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Research Article

The Role Of Performance Evaluation System Towards Teachers Satisfaction - A Critical Analysis In Primary Educational Institutes Of Ethiopia

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ABSTRACT

A better performance appraisal practice and job satisfaction is very crucial to the long-term growth of any educational system around the world. The teacher is the pivot of any educational system. As a result of this teachers performance evaluation is one of the most important elements of human resource management in educational system Performance evaluation is one of the most widely researched areas in educational psychology). The underlying assumptions here are that teacher's perceptions of distributive, procedural, informational and interpersonal justice/fairness parameters are highly associated or determined their satisfaction on the performance evaluation system of their schools. Cross –sectional descriptive survey design was employed using purposive and random sampling technique 100 teachers,18 principals, vice principals and 23 student representatives of the target schools were selected from the total of 13 secondary and preparatory schools,535 teachers 18 principals and vice principals. The primary data collected using Walsh) adapted standard questionnaire were subjected to subsequent statistical analysis using SPSS software. Accordingly, the total perception response of the participants on the overall fairness parameters with (M=3.03, B=? $P <$?) found to be significantly and highly correlated with overall satisfaction .(M= 3.04) of the performance appraisal system .Specifically each of the fairness dimension variables Distributive,(M= 2.96, B=1.899$P <$ 0.000), Procedural (M=0.30, B= .223, $P <$0.016) Informational fairness, (M= 3.03, B= .920, P<0.021) Parameter except Interpersonal fairness, (M= 0.03, B= .046, $P <$ 0.658) are found with the overall satisfaction. These results imply that the teachers in selected schools generally did not perceive the performance appraisal system in the school is fair .Similarly ,their overall satisfaction on performance appraisal system of the school is low (below the average).

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Therefore, in order to be effective in achieving its targeted goals and objective the schools required to evaluate its performance appraisal system specifically on the three basic dimensions'

of fairness parameters and their associated variables :clarifying expectation standards, providing feedback, rating decisions ,respectfulness of supervision, sensitivity of supervision, setting teachers performance expectations ratters confidence and appealing procedures.

Keywords: Performance evaluation, Teachers perceptions and satisfaction of performance appraisal.

INTRODUCTION

Performance is what is expected to be delivered by an individual or a set of individuals (teams) within a time frame. Performance evaluation, also referred to as employee appraisal or performance appraisal, is a system for the appraisal of employee work performance (Barney, 2006). It is the activity used to determine the extent to which employee perform work effectively and has almost similar definition with performance appraisal which deals with the systematic assessment of an employee in terms of the performance he or she performs the duties and responsibilities.

Performance appraisal is a formal system that evaluates the quality of an employee's performance. In other words performance appraisal (performance evaluation) is the process of evaluating how well employees do their job compared to a set of standards and the communication of that information to those employees (Mathis and Jackson, 1997). Similarly, Performance appraisal system is the methods which are used to appraise the employees (Yee, 2009). The implementation can be achieved via creating conducive school environment and working condition (Armstrong, 2009). Indeed, it is a universally recognized indispensable key to moral political, cultural, social and economic development of a nation. It goes without saying that teaching is the most respected profession in the world. According to Peterson (2000).the teacher is the pivot of any educational system because teachers' instructional performance plays a key role in student learning and academic achievement. In fact, no matter how central a teacher is in the educational system, the full potential of the individual or the group is utilized through efficient management system. To this end, Armstrong, (2009) stated that the performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. Thus, it is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competence requirement. It is also concerned with aligning individual objectives to organization objectives and encouraging individual to up hold corporate core-values. The process also helps to define expectation and agreed in terms of role, responsibilities and accountabilities, skills and behaviour: providing opportunities for individuals to identify their own goals and develop their competence (Armstrong, 2009).Therefore, Performance evaluation is a method by which the job performance of employee is evaluated.

In Ethiopia teachers' performance evaluation was started in the 1930s (Yilma, 2007) cited in (ResomTeweldeMedhin, 2010). The main purpose was to control and inspect the instructional process. . In this criteria, how work is done is given much emphasis than what work is done (Berhanu, 2006)).The major objective of the past teacher evaluation (Ministry of education, 1980).

Measuring teacher's job satisfaction is a responsibility of an administrator (Lue and Wang, 2007). This implies that educational administrators are obligated to examine job satisfaction level of their teacher. On the other hand, to this end, teacher satisfaction is a predictor of teacher

retention, detrimental of teacher commitments and in turn a contributor to school effectiveness, if performance evaluation practice is not tied to work and to organizational goals employees dissatisfied with the type of performance practice effect their contribution towards goal attainment to be lower. In this regard the following complaints have been reflected in the secondary and preparatory schools: first, absence of mutual involvement of principal and teacher in developing the appraisal criteria ; second, difficulty to prepare the appropriate performance criteria ; third, inadequate follow up and feedback mechanism in the process of appraisal and finally, the tendency of lower and insufficient attainment.

In the light of the above complains mentioned one can understand that the system of teacher appraisal has a clear rift that needs to be bridged. But no specific study has clearly pointed out the level of satisfaction with regard to self-assessment on the teachers teaching performance and the determinant factors that affect teacher's satisfaction.

Thus, addressing the issue of TPES feelings towards teachers' satisfaction is timely and important issue given the ever increasing emphasis to improving quality of education. Thus, the purpose of this study is to assess the role of performance appraisal system towards teacher's satisfaction in selected PRIMARY EDUCATIONAL INSTITUTES at Hawassa city administration in SNNPRS.

RESEARCH METHODOLOGY

Objectives of the Study:

General Objective:

The general objective of this study is to assess the role of performance evaluation system towards teachers' satisfaction on Selected PRIMARY EDUCATIONAL INSTITUTES at Hawassa city administration in SNNPRS.

Specific Objectives:

- ➢ To assess teachers perception towards the prevailing performance evaluation system.
- ➢ To assess the relationship between the teachers' perceptions of distributive fairness and their satisfaction towards the performance appraisal system
- ➢ To assess the relationship between the teachers' perceptions of informational fairness and satisfaction towards the performance appraisal system.
- ➢ To assess the relationship between the teachers' perceptions of interpersonal fairness and satisfaction towards the performance appraisal system
- ➢ . To assess the relationship between the teachers' perceptions of procedural fairness and satisfaction towards the performance appraisal system.

To this end, the research is targeted to prove the following leading research hypotheses.

Hypothesis 1= Distributive Fairness has a significant and positive effect on Satisfaction of teachers with respect to performance appraisal…

Hypothesis 2= Informational fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal.

Hypothesis 3=Procedural fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal.

Hypothesis 4=Interpersonal fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal

Research Design

This research design is descriptive cross-sectional survey in type. As mentioned by Berhanu (2006) descriptive survey method becomes useful when the purpose of research is to picture the existing situations. Descriptive survey was chosen because it is a method that helps in collecting information by administrating questionnaire and interviewing a sample of individuals (Ordho,2003).As Cohen,Mussion and Mrizon (2006) put it ,it is appropriate for educational fact finding and yields a great deal of information which is accurate.

Sample size determination and sampling techniques

This study was used purposive sampling method (non probability method). In purposive sampling the researcher has been selected samples based on which can provide the best information to achieve the objective of the study Kumar (1999). In purposive sampling method sample elements are judged to be typical or representative or chosen from the population. Accordingly the researcher also selected purposively four PRIMARY EDUCATIONAL INSTITUTES due to their long years of service into, number of students and instructors/teachers. .Based on this, the researcher was used this principle. To this end considering their long years of service into, number of students and instructors, four secondary and preparatory schools, namely Hawassa tabor, Addis-Ketema, Alamura and Tula have been selected purposely. In the aforesaid schools, the total number of teachers was 535; out of these 100 teachers were selected using random sampling by using Yemane (1967) application of sample size calculation... Concerning student representatives, due to their intermediate position of class representatives in teaching and learning process between teachers, students and school administration, whose total number were 224, by which 10% of them was interviewed, i.e. 23 respondents. .Regarding the school principals and vice principals, the total number were 18. As a result of this all the schools principals and vice principals were taken as a sample purposely and has been made part of the study. In both administrators and student sampling frame was prepared and samples were selected using (Young, 2006) sampling method which states that not to be less than 10 percent of the population.

The sample size is determined using Yemane sample size calculation application of sample $n=N/1+N (e)2$

Where,

n= sample size, N= Total population, e=level of precision.

Therefore, the sample size was determined as follows=

$N=N/1+N (e) 2$

　$=535/1+535(0.09)2$

　$+535/1+535(0.0081)$

　$=535/1+4.33.5$

　$=535/5.335 =100$

Sources and method of data collection

This study used both primary and secondary data. In order to collect primary data the

researcher administered the questionnaires. The secondary data, on the other hand was derived from journals, research reports, available books, different web sites including the official website of the five flower farms & other publications related to the issue are used.

Variables	N	Mean	Std. Deviation	Std. Error Mean	Test Value = 3				
					T	Df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
								Lower	Upper
Distributive Justice	100	2.96	1.10	0.11	1.33	99	0.06	-0.06	0.38
Informational Justice	100	3.03	1.18	0.12	0.28	99	0.53	-0.20	0.27
Procedural. Justice	100	0.30	0.12	0.01	0.03	99	0.05	-0.02	0.03
Interpersonal justice	100	0.03	0.01	0.00	0.00	99	0.01	0.00	0.00
Satisfaction	100	3.02	1.16	0.12	0.18	99	0.62	-0.21	0.25

Method of Data Analysis:
Table: 1   Satisfaction level of overall average mean:
Source: Authors Compilation

During data Analysis, to further transformation of the processed data and to look for pattern & relation among data group the researcher used qualitative & quantitative method of analysis. The data collected from the questionnaires was summarized and analyzed by way of using SPSS 21 and the results was presented in the form of Mean averages, Correlation Matrix, Multiple regression analysis, multi co linearity and ANOVA test. Further the research Hypothesis was also tested.

Table: 2. Pearson correlation Analysis

		Satisfaction	Distributive	Informational	Procedural	Interpersonal
Satisfaction	Correlation	1	.785**	.799**	.709**	.505**
	Sign(2-tailed)		.000.	.000	.000	.000
	N	94	81	81	85	80
Distributive	Correlation	.785**	1	.585**	.645**	. 669**
	Sign(2-tailed)	.000		.000	.000	.000
	N	81	86	84	84	72
Informational	Correlation	.799**	.585**	1	.716**	.648**
	Sign(2-tailed)	.000	.000		.000	.000
	N	81	84	87	85	74
Procedural	Correlation	.709**	.645**	.716**	1	.627**
	Sign(2-tailed)	.000	.000	.000		.000
	N	85	84	85	90	77
Interpersonal	Correlation	.505**	.669**	.648**	.627**	1
	Sign(2-tailed)	.000	.000	.000	.000	
	N	80	72	74	77	84

Source: Authors Compilation

** Correlation is significant at the 0.01 level (2-tailed).

From the above table. Indicates that the distributive justice r =785**, (p <.ooo), informational justice r = .585**,(p <000), procedural justice r =.645**, (p <000), and interpersonal fairness r =.669**, (p < 000) have medium degree of positive relationship with the satisfaction of the performance appraisal system. According to Cohen,(1998) cited by Warokka et. al (2012, p.12) the correlation coefficient (r) ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation,(r) ranging from 0.30 to 0.49 may be considered as a moderate degree of correlation and(r) ranging from 0.50 to 1.00 may be regarded as a high degree of correlation. Based on the above preliminary test results, the assumption of the multiple linear regression analysis model have been met. And all independent variables have no sever correlation therefore considered for the regression analysis. Thus, the subsequent analysis results are presented below

The role or effect of teacher's fairness perception of performance evaluation on their satisfaction
The following section indicates the preliminary multiple linear regression assumptions tested normality, linearity, homoscedasticity and independence of residuals as a result of the following assumption;
1. The dependent variable should be continuous. This met through transformation of the ordinal type of the result.
2. Multicollinearity problem should not exist among or between the independent variables. In this case it was answered VIF considering 5% cut point. As it is seen all values of VIF $<$ 05
3. The normality of the dependent variable. Was checked by normal graph. See appendix--- frequency in which case the graph looks like bell shape.
In this section, the direction degree of the strength of the relationship among the variables were determined by Pearson correlation that helps to examine the correlation among all dimensions of independent variables with the dependent variables of satisfaction on the performance appraisal system. These correlation results provide initial evidences for further analysis of the hypothesis of study

Regression Coefficients

In this regard Y- is Satisfaction, where asX1 is distributive justice, X2 is informational justice, X3 is Procedural justice and X4 is interpersonal justice/ fairness. Therefore, the regression coefficient is described as:
 Y= B0+B1X1+ B2X2+B3X3+B4X4
Y=0.295+0.244X1+0.125X2+0.230X3+0.053X4
When, X1 perception on distribution justice increase by 1 unit Y-satisfaction level increase by 0.244.keeping the other independent variable constant and where X2 perception on informational justice increase by 1 unit Y-satisfaction level increase by 0.230,keeping the other independent variables constant where as X4, perception on interpersonal justice decrease by 1 unit Y-Satisfaction level decrease by 0.053, keeping the other independent variables constant. The result of this analysis is presented in table 3.below.

Table: 3

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.	Co-linearity statistics	
1		B	Std.Error	Beta			Tolerance	ViF
	(Constant)	.295	.323		.913	.365		
	Distributive	.244	.616	1.899	3.952	.000	.021	2.203

Fairness							
Informational Fairness	.125	.526	.920	2.373	.021	.032	1.340
Procedural. Fairness	.230	.223	.223	1.031	.016	.102	2.757
Interpersonal Fairness	.053	,118	.046	.445	.658	.451	2.217

Table: 4 - ANOVA table summary

Model		Sum of square	Df	Mean square	F	Sig
1	Regression	41.586	4	10.397	36.67o	.000
	Residual	17.578	62	.284		
	Total	59.164	66			

Dependent Variable: satisfaction   Source: Authors Compilation
Predictors (Constant), Interpersonal, Informational, Procedural, Distributive
From ANOVA table 4, the overall model is significant since P-value less than 0.05 at least one independent variable significantly determines the dependent variable R- square adjusted is 0.684 which indicate that 68.4% of the variation in the dependent variable is explained by the included independent variables. For all independent variable VIF is small (less than 10) which indicates that there is no multi-co linearity problem in the model. i.e. independent variable included in the model have linear relationship between them. In general all the four variables have positive and significant relationship with satisfaction because all P--values $<$ 0.01 which 0.00 and at ** R 70.3

Table: 5 - Model summary

Model		R	R square	Adjusted R square	Std.Error of the estimate
1		.838[a]	.703	.684	.53246

Dependent Variable; Overall Satisfaction of PAS   Source: Authors Compilation
In the above table 5. The value of ,���-2. (.703) can be interpreted as the model is fit since it is greater than the acceptable value. Adjusted, ���-2.(.703): (70.30%) value implies that there is ,���-2.significant change which tell us that the result can be generalized as significant to the population. The most widely accepted rule of thumb, proposed by Cohen(1988); Effect size of d $<$ 0.20 are interpreted as insignificant.: Value of d- between 0.20 and 0.50 are interpreted as small effects: values of d- between 0.50 and 0.80 are interpreted as medium effects: and values of d- larger than 0.80 are interpreted as large effects.
In other words, the model summary reveals that at 70.3% of the study's population level, the role/effect of teacher's perception of fairness towards the performance evaluation system as a source on their satisfaction can be taken as true

THE ROLE OF PERFORMANCE EVALUATION SYSTEM TOWARDS TEACHERS SATISFACTION - A CRITICAL ANALYSIS IN PRIMARY EDUCATIONAL INSTITUTES OF ETHIOPIA.

With regard to the first hypothesis of the study 'Hypothesis # 1= Distributive Fairness has a significant and positive effect on satisfaction with respect to performance appraisal" the statistical output showed that (B=1.899, P<.000, ���=.021) inter operated as teachers perception of distributive fairness has highly significant and practical effect on the satisfaction of teachers towards the performance evaluation system of their schools. This evidence shows that distributive relationships have an influence on satisfaction of performance appraisal system. It therefore implied that the better the distributive fairness (accuracy of ratings and concern over ratings), relationships the more successful of satisfaction of performance evaluation system .Therefore, this hypothesis is fully accepted

The second hypothesis of the study; "Hypothesis #2= Informational fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal", the analysis of this result(B=.920,P<.021 , d=.032 reveals teachers perception on informational justice have positive effect on their satisfaction , This indicates that informational fairness relationships have influence on satisfaction of performance evaluation system .It therefore implied that the better the informational fairness(clarifying expectation standards, providing feedback, rating decisions) relationships are the more successful of performance appraisal system. Therefore. This hypothesis is also accepted

Regarding the third hypothesis of the study. "Hypothesis #3=Procedural fairness has a significant and positive effect on satisfaction with respect to performance appraisal "the analysis result of this showed (B=.223, P<.016, ���d=0.102). This implies that teachers perception of procedural fairness have highly significance and strong positive relationship between the independent and dependent variables towards the performance evaluation system of their schools. This evidence shows that this independent variable has influence on satisfaction of performance appraisal system. It therefore implied that procedural. Fairness(setting performance expectation.Raters confidence and appeal seeking procedures and the other two independent variables) relationship, the more successful of satisfaction of performance evaluation system. This is supported by (Thomas & Bretz, 1994) if performance appraisals are perceived as unfair, therefore, the benefit of performance evaluation can diminish rather than enhance teacher's positive attitudes performance cited by Warikka et.al. (2012 .p 7) Specially, the perceptions of procedural unfairness can adversely affect teacher's organizational commitment, job satisfaction trust in management, performance as well as their work-related stress. Organization citizenship behaviour, theft and inclination to litigate against their administrators. Therefore, this hypothesis is fully accepted.

Nevertheless, the fourth hypothesis #4="Interpersonal Fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal. The result of this hypothesis showed that, the teacher's perception of interpersonal fairness towards the performance appraisal system has insignificant role to practical effect on the satisfaction of teachers towards the performance appraisal system of their schools. This evidence indicates that interpersonal fairness (B=.053, P<.658) has no significant role on performance appraisal system. Or unlike the (B=058, p<.658) which means teachers perception of interpersonal fairness has insignificant impact on the satisfaction of teachers towards the performance evaluation system of their schools. This is supported by Warokka et.al. (2012, p. 14) even though the R square (R)

value was .703, the independent variables i.e. the interpersonal justice (B=.053.P $<$ .658).in organizational justices coefficients were no statistically significant with performance appraisal

satisfaction. Therefore, this hypothesis is rejected. The overall findings of the study can be summarized using the following table.

Table: 6 - Summary of Hypothesis Testing

	Hypothesis		Significant variables			
No	Independent variables	Dependent variables	Beta	Sig.	Eta .sq. D-value	Results
H; #1	Distributive Fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal	Satisfaction on performance appraisal system	1.899	.000	.o21	Accepted
H #2.	Informational fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal	Satisfaction on performance appraisal system	.223	.016	.102	Accepted
H #3.	Procedural fairness has a significant and positive effect on satisfaction with respect to performance appraisal	Satisfaction on performance appraisal system	.046	.658	.451	Accepted
H #4.	Interpersonal fairness has a significant and positive effect on satisfaction of teachers with respect to performance appraisal	Satisfaction on performance appraisal system.	.920	.021	.032	Rejected

Source: Authors Compilation

Based on the four hypothesis investigated, the study explored the role of performance evaluation system towards teachers satisfaction in selected PRIMARY EDUCATIONAL INSTITUTES in Hawassa city administration.

THE ROLE OF PERFORMANCE EVALUATION SYSTEM TOWARDS TEACHERS SATISFACTION - A CRITICAL ANALYSIS IN PRIMARY EDUCATIONAL INSTITUTES OF ETHIOPIA.

The success or failure, the fairness or unfairness of the performance appraisal (evaluation) depends on many factors. As shown among in the study, the extent of teachers' perception on the role of performance evaluation system in the selected PRIMARY EDUCATIONAL INSTITUTES found to be below average or unfair.

The satisfaction level of teachers on the performance appraisal system of their school is below average –dissatisfied

Teachers are found to be with low satisfaction level due to interpersonal fairness dimension of the performance appraisal system being applied in the schools. This is supported by Thomas &Bretz (1994) if performance appraisals are perceived as unfair, therefore, the benefits of performance appraisal can diminish rather than enhance teachers' positive attitudes and performance cited by Warokka et.al. (2012. P.75).Specifically, the perception of interpersonal unfairness cab adversely affect teachers' organizational commitment, job satisfaction, trust in the management, performance as well as their work-related stress, institutional citizenship behavior, theft, and inclination to litigate against their employer.

Teachers are dissatisfied with the distributive and informational fairness dimension of the performance appraisal system being applied in the school.

Teachers are found to be with low satisfaction level due to interpersonal fairness aspect of the performance appraisal system being applied in the school.

Even though the mean satisfaction level of teachers due to their interpersonal fairness perception showed below averaged, the significance and regression analysis result indicates its insignificance. This is supported by (Warokka et.al 2012, p.14)..Even though the R square (,

���-2.) value was (0.703) the independent variables, i.e. the interpersonal justice (B=058, p $<$ .658) in organizational coefficient were not statistically significant with performance appraisal system satisfaction.

Conclusions:

Based on the four hypothesis investigated, the study explored the role of performance evaluation system towards teachers satisfaction in selected PRIMARY EDUCATIONAL INSTITUTES in Hawassa city administration.

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The purpose of this study was to assess the role of performance evaluation system towards teachers 'satisfaction in the selected schools. Accordingly, four hypothesis questions were investigated. Consequently, the following conclusions are made.

Similar empirical studies show that the performance evaluation systems of the school have to be fair in every aspect. Teachers would be satisfied and motivated to undertake their jobs effectively and diligently if only the performance evaluation systems of the school are fair. These remarks are complemented by (Werther&Davis, 1996) as:

"In severe cases pay dissatisfaction may lower performance, causes increase grievance leads to forms of physical or psycho withdrawal from absenteeism and turnover to increased visit to dispensary and poor mental health and if performance evaluate practice is not tied to work and to the organizational goals, teachers dissatisfied with the type performance practice affect, their contribute towards goal attainment tends to be lower."page 75

However, among the four dimensions of fairness variables tested during this study at the selected secondary and preparatory schools, in all of the target schools, teachers' perception are found to be below average. This, in one way or other, means that most teachers feel about the performance appraisal practice of the schools as unfair. This in turn has made their satisfaction getting lower and lower. Therefore, this study is believed to be an awaking alarm bell to the schools.

The schools' management body ought to provide due attention to this matter so as to obtain better teachers' performance evaluation practice. Based on the findings, it is also possible to conclude that teachers' perceptions of organizational fairness (distributive, informational, procedural fairness) in the performance appraisal practice have significant contribution or have a great impact to the school performance.

However, according to the findings, the three variables have relatively higher influence on the performance appraisal practice when compared to other factors. Therefore, :if the three variables namely,distributive,informational and procedural fairness are taken into consideration, then satisfaction of performance appraisal practices is very likely to become a good performance management tool for schools.

Recommendations

The researcher believes that the findings of the study have practical implication to the schools wherein the study is carried out. To this end, the researcher would like the following recommendations which he thought are helpful to the school's management in driving its performance appraisal system in fruitful directions.

Three unfair perception dimensions of teachers are being identified by this study. These are distributive, informational, and procedural fairness. These three perception dimensions ought to be given due attention by the school management in order to make the school's performance appraisal practice successful and up to the standards. The researcher believes that unless and

other wise these variables of the pivotal basic human resource are treated timely,. they would have a great potential of deterring and jeopardizing the targeted performance goals and objectives of the schools.

Based on the findings of the study, most of the teachers in selected schools were not found to be satisfied or felt just in all dimensions of fairness perception of the performance appraisal practice. Therefore, in order to be effective in achieving its institutional performance, there should be involvement of all teachers performance to fulfil the targeted goals and objective of the schools:

The study recommends that the management should update and re evaluate themselves constantly, particularly, on the critical and major components/practices of performance appraisal in the schools.

Run awareness creating trainings on performance appraising practices by giving particular emphasis to the important components such as accuracy of ratings, clarifying expectation standards, providing feedback. rating decisions, respectfulness of supervisions, sensitivity of supervisions, setting the performance expectation, ratters confidence and seeking appeals to the management body, ratters, rates to avoid the barriers and build performance appraisal practice will enable the schools to proceed in the right directions, enhance the momentum of the teaching learning .and help to achieve the expected educational goals and objectives.

Future Research Directions

The practical contributions of the findings of this study may be observed or seen clearly, particularly, in designing and administering performance appraisal practice in schools. This may stimulate and increase teachers' capacity in doing job, develop the attitudes of respect among each other and help to use their potentials to achieve better performance and career, create learn new problem solving skills, and share their views which is directed to the school's interests. This may also help school principals to upgrade and develop constantly the ability to practice good interaction styles in managing performance appraisal practices.

The interpersonal fairness/ justice failed to show any relationship between the teachers 'satisfaction and their performance appraisal practices. It was found that perception of interpersonal fairness or allocation resources or rewards or outcomes that are not interpersonal to teachers. Thus, further research is needed to examine this problem and other dimensions or personal level outcomes like relation to personal turnover, relationship with pay and job satisfaction, trust in supervisors, and institutional commitment.

It is better to conduct similar study in different sectors with different methods like using large sample size (participants) to get a factual or significant relationship between the fairness of the institution and the performance appraisal system within the school

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