

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**Teachers/Trainers Attitude towards the Current
Performance Management System in Selected TVET
Institutions in Addis Ababa**



BY

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A Thesis Submitted to the School of Graduate Studies,
Addis Ababa University in partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Management of Vocational Education

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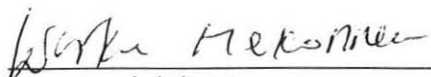
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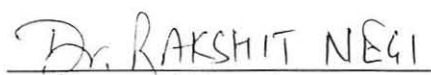
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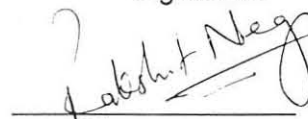

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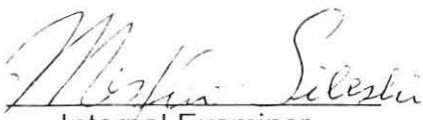

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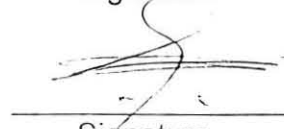

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ABSTRACT

The purpose of this study was to investigate the attitude of teachers towards the current performance management system and practices in selected sample Government Technical Vocational Education and Training Institutions. While including more institutions in the sample would have widened the focus of the study, limited time and funding made such a wider study prohibitive. In order to attain the objective of the study, descriptive method was employed. The data collected were organized, analyzed, tabulated and interpreted using simple percentage. As far as major findings of the study are concerned, significant majority of the respondents stated their attitude that the appraisal system lacks to include critical requirements, indicators that establish learning objectives consistent with student needs and department expectations and appropriateness of the performance measurement criteria to measure performance of trainers as objectively as intended made the practices of teacher's appraisal in TVET government institutions exhibit weaknesses which need to be urgently addressed if teacher appraisal is to be used to improve the quality of teaching and education.

Finally, the last section of the study deals with recommendations that are sought to practical in solving the problems identified in the study.

ACRONYMS AND ABBREVIATIONS

ADLI	Agricultural Development Led Industrialization
BARS	Behaviorally Anchored Rating System
ESDP	Ethiopian School Development Program
HR	Human Resource
HRM	Human Resource Management
MBO	Management by Objective
MSS	Mixed Standard Scale
TVET	Technical Vocational Education and Training

CHAPTER ONE: THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Performance management is an integral part of the management of an organization in which information obtained during the performance management process about individual employees or from specific units of the organization shall be considered in making other personnel management decisions. In fact, connections with other systems indicate how effective the performance management system is. From an organizational perspective, information obtained from performance appraisals must influence selection, staffing, discipline, training, and development. Concerning this (Fletcher 1993:473-488) points that performance management is associated with an approach to create a shared vision of the purpose and aims of the organization, helping each employee understand and recognize his/her part in contributing to the organization and in so doing, manage and enhance the performance of the individual and the organization.

This requires setting strategies at organizational level and synchronizing departmental and individual objectives and targets to its achievement. In the managerial hierarchy, it is the immediate supervisor that is in charge of such performance appraisal. The managerial appraisal of employee should measure both performance in achieving goals and plans of an employee on his/her present job as well as the potential for promotion to higher level position as the individual planned for development is based primarily on the facts revealed by appraisal against predetermined verifiable objectives is a necessary step to lead the organization in the right direction.

Based on this concept an attempt is made to assess the employees' attitude towards the current performance management system practices of government TVET institutions in Addis Ababa.

As we all know, education plays a significant role in the life of an individual as well as in a county's overall development. It is a basic factor in promoting

rationality of taught, improving social mobility and enhancing an individual's capacity and skill to respond to the demands of a changing world (Coombs, 1985, Simmons, 1980, Curle, 1973). Investment in schooling is an investment in human capital which improves labor productivity and thereby contributes markedly to economic growth and development of a nation. Since the interaction between education, economic and social development has been broadly recognized (Tanquianne, 1990:), the educational system of any country is meant to serve its development objectives. Thus, the realization of the established objectives is largely dependent on an efficient and effective management of resources, of which the human resource is an important element.

In light of this, there must be an operative Performance Management System, which is based on the importance of managing each individual's work and continuous communication between employees and their supervisors. It ensures that all employees are well aware of what is expected of them, are provided with continuous feedback about their performance, are provided with opportunities for education, training, and development, and are rewarded in a fair and equitable manner. Therefore, it is desirable that each TVET institutions should have a system for managing performance to monitor and evaluate the attainment of organizational goals and individual expectations.

Moreover, the performance management process, which is the sequence of actions that supervisors and managers take when interacting with employees about their performance, is said to be implemented in a proper manner and up to the standard. That is, there should be a clear distinction between the measurement of the person and the measurement of performance using appropriate data from a number of sources.

Currently, the Bureau of Education adapted a result based performance management system with the objective of measuring results in accordance with predetermined performance measurement criteria. Accordingly, training on the system was conducted as to the preparation, record keeping and

evaluation of teachers. However, lack of appropriate standard, verifiable output measurement indicators, not implementing tracking of records and feedback techniques are the problems encountered so far. Hence, a negative outcome of the implemented system prevails over the intended objectives set in the performance evaluation guidelines and directives. Hence the issue under discussion urgently needs to be addressed.

Literatures on performance management system and research findings at different times reveal that there are many problems and factors related to effective implementation of performance management system which causes employees performance and moral to deteriorate. The purpose of this research paper is, therefore, to identify major problems and attitudes of employees in the current performance management system practices in selected TVET institutions of Addis Ababa and forward possible solutions and recommendations to alleviate the problems.

1.2 Objective of the study

1.2.1 General Objective

The overall objective of this study is to assess the state and attitude of employees towards the current performance management system practices of the government TVET institutions, with the following specific objectives.

1.2.2 Specific Objectives

- a.** To examine the current problems contributing to the ineffectiveness of the existing performance management system in government TVET institutions.
- b.** To investigate the magnitude of the problem with regard to performance management, i.e. planning, managing and appraising and points out those factors that drove to poor performance and dissatisfaction of employees.

1.3 Statement of the Problem

Performance measures are recognized as an important element of all Total Quality Management programs. Therefore, managers and supervisors directing the efforts of an organization or a group have responsibility to know how, when and where to institute a wide range of changes. These changes cannot be sensibly implemented without knowledge of the appropriate information upon which they are based. Regardless of this fact, there is currently no standardized approach to develop and implement performance measurement system among many government TVET institutions in Addis Ababa. As a result, performance measures have not been fully adopted to gauge the success of the various practices made by their staff. Hence, the concern of this paper is to assess the state and attitude of teachers/trainers towards the current performance management system practices of these TVET institutions. The study also aims at investigating the magnitude of the problem with regard to performance management, i.e. planning, managing and appraising and points out those factors that drove to poor performance and dissatisfaction of employees. By doing so, the study investigate the problem and try to answer the following basic questions.

- Does the implemented performance management system actually measures performance related behavior of teachers/trainers?
- Does the performance management tools (record keeping, initiative, output, rating scales etc. are properly managed?
- Does the results (outputs) of performance appraisal of teachers/trainers are utilized for human resource activities?
- What performance measures are identified and implemented to assess performance?

1.4 Significance of the study

This study is intended to investigate the current problems contributing to the ineffectiveness of the existing performance management system of

teachers/trainers working in government TVET institutions and try to forward possible remedial solutions. Therefore, the researcher hopes that:

1. It help the TVET institutions to adapt a systematic way of performance management system so as to strive for much precision in measuring performance, link performance dimensions to meet internal and external customer requirements and incorporate situational constraints.
2. The results provide the necessary basis for policymakers, planners, teachers, principals and others interested groups to realize the magnitude of the problem and attempt to solve it and.
3. Serve other researchers as a source of information for further investigation on the problem.

1.5 Delimitation of the study

Currently, there are 5 government TVET colleges and other 5 government middle level TVET institutions in Addis Ababa engaged in Technical-Vocational Education and Training. Involving all these colleges and institutions in the study is too large to manage, and the study is limited to three government TVET institutions in Addis Ababa. Even though there are other personnel management related problems in the institutions, the study is also limited in its scope to the attitudes of teachers/trainers towards the current performance management system.

1.6 Limitation of the study

The researcher had encountered the following limitations:-

- Absence of adequate information or document about the process of performance management, i.e. planning, record keeping and performance management tools/methods/ employed in the respective institutions.

- The study is also largely dependent upon individuals' opinion and some of the respondents were found to be negligent in filling the questionnaire.

1.7 Organization of the study

This study has five chapters. The first chapter is background of the study, which includes statement of the problem, significance, delimitation, limitation and organization of the study. The second part deals with the review of related literature which will provide detailed information related to performance management system with opinion of different writers. The third chapter deals with the research design and methodology. The fourth chapter comes with the results, analysis and interpretation of data collected through questionnaire and interview, The fifth chapter is where summary, conclusions and recommendations are dealt comes at last.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter deals with the review of the related literature. It comprises conceptual framework of Technical Vocational Education and Training in Brief, the need for performance evaluation (management) of employees, objectives of performance evaluation (management), who should evaluate the performance of employees?, methods of performance evaluation, problems in the performance evaluation (management) of employees, the ways to come up with these problems

2.1 Conceptual Framework of Technical Vocational Education and Training

2.1.1 Background, Policy, Strategic direction, Status and Significance of TVET in the Ethiopian Context

The National Technical Vocational Education and Training (TVET) Strategy of Ethiopia reflects an important paradigm change during recent years that places quality and relevance of TVET as its priority. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy alone. TVET has to respond to the skill needs of the labor market and create a competent, motivated and adaptable workforce capable of driving economic growth and developments.

The Economic Policy and Strategy of the country requires technical and professional skills in broad and specific occupational fields. It is with this intention that the Government of Ethiopia has put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET.

To meet this demand, public and non-public TVET institutions have increased in number, the training areas have been diversified, enrollment has increased, and the trainers are prepared to perform functions valued

and needed by the Agricultural Development Led Industrialization (ADLI) Strategy of the country.

However, at present most TVET graduates do not meet the expectations of the service and production sectors. This is due to three reasons:-

1. TVET concentrates on institution-based training, which favors theoretical instruction. Initial training is still input-oriented and follows curricular requirements instead of work place and labor market requirements.
2. Further training and continuous upgrading for the existence workforce are only partially in place. A meaningful structure of steady adaptation to workforce demand and life-long learning is still missing.
3. Ongoing formal and informal non-public and private company-based training is closer to people and to the world of work. All these different training approaches are not yet part of the overall training system thus excluding large majority of trainees, job seekers (Creators) and working people. Thus their skills, knowledge and experience are not sufficiently acknowledged, developed and utilized.

Therefore, there is a need for coherent system which includes formal and non-formal initial and subsequent training programs that allows access to certification at all levels no matter how and where the skills and knowledge were acquired and opens access to academic studies for everyone through required standard assessments/tests. Moreover, it is necessary to strengthen the qualification framework, which is the basis of the outcome and competency based system. This requires the development of additional occupational standards test items, and the establishment of one appropriate assessment/testing infrastructure.

Based on the government economic and social development strategy program new programs have been identified, and occupational standards were prepared for 50 priority trades. The Government TVET institutions were provided with the necessary equipment, machinery, furniture and

computers to make the training practical and of better quality. Training modules were also produced and distributed to the institutions to improve the quality of training.

The TVET qualification framework document was prepared to put in place a trade testing center with the corresponding procedure and 5 other implementation guidelines were also developed and 5 centers of competencies development plans are prepared. (ESDP III, 2005: 50)

2.2 The Need for Performance Management

Historically, organizations relied upon evaluations and ratings provided by their employees immediate supervisors to make pay, transfer and promotion decisions. Although many performance appraisal systems contained an employee development element, the exercise was seldom followed upon, and developmental goals were rarely referenced until the next appraisal session.

Organizational needs to improve employee motivation, morale, and productivity and to avoid unnecessary litigation and led to the redesign of performance appraisal and reward systems to facilitate employee development and to promote organizational goals. Specifically, organizations hope to improve motivation and productivity by defining, measuring and realizing employee behaviors to better reflect organizational goals and expectations. Employee development efforts are facilitated by improved feedback, counseling and goal setting techniques. In addition, well-designed performance management systems positively influence employee motivation by providing a vehicle for formally recognizing and allocating rewards to outstanding employees. (Organization Systems International, 2002:5)

According to R. Bruce McAfee and Paul J. Champagne (1993:24-32), Organizations typically have two primary reasons for using performance appraisals. The first is the evaluative or judgmental function of appraisals,

i.e. they are used for making administrative decisions about employees. The second function is developmental Appraisals are designed to improve performance or the potential for high performance by identifying areas for improvement and growth.

Both functions of appraisal should help to develop more productive employees. Nevertheless, managers frequently resist using proper appraisals. This resistance stems in part from the lack of awareness about how appraisal fits into an overall plan for the effective management of people. Appraisal can erroneously be seen as merely a tool for administrative decisions with little or no link to human behavior in organizations. This also means that managers may not see appraisal as a constructive tool for behavioral change. (McAfee &.Champagne, 1993:24)

Another author Edwin B. Flippo in his book entitled "The Principles of Personnel Management " states the need for performance management as follows:-

... Systematic appraisal of employee performance is that it serves to stimulate and guide employee development. A good appraisal program provides this information in a form that can usually be communicated to the employee. The factors utilized in the rating process form a pattern of desired behavior and, a comparison of the individual's performance weakness. These weaknesses provide the basis for an individual. (Flippo, 1976:264)

Since workers are appraised constantly a spirit of competition may be infused in their minds as a result of which their performance may be improved. Merit rating also helps to discover and distinguish between efficient and inefficient workers.

2.3 Objectives of Performance Management

The main objectives of performance management are:-

- a. To determine which employees need more training and it can help evaluate the results of training programs. It also helps the subordinate-supervisor counseling relationship and it encourages supervisors to observe subordinates behavior to help employees.
- b. Performance management can encourage initiative, develop a sense of responsibility, and stimulate efforts to performance.
- c. It can serve as a valuable input to skill inventories and human resource planning.
- d. It can serve as a basis for an ongoing discussion between superior and subordinate about job related matters. Through interaction and an effective feedback process, the parties get to know each other better.
- e. It serves as a legally defensible reason for promotion, transfers, rewards, and discharge
- f. It can be used to validate selection tools such as testing program.
(Ivancevich:257-258)

An organization which strictly follows and implements the above objectives, assists the organization to remain competitive enough in the business world in general and to be efficient in achieving his organizational objectives in particular.

As it is clearly stated in the objectives and guiding principles, performance appraisal is not a one time activity. But requires supervisors to keep records of teachers/trainers' performance that enables them to identify the need for training and plan programs accordingly. In addition, performance management create conducive atmosphere to increase productivity and

efficiency by maintaining smooth relationship between work and workers. The guideline also stress that both supervisors and employees have to take training, seminar or meeting for effective and appropriate utilization of performance appraisal report.

2.4 Who Should Evaluate Employees?

Performance evaluation is another HRM activity that involves cooperation between the line operating managers and the HR specialists. The operating manger (immediate supervisor) is, however, the person responsible for conducting the actual appraisal in a vast majority of cases. But there are other possibilities that organizations should consider as well.

2.4.1 Rating by a committee of several supervisors

The supervisors chosen are those most likely to come into contact with the employee. This approach has the advantages of offsetting bias on the part of superior and adding additional information to the evaluation, especially if it follows a group meeting format.

2.4.2 Rating by the Employee's Peers (co-workers)

In the peer evaluation system, the co-workers must know the level of performance of the employee being evaluated. For this system to work, it is preferable for the evaluating peers to trust one another and not to be in competition for raises and promotions. This approach may be useful when the tasks of the work unit require frequent working contact among peers.

2.4.3 Rating by the employee's subordinates

It is used in some universities and (students evaluate the faculty's teaching effectiveness). It is used more for the developmental aspects of performance evaluation than are some of the other methods. Managers are less likely to accept being rated by subordinates if the information is going to be used for administrative purposes (for example, raises and promotions)

than if it is used for development. This source of rating information is also more acceptable if the managers believe that their subordinates are familiar with the job. Also, subordinates' evaluations should probably be restricted to "people-oriented" issues such as leadership and delegation, rather than organizing, planning and other less easily observed aspects of the manager's performance.

2.4.4 Rating by Someone outside the Immediate Work Situation

This method is known as the field review technique. It uses a specialized appraiser from outside the job setting, such as a human resource specialist, to rate the employee. This approach is often costly, so it is generally used only for exceptionally important jobs. It might be used for the entire workforce if accusations of prejudice must be countered. A crucial consideration is that the outside evaluator is not likely to have as much data as evaluators in any of the other four approaches. The use of an outside evaluator represents a somewhat atypical approach to appraising performance.

2.4.5 Self-evaluation

In this case, the employee evaluates herself or himself with the techniques used by other evaluators. This approach seems to be used more often for developmental (as opposed to evaluative) aspects of performance evaluation. It is also used to evaluate an employee who works in physical isolation.

Self evaluations have often been met with skepticism by organizations because the self-interests of the employee could outweigh an objective evaluation. However, research has demonstrated that self-evaluations can correlate reasonably well with supervisors' ratings; especially if the employees have information about their co-workers' performance, employees can provide accurate appraisals of their own performances.

2.4.6 Rating by a Combination of approaches

One system of appraising performance that appears to be growing in popularity is the 360-degree feedback system. As the name implies, this method uses multiple appraisers, including supervisors, subordinates, and peers of the target person. In some cases, it also includes self-appraisals. The appraisal is 360-degree in that information is collected and feedback is provided in full circular fashion—top to bottom and back to the top.

2.5 Methods of Performance Evaluation

“Performance measurements---the important features of getting the job done, may include organizing and planning, quality of work, quantity of work, job knowledge, versatility, professional competence/competencies, cooperation toward achieving organizational goals, communication skills, decision making, etc. Job related criteria for performance evaluation include job dimensions, performance standards and illustrative, observable behaviors. Criteria should be: Measurable through observation of behaviors on the job, clearly defined and Job related.

Employee input can provide data for developing criteria---all employees should know and understand the performance dimensions before appraisal are conducted’ (Edwards & Sproull, 1985b:17-26)

One common example of a traditional measurement system utilizes the following rating scale:-

Rating	Description
5	Far exceeds expectations. Outstanding.
4	Exceeds expectations
3	Proficient: Meets expectations
2	Below average. Needs improvement.
1	Does not meet expectations. Improvement is required

Boudreaux, in an in an article he wrote for Compensation & Benefits Review, describes the shortcomings of this approach. "This system features small gradations based on imprecise performance appraisal categories. It forces managers to compare employees. This can create competition and not cooperation. If this is linked to a merit plan, it appears that the rating categories and the corresponding increases should be distributed across a normal distribution, with a majority of employees ranked as "3"s. By definition, the system assumes that most employees fall two points below where they naturally want to be. The system necessarily attacks the self-esteem of a majority of employees. Further, few if any managers can objectively justify a distinction between greatly exceeds and exceeds" (Boudreaux, 1994:20-24).

Several alternate measurement methods and systems have been developed over the years including Management-By-Objectives (MBO), Behaviorally Anchored Rating Scales (BARS), The Mixed Standard Scale (MSS), quantitatively measurable performance criteria, and the use of multiple raters or 360-degree feedback.

2.5.1 Management-By-Objectives (MBO)

Performance management systems utilizing Management-By-Objectives strategies entail the setting of mutually agreed upon, observable, measurable objectives and goals between employees and their bosses. "Each level of the organization sets goals that complement those set at the next highest level. In many cases, individual monetary rewards (bonuses, merit increases, etc.) are tied to MBO goals" (Wright, 1994:41-48).

One criticism of the management-by-objectives strategy is that employees tend to focus on attaining their objectives to the detriment of their other, non-measured responsibilities. Edwards, Borman, & Sproull characterize MBO "as one of the greatest management illusions. The technique simply increases pressure on the individual and is self-defeating" (Edwards, Borman & Sproull, 1985:77-82).

2.5.2 Behaviorally Anchored Rating Scales (BARS)

Behaviorally Anchored Rating Scales are “descriptions provided on appraisal forms and surveys which describe a precise level of performance. BARS were developed with the hope of improving rater accuracy by providing job-related behavioral anchors and altering the format of rating scales. BARS anchor each rating interval with descriptions of a behavioral incident. BARS eliminate the confusion and common error caused by open-ended rating scales (i.e., what is the difference between satisfactory and good?). Another advantage provided by BARS is that they focus the appraisal on behavior rather than personally characteristics (Brown, 1985:39-42).

Unfortunately, while behavioral anchors offer specificity in setting performance levels, research has indicated that BARS offer no performance measurement superiority over conventional systems. They are also time consuming and difficult to develop-especially if there are many dissimilar job slots. To develop BARS for just one job, that job must be separately and carefully analyzed and performance levels must be described in detail for several of the job's areas” (Edwards, et al., 1985:17-26)

2.5.2 The Mixed-Standard Scale (MSS)

The Mixed-Standard Scale is considered “superior to BARS in reducing halo and leniency errors. MSS disguises dimensions and ordinal relationships among items so that the rater cannot detect and order of merit in the items. In the MSS, all items are presented in random order and raters must respond without knowing whether a low, medium or high rating for a particular item has a positive, neutral or negative correlation to performance. Raters are required to choose one of the following three responses for each item: the rate's performance is lower (or poorer) than the item description (-); the rate's performance fits the item description (O); or the rate's performance is higher (better) than the item description (+).

This format provides for error counts that can be used to identify rater errors, systematic rating tendencies, and ambiguous dimensions, thereby providing the opportunity for rater feedback. Mixed Standard Scale can be used with multiple raters. Despite its advantages, many raters experience frustration with this system, and it has little industry support” (Edwards & Sproull, 1983:77-82).

2.5.3 Quantitatively Measurable Performance Criteria

Quantitatively Measurable Performance Criteria are thought to be objective, reducing “conflict between the employee and the appraiser by restricting the focus of the appraisal items that can be measured by number of quantity (e.g., production rates, sales...). The problem is that quantitative measures do not guarantee objectivity, not capture all components of an individual's contribution to the organization's productivity because there are numerous factors that influence the events being measured (degree of assistance, territory/departmental differences, etc.). Quantitative performance criteria, while apparently straight forward in their emphasis on numbers are flawed in that they may:-

- emphasize certain obvious but sometimes insignificant aspects of the job
- Negatively influence job holders by suggesting that only the numbers, and not the nuances of their jobs count.
- Encourage short-term individual gain at the expense of long-term development and the organization's success.
- Need to be artificially created for many management jobs (Edwards & Sproull, 1985b:17-26).

According to Edwards and Sproull, performance “standards don't have to be quantifiable, but they must be keyed to observable behavior”.

2.5.4 Peer Assessment/Peer Review

Although forms of peer assessment are found in multi-rater and 360-degree survey instruments, not all peer assessments utilize these rating tools. According to Kane and Lawler, peer assessment methods were first developed in the 1920's. The numerous research studies conducted on peer assessment methods over the years have determined them to be reliable and valid. Peer assessment is defined as: the "evaluation of work performance by peers or colleagues of equal rank against established performance criteria or competencies" (Bader & Bloom, 1992:61-66).

There are three methods of peer assessment: peer nominations, peer ratings, and peer rankings.

2.5.4.1 Peer nominations – each member of the group designates a specified number of group members (usually excluding themselves) as being the highest and/or lowest in the group on a particular characteristic or dimension of performance. Administration is simple for the rater, but complex from the standpoint of design, administration and scoring. This method is not recommended. Research on its effectiveness is inconclusive. It requires a group size of at least ten for reliability. Although it does not provide information about all group members, it requires responses from all group members to ensure reliable results. In addition, it is difficult to compare members of unequal size groups. This method can only be used to identify the extreme high and/or low members of a group and provides little, if any, discrimination between remaining members (Kane & Lawler, 1978:555-565).

2.5.5.2 Peer rating – each group member rates every other group member on a given set of performance or personal characteristics, using any one of several different types of rating scales, including behaviorally anchored rating scales, adjective and numerically anchored graphic rating scales. Minimal group size is ten (Kane & Lawler, 1978:555-565).

2.5.5.3 Peer ranking – each group member ranks all the others from best to worst on one or more factors. Ranking is considered the most discriminating of all the peer assessment methods, since it is quite probable (if no ties are allowed that the average rank received by each group member will be different that received by any other. This method is therefore the method of choice when the purpose is solely to discriminate all the members of a group from one another (Kane & Lawler, 1978:555-565).

According to Bader & Bloom (1992:61-66), proper preparation, design, and training is required to avoid the disadvantages of peer assessment which include the:

- Initial time commitment
- Difficulty for some people to keep input anonymous
- Inappropriate use of input
- Tendency of some people to use peer reviews vindictively
- Tendency for reviewers to remember isolated or recent incidents or to blow incidents out of proportion.
- Tendency for reviewers to save feedback for the process, rather than delivering it as needed.

2.6 Multiple Raters/ 360-Degree Feedback

Multiple-rater and 360-degree feedback instruments offer superior assessment alternatives to the prior measurement methods. Multiple-rater surveys can differ from 360-degree surveys in that 360-degree surveys always sample feedback from several sources around the participant. Typical 360-degree surveys solicit and analyze input from the participants' immediate supervisor(s), peers, and direct reports, suppliers and customers (if applicable). Self-ratings are also often included. Multiple-rater feedback in contrast, consists of more than one rater, usually four or more, but they do not necessarily represent opinions from all sources around the participant. For the remainder of this discussion, the terms 360 –degree and multi-rater feedback can be used interchangeably.

Although the concept of 360-degree feedback has been around for almost twenty years, the tool was not often used until fairly recently. One reason for its increase in popularity lies with technological advances that ease administration by introducing computer processing to a formerly time-consuming, manual task.

One study estimates 13% of all organizations are currently using 360-degree survey instruments (Gruner, 1997:102-103). 360-degree surveys are used for employee development, succession planning, training needs assessment, and for making appraisal, salary and promotion decisions. 360-degree, and multi-rater feedback is very powerful, and often more meaningful than single-source (supervisory) feedback. 360-degree feedback is valuable in that it provides additional sources of observations of behaviors from varying perspectives.

"Subordinates, for example, are more directly affected by managerial behaviors and decisions in ways that are not always evident to supervisors. In fact, supervisory feedback may primarily reflect the performance of the manager's work unit, rather than leadership behaviors, which they may not directly observe (what vs. how). Research by Brnadin and Beatty, has shown that 360-degree feedback can enhance both communications and performance" (London & Beatty, 1993:353-372).

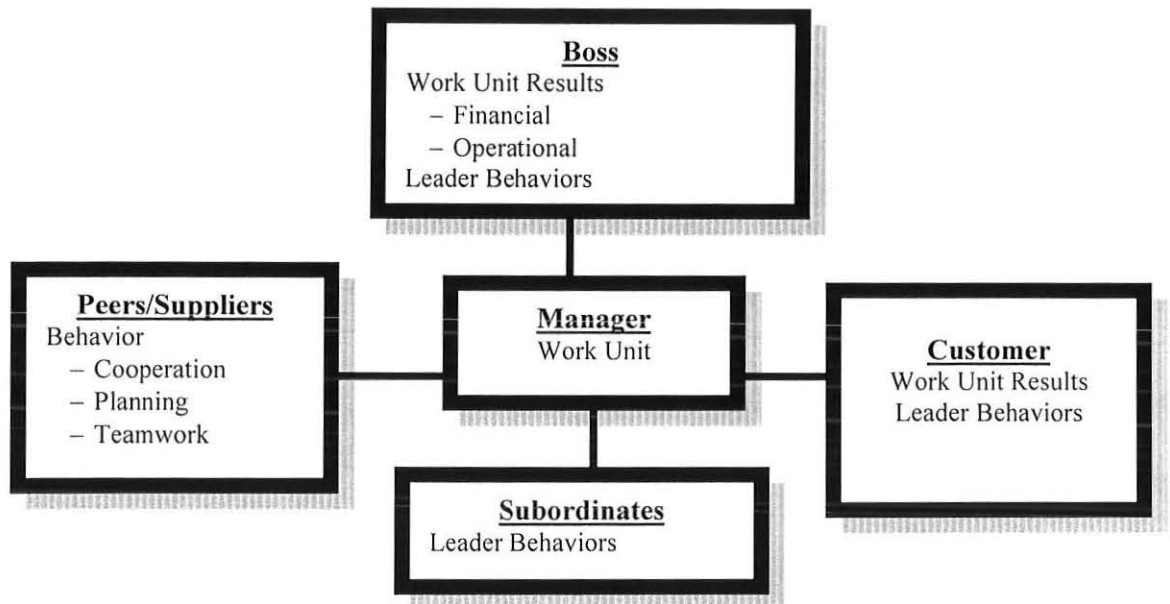
Furthermore, numerous research studies have proven multiple assessment tools to be reliable and valid sources of data. In fact, studies correlating peer ratings with other measures of success show that, peer ratings are valid and reliable predictors of performance (Pollack & Pollack, 1996:507-528).

360-degree assessment reports provide comprehensive summaries of an employee's job related competencies (skills, abilities and knowledge). With 360-degree assessments, employees can compare their own ratings of their performance with the ratings they receive from their rating team. Since employees typically "see" themselves and give themselves higher ratings

than other, 360s provide employees with valuable insight into their strengths and weaknesses.

Most organizations use 360-degree feed back for developmental purposes only. Considerably fewer use it for merit review evaluations. 360-degree surveys are used by both management and non-management personnel.

360 Feedbacks: A Graphical Representation



From “360-degree feed back as a Competitive Advantage” by M. London & R. Beatty, Human Resource Management, Summer/fall 1993.

2.6.1 Model and Scoring Variations

K.M. Nowack identified five basic models of 360-degree instruments, and three distinct scoring methods, in a 1993 Training & Development article entitled “360-Degree Feedback: The Whole story”. 360-degree models include: job analysis, competency-based, strategic planning, developmental and personality theory models. Competency-based models are probably most often used for employee development purposes.

1. **Job analysis** – measure knowledge, skills and abilities determined through focus groups and job-task information questionnaires.
2. **Competency based** – measure competencies which are determined by identifying the behaviors of high performing employees.

3. **Strategic planning** – measure knowledge, skills and abilities required based upon the organization's strategic plan, and identified through interviews and focus groups with key senior executives.
4. **Developmental theory** - measure knowledge, skills and abilities based on theoretical and conceptual models of employee growth and development. These models note critical skills for various developmental stages.
5. **Personality theory**- measure knowledge, skills and abilities associated with personality, such as qualities, traits, temperaments and styles in communication, leadership, interpersonal relations, and cognition.

There are three different ways to score 360 degree survey instruments. It is possible for one comprehensive feedback report to represent all three types of scoring methods the various methods of scoring 360-degree instruments include impassive, normative and competency-based norm scoring.

1. **Impassive scoring**- where employees can track and compare their own scores over time. Initial scores serve as a baseline against which oater scores are compared impassive scoring can focus on behavioral changes or on the employee's degree of awareness of his or her interpersonal, communication, or leadership styles at given points in time.
2. **Normative scoring** – employees compare their scores with the scores of a representative group of similar employees (same job, organizations or industry). Normative scoring also allows organizations to determine training needs.
3. **Competency-based norms**-are determined by surveying a group of high performing employees, and calculating the means and standard deviations from the individual scales. These means are used for comparison purposes. (Nowack, 1993:69-72).

2.6.2 360-Degree Development

Development of a 360-degree or multi-rater instrument is, as in competency modeling, a multi-phase process. In phase one, the organization must

determine their requirements and intended applications of the instrument (e.g., development, appraisal, selection).

Phase two focuses upon determining the content and survey format. The development of an organizational competency model typically precedes 360-degree survey design. According to London & Beatty (1993:353-372), 360-degree surveys "should be based on behaviors strategic to organizational success and relevant to the job and can include new behaviors top management may wish to reward." Questions should describe specific, observable, job-related behaviors strategic to organizational success and relevant to the job, and can include new behaviors top management may wish to reward." Raters should be provided with a "can not rate option for areas of performance they have not had sufficient opportunity to observe" (Pollack & Pollack, 1996:507-528). Supervisor ratings are not kept anonymous.

The third phase includes," establishing a report format and distribution procedures, clear instructions, rater and participant training. Report formats vary from narrative summary statements to statistical summaries averaging ratings across items or clusters of items. Some include departmental or group norms. The more detailed the report, the more managers focus on results that match their self-perceptions/ Reports that summary data on statistically derived factor analyses and by averaging items across predetermined factors provide reliable, more easily digestible data without losing distinguishing information" (London & Beatty, 1993:353-372). In addition, many reports include transcriptions of written comments made by the rating team; such data is particularly valuable as it provides a context from which to view the quantitative results.

Phase four focuses on training. Facilitators must be trained to interpret and deliver meaningful feedback on report results. It is strongly recommended the organization provide pre-assessment training sessions for all raters.

2.6.2.1 The Rating Team

Although multi-rater and 360-degree ratings team membership may vary, sell sources agree that rater anonymity must be guaranteed. Protecting the confidentiality of respondents helps to ensure honest objective survey responses. To this end, many organizations use third party firms to collect and analyze the data, and prepare feedback reports. Subordinate and peer ratings are either not reported, or are combined, if fewer than three responses are received. "Data from three or more raters improves reliability and validate of the ratings, reduces the amount of bias, and helps to maintain the anonymity of the raters" (Pollack & Pollack, 1996:507-528). Supervisor ratings are not kept anonymous.

The make-up of the employees rating team is important because raters must be respected for their feedback to be valued. Although many organizations allow participants to choose their own rating teams, "the research literature and organizations surveyed indicated that if left to select respondents on their own employees will often select only those who are likely to provide them with positive ratings" (Pollack & Pollack, 1996:507-528). Other organizations require supervisor approval of team selections. Raters should be selected based upon frequency and significance of their contact with the participant and "should have had the opportunity to observe the participants' to observe the participants' behavior for at least four months" (Yuki & Lepsinger, 1995:45-50). Supervisors are almost always required to submit ratings.

2.6.2.2. Self-Ratings

Many 360-degree survey instruments include self-ratings. One average of self-ratings is that completing an instrument helps participants to better understand the behavior scales in the final report (Yuki & Lepsinger, 1995:45-50). Self ratings tend to facilitate behavioral change because managers can compare their self-perceptions directly with how others see them (London & Beatty, 1993:353-372). However self-ratings examined on

their own tend to be more lenient than others' ratings and have "less variability more bias and less agreement with ratings from other sources" (Pollack & Pollack, 1996:507-528).

2.6.2.3 Peer Ratings

Peers are those employees found at the same organizational level as the participant. "Peers may be in the best position to provide feedback on skills such as working with others and teamwork, decision-making and technical capabilities "(Pollack & Pollack, 1996:507-528).

There are many ways to evaluate employees; some to the most common will be described here. Generally speaking, these methods can be divided into two broad categories. One category consists of methods that evaluate employees individually. In other words, the supervisor evaluates each employee without explicit, direct comparisons with other employees; plus the standards of performance are defined without reference to other employees.

The second category depends on multiple-person evaluations. Multiple-person evaluations require the supervisor to directly and intentionally compare the performance of one employee with that of other employees. Thus, the standards of performance are relative: an employee's performance is defined as good or bad on the basis of comparison with other employees' performance.(John M. Ivancevich 2002:27)

2.7 Potential Problems in Performance Management System

Regardless of which technique or system is chosen, there are going to be many problems encountered in its use. None of the techniques is perfect; they all have limitations. Some of these limitations are common to all of the techniques, while others are more frequently encountered with certain ones.

2.7.1 Opposition to Evaluation

Most employees are wary of performance evaluation. Perhaps the most common fear is of subjectivity on the part of the rater. Subjective bias and favoritism are real problems that create opposition to most performance evaluation systems. These fears are hidden, however, and other, more general arguments are provided. For example, those who oppose the use of formal performance evaluation systems argue that:-

- They focus too much attention on alleviating symptoms of poor performance rather than identifying the underlying causes.
- Managers and employees dislike the evaluation process. Raters especially have problems with reaching decisions about the performance levels of employees.
- Employees who are not evaluated in the top performance category experience a reverse motivation effect: They slow down (employee problems)

2.7.2 System Design and Operating Problems

Performance evaluation systems break down because they are poorly designed. The design can be blamed if the criteria for evaluation are poor, the technique used is cumbersome, or the system is more than substance. If the criteria used focus solely on activities rather than output (results), or on personality traits rather than performance, the evaluation may not be well received. Some evaluation techniques, take a long time to carry out or require extensive written analysis, both of which many managers resist. If this is the problem, another technique can be chosen. Finally, some systems are not online and running. Some supervisors use the system, but others just haphazardly fill out the paperwork. Top management's support for performance evaluation can remedy this problem of ritualism.

2.7.3 Rater Problems

Even if the system is well designed, problems can arise if the raters (usually supervisors) are not cooperative and well trained. Supervisors may not be comfortable with the process of evaluation, or what Douglas McGregor called "playing God." This is often because they have not been adequately trained or have not participated in the design of the program. Inadequate training of raters can lead to a series of problems in completing performance evaluations, including:

- Problems with standards of evaluation
 - Halo effect.
 - Leniency or Harshness.
 - Central tendency error
 - "Recency of events" error.
 - Contrast effects.
 - Personal bias (stereotyping; "similar to me")

2.7.3.1 Standards of Evaluation

Problems with evaluation standards arise because of perceptual differences in the meaning of the words used to evaluate employees. Thus, good, adequate, satisfactory, and excellent may mean different things to different evaluators. Some teachers are "easy A's," while others almost never give an A. They differ in their interpretation of excellent. If only one rater is used, the evaluation can be distorted. This difficulty arises most often in graphic rating scales but may also appear with essays, critical incidents, and checklists.

2.7.3.2 The halo effect

At one time, it was believed that halo errors in ratings were the major problem in performance evaluation. Halo error occurs when a rater assigns ratings for several dimensions or performance on the basis of an overall general impression of the ratee.

Halo error can be either positive or negative, meaning that the initial impression can cause the ratings to be either too low or too high. Suppose that an information systems manager thought that one particular computer programmer was the best in the department at developing new software. If, solely on the basis of this impression, the programmer is given high ratings on decision making, getting along with peers, and leadership potential, then a halo error has occurred.

A problem with understanding and dealing with halo error is that the ratings represent an error only if they are not justified. That is, imagine that our computer programmer deserved high ratings on the three dimensions of performance other than programming. Even though the manager was being the ratings on a general impression, they could represent an accurate evaluation. In other words, it is important to realize that there is a difference between halo errors and true halo, which occurs when uniformly high or low ratings across different aspects of performance are actually justified by the ratee's performance.

Interestingly, halo errors are not as common as was once believed. Raters do seem to be able to distinguish halo errors from true halo in many situations. When halo errors do occur, however, they can be very difficult to eliminate. One procedure to reduce this type of error is to have the rater evaluate all subordinates on one dimension before proceeding to another dimension. The theory underlying this practice is that thinking of one dimension at a time forces the rater to think in specific instead of overall terms when evaluating subordinates.

2.7.3.3 Leniency or Harshness Error

Performance evaluations require the rater to objectively reach a conclusion about performance. Being objective is difficult for everyone. Raters have their own rose-colored glasses with which they "objectively" view subordinates. Consequently, leniency or harshness rating error may occur in raters' evaluations of their subordinates. Some raters see everything as good—these are lenient raters. Other raters see everything as bad—these are harsh raters.

Raters can assess their own tendencies toward harsh and lenient rating by examining their ratings. This self-assessment is sometimes startling. Another method used to reduce harsh and lenient rating is to ask raters to distribute ratings—forcing a normal distribution (for example, 10 percent of the subordinates will be rated as excellent, 20 percent rated as good, 40 percent rated as fair, 20 percent rated below fair, and 10 percent rated as poor).

2.7.3.4 Central Tendency Error

A central tendency error occurs when a rater avoids using high or low ratings and assigns average ratings. The rater resorts to a philosophy that everyone is about average and rates subordinates around a 4 on a 1 to 7 scale or a 3 on a 1 to 5 scale. This type of "average" rating is almost useless—it fails to discriminate between subordinates. Thus, it offers little information for making HRM decisions regarding compensation, promotion, training, or what should be fed back to ratees. Raters must be made aware of the importance of discriminating across ratees and the use of evaluations. This sometimes stimulates raters to use less central (average) ratings.

2.7.3.5 "Recent of Events" Error

One difficulty with many of the evaluation systems is the time frame of the behavior being evaluated. Raters forget more about past behavior than current behavior. Thus, many persons are evaluated more on the results of the past several weeks than on six months' average behavior. This is called a "recency of events" rating error.

Some employees are well aware of this difficulty. If they know the date of the evaluation, they make it their business to be visible and noticed in many positive ways for several weeks in advance. Many evaluation systems suffer from this difficulty. It can be mitigated by using a technique such as critical incident or management by objectives (MBO) or by irregularly scheduled evaluations.

2.7.3.6 Contrast Effects

If a supervisor lets another employee's performance influence the ratings that are given to someone else, and then a contrast effect has occurred. For example, when the performance of an average employee is evaluated immediately after the performance of an outstanding employee, the supervisor might end up rating the average person as "below average" or "poor".

Contrast effects can also occur when a supervisor unknowingly compares employees' present performance with their past performance and this comparison affects ratings. Those who have been poor performers in the past could get rated "above average" if they improve their performance, even if the improvement actually only brings their performance up to "average".

Contrast effects are another rating problem that is difficult to eliminate. Fortunately, this type of error seems to dissipate over time, as more information about employees' performance is gathered.

2.7.3.7 Personal Bias Error

A personal Bias Rating Error is (as the term implies) an error related to a personal bias held by a supervisor. There are several kinds of personal bias errors. Some can be conscious, such as blatant discrimination against someone because of sex or race. Or some supervisors might try to "play favorites" and rate people they like higher than people they don't like.

Other personal bias errors are more subtle, and the supervisor might be totally unaware of them. For example, an error sometimes occurs when a rater gives a higher rating because the ratee's has qualities or characteristics similar to the rater's.

Personal bias errors have been detected in many studies of performance evaluation. Research indicates that personal liking can affect the attributions a manager makes about a subordinate's level of performance as well as the kind of feedback that he or she will give. However, "trait" ratings seem to be more strongly affected than "outcome" ratings by personal biases such as liking. Moreover, errors associated with ratees' sex and race does occur. The effect of these errors is generally small when supervisors have adequate performance-related information upon which to base ratings, but even small effects for characteristics such as sex, age, and race are cause for concern. Thus, organizations should attempt to eliminate even small effects for these characteristics.

2.8 The Way to Come Up With these Problems

Much has been written about the failure of the performance management process, and of methods for correcting or improving it. In a misguided, though well-intended attempts to control for rater error, many organizations implement rater training and second-level supervisor reviews of appraisals. While these solutions make sense on the surface, closer examination reveals disagreement on the effectiveness of rater

training in improving rater accuracy, and serious doubts about relying upon second-level appraisal reviews to mitigate rater error.

2.8.1 Rater Training

Rater training is thought by some to "produce fairer results by requiring the rater to focus on behaviors, not traits, and to review the employee's performance during the entire appraisal period before drawing a conclusion. Also training may help to improve supervisors' communication skills in providing feedback" (Brown, 1985:39-42).

However, Edwards, Boman, & Sproull report that an improvement in observation gained through training is usually just temporary. In addition, they add, reviews of rater training for performance appraisal processes have concluded that, far from improving appraisals, in some cases training actually reduces rating accuracy. Rater leniency has been shown to insolvable in the long term through training alone"(Edwards 1985:59-67). According to Edwards, rater training is ineffective because raters do not usually receive individualized feedback on their own rating tendencies or errors. "such training may decrease accuracy because raters become sensitive to typical rating errors and overcompensated by changing their own responses, thus creating a new group of errors" (Edwards, et al., 1985:59-67).

Edwards, et al., suggest providing experiential learning for raters, where the raters can receive individualized feedback. They divide raters into one of three categories.

1. Wolves (1%) –make highly decisive judgments that tend to be inaccurate. Wolves can destroy confidence in a performance appraisal system. Simple feedback regarding their inconsistencies leads to behavior change.

2. Sloth's (6%)-rate most comparisons equal, resist making decisions, and also tend to be inaccurate.
3. Eagles (93%) –are decisive and accurate.

2.8.2 Second-Level Supervisors Reviews

Although second-level supervisor reviews may uncover gross errors or even systematic bias, reliance upon this method to improve performance appraisal accuracy poses three problems. "No evidence indicates that a second-level supervisor generally adds any constructive a information to the first-level supervisor's rating, except where the supervisor has been blatantly biased. Since most review discrimination is covert, this feature is of little value. Second, the second-level supervisor may be the least accurate of all possible raters because they have little opportunity to observe the performance of the individual being evaluated. Third, the immediate supervisor tends to prepare the review with two audiences in mind, and may try to please both, weakening the appraisal. While second-level reviews seem logical, they make no significant contribution to the improvement of performance appraisals. And may actually undermine the appraisal system" (Edwards & Sproull, 1985b:17-26)).

2.8.3 Components of Successful Performance Management Systems

Successful performance management systems emphasize the following:

- Objective criteria or competencies, Ongoing, systematic communication (particularly of performance expectations and competencies) – "what is important is that the system actually facilitates open, job related discussions between the supervisor and the employee" (Boudreaux, 1994:20-24).
- Timely, constructive feedback – "organizations should provide written, personal-performance profiles which include evaluations from several raters. It should illustrate where and employee's performance is

compared with others in relevant job groups" (Edwards & Sproull, 1985b:17-26).

- Multiple raters,
- A self-appraisal component,
- Personal goal setting.
- Appeal process – "some companies have a formal appeal procedure that gives decision makers the power to change the appraisal rating if justified. Appeal boards should have minority and female representation, and should consist of individuals who have credibility with both the workforce and management" (Brown, 1985:39-42).
- Written policies
- Employee participation in the planning process
- Separate pay increase and employee development processes – "performance feedback should be separated from salary discussions. Otherwise, appraisal judgments that may conflict with salary actions will focus the employee's attention on salary rather than performance or its improvement" (Edwards, et al., 1985:59-67).
- Rewards and incentives

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The following research design and methodology were used for the successful completion of the study.

3.1 Method of the study

The issue under study requires a broad description of performance management problems in the aforementioned TVET institutions. Therefore, a descriptive survey method was employed on the ground that it helps to disclose the current practices, attitudes, and feelings of employees towards the existing performance management system in these TVET institutions.

3.2 Sources of Data

Primary data were obtained from the institutions deans (principals), vice deans (academic dean), department heads, and teachers through questionnaires. Additional (secondary) data were also collected from written guidelines, proclamations and other relevant documents pertaining to the issue under study were referred. A literature in chapter three, which serves as theoretical and practical base for conceptualization of this study was also used.

3.3 Sample Size and Sampling Technique

Out of 10 government colleges and institutions involved in Technical-vocational Education and Training in Addis Ababa, the study selected three institutions using systematic random sampling method so as to include all institutions attached to 10+2 program.

To select 6 top level managers, i.e. Deans (principals) and Vice Deans (assistant principals (academic heads) working at different positions in the institutions, purposive sampling technique is employed because they were directly concerned with the issue under discussion, and hence deliberately intended to involve them. Moreover, systematic random sampling technique is used to include 30% of teachers from each department and a

purposive sampling to select all department heads in order to provide equal opportunity to each department having different staff size.

Sampling of the study groups

No .	study groups	Total Population			sample population		
		Nifas silk	Higher Twenty	Higher Four	Nifas silk	Higher Twenty	Higher Four
1	Deans/and principals	3	3	3	3	3	3
2	Dept. heads	9	8	8	9	8	8
2	Teachers	120	110	105	36	33	31
Total		132	121	116	40	36	35

3.4 Data Gathering Instrument

The reliable data for the purpose of this study were collected by using Likert scale written all in Amharic. Interview and document analysis were conducted in order to collect other facts that might not be revealed with the questionnaire. The questionnaires were distributed for colleagues in order to test the time it takes to fill and for language clarity and ambiguity of the statements and for further improvement.

3.5 Methods of Data Analysis

The data collected using questionnaires, were organized, analyzed, tabulated and interpreted using simple percentages. In order to increase the reliability of the analysis, mean values and standard deviations statistical tools were also used. Documents were reviewed and relevant secondary data were gathered from available records. Finally, findings and recommendations for the existing practices were forwarded.

3.6 Procedure of Data Collection

To investigate the practice of performance management system in the government TVET institutions the following procedures were used.

- First the researcher assesses proclamation documents, manuals and appraisal formats to obtain information.
- Second, data gathering tools were developed.

- Third, the researcher collected, classified and analyzed all the data.
- Finally, summary, conclusions and recommendations was made based on the findings.

Furthermore, to maintain the quality of the responses, convenient time was arranged for the respondents and intact follow-up was made in order to get the distributed questionnaires.

3.7 Definition of Key Terms

In order to secure common understanding with readers on issues raised about the problem under study, the following terms are defined here under.

- 1. Performance appraisal:-** is a systematic evaluation of the individual with respect to his or her performance on the job and his or her potential for development.(Fledman and Arnold, 1983:391)
- 2. Performance evaluation:** is the activity used to determine the extent to which an employee performs work effectively. Other terms for performance evaluation includes performance review, personnel rating, merit rating, performance appraisal, employee appraisal, and employee evaluation.(John M.Ivancevich:256)
- 3. Evaluation:-** is the process of ascertaining or judging value or amount of something by use of a standard of appraisal, includes judgments in terms of internal evidence and external activities. (Good C. 1973:220)
- 4. Merit Rating:-** A subjective qualitative judgment made a rater without the participation of the related for the purpose of determining salary, promotion and reward. (Stinnet: 1968:174)
- 5. Supervisor:-** A person who watch and direct (work, workers or organization).(Koontz 1974:314)

CHAPTER FOUR: Results, Analysis and Interpretation of Data

This part of the thesis deals with the presentation, analysis and interpretation of the data collected from the respondents through questionnaire. A total of one hundred twenty seven have been prepared and distributed to 99 Trainers/Teachers, 22 Department heads, and 6 Deans and Assistant Deans of the selected Government TVET institutions, namely Nifas Silk, Higher Four and Higher Twenty.

Out of the total number questionnaires distributed, all (100%) were properly filled in and returned. However, sixteen questionnaires were discarded because they were incomplete and incorrectly filled in. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages. The information collected through interview are also qualitatively described in order to give appropriate answer for the basic questions set in the study.

The chapter is divided into two parts. The first part discusses about the characteristics of the respondents. Part two is concerned with the analysis and interpretation of the results of the study. Here, interview items and information gathered from various documents were additionally used to substantiate the interpretation, analysis and the discussion.

4.1 Characteristics of the Study Population

The characteristics of the study population were examined in terms of sex, years of service, status and educational background based on the response to the request for personal data in part one of the questionnaires. The analysis and interpretation of the data are presented in the following table 1.

Table 1
Characteristics of Respondents by Service Year, Sex,
Educational Background and Status

N o.	Items		Respondents	
			No.	%
1	Service year	0-5 years	21	19.45
		6-10 years	27	25
		11-15 years	22	20.37
		15 and above years	38	35.18
		Total	108	100
2	Sex	Male	98	90.74
		Female	10	9.26
		Total	108	100
3	Educational background	Diploma/advanced diploma	4	3.71
		BA	103	95.37
		MA	1	0.93
		PhD	0	0
		Total	108	100

As per the data collected from the respondents, 95.37% about all and 3.71% of teacher respondents have Bachelors' Degree and Diploma/Advanced Diploma educational qualification respectively. Whereas 100% of Department Head respondents have bachelors' degree and 80% overwhelming majority of deans and assistant deans' posses' Bachelors while 20 % of Deans and Assistant Deans has educational background of Masters Degree.

According to the personal details shown in table 1 above the teacher's respondents consists 90.74% about all males and 9.26% females. This shows the rarity of female teachers, in TVET institutions compared to male teachers. The same table also shows the qualification of teachers. Regarding the experience of the teaching staff the above table shows 34 (37.78%) were serving for 16 years and above, 15.56% were serving 11 to 15 years and 46.68% of teachers have 0 to 10 years of service respectively. This indicates that the majority of teachers have several years of experience in the profession.

4.2 Analysis and Interpretation of the Results of the Study

Respondents were asked to indicate their attitude towards the current practices of the performance management system whether it includes critical aspects (requirements), appropriate criteria or indicators for measuring performance and the procedures that it follows; the frequencies of the responses received from respondents are presented in table two, three and four. In the subsequent tables respondents' attitudes with regard to the current performance measurement criteria are analyzed.

Table 2
Critical Aspects of Performance management/ Critical Requirements

Items	SA	A	N	D	SDA	NR	Total	M	SD
P/m focuses on the enhancement of teacher performance	0	9 8.33%	41 37.96%	31 15.2%	24 22.23%	3	108 100%	2.27	0.41
P/m stresses the instructional process	0	16 14.82%	33 30.55%	49 45.37%	9 8.34%	1	108 100%	2.5	0.40
P/m links evaluation to research findings	8 7.41%	0	8 7.41%	50 46.3%	42 38.88%	0	108 100%	1.9	0.53
P/m provide a clear, appropriate set of evaluation criteria with accompanying behavioral indicators	0	8 7.41%	42 38.88%	25 23.14%	33 30.56%	0	108 100%	2.23	0.40
P/m provide the basis for making informed judgment about differing performance levels of teachers	0	14 12.96%	52 48.14%	25 23.15%	17 15.73%	0	108 100%	2.58	.41
Group mean 2.30									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As depicted in Table 2, respondents when asked if the performance appraisal system "focuses on the enhancement of teacher performance," 8.33% of the respondents on the higher point of scale (4) state that the system includes such criteria that focuses on the enhancement of teaches

performance. Whereas, 22.23% & 15.2%=37.43% of the majority of the participants that are found on lower end of the measurement (2&1) have a negative response with this regard. On the other hand 37.96% of the respondents were indifferent whether the performance appraisal system uses such indicators to measure performance of trainers or not. The mean 2.27, and the standard deviation 0.41 also reaffirms that the majority of the respondents disagree with criterion.

When asked whether the performance appraisal system “stresses the instructional process,” respondents of 45.37% & 8.34% had negatively states that the performance appraisal system does not include standards that measure such performance. While 14.82% at the highest end of the relative dimension (scale) (4) responds positively that the current performance management system includes such performance criteria that stress the instructional process. Here the mean 2.5 and the standard deviation 0.40 also confirm that majority of the respondents' disagree with the statement. However, (33)30.55% that are in the neutral scale (3), states their attitude indifferently whether the appraisal system moderately stresses the instructional process or not. The mean and the standard deviations also confirms that majority of the respondents show their disagreement with the particular evaluation criterion. Regarding “linkage of evaluation to research findings”, 7.41% of the respondents found at the higher end of the scale (4&5) states that the performance evaluation system includes standards that can measure the linkage of evaluation with research findings. However, the overwhelming majority of respondents, that is, 46.30% & 38.88%=85.18% found at the lower end of the scale (2 &1) had stated that the current performance management system does not have criteria that tries to measure the linkage between evaluation and research findings marking themselves as disagree and strongly disagree respectively. The mean 1.9 and the standard deviation 0.59 also reaffirm the majority of the respondents' disagreement.

When asked if performance appraisal system provide a clear, appropriate set of evaluation criteria with accompanying behavioral indicators, 7.41% of the respondents state that they have observed application of such indicators. However, over half of the participants, that is, 23.14% & 30.56%=53.70% which are found on the lower end of the scale (2&1) had responded negatively and a significant majority 38.88% of the respondents were indifferent whether the system provides a clear, appropriate set of evaluation criteria with accompanying behavioral indicators or not. The mean score that is 2.23 and the standard deviation 0.41 further strengthen the disagreement of the respondents with respect to the particular criterion.

Concerning if the performance appraisal system "provide basis for making informed decision to perform other human resource activities", 23.15% & 15.73%=48.88% less than half of the respondents on the lower end of the dimension had stated the appraisal system does not have proper criteria that can measure the application with regard to utilization of evaluation results for other human resource activities. Where as, 12.96% of the respondent found at the other end (4), state that the appraisal criteria measures teachers' performance. On the other hand, 48.14% less than half of the respondents that are found in the neutral scale are indifferent about the appraisal system that whether it provide basis for decision to perform other human resource activities or not. The mean score that is 2.58 and the standard deviations 0.41 confirm that the majority of the respondents disagree with the stated evaluation criterion.

In accordance with the group mean 2.30 and the above analysis and interpretation of the data, even though the appraisal system partially seems to include such performance measurement standards, the current practice is some how far from the intended objective. Because, the performance indicators tries to evaluate research and study performance, but resources are not available for such purpose. Therefore, the evaluation criterion is in question with regard to its objectivity.

Table 3
Attitudes of respondents on performance criteria and indicators

Items	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>NR</i>	Total	<i>M</i>	<i>SD</i>
The P/A indicators establishes and implements learning objectives consistent with student needs, division expectations, and growth and development	0	16 14.81%	50 46.29%	25 (23.15%)	0	17	108 (100%)	2.44	0.40
The performance indicators plans for and uses those instructional methods to achieve learning objectives	8 (7.41%)	4 (3.7%)	40 37.03%	16 (14.82%)	33 30.56%	7	108 (100%)	2.23	0.41
The performance indicators appraises and demonstrates his/her own effectiveness	8 7.41%	14 12.96%	29 26.85%	31 28.70%	26 24.08%	0	108 (100%)	2.51	0.41
The performance indicators allows the teacher to participate in school management	10 (9.25%)	15 13.88%	26 24.08%	27 (25%)	30 27.77%	0	108 (100%)	2.51	0.40
Group mean 2.42									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As it could be seen in Table 3 above, respondents when asked if the performance appraisal system “establishes and implement learning objectives consistent with student needs and department expectations”, 14.81% less than half of the respondents found at the higher dimension (4) positively states that the performance management system includes criteria that can appropriately measures trainer's performance. Whereas 23.15% of the respondents at the lower end (2), were negative. Where as, 46.29% less than half of the respondents are indifferent whether the appraisal system includes such criteria in the performance measurement system or not. The mean score that is 2.44 and the standard deviation 0.40 reaffirms

that majority of the respondents have a negative attitude towards the particular criterion.

When asked whether the performance management system includes criterion that states about “plans for and uses instructional methods,” and at the lower end of the dimension (2&1) 14.82% and 30.56 % = 45.38% less than half of the responds state no plan and use of instrument methods to evaluate students in achieving learning objectives. While (8) 7.41% + (4) 3.7% = (12) 10.48% of the respondents at the higher end of the scale (4&5) had positively stated that the performance management system includes criteria that can measure the “plan for and use of instructional methods and participation of teacher in the total school management program”. However, 37.03% less than half of the respondents had indifferently expressed whether the appraisal system includes criteria to measure performance of “plan and use of instructional methods & motivate students in achieving learning objectives” or not. Here also the mean (2.23) and the standard deviations (0.41) confirm that the respondents’ attitude is inclined to the disagreement scale.

Participants when asked if the system appraises & demonstrates application of skills to increase effectiveness, over half of the respondents, that is, 28.70% & 24.08 % = 52.78% of the lower end of the spectrum respondents (2&1) state that they disagree and strongly disagree. While 7.41% + 12.96 % = 20.37% found at the higher end scale positively stated that the system includes such criteria and appraises effectiveness & demonstrate application of skill to increase effectiveness. Here the mean score that is 2.51 and the standard deviation 0.41 confirm the disagreement of the respondents with the criterion.

Respondents when asked if the system allows the teacher to participate in school management, 25% & 27.77% = 52.77% over half of the respondents found at the lower end of the relative measurement (2&1) states that there

are no appraisal criterion included in the performance appraisal system that can measure the performance of "participation of teaches in school management". Where as, $9.25\% + 13.88\% = 23.13\%$ of respondents found at the higher end of the scale (5&4) state that there is some degree of participation of teachers in school management. On the other hand, 24.08% of the respondents are indifferent about the appraisal criteria as whether the performance management system includes such indicators or not. As confirmed by the mean score that is 2.51 and standard deviation 0.40, the respondents are negative about the criterion.

From the above data interpretation, analysis, and confirmation obtained from the group mean (2.42) and standard deviations, significant majority of the respondents attitude is inclined to negative about the current performance appraisal system for it is in short of including appropriate performance criteria /indicators, stated in the Table 3 above. Therefore, the current performance management system lacks to include performance criteria that measure performance as objectively as possible as intended in the appraisal directives and principles.

Table 4
Respondents' attitude towards Appraisal Procedures

Items	SA	A	N	D	SD	NR	Total	M	STD
An orientation to the P/A system conducted by the evaluator	0	9 (8.34%)	16 (14.82%)	9 8.34%	74 (68.50%)	0	108 (100%)	1.62	0.45
Special attention is given to new staff members	8 (7.41%)	0	16 (14.82%)	25 23.15%	59 (54.62%)	0	108 (100%)	1.82	0.44
A formal observation is scheduled in advance and is followed by a post conference feedback session	8 (7.41%)	8 (7.41%)	8 (7.41%)	16 14.82%	68 (62.95%)	0	108 (100%)	1.81	0.44
The performance criteria objectively measures achievements and other work related behaviors	8 (7.41%)	0	16 (14.82%)	33 30.55%	51 (47.22%)	0	108 (100%)	1.9	0.42
The performance indicators establishes relationships with colleagues, and students	16 14.82%	16 14.82%	16 (14.82%)	16 14.82%	44 (40.72%)	0	108 (100%)	2.48	0.41
Group mean 1.93									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As shown in Table 4 above, the participants when asked about the appraisal system procedures, whether the current appraisal system procedures includes "an orientation by the evaluator for all teachers engaged in the appraisal process for the year", 8.34% of the respondents found, at the top end of the scale (4), reported that there is a practice of evaluators conducting an orientation at the beginning of the academic year while 68.50% and 8.34%=76.87% great majority of the respondents at the bottom end of the scale(1&2), states that no orientation had been made. Where as, 14.82% of the participants were indifferent whether the performance appraisal procedure includes such criterion or not. The mean score that is 1.62 and the standard deviation 0.45 confirm the respondents' negative attitude towards the particular criterion.

When participants are asked if they had ever observed that the performance appraisal system, "gives special attention to new staff members who do not have previous experience with the institutions", $7.41\% + 7.41\% = 14.82\%$ claimed that they had indeed observed such practice. Where as, $23.15\% + 54.62\% = 77.77\%$ great majority of the respondents found at the lower end of the scale (1&2) negatively express their view. On the other hand, (16) 14.82% of the respondents were indifferent. Here the mean score that is 1.82 and the standard deviation 0.44 reaffirms the respondents are negative about the criterion.

When asked "formal observation is scheduled in advance with the teacher, involves prior discussion and planning between the evaluator and teacher followed by a post conference feedback session," the responses revealed that, the great majority of the respondents that is $62.95\% + 14.82\% = 77.77\%$ stated that no discussion and planning followed by a post conference feedback session. Where as, $7.41\% + 7.41\% = 14.82\%$ of the respondents positively express their view that the appraisal system includes such criterion. On the other hand 7.41% of the respondents remain indifferent. The mean score that is 1.81 and the standard deviation 0.44 confirm that the majority of respondents have a negative attitude with the particular criterion.

Participants when asked if the "performance criteria used in the performance appraisal system objectively measures achievements and other work related behaviors". 7.41% of the respondents state that their achievements and other work related behaviors are measured. Where as, $(51) 47.22\% + 30.55\% = 77.77\%$ great majority of the respondents at the lower end of the spectrum; stated that the appraisal system do not objectively measures achievements and other work related behavior. On the other hand 14.82% of the respondents found at the neutral scale remain indifferent whether the appraisal system measures performance of trainers or not.. The mean score that is 1.9 and the standard deviation 0.42 confirm that significant majority of the respondents disagree with the criterion.

The last strategic issue insists that the performance indicators used in the "performance appraisal system established relationships with colleagues, and students which reflect recognition of and respect for every individual," 40.72% and 14.82% =55.54% over half of the respondents stated that they had strongly disagree and disagree on the practical application of the issue. Here the mean score that is 2.48 strongly affirm that the majority of the respondents did not have a positive perception about the performance management procedures of the current performance appraisal system.

From the analysis, interpretation and confirmation obtained from the group mean 1.93, significant majority of the respondents states their attitude negatively.

Table 5
Performance Appraisal education and training Performance Evaluation
Criteria (filled by colleague)

Items	SA	A	N	D	SD	NR	Total	M	SD
Prepare course outline for the training offered	25 23.15%	42 (38/89%)	17 15.74%	8 (7.41%)	16 (14.81%)	0	108 (100%)	3.48	0.47
. the teacher learn, support and implement what he gets through discussion	33 30.56%	42 (38.89%)	9 8.34%	24 22.21%	0	0	108 (100%)	3.77	0.50
Evaluate and validates the examination jointly	10 9.25%	26 (24.07%)	36 33.33%	21 19.44%	15 (13.88%)	0	108 (100%)	2.95	0.41
Group mean 3.40									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As depicted in Table 5 above, respondents when asked whether the performance criteria that states "preparation of course outline for the training" measure trainers performance, 23.15% and 38.89%=62.04% majority of the respondents found on the higher rank of the wave length (scale), (5&4), express their views that the appraisal criteria plausibly measures performance of trainers. Where as respondents at the lower points of the scale (1&2), that is, 7.41% and 14.81%= 22.22% had negatively responded on the appropriateness of the measurement criteria. However, 8.34% of the respondents were indifferent about the appraisal criteria. Here the mean score that is 3.48 and the standard deviations 0.48 reaffirms that the respondents' attitude towards the particular criterion is positive.

Participants when asked if the performance measurement criteria that states the teacher "learns, support and implement what he gets from discussion", 22.21% of the respondents found on the neutral relative measurement (3), had responded indifferently. However, majority of the respondents found at the higher end of the scale, 38.89% & 30.56%=69.45% positively marked that the criteria measures the performance of teachers. On the other hand, 15.74% of the respondents express their attitude indifferently whether the criteria

measures performance of the trainer or not. Here the mean score that is 3.48 and the standard deviation 0.47 reaffirm that the significant majority of the respondents agree that the criterion can measure performance.

Regarding the performance criteria whether the “teacher validates and evaluates examination;” 24.07% & 9.25 %= 33.32% less than half of the respondents at the higher end of the scale (5&4) had been positively expressed that the criteria measures performance. However, respondents at the lower end (1&2) or 13.88%% &19.44 %= 23.75% strongly disagree and disagree that the criteria does not measure performance. On the other hand, 33.33% less than half of the respondents found at the neutral points of scale (3), were indifferent about the criteria whether it measures performance or not.

From the data analyzed, interpreted and confirmation obtained from the group mean 3.40, significant majority of the respondents, state their attitude positively that “education and training” performance criteria, can measures trainers performance even though fewer majority states negatively..

Table 6

Research and Study or Innovation) Performance Evaluation Criteria (filled by colleague)

Items	SA	A	N	D	SD	NR	Total	M	ST D
Prepare or write text book/workshop for the course he offered	10 9.25%	33 30.56%	13 12.06%	32 29.63%	20 18.50%	0	108 (100%)	2.82	0.41
Conducts research and study	9 8.34%	31 28.70%	19 17.60%	33 30.56%	16 14.80%	0	108 (100%)	2.85	0.41
Presents output of research and study findings upon arrangement	5 4.63%	5 4.63%	29 26.88%	11 10.19%	58 53.71%	0	108 (100%)	1.96	0.42
Group mean 2.54									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As Table 6 depicts, respondents when asked if the performance appraisal criteria “preparation or writing text book/workshop for the course offered,”

measures performance, 30.56% & 9.25 % = 39.81% less than half of the respondents found at the higher end of the scale (4&5), had strongly agreed that the criteria measure teachers' performance. Where as, 18.50% and 29.63% = 48.13% of the respondents found at the other end (1&2), disagree that the criteria do not actually measure performance. On the other hand, 12.06% of the respondents are indifferent whether the criteria measures performance or not. The mean score that is 2.82 and the standard deviation 0.41 reaffirm that significant majority of the respondents express their view negatively.

Regarding the performance measurement of "conducting research and study," 30.56% and 14.80% = 45.36% less than half of respondents at the lower end (1&2), had stated their attitude negatively that the criteria does not measure performance. While 28.70% and 8.34% = 37.04% less than half of the respondents found at the higher end (4 & 5) respond that the measurement criteria measures performance. However, 17.6% of the respondents had stated their attitude indifferently whether the measurement criteria measures performance or not. Concerning the appraisal criteria "presentation of the of research findings," significant majority, about 53.71% & 10.19% = 63.90% majority of the respondents that are found at the lower end (1&2) has stated that the measurement criteria do not measure performance. While 4.63% & 4.63% = 9.26% of respondents of the other end (4&5), had stated that the criteria measures performance. On the other hand, 26.8% of the respondents are indifferent whether the criteria measures performance or not. Here the mean score that is 1.96 and the standard deviation 0.43 strongly affirm that significant majority of respondents states their attitude negatively.

According to the data analyzed, interpreted and confirmation obtained by the group mean 2.54, significant majority of the respondents states that the performance measurement criteria "research and study and innovation," does not appropriately measures performance of teachers. Therefore needs some consideration with this regard.

Table 7
Resource Utilization Performance Evaluation Criteria (filled by colleagues)

Items	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SDA</i>	<i>NR</i>	Total	<i>M</i>	<i>SD</i>
Implement appropriate teaching material to support training	26 24.08%	26 (24.08%)	26 24.08%	26 24.08%	4 3.68%	0	108 (100%)	3.41	0.46
Willing to share resources among colleagues	42 38.89%	33 (30.56%)	17 15.74%	16 14.81%	0	0	108 (100%)	2.85	0.53
Care for resources under his custodianship	32 29.63%	49 (45.37%)	0	21 19.45%	6 5.54%	0	108 (100%)	3.74	0.50
Posses the capacity to use raw material maintaining their input output relation	20 18.52%	29 (26.86%)	22 20.37%	37 34.25%	0	0	108 (100%)	3.296	0.45
Group mean 3.32									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

Table 7 above shows, when respondents asked whether “implementation of appropriate teaching material” performance criteria measure trainers performance, 48.16% less than half of the respondents at the higher end of the spectrum (4&5) had stated that the criteria is an appropriate measurement criteria for performance. Where as 27.76% of the respondents found at the other extreme (1&2) strongly disagree, that the criteria does not measures teachers’ performance while 24.08% of the respondents still remain indifferent whether the criteria measures performance or not. Here the mean score that is 3.41 and the standard deviation 0.46 strongly affirm that significant majority of respondents states their attitude positively.

Respondents when asked if performance measurement criteria “willingness to share resources measures performance,” 38.89% & 30.56%= 69.45% majority of respondents found at the higher end (5&4) strongly agree that it is appropriate to measure performance. Still 15.74% of the respondents remain in different whether that the criteria measures performance or not. Participants when asked whether the performance measurement criteria that state, about the caring for resources, great majority of the respondents found at the higher end of the scale

(5&4), 29.63% & 45.37%=75% positively agree that the criteria measures performance. Where as 19.45% & 5.54% = 24.99% less than half of the respondents at the other end (2&1) negatively respond that the criteria do not measure performance. Here the mean score that is 3.74 and the standard deviation 0.50 strongly affirm that significant majority of respondents states their attitude positively

When respondents asked about the "possession capacity and utilization of raw materials while maintaining input-output relation," performance criteria, 20.37% & 34.25% = 54.62% over half of the respondents at the lower end (2&1) state that the measurement criteria do not measure teachers' performance. While 18.52% & 26.86% =45.38% less than half of respondents at the higher extreme of the scale (5&4) strongly agree that the criteria measures performance. However, 20.37% of responds found at the neutral of the scale (3), states their attitude indifferently, whether the criteria measure performance or not. Here the mean score that is 3.29 and the standard deviation 0.45 strongly affirm that significant majority of respondents states their attitude positively.

From the data interpreted, analyzed and confirmation obtained from the group mean 3.64, significant majority of the respondents states their attitude positively that the "resource utilization" performance measurement criteria is found to be an appropriate measurement criteria to evaluate performance of teachers.

Table 8
Ethical Conducts Performance Evaluation Criteria (filled by colleagues)

Items	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SDA</i>	<i>NR</i>	Total	<i>M</i>	<i>SD</i>
Works in cooperation with superiors and colleagues	49 45.37%	43 (39.82%)	7 6.49%	9 8.34%	0	0	108 (100%)	4.22	0.59
Participate in meetings and punctual	58 53.71%	48 (44.45%)	2 1.84%	0	0	0	108 (100%)	4.518	0.63
Respect the profession perform with professional standard	57 52.78%	24 (22.23%)	16 14.82%	11 10.17%	0	0	108 (100%)	4.175	0.56
Appeal for complaints using the appropriate plat form,	54 50%	41 (37.97%)	11 10.19%	2 1.84%	0	0	108 (100%)	4.36	0.60
Incorporates and implement proper results of criticisms	40 37.04%	39 (36.12%)	13 12.02%	16 14/82%	0	0	108 (100%)	3.95	0.55
Group mean 4.24									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As shown on Table 8 above, respondents when asked if the performance appraisal criteria that states “works in cooperation with superior & colleagues,” 45.37% & 39.82% = 85.19% overwhelming majority of the respondents of the higher scale (5&4), strongly agree and agree that the criteria measures teachers’ performance. While 8.34% of respondents found on the other side of the scale (4) respond that the criteria do not measure teacher’s performance. Only 6.49% of the respondents are indifferent whether it measures performance or not. Here the mean score that is 4.22 and the standard deviation 0.59 strongly affirm that significant majority of respondents states their attitude positively.

Regarding “participation in meetings and punctuality” performance appraisal criteria, 53.71% & 44.45%= 98.16% about all of the higher end of the spectrum (5&4) respondents strongly agree that the criteria measures teachers’ performance. Where as, none of the respondents of the other end state that the performance appraisal criteria measures teacher’s performance. Regarding the performance appraisal criteria whether the teacher “respects the profession and

performs in accordance with professional standard," 52.78% & 22.23% = 75.01% great majority of the respondents of the higher apex (5&4) had strongly agreed & agreed that the appraisal criteria measures teachers' performance. Where as, 10.17% respondents found on other end disagrees and 14.82% of the respondents remain indifferent that the appraisal criteria measure performance or not. Here the mean score that is 4.51 and the standard deviation 0.63 strongly affirm that significant majority of respondents states their attitude positively.

Regarding the appraisal criteria, "appeal for complaints using appropriate platform", 50% & 37.97%= 87.97% overwhelming majority of the respondent found at the higher end of the dimension (5 & 4), strongly agree that the appraisal criteria measures performance. While 16% of the respondents disagree that the criteria is not a plausible measurement of performance. On the other hand, 10.19% of the respondents still remain indifferent with regard to the particular criterion. Here the mean score that is 4.36 and the standard deviation 0.60 strongly affirm that significant majority of respondents states their attitude positively

When asked if the appraisal criteria, "incorporate and implement results of criticism", 37.04% and 36.12% = 73.16% great majority of respondents strongly agree that the criteria is plausible. Where as, a small proportion of the respondents, that is, 14.82% disagree and 12.02% the respondents are indifferent about the criterion. Here the mean score that is 3.95 and the standard deviation 0.55 strongly affirm that significant majority of respondents states their attitude positively

As the data analyzed, interpreted and confirmation obtained from the group mean 4.24, significant majority of the respondents express their views positively that the "ethical conduct" appraisal criteria can serve as trainer's measurement criteria.

Table 9

Initiative Performance Evaluation Criteria (rated by Colleagues)

Items	SA	A	N	D	SDA	NR	Total	M	SD
Initiate solutions when problems arise during education and training	49 45.37 %	41 37.98%	18 16.67%	0	0	0	108 (100%)	4.29	0.59
Ready to share his/her experience and knowledge	45 41.67%	39 36.12%	0	24 22.23%	0	0	108 (100%)	3.97	0.53
Properly accomplish assigned group tasks/meeting	44 40.74%	37 34.26%	13 12.04%	14 12.96%	0	0	108 (100%)	4.03	0.54
Group mean 4.10									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As depicted on Table 9, when respondents asked if the performance appraisal criteria that states about “initiations of solutions to problems,” measure performance, 45.37% and 37.97 %=83.34% overwhelming majority of the respondents that are found at the higher level of the scale (4&5), revealed that the criteria sufficiently measures performance. Where as, respondents at the lower level of the scale (1&2), indicating that no one is against the performance measurement criteria. On the other hand 16.67% of the respondents were indifferent about the appraisal criteria. Here the mean that is 4.29 and the standard deviation 0.59 strongly affirm that significant majority of respondents states their attitude positively.

Regarding “readiness to share experience and knowledge” appraisal criteria, 41.67% and 36.12% of the respondents have shown their compliance to the measurement. However, 22.23% of respondents stated their views negatively that the appraisal criterion does not measure trainers’ performance. Where as, no respondent found in the neutral scale (3), meaning that no one was indifferent.

Concerning the appraisal criterion that states about “proper accomplishment of assigned group tasks/meeting,” 40.74% and 34.26%= 75% great majority of the respondents, found at the higher extreme of the dimension (4&5), state that the criterion measure performance. However, 12.96% of the respondents do not agree on this appraisal criteria. On the other hand, 12.04% of the respondents neither agree nor disagree about the criterion. Here the mean score that is 3.97 and the standard deviation 0.53 strongly affirm that significant majority of respondents states their attitude positively.

By and large, among the respondents, those who have agreed to the criteria prevail over the others. The group mean 4.10 and the standard deviations give us an insight to conclude the performance appraisal criteria are a plausible (objective) measure.

Table 10
Education and Training & Research & Study Performance Evaluation
Criteria (rated by Deans/Dept. heads)

Items	SA	A	N	D	SDA	NR	Total	M	SD
Prepare course outline as per curriculum guideline and deliver the training accordingly	20 18.5%	12 11.11%	21 19.44%	34 34.18%	19 17.59%	0	108 (100%)	2.76	0.41
Allot consultation hour & perform accordingly	17 15.74%	15 13.88%	16 14.81%	39 36.11%	21 19.44%	0	108 (100%)	2.70	0.41
Clearly states objective measurement criteria for trainers	9 8.33%	23 21.29%	25 23.44%	30 27.77%	21 19.44%	0	108 (100%)	2.71	0.41
Handover the output of core, common and support course as per the schedule	11 10.19%	11 10.19%	34 31.49%	52 48.15%	0	0	108 (100%)	2.82	0.41
Prepare or write text book/workshop for the course he offered	12 11.12%	13 12.04%	16 14.82%	29 26.86%	40 37.04%	0	108 (100%)	2.28	0.41
Conducts research and study.	6 5.56%	25 (23.16%)	8 7.38%	69 63.9%	0	0	108 (100%)	2.70	0.42
Group mean 2.66									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As shown on Table 10 above, depicts respondent's attitude towards the appraisal criteria “education/training and research/study”. According to the data collected on the “preparation of course outline and allocation consultation hours,” 18.5

+11.11=29.26% of the respondents found at the higher end (5&4) of the scale positively states that the appraisal criteria can measure trainers performance.. Where as 34.48% + 17.59%=52.07% over half of the respondents at the other end responds negatively that the criteria do not measure performance. However, 19.44+ 14.81=34.05% of the respondents are indifferent whether the appraisal criteria measures performance or not. Here the mean 2.76 and the standard deviation 0.41 strongly affirm that fewer majorities of respondents states their attitude positively.

Regarding "stating objective measurement and handover of the output of core, common and support courses" appraisal indicator, 8.33%+21.29%=29.62% and 10.19+10.19%=20.38% of the participants at the higher end of the dimension (5&4) had expressed that the criteria appraises performance. Where as, 27.77%+19.44%= 47.21% & 48.15% of the respondents found at the lower end of the scale (1), disagree that the criteria do not measures performance objectively. On the other hand, 23.44% and 31.49%=54.93% over half of the respondents are indifferent about the appraisal indicators whether it appraises performance or not. Here the mean scores that are 2.70 & 2.71 and the standard deviation 0.41 strongly affirm that fewer majorities of respondents states their attitude positively.

Respondents when asked if "preparation/writing of text book and conducting of research and study" appraisal criteria measures performance, 5.56% and 23.16%=28.72% of the respondents agree that the criteria can objectively measures trainers performance where as, 63.9% majority of the respondents at the lower end (2) strongly disagree that the criteria do not measure performance. On the other hand, 7.38%% of the respondents remain indifferent about the criteria. Here the mean scores that are 2.28 & 2.70 and the standard deviation 0.41 & 0.42 strongly affirm that less than half of respondents state their attitude positively.

From the data analyzed, interpreted and confirmation obtained from the group mean 2.66, significant majority of the respondents state their attitude negatively that the appraisal criteria "education/training and research/study" has a

significant shortcomings to appraise performance of trainers as objectively as possible.

As some of the respondents' remarks, though the criteria can serve as an indicator of performance, but institutions do not provide resources for conducting research and preparation of text books and workshops. According to the above data analysis, therefore, the aforementioned evaluation criteria falls at the subjective judgments of the rater.

Table 11

Resource Utilization Performance Evaluation Criteria (rated by Deans/Dept. heads)

Items	SA	A	N	D	SDA	NR	Total	M	SD
Select & implement appropriate instructional material	0	16 14.28%	24 22.23%	25 23.15%	57 52.78%	0	108 (100%)	2.25	0.41
use properties for the intended use.	3 2.78%	9 8.34%	19 17.6%	35 32.41%	42 38.89%	0	108 (100%)	2.03	0.42
Handle instructional materials with due care	22 20.37%	10 9.25%	21 19.44%	43 39.81%	12 11.11%	0	108 (100%)	2.88	0.41
Care for & maintain instructional materials or inform to be maintained	15 13.89%	50 46.29%	23 21.3%	20 18.52%	0	0	108 (100%)	3.56	0.48
Posses the capacity to use raw materials maintaining their input output relation	0	13 12.03%	39 36.12%	27 25%	29 26.86%	0	108 (100%)	2.33	0.41
Group mean 2.61									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

Table 11 exhibits responses on resource utilization. According to the collected data and remarks obtained from the respondents, 14.28%+22.23%=36.51% less than half of the respondents found at the higher end of the relative dimension (4), states that the appraisal criteria "selection and implementation of instructional materials", is an appropriate measurement criteria for performance. Where as 23.15% and 52.78%=75.93% great majority of the other end (1&2), negatively responds that the criteria does not appropriately measures performance. On the

other hand, 22.23% of the respondents are indifferent about the criteria whether it measures performance or not. Here the mean score that is 2.25 and the standard deviation 0.41 strongly affirm that significant majorities of respondents states their attitude negatively

Respondents when asked if the performance indicator "use properties for the intended use", measures performance or trainers, 11.12% of respondents found at the higher end of the scale (5&4), positively states that the criteria measures performance objectively. Where as, $38.89\%+32.41\%=71.3\%$ great majority of the other end (1&2) respondents, negatively express their attitude that the performance indicators do not measure performance. On the other hand, 17.6% of respondents found at the points of scale (3) are indifferent about the measurement criteria. Here the mean score that is 2.03 and the standard deviation 0.42 strongly affirm that significant majorities of respondents states their attitude negatively.

When asked whether the performance indicator "handling instructional materials with due care", 29.62 % of the respondents at the higher end of the point of scale, express their attitude that the performance indicator measures performance as objectively as possible. Where as, 50.92% over half of the lower end (1&2) respondents negatively express their attitude that the performance measurement indicator do not measures performance as objectively as possible. On the other hand, 19.44% of the respondents remain neutral that they are not quite sure whether the performance indicator measures performance objectively as intended. Here the mean score that is 2.88 confirm that significant majority of the respondents state their attitude negatively about the particular criterion.

With regard to "care for and maintenance of instructional materials", $13.89\%+46.29\%=60.18\%$ majority of the respondents had expressed their views that the performance measurement criteria appropriately evaluates performance of trainers. Where as, 18.52% of respondents found at the other end of the spectrum (2), negatively states their attitude towards the evaluation criteria. However, 21.3% of the respondents remain indifferent about the suitability objectivity of the evaluation criteria. Here the mean score that is 3.56 and the

standard deviation 0.48 strongly affirm that significant majorities of respondents states their attitude positively.

Concerning the evaluation criteria, "possession capacity of raw materials while maintaining their input-output relation", only 12.03% of the respondents agree on the appropriateness of the evaluation criteria. Where as, $25\% + 26.86\% = 51.86\%$ over half of the other end respondents had strongly disagree on the appropriateness of the appraisal indicator to measure performance objectively. However, 36.12% of the respondents that neither agree nor disagree whether the evaluation criteria measures performance as objectively as for the intended purpose. Here the mean scale that is 2.33 and the standard deviation 0.41 strongly affirms that significant majorities of respondents states their attitude negatively.

In general, from the data analyzed, interpreted and confirmation obtained from the group mean 2.61, significant majority of the respondents states their attitude negatively with regard to performance measurement criteria "utilization of resources", is deficient to serve as objective evaluation criteria of trainers performance.

Table 12
Ethical conduct) Performance Evaluation Criteria (rated by Deans/Dept. Heads)

Items	SA	A	N	D	SDA	NR	Total	M	SD
participate and punctual in meetings as well as conducting teaching as per the schedule	11 10.18 %	5 4.63%	32 29.63%	29 26.63%	31 28.71%	0	108 (100%)	2.41	0.40
absence of the trainer without the permission of the head",	0	13 12.04%	22 20.37%	34 31.49%	39 36.12%	0	108 (100%)	2.08	0.42
Works in cooperation with his superior and colleagues	7 6.49%	10 9.25%	22 20.37%	30 27.78%	39 36.12%	0	108 (100%)	2.41	0.40
Has the trend to evaluate performance, willing to accept criticism and implement accordingly	0	5 4.63%	21 19.45%	35 32.41%	47 43.52%	0	108 (100%)	1.85	0.43
Serves as role model and perform with professional standard	19 17.05%	21 19.44%	36 33.33%	28 25.92%	14 12.96%	0	108 (100%)	3.30 5	0.45
Group mean 2.41									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As shown on Table 12, respondents when asked if performance evaluation criteria "participation and punctuality in meetings as well as conducts training as per schedule", $26.63\% + 28.71\% = 54.34\%$ over half of the lower end of the scale (2&1), negatively states their views that the indicator is not an appropriate and objective measurement of performance of trainers. Where as $10.18\% + 4.63\% = 14.81\%$ of the higher end respondents but a small size in number, states their attitude negatively towards the same evaluation criteria mentioned above. However, there are 29.63% neutral respondents that are indifferent whether the evaluation criteria can objectively measures or not. Here the mean score that is 2.41 and the standard deviation 0.40 strongly affirm that significant majorities of respondents states their attitude negatively.

Respondents when asked whether the performance evaluation criteria that describes about the “absence of the trainer without the permission of the head”, great majority of the respondents $31.49\%+36.12\%=67.61\%$ states their views that the evaluation criteria do not appropriately measures the performance of trainers. Where as, 12.04% of the respondents positively states the aforementioned evaluation criteria do not measure trainers’ performance objectively. On the other hand, there are neutral respondents of 20.37% that states their attitude indifferently about the measurement criteria. Here the mean score that is 2.08 and the standard deviation 0.42 strongly affirm that significant majorities of respondents states their attitude negatively.

Concerning the evaluation criteria, “works in cooperation with superior and colleagues”, 15.53% of the respondents of the higher end of the scale (5&4), positively states that the evaluation criteria appropriately measures performance. Where as, 63.90% majority of the respondents found at the lower end (1&2), states negatively that the evaluation criteria do not measure performance as objectively as intended. On the other hand, 20.37% of the respondents are indifferent whether the evaluation indicator is an appropriate appraisal criterion or not. Here the mean score that is 2.41 and the standard deviation 0.40 strongly affirm that significant majorities of respondents states their attitude negatively.

In relation to evaluation criteria on willingness to accept criticism and the trend for evaluating own performance, 4.63% of the respondents on the higher dimension (4), positively states their views that the appraisal criteria measures performance as objectively as possible. However, 19.45% of respondents at the neutral of the scale (3), indifferently express their views whether the evaluation criteria can serve as performance measurement or not. Here the mean score that is 1.85 and the standard deviation 0.43 strongly affirm that significant majorities of respondents states their attitude negatively.

Regarding the performance criteria, “trainers serve as a model and perform duties with professional standard”, $17.05\%+19.44\%=36.49\%$ less than half of the

respondents found at the higher end of the scale (5&4), has agreed that the evaluation criteria measure performance. Where as, 25.92 % + 12.96% = 38.88% of respondents that are at the lower end of the relative dimension (2&1), negatively describes that the evaluation criteria is not an appropriate measure of performance. However, 33.33% of the respondents found at the neutral of the scale, still remains indifferent about the evaluation criteria. Here the mean score that is 3.31 and the standard deviation 0.45 strongly affirm that significant majorities of respondents states their attitude negatively.

Hence, as per the above data analysis, interpretation and confirmation obtained from the group mean 2.41, significant majority of the respondents' states their view negatively that the ethical conduct criteria along with the understated performance indicators are found to be not a plausible performance measure of trainers. Therefore, needs some sort of revision.

Table 13

Initiative Performance Evaluation Criteria (rated by Deans/Dept. heads)

Items	SA	A	N	D	SDA	NR	Total	M	SD
Support trainees for problems they face.	20 (18.5%)	12 (11.11%)	21 (19.44%)	34 31.48%	19 17.59%	0	108 (100%)	2.76	0.41
Ready to share experience and knowledge	17 (15.74%)	15 (13.88%)	16 (14.81%)	39 36.11%	21 19.44%	0	108 (100%)	2.7	0.41
Properly accomplish assigned group tasks/meeting	34 (31.48%)	21 (19.44%)	13 (12.03%)	20 18.51%	0	0	108 (100%)	3.08	0.43
Prepare educational trips as required	15 (13.88%)	17 (15.74%)	26 (24.07%)	31 28.70%	19 17.59%	0	108 (100%)	2.80	0.41
Group mean 2.83									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

Table 13 depicts data on performance initiative criteria. Accordingly respondents asked if the evaluation criteria, "Provision of support for trainees in their problems", 18.5% + 11.11% = 29.61% of respondents at the higher end of the spectrum strongly agree on the appropriateness of the evaluation criteria. On the other hand, 31.48% + 17.59% = 49.07% of respondents of the other end of the scale

(2&1) strongly disagree that the appraisal criteria is not an appropriate performance measurement criteria. However, 19.44% of respondents found at the neutral of the scale (3), remains indifferent about appropriateness of the evaluation criteria. Here the mean score that is 2.76 and the standard deviation 0.41 strongly affirm that significant majorities of respondents states their attitude negatively.

Respondents when asked if "readiness to share his experience and knowledge" performance evaluation criteria measures performance, $15.74\%+13.88\%=29.62\%$ of respondents agree on the appropriateness of the evaluation criteria. Where as, $36.11\%+14.81\%=50.92\%$ of respondents found at the other end of the scale (2&1), negatively states their attitude, that the evaluation criteria do not measure actual performance of trainers. On the other hand, (16)14.81% of the respondents are neutral with regard to appropriateness of the evaluation criteria stated above. Here the mean score that is 2.7 and the standard deviation 0.41 strongly affirm that significant majorities of respondents states their attitude negatively.

Regarding "accomplishment of assigned group tasks and preparation of educational trips" evaluation criterion, respondents when asked if they are an appropriate evaluation criterion, $31.48\%+19.44\%=50.92\%$ and $13.88\%+15.74\%=29.62\%$ of the respondents found at the higher end of the scale, positively agree on the appropriateness of the performance evaluation criteria to measure performance. Where as, 18.51% and $28.70\%=47.21\%$ of the other end of the respondents disagree on the appropriateness of the evaluation criterion to measure performance. On the other hand, 12.03% and $24.07\%=36.1\%$ of the respondents found at the neutral of the scale (3) are indifferent whether the performance evaluation criterion is properly measures performance or not. Here the mean score that is 3.08 and the standard deviation 0.43 strongly affirm that significant majorities of respondents states their attitude positively.

Therefore, from the above data interpretation analysis and confirmation obtained from the group mean 2.83, significant majority of the respondents' state their

views negatively that the performance initiative criteria along with the understated statements are not proper measurement criteria and needs some slight modification so as to evaluate performance of trainers objectively as possible.

Table 14
Education and Training & Presentation of Handouts & References
Performance Evaluation Criteria (rated by students)

Items	SA	A	N	D	SDA	NR	Total	M	SD
Clearly states the general & specific objectives of education & training	0	18 16.67%	9 8.34%	25 (23.15%)	56 (51.86%)	0	108 (100%)	1.90	0.43
Prepare lesson plan and course outline for education and training as well as implements trainee focus teaching methodology	0	5 4.63%	10 9.26%	24 (22.23%)	69 (63.88%)	0	108 (100%)	1.55	0.46
Presents education/training after thorough preparations	0	11 10.19%	11 10.19%	34 (31.49%)	52 (48.15%)	0	108 (100%)	1.82	0.44
Train/teach by example and precisely states using appropriate medium of instruction	14 12.96%	22 20.37%	32 29.62%	40 (37.03%)	0	0	108 (100%)	3.09	0.42
Encourages trainees to participate/ask questions	18 16.66%	26 24.07%	13 12.03%	47 (43.51%)	4 (3.7%)	0	108 (100%)	3.06	0.42
Prepare handouts and teaching materials	0	20 18.51%	32 29.62%	26 (24.07%)	30 (27.77%)	0	108 (100%)	2.39	0.41
Prepare references to cite.	26 24.07%	29 26.85%	13 12.03%	24 (22.22%)	16 (14.81%)	0	108 (100%)	3.23	0.44
Group mean 2.43									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As depicted in Table 14, respondents when asked if the performance evaluation criteria "stating general and specific objective of education/training" and "preparation of lesson plan and course outline", 16.67% and 4.63%=21.30% of the participants found at the higher end of the scale(4), states their attitude positively(agree) that the evaluation criterion measures performance. Whereas, 23.15%+51.86%=75.01% and 22.23%+63.88%=86.11% of the respondents found at the lower end of the scale (2&1), strongly disagree on appropriateness

of the evaluation criteria. On the other hand 8.34% & 9.26%=17.6% of the respondents found at the neutral scale (3), are indifferent about the evaluation criteria whether they appropriately measure performance or not.

Regarding the evaluation criteria, “presentation of education/training after thorough preparation” and “teach and precisely states using appropriate medium of instruction”, $10.19\% + 12.96\% + 20.37\% = 43.52\%$ of the respective criterion respondents found at the higher end of the spectrum (4&5), agrees on the appropriateness of the evaluation criterion. Whereas, 37.03% and 48.15% =85.18% overwhelming majority of the respondents found at the other end of the scale (2&1), negatively states that the evaluation criterion are not proper measurement for evaluating trainers performance. On the other hand, 29.62% & 10.19 % =39.81% of the respondents remains indifferent whether the evaluation criterions measures performance or not.

Respondents when asked if performance evaluation criteria “encourage trainees to participate/ask questions”, and “preparations of handouts and teaching materials as well as references to cite”, $16.66\% + 24.07\% + 18.51\% + 24.07\% + 26.85\% = 69.43\%$ of the respondents found at the higher end of the scale positively states their attitude positively that the evaluation criteria measures performance. Whereas, 22.68% of the respondents found at the lower end of the scale (2&1) negatively states their attitude.

In conclusion, the above data analysis, interpretation and confirmation obtained from the group mean 2.43, majority of the respondents express their views negatively that the performance evaluation criteria “presentation of handouts and references” and “education and training “shows that the measurement evaluation criterions needs an adjustment so as to evaluate performance of trainers in order to achieve its intended objective as stated in the directive.

Table 15
Resource/Training/Teaching Materials & Evaluation Techniques
Performance Evaluation Criteria (filed by students)

Items	SA	A	N	D	SDA	NR	Total	M	SD
Train or teach using appropriate instructional materials	24 22.22%	18 (16.66%)	6 5.56%	41 37.96%	19 (17.59%)	0	108 (100%)	2.88	0.41
Gives assignment review questions, lab reports, project work etc. and inform results.	14 12.96%	20 (18.51%)	13 12.03%	31 28.70%	30 (27.77%)	0	108 (100%)	2.51	0.40
Set examination questions in relation to education & training	43 39.81%	32 (29.62%)	0	26 24.07%	7 (6.48%)	0	108 (100%)	3.72	0.50
Gives balanced value and sufficient time for exams & projects assigned	20 18.51%	26 (24.07%)	9 8.33%	29 26.85%	24 (22.22%)	0	108 (100%)	2.90	0.42
Group mean 2.75									

Note: SA= strongly agree, A=agree, N=neutral, D=disagree, SDA=strongly disagree, NR=no response, M=mean and SD=standard deviation

As indicated in Table 15 above, respondents asked whether the evaluation criterions "train/teach using appropriate instructional materials" and "giving assignment review questions, lab reports, project work etc".22.22%+16.66%=38.88% and 12.96%+18.51%=31.47% of the respondents found at the higher end of the scale (5&4), states positively their attitude towards the evaluation criterions that they can serve as a performance evaluation indicators. Whereas, 37.96%+17.59%=55% and 28.70%+27.77%=56.47% of the respondents that are found at the other end of the scale (1&2), negatively responds. On the other hand, 5.55% and 12.03%=17.58% of the respondents found at the neutral scale (3), states indifferently whether the evaluation criterions measures performance or not.

Regarding the criterions "set examination questions in relation to education and training" and " giving balanced values and sufficient time for exams and projects",

$39.81\%+29.62\%=69.43\%$ and $18.51\%+24.07\%=43.75\%$ of the respondents found at the higher end of the scale strongly agree that the evaluation criterions appropriately measure performance. Whereas, $24.07\%+16.66\%=40.73\%$ and $26.85\%+22.22\%=49.07\%$ of the other end of the respondents strongly disagree. However, 8.33% of the neutral scale respondents remain indifferent whether the criteria measures performance or not.

In conclusion, the above analysis, interpretation and confirmation obtained from the group mean 2.75, significant majority of the respondents negatively express their views that the performance evaluation criterions "resource utilization, training and use of teaching materials" lack appropriateness to measure performance objectively as indicated in the performance guideline.

5 CHAPTER FIVE : Summary, Conclusions and Recommendations

This chapter of the thesis presents summary of the major findings of the study, the conclusions drawn and recommendations given.

The overall objective of the study was to assess the state and attitude of employees towards the current performance management system practices of the government TVET institutions, with the following specific objectives in mind.

a. To investigate the current problems contributing to the ineffectiveness of the existing performance management system of trainers working in government TVET institutions;

b. To investigate the magnitude of the problem with regard to performance management, i.e. planning, managing and appraising and points out those factors that drove to poor performance and dissatisfaction of employees.

To meet the above objectives, the study was guided by the four basic questions raised in chapter one.

The findings of this study will help to scratch the problem, and generate valuable information for decision makers, and adapt a systematic way of performance management system so as to strive for much precision in measuring performance, link performance dimensions to meet internal and external customer requirements and incorporated situational constraints. It also provide the necessary basis for policymakers, planners, teachers, principals and others interested groups to realize the magnitude of the problem and attempt to solve it. Besides, serve others as a source of information for further investigation.

In dealing with the basic questions, related literature was reviewed. Data were collected from the sources using questionnaires, interviews and document analysis. The total number of respondents responding to the research questionnaires were 108, embracing Deans, Assistant Deans, Department Heads and Teachers of the respective TVET institutions.

5.1 Summary of the Major Findings.

The main aim of this study was concerned to assess the state and attitude of employees towards the current performance management system practices of selected government TVET institutions in Addis Ababa, and tries to investigate the current problems contributing to the ineffectiveness of the existing performance management system of employees working in government TVET institution and forward possible solutions. According to the data analyzed and interpreted, the following findings were obtained.

1. 56.48% over half of the respondents, states their attitude that the appraisal system lacks to include the critical requirements (critical aspects) of performance management so as to measure performance objectively.
2. 43.6% less than half of the respondents, confirm that the current performance appraisal system is in short of including appropriate performance criteria /indicators, such as, “establishes and implement learning objectives consistent with student needs and department expectations”, “Plans for and uses instructional methods, and Participation of teacher in school overall management. Therefore, the current performance management system lacks to include performance criteria to measure performance as objectively as possible as intended in the appraisal directives and principles.
3. 55.24% over half of the respondents, state their attitude that “education and training” performance criteria (filled by colleague) can modestly measures trainers’ performance. On the other hand, fewer majorities of the respondents found at the lower end and the neutral dimension state their attitude negatively and indifferently that the appraisal criteria do not measure performance or it is modest.
4. 52.46% over half of the respondent states their attitude that the performance measurement criteria “research and study and innovation,” (filled by colleagues) does not appropriately measures performance of teachers. Therefore needs some consideration with this regard.

5. 59.48% over half of the respondents states their attitude positively that the “resource utilization” (filled by colleagues), performance measurement criteria is found to be an appropriate measurement criteria to evaluate performance of teachers.

6. 84.26% overwhelming majority of the respondents express their views that the “ethical conduct” appraisal criteria (filled by colleague), can serve as trainer’s measurement criteria.

7. 78, 04% great majority of the respondents states their attitude positively that initiative criteria (rated by colleagues) are a plausible (objective) measurement criteria.

8. From the data analyzed, interpreted and confirmation obtained from the group mean, 54.62% over half of the respondents negatively states their attitudes that the appraisal criteria “education/training and research/study” (rated by deans & dep’t heads) has a significant shortcomings to appraise performance of trainers as objectively as possible.

As some of the respondents’ remarks, though the criteria can serve as an indicator of performance, but institutions do not avail resources for conducting research and preparation of text books and workshops..

9. From the data analyzed, interpreted and confirmation obtained from the group mean, 53.7% over half of the respondents’ states their views negatively that the performance measurement criteria “utilization of resources” (rated by deans/dept. heads), is deficient to serve as objective evaluation criteria of trainers performance.

10. As per the data analysis, interpretation and confirmation obtained from the group mean, 60.18% majority of the respondents negatively states their view that the “ethical conduct” criteria (rated by deans/dept. heads/ dep’t heads) along with the understated performance indicators are found to be not a plausible performance measure of trainers.

11. 42.59% less than half of the respondents stated their views that the performance initiative criteria (rated by department heads) along with the understated statements are not proper measurement criteria.

12. 58.33% over half of the respondents negatively states their attitude that the performance evaluation criteria "presentation of handouts /references" and "education /training"(rated by students) does not serve as objective evaluation criterions. Therefore, needs an adjustment so as to evaluate performance of trainers in order to achieve its intended objective as stated in the directive.

13. The majority of respondents with regard to performance evaluation criterions "resource utilization, training and use of teaching materials" (rated by students) states their views that the performance criterions lack appropriateness to measure performance objectively as indicated in the performance guideline.

14. According to responses given to the interview, the following responses were obtained.

14.1 Majority of the respondents declare that both trainers and evaluators receive formal appraisal scheme.

14.2 Majority of the respondents noted that a number of positive and negative outcomes of appraisal in their specific institutions'.

14.3 Most of the trainers are quite happy to be evaluated by their respective department heads?

14.4 Most of the respondents declared that a weak link exists between teacher appraisal, and teacher development. Teachers would naturally like to see this situation improved.

14.5 Many of the respondents declare that decisions need to be taken to ensure consistence between the operational form of teacher appraisal and the purposes it claims to serve.

14.6 Respondents also recommend that there must be consistence between the operational form of teacher appraisal and the purposes it claims to serve.

These are all elements that appear to be necessary to address.

5.2 CONCLUSIONS

Based on the above findings of the study the following conclusions can be drawn.

- The performance management system lacks to include basic requirements (critical aspects of performance management), such as focusing on the enhancement of teacher performance, to stress on the instructional process, linkage of evaluation to research findings and provision of a clear appropriate set of evaluation criteria with accompanying behavioral indicators.
- In addition to this, the performance management system does not include the performance indicators that establish learning objectives consistent with students' needs and department expectations and allowance of the teacher to participate in school management.
- Regarding the appraisal procedure, special attention is not given to new staff and orientation is not conducted. We can also conclude that the performance criteria or indicators employed do not measure work related behavior objectively as intended in the appraisal directives and guide lines.
- Most quite happy to have their performance appraised by their respective department head although they were concerned about the ability of the department head to exclude subjectivity and biases during appraisal.
- A weak link exists between teacher appraisal, and teacher development. Teachers would naturally like to see this situation improved. It would appear logical that it is inappropriate to question teachers' professional knowledge if they are not given opportunities to up-skill through professional development. Most understand that successful teaching requires not just a teaching degree but also a commitment to lifelong learning. Even the best-trained teachers need to keep up with changes in their subject field.
- Findings of this study indicate that decisions need to be taken to ensure consistence between the operational form of teacher appraisal and the purposes it claims to serve.
- The data in this study revealed that classroom observation was a frequently used performance management technique/tools (record keeping, initiative, output, rating scales etc) for teacher appraisal in the selected government

TVET institutions. Classroom observations were mainly used to identify teacher deficiency or for rewards/punishments (promotions).and are not properly managed.

- Other weaknesses identified were the teachers' lack of trust in the appraisal process, lack of clarity with the criteria and the fact that appraisal seemed more oriented to meeting requirements rather than promoting professional development.

5.3 RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested.

1. The performance appraisal system should focuses on the enhancement of teacher's performance. Therefore, the Bureau of Education and institutions should emphasize the importance of an on-going professional development through appraisal schemes.
2. Criteria developed by the Bureau of education for trainers should thus be explicit, unambiguous, and have specific and reliable ratings.
3. The performance appraisal system has to stresses the instructional process and linked with research findings on effective teaching practices and sufficient allocation of resources for conducting research.
4. The Performance appraisal system must provide a clear, appropriate set of evaluation criteria with accompanying behavioral indicators such as networking, initiative, achievement orientation, team work, adaptability, client focus, team work and influence.
5. The performance appraisal system must provide the basis for making informed judgment about differing performance levels of teachers and decisions regarding the retention, assignment or dismissal of staff
6. An orientation to the Performance appraisal system should be conducted by the evaluator for all teachers engaged in the appraisal process for the year.
7. Special attention should be given to new staff members who do not have previous experience with the institutions' performance appraisal system

8. A formal observation must be scheduled in advance with the teacher, involving prior discussion and planning between the evaluator and teacher and which is followed by a post conference feedback session
9. The performance indicators used in the performance appraisal system should establish relationships with colleagues, and students which reflect recognition of and respect for every individual
10. The performance appraisal system must allow teachers to participate in school management and shares responsibility for the total institution program.
11. A strong link should exist between teacher appraisal, and teacher development. Teachers would naturally like to see this situation improved. It would appear logical that it is inappropriate to question teachers' professional knowledge if they are not given opportunities to up-skill through professional development. Most understand that successful teaching requires not just a teaching degree but also a commitment to lifelong learning. Even the best-trained teachers need to keep up with changes in their subject field. Finally, to solve the problems under study and to bring the expected changes, the student researcher recommends further research and careful analysis of the problem with a wider scope.

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28. በአዲስ አበባ ከተማ አስተዳደር ቴክኒክና ሙያ ትምህርት ሥልጠና ኮሌጅ ማቋቋሚያ ደንብ ቁጥር 22/1999

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Appendix 1

Technical and Vocational Training Institute Trainers/Teachers Attitude Towards the Current Performance Management System Research Questionnaire

የቴክኒክ መ.ያ ማሠልጠኛ ተቋማት አሠልጣኝ/ መምህራን እና ሠራተኞች
አሁን በሥራ ላይ ያለውን የሥራ አፈጻጸም ምዘና ሥርዓትና የመገምገሚያ
መስፈርቶች ላይ ያላቸውን አስተሳሰብ ለማጥናት የተዘጋጀ መጠይቅ

ይህ መጠይቅ የመንግሥት የቴክኒክና መ.ያ ማሠልጠኛ ተቋማት የሥራ አቅድ አፈጻጸም ምዘና አፈጻጸም ላይ ሠራተኞች ያላቸውን አስተሳሰብ ለማጥናት የተዘጋጀ ነው። መጠይቁን በመሙላት ለሚያደርጉልን ትብብር በአዲስ አበባ ዩኒቨርሲቲ የቢዝነስ ኢ.ዱኬሽን የትምህርት ክፍል እና እኔ ምሥጋናችን የላቀ ነው። የጥናቱ አላማ አሁን በሥራ ላይ ያለውን የሥራ አቅድ አፈጻጸም ምዘና ይዘትን/Content/structure/ እና የአመራሩ አያያዝና በሠራተኛው በኩል ያለውን ተቀባይነት / Behavioral Aspects/ በመፈተሽ በመስኩ የተጀመረውን የማሻሻያ እንቅስቃሴ ለማግኘት የሚረዱ ሐሳቦችን ለማፍለቅ ነው። ጥናቱ አንደተጠናቀቀ በተግባር ላይ ያተኮረ / Applied Focus/ ያለው ልዩ ሪፖርት ለተቋም እንዲደርስና እንዲያነቡት ይደረጋል።

እርስዎ በመልስ ሰጪነት የተመረጡት የናሙና መረጣ ዘዴ / Random Sampling Technique/ ነው። በተጨማሪም በዚህ መጠይቅ ስምዎን ፣ የሥራ መደብዎ መጠሪያን እና የሚሰሩበትን ዲፓርትመንት ስለማይገልጹ የሚሰጡት መልስ ሚስጢራዊነት/ Confidentiality/ ሙሉ በሙሉ የሚጠበቅ ነው። ስለሆነም ለሁሉም ጥያቄዎች በሙሉ ነጻነት መልስ እንዲሰጡ በአክብሮት እየጠየቅን ጥናቱ ለሚያፈልቃቸው ሐሳቦች የእርስዎ ድረሻ የጉላ መሆኑን በማስታወስ ጭምር ነው።

አንድ ረዳት የመስክ ሠራተኛ መጠይቁን ለመስብሰብ ከ 4 ቀናት በኋላ ተመልሶ እንዲያገኝዎት የሚደረግ ሲሆን እስከዛው ድረስ ጥያቄ ካለዎ አቶ ንጉሤ ዘገዬን በስልክ ቁጥር 0911-684063 ደውለው ማነጋገር ይችላሉ።

መልካም ጊዜ እንዲሆንልዎ እንመኛለን

**አዲስ አበባ ዩኒቨርሲቲ የቢዝነስ ኢ.ዱኬሽን የትምህርት ክፍል እና
ንጉሤ ዘገዬ**

For Internal Use Only

Questionnaire ID -----

Data collector's Code -----

Part A : General Information

ማስታወሻ 1:-

ከዚህ በታች ለቀረቡት ጥያቄዎች በመልስ አማራጮች ትይዩ ባለት ሣጥኖች ውስጥ አንዱን ምልክት/ X / በማድረግ መልስዎን ይመረጡ፡፡

A1. በዚህ ተቋም ለስንት አመታት አገልግለዋል?

- ለ 0 -- 5 አመታት ☐
- ከ 6 - 10 ☐
- ከ 11- 15 ☐
- ከ 15 በላይ ☐

A2. ከሚከተሉት ደረጃዎች ውስጥ የአርስዎ የሥራ ደረጃ የሚገኘው በየትኛው ነው?

- A2.1 መምህር ☐
- A2.2 ጀማሪ መምህር ☐
- A2.3 ከፍተኛ መምህር ☐
- A2.4--ተባባሪ መምህር ☐
- A2.5 መሪ መምህር ☐
- A2.6 ዲን እና ምክትል ዲን ☐
- A2.7 ሌላ ከሆነ ይግለጹ-----☐

A3. ጾታ:-

ወንድ	ሴት
☐	☐

A4. የሥራ ልምድ:-

ዲፕሎማ/አድቫንስ ዲፕሎማ	☐
ባችለር ዲግሪ	☐
ማስተር ዲግሪ	☐
ፒ.ቸ.ዲ	☐

ማስታወሻ 2:-

በሚቀጥሉት ክፍሎች አሁን በሥራ ላይ ባለው የቴክኒክና ሙያ መምህራ መገምገሚያ መስፈርቶች አፈጻጸም ላይ ያተኮሩ አስተያየቶች /Opinion Statements/ እና ጥያቄዎች ቀርበዋል፡፡ በዚህም መሠረት፡-

ሀ. በአሁኑ ጊዜ በቴክኒክና ሙያ ማሠልጠኛ ተቋማት የመምህራን መገምገሚያ መስፈርቶች ላይ የተዘረዘሩት ነጠቦች የአሠልጣኝ መምህራኑን የሥራ አፈጻጸም በአግባቡ ምን ያህል ሊለኩ የሚችሉ መሆናቸውን ይስማሙ ወይም አይስማሙ እንደሆነ እንዲሁም ተጨማሪ አስተያየት ካለዎ አስተያየት በሚለው አምድ ሥር ዝርዝር አስተያየትዎን ያስፍሩ፡-

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

ለ. ለእያንዳንዱ ጥያቄ ከቀረቡት አማራጭ መልሶች ውስጥ በተግባር ከሚያዩት ጋር የሚጣጠመውን መርጠው / ✓ / ያድርጉ፡፡ ነገር ግን በትግበራ ሒደት የተዘጋጁ ከአማራጭ መልሶች ውስጥ ያልተካተተ ከሆነ / ሌላ / በሚለው ክፍት ቦታ ላይ ትዝብትዎን ይግለጹ፡፡

B. የቴክኒክና ሙያ ትምህርትና ሥልጠና አሰልጣኝ መምህራን መገምገሚያ መስፈርቶች በሴክሽን ባልደረቦች የሚሞላ/15%/ የመምህራኑን የሥራ አፈጻጸም በለካት በኩል ተገቢ መስፈርት መሆናቸውን ይስማሙ ወይም አይስማሙ እንደሆነ በእያንዳንዱ የገምገማ መስፈርት አንጻር የስምምነትዎን ደረጃ በ /✓/ ምልክት ይግለጹ፡-

Questions/statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
B1. የትምህርትና ሥልጠና ሂደትን በተመለከተ					
B1.1 በክፍሉ የሚሰጠውን ሥልጠና/Course Outline/ በግልና በጋራ በመሆን ያዘጋጃል					
B1.2 በሥልጠናው ሂደት ላይ በመወያየት ይማማራል፣ ይረዳዳል በተግባር ያውላል፣					
B1.3 በክፍሉ የሚሰጠውን የምዘና ወይም የፈተና ብቃት /Validity/ በጋራ ይገመግማል					
B2. ጥናትና ምርምር ወይም ፈጠራን በተመለከተ					
B2.1 ለሚያስለጥነው ወይም /ለሚያስተምረው/ ኮርስ የማስተማሪያ ጽሁፍ /ወርክሾች ማኑዋል/ ወይም መጽሐፍት ያዘጋጃል፣ ይጽፋል					
B2.2 በሙያ ጥናትና ምርምር ያደርጋል					
B2.3 የጥናትና ምርምሩን ውጤት ለትምህርት ክፍሉ አሰልጣኞች መምህራንና ሰልጣኞች በሚዘጋጅለት መድረክ ያሳውቃል					
B3. ሪሶርስ አጠቃቀምን በተመለከተ					
B3.1 ለማሰልጠኛ ለማስተማሪያ የሚሆኑ ተገቢ ማሰልጠኛ ዕቃዎች በመምረጥ የተግባር ሥልጠና ይሰጣል					
B3.2 ለማሰልጠኛ/ማስተማሪያ/ የተረከበውን ዕቃዎች ካስፈለገ ከሌሎች በመሰከር የትምህርት ክፍሎች ከሚያስተምሩ መምህራን ጋር በጋራ ለመጠቀም ፈቃደኛ					

ይሆናል					
B3.3 ለማሠልጠኛ/ለማስተማሪያ/ የተረከባቸውን መሣሪያዎች በጥንቃቄ እንዲቀመጡ ያደርጋል					
B3.4 ለማሠልጠኛ/ለማስተማሪያ/ የተረከባቸውን መሣሪያዎች ይንከበከባል፤ ከአደጋ ይከለክላል፤ ሲበላሽ ይጠግናል ወይም እንዲጠገኑ ያሳውቃል					
B3.5 የማሠልጠኛ/የማስተማሪያ/ ጥሬ ዕቃዎች በአግባቡ ለሥልጠና ሥራ እንዲወሉ በማድረግ ብክነትን ይከላከላል					
B3.6 የሥልጠና ጥሬ ዕቃዎች ተደጋጋፊነትና ተመጋጋቢነት እንዲኖራቸው/የአንዱ Out put ለሌላው In put የማድረግ ብቃት አለው					
B4. አጠቃላይ ሥነ-ምግባርን በተመለከተ					
B4.1 ከሥራ ኃላፊዎች ባልደሰኙ ሠልጣኞችና ሠራተኞች ጋር ተግባብቶና ተባብሮ ይሠራል					
B4.2 በክፍሉ በሚደረጉ ስብሰባዎች ላይ ይሳተፋል					
B4.3 የስብሰባ ሰዓት ያክብራል					
B4.4 በተቋሙ በተመደበለት የሥራ ሰዓት ይገኛል					
B4.5 የሥራውን ደረጃ የሙያውን ክብር ይጠብቃል					
B4.6 የሌሎችን ሥራ እንደራሱ ሥራ አድርጎ ላለማቅረብ ይጥራል					
B4.7 ያለውን ቅሬታ በግልጽና በተገቢው መድረክ ያቀርባል					
B4.8 በግምገማ የተገኙ ገንቢ አስተያየቶችን ይቀበላል፡፡ አስተያየቶቹንም በሥራው ለማካተትና ለመተርጎም ይጥራል					

B5. የሥራ ተነሳሽነትን በተመለከተ					
B5.1 በትምህርትና ሥልጠና ክፍለ ችግሮች ሲከሰቱ የመፍትሄ ሃሳብ ያመነጫል					
B5.2 ያለውን ልምድና እውቀት ለባልደረቦቹ ለማንፈል ዝግጁ ይሆናል					
B5.3 በትምህርትና ሥልጠና ክፍለ ችግሮች ሲከሰቱ የመፍትሄ ሃሳብ ያመነጫል					
B5.4 ያለውን ልምድና ዕውቀት ለባልደረቦቹ ለማካፈል ዝግጁ ይሆናል					
B5.5 ከሥራ ባልደረቦቹ ጋር የተሰጠውን የኮሚቴ ሥራ /ስብሰባ በተገቢው ያከናውናል።					

C. የቴክኒክና ሙያ ትምህርትና ሥልጠና አሰልጣኝ መምህራን መገምገሚያ መስፈርቶች በአካዳሚክ፣ም/ዲግሪ፣በአስተዳደርና ልማት ም/ዲግሪና በዲፖርትመንት ተጠሪ የሚሞላ /60%/ የመምህራኑን የሥራ አፈጻጸም በመለከት በኩል ተገቢ መስፈርት መሆናቸውን ይስማሙ ወይም አይስማሙ እንደሆነ በእያንዳንዱ የገምገማ መስፈርት አንጻር የስምምነትዎን ደረጃ በ /✓/ ምልክት በማድረግ ይግለጹ ፡-

Questions/statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
C1. የትምህርትና ሥልጠና ሂደትን በተመለከተ					
C1. 1 ለሚያስለጥነው/ለሚያስተምረው ኮርስ በተዘጋጀው ካሪኩለም ጋይድ መሠረት ኮርስ አውትላይን ያዘጋጃል					
C1. 2 በተዘጋጀው ኮርስ አውትላይን መሠረት ትምህርትና ሥልጠናውን ይሰጣል					
C1. 3 Consultation hour ነገራም በማውጣት ለሰልጣኞች ሙያው ምክር ይሰጣል					
C1. 4 ሰልጣኞችን በሠራቸውና በተጨማሪው ውጤታቸው ለመገምገም እንዲቻል የሚገመገምበትን መሥፈርት በግልጽ ያስቀምጣል					
C1. 5 የሰልጣኞችን የዋና የድጋፍ ሰጪና የጋራ ኮርሶችን ውጤት በየደረጃው በማጠናቀር በተያዘለት መርሃ ግብር መሠረት ያስረክባል					
C2. ጥናትና ምርምር/ፈጠራን በተመለከተ					
C2. 2 በሙያው ጥናትና ምርምር ያደርጋል፣ ውጤቱንም ለተቋሙ ማህበረሰብ በተዘጋጀለት መድረክ ያሳውቃል።					
C2. 3 ለሥልጠናው/ለትምህርቱ አስፈላጊ የሆኑ ጽሑፎችን /ሃንድ አውት ያዘጋጃል።					

C3. ሪሶርስ አጠቃቀም					
C3.1 የማሠልጠኛ/የማስተማሪያ መረጃ መሣሪያዎችን በመምረጥ ሥልጠናውን ያካሂዳል					
C3.2 ለማሠልጠኛ/ለማስተማሪያ የተረከባቸውን መሣሪያዎች ለኮሌጁ ሥራ ብቻ ያውላል					
C3.3 የተዋሳቸውን የማሠልጠኛ መሣሪያዎችና መጽሐፍት በየጊዜው በተረከበበት ሁኔታ የመመለስ ግዴታውን ይወጣል					
C3.4 የማሠልጠኛ/የማስተማሪያ መረጃ መሣሪያዎችን ይንከባከባል፣ ከአደጋ ይከላከላል፣ ሲበላሽ ይጠግናል ወይም እንዲጠገኑ ያሳውቃል፣					
C3.4 የማሠልጠኛ/የማስተማሪያ ጥሬ ዕቃዎች በአግባቡ ለሥልጠና ሥራ እንዲውሉ በማድረግ ብክነትን ይከላከላል					
C3.5 የሥልጠና ጥሬ ዕቃዎች ተደጋጋፊነትና ተመጋጋቢነት እንዲኖራቸው/የአንዱ Output ለሌላው In put የማድረግ ብቃት አለው					
C4. አጠቃላይ ሥነ-ምግባርን በተመለከተ					
C4.1 ለክፍሉ የተመደበለትን የትምህርትና ሥልጠና ሰዓት ያከብራል					
C4.2 በኮሌጁ በተለያዩ ደረጃ በሚካሄዱ ስብሰባዎች በስዓቱ ተገኝቶ የሚያደርገው ተሳትፎ					
C4.3 ያለበቂ ምክንያት የክፍል ኃላፊው ሳያውቁ የሚያስተምርበትን የክፍል ሰዓት አይለውጥም፣ አያስተላልፍም፣ ከክፍል አይቀርም፣					
C4.4 ከሥራ ኃላፊዎች፣ ባለደረቦች፣ ሠልጣኞችና ሠራተኞች ጋር ተግባብቶና ተባብሮ ይሠራል					
C4.5 ሥራን የመገምገም፣ በሌሎች የመገምገም፣ አስተያየቶችን የመቀበልና የመስጠት፣ በሥራ ላይ የማዋል ቅሬታን የመግለጽ መብትና ግዴታውን ይወጣል					
C4.6 ለሠልጣኞች ጥሩ ምሳሌ ሮል ሞዴል ለመሆን ይጥራል፣ የሥራውን ደረጃና የሙያውን ክብር ይጠብቃል					
C4.7 የአልኮል መጠጥ ወይም የሌሎች አደጋዊነት ዕጾች ተገዥ ላለመሆን ይጥራል					
C5 የሥራ ተነሳሽነትን በተመለከተ					
C5.1 አጥጋቢ ውጤት የሌላቸውን ሠልጣኞች በመለየት በሥልጠናው ሂደት ለሚያጋጥመው ችግር ድጋፍ ይሰጣል፣					
C5.2 ለማሠልጠኛ/ለማስተማሪያ የተረከባቸውን ዕቃዎች ካስፈለገ ሌሎች በመስኩ					

ከሚያስለጥኑ አሠልጣኞች ጋር ለመጠቀም ወይም በውስጥ ለመስጠት ፈቃደኛ መሆኑ፤					
C5. አስቸኳይ ሥራዎች ሲከሰቱ ኃላፊው በሚመድበው ሥራ ላይ ይሳተፋል። በተሰጠው የጊዜ ገደብ በሚፈለገው ሁኔታ ሠርቶ ሠርቶ ለመጨረስ ይጥራል።					
C5.4 ትምህርታዊ ጉብኝት እንደአስፈላጊነቱ ይዘገጃል					

E. የቴክኒክና ሙያ ትምህርትና ሥልጠና አሠልጣኝ መምህራን መገምገሚያ መስፈርቶች በአሠልጣኞች የሚሞላ /25%/ የመምህራኑን የሥራ አፈጻጸም በመለካት በኩል ተገቢ መስፈርት መሆናቸውን ይስማሙ ወይም አይስማሙ እንደሆነ በእያንዳንዱ የገምገማ መስፈርት አንጻር የስምምነትዎን ደረጃ በ /✓/ ምልክት በማድረግ ይግለጹ፡-

Questions/statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
D1. የትምህርትና ሥልጠና ሂደትን በተመለከተ					
D1.1 የትምህርት ሥልጠናውን አጠቃላይ ዓላማ በግልጽ ለተማሪዎች ያሳውቃል፤ የትምህርትና ሥልጠናውን ዝርዝር ዓላማም በየጊዜው ለአሠልጣኞች ግልጽ ያደርጋል። ለምሳሌም በTask በDuty በJOb በMobil በየምዕራፉ በየዩኒቲ					
D1.2 የትምህርትና ሥልጠናውን ዝርዝር ይዘት /ኮርስ አውትላይን/ በግልጽ ያሳውቃል፤ የሥልጠናውን፣ የትምህርቱን፣ ዝርዝር ይዘት /ኮርስ አውትላይን፣ በየጊዜ ሠሌዳ መጥኖ ያዘጋጃል፤ ያቀርባል በንድፈ ሃሳብ በተግባር/ወይም ለኮሙኒኬሽን ኮርስ መምህራን ሠልጣኝ ተኮር የማስተማር ሥነ ዘዴ ይጠቅማል፤					
D1.3 ስለሚሰጠው ሥልጠና/ትምህርት በቂ ዝግጅት አድርጎ ያቀርባል፤					
D1.4 የሚያስለጥነው/የሚያስተምረው/ ትምህርት ተግባራዊነት በምሳሌ እየደገፈ ያስረዳል፤					

D1.5 በስተማሪያ ቋንቋ በመጠቀም ሥልጠናውን/ትምህርቱን/ በግልጽ ያቀርባል፤					
D1. 6 ሠልጣኞች በሥልጠናው/በትምህርቱ እንዲሳተፉ ያበረታታል/ ጥያቄ ይቀበላል፤					
D2. የማሠልጠኛ/የማስተማሪያ ጽሁፎችንና ማጣቀሻዎችን አቀራረብ በተመለከተ					
D2.1 ለሚያስለጥነው ሥልጠና ወይም ለሚያስተምረው ትምህርት አስፈላጊ ጽሁፎችንና የማሠልጠኛ ማኅዋሎችን አዘጋጅቶ ይሰጣል					
D2.2 ለሚያስተምሩት ትምህርት/ለሚያስለጥኑት ሥልጠና አስፈላጊ የሆነ /reference/ የማጣቀሻ የመጽሐፍት ዝርዝር አዘጋጅቶ ይሰጣል					
D3 .የማሠልጠኛ/የማስተማሪያ/ ቁሳቁሶች አጠቃቀም በተመለከተ					
D3.1 የተለያዩ የሥልጠና ወይም የትምህርት መረጃ መሣሪያዎችን በመጠቀም ያስተምራል ወይም ያስለጥናል					
D4. የምዘና ሥልትና አፈፃፀም በተመለከተ					
D4.1 ለትምህርቱ/ለሥልጠናው/ጠቃሚ የሆኑ መልመጃዎችን /Assignment review question. Lab reports, Project work etc/ይሰጣል፤ ያርማል፤ ውጤቱንም ያሳውቃል፤					
D4.2 የፈተና ጥያቄዎች ካስተማረው ትምህርትና ሥልጠና ጋር አዛምዶ ያወጣል፤					
D4.3 በሚሰጧቸው ፈተናዎች/ኘርጀክቶች/ ማዛናዊ በሆነ መንገድ ዋጋ ይሰጣል ለሚሰጧቸውም ፈተናዎች /ኘርጀክቶች/ ተመጣጣኝ ጊዜ ይመድባል፤					

D5. አጠቃላይ ሙያዊ ሥነ ምግባርን በተመለከተ					
D5.1በተመደበለት የትምህርትና ሥልጠና ክፍል ጊዜ ሰዓት አክብሮ ይገኛል ለቀረቡትም ክፍል ጊዜ ማካካሻ ይሰጣል					
D5.2የተመደበለትን ክፍል ጊዜ በአግባቡ ለማሰልጠን ወይም ለማስተማር ተግባር ያውላል					
D5.3በሥነ ሥርዓት አክባሪነቱ ለሚያሳየው ሥነ ምግባር አርያነት አለው ለሠልጣኞችም ተገቢውን ክብር ይሰጣል					
D6. ተነሳሽነትን በተመለከተ					
D6.1 የሠልጣኞችን የትምህርትና ሥልጠና ችግር ለማዳመጥ ፈቃደኛ ነው					
D6.2 ሠልጣኞችን ለመርዳት የቢሮ ሰዓት መድቦ ያሳወቀል። በተመደበበት ሰዓት ሠልጣኞች ለሚያቀርቡት የትምህርትና ሥልጠና ችግሮች መፍትሄ ይሰጣል።					

Appendix 2

Technical and Vocational Training Institute Trainers/Teachers Attitude Towards the Current Performance Management System Research Questionnaire

የቴክኒክ ሙያ ማሠልጠኛ ተቋማት አሠልጣኝ/ መምህራን እና ሠራተኞች አሁን በሥራ
ላይ ያለውን የሥራ አፈጻጸም ምዘና ሥርዓትና የመገምገሚያ መስፈርቶች ላይ
ያላቸውን አስተሳሰብ ለማጥናት የተዘጋጀ መጠይቅ

ይህ መጠይቅ የመንግሥት የቴክኒክና ሙያ ማሠልጠኛ ተቋማት የሥራ አቅድ አፈጻጸም ምዘና አፈጻጸም ላይ ሠራተኞች ያላቸውን አስተሳሰብ ለማጥናት የተዘጋጀ ነው። መጠይቁን በመሙላት ለሚያደርጉልን ትብብር በአዲስ አበባ ዩኒቨርሲቲ የቢዝነስ ኢኮኖሚክስ የትምህርት ክፍል እና እኔ ምሥጋናችን የላቀ ነው።

የጥናቱ አላማ አሁን በሥራ ላይ ያለውን የሥራ አቅድ አፈጻጸም ምዘና ይዘት/Content/structure/ እና የአመራሩ አያያዝና በሠራተኛው በኩል ያለውን ተቀባይነት / Behavioral Aspects/ በመፈተሽ በመስኩ የተጀመረውን የማሻሻያ እንቅስቃሴ ለማግኘት የሚረዱ ሐሳቦችን ለማፍለቅ ነው። ጥናቱ እንደተጠናቀቀ በተግባር ላይ ያተኮረ / Applied Focus/ ያለው ልዩ ሪፖርት ለተቋምዎ እንዲደርስና እንዲያነቡት ይደረጋል።

እርስዎ በመልስ ሰጪነት የተመረጡት የናሙና መረጣ ዘዴ / Random Sampling Technique/ ነው። በተጨማሪም በዚህ መጠይቅ ስምዎን ፣ የሥራ መደብዎ መጠሪያን እና የሚሰሩበትን ዲፓርትመንት ስለማይገልጹ የሚሰጡት መልስ ሚስጢራዊነት/ Confidentiality/ ሙሉ በሙሉ የሚጠበቅ ነው። ስለሆነም ለሁሉም ጥያቄዎች በሙሉ ነጻነት መልስ እንዲሰጡ በአክብሮት እየጠየቅን ጥናቱ ለሚያፈልቃቸው ሐሳቦች የእርስዎ ድረሻ የገጠላ መሆኑን በማስታወስ ጭምር ነው።

አንድ ረዳት የመስክ ሠራተኛ መጠይቁን ለመሰብሰብ ከ 4 ቀናት በኋላ ተመልሶ እንዲያገኝዎት የሚደረግ ሲሆን እስከዛው ድረስ ጥያቄ ካለዎ አቶ ንጉሤ ዘገዬን በስልክ ቁጥር 0911-684063 ደውለው ማነጋገር ይችላሉ።

መልካም ጊዜ እንዲሆንልዎ እንመኛለን

**አዲስ አበባ ዩኒቨርሲቲ የቢዝነስ ኢኮኖሚክስ የትምህርት ክፍል እና
ንጉሤ ዘገዬ**

For Internal Use Only

Questionnaire ID -----

Data collector's Code -----

Part A : General Information

ማስታወሻ 1:-

ከዚህ በታች ለቀረቡት ጥያቄዎች በመልስ አማራጮች ትይዩ ባሉት ሣጥኖች ውስጥ አንዱን ምልክት/ X / በማድረግ መልስዎን ይመረጡ፡፡

A1. በዚህ ተቋም ለስንት አመታት አገልግለዋል?

- ለ 0 -- 5 አመታት ☐
- ከ 6 - 10 ☐
- ከ 11- 15 ☐
- ከ 15 በላይ ☐

A2. ከሚከተሉት ደረጃዎች ውስጥ የእርስዎ የሥራ ደረጃ የሚገኘው በየትኛው ነው?

- A2.1 መምህር ☐
- A2.2 ጀማሪ መምህር ☐
- A2.3 ከፍተኛ መምህር ☐
- A2.4--ተባባሪ መምህር ☐
- A2.5 መሪ መምህር ☐
- A2.6 ዲን እና ምክትል ዲን / ☐
- A2.7 ሌላ ከሆነ ይግለጹ----- ☐

A3. ጾታ:-

ወንድ	ሴት
☐	☐

A4. የሥራ ልምድ:-

ዲግሎማ/አድቫንስ ዲግሎማ	☐
ባችለር ዲግሪ	☐
ማስተር ዲግሪ	☐
ፒ.ቸ.ዲ	☐

ማስታወሻ 2:-

በሚቀጥሉት ክፍሎች አሁን በሥራ ላይ ባለው የቴክኒክና ሙያ መምህራ መገምገሚያ መስፈርቶች አፈጻጸም ላይ ያተኮሩ አስተያየቶች /Opinion Statements/ እና ጥያቄዎች ቀርበዋል፡፡ በዚህም መሠረት፡-

ሀ. በአሁኑ ጊዜ በቴክኒክና ሙያ ማሠልጠኛ ተቋማት የመምህራን መገምገሚያ መስፈርቶች ላይ የተዘረዘሩት ነጠቦች የአሠልጣኝ መምህራኑን የሥራ አፈጻጸም በአግባቡ ምን ያህል ሊለኩ የሚችሉ መሆናቸውን ይስማሙ ወይም አይስማሙ እንደሆነ እንዲሁም ተጨማሪ አስተያየት ካለዎ አስተያየት በሚለው አምድ ሥር ዝርዝር አስተያየትዎን ያስፍሩ፡-

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

ለ. ለእያንዳንዱ ጥያቄ ከቀረቡት አማራጭ መልሶች ውስጥ በተግባር ከሚያዩት ጋር የሚጣጠመውን መርጠው / ✓ / ያድርጉ፡፡ ነገር ግን በትግበራ ሒደት የተዘቡት ከአማራጭ መልሶች ውስጥ ያልተካተተ ከሆነ / ሌላ / በሚለው ክፍት ቦታ ላይ ትዝብትዎን ይግለጹ፡፡

Part B: ይዘት /የሥራ አፈፃፀም ምዘና ሥርዓት ወሳኝ ጉዳዮች/
 B1. /ወሳኝ ጉዳዮች/

መግለጫ	በጣም እስማማለሁ	እስማማለሁ	መካከለኛ	አልስማማም	በጣም አልስማማም	አስተያየት
B1.1 የሥራ አፈፃፀም ግምገማ ሥርዓቱ የመምህሩን የሥራ ውጤታማነት ማጠናከር ላይ ያተኮረ ነው።						
B1.2 የሥራ አፈፃፀም ግምገማ ሥርዓቱ በመማር ማስተማር ሃይቱ ላይ ያተኮረ ነው።						
B1.3 የሥራ አፈፃፀም ግምገማ ሥርዓቱ በውጤታማ የመማር ማስተማር ልምድ ላይ የጥናት ውጤቶች ያመለክቱትን አያያዝ ይገመግማል						
B1.4 የግምገማ ሥርዓቱ ገምጋሚውንና ተገምጋሚ መምህሩን ያሳትፋል።						
B1.5 የሥራ አፈፃፀም ግምገማ መስፈርቶች ሌሎች ለሥራው አስፈላጊ የሆኑ መስፈርቶችን ያጠቃልላል።						
B1.6 የሥራ አፈፃፀም ግምገማ ሥርዓቱ መምህሩ የራሱን አፈጻጸም በመገምገም ውጤቱን በባለቤትነት ስሜት እንዲቀበለው ያደርጋል።						
B1.7 የሥራ አፈፃፀም ግምገማ ሥርዓቱ በገምጋሚውና በተገምጋሚው መካከል ገንቢ የሆነ ውይይትና ግብረ መልስ እንዲካሄድ ይፈቅዳል።						
B1.8 የግምገማ ሥርዓቱ በተለያዩ ደረጃ (Career status) የሥራ ልምድና የሙያዊ ፍላጎትን ልዩነትን ከግንዛቤ ያስገባ ነው።						

B1.9 የሥራ አፈፃፀም ግምገማ ሥርዓቱን የሁሉንም መምህራን ክህሎት የማበልፀግና የተቀናጀ ድጋፍ እንዲሰጥ ያደርጋል።						
B1.10 የሥራ አፈፃፀም ግምገማ ሥርዓቱ የተለያየ የአፈፃፀም ደረጃ ያስመዘገቡትን መምህራን በመረጃ ላይ የተደገፈ ውሳኔ ለመስጠት ይጠቀሙበታል።						
C. የሥራ አፈፃፀም ግምገማ መስፈርቶችና አመለካኾች						
C1.1 በሥራ አፈፃፀም ምዘና ሥርዓቱ ውስጥ የምንጠቀምባቸው የግምገማ መስፈርት አመለካኾች (Indicators) የመማር ማስተማር ዓላማ ከተማሪው ፍላጎት፣ ዲፓርትመንቱ ከሚጠብቀው ውጤትና ከመምህሩ የዕድገትና መማማር ጋር የተሳሰሩ ናቸው።						
C1.2 የሥራ አፈፃፀም ምዘና ሥርዓቱ ውስጥ የምንጠቀምባቸው አመለካኾች ውጤታማ የማስተማር ዘዴዎችን በሥራ ላይ ለማዋል አበረታች ናቸው።						
C1.3 የሥራ አፈፃፀም ምዘና መስፈርቶች የመምህሩን ውጤታማነትና ችሎታውን በተግባር ላይ ስለማዋሉና ወደፊትም ውጤታማ እንደሆነ በቂ የሆነ መረጃ ይሰጣሉ።						
C1.4 የሥራ አፈፃፀም ምዘና መስፈርቶቹ መምህሩ በተቂም አመራር ኃላፊነት መጋራትና በአጠቃላይ የትምህርት ኘሮግራም ላይ ተሳታፊ እንዲሆን የሚጋብዙ ናቸው።						

D. የሥራ አፈፃፀም ምዘና አካሄድ (Procedure)						
D1.1 በግምገማ ሂደት ለሚሳተፉ መምህራን በዓመቱ የሥራ መጀመሪያ ላይ በግምገማዎች ስለ ሥራ አፈፃፀም ግምገማ ገለፃ ይደረጋል።						
D1.2 ለተቋሙ አዲስ ለሆኑና ከዚህ በፊት ስለ ሥራ አፈፃፀም ግምገማ በቂ ልምድ ለሌላቸው መምህራን ልዩ ትኩረት በመስጠት የሥራ አፈፃፀም ምዘና ይካሄዳል።						
D1.3 በዕቅድና ውይይት ላይ የተመሠረተ መደበኛ የግምገማ ምልከታ (Observation) በመምህሩ መካከል ይደረጋል፤ ከግምገማ በኋላም የግብረ-መልስ ውይይት የካሄዳል።						
D1.4 የግምገማ መስፈርቶች ለሥራው አስፈላጊ የሆኑ ባህርያትንና የተመዘገቡ ውጤቶችን በተጨማሪ ይመዝናሉ።						
D1.5 የግምገማ መስፈርቶች በሴክሽን ባልደረቦች /በአቻ መምህራን/ እና ተማሪዎች መካከል መልካም ግንኙነትና መከባበርን የሚፈጥሩ ናቸው።						

Appendix 3

Interview for trainers in sample TVET institutions

1. Do you believe that those who are engaged in the appraisal process have any formal performance appraisal scheme?
2. Do you think that the appraisal system have any impact on the achievement of the institutions?
3. What is the purpose of the performance appraisal system? And for what purpose is utilized the results of performance appraisal?
4. What do you observe on the relationship of evaluators and the evaluate before and after the appraisal process?
5. Do you agree to be appraised by your respective department heads? If your answer is yes? Give reasons?
6. Is there any strong relationship between the appraisal results and development of teachers?
7. Do you believe that there is consistency between the performance appraisals with that of the purpose it serves for?
8. Do you think that the performance appraisal results are used for the purpose *intended*? If your answer is No? Give your reasons?
9. Trainers are expected to conduct research and to prepare workshops on the results of their findings. What problems are encountered with meeting this particular performance indicator?
10. What methods technique/tools are used (record keeping, initiative, output, rating scales etc) for teacher appraisal?
11. Some respondents of the questionnaire give their remarks on inappropriateness of the performance indicator "allotment of consultation hour for trainees". What is your perception with this remark?