

Andrews University

School of Education

(Spicer Memorial College External Examination Center)

**A DESCRIPTIVE STUDY OF THE PERFORMANCE APPRAISAL OF
SUPERVISORS OF SPICER HIGHER SECONDARY SCHOOL,
USING 360-DEGREE FEEDBACK MODEL**

A Research Project

Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

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Research is one of the best ways of learning. During research we find a problem and the answer through a systematic and tested method. Thus whatever we conclude will be inculcated in the mind and never be forgotten.

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ABSTRACT OF GRADUATE STUDENT RESEARCH PROJECT

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**Title: A DESCRIPTIVE STUDY OF THE PERFORMANCE APPRAISAL
OF SUPERVISORS OF SPICER HIGHER SECONDARY
SCHOOL, USING "360 DEGREE FEEDBACK" MODEL**

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Purpose of the Study

The purpose of the research was to study the performance of the supervisors in the aspects leadership, communication, and task managing by the "360 degree feedback" method.

Methodology

A qualitative research was used to carry out the research study. The researcher formulated three questions that guided the study. An opinionnaire which included 23 items in communication, leadership, and task managing aspects, was developed by the researcher. Twenty eight

persons completed the opinionnaire and 3 interviews were conducted. Total amount of time for observation was about 12 hours and the details have been mentioned in Appendix C.

The required data was collected from the selected sample of 27 teachers, supervisors, and the principal. The results were tabulated. Finally the conclusions of the study were drawn.

Conclusions

The conclusions of the research study were drawn through triangulation and the results of opinionnaire that were verified with observation and interviews. The researcher found the performance of supervisors in each aspect. The performance appraisal of supervisors in Spicer Higher Secondary School in communication aspect is above average, in leadership aspect is almost good, in task managing aspect is clearly average, and the performance of the male supervisors is better than that of the female supervisor.

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CHAPTER I

INTRODUCTION

Research shows that school leadership is second only to teaching in having an impact on students' achievement. The progress and success of all students is contingent on effective leadership throughout the system to guide and support teaching and learning in schools.

The improving of the performance of people, who work in a school, is one of the main strategic goals of educational leaders for human resource development. Performance improvement starts from measuring the current level of performance which includes efficiency and outputs. Strategic human resource planning is filling the gap between current level and desired level of performance.

The appraisal of teachers and administrators are different. The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. By helping teachers achieve their full potential, the

performance appraisal process represents one element of the vision of achieving high levels of student performance.

Administrators are appraised on their ability to set school goals and lead staff in achieving these goals. It is designed to ensure that school leaders are well supported in their growth and development. The appraisal process streamlines board practices and focuses efforts to achieve goals by providing formal and informal opportunities for feedback, dialogue, and ongoing professional learning.

The administrators' performance appraisal process is a growth-based model intended to develop, support, and sustain leadership of the highest possible quality. Collaborating in a spirit of mutual trust is a key condition for the success of the appraisal process.

In new understanding of schooling, supervision includes multiple tasks like mentoring, action research, teaching plat forms, program evaluation, and group discussion. Supervisors have an important role such as advocate, developer, and linking pin in relationship to the teacher's efforts to improve the process of teaching and learning. Since supervisors have a key role in a school, this study focused on the appraisal of supervisors' performance at Spicer Higher Secondary School, Pune.

Statement of the Problem

The traditional annual performance appraisal of supervisors ends to serve only a little purpose: salary administration, training, and succession planning. On the other hand, the appraiser of supervisors is only the principal. Despite the importance of principal's opinion, but a comprehensive view is needed. This study was an effort to understand: What was the performance appraisal of supervisors of Spicer Higher Secondary School by using 360-Degree Feedback Model?

Purpose of the Study

The purpose of the study was to find out the performance of the supervisors in the aspects of communication, leadership, and task managing. The method of appraising was "360-degree feedback".

Significance of the Study

The results could be useful for:

1. Human resource planning for future modification and reward.
2. The supervisors to get the feedbacks from the principal and teachers.
3. The principal to have a better insight about the performance of supervisors.

Questions that Guided the Study

The questions that guided the study were as follows:

1. What is the performance appraisal of supervisors at Spicer Higher Secondary School in communication?
2. What is the performance appraisal of supervisors at Spicer Higher Secondary School in leadership?
3. What is the performance appraisal of supervisors at Spicer Higher Secondary School in task managing?
4. What are the similarities and differences of performances appraisal of male and female supervisors of Spicer Higher Secondary School?

Basic Assumptions

The researcher assumed that:

1. Importance of performance appraisal of supervisors was known to the principal of the school.
2. The responses of teachers and administrators were unbiased.

Limitations of the Study

The limitations of the study were:

1. Some teachers and administrators participated half-heartedly.
2. Some supervisors could be biased in the interviews.
3. The researcher was allowed to give the opinionnaire to 22 teachers out of 63, while according to the model all teachers should complete the opinionnaire.

Delimitations of the Study

The study was delimited to:

1. Performance appraisal of the supervisors in the aspects of leadership, communication, and task managing
2. 360-Degree Feedback Model
3. Spicer Higher Secondary School, Pune

Definition of Terms

The following terms were defined as used in the study:

360-Degree Feedback Method (360-DFM): 360-DFM has been defined by Ward (1997) as: The systematic collection and feedback of performance data on an individual or group derived from a number of individuals include: oneself, peers, subordinates, superiors, and customers/clients/or suppliers. The data are usually fed back in the form of ratings against various performance dimensions. 360-degree feedback is also referred to as "multisource assessment" or "multirater feedback".

Performance Appraisal: The process by which a manager or consultant examines and evaluates an employee's work behavior by comparing it with preset standards, documents the results of the comparison, and uses the results to provide feedback to the employee to show where

improvements are needed and why. Performance appraisals are employed to determine who needs what training, and who will be promoted, demoted, retained, or fired.

Supervisor: A supervisor is an assistant principal whose main duty is supervision of curriculum and instruction. This person devotes full energies to the curriculum of his/her own school and helping teachers improve instruction.

Organization of the Study

Chapter one dealt with the introduction of the research, statement of the problem, purpose of the study, significance of the study, questions that guide the research, basic assumptions, limitations and delimitations of the study, definition of terms, and organization of the study. Chapter two dealt with the reviews of related literature and researches. Chapter three dealt with the methodology, type of research, population, sample, procedures, data collection, and data analysis. Chapter four dealt with the results of observations, opinionnaire, and interviews. Chapter five dealt with summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITARATURE

This chapter dealt with review of literature and references about performance appraisal of supervisors. This review is a narrowing glance from general related concepts to particular related concepts.

Performance Appraisal in Schools

Effective school programs depend on the extent to which employees continue to grow and develop. Development programs that serve to foster increases in personal knowledge of subject matter and effective methods for delivering the knowledge to students and serve to increase teacher confidence and, in turn, professional competence. Professional activities are the primary means for helping personnel to reach their potential (Ornstein & Lunenburg, 2004, p 505).

Human resource has a major role in developing an evaluation policy, monitoring the general process of appraisal and maintaining the appraisal records. The need for improvement of appraising policy and procedures, the continued push for personnel accountability and effective schooling, and competency based performance concepts

forecast the continued importance of the appraisal process (Ornstein & Lunenburg, 2004, p 505).

The annual performance appraisal system tends to serve only a little purpose: salary administration, training and succession planning. But this is not the sole objective of performance appraisal. These objectives will only dilute and weaken the clarity and validity of any appraisal system (Pratt & Stenning, 1989, p 109).

Developmental appraisal mean, that an educational organization needs to develop not just isolate performance appraisal tool/system, but the total frame work for the faculties development, improvement in job and level of competence and preparing faculties for future jobs. Thus, appraisal of staff, which is a part of the total human resource development system, lies to be linked to long-term development activity and carrier planning. The appraisal as a tool not only gives the individual and the organization the idea of where the individual stands in terms of his skills, competencies, and abilities, but also monitors the process of growth and development, together with the inputs that are required to develop a high level of competence by individuals (Pratt & Stenning, 1989, p 109).

Appraisal of Supervisors

In new understanding of schooling, supervision is defined by criteria extrinsic to the moral qualities of teaching and learning. In this approach, supervision is an activity that involves another in supporting and furthering that caring for the learner and respect for the significance of what is taught. The moral authority of the supervisor is joined with the moral authority of teacher (Sergiovanni & Starratt, 2006, p 2).

Supervisors are key players in creating effective schools. They provide vital leadership by setting priorities, motivating staff, promoting good teaching, and involving parents and community leaders in school programs. In spite of the importance of the role, however, evaluation of supervisors does not get much attention. Most supervisors are evaluated once a year, with few evaluated every other year. Regardless of the frequency, supervisors report that evaluation has little impact on their performance (Hameyer, 1995, p 76).

The tasks of supervisor are: developing curriculum, organizing for instruction, providing staff, providing facilities, providing materials, arranging for in-service education, orienting staff members, relating special pupil services, developing relations, and evaluating instruction (Hameyer, 1995, p 76).

The supervisor plays the following important roles
(Hameyer, 1995, p 77):

1. Coordinator: The supervisor serves as a coordinator of programs, groups, materials and reports. It is the supervisor who acts as a link between programs and people.
2. Consultant: The supervisor serves in a consulting capacity as a specialist in curriculum, instructional methodology and staff development. She or he may help teachers define, set and purpose goals. The supervisor should be a prime source of assistance to teachers wishing to improve either generic or specialized teaching skills.
3. Group leader: The supervisor as group leader works continuously to release the potential of a group seeking to improve the curriculum, instruction or themselves. To perform this role, the supervisor must be knowledgeable about group dynamics and must demonstrate leadership skills.
4. Evaluator: As an evaluator, the supervisor provides assistance to teachers in evaluating instruction and curriculum. The supervisor helps teachers find answers to curricular and instructional problem, identify research studies that may have a bearing on their problems, and conduct limited research projects. Additionally, the supervisor helps

teachers to evaluate their classroom performance, asses their own strengths and weakness and select means of overcoming their deficiencies.

A supervisor is a trained auxiliary or staff person whose primary function is to provide the above mentioned services. The supervisors should possess personal traits that enable him or her to work harmoniously with people and sufficient skills to perform all functions effectively. Leadership and communication skills appear to be especially important to successful supervision. Supervisors should possess a judicious mix of technical, managerial, and human relation skills. Supervisors perform a wide variety of tasks, which may or may not include administrative duties (Centre for Educational Research and Innovation [CERI], 2001, p 143).

Supervisors are usually evaluated by a central office administrator using a model similar to the remedial model used with teachers. The evaluators rate supervisors on performance criteria which include: vision, school improvement, human resource leadership, management of facilities and finance, community relations, ethical behavior, and safety and security. These criteria use a conjunctive approach (that is, a supervisor must receive at least a satisfactory rating on all items). An alternative approach to evaluating

administrators that has gaining favor in recent years is the 360-degree model ([CERI], 2001, p 143).

Models of Supervisors' Appraisal

The performance appraisal process for administrators is intended to support and promote professional growth and development. When all the components are implemented in a coherent way, linked to school improvement goals, and connected to ongoing professional learning, the process becomes fully integrated into the daily work that school leaders do (Pont & Hunter, 2008, p 178).

A broad spectrum of indicators should be considered for administrators' performance appraisal and the student achievement is not the only indicator. The following examples are the requirement indicators (Pont & Hunter, 2008, p 178):

1. Credit accumulation
2. Graduation rates
3. Pass rates
4. Enrolment in courses
5. Safe school
6. Suspension/attendance data
7. Survey results
8. PM Benchmarks
9. Developmental reading assessment (DRA) scores

10. Comprehension, Attitude, Strategies, Interest
(CASI) data
11. Early development intervention (EDI) data
12. Report card results
13. Student feedback/comments
14. Self-assessment results
15. Pre and post test results for specific student
performance objectives
16. Focus on sub-group (like boys, students with
special education needs)
17. Findings from parent focus groups
18. Behavior tracking results
19. Office referral data (absenteeism, bullying)
20. Teachers' feedback

The following are the performance appraisal models for administrators that use above mentioned indicators (Pont & Hunter, 2008, p 178):

1. Goals and priorities inform the performance plan and annual growth plan, reflecting the goals and priorities of the ministry, the school board, and the school improvement plan. Development of goals and priorities should take into consideration the school and local community context and personal development goals, as well as the practices.

2. A performance plan outlines goals, strategies and actions, methods and indicators, and corresponding practices and competencies. It is developed by the appraisee in consultation with the appraiser, taking into account the school improvement plan, the board's improvement plan, and ministry priorities. Other considerations include personal development goals as well as the school and community context. The Performance Plan is developed in an evaluation year.
3. An Annual Growth Plan provides a vehicle for the appraisee, in consultation with the appraiser, to identify strategies and actions for growth and development based on effective leadership. The annual growth Plan supports the implementation of the performance plan in appraisal years and is used in the intervening years to support ongoing dialogue and growth.
4. Performance results are the measurable outcomes of the appraisee's work towards the goals set initially, and inform the appraiser's summative report and rating. When assessing the performance results, an appraiser must take a wide variety of factors into consideration, including:
 - i. The extent to which the appraisee worked diligently and consistently towards the

- implementation of strategies and actions identified in the performance plan;
- ii. The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the performance plan;
 - iii. The efforts made by the appraisee to engage teachers and others in the development of goals and implementation of the actions identified in the performance plan;
 - iv. The actual goals achieved or not achieved by the appraisee;
 - v. The rationale provided by the appraisee for goals not achieved;
 - vi. The demonstrated ability and willingness of the appraisee to implement actions to address goals not achieved
5. A summative report is used to document the results of the appraisal process and becomes a tool to assist principals in reflecting on feedback they receive in order to monitor their own growth. The summative report includes an overall performance rating, comments related to the practices and competencies that contributed to the administrator's overall performance, practices and competencies that could be strengthened in the

future, and a summative comment based on results. The appraisee may also add comments to the summative report. The summative report provides a consistent approach to documenting the appraisal process.

6. A rating of satisfactory or unsatisfactory is assigned with regard to the performance of administrators on the results of the performance appraisal. Who participate in this model are considered as the same thus the accuracy of this method is not as much as 360-DFM.
7. Appraisal meetings promote professional dialogue between the appraisee and the appraiser. The meetings provide opportunities for reflection and collaboration to support and promote professional growth and development.

360-Degree Feedback Model

This model is known also as team evaluation, multi-rater feedback, and full-circle feedback assessment, 360-DFM is in common used in business and industry. It involves the systematic solicitation of feedback from the full circle of one's supervisors, subordinates, clients, and others with whom one interacts. The rationale for 360-DFM is that data gathered from only one source and it solves some of the

problems associated with single-source evaluation, including lack of fairness, accuracy, credibility, and usefulness. Equally important, 360-DFM gives teachers and administrators a full view of their performance and the opportunity to see how their perceptions of their performance compare with those of others (Webb & Norton, 2003, p 363).

The 360-DFM approach to evaluation is used to give leaders formative feedback on their performance as seen through the eyes of others who are familiar with their work, including colleagues, superiors, and subordinates. Supervisors are rated by teachers and central office staff members. This formative evaluation process is used to help individuals sharpen their performance in areas identified as needing improvement. It is not intended to support decisions about salary, promotion, or termination. Strength of 360-DFM is that the data obtained are more reliable and comprehensive than evaluations prepared by one person. If most of the teachers in a school rate a supervisor as having poor communication skills, that is the evidence that a problem exist. The supervisor, working with a knowledgeable coach, could then develop an action plan to help correct that weakness. If the problem had been cited by a single evaluator, the supervisor might have been inclined to

reject the comment as one person's opinion (Seyfarth, 2008, p 157).

Typically, the appraisee is allowed to choose the team of evaluators (except in the case of parents and students, who are selected as discussed later). The most common sources for 360-DFM for teachers are principals, curriculum directors, students, parents, peers, support staff, and self-evaluation. Sources for principals include superintendents, assistant superintendents, peer principals, teachers, parents, site council members, students, support staff, and self-evaluation. Among the evaluators for a superintendent are school board members, members of the superintendent's cabinet, curriculum directors, principals, teachers, parents, support staff, community members, and self-evaluation. Feedback is obtained from these sources through the use of surveys or questionnaires made up of items that reflect the performance expectations of the position. Although a number of commercially available instruments can be used for gathering, many districts have chosen to allow peer design teams to develop the survey instruments that will be used (Seyfarth, 2008, p 158).

While 360-DFM does offer significant advantages over most single-source assessments, which provide only one perspective, it can be time consuming and can create survey fatigue (a principal or even the school secretary

could end up completing a survey for every teacher in the school). It also has been criticized by some who suggest that it may yield inflated and biased scores. However, the concerns about 360-DFM, like the concerns about any of the other appraisal sources, can be mitigated by using it as one source in a multisource system (Armstrong, 2000, p 117).

Survey fatigue is a potential problem with 360-DFM. Because some raters might be asked to evaluate a number of other individuals, the quality of the data declines as the evaluator tires. The success of these programs hinges on the availability of knowledgeable coaches to help leaders prepare action plan for improvement. If coaches are not available or are in short supply, the program may fail (Charles, 2001, p 249).

360-DFM is described shortly as (Seyfarth, 2008, p 157):

1. Purpose: Collect formative evaluation data on leader from multiple sources.
2. Objective: Provide perspectives on leader's effectiveness from members of role set.
3. Assumption: Evaluation data from several sources is more reliable and comprehensive than judgments of a single evaluator.
4. Method: multiple raters complete survey instruments rating leader's effectiveness on specific criteria;

coach helps leader interpret data and develop an action plan for improvement.

5. Works best with: Individuals who have held a leadership position for one year or more; a job description spells out leader's duties clearly.
6. Evaluator skills: Able to evaluate another person objectively and without bias (no axes to grind); willing to provide feedback to the leader for purposes of improvement.
7. Possible problems: Rater fatigue (Evaluators who must rate a number of subordinates grow tired); data overload (more data than one person can absorb and use); lack of qualified coaches (a sound action plan is key to success of this strategy; coaches help leader develop a plan).

History of 360-Degree Feedback Model

The German Military first began gathering feedback from multiple sources in order to evaluate performance during World War II. Also during this time period, others explored the use of multi-rater feedback via the concept of T-groups (Bohlander & Snell, 2007, p 359).

One of the earliest recorded uses of surveys to gather information about employees occurred in the 1950s at Esso Research and Engineering Company. From there, the idea of 360-DFM gained momentum, and by the 1990s most

human resources and organization development professionals understood the concept. The problem was that collecting and collating the feedback demanded a paper-based effort including either complex manual calculations or lengthy delays. The first led to despair on the part of practitioners; the second to a gradual erosion of commitment by recipients (Bohlander & Snell, 2007, p 359).

Usage of 360-DFM steadily increased in popularity, due to the large use of the internet in conducting web-based surveys. Nowadays, studies suggest that over one-third of US companies use some type of 360-DFM. Others claim that this estimate is closer to 90% of all Fortune 500 firms. In recent years, internet-based services have become the norm, with a growing menu of useful features for example, multi languages, comparative reporting, and aggregate reporting (Bohlander & Snell, 2007, p 359).

Accuracy of 360-Degree Feedback Model

A study on the patterns of rater accuracy shows that length of time that a rater has known the person being rated has the most significant effect on the accuracy of a 360-DFM. The study shows that subjects in the group known for one to three years are the most accurate, followed by known for less than one year followed by

known for three to five years and the least accurate being known for more than five years. The study concludes that the most accurate ratings come from knowing the person long enough to get past first impressions, but not so long as to begin to generalize favorably (Dougherty, 2001, p 153).

It has been suggested that multi-rater assessments often generate conflicting opinions, and that there may be no way to determine whose feedback is accurate. Studies have also indicated that self-ratings are generally significantly higher than the ratings of others (Dougherty, 2001, p 153).

Results of Using 360-Degree Feedback Model

Several studies indicate that the use of 360-degree feedback helps people improve performance. In a 5-year Walker and Smither study, no improvement in overall ratings was found between the 1st and 2nd year, but higher scores were noted between 2nd and 3rd and 3rd and 4th years. A study by Reilly found that performance increased between the 1st and 2nd administrations, and sustained this improvement 2 years later. Additional studies show that 360-degree feedback may be predictive of future performance (Fleener & Chapelow, 2008, p 2).

Usage of 360-Degree Feedback Model

Enterprises typically use a 360-DFM in one of two ways (Lepsinger & Lucia, 2009, p 4):

1. 360-DFM as a Development Tool to help employees recognize strengths and weaknesses and become more effective: When done properly, 360-DFM is highly effective as a development tool. The feedback process gives people an opportunity to provide anonymous feedback to a coworker that they might otherwise be uncomfortable giving. Feedback recipients gain insight into how others perceive them and have an opportunity to adjust behaviors and develop skills that will enable them to excel at their jobs.

2. 360-DFM as a Performance Appraisal Tool to measure employee performance: Using a 360-DFM for Performance Appraisal is a common practice, but not always a good idea. It is difficult to properly structure a 360-DFM process that creates an atmosphere of trust when you use 360-DFM to measure performance. Moreover, 360-DFM focuses on behaviors and competencies more than on basic skills, job requirements, and performance objectives. These things are most appropriately addressed by an employee and his or her superior as part of an annual review and performance appraisal process. It is certainly possible and can be beneficial to incorporate

360-DFM into a larger performance management process, but only with clear communication on how the 360-degree feedback will be used.

Areas Measured by 360-Degree Feedback Model

Areas which are measured by 360-DFM are as follows (McShane, 2008, p 448):

1. 360-DFM measures behaviors and competencies
2. 360-DFM provides feedback on how others perceive an employee
3. 360-DFM addresses skills such as listening, planning, and goal-setting
4. A 360-DFM focuses on subjective areas such as teamwork, character, and leadership effectiveness

Areas not Assessed by 360-Degree Feedback Model

Areas which are not assessed by 360-DFM are as follows (McShane, 2008, p 449):

1. 360-DFM is not a way to measure employee performance objectives.
2. 360-DFM is not a way to determine whether an employee is meeting the basic job requirements.
3. 360-DFM is not focused on basic technical or job-specific skills.
4. 360-DFM should not be used to measure strictly objective things such as attendance, etc.

Interviews Used for 360-Degree Feedback Model

Most interviews used for 360-DFM are conducted one-on-one, in private settings, and can last anywhere from half an hour to three hours. To obtain the best results, the interviewer should usually be a professional facilitator, consultant, or psychologist trained in both interviewing techniques and the analysis of the information that is generated (Lepsinger & Lucia, 2009, p 74).

Like the open-ended questions on questionnaires, interviews tend to yield very rich qualitative data. Although the interviewer generally uses a structured format of prepared questions, many of them are open-ended; the interviewer will thus hear broad opinions and perceptions and can then probe for concrete examples and clarify answers that could be interpreted more than one way. At the same time, more specific questions are used to elicit information about particular areas of behavior. Once all the responses are collected, the interviewer analyzes them to extract themes, patterns, and key messages and prepares a report of the findings. The report may also include recommendations for improvement (Lepsinger & Lucia, 2009).

Risks of Implementing 360-Degree Feedback Model

It has been discussed that many advantages of 360-DFM, but there are some risks involved. For example, negative feed-back can hurt an employee's feelings, particularly if those giving the feedback do not offer their comments in a constructive way. Second, the system is likely to lead to positive results only if individuals feel comfortable with the system and believe they will be rated honestly and treated fairly. User acceptance is an important determinant of the system's success (Aguinis, 2009, p 198).

Third, when very few raters are providing the information, say, two or three, it may be easy for the employee being rated to identify who the raters are. When anonymity is compromised, raters are more likely to distort the information they provide. Fourth, raters may become overloaded with forms to fill out because they need to provide information on so many individuals include peers, superiors, and subordinates (Aguinis, 2009, p 198).

Finally, implementing a 360-DFM should not be a one-time-only event. The system should be in place and data collected over time on an ongoing basis. The implementation of ongoing 360-DFM is sometimes labeled a 720-degree feedback system, referring to the fact that

the collection of 360-DFM data takes place at least twice. In short, administering the system only once will not be as beneficial as administering the system repeatedly (Aguinis, 2009, p 199).

Review of Related Researches

The following paragraphs include related researches of various colleges and schools. The following researches have been found out by the researcher and differences and similarities were shown in Table 1:

Research 1

In this research, Nystrom (2001) examined the efficacy of 360-DFM through an in-depth research review that establishes when 360-DFM is effective and what conditions enhance or detract from its effectiveness. The thesis explains how 360-DFM was developed and examines its rapid growth in popularity. The argument for multi-dimensional performance feedback is then discussed four factors that have changed the role of leadership from the Industrial Age/Cold War to globalization and the Information Age. As leadership's roles change, so must the goals of leadership development. A review of successful organizations reveals that many are using 360-degree feedback for modern leadership development, reinforced by similar systems for administrative performance appraisal. Research on 360-DFM reveals

effectiveness conditions, design and implementation considerations, and four categories of potential benefits. Large Group Interventions with Appreciative Inquiry for collaborative design/implementation and positive change management also are discussed. The thesis ends with strong recommendations for the use of 360-DFM for both Navy leadership development and administrative appraisal.

Research 2

In this research, Rensburg and Prideaux (2002) aimed to examine the impact of a multisource feedback program on a group of partners and other senior professionals in a professional service firm providing accounting, finance and law services. It seeks to show how these people responded to the program and its feedback processes, and the contribution the program made to their development as managers. This was case study research undertaken in a single organization over a period of three years using qualitative methods incorporating multiple sources of data, in-depth interviews, focus group interviews, the results of a survey, and the personal experiences of a researcher who was a participant observer.

Research 3

The purposes of this study conducted by Yang (2009) was to investigate the implementation process of 360

degree feedback system for achieving the objective of leadership development in one case study of one international transportation company. This research was to study the key factors to influence the perception of acceptance for 360 degree feedback, and the intention of leadership development to the ratees. The research indicates that the ratees' perception of "organization further support", "giving accountabilities", "the effectiveness of system", and "the capabilities of raters" have the positive impact to the perceptive acceptance of 360 degree feedback.

Research 4

The objective of this research conducted by Morrison (2002) was to develop a 360-DFM tailored specifically for the Dean position, Graduate School of Business and Public Policy, Naval Postgraduate School. The results of this research confirmed the need for and potential content of a feedback system, this thesis culminated by presenting 360-DFM procedures and documents created specifically for the Dean position.

Table 1

Similarities and Differences with the Study

	Similarities	Differences
Research 1	It was about implementation of 360-DFM.	It was about effectiveness conditions, design and implementation considerations, and four categories of potential benefits for Navy leadership but the present study is about implementation of 360-DFM in school administration.
Research 2	It was about implementation of 360-DFM.	It was about responding of professionals for 360-DFM in specialist firms. Also that was a case study investigation during 3 years. The present study is about determining performance appraisal that conducted one time.
Research 3	It was about implementation of 360-DFM.	It has been done in a business company not in a school. Also the research revealed the factor that caused better acceptance of 360-DFM. The present study is about first experience of using 360-DFM in a school.
Research 4	It was about performance appraisal of an administrator.	It was about implementation of 360-DFM for a dean. The present study is about implementation of 360-DFM for a group of supervisors.

Summary

360-DFM is feedback that comes from all around an employee. "360" refers to the 360 degrees in a circle, with an individual figuratively in the center of the circle. Feedback is provided by subordinates, peers, and superiors. It also includes a self-assessment.

The results from 360-degree feedback are often used by the person receiving the feedback to plan training and development. Results are also used in making administrative decisions, such as pay or promotion.

Length of time that a rater has known the person being rated has the most significant effect on the accuracy of a 360-DFM. The use of 360-degree feedback helps people improve performance. 360-DFM may be predictive of future performance. Of course there are some risks involved. Negative feedback can hurt an employee's feelings. It is useful when individuals feel comfortable with the system and believe they will be rated honestly and treated fairly.

CHAPTER III

METHODOLOGY

This chapter dealt with methodology used for the study. The methodology includes type of research, population, sample, procedures, data collection, validity, reliability, and data analysis.

Type of Research

The study used qualitative method. The researcher used descriptive tools such as opinionnaire, observation, and interview. The aim of the study was to reach at a comprehensive evaluation of the supervisors' performance that needed an inductive analysis and not deductive analysis.

Population of the Study

The population of the study consisted of all three supervisors (one from pre-elementary school, one from elementary school, and one from high school), principal, and teachers of Spicer Higher Secondary School. Other staffs were not considered.

Sample of the Study

Due to the limitation of the study, the researcher had to select a sample of 7 teachers out of 20 teachers for each supervisor by simple random sampling method. All selected teachers participated in the research.

Procedures of the Study

The researcher followed the following procedures:

1. Obtained introducing letter from the Dean of the School of Education.
2. Obtained the permission from the principal for conducting the study.
3. Introduced the study to the supervisors to get their suggestions and confirmation about the opinionnaire.
4. Finalized the sample by names.
5. Asked the sample to fill the opinionnaire.
6. Observed the performance of supervisors
7. Conducted interviews with supervisors.
8. Tabulated the data collected.
9. Finally, the data was analyzed and the conclusions were drawn.

Data Collection and Treatment

The required data for the study was collected by the researcher personally in the school. The researcher was neutral and alert during the study.

Research Instrumentation

The following tools were used in the research:

Observation

The activities, actions and full range of interpersonal interactions of each supervisor were observed in natural situation by anecdotal record method. The factual description of the incident and the interpretations of the researcher were kept separate. Also observable school process was observed for better understanding the climate and conditions of the work environment.

Opinionnaire

According to 360-DFM, the opinion of the principals and teachers about performance of supervisors should be measured. The opinionnaire had three parts according to three aspects of supervisors' performance.

Items of communication and leadership were extracted from standard opinionnaires. Items of task managing were extracted from duties of supervisors that they declared and the principal approved.

A pilot test was conducted to make sure the meaningfulness and unambiguousness for them. All teachers were explained clearly before filling and they filled in

without hurry and in proper time. The opinionnaire is shown in Appendix A.

Interview

The type of interview was open-ended. Interviews were conducted with the supervisors to appraise their performance. Interviews were done after fill the opinionnaire and observtion. For each supervisor it was designed uniquely according to the results of the observation and opinionnaire. The questions were in-depth and critical, and purposed to find why there was gap between appraising of the principal and teachers with the supervisor. The interviews were held in a private space and in a leisure time and without stress. All the interviews were recorded.

Validity and Reliability

The researcher had no bias about the appraisal of supervisors' performance because the researcher was not a member of the school and was not a beneficiary of the results. Also all attempted to reduce the effects of the researcher's presence by allocating enough time for observing. The observations were without manipulating or controlling the environment or outcome. Interviews were purposeful. The opinionnaire was meaningful, purposeful, and without ambiguity. The opinionnaire was confirmed by

the principal, supervisors, teachers, and the guide of the study. A pilot test was conducted before main distribution of opinionnaire.

Data Analysis

As the first step, all data were organized according to the instrumentations. Then the researcher described the answers for each question that guided the study. The answers were based on the results of opinionnaire. The final interpretation was drawn through triangulation and the result of the opinionnaire was verified with the observation and interviews.

The result of the opinionnaire was converted to numerical data by allocating never=0, seldom=1, sometimes=2, usually=3, and always=4. The average of results for supervisor, principal, and teachers were calculated separately and were compared with each other for finding out the gap.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the data in detail. The results of each research instrument were shown separately. According these data triangulation table has been formed. Finally, the answers of questions that guided the study have been inferred from the triangulation table.

Basic Data for Analysis

As mentioned in Chapter III, three instrumentations were used in the study: observation, opinionnaire, and interview. For observation, only the interpretation has been mentioned because describing of incidents was lengthy and tedious. The numerical equivalent of opinionnaire for each item was tabulated. Answers of interview questions were summarized.

Observation

The activities, actions, and full range of interpersonal interactions of each supervisor were

observed. Each aspect was observed in natural situation by anecdotal record method.

Communication

The outcomes of observation in the communication aspect for each supervisor were as follows:

Supervisor 1:

1. Was modest by nature with open mind to seek others' suggestion.
2. Was a good listener, very sensible and if the supervisor did not understand the meaning of the message, asked for clarity.
3. Spoke in a polite manner and not fast, and with clear words, giving information through memos and bulletin board, precise in receiving messages, sharp to get core element of messages, patience listener without interruption, and fresh mind to answer relatively.
4. Was responsible to clarify doubts of the message, and more listener than speaker.

Supervisor 2:

1. Was active and had ambition for progress, sensible, and smart in listening.
2. Had a good relationship with the principal and there was not misunderstanding between them and they were

frank in dialuge, had analitical and critical thinking.

3. Was able to get quickly the core element of a speech, fluent speaker, obsessed with various thoughts, Prejudice about the message, fewer patients than what is expected and very sharp in some area.

Supervisor 3:

1. Was sociable, patient but inactive listener, and eager to help.
2. Understood needs of students, not interested to find oppurchonitis to improve, uninterested to use writing memos or notes in the bulletin board, lack of self-assurance, and need more explanation to messages.

Leadership

The outcome of observation in the leadership aspect for each supervisor was as follows:

Supervisor 1:

1. Was purposeful, had a friendly relation with teachers, regular, and trustable for teachers.
2. Was serious in the job, eager to serve and empower teachers, cooperative with teachers, and considered teachers as colleagues not as subordinates.

3. Was supportive behavior, and gave opportunity to teachers, especially new ones to do their work in their own way. The supervisor had democratic leadership style.

Supervisor 2:

1. Was serious, had no strong relationship with teachers, not used delegation, practical, and self-purposed.
2. Had directive behavior, controlled others, high expectation, more eager for results than professional progress of teachers, and worked with perseverance.
3. Had authoritarian leadership style.

Supervisor 3:

1. Was without special purpose and not using bulletin board for any writing tasks.
2. Was more responsible to the job than people, interested to do right things, had directive behavior, obedient to the principal, and worried of conflict.
3. Had benevolent dictatorship leadership style.

Task Managing

The outcome of observation in the task managing aspect for each supervisor was as follows:

Supervisor 1:

1. Was not able to realize personal professional standards and not interested to build a professional community.
2. Was busy for day-to-day duties but in high sense of responsibility, and had open door policy.
3. Was using group consultants, planned time table for each teacher, and unable to utilize technology in instruction despite knowing of its merits and presence of media room facility.
4. Did not give feedback of performance to each teacher at the end of educational year, weak in training teachers, but punctual and avoided delays.

Supervisor 2:

1. Was traditional, not familiar with technology and did not integrate technology in instruction, and not holistic and sensible to consequences, but careful to the job in hand.
2. Was busy with the tip of problem iceberg, serious and ambitious in co-curricular programs, weak in training teachers, and punctual and avoided delays.

Supervisor 3:

1. Was traditional not familiar with the related knowledge, not familiar with technology, did not integrate technology in instruction, and did not use available educational films.

2. Was weak in teachers training but kind to them, and was careful about parent's reaction.

Opinionnaire

As mentioned in the previous chapter, the result of opinionnaire was converted to numerical data by allocating never=0, seldom=1, sometimes=2, usually=3, and always=4. Also the average of teachers' opinion was concerned.

Communication

Items of communication aspect in the opinionnaire were from 1 to 8 that were as follows:

1. Asks for ideas, suggestions and opinions from others
2. Listens to all points of view with an open mind
3. Listens very carefully without interrupting
4. Summarizes input then checks for understanding
5. Identifies the core element of an issue
6. Expresses thoughts clearly in writing
7. Is an effective ,articulate speaker
8. Makes current job-related information readily available others

The outcomes of the opinionnaire in the communication aspect for each supervisor were shown in Tables 2, 3, and 4:

Table 2

Opinions Related to Communication of Supervisor 1

Items	1	2	3	4	5	6	7	8
Principal	3	4	4	4	3	2	3	3
Supervisor	2	4	4	3	3	3	4	4
Average of Teachers	2.7	3.6	3.7	3.3	2.9	2.8	3.3	3.1

Table 3

Opinions Related to Communication of Supervisor 2

Items	1	2	3	4	5	6	7	8
Principal	3	3	4	4	4	4	4	4
Supervisor	4	4	4	3	1	3	4	4
Average of Teachers	1.4	2.9	3.4	2.3	2.5	2.9	3.0	2.6

Table 4

Opinions Related to Communication of Supervisor 3

Items	1	2	3	4	5	6	7	8
Principal	2	2	2	2	2	3	1	3
Supervisor	4	4	3	3	3	2	4	4
Average of Teachers	2.6	3.7	2.3	2.7	2.1	3.0	2.8	2.6

Leadership

Items of leadership aspect in the opinionnaire were from 9 to 15 that were as follows:

9. Keeps promises
10. Can be trusted with confidential information
11. Is honest in dealings with others

- 12. Makes expectations clear
- 13. Establishes a manageable workload
- 14. Knows when to delegate and when to take personal responsibility
- 15. Empowers others to find creative solutions to problems

The outcomes of opinionnaire in the leadership aspect for each supervisor were shown in Tables 5, 6, and 7:

Table 5

Opinions Related to Leadership of Supervisor 1

Items	9	10	11	12	13	14	15
Principal	2	1	1	4	4	4	2
Supervisor	4	4	4	4	4	4	3
Average of Teachers	3.3	3.3	3.3	3.0	3.3	3.3	2.9

Table 6

Opinions Related to Leadership of Supervisor 2

Items	9	10	11	12	13	14	15
Principal	4	4	4	4	2	3	2
Supervisor	4	4	4	4	3	4	4
Average of Teachers	3.0	2.6	3.0	2.7	3.0	3.7	2.6

Table 7

Opinions Related to Leadership of Supervisor 3

Items	9	10	11	12	13	14	15
Principal	3	3	3	3	3	2	3
Supervisor	4	4	4	2	3	3	2
Average of Teachers	3.0	3.1	3.1	2.6	3.3	2.7	1.7

Task Managing

Items of task managing aspect in the opinionnaire were from 16 to 23 that were as follows:

16. Applies technology in practical ways to maximize efficiency
17. Avoids delay
18. Guides teachers professionally
19. Determines the time table appropriately
20. Evaluates teachers performance fairly
21. Implements co-curriculum program seriously
22. Conducts teacher training completely
23. Holds teacher meeting on timely and effectively

The outcomes of opinionnaire in the task managing aspect for each supervisor were shown in Tables 8, 9, and 10:

Table 8

Opinions Related to Task Managing of Supervisor 1

Items	16	17	18	19	20	21	22	23
Principal	2	1	2	1	3	3		1
Supervisor	4	3	4	4	4	3	3	3
Average of Teachers	2.4	3.0	3.0	3.1	3.3	3.0	1.6	2.7

Table 9

Opinions Related to Task Managing of Supervisor 2

Items	16	17	18	19	20	21	22	23
Principal	2	4						
Supervisor	4	4	4	4	4	3	3	4
Average of Teachers	1.9	3.3	2.4	2.6	3.1	2.4	1.9	2.1

Table 10

Opinions Related to Task Managing of Supervisor 3

Items	16	17	18	19	20	21	22	23
Principal	3	4	4	4	4	4	3	4
Supervisor	2	4	4	3	3	4		2
Average of Teachers	2.0	3.3	3.0	3.6	2.4	2.6	2.6	3.3

Interview

The interviews with supervisors were only about items that were significant, especially on the gap (means more than 1) between opinions of principal/ teachers and supervisor. As mentioned in the previous chapter, the

purpose of the interview's questions was to find the cause of the gap. A summary of interview for each aspect were as follows:

Communication

According to interview with supervisor 1, the researcher inferred the supervisor believed the importance of getting suggestions from others and implementation of useful suggestions, and the necessity of being trustful and open mind for receiving suggestions. The supervisor declared that writing communication is usually from the principal and supervisors should carry out and they report orally. Thus there is not culture of writing communication between supervisors and teachers.

According to interview with supervisor 2, the researcher inferred the supervisor received few suggestions from teachers and that suggestions also were difficult to execute, the supervisor was busy and had a hectic daily works thus there was not time to discuss with teachers. The supervisor preferred to have a face to face talking instead of written communication. There was not a communication system to inform teachers and some times there was problem for urgent information for example informing changed meetings time.

According to interview with supervisor 3, the researcher inferred the supervisor received no suggestions from teachers because most of the teachers were not interested in their job. Since the previous vice-principal had an authoritarian leadership style and did not take ideas of others, there was not a culture of participating and it was expected that the supervisor and teachers being obedient. Also there was not a mutual understanding with the supervisor and the principal and this misunderstanding effected communication between the supervisor and teachers. The supervisor preferred to talk with teacher alone not in a group that caused lack of experience sharing among teachers. Finally, there was a delay in transmitting the information received from principal to teachers.

Leadership

According to interview with supervisor 1, the researcher inferred the supervisor and the principal had different thinking and manner in leadership but most of teachers preferred manner of the supervisor and were agree with the supervisor. The supervisor empowered teachers to solve their problem such as making question papers, managing classroom, and having difficulty with certain children. The supervisor allowed teacher to apply their own style of leadership in classrooms and believed

if teachers work mechanically they could not give students freedom of self-expression and freedom of thought. The supervisor believed there is not absolutely right method and there is not absolutely wrong method, and each method has good point and bad point.

According to interview with supervisor 2, the researcher inferred the supervisor was sensible in regards with mistakes and reacted without hesitation. The supervisor expected if teachers faced a problem, first they should come to him not directly to the principal. The supervisor had a good academic knowledge about leadership. The supervisor was not very engage in empowering teachers to help them how to cope with their professional problem.

According to interview with supervisor 3, the researcher inferred the supervisor kept the promises, not interested to delegate works to teachers, had a helpful behavior but not systematically and was able to teachers in emergency case for example when they had problem with particular students.

Task Managing

According to interview with supervisor 1, the researcher inferred the supervisor did not integrated technology in instruction and also most of the teachers were not able to work with computers and they were not

afford to prepare computers. The work load of supervisor was high thus the supervisor only fulfilled the minimum requirement of duties ideally. The supervisor was in service of teachers who have problems especially new teachers. The supervisor did not give feedback to teachers from their performance systematically and specifically. The programs for teacher training was once a year and there was needed more attention in this regard. There was not a community of teachers and there was not a will to make it because the supervisor believed teachers resist change.

According to interview with supervisor 2, the researcher inferred the supervisor was reluctant to integrate technology in instruction despite of facilities in this regard. The supervisor did not evaluate the performance of teachers and preferred to receive oral report from good and intelligent students about performance of teachers. The supervisor believed since most of teachers have no B.Ed degree they needs learn about educational issues fundamentally ant it was beyond of his duty. Thus the supervisor was not eager to train teachers. The supervisor believed usually teachers dislike listening to others thus making a community of teachers is not embraced with teachers.

According to interview with supervisor 3, the researcher inferred the supervisor was completely

unfamiliar with technology and believed integrating of technology is not priority of the school. The supervisor did not evaluate teachers systematically and preferred to briefly watch classroom teaching personally. The supervisor investigated the performance of the teacher thoroughly when parents complained. The supervisor did not implement co-curricular or extra-curricular activity. The supervisor believed that teachers should be trained empirically but teachers prefer to spend their leisure time with family.

Triangulation

According to above-mentioned data, the similar data from different source about each supervisor were shown in Tables 11, 12, and 13:

Table 11

Triangulation of Outcomes of Communication Aspect

Observtion	Opinionnaire	Interview
<p>Supervisor 1 was a good listener, speaking politely, giving information in memos and notes, patience, and sharp in getting the main elements of messages.</p> <p>Supervisor 2 had obsessed mind and leaded to misunderstanding, intelligent to analyzing messages that sometimes leaded to prejudice, and less patient.</p> <p>Supervisor 3 was sociable, eager to help, uninterested to use writing communications, and need more explanation to messages.</p>	<p>Supervisor was good performance in listening, average in summarizing, speaking, transmitting information, and weak in asking suggestions, and written communication.</p> <p>Supervisor 2 was good in analyzing, speaking, average in written communication, and weak in asking suggestions, and absorbing main element of messages.</p> <p>Supervisor 3 was average in listening, asking information, writing, and weak in analyzing messages.</p>	<p>Supervisor 1 was open mind, and believer in getting suggestions.</p> <p>Supervisor 2 was not interested in getting suggestions, had a hectic daily work, not interested in written communication, and did not use systematic transmitting information.</p> <p>Supervisor 3 did not receive suggestions, did not have mutual understanding with principal, did not support sharing of experience, and had delay in transmitting information.</p>

Table 12

Triangulation of Outcomes of Leadership Aspect

Observtion	Opinionnaire	Interview
<p>Supervisor 1 had democratic leadership style, trustable, purposeful, supportive behavior, empowered teachers.</p>	<p>Supervisor 1 was good in clarity, established manageable workload, used delegation, and average in empowering, trustable, and kept promises.</p>	<p>Supervisor 1 had different thinking and manner with the principal, honest dealing with teachers, empowered teachers, and allowed teachers to apply their own leadership style in classroom.</p>
<p>Supervisor 2 had authoritarian leadership style, had expertise power, purposeful, high expectation, and responsible to result no teachers.</p>	<p>Supervisor 2 good in keeping promises, trustable, clarity, and average in establishing manageable workload, delegating, and empowering.</p>	<p>Supervisor 2 did not have toleration with mistakes of teachers, expected teachers to follow hierarchy in solving their problem, had a good academic knowledge about leadership, and not interested in empowering teachers.</p>
<p>Supervisor 3 had benevolent dictatorship leadership style, interested to do right things, and directive behavior.</p>	<p>Supervisor 3 was average in keeping promises, delegation, trustable, and weak in empowering.</p>	<p>Supervisor 3 kept promises, not interested in delegation, and helpful behavior.</p>

Table 13

Triangulation of Outcomes of Task Managing Aspect

Observtion	Opinionnaire	Interview
<p>Supervisor 1 was not used technology, busy for daily works, not interested in making a teacher community, did not give feedback systematically, punctual, and weak in training teachers.</p>	<p>Supervisor 1 was good in evaluating teachers, implementing co-curricular programs and average in avoiding delay, guiding teacher, determining time table, and weak in teacher training and making teacher community.</p>	<p>Supervisor 1 did not used technology, had a hectic daily work, not engage in infrastructure making, helping teachers to solve their problem, did not give feedback systematically, and not interested in making teacher community.</p>
<p>Supervisor 2 not familiar with technology, busy with symptoms not main problems, serious in co-curricular programs, punctual, and weak in teacher training.</p>	<p>Supervisor 2 was good in avoiding delay, implementing co-curricular programs, and average in evaluating, guiding teachers, and weak in using technology, teacher training, and making community.</p>	<p>Supervisor 2 was reluctant to use technology, did not evaluate teachers' performance, did not responsible in teacher training, and did not effort to make teacher community.</p>
<p>Supervisor 3 not familiar with technology, and weak in teachers training.</p>	<p>Supervisor 3 was good in avoiding delay, guiding teachers, average in determining time table, evaluating, implementing co-curricular, teacher training, and making community.</p>	<p>Supervisor 3 was unfamiliar with technology, did not evaluating teachers' performance, did not implement co-curricular, did not interested in teacher training.</p>

Answering the Questions that Guided the Study

The data gathered from observation, opinionnaire, and interviews was triangulated and the answers are as follows:

Question 1

Question one stated that, what is the performance of supervisors in communication? The supervisor 1 is a good listener and listens carefully, clearly, and without misunderstanding. She or he speaks articulately, spreads job relation information completely and on time. Also the supervisor 1 is not "excellent communicator" because she or he is not open to all suggestions and cannot express his or her thoughts in writing.

The supervisor 2 is an average listener. She or he listens smartly and without interrupting but because of obsession sometimes misunderstanding happens or concentration is not possible. She or he is not interested in listening the suggestion of others. She or he expresses his or her thought in writing clearly and speaks articulately. Because of hectic job, She or he does not spread information completely or on time.

The supervisor 3 is an average listener. She or he understands the teachers because of many years of experience but insufficient analytic thinking causes the supervisor cannot understand core element of a particular

issue. She or he is not interested in listening the suggestion of others. The supervisor does not use writing as a tool for communication and her or his speaking is not enough articulate. These factors cause the supervisor 3 does not spread information completely or on time.

Question 2

Question two stated that, what is the performance of supervisors in leadership? The supervisor 1 is a trustable person. She or he is interested to the job and has own target and tries to encourage teachers to do their job better. She or he guided teachers to cope with their problems. Relation between the supervisor 1 and teachers is good but the gap between the supervisor and the principal is significant and the supervisor does not have enough authority to be an excellent leader.

The supervisor 2 is a trustable person. She or he is interested to the job and has own targets and has enough authority to implement his or her targets. She or he is able to establish a manageable work load and delegates properly. These are the positive side of leadership aspect of the supervisor 2, but because of communication problem, teachers do not know his or her expectation clearly and the supervisor 2 cannot empower them to solve their problem.

The supervisor 3 is a trustable person. But she or he is not interested to the job and does not have own target. She or he is able to direct regular job but she or he is not able to cause change. Insufficient authority and lack of incentive cause the supervisor 3 does not empower teachers to find creative solutions for problems.

Question 3

Question three stated that, what is the performance of supervisors in task managing? All supervisors were responsible about their traditional duties like avoiding delays, and determining the time table appropriately but all the supervisors do not have professional attitude to modern teaching. The model of teaching is traditional and using of technology is less. There was not a system to evaluate performance of teachers and each teacher get feedback and have a plan for progress in inward educational year.

There was not a comprehensive plan for training of teachers. Although there was some attempt to have annually seminars that were effective but that were not sufficient.

Teachers worked separately and there was not distinguish attempt to make association and nurturing of teachers. All supervisors did not believe in making a community of teachers and according to their opinion,

teachers resistant change and prefer to spend their leisure time with family not in professional works.

Question 4

Question four stated that, what are the similarities and differences of performances of male and female supervisors? In generally, the performance of male supervisors was better than female supervisor. Of course average of age of males was more than female and it was naturally that male supervisors had more ambition and energy to deal with their works. The separate work place of supervisors and no interference of duties of supervisor leaded to less adverse effects of patriarchy. On the other hand, most of teachers were female that made a better opportunity for female supervisor to do her best in doing the job and empowering teachers.

The main differences was in leadership aspect and then in communication aspect. Weakness in academic knowledge about leadership and management was one of the causes of weakness of female supervisor. Less attention to future and effort to maintain current situation was another reason of weakness of female supervisor.

In task managing aspect, the performance of male was slightly better than female supervisor and it was because of their familiar with academic knowledge and eagerness to reach modern approach to education.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter mentions the summary and final conclusions about performance appraisal of supervisors of Spicer Higher Secondary School. In addition, some recommendations to supervisors, administrations, and further study have been mentioned.

Summary

Performance appraisal is an important document. It provides the basic and vital inputs for further development. Performance appraisal should be used as a tool for career planning and training, rather than a mere judgmental exercise. Reporting authorities should realize that the objective is to develop an officer so that she or he realizes his or her true potential. It is not meant to be a faultfinding process but a developmental tool.

The researcher, when reviewing the supervisors' performance, allocated sufficient time for determining each supervisor rating. The researcher reviewed one on

one notes and considered all supporting data with an open mind and without tendency to a particular person. The final appraising was determined by considering average of all people's evaluation, the gap between evaluation and especially observation and interview. The final performance appraisal is mentioned Table 14:

Table 14

Summary of Supervisors Performance Appraisal

	Communication	Leadership	Task Managing
Supervisor 1	Good	Good	Average
Supervisor 2	Average	Good	Average
Supervisor 3	Average	Average	Average

Conclusions

The conclusions of the study were:

The performance appraisal of supervisors in Spicer Higher Secondary School in communication aspect was above average, in leadership aspect was almost good, and in task managing aspect was clearly average. The performance of male supervisors was better than female supervisor in Spicer Higher Secondary School. The main differences was in leadership aspect and then in communication aspect. In task managing aspect, the

performance of male was slightly better than female supervisor.

Recommendations

During the research as well as the analysis processes several other ideas turned up that could be of interest and worthwhile to investigate more thoroughly. The recommendations were addressed to the supervisors, the administrators, and further study.

Recommendations to the Supervisors

The following are recommendations for supervisors:

1. Use technology for teaching and training teachers about technology.
2. Appraise teachers systematically and getting feedback to each teacher and rewarding to best performance. Giving specific feedback to teachers and having talk separately during period of finishing final exams and going summer holiday.
3. Allocate special time for talking with teachers about their problems and suggestions.
4. Hold in-service training.
5. Use a whiteboard in their office to write down the tasks.
6. Improve writing skills and using more writing for more effective communication.

7. Make association of teachers and empowering them to find solution by themselves
8. Transfer information as soon as possible by email, SMS, face to face, or letter.
9. Share made decision with teachers before implementing.
10. Use some tools of time management like Outlook, whiteboard, calendar, and so on.
11. Tell teachers about expectation, frankly and clearly.
12. Hold regular meeting for brainstorming about improvement.

Recommendations to the Administrators

It is recommended that:

1. It is strongly recommended that administrators should use 360-DFM to appraise performance of supervisors, teachers and staffs.
2. Fitting performance appraisal system into existing management systems. In other words, it should be integrated into routine planning and budgeting systems as well as to monitoring and supervision systems.
3. Performance appraisal should be continuous and recorded. At first the gaps should be reduced then result should be increased. In avoiding of

destructive competitive, it is recommended that any supervisor to be compared with him/her self. Also giving prize to who increases his/her performance should be considered.

4. Performance appraisal form should be simplified. The items of the form should be in accordance with situation, expectation, and duties of the supervisors. Participation of all supervisors in modifying the form should be made compulsory. It is strongly recommended that some representative of teachers should also be consulted about the form.

Recommendations for Further Studies

It is recommended that:

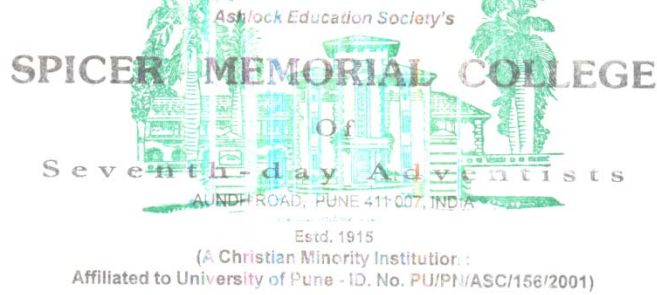
1. A comparative study can be made between results of 360-DFM and that of another appraisal model like DRA, CASI, EDI, and so on.
2. A study on effect of 360-DFM can be conducted in motivation in schools.
3. A study of performance appraisal of the principal by 360-DFM, can also be done.
4. A study can be conducted about integrating 360-DFM with International Organization for Standardization (ISO)

5. A study about designing of 360-DFM opinionnaire with participation of school board, administrators, teachers, and parents can be conducted.
6. A study can be done about effectiveness of 360-DFM on students performance.
7. A study about using 360-DFM in planning of in-service training can be conducted.
8. A study can be done about accuracy of 360-DFM by using it two times

APPENDIX A
CORRESPONDENCES

Grams : "SPICER," PUNE
Phone : (020) 25807000, 1

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January 31, 2011


To Whom It May Concern

This is to state that **Hamidreza Hemati (GH 450)** is a senior graduate student in the School of Education. In connection with the requirements of his studies, he has chosen to conduct a research on the topic **"A Study on the Performance Appraisal of Supervisors of Spicer Higher Secondary School by 360 Degree Feedback Method."**

This study involves data gathering from the school, administering questionnaire. Kindly allow him to conduct this study in your institution.

Thank you!


Nambala L. Paul
Dean, School of Education
Andrews University
Spicer Memorial College





Approved for conducting research.


26/11



APPENDIX B
OPINIONNAIRE

Opinionnaire

Instruction: Please fill this opinionnaire according to your opinion about the supervisor whose name is mentioned bellow. If you are not able to fill an item, please leave it blank. Determine your relationship with the supervisor in the appraiser field.

Appraised Supervisor:

Appraiser: Supervisor Principal Teachers

	Item	Appraising Item	Never	Seldom	Sometimes	Usually	Always
Communication	1	Asks for ideas , suggestions and opinions from others					
	2	Listens to all points of view with an open mind					
	3	Listens very carefully without interrupting					
	4	Summarizes input then checks for understanding					
	5	Identifies the core element of an issue					
	6	Expresses thoughts clearly in writing					
	7	Is an effective ,articulate speaker					
	8	Makes current job-related information readily available others					
Leadership	9	Keeps promises					
	10	Can be trusted with confidential information					
	11	Is honest in dealings with others					
	12	Makes expectations clear					
	13	Establishes a manageable workload					
	14	Knows when to delegate and when to take personal responsibility					
	15	Empowers others to find creative solutions to problems					
Task Managing	16	Applies technology in practical ways to maximize efficiency					
	17	Avoids delay					
	18	Guides teachers professionally					
	19	Determines the time table appropriately					
	20	Evaluates teachers performance fairly					
	21	Implements co-curriculum program seriously					
	22	Conducts teacher training completely					
	23	Holds teacher meeting on timely and effectively					

APPENDIX C
OBSERVATION CARD

Observation Card

Apprised:
Date:
Situation:
Incident:
Appraisal Note and Interpretation:

APPENDIX D
INTERVIEW QUESTIONS

Interview Questions

1. Do you believe that others ideas and suggestions can be effective in your job? How do you get others' suggestions? In your opinion, is it possible to start a suggestion system in Spicer school?
2. How much time do you spend to discuss with teachers monthly?
3. When you talk with the principal, do you tell him what you understand from his saying? Do you do the same with the teachers?
4. Why did you downgrade yourself?
5. When do you write to your teachers? For example writing letter, board writing, writing under letter as a job process, or Do you have writing communication with vice-principal? Is there anybody to edit your writing and give you some tips in this regard?
6. Do you prefer to speak with your teachers in a group or individually? Why?
7. Which type of information related to teachers do you tell them? New programs, their rights, changes in programs, and so on? Do tell them on time? What is your guess that they are not satisfied?
8. In your opinion, why did the principal apprise you so low? Is there any special reason?
9. Which private matters do teachers tell you?

10. In your opinion, why did the principal apprise you so low? Is there any special reason?
11. How much of your expectation is clear for teachers? Did you tell your expectation to them directly and frankly?
12. What is your classical management model? Which theory of management do you follow? Which management book was the most effective for you?
13. Which type of works do you delegate to teachers?
14. Which type of problems do teachers tell to you? In your opinion what percent of them should be solved with themselves? How do you empower them to solve that problem?
15. What is your problem for using technology in your classroom? What is the knowledge of your teachers in using technology for teaching? What is the using of technology in the primary school?
16. Is there any work that you can't do on time? What is your method to remind yourself about task deadlines?
17. When does a teacher need guiding? How do you guide them? How often do you spend your time in guiding teachers, especially new teachers? Do you have a file for each teacher and write their achievement in it?
18. What is the opinion of teachers in regards to the time table?

19. How do you evaluate the performance of teachers? How do you give them feedback, systematically or non-systematically? Do you record their performance evaluation to find their progress during the period?
20. Which co-curricular activity do you manage? Give me some examples? What is the expectation of teachers?
21. How often do you have a teacher training exercise? Annually as it was done in Hotel Arrora program? What are the needs of teachers in this regard? What is your problem with in-service teaching?
22. Do you think that teachers need some meeting for sharing experience and solving common problem? What are your problems in doing this? What is the expectation of teachers? Do teachers embrace it?
23. Which type of information related to teachers do you tell them? How do you transmit information to your teachers?

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Educational Background

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1990-1995	Bachelor in Civil Engineering, Iran University of Science & Technology

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2009-2010	Adjunct Faculty, Spenta University, Pune.
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