

Examination of Teachers' Attitude towards Open Performance Appraisal on Pupils' Academic Achievement in Public Primary Schools in Serengeti District, Tanzania

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Article History

Received: 13.08.2018

Accepted: 25.08.2018

Published: 30.09.2018



Abstract:The purpose of this study was to examine teachers' attitude towards open performance appraisal on pupils' academic achievement. A quantitative and qualitative research survey design was adopted. The target population involved all primary school teachers, school quality assurers, Human Resource Officer and District Education Officer, totaling to 1213. Random sampling technique was used to obtain 328 teachers and 33 head teachers, that is, 30% of the population, while the District Education Officer and Human Resource Officer and School Quality Assurance officers were purposively selected because they are few and the only existing ones. This study used semi structured interviews, questionnaires and documentary analysis for data collection. Qualitative data obtained was analyzed descriptively while SPSS software version 23 was used to analyze quantitative data. To ensure face and content validity of research instruments, two experts in the department of Education Administration Planning and Economics of Kisii University scrutinized the research instruments and validated them. A pilot study was conducted for reliability reasons. Anonymity, confidentiality, privacy and informed consent of the respondents were ensured. Findings of this study revealed that 65.52% of head teachers believed that teacher attitudes influences pupils' academic success while 34.48% disagreed. It was concluded that positive attitude was key to pupils' success. The study recommended that teachers and head teachers should be involved in setting goals and objectives of the performance appraisal process. The study adhered to the ethical consideration accordingly.

Keywords: Teachers, attitude, appraisal, performance, schools, Tanzania.

INTRODUCTION

Studies done by Analoui [1] in Romania postulated that the achievement of any business highly depends on the excellence and uniqueness of its human resources. No business can achieve its goals and objectives without involving its workers; hence workers become a great factor in any organization. According to Alvi [2] the success of any organization depends on the attitude, quality and characteristics of its employees, the employees become a significant factor in any organization since they are the heart of the company. Organisational goals and objectives cannot be achieved without employees. This marks the beginning of more strategic approaches to Human Resource Management policies which requires connecting the intentions of the organization to the performance of the individual worker [3]. The organizations' key aims, goals and objectives become an embedded part of the process in the performance management and communicated through the performance appraisal process.

In Australia, performance management was introduced to cater for the performative state working

environment in 1994 by the Ministry of Education and Culture [4] also considered teachers attitude towards students performance. It was a new technology that was meant to monitor and control teachers' work. Most of the Australian Education managers regard the performance management system as the most suited means through which teachers' work is evaluated. The study carried out by Naidu [5] on teachers' performance evaluation, was conducted to determine the base for selection, advancement, control, accountability, ensuring the achievement of organizational goals, and professional development.

Teachers' performance evaluation has taken different phases in South Africa. The Teacher Evaluation Report 2015 revealed that since the Apartheid era there was a system of school control, inspection and appraisal of teachers that was overtly focused on accountability, in that teacher development and other school improvement were neglected; through the 1980s and 1990s, a period of great political turbulence with widespread resistance against apartheid authorities in schools. In this period, inspectors were

denied access to schools by militant pupils, and teachers refusing any form of evaluation of their own work or their schools. However, the inspection policy was not implemented [6]. Resistance to apartheid, as stipulated by Monyatsi, Steyn and Kamper [7] had it that policy led to an emergence of the new teacher union, from which the South African Democratic Teachers Union developed. Reforms took place where the old inspection was replaced by new quality management programmes which developed into the current integrated management system.

The Ministry of Education and Culture [4] reveals that performance appraisal system was introduced in July 2004 by Circular No. 2 of 2004 and was referred to as the Open Performance Review and Appraisal System in Tanzania. This system replaced the closed annual confidential report system which was characterized by absence of feedback, personal biasness and lack of employee's participation. It is different from the closed performance appraisal system where a supervisor would sit in the office alone and evaluate workers' performance in their absence and thereafter send confidential reports to the public service commission. Open performance review and appraisal system demands the supervisor and employees to sit together and agree on performance goals and objectives which will later be used as the evaluation standard. Similarly the study carried out by Nigera [8] emphasized that besides the two sitting together to discuss the performance, it also gives room for a third person to be invited to serve as a mediator in situations where the supervisor and employee may seem not to agree during appraisal. Therefore, it is a form of performance contract which aim at increasing job productivity and determining how productive and efficient an employee is.

Moreover, Abraham [9] in his study posited that institutions need to evaluate program performance to achieve justice and equality among employees/personnel staff. This helps raise the enthusiasm and competition among employees and to uncover the talent for the future. Through measurement and evaluation of important processes, an organization is able to judge the accuracy of the programs and policies adopted for future development of their human resources. However, the work of Daonis [10] on performance appraisal system show that most governments have adopted the performance appraisal process as one of the main methods used for not only teachers but also other workers' development. A direct outcome of massive adoption was the recognition and understanding of the dependency between accuracy, effectiveness, quality of the performance appraisal process and organizational human resource development. The process is very important within an organization that will help to evaluate the staff according to their tasks in order to ensure they conduct their job at a required standard which will affect the

compensation. In addition, Odhiambo [11] reports that it is significant to identify employees' attitude, skills, performance and to know their weakness and how to improve it within the department target and reveals faults that need urgent attention in order to improve quality. Therefore, performance appraisal is also amended to meet the needs of the transforming world, particularly education [7].

According to Beitenhader and Bergmann [12] in a research among the teachers in Zanzibar, they opined that despite the fact that the performance appraisal system, as other reforms including political, administrative and economic reforms that have been introduced in the country with the aim of developing and improving the economic status of the country, the performance appraisal system has not yet been fully implemented in most developing countries, Tanzania being inclusive. The same attitude is expressed in Uganda by Abraham [9] that since the introduction of performance appraisal in 2000, very little attention has been put on performance appraisal scheme; pointing out how the ministry officials, education service and head teachers complain of the effectiveness of this scheme; that in some cases important decisions like promotions are done without considering performance appraisal forms hence leaving behind hardworking teachers in the promotion process. What's more, Odhiambo [11] reported similar results in the Kenyan context that performance appraisal reveals faults that needed urgent attention if teacher appraisal has to be used to improve the quality of teaching and education.

Serengeti District has four divisions namely; Rogoro, Gurumeti, Ikorongo and Ngoreme. The district also has thirty wards and 84 villages. There are 110 public primary schools with 1280 teachers and 21 public secondary schools with 366 teachers. Moreover, there are 4 private primary schools and 4 private secondary schools in the district. For the last three years, the primary school leaving exam results have not been encouraging. The district recorded an average score of 43.4%, 40.6% and 59.6% in the three consecutive years; 2013, 2014 and 2015 respectively. On the other hand, private primary schools performed better with an average mean score of 91%, 91.7% and 92.3% in the same years, Primary School Leaving Certificate Report, 2013, 2014 and 2015. As supported by Karubaga [13], in related study in Bukoba district, these results are not encouraging since the average mean ranking grade is C which is not considered as good performance according to the National Examination Council of Tanzania. Effective teacher appraisal is expected to provide schools with a required academic performance standard that meets the National education sustainable goals that will promote teachers' accountability and individual developments. Therefore, it was clear that there is need to explore teachers' performance appraisal system in relationship with pupils' academic success in public primary schools in

the district. Table-1 shows the performance for primary school leaving examination in the district for three

consecutive years.

Table-Error! No text of specified style in document. : Distribution of Primary School Leaving Examination Results in Serengeti District between 2013 and 2015

Subject	Mean score			
	2013	2014	2015	Mean
Kiswahili	51.4	52.2	70.9	C
Social science	58.6	41.3	56.5	C
Science	38.7	39.6	64.4	C
Mathematics	32.7	35.4	51.4	D
English	36.00	34.9	55.1	D
Average	43.48	40.68	59.66	C

Source: PSLE (2013, 2014 & 2015) School Ranking

In Table-1 it can be observed that Primary School Leaving Examination mean score for the last three years has been C grade.

Statement of the Problem

Ordinarily, teacher appraisal is a key lever for increasing the focus on teaching quality and in enhancing achievement. It can also be used to improve teachers' performance and learners' academic achievements. Despite the public service Act cap 298 (2009) to emphasize all the public service employee in Tanzania to be evaluated under Open Performance Appraisal, the system has not been effectively implemented in schools as it is expected to promote accountability and increase teacher productivity in relation to pupil's academic achievements. Besides, the government efforts to provide schools with required academic performance standards through providing free education in public primary and secondary schools, training and employing adequate number of teachers, employing quality assurance officers and appointing skilled and experienced head teachers, the pupils' academic achievement is still not encouraging as indicated in Table-1 where the mean score for the last three years is still a C grade, which, according to the National Examination Council, is average and needs improvement. Therefore, the current study intends to assess influence of teachers' performance appraisal in relation to pupils' academic performance in public primary schools in Serengeti District and provide a way forward.

Teachers' Attitude towards Open Performance Appraisal on Pupils' Academic Achievement

A perception of teachers about performance appraisal has a significant role on the outcomes of the exercise. This is because Monyatsiet *al.*, [7] insisted that one of the main factors that have been found to influence the outcomes of performance appraisal is the perception that teachers have about the appraisal system. This means that performance appraisal can only have the desired outcomes if teachers have a positive attitude towards the appraisal system. Similarly, Donald and Fletcher [14], argue that understanding employee

attitudes about PA is important for effectiveness purpose. This is because teachers' attitudes towards the system are strongly linked with employee satisfaction with the system of performance appraisal.

Performance appraisal seems to be a demotivating agent in the teaching profession. A study conducted by Gebrie [15] on the effectiveness of teachers' performance appraisal practices in Haramaya proved the aforementioned statement true. The study employed the descriptive case study with mixed approach. His respondents included 40 teachers and 3 school managers. The study collected data by means of questionnaires, interviews and focus group discussions. In the question of motivation, most teachers (45.9%) believed that performance appraisal is a non-motivating tool. The work of Karubaga [13] also alluded that results were similar to those given by focus group discussion. The respondents confessed that they were not pleased with the performance appraisal results. Whenever workers are demotivated entails poor performance and obviously poor pupils' academic performance. However, the previous researcher employed the population sample from a single school, which, according to Best and Khan [16] is not statistically convenient in giving conclusions. The current study employed 30% of the head teacher and teacher sample which is statistically significant.

Previous studies have found that teachers' perceptions of the teacher evaluation system influence the ways in which it is put into practice. The research by Flores [17] established that the perceptions of teachers in Portugal about teacher performance appraisal were marked by uncertainty and skepticism. A case study design was adopted and data was collected using both the questionnaire and interview. The study established that amongst the most critical issues were the existence of a quota system, the lack of recognition (and adequate training) of the appraiser, the bureaucratic and summative dimension, and the lack of necessary conditions (including time) to put into practice. In general, teachers were skeptical in regard to the effects of performance appraisal on their

professional development and on school improvement [5]. However, some positive aspects were also identified by some teachers, namely the emergence of debates and discussion within the teaching profession, the opportunity to reflect upon teachers' practice and to change and challenge the previous system which was mainly based on self-evaluation. As past literature has pointed out, there is a need for further research on the process of implementation of teachers' performance appraisal's influence on pupils' academic achievement which is the focus of this study. Moreover, Jensen [18] found out that learning systems linked to an effective teachers' appraisal process can improve the effectiveness of a teacher by 20-30% and therefore improving the academic performance of learners.

In addition, the process of teacher appraisal tends to improve teacher answerability and lucidity. This is proved true by Ngweya [19] who conducted an empirical study about the teachers' perceptions of and attitudes towards performance appraisal in Zimbabwean schools. The study employed a survey design to gather data by means of questionnaire containing 91 recoded response items on the concepts of supervision and performance appraisal, induction programmers', performance appraisal interviews and teachers' attitudes to performance appraisal. The responses of 52 teachers out of a sample of 60 revealed that generally teachers were positively motivated by staff supervision models which sought to develop their pedagogical skills and therefore tend to enhance their performance with a view to improving education and attaining educational goals. Additionally, Machingambi [20] in Zimbabwe did a research which revealed that performance appraisal should be collaborative, transparent, dialogical and accountable. The study employed a single data collection tool- the questionnaire. This work adopted multiple data collection tools, that is, the questionnaire, interview and documentary analysis for validity purposes. Besides, Joppe [21] reveals that validity is achieved through asking a series of questions and looking for the answers in the research of others.

In Botswana, teachers' performance appraisal was employed to improve teaching professionalism. This affirms to Monyatsiet *al.*, [7] who conducted a study about on teacher perceptions of the effectiveness of teacher appraisal in secondary schools. Mixed research approach was employed with questionnaire survey and semi structured interview as the data collection tools. A Sample of 607 secondary school teachers was involved in the study. 44.5% of the respondents agreed that performance appraisal improved their teaching performance. It was further noted that performance appraisal monitored the teaching and learning process, it determined the strengths and weaknesses of the teachers and above all,

it served the purpose of accountability. Furthermore, the findings show that performance appraisal equips teachers with skills and knowledge in order to cope with instructional issues and instills positive attitudes in teachers [22]. Such facts are very essential in any school environment (both primary and secondary). However, the previous study embarked on secondary schools. The current study worked out on primary schools to prove the presence of such facts in Serengeti District.

The level of understanding and motivation is important in teacher's performance appraisal. This is aligning with the study conducted by Mpululu [23] about effectiveness of open performance review and appraisal system of public primary school teachers in Mvomero District, Tanzania. The study adopted a descriptive research design that involved both qualitative and quantitative approaches. Participants involved 20 appraisers and 120 appraises. 36 out of 140 respondents supported that implementation of PA was important, 72 claimed that it was not important and 12 were not sure. The study concluded that to ensure effective implementation of performance appraisal, the level of understanding and motivation should be enhanced by policy makers and supervisors in order to cultivate the positive perception of teachers against performance appraisal implementation. This can be done through regular training of teachers and supervisors as supported by Gautam [24] as well as newly recruited teachers. The majority of respondents (72) in the previous work had negative perceptions about the influence of PA on pupils' academic achievement. However, the current study worked on the assumption that all primary school teachers are affirmative about the influence of PA on pupils' academic success.

RESEARCH METHODOLOGY

This study adopted the descriptive research design, which Enanoria [25] describes as a systematic method for gathering information from (a sample of) individuals for the purposes of describing the attributes of the larger population of which the individual are members. The target population for this study included 1 District Human Resource Officer, 1 District Education Officer, 6 District School Quality Assurance officers, 110 primary school head teachers and 1095 primary school teachers, summing up to 1213 as table 3.1 illustrates

The researcher used 30% to get a sample size of 33 out of 110 head teachers and 328 out of 1095 teachers. This is based on the work of Best and Khan [16] and Bloomberg and Volpe [26] who contend that 30% is statistically considerable and convenient, as represented in Table-2 below:

Table-2: Sample Technique

Respondents	Population	Sample Size	Percentage
Head teachers	110	33	30
Teachers	1095	328	30
DEO	1	1	100
DHRO	1	1	100
SQAO	6	6	100
Total	1213	369	

Source: Serengeti District Council (2017)

Table 3.1 above shows a total population of 1213 where 110 head teachers and 1095 teachers will be randomly selected to get sample size 33 head teachers and 328 teachers respectively. Besides, 1 DEO, 1 DHRO and 6 SQAOS were purposively involved. The study took on multiple data collection methods namely, questionnaires, interview and documentary review.

Validity of the research instruments was guaranteed by giving the instruments to two experts in research methodology in the faculty of Education Administration, Planning and Economics of Kisii University to scrutinize and ensure that they were reflected to objectives. For reliability, a test re-test of the findings was calculated and a Pearson’s correlation

coefficient of 0.856 was obtained, which, according to Orodho [27] was considered reliable.

FINDINGS

Teachers’ Attitude towards Performance Appraisal on Pupils’ Academic Performance

The objective sought to establish the effects of teachers’ attitude towards performance appraisal on pupils’ academic performance. Their attitudes was represented in the following figure: -

Head Teachers’ Responses on the Influence of Teachers’ Performance Appraisal Attitudes on Pupils’ Academic Performance

Figure-1 presents the head teachers’ responses on the influence of teachers’ performance appraisal on pupils’ academic performance.

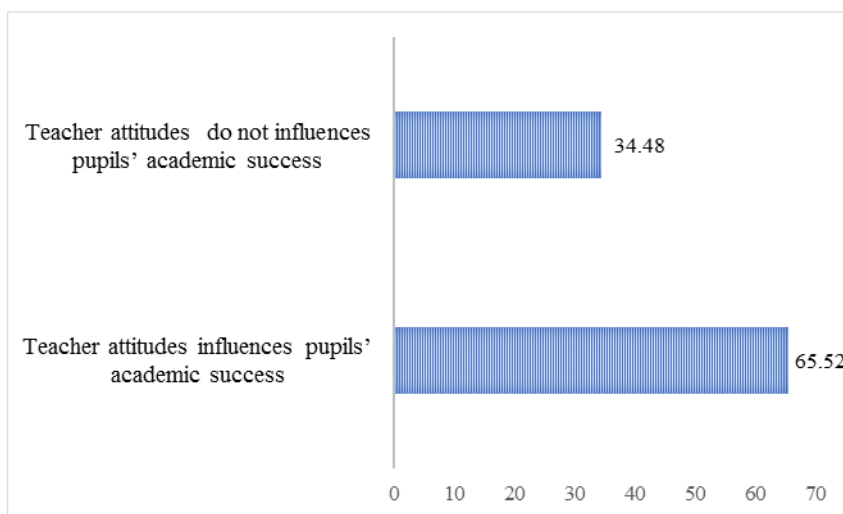


Fig-1: Head Teachers’ Responses on the Influence of Teachers’ Performance Appraisal Attitudes on Pupils’ Academic Performance

Figure-1, showed that 65.52% of head teachers believed that teachers attitude influences pupils’ academic success while 34.48% disagreed. Similarly, Donald and Fletcher [14] present that understanding employee attitudes about PA is important for effectiveness purpose. This is because teachers’ attitudes towards the system are strongly linked with their satisfaction with the system of performance

appraisal.

SQAOS Responses on the Influence Teachers’ attitude towards Performance Appraisal on Pupils’ Academic Performance

The answers obtained from school quality assurance officers about the influence of teachers’ performance appraisal attitudes on pupils’ academic performance were analysed and indicated in Figure-2.

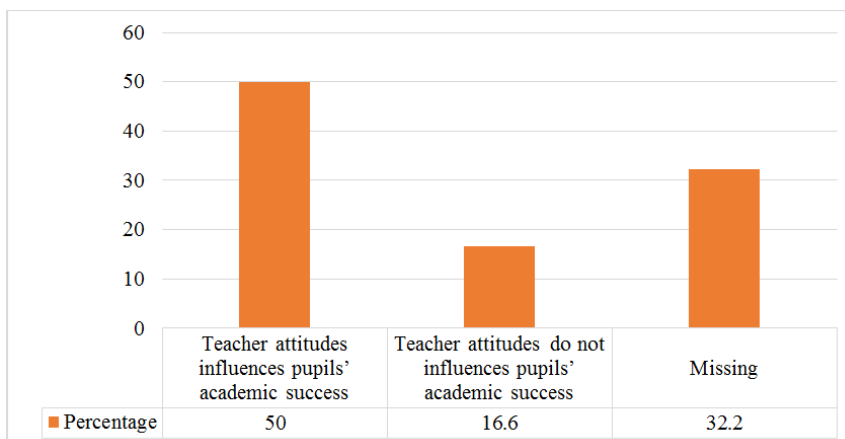


Fig-2: SQAOs Responses on the Influence Teachers' attitude towards Performance Appraisal on Pupils' Academic Performance

Figure-2 illustrates that 50% SQAOs accepted that teachers' attitudes have an influence on pupils' academic performance while 32.2% denied. However, 16.6% of SQAOs did not indicate an answer. From the results, most of the respondents asserted that teachers' performance appraisal attitudes have an influence on influencing pupils' academic performance. Likewise, Monyatsi, *et al.*, [7] insisted that one of the main factors that have been found to influence the outcomes of performance appraisal is the perception that teachers have about the appraisal system. This means that performance appraisal can only have the desired

outcomes if teachers have a positive attitude towards the appraisal system.

Significance of Teachers Performance Appraisal

The study further found it necessary to find out the significance of teachers' performance appraisal on pupils' academic progress. The following replies were obtained: -

Head Teachers' Responses of the Significance of Teachers' attitude towards Performance Appraisal on Pupils' Academic Performance

The answers obtained were shown in Figure-3.

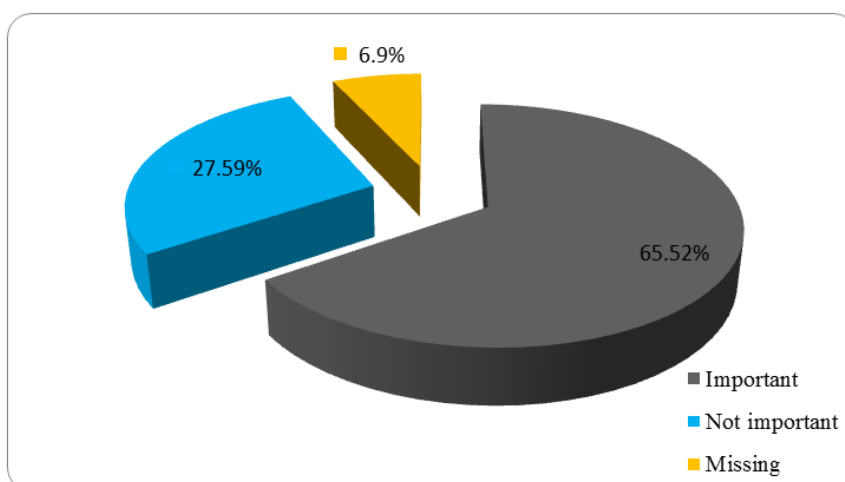


Fig-3: Head Teachers' Responses of the Significance of Teachers' attitude towards Performance Appraisal on Pupils' Academic Performance

As revealed in Figure 3, (19) 65.52% of the head teachers accepted that performance appraisal is important while (8) 27.59% opposed that view. Though, (2) 6.9% of the head teachers never gave their opinions. This results conform to Mpululu's [23] where majority respondents believed that PA was important in boosting pupils' academic performance.

Teachers' Responses on the Influence Teachers' Performance Appraisal Attitudes on Pupils' Academic Performance

Table-4 presents the teachers' responses on the influence of their performance appraisal attitudes on pupils' academic performance.

Table-3: Teachers’ Responses on the Influence Teachers’ Attitude towards Performance Appraisal on Pupils’ Academic Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Important	220	70.5	70.5	70.5
Not important	76	24.4	24.4	94.9
Missing	16	5.1	5.1	100.0
Total	312	100.0	100.0	

From the responses 2.21 (70.5%) of the teachers believed that performance appraisal was important to pupils’ academic performance while 76 (24.4%) of them felt that performance appraisal was not important while 16 (5.1%) of the teachers indicated nothing. Findings of Kimiz [28] affirm that performance appraisal is significant because it is

through the system that employers find the value of their workers and their professional practices.

Teachers’ attitudes of performance appraisal

Furthermore, teachers’ perceptions of performance appraisal were measured on 6-point scale where 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree, 6=no opinion. The following responses were generated: -

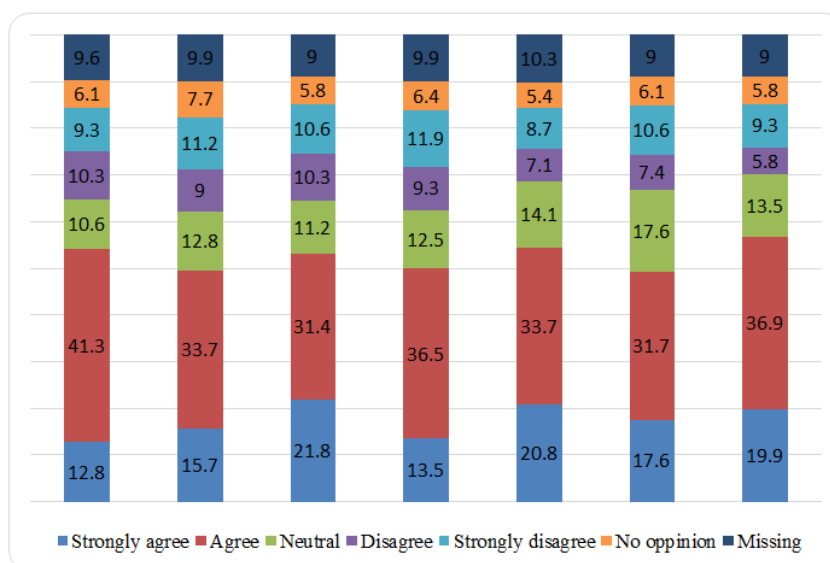


Fig-Error! No text of specified style in document.: Teachers’ attitudes towards performance appraisal

As illustrated in figure-4, 12.8% of teachers strongly agreed that performance appraisal motivates them and 41.3% agreed. Furthermore, 15.7% strongly agreed that performance appraisal improve teaching pedagogies and 33.7% agreed. Again, 21.8% strongly agreed that performance appraisal help them gain confidence and 31.4% agreed. 13.5% of the teachers strongly agreed that PA enhances their job commitment and 36.5% agreed. 20.8% of teachers strongly agreed that PA held identify their strengths and weakness and 33.7% agreed as well. Moreover, 17.6% strongly agreed that PA develops teaching career and 31.7% agreed with the same. 19.9% of the teachers strongly agreed that PA promotes transparency and accountability and 36.9% agreed also.

teaching and stimulate training and development. What’s more, 49.4% said that PA promotes teaching pedagogies, 53.2% answered that PA boosts teacher confidence, 50% admitted that PA enhances teacher commitment. Related to that, Kelly [30] explained reasons for job commitment as being involvement of teachers in developing the appraisal system which brings awareness, understanding and acceptance of the outcomes of PA. 49.3% claimed that PA helps identify teacher strengths and weaknesses, 54.5% accepted that PA develops teaching career and 56.8% indicated that PA promotes transparency and accountability. Additionally, Odhiambo [11] inferred that staff appraisal enables them identify areas of strengths and weaknesses and it encourages effective teaching which leads to improved performance.

CONCLUSION

Teacher’s performance appraisal can have desired influence to pupils’ academic performance if teachers have a positive attitude towards the appraisal

system. Negative teacher's attitude affects its implementation as teachers cannot be able to determine their strength and weakness and set goals for improvement. Therefore, since PA has been found as a source of motivation to teachers there is need to ensure that individual teachers are skilled with it. Trainings can be enhanced by policy makers and supervisors in order to cultivate the positive attitude to teachers.

RECOMMENDATIONS

Educational supervisors should ensure that all employees under their supervision are involved in setting goals/objectives of a particular period of time. When teachers and head teachers are involved in setting goals and objectives of the performance appraisal process, they will be self-determined to conduct the process hence be able to evaluate themselves.

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