

**THE ROLE OF TEACHERS PERFORMANCE APPRAISAL SYSTEM ON
EDUCATION QUALITY ENHANCEMENT (CASE STUDY IN WOLKITE
UNIVERSITY)**



**WOLKITE UNIVERSITY
COLLEGE BUSINESS AND ECONOMICS**

DEPARTMENT OF MANAGEMENT

A SENIOR ESSAY RESEARCH SUBMITTED TO THE DEPARTMENT OF MANAGEMENT IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR BACHELOR OF ART (BA) DEGREE IN
MANAGEMENT

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DEC, 2020

WOLKITE, ETHIOPIA

DECLARATION

I declare that this research work entitled ‘ ‘ the role of teachers performance appraisal system on educational quality enhancement in Wolikite university ‘ ‘is my original work, it has not been presented earlier for award of any degree or diploma to any other university and that all source of material used for the study have been duly acknowledged. I have produced it independently except or the guidance and suggestion of my research.

Student full name _____

Date _____ sign _____

Advisor name : _____

Date of submission _____ sign _____

Acknowledgement

First and for most I would like to thanks Almighty GOD and his mother saint Marry for helping me by giving health life and to accomplish my graduate study, secondly my special heartfelt appreciation and deep gratitude to my advisor Instructor DEREJE K.(MBN) for his professional guidance, encouragement, insight and professional expertise each phase of research. Without his role and contribution it would have been hardly possible to complete this paper. and also I would like to express my deepest full thanks and loves to my Family and my sister Tirue Birie for psychological, moral, financial support throughout my study and collect data from the district sample farmers. Finally I would like to extend my gratitude to wolkite university education center. For providing me the required information.

Acronomiy

TPA: Teacher performance Appraisal

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ABSTRACT

This study was to assess the role of teachers performance appraisal system on educational quality enhancement in the case of Wolaita University and during the study the major limiting factor like failure of respondents to turn questionnaire and unwillingness of employees in the university are the major challenge faced while conducting the study. The objective of this study is to assess the role of teachers performance appraisal system on educational quality enhancement. To collect necessary information researcher used both primary and secondary source of data. The primary data was used to collect information by using questionnaire and the secondary data was collected from manual. The researcher used descriptive type of sampling technique. The targeted population are all employees of university. The data analysis was carried out by based on tabulation and percentage method and interpreted accordingly. Finally, summary and conclusion on alternative source usage forwarded to combat the possible solution.

ACRONOMIY

TPA: Teacher performance Appraisal

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Teacher performance Appraisal (TPA) in Ethiopia is not without any problems. Wondosen (2007) in his study on “The design and implementation of TPA in primary schools” observed that TPA has different problems. His findings indicated that the appraisers’ bias, unrelatedness of performance criteria to teachers job and negative attitude of appraisees to accept negative feedback from their appraisers are some of the problems related to TPA. In other studies, it was indicated that in the current TPA there are a lot of problems in its implementation. These are absence of feedback for teachers, lack of participation from the subordinates in the process of its implementation and ineffective criteria (Dereje, 2007; Grima, 2011; and Habtamu, 2005). Many other studies (for example: Birhanu, 2006; keno, 2009 ; and Wondosen, 2007) found the following complaints concerning the manner in which the appraisal was conducted: there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate.

A system of teacher performance appraisal (TPA from now on) properly designed and implemented, is believed to have favorable consequences in the professional development of teachers, teachers’ job satisfaction, and ultimately the academic performance of the learner. But, when it is simply allowed to happen, TPA becomes haphazard, unsystematic, a source of conflict between appraisers and appraisees, and a source of inaccurate performance data that lead to subjective personnel decisions (West and Bollington, 1990). The more teachers perceive evaluations of their performance to be sound, the more legitimate they will deem the evaluation system and the more effort they will devote to tasks upon which they are evaluated (Millman and Linda 1990:40). Hence, for teachers to respect their job and use their efforts to the fullest extent, they have to view their performance evaluation positively and get motivated by it.

By way of appraising teachers' performance it is possible to meet several purposes. As Megginson (1981) summarizes that there are two overall purposes of performance appraisals.

First, they can be used for making administrative decisions. Second, they can be used for employee career planning and development. Whether done for administrative or development purposes, appraisals can also serve the secondary purpose of motivating employees. When a performance appraisal links the rewards employees hope to receive and their productivity, that is, if the outcomes of performance appraisal are used when organizations terminate, promote, or pay people differently, we say the appraisal is serving administrative uses. On the other hand it can be a primary source of information and feedback for teachers, which is the key to their future development. That is, when supervisors identify the weaknesses, potentials, and training needs of teachers, inform them about their progress, discuss what skills they need to develop, and work out development plans, performance appraisal serves development uses. Finally motivational purpose is emphasized when performance appraisal helps foster initiative; develop a sense of responsibility, and increase teachers' efforts toward achieving personal and organizational (educational) goals. Therefore, it is important for the schools, the teachers, students and for relevant stakeholders to design and undertake different studies so as to promote success achieved so far and recommend solutions for the major problems encountered. In light of this background the current study tries to assess the current practice and challenges of teachers' performance appraisal in higher educational institution of Wolaita university in Ethiopia.

1.2 Statement of problem

If the system of teacher performance appraisal (TPA) properly designed and implemented, it is believed to have favorable consequences in the professional development of teachers, teachers' job satisfaction, and ultimately the academic performance of the learner. But, when it is simply allowed to happen, TPA becomes haphazard, unsystematic, a source of conflict between appraisers and appraisees, and a source of inaccurate performance data that lead to subjective personnel decisions (West and Bollington, 1990).

In Ethiopia, the present system of performance appraisal of teachers is result oriented and, delineates among four performance categories: poor (25-49%), acceptable (50-74%), very good (75-94%) and excellent (95-100%) based on teachers result on key, major, and minor tasks (MoE, 1996 E.C). Depending on the results of performance evaluation and year of teaching service,

secondary school (which is the focus of the present study) teachers have the opportunity of going up six stages in the career ladder structure: beginner teacher, junior teacher, teacher, senior teacher, associate lead teacher and lead teacher (MOE, 1988 E.C.). TPA in Ethiopia is not without any problems. As Wondosen (2007) states TPA has different problems. His findings indicated that the appraisers' bias, un-relatedness of performance criteria to teachers' job and negative attitude of appraisers to accept negative feedbacks from their appraisees are some of the problems related to TPA.

Other study had also revealed that knowledge on the part of appraisers was not translating into practice. a number of appraisers do the appraisal without having knowledge of the purpose, both appraisers and appraisee were not well oriented about the process of TPA, the overall arrangements with respect to TPA are nationwide and all schools are using more or less the same TPA criteria, which are centrally prepared by Ministry of Education and the composition of appraisers across schools is the same teachers, SAC, and students. Thus, other provinces, districts, and localities may be suffering from the same problem (Tilahun and Yimam, 2014)

In other studies, it was indicated that in the current TPA there are a lot of problems in its implementation. These are absence of feedback for teachers, lack of participation from the subordinates in the process of its implementation and ineffective criteria (Solomon, 2008, Dereje, 2007; Grima, 2011; and Habtamu, 2005). Many other studies (for example: Birhanu, 2006; keno, 2009 ; and Wondosen,2007) found the following complaints concerning the manner in which the appraisal was conducted: there was no mutual involvement of principals and teachers in developing the appraisal criteria, difficulty to prepare the appropriate performance criteria, inadequate follow up and feedback mechanism in the process of appraisal, insufficiency of training for those who are involved in the process and absence of consequences of the appraisal result.

From the above discussion one can understand that the current system of TPA has several problems. But to the researchers' knowledge no recent study has assessed the problem at secondary school level. Moreover, the researcher, being a principal of one of the university found in ethiopia, observed dissatisfaction of teachers in the overall process of teacher Performance appraisal. As the researcher observes and searches about the role of teachers performance appraisal on this college. Therefore the main purpose of this research to identify the role of teacher's performance appraisal on educational quality enhancement in wolkite university.

1.3. Research questions

1. What is the practice of teachers performance appraisal system in wolikite university?
2. How teacher performance appraisals affect the quality of the education at the whole department in the university?
3. What are the teacher performance appraisal process and procedure used in the campas?

1.4 Objectives of the Study

1.3.1 General Objectives

The general objectives of this study was to assess the role of teacher performance appraisal on educational quality enhancement in wolkite University.

1.3.2 Specific Objectives

In addition to the above general objectives the researcher were address the following specific objectives

- To understand the practice of teachers performance appraisal system in the university.
- To evaluate how teacher performance appraisals affect the quality of the education at the whole department in the university.
- To identify teacher performance appraisal process and procedure used in the campas.

1.4 significance of the study

Performance appraisal has become aery vital HR instrument owing to its immense contribution to the organization today. The study is helpful for someone to understand the problem of performance appraisal in the college and it helps to now the methods and techniques used to evaluate or appraise teacher performance. The study is also help to know the criteria used by the college to appraise teachers. The is useful for the organization for its action in that the organization corrects un wanted procedures that affects the process of performances appraisal.

In addition, the study was have significance for various individual and groups like for the researcher the primary significance was to full filing an academic requirement for degree in management program, the study will provide relevant information for interesting individual and

research groups as the guideline for further related research and the study will give to the researcher a chance to gain experience and knowledge in conducting research.

1.5 scope of the study

Since it is difficult to cover all Universities because of time and financial problem the researcher wants to limit its case study only the role of teacher performance appraisal on educational quality enhancement in wolkite University by taking 88 sample employees from the total 794 teachers. To accomplish this study the researcher will be use primary data using questionnaire and interview because recent data are more appropriate for the accomplishment of the study.

1.6 Limitation of the study

The researcher faced a challenges while conducting the research. they are stated as follows :

Lack of experience of the student research as it is the first time the assessments takes, In accuracy of some information provided by the respondent due to unwillingness and carelessness of respondent and Lack of sufficient finance and time are the challenge faced while conducting this study.

1.7 organization of the study

This study will be organized into five chapter's .The first Chapter was concern about introductory parts which contains back ground of the study, statements of the problem, Objectives of the study, significance of the study, scope of the study, limitation of the study and organizations of the study. The second Chapter provides overview of related literature. The third chapter concern about research methodology such as research design, sampling technique, sample size, source of data and data collection method .The fourth chapter deal about data presentation analysis and interpretation and personal profile of respondents. Finally chapter five deals about conclusion and recommendation..

CHAPTER TWO

2. LITRETURE REVIEW

2.1 Definition Of Performance Appraisal system

Performance appraisal system is the process by which organization evaluate employees performance based on present standard Performance appraisal system is an integral part of human resource management that needs a need through consideration personnel manager is improper usage of the appraisal system has an adverse effect productivity and organizational goal achievement (Woyne Monday, 1995).Performance appraisal system lets employees not only how well they are performing but also influence their future level effort and task direction. Some other terms of which are less commonly employed to mean performance appraisal system are the progress, report, staff assessment, service rating, personnel review, employee evaluation and behavioral assessment (IvanceichGm 1998)

According to (Parasadand Banner Pea, 1985) performance appraisal system is a systematic evaluation of employees by some other qualified person who is familiar with employee's performance. Performance appraisal system is the process of evaluating the performance and qualification of employee's in terms of requirement of job for which he/she is employed for purpose of administration, including; placement, selection for promotion and providing financial reward and other action which require deferential treatment among the members of groups as distinguish from action affecting all member equally (RaoandNurayana, 1999) performance appraisal system is a formal and a systematic assessment made in prescribed and uniform manner in order to evaluate employee's performance and then give feedback to the employees evaluated in order to improve his/her performance or continue in his/her strength (Math And Jackson, 1997). The possible approaches for designing the appraisal system programs are the informal and formal types. When supervisor think about how employees are doing they are evaluating them informally. The formal appraisal system is undertaken in regular and systematic to evaluate employee's performance. A systematic and periodic appraisal system is seemed superior to a causal, intuitive and at advance of the time when it may be needed thereby avoiding spot judgments when decision must be made in addition it provide information in form that permit the comparison of one

employee performance with the other and characterized by documentation of current and past performance for making objective judgment.(Fillipo, 1980).

2.2. Nature Of Appraisal system

An appraisal system of employees is undoubtedly at the time employment. Actually employment is constantly being done at an unconscious level employees evaluate supervisors fellow colleague and subordinate what is needed to generate proper control is a formal procedure for evaluation of personnel within the organization the personnel department where it exist can help materially in fixing the qualities and the characteristics be rated in determining the person who should make such appraisal system as well as by prescribing the appropriate procedures (RS. DAVOR).

2.5.Approaches of Performance Evaluation

Performance appraisal is one of the manager's most important tasks, but most managers freely admit it gives them difficulty. It is not always easy to judge a subordinate's performance accurately, and often it is even harder to convey that judgment to the subordinate should be in a constructive and painless manner. This applies to both formal and informal appraisals (James 1991:395).

2.3. Formal Appraisal

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

2.4. Informal Appraisal

According to James and Edward (1992) the term informal performance appraisal to mean the continual process of feeding back to subordinates information about how well they are doing their

work for the organization. Informal appraisal is conducted on a day –to –day basis. The manager spontaneously mentions that a particular piece of work was performed well or poorly or the subordinate stops by the manager’s office to find out how a particular piece of work will be received. Because of the close connection between the behavior and the feedback on it, Informal appraisals quickly encourage desirable performance and discourage undesirable performance before it becomes ingrained. An organization’s employees must perceive informal appraisal not merely as a causal occurrence but as an important activity, an integral part of the organization’s culture. In some organizations evaluation is conducted once a year and in other it is conducted twice or less a year. In this regard Lewis (1982) Webb and Norton (1992) and Duke (1995) describes two approaches of evaluation. The first one is formative evaluation while the second one is summative evaluation.

2.5. Formative Evaluation

According to Duke (1995:46) “The formative aspect of the evaluation cycle occurred when judgment in the form of narratives were reported to teachers during the course of conference scheduled with a few days of class room observations.” As discussed by Webb and Norton (1992) the formative evaluation is an ongoing evaluation designed to provide feedback to the person being evaluated for the purpose of self-improvement. Formative evaluation helps to develop communication skill between the subordinates and the supervisor and thereby take corrective action and recommendations on the short comings revealed in the performance process. During formative evaluation process no managerial decision is taken on the employee rather than the employee take decision of how to improve his or her performance better.

2.6. Summative Evaluation

According to Duke (1995:45) stated that “the summative evaluation system was intended to allow organizational decision such as promotion, tenure, contract renewal, and staff development programs to be made on the basis of observed conditions of practice.” Lewis (1982:9) also proposed “summative evaluation is used to collect a broad sample of information about a teachers’ overall performance in order to make administrative decision, such as salary increment, promotion or dismissal.” Summative evaluation is conducted with specific time interval. Its objective is not to improve or take remedial action to the short comings seen during ongoing performance, rather it is more used for managerial decision on employee promotion or layoff. In similar way, Webb and

Norton (1992:379) stated that “summative evaluation is designed to assess the terminal behavior or overall performance.” Summative evaluation is formal somewhat infrequent and focuses only on the person being evaluated does not participate in judging his behavior face to face with the supervisor as the case of formative evaluation.

There are at least three reasons why managers are reluctant to conduct evaluation of performance. First, they are generally uncomfortable discussing performance weaknesses with subordinates. Second, many teachers tend to become defensive when their weaknesses are pointed out. Instead of accepting feedback as constructive and a basis for improving performance, employees challenge the evaluation by criticizing the manager or redirecting the blame on someone else. Finally, teachers tend to have overstated assessment of their own performance.

2.3. Features of performance appraisal system

- ❖ The appraisal system is systematic process involving three steps.
 1. Setting work standard.
 2. Assessing employee actual performance relative to these standards.
 3. Offering feedback to the employees so that he can eliminate deficiencies and improve performance in course of time.
- ❖ The appraisal system is carried out periodically according to definite plan.
- ❖ Performance appraisal system is future oriented actively sharing employees where things have gone wrong how to set everything in order and deliver result.
- ❖ Performance appraisal system is not job evaluation. It refers to how well someone is doing assigned jobs evaluation on the other hand determines how much job is worth to the organization and therefore what range of pay should be assigned to the jobs.
- ❖ Performance appraisal system is not limited to the faults its focus is on employee development. it forces management to become coaches rather than their judges the appraisal system process provide an opportunities to identify issues for discussion eliminate any potential problems and sets a new goals for achieving high performance
- ❖ Performance appraisal system may be formal or informal the informal evaluation is more likely to be subjective and influenced by personal factors. The formal systems like to be more fair and objective since it is carried in systematic manner using printed appraisal system form (Vasprao ,2005).

2.4. Objective Of Performance Appraisal system

Performance appraisal system could be taken either for solving the employees or for developing them. The evaluation is two type telling the employees where the standard and using the data for personal decision concerning pay, promotion etc.

Generally, performance appraisal system has the following objective and limitation (BAYER)

- ❖ identifies areas for further training needs.
- ❖ To improve job performance.
- ❖ To reduce grievance.
- ❖ To help determine promotion and transfer.

2.5. Purpose Of Performance Appraisal system

In order to develop performance appraisal system system/process it is important to understand what purpose appraisal system help. The employer already knows whether a goal has been achieved. But May not have understand how or why the result are the way they are just as important individual employees need to understand and how they have performed in regard to the company's goals and the goal set for them personally (Dessler, 2008).

Once supervisors understand the employees personal long term goal he/she help design a plan to help further the employees goals. An accurately conducted performance appraisal system produce data use full for a variety of organization and individual purpose many authors' lists it in different ways (Dessler, 2008)

Achieve better operation result and improved work performance.

- Motivate employees by providing feedback on performance.
- Provide backup data for making decision about employee's compensation.
- Reduce favoritism in main managerial decision about personnel.
- Provide information for human resource planning by identifying individual contribution and managers with potentials for assuming additional responsibility.
- Assist managers to observe their subordinate more closely do a better job coaching.

2.6 Performance Appraisal system Method

A Number of methods are now available to assess the performance of employees (Rue And Bayer, 2004);

2.7 Performance Appraisal system Process

- I. **Establishing Performance Appraisal system** –identification of specific goals is a starting point of performance appraisal system process. For any appraisal system to serve all its purpose the management should select performance appraisal system goal that believed to be most important and can be realistically achieved (Monday, 1999).
- II. **Communicating The Standard To Employees** –after specific appraisal system goal has been established workers must understand what are expected from them in their job. One possibility to foster other his understanding is for supervisor to review with employees the major duties determined through job analysis and described in a job description (Monday, 1999).
- III. **Discussing The Appraisal system With The Employees**–this is very challenging step in appraisal system process as it involves presenting accurate appraisal system to the employees and has the person accept the appraisal system in the constructive manner (performance)

2.8 Problem With Performance Appraisal system

The problem inherent with performance appraisal system may be thus;

A. Judgmental Error-people commit mistake which evaluating people and their performance. biased and judgment error of various kinds may spoil the show. biased here refers to the distortion of measurement. This is as follows type;

1. **First Impression/Primary Effect**–the appraiser first impression of candidate may color his evaluation of all subsequent behavior. In the case of negative primary effects the employees can do no wrong (HERR’S.P, 1992).

2. **Halo Error**-occurs when one aspect of subordinates performance raters evaluation of other dimension.
3. **Leniency**-depending on the raters own mental makeup at the time of appraisal systems, raters may be rate very leniently.

B. Poor Appraisal system Forms-appraisal system process might also be influenced by the following factors relating to the forms that are used by raters.

- Rating scale may quite vague and under.
- The rating form may ignore important aspect of job performance.
- The rating form may be contagion additional irrelevant for performance dimension. □ The form may be too long complex

C. lack of raters preparedness-the raters may not be adequately trained to carry out performance management activities

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research design

The researcher will use quantitative and qualitative approach research design and descriptive type of research in order to describe, compare, analyse and interpret the event which was found to be suitable for the study. The researcher will use cross-sectional descriptive research design which involves only one contact with the study populations. It was conducted for the purpose of identifying the role of teacher performances appraisal on educational quality enhancement in case of Wolkite University.

3.2 TARGET POPULATION

The target population in Wolkite University is 794 but the researcher took 88 employees as a sample by using Taro Yamane (1967).

3.3 Sampling technique

To collect necessary data the researcher used proportionate stratified sampling and simple random. The reason for the researcher to use simple random sampling is to give equal chance for each respondent in stratum and proportionate stratified help the researcher to study the problem in to the major department of the university.

3.4 Sample size determination

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n=sample size

N=total population

$$n = \frac{794}{1 + (0.10)^2} = 88 \quad e = 10\%$$

e=margin of error

3.5 Sample size determination

The researcher indicated the sample selection process by using proportionate stratified sampling using the following table the strata is the department of the college.

Employee Category	First Degree	Master	Doctors	PHD	proportion
Social Science	28	72	5	0	$88(105)/794=11$
Natural	6	124	10	0	$88(140)/794=15$
Health	50	74	0	6	$88(130)/794=14$
law	5	11	0	0	$88(16)/794=1$
Engniring	98	81	3	0	$88(182)/794=20$
Computing	32	33	0	0	$88(65)/794=7$
Agriculture	7	71	8	0	$88(86)/794=9$
Business and Economics	2	58	0	0	$88(60)/794=6$
TOTAL	228	524	26	6	88

3.6 SOURCE OF DATA AND COLLECTION METHOD

To accomplish the objectives of the study primary and secondary source of data have been used. Primary source of data are data which are collected from employee of the campus for the first time and it will become the bed rock of explanatory, generalization, conclusion and recommendation. Secondary source of data are data which the researcher can get from published and unpublished materials and other related book. To collect primary source of data the researcher will use questionnaire that are distributed to campus teacher. Questionnaire contains close ended question to collect the data, Secondary source of data collected by reading different literature, previously studies made on different aspects on performance appraisal.

3.7 Data presentation and analysis methods

Data from the answered questionnaires in this study analyzed by using table and percentages. The collected data were checked for consistency and then frequencies and percentage used to show responses of the distribution.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

These chapter deals with the presentation, analysis and interpretation of data that collected through questionnaire and secondary data from the campas. From the total employees of the university

questionnaire was distributed for 88 employees and out of 70 was returned, this 18 **miscued** return is because of carelessness of the respondent but the researcher attempt to collect them.

4.1 PERSONAL PROFILE OF RESPONDENT

No	Item	Personal profile	Number of respondent	Percentage(%)
1	Sex	Male	36	51%
		Female	34	49%
		Total	70	100%
2	Age	18-23	19	27%
		24-29	32	46%
		30-35	19	27%
		Above36	0	–
		Total	70	100%

Source questinaire;2020

Among the total respondents as shown in table 4.1 item one, 51% of them are male where as the remaining 49% are female. this indicate that the campus employees are male dominated. this implies that the proportion between male and female are unbalanced so in the college the contribution of females are less which results in low productivity and quality of education. the concerned body should think about how to encourage and participate them .

As indicated in the table 4.1item two, 46% of respondents are found in the age range of 24-29 years, 27% of the respondents are found in the age range of 30-35, while the remaining 27% of the respondents are found in the age range of 18-23. At this point what is important notice is that the campus can be beneficial by having youth staff that are well motivated and capable.

Table 4.2 educational status and year of experiences

No	Item	Variable	Number Respondent	Percentage(%)
1	Educational level	Diploma	2	3%
		First degree	40	57%
		Master	28	40%
		Above	0	–
		Total	70	100%
2	Range of service	<5	22	31%
		5-10	18	26%
		10-15	30	43%
		15-20	–	–
		Above	–	–
		Total	70	100%

Source questionnaire,2020

As it indicated in table 4.2 item one , respondents have different educational level out of the total sample employees 3% are Diploma holder,57% are first degree holder,40%are master holders, none of them are above master and diploma holders. majority of the employees in the college are master holders and from these finding we can conclude that the work of the college is processed by highly knowledgeable employees and it is the key for the enhancement of the quality of education .

Table 4.2 item two shows that 31% of the respondents serve the campus for less than 5 years ,26% serve,43% serve 10-15 for the college and above.in order to achieve enhancement in educational quality in the campus there need to be experienced employees. the researcher observed above the college most employees have a service year of greater than 10 years. this implies that most of the employees are familiar with the vision, mission and objective of the college this helps them to run their teaching learning process in a better manner.

Table 4.3 AWARENESS OF EMPLOYEES

No	Item	Variable	No of respondent	Percentage (%)
1	Are you aware of performance appraisal in the university	Yes	30	43%
		No	30	43%
		I don't know	10	14%
		Total	70	100%

Source questionnaire,2020

From the table 4.3, 43% of employees aware performance appraisal system of the campus and 43 % of the employees does not aware performance appraisal and finally 14% of the employees does not know performance appraisal system of the university. the researcher realizes that the majority of the employees who work in the campus have an awareness regarding performance appraisal system. this implies system that it will be easy for the campus to develop and implement performance appraisal system and it also helps employees are directly engaged to be part of it.

Table 4.4 PERCEPTION OF EMPLOYEES

No	Item	Variable	Number of respondents	Percentage (%)
1	What is your perception about TPA method?	Very good	32	46%
		Good	22	31%
		Average	6	9%
		Poor	5	7%
		Very poor	5	7%
		Total	70	100%

Source questionnaire,2020

As indicated in table 4.4 employees perception about teachers performance appraisal method 46% responds very good, 31% respond good,9 % responds average ,7% responds poor and 7% of them responds very poor. most of employees responds good this indicates that in the campus most of the perception about performance appraisal system is very good.so this helps the campus to perform the appraisal without obstacle.

Table 4.5 satisfaction of respondents about taps of the university

Are you satisfied with TPAS of the university	Number of respondents	Percentage(%)
Yes	45	64%
No	25	36%
Total	70	100%

Source questionnaire,2020

As it can be observed from table 4.5, 64% of the respondents replied that they are satisfied with the performance appraisal system of the campus. However 36% of the respondents are replied as they are not satisfied with the performance appraisal system of the campus. this implies that the majority of the respondents are satisfied by the performance appraisal system undertaken in the campus. from this finding we can conclude that satisfied employees are motivated to work hard for their weakness side and appreciate their strength since they satisfied by appraisal system they accept the result of their performance appraisal.

Table 4.6 DISCUSSION ABOUT EMPLOYEES PERFORMANCE APPRAISAL RESULT

No	Item	Variable	Number of respondent	Percentage(%)
1	Does the campus discuss with teachers about the appraisal result	Yes	46	66%
		No	24	34%
		Total	70	100%
2	How many time the discussion is conducted after every appraisal system	Always	34	49%
		Usually	5	7%
		Often	25	38%
		Sometimes	6	9%

		Total	70	100%
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Source questionnaire,2020

From table 4.6 it is observed that the 66% of the teachers responds there is no discussion about their performance appraisal result and there is discussion accounts about 34%. And their rate of discussion is 49% responds always, 38% responds often,9% responds sometimes 7% responds usually and none of the responds are no discussion answer are given. this implies that most of the time the campus does discussed over it.

Discuss the result of their performance appraisal. this creates the employees of the campus to know their appraisal result and to improve their weak side and keep their strong side

table 4.7 stated target achieving through performance appraisal

No	Item	Variable	Number of Respondent	Percentage (%)
1	are you able to achieve your target set by performance appraisal system of the campus	Yes	45	64%
		no	25	36%
		Total	70	100%
2		Positive	32	46%
		Negative	6	9%
	what is its impact	difficult to predict	22	31%
		Both	10	14%
		Total	70	100%

Source questionnaire,2020

As it disclosed in table 4.7 item one, 64% of respondents achieve the stated target in the campus, as about 36% respondents are not able to achieve this stated target, so mostly employees achieve their target. This indicates that with the support of performance appraisal employees can achieve the setted target goal because it helps the employees to focus on and to be competent in their goal to be achieved by comparing the previous and the actual performance.

Also as shown in table 4.7 item one, 46% of respondent responds positive impact, 9% of respondent negative impact, 31% responds both positive and negative impact. since its impact is positive the employees are able to achieve the stated target because starting from the appraisal employees can do more.

Table 4.8 THE TYPES OF REWARD GIVEN

No	Item	Variable	Number of response	Percentage(%)
1	What kind of reward did you get from the university for your performance	Salary increment	5	7%
		Appreciation	22	31%
		Promotion	12	17%
		Bonus pays	11	16%
		No reward	20	29%
		Total	70	100%

Source questionnaire,2020

From table 4.8, of respondents replays as they got salary increment 7%, replays appreciation 31%, 17% of promotion,16% of them replays bonus pays ,29% replays no reward is the award given for their performance. from the study the majority of the respondents replays they do not get reward for their good performance.so the researcher can conclude this can results the campus employees to be less motivated , less productive and make them to be less sensitive to the next appraisal of the campus.

Table 4.9 THE PERFORMANCE APPRAISAL METHOD

Which of the performance appraisal method do you prefer the most	Number of respondent	Percentage(%)
Checklist	19	27%
Writing scale	16	23%
124 degree	5	7%
Management by objective (MBO)	24	35%
Paired comparison	6	9%
Total	70	100%

Source questionnaire,2020

As we see from table 4.9, 27% of the respondents responds that they prefer checklist ,23% of respondent prefer rating scale, none of respondent prefer 124 degree ,35% of respondent prefer management by objective (mbo) ,9% of respondent prefer paired comparison as method of performance appraisal. This implies that almost approach to half of the respondent has prefer checklist.so if the campus implements the appraisal according to their preference success full appraisal which has role for educational quality enhancement would be conducted.

Table 4.10 communication stage of the appraisal system

In which stage do you think that the appraisal should	Number of respondent	Percentage(%)
communicate with teachers regard TPAS		
Goal seting stage	6	9%
Data gathering stage	9	13%
Middle term review	25	37%

other	30	44%
Total	70	100%

Source questionnaire,2020

Table 4.10 shows of the respondents have given their option as appraisal should communicate at goal setting stage 9% ,13%of respondents have an idea that appraisal should communicate at data gathering stage and none of respondent has responded that the appraisal should communicate at middle term review stage ,44% responds as other. thus we can conclude that the most respondent suggestion is at data gathering stage. from this finding the researcher concludes this appraisal communication at data gathering stage that means at the begging goal because teachers performance appraisal is one of the part of goal and that it would help the teachers to be prepared for the appraisal objective before the education is begun.

Table 4.11 THECHEARS PERFORMANCE APPRAISAL ROLE

Does teachers performance Appraisal has role for educational quality enhancement	Number of respondent	Percentage (%)
yes	58	83%
no	12	17%
total	70	100%

Source questionnaire ,2020

according to table 4.11 above 58% yes, 12% no employees of the campas responds there is a great role that teachers performance appraisal plays for educational quality enhancement. And there is no responds no role it plays for educational quality enhancement. This implies the campas can be succesfullin enhancing educatin quality by appraising the teachers performance

Table 4.12 PROBLEM OF TPAS IN THE campas

Is their problem of teachers performance appraisal system	Number of respondents	Percentage(%)
Yes	15	21%
No	55	79%
Total	70	100%
If yes what are they		
Judgmental error	25	36%
Poor appraisal form	20	29%
Lack of raters prepared ness	9	13%
Others	16	23%
Total	70	100%

Source questionnaire,2020

Table 4.12 indicated that 21% of the employees replies yes and the remaining, 79% replies no there for we can conclude there is no problem of performance appraisal system in the campas. they are judgmental error contributes about 36%, poor appraisal form contributes about 29%, lack of raters preparedness contributes 13%, and other problem accounts about 23% of the problem. this indicates the during appraisal system the employee are appraised by raters who is not prepared for appraising and poor appraisal form leads them not to communicated their own result of performance this creates dissatisfaction ,less commitment and change can not be seen on employees and also to the education .

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

For this research 51% of respondents are male .46% of the respondents are with age group of 24-29. since educated employees are the key for quality of education of the total population 40% of them are master holders. the worker who has a longer experience are in such way they had a general understanding about organization as well as the a signed job. while conducting performance appraisal there is a settled to be achieved by the employees accordingly most of employees have achieved the target settled by the campas. while conducting performance appraisal the campas has a problem. it has been indicated that the campas does not give a reward for employees who perform well. from the study it is concluded that communication of the appraisal with the employees is given at the goal setting stage. the majority of the respondents are prefer a checklist method from the performance appraisal method. also the majority of the employees are satisfied by performance appraisal system of the campas. and finally concluded teacher performance app raise has a role for educational quality.

5.2 RECOMMENDATION

based on the finding the researcher forwarded the following recommendation for the campas.

- ✓ Since performance appraisal plays a great role for the achievement of the education quality enhancement the campas is advised to make appraisal in best manner.
- ✓ It is better if the campas have a clear cut stage at which communication is conducted to the teachers regarding their performance appraisal.
- ✓ The campas is better to focus to eliminate the problem related with implementation of teachers performance appraisal.
- ✓ The campas has to promote, give incentive reward and related things for their performance. it will increase the competition among the teachers and this will increase their performance in the campas which enhances the quality of the education.

- ✓ It is recommendable to the campus to discuss the strength and weakness of teachers after every appraisal.

Generally, if the campus applies the above recommendation to the identified problem it is possible it eliminates the problem related to the teacher's performance appraisal and can achieve educational quality enhancement

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APPENDIX1:

QUESTIONNAIRE

The Role of Teacher's Performance Appraisal system on Education Quality Enhancement(in Wolkite University)

This data is being undertaken by Gojjam Birie a student of wolkite University, Faculty of Business and Economics in the Department of Management for the award of BA Degree in Management. This questionnaire is designed to obtain information related to the current situation of Learning and teaching process. The information collected is for purely academic purpose and would be kept confidential. And your name and personal information will never be linked with your responses. Hence, you are requested to participate in this discussion as truthfully as you can.

Instruction

Please don't write your name and any other sign.

Please simply circled the appropriate answer among the list alternative. Please give more attention

PART ONE: GENARAL INFORMATION ABOUT DEMOGRAPHIC OF RESPONDENTS

13. Which the performance appraisal system does you prefer the most? A. checklist B. rating scale C.124 degree D. management by objective E. pair comparison
14. In which stage do you think the appraisal should have communicated with the teachers regard the performance appraisal system? A. setting work standard B. assessing employee actual performances C. offering feedback to employee D. others-----
15. Does teachers performance appraisal system has a role for educational quality enhancement?
A. yes B .no
16. If answer for question number 15 is yes which one is the role of teacher's performances appraisal system on educational quality enhancement?
A. To promote educational enhancement B. To increase awareness C. To improve knowledge
D. All of the above
- 17.is there a problem of teachers performance appraisal in the campas? A.
yes B. no
18. If answer for question number 16 is yes what are they? A. judge mental error B. poor appraisal form C. lack of rater's preparedness D. others operate response

APPENDIX2 PARET THREE: Interview Question for wolkite university?

1. What is the practice of teacher's performance appraisal system in the university?
2. Is the activity of teacher performance appraisal system is effective in the campas?
3. How teacher performance appraisals affect the quality of the education?
4. What are the teacher performance appraisal process and procedure used in the campas? List some of that.

