First, appraisal provides information with which promotion and salary decisions can be made. Secondly, the provides an opportunity for managers and employers to review each employee work related behavior. The appraisal should be central to a firm’s career planning process because it provides a good opportunity to review each employee’s career management in light of his or her exhibited strength and weakness (Dressler, 2002).

According to Usissir (1997) there are two types of performance appraisal. This is development and evaluate performance appraisal. The primary purpose of both performance appraisals should help employees improve their performance. The development performance appraisal used to make decision and plan for performance improvement. Performance appraisal is used as an aid in making judgment decisions pertaining to promotion, demotion retention, transfer and pay. It is employed

as a developmental guide for training need assessment and employees' feedback. It is used with number of more general organizational function as a means for validating selection, hiring proceeds; promoting employees supervise understanding and supporting organizational culture. Performance appraisal can be broadly classified in two categories. They are traditional methods and modern methods. Traditional evaluation method hand not proven to be useful in the meeting the challenges of improving teaching quality and effectiveness and also identifying high performing and low performing teachers (Ben hawu, 2011:1).

In view of this fact, for the better achievement of performance appraisal system of the school proper implementation of appraisal system, proper setting of appraisal objectives should be seen as a great concern of the school management. Therefore, major aim of this study would be assess current teachers' performance appraisal and its role on students' academic achievement in Gasore Primary Schools

## **1.2 Statement of the Problem**

Appraisal is covers a wide spectrum of and education, (Mulu, 2001). In school management, the purpose of teacher performance appraisal is developing teacher's performances which make students learning enhancement. According to this, some studies suggests that effective teaching is significance predictor of students' academic achievement. Therefore, effective and motivational teachers should produce students of higher academic performance. However, effective appraising is not that much practiced in Africa, for example poor academic performance of students in Nigeria has been linked to poor teacher's performance in terms of accomplishing the teachers' task, negative attitude to work and poor teaching habits have been also attributed to poor motivation (Ofoegbu, 2004).

Ineffective teacher performance appraisal can affect students' academic achievement, and those prevailing conditions would definitely show a negative influence on the interactional quality in schools.

The accuracy of school administrator's evaluation of teaches performance appraisal has also been studied. Jacob and Lefereen (2006), found a positive correlation between principal assessment of the how a teacher is at raising students' achievement and that teachers success in doing so as measured by value added approach.

In addition of the performance appraisal have other problems, according to Uslyman (2011) some schools have got problem because of unfairness and lack of quality of the appraisal system, according to the above report the problematic performance appraisal can effect teacher motivation, and high quality in teaching is essential to improving students out comes and reducing gaps in student achievements. The Teacher's performance appraisal system provides with meaningful appraisals that encourage professional learning and growth.

Generally, the received from the above that more than decades since appraisals scheme has been introduced in Ethiopia school system with the objectives of ensuring the relevance and quality of education, identifying teacher who need support or additional training and formulating strategy that enables teachers become beneficiary of the system and important for increase students'' academic performance.

Hence, the purpose of this study was to assessed teacher's performance appraisal and role on student academic achievement in Gasore primary schools.

#### Basic Research Questions

1. What is the current States of teachers' performance appraisal in Gasore primary school?
2. . What are the problems of teachers' performance appraisal in the primary school of Gasore?
3. What are the strategies to overcome the problems of teachers' performance appraisal in primary school of Gasore?

### **1.3. Objectives of the Study**

#### **1.3.1 General Objective of the Study**

The general objective of the study is to assess status of teachers' performance appraisal and its role on students'' academic achievement in primary school of Gasore.

#### **1.3.2 Specific Objectives of the Study**

- To assess current states of teacher performance appraisal in Gasore primary school
- To identify the challenges of teachers' performance appraisal in Gasore primary school

- To identify the strategies to overcome the problems teachers' performance appraisal in Gasore primary school

### **1.4 Significance of the Study**

The findings of this study were attempts to examine the general existing practice of teachers' performance appraisal in primary schools of Gasore and the major problem associated with the practice and its role on students' academic achievements. The recommendation forwarded based on the finding of it was to help to expand an instrument and procedures to assess teachers' performance as a result to assist in recognizing and encouraging good performance, identifying areas for development and improving overall performance of teachers and increasing the students' achievements.

### **1.5 Delimitation of the Study**

This study was geographically delimited to Gasore primary school. The study was delimited to assess the teachers' performance appraisal and its role on Academic achievement of students in Gasore primary school.

### **1.6 Limitation of the Study**

In conducting this research, there were some limitations that faced the researcher when she conducted the study. For instance, when the researcher gathered data, some of the problems that limited the researcher were lack of enough data. Some of the problems that limited the researcher were like not enough time to gather available information from the respondents, lack of willingness of some respondents to be asked. On the other hand, some problems were faced by the researcher when she conducted the overall process of the study, such as financial problem, lack of enough materials, lack of computer and others.

### **1.7 Operational Definition of Key Terms**

**Appraisal:** is a formal assessment of an employer's performance (Oxford dictionary of current English, 2000).

**Criteria:** refers to standards that are used for judging something or making a decision about something (Advanced dictionary English, 2000).

**Performance:** refers to how was an employee is fulfilling the requirement of the job (Rue, 1999).

**Teacher performance appraisal:** is the process of estimating the teacher work or a meeting between a worker and their managers in order to discuss how was they are doing in their work (Advanced dictionary of English, 2001).

## **1.8 Organization of the Study**

This research are include five chapters, first chapter deals with introduction which covered background of the study, statement of the problem, objective of the study significance of the study, delimitation of the study, limitation of the study, definition of key terms. Second chapter would be consisting review of related literature. Third chapter deals with research design and methodology, sources of data, sample and sampling techniques, methods of data analysis techniques. Fourth chapter deals with data analysis, data presentation and interpretation of data. The last chapter is summery, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **2. REVIEW OF THE RELATED LITERATURE**

The study aimed to identify teachers performance appraisal (TPA) and its role students' academic achievements and to suggest possible strategies to improve the implementation teacher performance appraisal practice in Gasore primary school owing to this chapter brings the hinge of theoretical methodological and empirical review of relate literature to provide better understanding about the role of trust in school improvement affairs.

#### **2.1 Performance Appraisal**

Performance appraisal may be defined as any producer that involve (1) setting work standard (2) assessing the employers actually performance relative to this standard and (3) providing feedback on employees with the aim of motivating that person to eliminate performance deficiencies or to continue to improve hinge performance (Dressler.et.a 2002 :396). Performance appraisal further defined as the process art determining and communicating to an employee how he is performing his job. In the words art educating flipped cited in as systematic periodic and an impartial once appraisal is systematic periodic and an impartial rating on an employee's excellence in matters pertaining to these potentials for a better job.

Addition performance appraisal is defined as the periodic evaluation of an employee job performance majored against the jobs stated or presumed requirements (Scribed 2010:1) more over it is defined as the ongoing process of evaluating employers are performance (Luisser 1997; 537) it is also a systematic assessment of how was employers are performing their jobs and the communication of the assessment to them (Hilgert and Leonard 1998:381)

#### **2.2 Concepts of the Teacher Performance Appraisal**

Teacher performance apprise has social key concepts one of well-known scholar Dressler (2003:241) said that the teacher performance appraisal is built up on several key concepts and it is practiced in school in different way. The finding of Dressler Shaw that the concepts of the teacher performance appraisal include self- assessment which is fundamental to reflective practices that informs ongoing professional growth Performance growth goals which are directly related to student out comes and differentiated supervision which is determined by multiple sources of data

and reflective conversation also he explained that effective feedback is ongoing and occurs through collaboration based on multiple sources of data. If education evolution is to be undertaken, the teacher has to be considered as the central figure. In short, the term performance indicates that the process of valuing the employees worth to the organization with a view to increase it (1998:386) there are three reasons for using performance appraisal system. These are

1. Performance appraisal systematic judgment to support salary increase, promotion, transfer, layoffs, demotion and termination
2. Performance appraisals are means of telling suborder. Letters how they are doing and supporting needed changes in behavior. Attitudes, skill, or job knowledge.
3. Performance appraisals are used as basic for coaching.

### **2.3. Step in Teachers Performance Appraisal**

According to Dressler. At (2002:400) there are the following three steps of performance appraisal identified. These are

- 1 Establishing Performance Standard: The process of evaluation begins with the establishment of Performance Standards. While designing a job and formulating job description, performance standards are usually developed for the position. These standards should be very clear and not vague, and objective enough to be understood and measured.
2. Appraising performance comparing an employee's actual performance to the standards that have been set.
3. Providing feedback: performance appraisal usually requires one or more feedback season where the employees performance and prepresses are discussed and plans are made for any development that is required.

### **2.4 Purpose of Teachers Performance Appraisal**

The ultimate purpose of performance appraisal is to maximize organizational output, but it is also means at

- (1) motivation managers and subordinates by clarifying expectation and improving communication and mutual understanding or organizational problems.
- (2) Proving a basis for salary increases, bonuses, promotion, and intrinsic rewards (punishment) and
- (3) Coaching and developing employees based on their strengths weaknesses and needs.

Scribed (2010) performance appraisal for two main purposes these are

1 Development purposes such as determining how to motivate workers to performance at high level, evaluating which of workers weaknesses can be corrected by additional training and helping a worker formulate appropriate career goals.

2 Evaluate decision making purposes such as deciding whom to promote, how to set pay levels, and how to assign tasks individual workers.

## **2.5. Principles of Teachers Performance Appraisal**

The importance of performance appraisal in organizational success and the complexity of it have attracted the attention of many educators and researchers who have attempted to establish some principle that helps on proper application some of the major principles are as follows. Performance appraisal should satisfy the need of both the organization and employees. A full support of teachers and school management to performance should be ensured only when the system considers the needs of both parties' performance appraisals should be continuous as possible. Teachers expect due consideration of everything they perform rather than outstanding good or bad results which the appraisal remembers. Performance appraisal criteria should measure the performance of teachers as objectively as possible without personal performance of formative on the part of appraisals. Performance appraisal system and its measuring techniques should be meaningful. This principle emphasizes that performance appraisal criteria and measuring process should be taken into account only with those matters which are under the control of a teacher (Stoops 1981 cited in dejene, 2002:2).

## **2.6 Methods of Teachers Performance Appraisal**

According to Dressler et al (2002:04). The following methods of performance appraisal are identified. There are

1. Management by objective (MBO): the management by objective performance appraisal methods depends on the employee and manager agreeing on criteria objectives followed by the employee submitting status reports periodically. The employees final rating is based up on her performance compared with the objectives.
2. Ranking method: the ranking method compare on the employees against another with a range going from best to worst most employees was be the middle the very worst are at the ends.
3. Rating scale method: the ration scale method of performance appraisal involves simple grading on employees performance.
4. Narrative method: the narrative method can be used in conjunction with the other methods and allows the employee and the manager to write statement about the employees' performance.
5. Paired comparison method: Are the ranking employees by making a chart of all possible pairs of the employees for each trait and indicating which the better employee of a pair is.
6. Forced distribution method: is the method that places predetermined percentage of rates is placed in various performance categories.
7. Critical incident method: is the method of keeping a record of uncommonly good or desirable example or an employees work related to behavior and reviewing it with the employee at predetermined times.
8. Behavioral anchored rating scale (bars): is an appraisal method that aims to combine the benefits of narratives critical incidents and quantified rating by anchoring a quantified scale with specific goals are examples of good or poor performance.

## **2.7 Techniques of Teachers Performance Appraisal**

Performance appraisal can be effective if undertaken with appropriate techniques. Many writers present the same techniques in different ways. Attwood and Stuart (1996:86) categorize as follows

A. Competence oriented: competence is the observable combination of knowledge, skill, and attributes that enables optimum job performance. Here behaviors which constitute actual job performance and level of performance for each behavior are described.

B. Result oriented or performance review: concentrate on specific outcomes achieved as the result of job performance. It is based on specific job-related objectives. It is based on the extent to which the objectives have been met as measured by predetermined success criteria.

C. Outcome oriented: is a technique that focuses on the specific outcome and on the accomplishment of goals or objectives in relation to the percent standard.

## **2.8 Criteria of Teachers Performance Appraisal**

Appraisal criteria: are the bases upon which performance of teachers shall be evaluated by a credentialed evaluator. Delaware general assembly (2007:8) identifies the following appraisal criteria of TPA.

1. Selecting instructional goal: teachers select instructional goals that are aligned with the content standards and district or teacher schools' curricula.

2. Designing coherent instruction: teachers plan for learning activities that align with the instructional goal and support student learning.

3. Demonstrating knowledge of content and pedagogy: -teacher shows his/her knowledge of content and how to teach it to a variety of learners.

4. Managing classroom procedure: -teacher has clearly defined procedure for managing learning time.

5. Managing student behavior: teacher establishes behavior expectations and consequences and monitors student conduct.

6. Creating an environment to support learning: teacher create atmosphere in which learning is vowed.

7. Organization physical space: teacher organizes advocates and manages physical space to create a safe learning environment.

8. Teaching abilities Firth (1978) cited in bekal 1998:17). Therefore, much literature in favor of using students rating this approach is questioned by many for different reasons. It is argued that student lack of the experience and maturity to pass judgment. According to Gulasma and Rotem (1997) student are not com patent judges of instruction because they lack of experience, knowledge and perspective because there are affected in judgment by factors unrelated to the quality of teaching. Finally, student rating has their own strength and weakness. But this fact should not limit their own strength and weakness.

But this fact should not limit their practical application and students participated in teachers appraisal is continuing in the present. Engorging student in learning: content information system appropriate clear and linked to student knowledge and experience.

9. Communicating clearly and accurately: verbal and written communication is clear and appropriate to student ages back grounds and levels and levels of understanding.

10. Using questioning and discussion techniques: Questions are appropriate to the content and of student understanding.

## **2.9 Problems of Teachers Performance Appraisal**

Performance appraisal is important for organizations and employees. Unfortunately, performance appraisal is not on the top of the list of “favorites things to do “for either managers or employees, and there can be a number of problems with their administration. The following listed are problems of performance appraisal by (Haile Mariam, 2013).

**1. Poorly Trained Managers:** Effective performance appraisal does not just happen and organization shouldn't assume that managers know how to conduct them effectively, even if they have many years of experience as managers.

**2. Inconsistent Ratings:** inter-rater reliability is generally very low between managers at any organization. What one manager considers beginning; acceptable”. This can be a challenge for any organization and is made more of a challenge in situations where the criteria used are subjective and not based on any measurable performance outcomes.

**3. Lack of Outcome-Based Measures:** performance appraisals that ask managers to rate employees on subjective criteria such as “customer services skills’ or “leadership ability” lack specific outcomes that can be tied to managers and employers to judge performance based on measurable outcome that are objective; levels of sales, safety records and evaluations from customers are all measurable ways of providing insight in to an employees (performance. Rue and Boyars, 1992).

**4 halo error:** it is the tendency to rate high or low on all factors due to the impression of high or low rating on some specific factor to elaborate more if an employees tends to be conscientious and dependable, one might become based towards that individually to the extent that we would rate him or her high on many desirable attributes. Rue and boyars, (1992) say that halo error occurs when a manager allows a single prominent characteristic of on employee to influence their judgment on each separate item in the performance appraisal. And this often results in the employee receiving approximately the same rating on every item.

**5. Recency:** this is performance evaluation based on work two months before evaluation, wossen (1996) noted “recency is judging the performance of the appraises by emphasizing his or her recent behavior than the past behavior”.

**6. Central Tendency Error:** it is possible that regardless of whom the appraiser evaluates and what traits are used, the patter of evaluation remains the same. Wossen (1996) elaborates that: central tendency is the characteristics of most appraisers to give average ratings to all or in the center of the scale.

**Dessler et.al (2002:407): - identify** the following problem of performance appraisal.

1. Some appraisal fail because employees are not told head of time exactly what is expected of them in terms of good performance.

2. Other fails because of problem with the forms or producer used to actually appraises the performance a lenient supervisor might” high rate all employees” high for instance although many are actually a satisfactory.

3. Failure to use evaluation in human resource development management and career development negates the primary purpose of performance evaluation.

## **2.10 Solutions to Teachers Performance Appraisal Problem**

Regarding this Harris (1997-1995) stated that because subject able performance rating is very popular. Organizations have applied a variety of reduce the problem just described.

**Providing training to rater:** to increase the rater's self-confidence and reduce judgment errors many complies trains rater on how to conduct more effective performance appraisal programs which help in understanding how to give feedback.

**Involves users in the developments of rationing forms** to make the rationing forms more usable some organizations have users' participation in the development of rationing form.

**Educate managers on the importance of performance appraisal:** -is important to explain to managers must be convinced that by giving the best performance the highest ratings, employees who are working hard would be motivated to continue.

**Rewards managers for performance appraisal:** managers must be rewarded for contributing effective performance appraisal and because subordinated developments effective bounces a financial incentive is attached to performance management activities.

**Choose appropriate rates:** although most organization involves only the employees' immediate supervisor in the performance evaluation. Some organizations have begun to use other raters many companies have recently begun using a technique referred to as degree feedback

## **CHAPTER THREE**

### **3 RESEARCH DESIGN AND METHEDODOLOGY**

This section is focus on the methodology of the research. It includes description of the study area, research method ,research design, sources of data collection, population, sample size, and sampling techniques. In addition to this, the instrument of data collection, data collection procedure, method of data analysis, and ethical considerations was be included.

#### **3.1 Description of Study Area**

Gasore primary school which located in Central Ethiopia regional state (CERS), Gurage zone particularly found in Gubrye Sub city. The study was conducted in Gubrye Sub City. The total straight-line distance between Addis Ababa and Wolkite is 135km and 665.27 meters. It has average annual temperature of 18.6°C and the average annual rainfall of 1244mm. The town has an elevation between 1910 and 1935 meters above sea level. The major activity of the town and the major investment opportunity in the town are oil factory, agroindustry and standardize hotels the main activities of the study area. Concerning education most of people are illiterate

#### **3.2 Research Method**

The research method in my study is a descriptive survey design, which combines both qualitative and quantitative approaches because of more clarifying, to find good information and to assess teacher's performance appraisal and its role on student's academic achievement in Gasore primary school.

#### **3.3 Research Design**

In this study descriptive servey was employed. Because the major goal of this study is to describe the current states, cause and its impacts on students academic achievements of teacher's performance appraisal in primary school of Gasore,Gurage zone, Central Ethiopia region,(CER). According to Cohen (1994) describes that descriptive research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or indentfying standard against which conditions can compared or determining the relationship that exist between specific events.

### 3.4 Population Samples Size and Sampling Techniques

The target population of the study was the responsible body of the primary schools like (principals, vice Principal and teachers) these were directly related to the problems. For this study, one public primary school (Gasore primary school) would be selected. This school has a total of 38 teachers (22 female and 16 male) among this, 27 teachers (17 female and 10 male) were selected by using simple random sampling technique. The sample size of the teachers (respondent) for the school were selected by using simple random sampling techniques. In addition to the teachers; one (1) principals \and vice principals are selected by available sampling techniques.

Table 3.1 population sampling size and sampling techniques

Respondents	Population	Sample size	Percentage (%)	Sampling Techniques
Principal	1	1	100	Availability Sampling
Vice Principal	1	1	100	Availability sampling
Teachers	38	27	71	Simple random sampling techniques

### 3.5 Sources of Data

The data were collected from primary sources. The primary sources of data were collected from principals, vice-principals and teachers by using interview, questionnaires.

### 3.6. Data Collection Tools

To obtain adequate information, the researcher would be used questionnaire, interview.

#### 3.6.1. Questionnaire

The researcher used questionnaire to collect data from Teacher respondents. Questionnaires were believed to get large amount of data from large number of respondents in relatively shorter time with minimum cost. Hence questionnaires were prepared Translator by Amharic language. The

questionnaire consisted of two parts. the first part deal with the general background of participant. The second and largest part contained closed ended questions item that helped the researcher to address the basic research questions of the study.

### **3.6.2. Interview**

Semi-structured interview was used to acquire qualitative data from sample school principals, vice principal, 1male teacher and 2 female teachers. On assess teachers' performance appraisal and role on student academic achievement. The interview prepared in Translator by Amharic semi structured interview is preferred because it has the advantages of flexible in which new questions could be forwarded during the interview based on response of interviewee.

### **3.7 Procedures of Data Collection**

Before starting to collect the data, the researcher will seek permission letter from the wolkite university to collect data from the research site. Based on the given permission, the research will identify the require samples before starting to collect the data. Then, the research will distribute the questionnaire, and three days will be given to the respondents to fill the questionnaire. Finally, the researcher's will be conducted the interview with each interviewee through face to face approach inside the compound of the school about the variables under investigation.

### **3.8 Methods of Data Analysis**

Both qualitative and quantitative data analyses were used. Quantitative data was analyzed by descriptive statistical tools, such as percentage, and frequencies, and Qualitative data analysis were used for information obtained through interview from principals and vice principals from teachers were used by narrative analysis

### **3.90 Ethical Consideration**

Have remarked that in qualitative research full attention should be given for moral and ethical principles issues. Therefore, I have given a particular consideration to ethical principles developed by these scholars, particularly regarding ensuring informal consent and assent, developing

confidentiality, maintaining, anonymity and other related issues. Accordingly, I prepare and proposed a set of ethical principle or research protocol for the researcher's research and informed the participants.

The researcher are looked the following essential of ethical consideration right of privacy and honesty with the subject populations of the study will be explained to the target populations.

The information was gathered from only voluntary individual

The data collection process tool place without interrupting the teaching learning process of the schools.

Asking permission from the school to collect data.

The purpose of the is explained to the target population.

## CHAPTER FOUR

### 4. ANALYSIS PRESENTATION, AND INTERPETIONS OF DATA

This chapter deals with presentation, analysis and interpretation of data that were collected through questionnaires and interview. The data for this study is collected from Gasore primary school. The respondent of the study is principal, vice principal and teachers, Frequencies, percentages were used to summarize respondent opinion on the teacher performance appraisal and its role on students' academic achievement in Gasore Primary School.

#### 4.1. Demographic characteristics of the respondents

The study sought demographic data of the respondents including age, sex, educational qualification and years of service.

Table 4.1. Demographic Characteristics of Respondents

No	Items	Principals		Vice-principal		Teachers	
		F	%	F	%	F	%
Age	20-24	-	-	-	-	5	19
	25-30	-	-	-	-	13	48
	31-36	-	-			6	22
	37-42	1	100	1	100	3	11
	Above 43	-	-	-	-	-	-
	Total	1	100	1	100	27	100
Sex	Male	1	100	1	100	10	37
	Female	-	-	-	-	17	63
	Total	1	100	1	100	27	100
Qualification	Certificate	-	-	-	-	-	-

	Diploma	-	-	-	-	10	37
	Degree	1	100	1	100	17	63
	Second degree	-	-	-	-	-	-
	Total	1	100	1	100	27	100
Year of service	1-4	-	-	-	-	9	33
	5-10	-	-	1	100	14	52
	11-16	1	100	-	-	4	15
	Above 16	-	-	-	-	-	-
	Total	1	100	1	100	27	100

As reflected in the above table ,4.1 principals and vice principal 1(100%) and 1(100%) respectively respondents were between the age range of 37-42 years where as majority of the teacher's respondents were within the age range of 20-36 years. Regarding the sex of the respondents 1(100%) of principals 1(100%) vice principal 17(63%) teachers were female whereas 10(37%) of teachers were male the majority of the respondents were female. Regarding qualification principals and vice principal were degree holder's principal whereas the majority of the teacher's respondents were a degree qualified. Regarding year of services 1(100%) principals were experienced 11-16 years whereas vice principal was experienced 5-10 years and majority of teachers' respondents have experienced 5-10 years of services. This indicates that majority of the respondents have work experiences with in the range of 5-16 years of services.

*All principals and vice -principals in the study were male (100%), whereas among teachers, there was gender distribution of 63% female and 37% male. This highlights a notable gender disparity in leadership roles within the surveyed educational institutions.*

## **4.2 Current Status of Performance Appraisal**

The study sought current status of performance appraisal include current performance appraisal its intended objective, the school performance appraisal has clear objective, the current performance appraisal service as a motivation tools, the current appraisal clearly measure teacher's competence in instruction.

**Table, 4. 2 current status of performance appraisals**

No	Item	Respondents	AG		UD		DA	
			F	%	F	%	F	%
1	Current performance appraisements its intended objective	Principals	1	100	-	-	-	-
		Vice -principal			-	-	1	100
		Teachers	13	48	6	22	8	30
		Total	14	48	5	17	10	35
2	The school performance appraisal has clear objective	Principals	1	100				
		Vice -principal					1	100
		Teachers	14	52	6	22	7	26
		Total	15	52	6	20	8	28
3	The current performance appraisal serves as a motivation tool's	Principals					1	100
		Vice -principal	1	100				
		Teachers	6	22	8	30	13	48
		Total	7	24	8	28	14	48
4	The current appraisal clearly measures teachers' competence in instruction	Principals	1	100	-	-	-	-
		Vice -principal	-	-	1	100	-	-
		Teachers	5	18	6	22	16	60
		Total	6	21	7	24	16	55

5	Most teachers satisfied with the current performance appraisal practice	Principals	-	-	-	-	1	100
		Vice -principal	1	100	-	-	-	-
		Teachers	2	7	4	15	21	78
		Total	3	10	4	14	22	76

As show in table 4.2 item number 1, 14(48%) respondents agreed, 5(17%) were undecided, whereas 10(35%) respondents disagreed, On the same table item number 2 15(52%) agreed while 6(20%) respondents were undecided and 8(28%) respondents were disagreed. On the same table item number 3:7(24%) respondents agreed while 8(28%) respondents were undecided whereas 14(48%) respondents disagreed. On the statement with the current appraisal clearly measure teachers' competence in instruction. On the same table item number 4:6(21%) respondents agreed while 7(24%) respondents were undecided whereas 16(55%) respondents disagreed. On the statement with the current appraisal clearly measure teachers' competence in instruction. On the table 4.2 item number 5, 3(10%) respondents agreed, whereas 4(14%) respondents were undecided and 22(76%) respondents were disagreed on the statement, most teachers' satisfaction with the current performance appraisal. In general, on the table 4.2 the respondents' responses imply that the majority of the respondents agreed on the school performance appraisal have clear objectives. Whereas the majority of the respondents disagreed on, the current performance appraisals meet its intended objectives, the current performance appraisal serves as a motivation tools, and most teachers' satisfaction with the current performance appraisal practice.

*There is a stark contrast in perceptions of the performance appraisal system: all principal (100%) agreed that appraisals clearly measure teacher's competence in instruction, while all vice principals (100%) disagreed. Among trachers,60% disagreed, highlighting a significant disconnect between leadership roles and teaching staff regarding the appraisal's effectiveness.*

### **4.3 problem of teacher performance appraisal**

The study sought problem of teacher performance appraisal include, lack of clarity, lack of appraisal without payment, lack of understanding and skill, school management are based relationship biases, lack of evaluation.

Table 4. 3 problems of teachers' performance appraisals

No	Items	Respondents	AG		UD		DA	
			F	%	F	%	F	%
1	Lack of clarity	Principal	1	100				
		Vice –principal			1	100	-	-
		Teachers	14	52	5	18	8	30
		Total	15	52	6	20	8	28
2	Lacking appraisal with payment	Principals	-	-	-	-	1	100
		Vice –principal	-	-	1	100		
		Teachers	4	15	6	22	17	63
		Total	4	14	7	24	18	62
3	Lack of understanding and skill	Principals	-	-	-	-	1	100
		Vice –principal	1	100	-	-	-	-
		Teachers	5	18	12	45	10	37
		Total	6	21	13	45	10	34

4	School management are based relationship (biases)	Principals	1	100			-	
		Vice –principal	-	-	1	100	-	-
		Teachers	15	56	5	18	7	26
		Total	16	55	6	21	7	24
5	Lack of evaluation	Principals	1	100	-	-	-	
		Vice –principal	1	100	-	-	-	-
		Teachers	18	67	6	22	3	11
		Total	20	69	6	21	3	10

In table 4.3 item number 1, 15(52%) respondents were agreed 6(20%) un decided while 8(28%) disagreed. On the statement with lack of clarity as a problem of teacher’s performance appraisal. On the same table item number 2, 4(14%) respondents agreed, 7(24%) respondents were undecided while 18(62%) respondents were disagreed. On the same table item number 3: 6(21%) respondents were agreed 13(45%) respondents undecided whereas 10(34%) respondents were disagreed. On table 3: item number 4, 16(55%) respondents were agreed, 6(21%) respondents were undecided and 7(24%) respondents were disagreed. On the same table item number 5 20(69%) respondents agreed, where 6(21%) respondents were undecided and 3(10%) respondents were disagreed.

*While all principals (100%) acknowledged that school management is influenced by relationship or biases, all vice-principals (100%) disagreed with this notion. Among teachers,56% agreed, indicating a significant divide in perception of bias within leadership roles compared to teaching staff.*

#### 4.4 Strategies to overcome the problems of teacher's performance appraisals

The study sought strategies to overcome the problems of teacher's performance appraisals include improve relationship and co-operation with all teachers, provide incentives and rewards, teachers involvement and discussion on time and feedback, provide education and training for the rates, provision of adequate resource.

Table 4.4 strategies to overcome the problems of teacher's performance appraisals

No	Item	Respondents	AG		U D		DA	
			F	%	F	%	F	%
1	Improve relationship and co-operation with all teachers	Principal	1	100	-	-	-	-
		Vice principal	1	100	-	-	-	-
		Teachers	12	45	10	37	5	18
		Total	14	48	10	35	5	17
2	Provide incentives and rewards	Principal	1	100				
		Vice –principal	1				1	100
		Teachers	8	30	7	26	12	44
		Total	9	31	7	24	13	45

3	Teachers' involvement and discussion on time and feedback	Principal	1	100	-	-	-	-
		Vice –principal	1	100			-	-
		Teachers	20	74	7	26	-	-
		Total	22	76	7	24	-	-
4	Provide education and training for the rates	Principal	1	100			-	-
		Vice –principal			-	-	1	100
		Teachers	17	63	8	30	2	7
		Total	18	62	8	28	3	10
5	Provision of adequate resource	Principal	1	100	-	-	-	-
		Vice –principal	1	100	-	-	-	-
		Teachers	13	48	8	30	6	22
		Total	16	55	8	24	5	17

In table 4.4 item number 1, 14(48%) respondents agree, 10(35) respondents were undecided and 5(17%) respondents were disagreed. on the statement, improve relationship and cooperation. On the same table item number 2 9(31) respondents agreed, while 7(24%) respondents were undecided and 13(45%) respondents were disagreed. On the same table item number 3 22(76%) respondents were agreed where 7(24%) respondents were undecided and no any respondents who responded

disagreed. On the table 5 item number 4: 18(62%) respondents were agreed, 8(28%) respondents were undecided and 3(10%) respondents were disagreed. On the same table item number 5, 16(55%) of respondents agreed, whereas 8(28%) were undecided and 5(17%) respondents disagreed. In general, the following findings were obtained from the questionnaires. Regarding the strategies to correct the teachers' performance appraisal problems majority of respondents agreed on the statement provide education and training for evaluator and manager, teacher involvement and discussing with them on time and provision adequate resources. Where the majority of respondents' undecided on the statement improve relationship and cooperation and majority of the respondents disagreed on the statement provide incentive and rewards. This implies that provide education and training for raters and manager, teachers involvement and discussing with them on time and provision of the adequate resources were the best strategies to solve teachers' performance appraisal problems in a school.

Interview from the principal and vice principal , current teacher performance appraisal in the school was not as much satisfactory effective, even though it can show small development from the past, it can be hindered many factors like lack of charity, continuous supervision and lack of respondents

*While all principals and vice- principals (100%) unanimously agreed that teacher's involvement and discussion on time and feedback is important, a significant majority of teachers (74%) also agreed, indicating strong alignment on this improvement strategy.*

## **CHAPTER FIVE**

### **5. SUMMARY CONCLIONS AND RECOMMENDATION**

#### **5.1. SUMMARY**

The purpose of this study is assessed teacher's performance appraisal and its role on students' academic achievement in Gasore primary schools. The objectives of the study were to assessed the current state of teacher's performance appraisal, to investigate the impacts of teacher's performance appraisal on students' academic achievement, to identify the problems of teacher's performance appraisal and to identify strategies for over comes teacher's performance appraisal problems in Gasore primary school. A descriptive survey method of study designed for the purpose of the study. The respondents of the study were 1 principal, using available sampling techniques, 1 vice-principal and 27 teachers by simple random sampling techniques. Both qualitative and quantitative analyses of data were employed. Regarding the current teacher's performance appraisal in school, the majority of the respondents on the statement current performance appraisal meets intended objectives, current performance appraisal serves as a motivation tools, current performance appraisal clearly measure competence in instruction and teachers satisfied with current performance appraisal practice responses were undecided and majority disagreed. The fore, the current teachers' performance appraisal not satisfies teachers. Regarding problems of teachers' performance appraisal in Gasore primary schools the finding indicates that lack of clarity, school management biases, lack of evaluate the appraise and lack of resources the major problems of teachers' performance appraisal in school. Concerning the issues related to the teacher's performance appraisal and its role on students' academic achievement, the finding indicated that there was close relationship between teacher's performance appraisal and students' achievement and it influences a high rate.

The finding shows that the issue related with strategies to correct teachers' performance appraisal problems in school was provided education and training for the (evaluator) teacher involvement

and discussion on time provision of adequate resources and cooperation was the strategies to improve teachers' performance appraisal in Gasore primary school.

## **5.2 CONCLUSIONS**

Based on the major finding of the study as summarized above, was concluded as follows. The study concluded that,

public primary schools of Gasore in gubrye sub city; the current teacher's performance appraisal was not match its objectives motivates the teachers, and satisfy the teacher's lower level.

On the problems influencing the teacher's performance appraisal in school, the study concluded that, school management biases, lack of clarity, lack of evaluation of evaluator and lack of resources are influenced teacher performance appraisal.

On teachers' performance appraisal and its effect on academic achievement, the finding concluded that teachers' performance appraisal affects students' academic achievement in school.

The finding concluded that the strategies to improve teachers' performance appraisal problems in schools provide education and training for the (evaluator) teacher's involvement and discussion on time and give feedback provision of adequate resources and improve relationship.

## **5.3 RECOMMENDATIONS**

Based on finding and conclusion of the study, the researcher forwarded the following recommendations.

- The school management is to give feedback immediately after performance appraisal. So as to show the teachers what problems they have and how they solve it.
- provide adequate resources for the seek of teacher's performance appraisal.

- The school management should involve the teachers when the appraisal it.
- All management and members of schools know that one of the appraisal system objectives is professional development rather than controlling and performing according to the objectives.
- The school management should use performance appraisal according to the objective for the school teachers' benefit and in this regard the major objective of the appraisal was be achieved.

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Appendix A  
WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The main purpose of these questionnaires is to gather the necessary data on the assessment of teacher's performance appraisal and its role on student's achievement in Gasore primary school. Your response is vital for success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine response and your identity was be kept confidential and the response was be used for research purpose only.

General directions

- You are not required write your name

Indicate response by writing or marking sign (x) in the box for questions for options

All your answer was be kept confidential and used for academic purpose

Please try to answer to the entire question

Please follow the instruction provided each part

Part 1, personal information

Sex      male  female

Age 21-30  32-40  41-50  51 and above

Educational level diploma  degree  master

Service year A/1-5  B/6  -10  C/11-15  above

Direction

Read each of the following items carefully and put the (x) for the alternatives you think true for you. Please rate your answer as AG=Agree UD=undecided DA=disagree

Table 4. 2 Item related to current teachers' performance appraisal

No	Items	AG	UD	DA
1	Dose the current performance appraisal of your school meet its intended objectives			
2	The school performance appraisal has clear objectives			
3	The current performance appraisal sense as a motivation tool			
4	The current appraisal criteria would objectively measure teacher competence in instruction			
5	Most teachers are satisfied with the performance appraise practice			

Table 4.3 Items related to problem of teachers' performance appraisal

No	Items	AG	UD	DA
1	Lack of rarity			
2	Linking appraisal with payment			
3	Lack of understanding			
4	School behavior			
5	Lack of evaluation			
6	The school management are based on relationship			

Table 4. 4 Extent of teachers' performance appraisal and academic achievement

	Item	Rate

NO		YES	NO
1	Is there relationship between teachers' performance appraisal and students' academic achievement?		

NO	ITEMS	RATE		
		High	Medium	LOW
2	To what extent teachers' performance appraisal affect student academic achievement			

Table 4.5 regarding to strategies to overcome the problems of teachers' performance appraisal

No	Item	AG	UD	DA
1	Improve relationship and cooperation with all teachers			
2	Provide incentive and reward			
3	Teachers' involvement and discussion and give feedback on time			
4	Provide education and training for the rater			
5	Provisions of adequate resources			

## Appendix B

### *Interview for the principals and Vice-principal, teacher's*

How do you examine the current status of performance appraisal system in the school?.....  
.....

What are the major teacher's performance appraisals?.....  
.....

What are the major challenges of teacher's performance appraisal?.....  
.....

How teacher performance appraisal affects student's achievement?.....  
.....

What do you suggest to improve the teacher performance appraisal system? .....  
.....  
.....