

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT**

**SURVEY OF STUDENTS' OPINION ON TEACHERS'  
PERFORMANCE IN TVET INSTITUTIONS  
IN ADDIS ABABA**

**BY: ZELALEM BEKELE**



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**SURVEY OF STUDENTS' OPINION ON TEACHERS'  
PERFORMANCE IN TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING INSTITUTIONS  
IN ADDIS ABABA**

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE  
REQUIREMENT OF THE DEGREE OF MASTER OF ART IN  
EDUCATIONAL PLANNING AND MANAGEMENT

**BY: ZELALEM BEKELE**

**ADDIS ABABA**

**APRIL, 2008**

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## **Abstract**

*This study aimed at investigating the level of teachers' performance in TVET institution of Addis Ababa based on students opinion. The study was carried out in four governmental TVET institutions; namely General Winget, Teferi Mekonen, Nefas Silk, and Tegnare-ed. A descriptive research design was employed for the study. The respondents of the study were 4 industrial technology department heads and 200 students out of 1233 students in different departments. Purposive sampling for department heads and stratified random sampling for students were employed. Data were gathered through questionnaires, and interview. The total number of questions administered in the study was 50. The data collected were analyzed by percentile and descriptive/interpretation. The finding revealed that teachers show deficiencies in almost all the variables considered in the study. Lack of the necessary equipment, the negative attitude teachers developed towards the subject matter they taught, and absence of any connection between TVET institutions and employer organizations were found to be the major problems that teachers face. Thus owing to these reasons, according to surveys done on students' opinion the performance of teachers in TVET institutions in Addis Ababa is not satisfactory. On the basis of the major findings the following recommendations are made: Teachers in TVET institutions need to be provided with adequate training in order to enhance their capabilities. TVET institutions are expected to equip themselves with the required training facilities for effective and efficient teaching and learning process. To improve teachers' practical working on hands skill, industrial attachment and on the job training for teachers is very important aspect of performance upgrading. So, it has to be planned by Addis Ababa Education Bureau to arrange this program at teachers' summer vacation time. Teachers' training institutions and educational officers should see it as their responsibility to promote positive attitude for their graduates. It is very important if there is close linkage between TVET institutions with curriculum developers and employer organizations to determine acceptable minimum competences for formal training so that teachers could cope-up with their performance to this level.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Being at the heart of the school system, teachers are responsible for the development of knowledge, skills and appropriate attitudes on the part of student. To achieve these objectives, teachers' performance on subject matter knowledge, method of teaching, lesson planning, classroom and workshop management, student assessment, teaching aids and communication skills) and their responsibilities have quite a central place.

The practice of teachers' performance evaluation has long come to the scene of education during the time of Socrates, and many believe that it is as old as education itself. Evaluating teachers' performance has several purposes. It is mainly used for making decision on promotions or demotions, retentions, transfer, lay offs, dismissals and salary or merit ratings for enhancing and enriching the curriculum to increase teachers effectiveness. It also serves a good purpose, i.e. to increase quality of pupils learning. To this end, a good teacher performance evaluation system should indicate ways in which excellent performance can be recognized and shortcomings can be remedied.

Parents, students, the community, principals or even experts in teaching have certain expectations from teachers regarding their performance. Performing activities according to these expectations will certainly improve the quality of teaching. However, sometimes, teachers may fail to discharge their duties and responsibilities as per the expectation of the various stake holders mentioned above. This may be because of their own limitations or other forces beyond their control, which may influence the teacher to become poor performer. If something is not done to overcome the barriers and if teachers are permitted to perform below the expected level, there will be no gain but wastage of time, money and energy. As a result, development programs will not be executed effectively and efficiently in the absence of improved quality of teaching.

Apparently, the current education and training policy of Ethiopia and sector strategy made vocational education one of the priority areas in the education system. The policy also outlined the major objectives of the middle level TVET programme as follow:

- To create middle level technical workforce in various occupation
- To provide adequate skills and knowledge this builds problem solving capacity.
- Enable trainees to utilize resources wisely and economically for the benefit of individuals and the society.
- Enables to take business risks by establishing their own business relevant to their skill trade.

Thus, since 1994 E.C the technical/vocational training undergone through a reform process to fulfill the intended objectives it is established for. However, realization of these objectives is not an easy one. Even though, there has been a progress a number of constraints occurred in the implementation process. One of the major challenges faced in the implementation process was the quality of training provided and competency of TVET teachers, the key forces and actors in implementation (MoE, 2003:2 ).

We cannot improve the quality of TVET in any school without improving the competency of teachers. Among the causes for failure or only partial success of training program, according to FAO (1982:37) is the low competency and qualification level of instructors.

Some of the recent research papers (Mesfin,2003:78) revealed that only about 20 percent of teachers who are involved in the teaching training activity of TVET schools have the necessary qualifications, first degree and above. He also ascertained that TVET teachers lacked necessary skills and knowledge to implement the current vocational curriculum. Similar research findings, for instance, GTZ (2000a:10), revealed that the supply of TVET teachers is far less than the demand both in terms of skills competency and number required at various levels. The study further indicated TVET trainers in Ethiopia lacked higher level training, and often unmotivated.

## 1.2 Statement of the Problem

Technical and Vocational Education and Training is exposed for a number of constraints for the good reason that it demands quite a number of inputs such as materials ,machines, hand tools, supplies, workshop facilities , and well qualified and experienced teachers.

Even though all the above mentioned inputs affect the system the basic emphasis is given for the teachers. As Williams, Dubrin and Sisk stated that (1985:356-357), for an individual to perform well or to be productive, he /she must:

- Understand the expectation of the job
- Have the required abilities
- Be motivated to do what is required ,and
- Work in an environment that allows intention to be translated into performance

Although there are not many studies made on performance of teachers, taking into account the above four major variables, the studies for example made by Bonsa (1996) and Legesse (1992) address it only in terms of motivation at secondary school level.

Basically, in TVET program a great value is attached to teachers' professional capability with due attention to practical working in hand skill transfer area. Recent surveys (Masresha, 2004:3; MOE, 2003:2) and feedback from employers have shown that employers are not satisfied with the performance of TVET graduates. More specifically employers perpetually found to be complaining about deficiencies and sub standard of practical competency of TVET graduates. To bridge in skill gap employers usually arrange on-the-job training for fresh TVET graduates. Paradoxically, the existing TVET curriculum is claimed to be practice-oriented, i.e. it comprises 70% practical and 30% theoretical. This implies that, in the eyes of students, TVET teachers do not have or transfer the required level of skill to their trainees.

In case of Ethiopia the educational system in general and TVET system in particular suffer in quality from a lot of problems when compared to the academic education. To this end Ministry of Education (2002:15) revealed that the current quality of training is poor and handicapped by a number of limitations like insufficient number of qualified teachers, limited funding, lack of adequate resources, outdated occupational standards, lack of stakeholders participation, and inefficient management. UNESCO'S (1996:67) study also confirmed, the existing vocational training in many developing countries including Ethiopia is inefficient.

Among other factors, poor performing teachers contributed to these drawbacks to a great extent. A good vocational/technical teacher must have had proficiency in both theoretical and practical training in his/her field. But most teachers lacked practical skill and the training is a theory dominated one.

We cannot improve the quality of education in our schools without improving the competency of our teachers. Among the causes for failure or only partial success of training program, according to FAO (1982:37) is the low competency and qualification level of instructors.

Therefore, since teachers are at the forefront in determining the efficiency and effectiveness of the overall program, it is critically important to study how far they are fruitful in shouldering and discharging their assigned duties. Hence, the student-researcher was inspired to conduct the study on survey students' opinion on teachers' performance in TVET institutions in Addis Ababa as the success or failure of the program highly depends on their performance.

### **1.3 Objectives of the Study**

Any research work is meant to solve existing social problems, creating or raising awareness on occurring social phenomenon. Likewise, the purposes of this study are indicated in the following general and specific objectives.

#### **1.3.1 General Objective**

The general objective of the study is to assess students' opinion on teachers' performance in TVET institutions in Addis Ababa.

#### **1.3.2 Specific Objectives**

The specific objectives of the study are the following:

- To assess students' opinion on teachers' performance based on in-school variables like subject matter proficiency, lesson planning, teaching method, classroom / workshop management, teaching aids , assessment skills, communication skills;
- To examine students' judgment on the degree that TVET teachers perform practical works, on hand activities while teaching; and
- To identify students' view on the major barriers which adversely affect teachers' performance

To meet these objectives, the following basic questions were formulated as a guide for treating the problem.

1. What is students' opinion on the level of teachers' performance in TVET institutions in terms of in-school performance variables: subject matter proficiency, lesson planning, teaching method, classroom/workshop management, teaching aids, assessment skills and communication skill?
2. How do students judge the level of teachers' performance regarding teaching practical working on hands skill in TVET institutions?

3. How far do infrastructure and internal organization of TVET institutions such as workshop equipment, machines and hand tools affect teachers' performance?

#### **1.4 Significance of the Study**

The present study aims at finding out the expected performance of teachers in Technical and Vocational Education and Training .The study of this issue is expected to have the following importance:

- i) It may give some insights to supervisory staff to advise TVET teachers in more specific way in order to realize the educational objectives.
- ii) It may also help to examine the strengths and weaknesses of TVET teachers with regard to their actual teaching practice in TVET institutions.
- iii) It may provide some alternative solutions and recommendations that may give some idea for TVET institutions and policy makers.
- iv) It will serve as a basis for those who are interested in conducting further research in the area.

#### **1.5 Delimitation of the Study**

In order to have a good picture of the problem the study is confined to Addis Ababa city since there are a great number and range of TVET teachers and students in the city. To be more specific, as stated in the annual abstract of MOE 2006, out of 4957 TVET teachers all over the country, 1562 (31.50 %) are found in Addis Ababa. Moreover, out of 75,262 trainees in Ethiopia, 43,988 (58.45 %) are in Addis Ababa.

The study is also delimited to the government TVET institutions because majority of the trainees, that is out of 43,988 trainees, 26,028 (59.17 %) are enrolled in government TVET institutions. The study is further delimited to Industrial Technology teachers' performance for the fact that this is the area which focuses more on practical (working on hands) skill transfer program where problems are more pronounced. The study also focused only on students opinion stressing in-school variables.

## **1.6 Limitations of the study**

It would have been more helpful if the study had considered off-school variables like social competency, graduates' satisfaction on their teachers, supervisors' and peers' feedback about teacher's performance. Due to time, manpower and financial constraints, data for the study were collected through questionnaire and interviews. The data could have been more reliable if observation had been used as a tool for data collection. If observation be used, it could have been possible to substantiate students responses.

The fact that all the distributed questionnaires were not returned might have narrowed the chance of obtaining more reliable data for making a valid conclusion. However, these shortcomings will not have any considerable effect on the findings obtained and the conclusions made.

## 1.7 Operational Definition of Key Terms

**Performance:** - The accomplishment of work assignments or contributions to fulfill organization's goals.

**Teachers' Performance:**-The behavior of teacher that is manifested while teaching and training.

**Technical and Vocational Education and Training/TVET** :- According to this study , it is formal governmental technical /practical / studies and acquisition of knowledge offered at 10+1, /10+ 2 ,/10+ 3 level.

**TVET Institution:** - Location and organizational setup in which TVET is supplied.

**Students/Trainees:** - A person who is registered and participates in technical and vocational education and training program on regular basis and attends the courses offered by a training institution with a view to acquiring or upgrading his/her technical and vocational skills.

## 1.8 Organization of the Study

The research is organized into five chapters. The first chapter deals with the problem and its approach. The second chapter covers review of related literature. The third chapter dwells on research design and methodology used to collect and analyze the data followed by the fourth chapter that contains findings and their analysis and interpretation (discussion). The last chapter comprises summary, conclusions, and recommendations of the study.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **2.1. The Concept of Performance**

Performance, according to Rue and Liloyd cited in Berhanemeskel [1999:14), refers to how well an employee is fulfilling the requirements of the job and also it, ideally, involves establishing a plan for improvement. These scholars also enumerated three combined factors as basic determinants of the quality of an employee's performance.

These factors are:

- i. Effort (which refers to how hard a person works)
- ii. Ability (concerned with the person's capability)
- iii. Direction (refers to how well the person understands what is particularly expected on the job)

It is advisable that to obtain an acceptable level of performance, all the three factors that determine the quality of performance must be allowed to be available to some extent (Ibid). Nevertheless, it is not denied that an employee's performance could be influenced by certain environmental factors that are beyond the employee's direct control. Such factors include adequate work facilities and equipment, restrictive policies that affect the job, lack of cooperation from other people and developments.

### **2.2. What is Performance Evaluation?**

Making judgment about others is a common phenomenon occurring on the way of life. We evaluate others in general terms, for example, by saying; he is a good mechanic, a good doctor, a good man, a good teacher etc. or the other way round. Such judgments may be based on observation of long continued characteristics of a person's known behavior, or they may be the result of a single observation in which the person's particular action or behavior resulted in 'good' or 'bad' to some one. We may also speak well of a person when we know no evil concerning him. Thus, thousands of evaluations are every day reported orally or in written form. Analogous with this explanation,

Glasman (1986:243) defined evaluation as "the natural mental process by which people contemplate an object and eventually judge its worth for some purpose."

Glasman (1986) succinctly explained educational evaluation associating with three seemingly distinct periods. The first elapsed within the period between 1930s and 1940s when evaluation in education was first seen as measurement. Back then, the focus was on measuring the intelligence level of a child or a child's ability to learn a particular subject. Later on, the tasks of educational evaluation were expanded and Tyler (1950) in Glasman (1986) and Hopkins (1989) broadened the definition to include the determination of the extent to which educational objectives are being realized. From this definition, we can realize that educational evaluation is used as a device to assess whether or not the already set objectives are achieved.

During the 1960s, evaluation was further expanded and exhibited its relationship to decision making. Here its common focus was on providing decision makers with information. Hence, evaluation was defined as the process of "delineating, obtaining, and providing with useful information for judging decision alternatives" (Stufflebeam and others, 1971, in Glasman 1986:11).

Since 1970s evaluation has been seen as the process of collecting information and judging its worth or merit. In other words, evaluation in education has been understood as a systematic description of educational objectives and an assessment of their worth or merit (Hopkins, 1989; Glasman, 1986; Andrews, 1995).

Sometimes the word evaluation is negatively connoted. It should not be interpreted as if it were something evil or odd (Hopkins, 1989). The implication here is that evaluation should be considered as an activity which comprises description and judgment rather than as something evil and harmful.

### **2.3. Historical Development of Teachers' Performance Evaluation**

In education, it is difficult to trace exactly when performance evaluation started. However, Richmond and McCrosky (1992) indicated that teacher evaluation existed during the time of Socrates. Campbell and others (1983) on the other hand, asserted that performance evaluation of teachers is as old as education itself.

Further still, Glasman (1986) traced the turn of the century as the time of the beginning of the history of evaluation in education in general. However, his argument was not simply based on the ancient consideration of 'goodness' and avoidance of 'badness'; rather he confirmed that evaluation as a specialty in education is a twentieth century phenomenon. It was also stated that evaluation in recent years has been increased dramatically which was justified that it is largely the result of needs which evaluation practitioners and scholars have perceived and promoted (Ibid). Furthermore, this increase during the last decade and a half could be attributed to other factors, particularly to those associated with the intensification of the political demands for evaluation.

As explained earlier, Glasman (1986) categorized the brief history of evaluation under three distinct periods: The first period lasted until the 1930s, the second until the 1960s, and the third one, has seemingly continued to exist to the present day.

With respect to the last period, a significant development has been exhibited in the practice and study of evaluation in general, and an attempt to improve its standards in particular. The most comprehensive attempt was published by the joint committee on standards for Educational Evaluation (Glasman, 1986). This publication has identified and elucidated thirty separate standards, which are grouped into four categories, namely utility, feasibility, propriety, and accuracy standards. Venn of the standards, in essence, provide advice for dealing with criteria by which to judge educational programs, projects, and materials, they have a direct bearing on teachers' performance evaluation.

## **2.4. Teachers' Performance Evaluation in Ethiopia**

In Ethiopia, teachers' performance evaluation started in the 1930s, and its main purpose was to control and inspect the instructional process (MOE, 1996). Later on, it continued to operate by changing its name into supervision whereas its function by and large remained unchanged. Since 1995 G.C., in addition to supervisory (administrative) evaluation, student and parent evaluation of teacher performance has been in effect in elementary and secondary schools of the country.

Many people ask the why of evaluation, since its process is so complex and controversial or so unrefined and subjective. But, evaluation has its own purpose which it is supposed to achieve. In the following section, the writer will attempt to discuss some major theoretical and practical purposes for which the need to practice or employ evaluation arises.

## **2.5. Purposes of Teachers Performance Evaluation**

The goals and purposes of teachers' performance evaluation often vary according to the variation in function of educational levels. Whatever the difference may be, the results of performance evaluation would serve various purposes.

Among the most remarkable purposes of performance evaluations it has been viewed that they are made for either supervisory or administrative purposes or both (Cyril and Doreen, 1991; Rue and Lloyd, 1990; Patrick and David, 1987; Chamberlain and Lslie, 1966). In other words, some of the purposes of evaluation are clearly geared towards meeting the needs of the organization, some the needs of the individuals within the organizations, and yet others the needs of both. The above scholars argued that in a sphere of education supervisory evaluation is required for analysis of the teachers' teaching performance. Evaluations would serve different purposes based on different perspectives. From an administer stand point for example, the evaluation may be used for deciding easiness of promotions or demotions, retention, transfers, lay offs, dismissal, salary, or merit rating, etc.

In relation to this, the Graham Report (1985) in Day, Patrick and David (1987) stated that the general purpose of teachers' performance evaluation should be for enhancing and enriching the curriculum for pupils through the improved practice of teachers. The report went on to emphasize that teachers should be supported in their efforts to increase effectiveness and enhance the quality of pupils' learning; and some considerations of teacher career aspiration should be part of the process.

Since quality improvement is a rather important aspect of evaluation, it has been given a greater attention by many educators. In September 1983, for example, the Commission for Pre-college Education in Wise (1985) placed a special value to the quality of teachers and teaching, and stated that proper teacher evaluation can determine whether new teachers can teach, help all teachers improve, and indicate when a teacher can or can no longer teach effectively. However, the Commission was not hesitant to admit that teacher evaluation is a difficult undertaking.

Rue and Lloyd (1990:208) summarized the purposes of performance evaluation in the following three general points as it is done to:

1. Improve employees' performance in the present job.
2. Prepare employees for future opportunities that may arise in the organization, and
3. Compile a record of employees' performance that can be used as a basis for future management decisions.

In general, by giving special attention to the primary goal of teacher evaluation as the improvement of individual and collective teaching performance in schools, Wise and others (1985) indicated four purposes of teacher performance evaluation which are put in a relatively broader perspective. These are personnel decisions, staff development, school improvement, and accountability.

## **2.6. Purposes of Teachers' Performance Evaluation in Ethiopia**

As stated by MOE (1980 E.C.: 68) in Ethiopian context the major objectives of teacher evaluation are listed here under:

- a. To provide better educational opportunity, salary increments, portion and reward effective teachers;
- b. To identify inflect teachers and arrange in-service training to help them minimize their weaknesses;
- c. To develop positive professional attitude;
- d. To take proper measures on teachers who do not improve after taking in-service training; and
- e. To assure the attainment of the objective of the educational process;

And later on the MOE (1996:1) added a new purpose referred to as the career ladder plan. Accordingly, the career ladder plan helps to create hierarchies among teachers and provide a means for promotion from one level to the next higher level accompanied with proportional salary increment.

## **2.7. Summative Vs. Formative Performance Evaluation**

The purpose of performance evaluation can be explained in terms of formative (doing things better to improve quality), and summative (to prove quality) approach. Since the later is commonly practiced through the rating of teachers' performance effectiveness, it is useful to differentiate and discuss them further. The following section will be devoted to make some distinctions between formative and summative evaluation.

Summative evaluation is not a mere extension of formative evaluation (Scriven, 1976; Bloom and others, 1971; Bloom, 1980; Shriften, 1981a in Raths and Hallie (1982). According to these authors, the former is a base line judgment concerning the quality of teaching under review. This implies that a summative outcome is the grading label assigned to a teachers' performance, in such terms as (satisfactory), (needs), (improvement), or (outstanding). They clerkly indicated also that a summative assessment is not necessarily intended to be helpful to the teacher to improve instructions; rather the process is designed to contributor to outer useful purposes such as those indicated by Booton (1973) in Raths and Hallie (1982) and Cangelosi (1991). According to the writers, summative evaluation influences administrative decisions in such a way that it invalidates the schools; teacher selection process, rewarding superior

performance, supplies information that will lead to the modification of teacher's assignment such as placement into other positions, promotions, terminations, and salary.

On the other hand, formative evaluation is designed to provide the teacher with advice and suggestions that should help to enhance the summative evaluation the teacher will ultimately receive. It is also directed to the teachers, and is intended to be helpful; for example, the data derived from observations focus on discrete acts of teaching such as questioning techniques, management skills, and discussion strategies (Rats and Hallie, 1982).

Summative evaluation has also significant impact on the career ladder program which has created a heated debate, in almost all educational institutions Ethiopia since 1996. The success of career ladder program, designed to motivate instructional effectiveness, depends on how well summative evaluations discriminate meritorious, exemplary instruction from instruction that is incompetent (Cangelosi, 1991). This implies that if the summative evaluation is well-organized and properly done, the career ladder program is more likely to be effective. On the other hand, if there is a failure in summative evaluation, the career ladder program will also be in danger.

With respect to the duration of summative evaluation, Cangelos (1991) indicated that, unlike formative evaluation, summative evaluation usually takes place at the end of a specified time span, when an administrator "sums up" the effectiveness of faculty performance, letting the teacher know where he/she stands against certain predetermined standards.

In Ethiopia, since 1995/96 G.C teachers' performance has been evaluated by multi-evaluators namely administrators, students, and parents. The evaluation has been undertaken through the rating of teachers' performance. Administrative evaluation accounts for 60 per cent of the total evaluation result, and 25 percent and 15 percent are devoted for student and parent evaluators respectively (MOE, 1987).

Evaluation of instruction is summative if it is a judgment of instructional effectiveness that is used for purposes other than helping the teacher decide how to teach.

In summative evaluations, rating scale is mostly utilized as a device to measure the performance of teachers. But it is distrusted by teachers because of the feeling that the process is usually too subjective and susceptible to favoritism. Rating, defined by Stinnett (1968:125) is "a subjective, quantitative judgment of a teacher given by a rater (it could be the principal, supervisor, student, parent, etc.) without the participation of the rated person". If rating is used to determine salary, it is known as merit rating.

Even if there are some writers like Chamberlain and Leslie (1966) who appraised its contribution to the validity and reliability of judgments of performance, rating is, whether it is associated with salary or not, subjective and influences the evaluation result and, therefore, is subject to criticism and opposition.

By revealing the inappropriateness of merit rating plans to professions like teaching, Cyril and Doreen (1991) noted that performance evaluation should not be confused in ignorance or as a matter of policy with merit rating, a technique, in their belief, appropriate only to judge the quantifiable outputs of operatives and craftsmen. Similarly, Stinnett (1968) by stating the fallacies of ideas which mislead many businessmen, from where efficiency rating was borrowed, resisted accepting the notion that teaching and skilled labor are analogous and the belief that teacher competence can be evaluated in measurable units that justify corresponding differences in pay. This scholar argued that evaluation if properly used would provide the organization with far greater benefits than a mechanical procedure for judging managerial and professional merit payments. In conclusion, with no doubt, the considerable political repercussions of any attempt to impose upon schools a link between performance appraisal and merit pay would be that successful (Cyril and Doreen, 1991).

Finally, it should be recognized that, while various methods of evaluation might be utilized for evaluating teachers' performance, school systems must consider the purposes

that each serves to ensure that teacher evaluation goals and processes do not conflict. In sum, those concerned must recognize potential conflicts before adopting a teacher evaluation system, and there should be clearly stated purposes and principles.

## **2.8. Principles of Performance Evaluation**

Far more often, a good teacher evaluation system should indicate ways in which excellent performance can be recognized and shortcomings can be remedied. At any time, to maintain such an objective, evaluation should be operated based on common principles which benefit both the evaluator and the evaluated equally.

Many educators, scholars, and policy makers forwarded, at different periods of time, a number of principles which they considered are necessary to evaluate teachers' performance. Among these, (Stoops, 1981: 383; Stow and Jim, 1980: 539) identified the following principles:

1. In the evaluation of teacher's performance, information should be collected from a variety of sources. One-man evaluation (usually the principal) may not give reliable information.
2. Each teacher should be given a copy of evaluation policy when first hired. Teachers should understand the reasons for and methods of the evaluation scheme before any sorts of evaluation are done.
3. Evaluation should be conducted by properly trained and dedicated person.

Similarly, Andrews (1995:13) put forward some important and more inclusive points which could be considered as worthwhile principles in the evaluation of teachers' performance. He recommended that these points, under the title a "Faculty Evaluation Bill of Rights", which was developed out of many contracts with faculty from elementary schools up through the community college level, are to be considered. Of these principles some are enumerated as follows:

1. Competent evaluators should be expected and used.
2. Consistency should be expected.

3. Fairness is a “must” element of the system.
4. Teachers should be allowed to express disagreement, both verbally and in writing.
5. Positive type of recognition for excellence in one’s work should be given.
6. Privacy of results should be expected, except when an open meetings act may call for board action on a “notice a remedy”, or on a dismissal of personnel action being recommended.

It is also made clear that, when he suggested what he called it a “bill of rights”, while it is not intended to be legislated, it can provide for much of the professionalism that is necessary to ensure trust, support, and positive expectations from faculty Andrews, 1995).

On the other hand, Wise and others (1985) noted that, if it is to work, teacher evaluation must satisfy competing individual and organizational needs, and must balance the centralization and standardization needed for personnel decisions against the flexibility and responsiveness needed for helping teachers improve.

In general, these principles may be used as important device to measure the performance of teachers as objectively as possible without personal bias or favoritism.

## **2.9. Who Should Evaluate?**

There are many agents or agencies recommended for evaluating and measuring teacher efficiency. In many different countries, for example, teachers are evaluated by boards of education, superintendents, principles, supervisors, their teaching colleagues, their pupils, and the public at large.

### **2.9.1. Classical View**

Traditionally, evaluation of teachers’ performance has been seen as a responsibility of a school principal alone. However, since there is a tendency of principal evaluation of teachers to be incomplete, the best way is to collect information from various sources as a basis for evaluating teachers’ work effectiveness (Harlem, 1978). Explaining the

deficiencies that each individual evaluator has, and the impact on the results of the evaluation, Caruso and Fawcett (1986:145) stated that: "... the views of each, taken alone, have limitations. Used together, they may form a more complete portrait of the individual being evaluated."

From this statement we can see that no individual evaluator, be it colleague, administrator, parent, student, etc., is free from drawbacks and thus violates the evaluation process and creates impact on the result of the evaluation. On the other hand, the statement also indicates the probability that information obtained from diversified sources may maximize evaluation effectiveness.

Hancock and David (1990:20) responded to the question of who should evaluate saying that "other than administrative and student evaluation, teachers themselves (self-evaluation), and colleagues (peer evaluation) should be involved in evaluating teachers' performance". The writers take administrators and students as the main evaluators of teachers' performance.

In early America, local educators and lay persons who cared for schools had been governing and administering the schools. They led and evaluated, as well as did everything else that was needed to educate youngsters. Lay persons executed both the leadership and evaluation functions. They worked together with the teachers to establish the curriculum, and they supervised teaching (Glasman, 1986).

### **2.9.2. Modern View**

In recent years, however, the demands for evaluations by others outside the school have increased everywhere. The public through the political representatives of the country and with the aid of educational law and policy has imposed new evaluation responsibilities on school principals (Glasman, 1986). These demands have in turn caused individual and organized group of teachers within school stop call for evaluations of various kinds. In other words, teachers are exposed to the imposition of evaluations made by external evaluators with the purpose perhaps political or non-political.

Ideally, performance evaluations should be directly related to job success. However, as already explained, locating or creating satisfactory measures of job success is a difficult undertaking. Many evaluation systems have been employed in order to secure some measures of teaching effectiveness.

Nevo (1983) in Glasman (1986) summarized educational evaluation models for non-specialists in a selected overview which is grounded in a concern for assumptions about what evaluation is, how it is done, and who should do it. The 'who' question entails the identity of the evaluator(s), and he stated that evaluator types are frequently divided into two: Internal (in-house) and external (out-side) evaluators, and professional (trained) and amateur evaluators. Professional evaluators are those who are usually competent in educational measurement and understand the contextual parameters of evaluation. Furthermore, Nevo explained that professional evaluators must also have personal attributes such as integrity, trustworthiness, objectivity, and personality.

## **2.10. Current Evaluation Systems of Teachers' Performance**

According to (Andrews, 195:18) evaluation systems currently in use are: self-evaluation; peer evaluation (faculty evaluation of each other), supervisory (Administrative) evaluation; and student evaluation. While many scholars suggested the use of combined system of evaluation rather than a single, teachers have generally been opposed to the employment of any except training and experience as a measure of the salary received (Hood, 1957). Stating the difficulties associated with this lack of willingness, McLaughlin (1990) in Andrews (1995:34) laid great stress on the issue and made clear that "teacher evaluation will be no more effective than the extent to which teachers support it."

It is pointed out that since 1995/96 Ethiopia has utilized administrator, student and parent evaluation systems to evaluate teachers' performance. Since the major topics under discussion are student and parent evaluation of teachers' performance, it would be

important to deal with these two issues in brief under here. It is however worthwhile to deal with some important aspects of teacher-student relationship prior to this.

## **2.11 Teacher-Student Relationships**

Since the type and direction of teacher-student relationship highly determines the success or failure of the teaching learning process, it should be given considerable importance in any educational program.

The thoughts and feelings of pupils about teachers are based on a series of observations and experiences connected with the life of the school. With this respect, Chamberlain and Leslie (1966) justified that pupils are keen observers of teacher behaviors in corridors, lunchrooms, study halls, and other places in and out of school. They notice the clothes they wear, with whom they associate, and their personal mannerisms. They are highly sensitive to the treatment received at the hands of teachers and the attitudes expressed towards them as persons. The impressions and opinions they hold are passed on daily to other pupils, parents, and friends in the community. But Chamberlain and Leslie (1966) did not deny the fact that what pupils say about the schools and their teachers is not always accurate, yet parents are more appropriate to accept their remarks than they are to get the facts for themselves.

Teacher-student relationships could be either positive or negative. A teacher, who treats pupils in a friendly manner, is courteous, respects their rights as a person, and shows an interest in their welfare usually enjoys positive relationships. His thoughtful concern for their growth and development produces the feeling that they are wanted and respected (Chamberlain and Leslie, 1966).

It is also suggested that positive relationships could be strengthened when sound learning experiences are provided by the teacher and when pupils feel that they are making progress. They are appreciative of the patience shown by the teachers in overcoming their

own learning difficulties and the help they receive in acquiring new knowledge and understanding (Ibid).

On the contrary, there are also factors which create negative relationships between teachers and students and thereby affect the teaching-learning process. Chamberlain and Leslie (1966) took the consideration of the traditional doctrine that stern discipline, strict conformity to regulations, and high standards of academic achievement are the foundation of learning as a leading cause which generates negative relationships.

The other point which can be raised as a cause for negative relationships is connected with pupil's failure. A pupil's failure has been a source of child and parent dissatisfaction in many school situations (Chamberlain and Leslie, 1966).

With regard to teacher-student relationships, one should also consider and differentiate the personal and professional relationships. Accordingly, a teacher in his professional life is invalid in relationships with his/her students, colleagues, administrators, the parents of these students, and other persons in the community. Bush (1958) considered these relationships as restrictions lay upon teacher's behavior. This is to say that those with whom the associates expect certain things from him/her because he/she is a teacher. These expectations are regarded as the professional requirements of his/her position. On the other hand, the teacher is also a person. Consequently, he/she has a personal relationship with these widely disparate types of persons. The demands of personal and professional relationship do not always coincide; each competes side by side for supremacy, (Bush, 1958).

## **2.12 Student Evaluation of Teachers' Performance**

Oray, in Andrews (1995), indicated that gathering student information of the teachers' performance has begun in 1920 in U.S.A. Even though this evaluation system has its own problems and limitations, many schools, particularly at the college level, are accustomed to using it both to tenure and promotion purposes.

Several schools have attempted to evaluate teaching in terms of student opinions of good and poor teachers, on the assumption that pupils, like good teacher, are stimulated to progress because of desirable relationships they have with them. In addition, Cyril and Doreen (1991) stated that the evaluation whether made by students or by other evaluators, is usually regarded as a feedback. This is on the ground that it can provide valuable information to teachers on how recipients of their teaching react to their methods and style of delivery.

Students' judgment of good and poor teachers is expressed in different attributes, but Yeager (1954) warned that the judgments of immature pupils will be colored by many situations like physical attractiveness and social charm, and personal friendliness which influenced their perspective and have little to do with the growth and development of the pupils on the one hand and the teaching-learning process on the other hand.

Whatever the case, in relation to student evaluation of teachers' performance, there are differences of opinions among various educators and scholars. Some argued in favor of it while others opposed to the use of evaluation by students. In the next part, the researcher wants to raise some conflicts of idea around evaluation by students.

### **2.12.1. Arguments for and against Student Evaluation of Teachers' Performance**

Among the advocates of students' valuation, Horlem (1978) argued that students are in an extremely good position to provide reliable information about their teachers' classroom performance. He went on to say that the evaluation by student reveals information that could not be obtained from any other source since pupils are the only persons who are in constant contact with teachers at their best and at their worst.

By referring to researches conducted on the field, Andrews (1995), on the other hand, evaluated the importance of student evaluation in relation to that of supervisors'. He argued that if the evaluation is designed to obtain numerical outcomes, students could make less subjective evaluation than the written narrative reviews made by supervisors or

administrators. Andrews further explained that if students have been given standard procedures and clear instruction on how to evaluate, they could provide valid and reliable information regarding their teachers' classroom performance.

While teachers were rated on a thirty-eight item questionnaire in the U.S.A., researchers (Gromisch, 1972; Suga, 1974) in Cyril and Doreen (1991:43) found no correlation between the judgments of students and administrators. As a result, they encountered with the question "whose opinion should be sought?" And finally they reached a conclusion that since students are consumers of instruction, they should be the ones to judge it.

Moreover, even if scholars cautioned that student assessment of teaching should be viewed only as "part of the whole evaluation system", he suggested the use of multiple sources of information, Seldin (1989) in Andrews (1995) surely separated out what he felt that students are capable of judging. From Seldin's point of view, students are capable of judging variables like teachers' ability to communicate at their level, professional and ethical behavior in the classroom by the teacher, student-teacher relationships, what has been learned in the course, and how much interest in the subject has been stimulated. But he has not yet felt that students are capable of evaluating the curriculum or course content, how much knowledge of scholarly background the faculty member has, or how appropriate the course objectives are.

Finally, Hammond (1990:7) urged that students' opinion on teachers' performance should be considered valuable, because it is students who feel that they have undergone changes in their behavior. He also expressed his belief that the evaluation feedback to the teacher could motivate teaching and develop a feeling of recognition in the teacher.

Quire on the contrary, opponents of student evaluation of teachers' performance first questioned its validity and usefulness in educational decision making .And on their part they also put forward different reasons in their opposition to the evaluation system that involves the students. A second question has to do with bias in student ratings. Is it true,

for example, that easy teachers receive better evaluations? How do grades in course affect evaluation results? These and other similar questions clearly indicate strong oppositions.

In the revised research studies on student evaluation of teacher's performance, Andrews (1995) and Cashin (1983), for example, noted that had listed several drawbacks in the utilization of student ratings. Thus, they indicated that, students are not qualified as curriculum experts and are not able to judge whether a teacher is knowledgeable in his or her field of study. They also argued that students are mostly lacking and less informed about the clear Idea of the relative value of a Variety of teaching methods and approaches employed by individual teachers.

Many scholars have also ascertained that subjectivity of student evaluation or rating emanates from factors such as a personal bias toward leniency or severity, the 'hallo effect' whereby an overall favorable impression or the presence of one favorable characteristics affects the evaluator's judgment of other characteristics, or by, the evaluator's judgment of other characteristics, or by the evaluators preference for a particular style of teaching. Such biases are likely to affect the quality of the feedback given to the teacher, and ultimately impair the validity of the evaluation (Cyril and Dorren, 1991 Andrews, 1995).

Some of the principal arguments against the use of student evaluation of teachers' performance are given by Bryan in Hood (1957:119) in his dissertation which examined over sixty reports of studies on the topic:

1. Students are not competent because of their immaturity to judge the merit of teachers. They cannot differentiate easily between good teaching and indoctrination. Besides, he explained that the critical factor in successful teaching is not what the teacher does but what he gets pupils to do; this process may be so indirect that pupils are not aware of.
2. Best teaching is not necessarily that pleases most students.
3. The validity and reliability of student evaluation of teachers are affected by such factors as low grades, fondness or dislike for teaches, amount of work required by

teaches, student's interest in the subject, reputation of the teacher among other students.

Similarly, Centra (1979) in Andrews (1995:19) outlined the following limitations that should be considered when using student ratings;

1. Because most student rating instruments elicit numerical responses that can be scored and quantified, it is easy to assign them a precision they do not possess.
2. Student ratings may be given too much weight in relation to other criteria.
3. It may be possible for teachers to influence ratings but not students' learning. The teacher who is lenient in assigning grades and out-of-class work is not improving learning, yet may be better rated by some students.
4. The manipulations of ratings by teachers must be considered when ratings are used for personnel decisions.
5. Student raters missed some instructions into thinking that nothing more is needed to upgrade instruction. While some teachers can use the rating information to make needed changes, others need faculty and instructional development services.
6. Because of the positive bias in student ratings, teachers who need to improve may not realize their weaknesses.

### **2.13. Basic Definition and Concepts of Technical Vocational Education**

Various terms are currently in use to describe more or less the same subject area, from which this research study prefers the term "Vocational Education and Training" [VET].

Before proceeding to define the term vocational education and training it is preferable to define the term education and training independently.

Harrison (2000:3) offers dictionary definitions of Education and Training which runs: "that Education is the general upbringing of people, whereas, training is the teaching of practice". Attachment of the word "Vocational" to either training (vocational training) or education (vocational education) implies that the learning being undertaken will be of

specific use to chosen line of work or career, and may usually involve work place experience.

Despite this apparent distinction, it is difficult to consider vocational training and vocational education separately. Emphasizing this very fact, Benson (1987) stated: “Vocational Education is a form of education that carries many names. In England and Wales, it is known as further education and in Colombia and other South American countries, it is called SENA. In most of the world, the most common label is technical education”.

According to Benson (1987:324), there are three essential characteristics of vocational education:

- (i) The programs are intended to serve people who are seeking to enter the work force at some level, above that of unskilled labor;
- (ii) The jobs for which people are being prepared do not normally require applicants to hold a university or bachelor degree, and a portion of the training is offered in publicly administrative forms of instruction.

Similarly, Clark et.al, (1965:324) stated that vocational education implies to be a “formal instruction at the high school level” and has a function of preparing students to work in specific occupation.

The definition of “vocational education” provided by the UNESCO is: “Formal education designed to prepare for skilled occupations in industry, agriculture and commerce, generally at secondary level.” ([www.ibe.unesco.org](http://www.ibe.unesco.org) 22-12.03)

On the other hand, in their recent joint message and recommendation, UNESCO/ILO (2001:7) defines “technical and vocational education (TVE)” as a term closely related to that of Vocational Education and Training (VET), applying to:

*All forms and aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education, formal or non formal, aiming to ensure that all members of the community have access to the pathways of life long learning.*

The latter definition technical and vocational education [TVE] has a strong technical connotation; whereas the former (vocational education according to UNESCO) places a strong accent on skills in specific economic sectors.

Alternative definition of vocational education and training [VET] may emphasize either the expected benefits to the target group (e.g. "provision of opportunities for individuals or groups to gain directly and broadly applicable, long-term relevant options or alternatives for improving the quality of their life." Or the expected impacts of VET on labor markets (e.g. "provision of skills and opportunities which determine the quality and productivity of labor as a factor of production." Bahr, Elisabeth (2003).

For the purpose of this research, our definition will be that; "Technical and vocational education and training is education that is designed to train and educate students in specific traditional and modern fields of vocational skills for students who have completed grade 10 and show sufficient desire and inclination to train in the fields of their choice." MOE, (2002:94).

### **2.13.1 Global Historical Development of Technical and Vocational Education and Training**

Various literatures revealed that (Emergency of TVET) informal vocational education has a long back history as an endeavor made by ancient men to acquaint their children with the skills of different life activities that were required for existence.

According to this end, Gallineli (in Abramson et. al, 1979:19), historical development of vocational education refers back to the primitive society in which children learnt from their parents important skills that required for survival: such as hunting and gathering bands of primitive people children used to learn by imitating their parents until they could be able to perform the exact duplication of the activities. This way of concisions imitation

continued as a method of teaching learning various types of crafts until the beginning of the fifteen century.

In line with this, the father was responsible for his sons and the mother to her daughters in offering occupational instruction. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971:10).

In the beginning, there were no labor division and specialization. Simple weapons, tools, and domestic objects were produced by people for their personal use. Later on, as people learnt to control fire and melt metal to form tools, specialization of different crafts started. As a result, some could be miners, others smiths, carpenters, mesons or weavers and so on (Bennett in Abramson et.al., 1979:12).

As a result of specialization similar crafts were brought together on ground of common interest to form craft guilds of the middle age (Gallinelli in Abramson et.al, 1979:19).

According to Hanson (1997:24), "Guilds are associations established during the middle age in Europe to protect the interests of members of the same craft."

Due to the social and economic development of society, the need to transmit the required skills emerged. As a result, in the middle age era, the methods of training through planned experience namely traditional apprenticeship came into existence (Hanson's, 1977:24).

As far as the emergency of apprenticeship is concerned, Finch and Crunkilton (1979:2) stated:

*organized apprenticeship program were recorded as having been started for scribes in Egypt as early as 2000 B.C. Apprenticeship program was initiated in ancient Palestine, Greece, and other countries as well that were aimed at training youngsters in craft or trade through close association with an artisan.*

The industrial revolution in the early 1800s was the main reason for the decline of traditional apprenticeship (Abramson et al 1979:19). Following this event, modern apprenticeship came into existence, which paved a way for the development of the new type of formal schools. The increased demand of skilled workers who can work as operators of these new powerful machineries forced the owners and managers of industries to look for better training methods and alternative practice to attract youngsters to adopt the mechanized profession. Thus, the practice of living with the master during apprenticeship came to an end (Abramson et.al 1979:19).

However, apprenticeship (both traditional & modern) did not continue for long as industries and commercial enterprises grew faster, and the program became inadequate to produce skilled manpower. Therefore, the need to establish formal school forwarded proposal as to how technical and vocational education can be integrated within the formal school system.

Hence, "By the sixteen century, alternative to apprenticeship was being strongly considered." Finch and Crunkilton (1979:2). Educational philosophers such as Comerius and Locke proposed the inclusion of manual arts in the formal system. Samuel Hartlib set a proposal forward for the establishment of Agriculture College in England. According to Bennett (1926) in Finch and Crunkilton (1979:2) these and other educational reforms had contributed for the introduction of TVET into formal education. In short "Rousseau's recognition of the fact that manual arts may be a means of mental training marked the beginning of a new era of education." (1979:3)

Strengthening this point, Zywiece, (1993:414) stated vocational education is a relatively modern development. Until the 19<sup>th</sup> century, such education was provided only by apprenticeship. This situation was partly due to the fact that low status was associated

with such instructions as opposed to a classical curriculum, which was considered “necessary for a gentleman.”

With the growing industrialization during the 19<sup>th</sup> century, however, several European countries, notably Germany, began introducing vocational education in elementary schools (Zywiece, 1993:414). In Great Britain, opposition against vocational education persisted until the 20<sup>th</sup> century, although a few trade and technical schools were established by local authorities before World War II.

By the late 19<sup>th</sup> century, public (common) vocational education schools consisted of manual training and practical arts established. As emphasized by Zywiece (1993:414), “these programs were gradually expanded until 1917 when federal aids were provided to public schools for trade and industrial agriculture, and home making courses.” Demands for trained paraprofessional in the relatively new fields of computer science, electronics, and medical services led to an increased interest in short term postsecondary specialized training programs in these areas as an alternative to traditional college education (Zywiece 1993:415). Following the above gradual development of TVET, the sector now become the agenda for almost all countries for the obvious reason that economic development cannot be achieved without having well- trained skilled workers.

### **2.13.2 Global Purposes /Objectives of TVET**

The purpose of technical and vocational education is a reflection of the definition of the two terms; Technical and Vocations. Seen from such point of view, schools that are concerned with the provision of subjects that are of technical and vocational nature have the responsibility of training people who would be able to work in the occupation available. Favoring the above idea, Evans as cited in Mekonnen, (1994:25) asserted that the objective of meeting the manpower needed by society is the “earliest and widely accepted.” Thus, one of the primary purposes of technical and vocational education training program is to meet the skilled manpower need of the specific area in which the schools have to operate.

Another objective of technical and vocational education, according to Evans (1994:22), is that it provides increasing options to students so that they could join any areas of their performance. In addition, Twinning (1987) indicated that technical and vocational education should be seen as the means of resolving the problem of unemployment of school leavers.

Furthermore, the productivity objective of TVET is based on the fact that rates of return on all forms of training have been substantial. Where economic expansion is sustained, or where modern sector employment is large relative to the output of post-primary education, TVET graduates have been more readily absorbed into the labor market. World Bank reports (1990:16) that high rates of return result from the pre-employment center-agencies in middle income and developing countries.

Still another objective that TVET is expected to achieve is the supply objectives which aims at production of skilled labor in anticipation of demand (World bank 1990:17). TVET program is also believed to attain employability objectives with special attention to access for youth and the disadvantaged to the world of work (Ibid).

Further still, Caillods in Atchoarena and Andre, (2002:38) underscored the need to pursue two other major objectives: to train the work force for self-employment and to raise the productivity of the informal sector. The fact that the system is ossified and impoverished makes it all the more difficult for TVET to take up these new challenges.

In conclusion, it is the researcher's belief that only when a country comes up with and strives to achieve all the above mentioned objectives that TVET system becomes successful.

### **2.13.3 Purposes /Objectives of TVET in Ethiopia**

The main purpose of technical and vocational education in Ethiopia is more or less similar to the purposes discussed in the previous section. The Training Policy and Its

Implementation (2002:91) stated the following as far as the purpose of technical and vocational education is concerned

*The aim in all these programs is not only to train man power for the development program that the country is in the process of implementing, but it is also intended to encourage the trainees to create jobs themselves and contribute to the national development efforts.*

The objectives of national TVET Strategy as it is stated in the National TVET strategy (2006:10) are as follows:

The overall objective of the national TVET Strategy is to create a competent, motivated adaptable and innovative work force in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people in need of skills development.

Specifically, the National TVET Strategy further sets out:

- Create and further develop a comprehensive, integrated outcome based and decentralized TVET system for Ethiopia;
- Create a coherent framework for all actors and stakeholders in the TVET system;
- Establish and capacitate the necessary institutional set-up to manage and implement to the needs of the labor market;
- Facilitate the expansion of relevant TVET offers in Ethiopia in particular to target groups that have been previously neglected and labor market segments that are key to national development;
- Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labor market;
- Strengthen the private training market and encourage enterprises to participate in the TVET system;
- Empower women and rural people through skills development;
- Ensure equal access of women, men and people with special needs to TVET;

- Strengthen the culture of self-employment and support innovation in the Ethiopian economy, in particular in the emerging regions;
- Develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structures; and
- Build the necessary human capacities to effectively manage and implement TVET.

*As could clearly be understood from this the goal of TVET system is to create a competent, capable and adaptable work force (both male & female) to be the backbone of economic and social development in Ethiopia, and to enable an increasing number of Ethiopians to find gain full employment and self-employment in the different economic sectors of the country (National TVET Strategy 2006:16).*

To this end, the Ethiopian TVET system, in line with many modern TVET systems world wide, will be re-organized into an outcome- based system. This means that identified competencies needed in the labor market will become the final benchmark of training and learning, and that all institutions, rules and regulations of the TVET system will be re-defined so that they support Ethiopians to become competent (Ibid:16).

Competence will be described in terms of the national occupational standards to be developed by people knowledgeable about and experienced in the world of work. Accordingly, the national occupational standards define the out come of all training and learning expected by the labor market, and will form the benchmark of all quality management within the TVET system.

#### **2.14. Variables in Determining Teachers' Performance**

The true test of teacher competence is actual performance with students in the classroom (Witty, 1985:359). It implies that teachers' performance assessment, besides collecting data from students and school principals, it demands observation of TVET institutions entering into the classrooms and workshops while the teacher is in actual teaching activity. It was direct observation approach which was found to be more appropriate to assess teachers' performance (Berry, 1962; Juice and Shower, 1980).

Teachers' performance observation schedule as adopted from two main sources has seven major areas, or competencies, identified to cover the teaching performance. These are:-

- 1- Subject matter proficiency
- 2- Lesson planning /Instructional planning
- 3- Instructional strategies/Teaching methods and implementation
- 4- Classroom and workshop management
- 5- Instructional materials resources/Teaching aids
- 6- Communication skill & Professional role
- 7- Instructional evaluation /Assessment

Each of these variables will be defined and further discussed in detail below

### **2.14.1 Subject Matter Proficiency**

TVET teachers, like other professional groups, need to develop their competence as professional pedagogical teachers in step with changes in the community at large. The concept of pedagogical knowledge refers to teachers' interpretations and transformations of subject matter knowledge in the context of facilitating student learning. Regarding this Schulman,(1987:6) pointed out that pedagogical content knowledge comprises knowledge of the main subjects of the discipline in their teaching context. What are the concept and skills to be taught? How to organize and present the content as a meaningful sequence? Which forms of representing such as explanations, example demonstrations, analogies and metaphors should be provided in order to promote the students' understanding.

In terms of subject matter knowledge perhaps the gravest failure of our current system of TVET institutions teacher preparation and certification is the presence of many teachers who lack deep knowledge of the subjects that they teach. Concerning this point, Schulman, (1987:2) suggests

*Teachers should demonstrate knowledge and understanding of specific of factual knowledge of content are, concepts and theory of the subject area, methods of inquiry in the subject area, history and issues in the subject area application of the content relationship to other various and curriculum frame works in the subject area*

Schulman further stated that knowledge of subject discipline and pedagogy are combined to form a special form of professional understanding or content-specific pedagogy, knowledge about a subject, however, means of knowing about the fundamental activities and discover of a particular discipline, showing an awareness of competing perspectives and central ideas with in this field, as well as understanding how seemingly incompatible views can be justified and validated.

According to Wilson (2002:28), teachers must understand both the substantive and systematic structure of their subject. This also shows that knowing one's subject for teaching implies several sorts of knowing what factual information, central concepts, organizing principles and ideas make up the discipline, knowing the explanatory model, the conceptual tools used to guide inquiry conducted in the field, and knowing the relevant forms of methodology, content knowledge may for instance the teachers analysis of textbooks, the choice of curriculum used the structuring of planning and the conduct of teaching.

#### **2.14.2 Lesson Planning / Instructional Planning**

Planning is the bridge between identification of learners' needs and the learning activities. Planning for instruction is a guide for action. It is the entire teaching process in projection, the goals taught, what will probably be done to reach them, what is needed to take the proposed steps, and why it is important to actually take action. It is a continuous process which occurs before, during, and after the learning situation in the classroom.

There are three types of plans that are generally found most useful by teachers. These are the yearly plan, the unit plan, and the daily lesson plan. The yearly plan is primarily a schedule of many unit plans in which the major areas of study are indicated. The unit plan, on the other hand, incorporates series of daily lesson unified under a topic or theme,

so that the fragmentation of learning which commonly occurs when each day's lesson is treated separately could be avoided. Daily lesson plan makes the teacher seriously consider what to do with the students in the classroom, enabling him/her during this time to do something new with the subject.

### **2.14.3 Classroom and Workshop Management**

According to Johnson in Clark Leonard, (1986:94) classroom management can be defined as "the process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals."

The most important aspect of organization is the management of time. It is very easy for students to spend their time waiting for signals from the teacher or the bell. Concerning class organization, Cullingford & Cedrie, (1995:17) noted that the proper organization of time depends a great deal on planning and clearly set out routines in the classroom. The most important principle of organization is the authority of the teacher, the sharing of an agreed set of procedures that the teacher insists upon. For instance, students need to know how to line up at the door how not to interrupt someone else talking, how to keep the classroom tidy, and where all the equipment is kept.

Moreover, Adams, Anthony & Witold, (1995:13) stated that a competent teacher should be able to decide when teaching the whole class groups pairs or individuals is appropriate for particular learning purposes, create and maintain a purposeful and orderly environment from the students, maintain students interest and motivation.

This concept shows that competent teachers should have knowledge of the principles that lie behind keeping of a good discipline and should be able to deploy a range of approaches to create and maintain a purposeful, orderly and safe environment for learning as well as sustain the interest and motivation of the student.

Technical teacher need, to have knowledge and skill as to how to manage the classroom as well as the workshop during practical task learned. He/she has to administer material

and machinery, besides these he/she has to supervise students in the shop and plan training. Moreover, a technical teacher needs qualifications (knowledge and skill) in workshop administration and management. In a vocational field the teacher should provide expert guidance for students in executing their work and instruct them in practice-oriented fashion. He/she provides instruction sessions with due regard to teaching principles and carries them out; the teacher determines material requirements for training and looks after and services tools, equipment, and machineries.

Moreover a technical teacher as subject head has to plan, coordinate and supervise courses from the level of basic training covering the whole vocational field up to specialization and further training. The teacher also plays an important part in assessing students to learn in groups and as individual. In addition, the teacher is responsible for safety rules regulations and the rational use of material in the work shop.

#### **2.14.4 Instructional Materials and Resources/ Teaching Aids**

The theory of learning explains how human beings learn. Theory of teaching explains how a lesson should be planned properly, so that the student can learn well. Theory of media explains which media (e.g. transparencies, models, pictures, actual object etc.) can support learning and comprehension of students.

Moreover, instruction technology and media are the tools for teaching that serve as avenues for learning. Regarding this, Marew Zewdie, (2000:101) indicated that the application of instructional technology and media in teaching and learning is believed to broaden learner experiences and to improve learner outlook and creativity.

Furthermore, Ball and Wilson (1990:3), demonstrates knowledge and understanding of the role of technology in promoting student learning current technologies which support classroom management and technology to enhance learning and teaching.

Barnett (1994:8) pointed out that the professional competency of teachers is gauged not only by their fluency with competency technology, but also by the way in which they use

those technology both to advance their students learning and add value to their professional practice. Developing teachers' professional competences with technology in the teaching-learning process is shared responsibility owned by the teacher and the school system.

According to Bridges & Marew Zewdie, (2000:98), instructional technology and media can not only help students to acquire knowledge and skill in the conventionally accepted way, but also help them to be critical and creative in their studies. They help them to be generators of ideas, to be flexible in their approach to fit in the changing world of work. Concerning this, Darge Wole in Bridges and Marew Zewdie, (2000:99) indicate that in Ethiopian school system the teaching process is didactic and teacher-centered. Chalk and talk dominates the classroom activity and the attempt is to impart the fixed body of knowledge given in the text.

Bridges and Marew Zewdie further show that teachers face challenges of instructional materials in several ways. Primarily the preparation of instructional materials demands skill, time and care. Another challenge to the teacher is the competition to attract the attention of students' in addition the materials seem to excel the teachers' presentation because they are packages of the expertise of many people.

#### **2.14.5 Communication Skill & Professional Role**

The teaching activities involve complex set of relationships between teachers and learners, the most important being those resulting from communication. The relationships reflect, in part, the teachers' conscious manipulations, so that the students might achieve desired objective. Here communication is the exchange of meanings between teacher and students, without which there can be no effective teaching or learning. These implies that to have effective communication in teaching –learning the interaction must not be constrained by theoretical transmission or one-sided binding norms as stipulated by Habermass (1995) .

Thus, from the spoken discourse to the printed textbook, the TV lesson and the computer, the teaching process depends on the ability and technique of the teacher to convey to the learner in an appropriate form the fruits of human thought- that is, to communicate (Curzon,1993:110).

In the teaching situation, communication mode will be, therefore, by that situation which will reflect the lesson's objectives. To this end, communication in the classroom may be, verbal or non-verbal, formal or informal, one way or two-way, designed to elicit a verbal or non-verbal response, intended to state a fact or pose a problem. Its primary function in the teaching process is the creation and maintenance of commonality of thought and feeling which will lead to learning.

Moreover, whether pointing to a chart, tapping on a desk to attention or asking a subtle question which demands interpretation and insight for its solution, the teacher is engaged in the process of communicating (O'Brien, 2003).Communication in the classroom is therefore, not merely a matter of an instructor's addressing a class; it is the outcome of a number of interrelated activities. Where any one of these activities is omitted, the effectiveness of the communication may be violated or destroyed, so that the probability of successful learning is reduced accordingly. Thus, the way the teacher approaches students in teaching-learning communication should offer different varieties of methods to increase the clarity of message.

#### **2.14.6 Assessment Skill**

TVET institutions teachers are responsive to the assessment, testing and recording related to their own specific classrooms and subjects. According to Callahan and Leonard [1988:47] the term assessment usually refers to "the full range of information gathered by teachers for the purpose of making decisions about their students and their classrooms." The authors further noted that teachers' activities are aimed at diagnosing prior students' achievement. In similar way, it is noted that a competent teacher must be first able to show understanding of the principles of assessment and the varieties that can be used (MOE 2002:38). Then, they can, monitor, assess, and record the aptitudes, abilities, needs and progress of students regularly (Ibid). Afterwards they should provide students

regularly with constructive feedback on their progress, and finally assess students attainments against objectives and targets set for particular groups.

Therefore, it is essential for a competent teacher to use formal assessment strategies to ensure holistic student development and uses information on student performances as a tool in planning future instruction and to foster professional improvement. Regarding this Gudmund Sdottir and Schulman (1987:19) suggested that “ a competent teacher has a knowledge and understanding of performance-based assessment, formal and informal assessment strategies, teaching and bias-free assessment strategies and evaluation in assessing planning and implementing warranted change.” Hence, a competent teacher believes in the utilization of on-going and multiple forms of assessment to monitor and promote student learning as well as reorganize the importance of program assessment to bring continuous professional growth and development on his profession.

#### **2.14.7 Teaching Methods**

Teaching method is the way information is transmitted to the learner. Methods describe conceptually the instructional process, that is, not only how information transmits from teacher to learner but also how the learner uses it, interacts with it, receives guidance and is given feedback (Baummand, 1988:26).

The methods of teaching range from the traditional lecture to the present innovative ones like computer-assisted instruction, project study, laboratory demonstration, simulation , role play, and discussion. In spite of the presence of these various methods of teaching, the choice and use of one or more of them by the teacher depends on certain variables. The objectives of the lesson, the contents, the particular knowledge, skill or attitude to be developed, the size and nature of the group to be taught (students), and the skill and ability of the teacher in selecting and using the methods are worth to mention. For example, when the aim of teaching is the passing on of information on large amount to large number of students, lecture may be used, on the other hand, when the purpose is to show a skill or how something is done, demonstration may be used.

In addition, when the aim is to make students participate to solve problems and explore issues together, discussion may be appropriate whereas independent study method could be used when the purpose is to enable the student to learn as a result of his/her own effort.

It seems evident that there is no one best method of teaching that serves all purposes in all situations. Thus, a skillful teacher structures his/her teaching by using a teaching method that is built in a foundation of knowledge already possessed by his/her pupils, that encourages children to learn by doing and that ensures the attainment of the outcomes of teaching and learning more effectively. It is worth noting that all methods of teaching have their own merits and demerits. Therefore, using one method depends on several contextual variables mentioned above.

## **CHAPTER THREE**

### **REASERCH METHODOLOGY**

#### **3.1 The Research Methods**

Since the study aimed at assessing and describing teachers' performance of TVET institutions, a descriptive survey research method was employed for the study. This method is particularly important for the study since it has been intended to make detailed description and analysis of factors that affect performance of TVET teachers in the selected institutions.

#### **3.2 Source of Data**

The selected areas of the study are four governmental technical and vocational education and training institutes in Addis Ababa namely Tegbare-ed, Nefas Silk, General Winget, and Teferi Mekonen TVET colleges.

Both primary and secondary data were collected for the study. Primary data were obtained from students and department heads. On the other hand, various books, magazines, journals, official reports and internet were made use of as secondary data sources.

#### **3.3 Population and Sampling Techniques**

##### **3.3.1 Study Population**

The population for this study consisted of all the sampled TVET institute trainees/students (N=1233) and 20 industrial technology department heads in the selected TVET institutions of Addis Ababa during the 2006/2007 school year.

For the purpose of this study, TVET trainees/students were defined as a persons attending regular session at 10+1, 10+2, or 10+3 level in governmental TVET institutions in one of the following programs: auto mechanics, electricity, electronics or general mechanics.

Of the total population, 410 (33.25 %) students were enrolled in Auto Mechanics Department, 335 (27.17 %) in Electricity Department, 264 (21.41 %) in Electronics Department, and 224 (18.17 %) in General Mechanics Department.

There exist a total of 10 government TVET institutions in Addis Ababa out which, 4 namely: General Winget, Teferi Mekonen, Nefas Silk, and Tegbare-ed were sample areas of the study.

The student-researcher selected these institutions using purposive sampling technique based on the following reasons:-

- i) These institutions had been providing various vocational training programs for long time.
- ii) They have a good number of trainees and teachers.
- iii) These institutions have rich experience; can provide pertinent data to the problem under study.
- iv) The student-researcher has easy access to these institutions.

### **3.3.2 Sampling Techniques**

To assure that the sample was representative of the population, a proportional stratified sampling procedure was employed. Accordingly, 200 students were selected to complete the questionnaire for the study. Besides, 16 department heads were selected by using purposive sampling method.

Since the students in TVET institutions were from different streams of studies and in different year level, stratified sampling method was employed to make the selection.

## **3.4 Instruments and Procedures of Data Collection**

### **3.4.1 Instruments**

Data were gathered through instruments that were developed and constructed by the student-researcher. Before developing the instruments relevant and related literatures on teachers' performance were thoroughly examined, selected and reviewed. Based on the information obtained from literature, questionnaires and interview items were designed.

In order to get first hand information, primary data was collected from the subjects through questionnaire and interview. Since questionnaire enables to gather information from large population, it is employed here as the main instrument to gather data from students. A total of 42 questions were prepared and distributed to the above mentioned respondents. There were 8 questions in the interview for department heads.

The questionnaires were closed type while the interview was semi structured type. Both the questionnaire and the interview were prepared in English but, for the sake of convenience students' questionnaires were translated to Amharic with the assumption that all respondents speak and write this language reasonably well.

### **3.4.2 Pilot Testing of Instruments**

The data collection instruments were pilot tested in order to make essential corrections and verify the validity of instruments. The draft questionnaires were handed over to two senior researchers in MOE for their comment. It has been attempted to incorporate the appropriate comments they have made.

Based on the comments collected, the student-researcher was able to take the necessary amendments on the already set questionnaires and made some arrangements so as to increase the chance of getting more information.

During the data collection for the pilot study, Cronbach alpha item reliability scale was computed to find out inter item consistency. Accordingly, 2 items which had less

contribution to the final correlation were eliminated and 42 items were left for the final study with inter-item consistency reliability of alpha 0.7.

### **3.5 Data Analysis**

After sample TVET institutions were selected, a total of 4 data collectors (one for each institution) were selected based on their familiarity with the institution. An hour long orientation was given for them about the objective of the study and respective duties and administration of questionnaires for students.

When distributing the questionnaires, the convenient time for respondents were arranged so as to maximize the quality of responses and the rate of return. Besides data collectors, in the initial stage of questionnaire administration, the student-researcher was making the objectives of the study clear to all the respondents in order to avoid confusion. A close follow up was also made whenever problems arose in filling the questionnaire.

The collected data were then tallied and organized and analyzed using different methods of analysis relevant to each variable. To determine the relative standing of characteristics percentage was used:

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of the data collected from the respondents. It comprises two main parts: the characteristics of the respondents and analysis and interpretation of the data.

The questionnaires were distributed to the respondents, out of a total of 200 questionnaires distributed to students, 175 (87.5 %) were filled in and returned.

#### 4.1 Characteristics of Respondents

**Table 1: Demographic characteristic of the sample**

Variable	Number	Percent
Sex of Students		
Male	84	48.00
Females	91	52.00
Total	175	100.00
Year Level of Students		
10+1	56	32.00
10+2	67	38.29
10+3	52	29.71
Total	175	100.00
Field of Study		
Auto Mechanics	49	28.00
Electricity	48	27.43
Electronics	38	21.71
General Mechanics	40	22.86
Total	175	100.00
Institute		
Teferi Mekonen	43	24.57
Tegbare-ed	45	25.72
Winget	44	25.14
Nifas Silk	43	24.57
Total	175	100.00
Age of Students		
15-25	88	50.29
26-35	37	21.14
Above 35	50	28.57
Total	175	100.00

As shown in the Table 1- above, the majority of the students (52%) are females, and males constitute 48% of the total population .Based on year level of respondents, great number of students are from 1o+2, followed by 10 +1 and 10 +3 respectively. Furthermore, the majority of the students are in the age range of 15 – 25 .Nearly equal number of samples (43-45) students was taken from each TVET institution.

## 4.2 Analysis and Interpretation of Data

**Table 2: Students' Response on Teachers' Knowledge of the Subject Matter**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Teachers have good knowledge of the subject matter	21	12.00	9	5.14	10	5.72	77	44.0	58	33.14	175	100
2	Teachers contribute new and innovative ideas to improve teaching	4	2.29	16	9.14	10	5.71	89	50.86	56	32.0	175	100
3	Teachers have good ability in performing practical skills while teaching	22	12.57	7	4.0	32	18.29	54	30.86	60	34.29	175	100
4	Teachers have the ability to explain the subject matter to meet instructional objective	4	2.29	24	13.71	21	12.0	65	37.14	61	34.86	175	100
5	Teachers have ability to demonstrate every practical lesson in the course	8	4.57	6	3.43	5	2.86	98	56.0	58	33.14	175	100
6	Teachers have good ability to link lesson content with daily life experience	9	5.14	47	26.86	11	6.29	80	45.71	28	16.0	175	100

A sound knowledge of a subject matter entails a conceptual mastery of the subject, strong analytical skills involved, the ability to communicate well and all other things educators put in the category of higher order thinking ability. It is clear that subject matter mastery enables a teacher to:

- be more specific in what he or she teaches,
- make accurate judgment of the time needed to attain his or her objective,
- structure his or her lesson into manageable and logical sequence,
- anticipate problems and events which require specific attention, and
- relate school learning with life by capitalizing and receiving from contemporary scientific knowledge.

Table 2 reveals that only 30 (17.14 %) of respondents seem to be comfortable with teachers' knowledge of the subject matter, while the majority 135 (77.14 %) believe that teachers do not have good knowledge of the subject matter they teach. Similarly, great number of respondents (82.86 %) held the view that teachers do not contribute new and innovative ideas to the teaching and learning process whereas only (11.43%) of the respondents believe the other way round.

Concerning teachers practical skill transfer ability 29 (16.57%) of the respondents replied that teachers have good ability in performing practical skill while teaching, while 114 (65.15 %) of the respondents respond the other way round.

The vast majority of the respondents did not seem to be happy with their teachers' effort to include new ideas in their teaching. Further more, more than half of the respondents expressed their dissatisfaction with the practical ability of their teachers in the workshop. The same holds true with teachers' ability to explain the subject matter in such a way that the instructional objectives are met. Teachers' effort to make a link between the contents of the lesson and daily life experience was not seen to be satisfactory for over half of the respondents.

Those teachers who lack the theoretical background and understanding provided by scientifically derived concepts can only interpret the events of their classroom according

to popularly held beliefs. Although commonsense often serves as well, there is ample evidence that teachers who habitually rely on it will too often misinterpret the events in their classroom. On the contrary to the above finding, interview with department heads came up with the following:

*The problem confronting teachers is not that theories put before them are unworkable, but that they simply have not internalized those theories to the point where they can be used to interpret and solve practical problems. Moreover, they have not been provided with sufficient opportunities to apply the knowledge, to translate it from theory into practice and thereby master it.*

Whatever the case may be, theoretical knowledge can be used to interpret situations and solve problems. In addition, many classroom events that might otherwise be unnoticed or remain inexplicable can be recognized and resolved by applying theories and concepts of human behavior. This is not an easy task. It requires understanding, insight, practice and feed-back from colleagues. Proficiency will not be achieved as a result of formal training alone; it is a life long process involving both formal training and an unending program on-the-job self-improvement.

Generally speaking, with regard to the above points, it was found out that teachers in TVET institutions face some difficulty in subject matter proficiency. The vast majority of the respondents said that teachers lacked good knowledge of subject matter they teach as a result of which they failed to introduce many new and innovative ideas to the teaching and learning process.

In relation to the process of recruiting teachers, one of the interview respondents said:

*In my opinion, I do not dare to say the recruitment is right or fair. Usually, teachers join the college not because of the essential skills and capabilities they have, rather based on the relations they have with the recruiting committee, this is to mean being relatives, friends, neighbors, or by giving bribe, and others.*

Normally, teachers are expected to join the college based on the requirements of the college. However, the above finding shows that this is not being the case. This negatively affects the usual teaching learning process because teachers who join the campus in this manner might not have received adequate pre-service training which deters them from transferring whatever knowledge they have to their students.

**Table 3: Students' Responses on How Well Teachers Plan their Lessons**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%	N	%
1	Teachers schedule the test or exam	79	45.14	19	10.86	7	4.00	55	31.43	15	8.57	175	100
2	Teachers develop daily lesson plan	60	34.29	38	21.71	12	6.86	39	22.29	26	14.85	175	100
3	Teachers plan activities to maximize instruction	47	26.85	32	18.29	25	14.29	51	29.14	20	11.43	175	100
4	Teachers provide flexibility and transition in lesson design	55	31.42	53	30.29	11	6.29	36	20.57	20	11.43	175	100
5	Teachers develop lessons sequentially	53	30.29	53	30.29	19	10.86	39	22.28	11	6.28	175	100

The other point that this study aimed to investigate in relation to teachers' performance was lesson planning. Planning for instruction is a guide for action. It is the entire teaching process in projecting the goals sought, what will probably be done to reach them, what is needed to take the proposed steps, and why it is important to actually take action.

It is unquestionable that every lesson needs a plan. The essentials in a daily lesson plan are the objectives, subject matter and the activities, lists of materials needed, assignments, and any special note. Instructional planning that includes a balance of cognitive and affective objective will promote optimal student learning.

Teachers with a well-developed plan are in a position to clearly communicate learning objectives to their students. It is helpful to both students and teachers to differentiate between what students are supposed to do during class and what they are supposed to learn.

In this connection, the present study shows that, teachers generally do not have any difficulty in lesson planning. The majority of the respondents agreed that teacher schedule the tests or exams regularly and prepared daily lesson plan.

With regard to instructional planning, Table 3 above depicts that the majority of the respondents 98 (56%) were in favor of the fact that their teachers schedule their tests or exams regularly while only 70 (40%) of the respondents replied their disagreement and only 7 (4%) of the participants said that they are not quiet sure. Still, great number of the respondents 98(56%) asserted that teachers prepared daily lesson plan whereas 65(37.14%) of the respondents disagreed with this statement.

For nearly half 45 % of the respondents, teachers plan activities to maximize instruction by stating instructional objectives clear to students. In addition, a little over 60% of the students seem to be happy with flexibility and sequential arrangement of the lessons. Hence, one hardly fails to see that teachers' might not have a considerable difficulty in lesson planning.

Regarding teachers ability in developing lessons in sequential order 106 (60.58%) of the respondent replied that teachers have the ability in developing lesson in the sequential manner, where as 50 (28.56%) of the respondents do not agree with this idea.

**Table 4: Student's Responses on the Extent to Which Teachers Employ the Appropriate Instructional Methods**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Teachers use student centered method	14	8.00	4	2.29	17	9.71	74	42.29	66	37.71	175	100
2	Teachers use appropriate method that encourage development of practical skills	11	6.28	18	10.29	13	7.43	69	39.43	64	36.57	175	100
3	Teachers have good ability in varying the kind of activities during the lesson	2	1.14	7	4.00	17	9.72	107	61.14	42	24.00	175	100
4	Teachers arrange educational tour	11	6.28	18	10.29	7	4.00	81	46.29	58	33.14	175	100
5	Teachers employ demonstration method frequently	29	16.57	24	13.71	4	2.29	60	34.29	58	33.14	175	100
6	Teachers employ a method which relates theory with practice	9	5.14	21	12.00	36	20.57	63	36	46	26.29	175	100

Teachers' performance could also be evaluated with regard to the methodology they utilize to teach their students. Teaching method is the way information is transmitted to the learner. Conceptually methods describe the instructional process, that is, not only how information is conveyed from teacher to learner but also how the learner uses it, interacts with it, receives it, and is given feedback. The skillful teachers have many methods at their command. Although some of these are better than others, none of them can be regarded as the best for there is no best method of teaching. Using the right method is important because the quality of student learning is dependent on the effectiveness of the approach used.

Various factors affect teachers' method of teaching. Some of them are the type and level of learning, the time availability, the facilities, the size of the class, the teaching style of the teacher (Authoritarian or Facilitative) and the approach to learning of student.

As shown in Table 4, the majority of the respondents (85.14%) forwarded their disagreement that teachers do not have good ability in using a variety of activities during the lesson. Likewise only (10.29%) replied that teachers employ student-centered method of teaching. The majority of the respondents (80%) said that teachers do not employ student-centered methods of teaching.

Moreover, large number of students (76% and 85.14% respectively) believes that teachers often fail to encourage the developments of practical skills and to employ a variety of activities in their lesson. And also, from the point of view of 79.43% of the students the arrangement of educational tours by teachers was not seen to be satisfactory. Teachers' performance in terms of employing demonstration methods and striking link between theory and practice were not viewed to be sufficient in the eyes of 67.43% and 62.29 % of the students respectively. However, in TVET institutions much focus is given to the practical aspect of teaching than on theoretical ones. As the above quotation explains, teachers' absence or lack of the necessary skills coupled with lack of the necessary equipment limit teachers from transmitting enough practical knowledge to the training. As a result, trainees who graduate from the institute will not be equipped with the necessary knowledge and skills.

Thus it would not be out of place to assume that teachers might not have sufficient knowledge in varying their methods of delivering practical as well as theoretical lessons in accordance with different contexts.

In general, this study identified that teachers have problems in using methods of teaching. The majority of the respondents explained that teachers do not have good ability in varying the kind of activities during the lesson and have problems in employing student-centered method.

Supplementing the above finding, interview with department heads explains:

*From theoretical point of view, TVET institutions teachers need to involve students actively either in discussions, project works, case studies or problem solving which help student to discover and create their own knowledge and ideas. However, the reality on the ground is quite unthinkable. The reasons could be of two in nature. First, teachers themselves lack the necessary training and skill in what and how to teach usually, teachers employ the traditional "chalk and talk method where students are passive receivers of what they talk. Second, the TVET institutions lack the necessary equipment to make practical teaching.*

In short, the discovery approach of teaching is better than teacher-centered teaching due to the fact that it provides as many instances as possible for students to draw inferences from data by logical thinking, induction or deduction as the case may be. Active participates of students does not only mean active participation on manual or manipulative activities rather it includes active listening, speaking, seeing and thinking if their minds are acting properly on what is being learned. On the other hand, many researchers believe that the traditional method of teaching could be effective in cases like huge content coverage, for introducing activities, for monitoring pupil, for summary, for explaining difficult points, when the teacher runs short of time etc.

**Table 5: Students' Response on the Degree to Which Teachers Properly Utilize Instructional Materials**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Teachers have good ability to use teaching materials as he or she has planned for teaching	21	12.00	33	18.86	6	3.43	60	34.28	55	31.43	175	100.0
2	Teachers use relevant and academically appropriate materials	42	24.00	35	20.00	2	1.14	65	37.14	31	17.72	175	100.0
3	Teachers use the chalk board effectively	11	6.29	32	18.29	5	2.85	80	45.71	47	26.86	175	100.0
4	Teachers have familiarity with latest technology teaching materials.	62	35.43	27	15.43	3	1.71	56	32.00	27	15.43	175	100.0
5	Teachers use the audio visual materials for effective presentation	43	24.57	20	11.43	15	8.57	67	38.29	30	17.14	175	100.0
6	Teachers use the self made or else locally made materials for instruction	25	14.29	39	22.29	10	5.71	71	40.57	30	17.14	175	100.0

The fourth parameters of teachers' performance evaluation in the study focused on instructional materials. In communication literature, quite a lot of instructional media are mentioned and their values are explained. From the most primitive type of oral communication to the present technological era, a wide range of media have been designed and developed. These include audio media like phonograph records (disc recording), audio tapes, audio cards, audio play backs, etc., visual media like print models, maps, charts, cartoons etc and audio visual media such as television and videos.

Another great challenge that exerts strong influence on the general pattern of instructional activities is the recent development of educational technology. This includes expanding resources of instructional television, forms of transparency projections especially suited to language group presentation, language laboratories, programmed instruction devices and materials, and the like.

As new knowledge is discovered and applied, new tools are developed; this in turn facilitates the discovery of still newer knowledge in a seemingly endless cycle. So a problem of primary importance to teachers is keeping current with respect to new knowledge. TVET institution teachers are expected to depend more and more upon the use, production and adoption of instructional media.

One can see from Table 5 item1, 54(30.86%) of the respondents confirmed that teachers employ teaching materials as planned, while large number 115 (65.71%) of respondents do not agree on this point. Students were also asked about whether their teachers employed relevant and academically appropriate materials during the instruction time ,77(44%)of the respondents were replied "yes", while more than an average 96(54.86%) of the respondents answered the other way round.

63 (36%) of the respondents were in favor of the statement that teachers use the audio-visual materials for effective presentation, while 97(55.43%) of the respondents said otherwise. The table also depicts that 43(24.58%) of the respondents forwarded their agreement saying that teachers have good ability in using the chalkboard effectively whereas great number of the respondents 127 (72.57%) replied that teachers do not show good ability in using the chalk board effectively. Nearly half of the respondents 89 (50.86%) agreed that teachers have familiarity with the latest technology of teaching materials while they show difficulties even in the old ones. Over half of the respondents are not satisfied with their teachers' performance with regard to the use of teaching aids to substantiate lessons.

In other words, the study reveals that teachers in TVET institutions face some difficulties in the manipulation and utilization of instructional media. The portion of respondents argued that teachers do not effectively utilize the chalkboard even if the majority said that they have adequate acquaintance with the latest technology. Consistent with above finding, one respondent said that:

*Instructional technology helps the teacher in many ways. For example, the problem of teaching large class size, at least, can partially be solved with the use of transparency projections. Technological media like radio, television, in a country like ours, where the educational infrastructure, is meager, could play a paramount role in either supplementing or enriching instruction in the classroom. The problem is that many teachers have the critique that instructional media like television is a handicap to the creative abilities of the learners (accepting, what is presented on the television as it is). This belief hinders teachers from efficient utilization of the limited resources they have.*

Nevertheless, it is worth noting that every technological medium has its own importance depending up on the purpose for which it is used and the conditions under which it is used. Hence, it may be safely stated that no media has an inherent weakness or could serve all situations. Overall, whatever the purpose may be (either to repeat the content, or to accelerate, to review, etc), both audio media (such as, tape, radio, etc) and visual aids (such as, charts cartoons, globes, tables (mathematical table, periodic tables), text books, work books and films. TV programs, simulation games, reference books, periodicals, pamphlets, work sheets (pictures, charts, diagrams and posters), specimens, and models- they all have paramount importance. They provide the necessary concrete experience, used as supplementary, used for enrichment, contribute new insights new experience, communication between teacher and student.

From this, one can claim with reasonable confidence, that teachers are not that successful in terms of the employment of appropriate teaching aids in their classrooms/workshops.

**Table 6: Students' Responses on Teachers' Practices of the Use of Appropriate Instructional Evaluation**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%	N	%
1	Teachers utilize curriculum based assessment	95	54.29	39	22.29	2	1.14	22	12.57	17	9.71	175	100.0
2	Teachers give adequate class work	66	37.71	70	40.00	7	4.00	25	14.29	7	4.00	175	100.0
3	Teachers have good ability to keep adequate record of continuous assessment results.	9	5.14	11	6.29	10	5.71	63	36.00	82	46.86	175	100.0
4	Teachers have the ability to monitor class performance	9	5.14	24	13.72	14	8.00	72	41.14	56	32.00	175	100.0
5	Teachers evaluate the students project work	23	13.14	41	23.43	14	8.00	48	27.43	49	28.00	175	100.0
6	Teachers employ regular observation while students are engaged in apprentice ship program	32	18.28	20	11.43	24	13.71	53	30.29	46	26.29	175	100.0

Teachers' performance could also be evaluated based on the kind of assessment system they carryout. Teachers' evaluation of students' performance could be conducted at various stages of the instruction for various purposes. Some researchers believe that assessment of students' performance begin during the first day of first session. Assessment of students' performance could also be conducted during the instructional process in the classroom through tests, or by giving home take assignments, by providing mid-tests, or final exams, by allowing students to report what they have gathered in the

lab or in the field, by conducting peer evaluation, by observing students' performance in the lab and by questioning.

Table 6 reveals that the majority of the respondents 134 (76.58%) favored the statement that teachers employ curriculum-based assessment while only 39(22.28%) of the respondents disagree. In a similar fashion, great number of respondents 136(77.71%) said that teachers gave adequate class work, whereas only 32(18.29%) did not agree with this statement.

On the other hand, the majority of the respondents 145(82.86%) stated that teachers do not have good ability to keep adequate record of continuous assessment results. Similarly, of respondents 128(73.14%) believed that teachers do not have the ability to monitor class performance.

Regarding item 5 in this table, 64 ( 36,57%) of the respondents agree that teachers evaluate student's project work ,while some others 97(55.43%) of the respondents replied they will not agree on this say.

Students were also asked about the ability of the teacher to employ regular observation while students are engaged in apprenticeship program, 52(29.71%) replied that teachers exhibit this behavior; while more than an average 99(56.58%) reflect their idea the other way.

From the above discussion one can understand that teachers may have little or no difficulty in the old method of student assessment techniques while having difficulty in the new continuous assessment system.

In conclusion, this research found out that teachers have no problem in the old methods of students' assessment techniques but have difficulty in the new continuous assessment technique. This was evidenced by great number of respondents who agreed positively that teachers employ curriculum based assessment and provide adequate class work. However, the majority of the respondents appeared to have agreed that teachers have problems in adequate record of continuous assessment.

**Table 7: Students' Responses on Teachers' Skill in Managing Classroom and Workshops**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Teachers properly utilize work shop materials	11	6.29	13	7.43	8	4.57	108	61.71	35	20.00	175	100.0
2	Teachers have good ability of supervision in the shop	10	5.71	17	9.71	1	0.57	68	38.86	79	45.15	175	100.0
3	Teachers have good ability of controlling the discipline of the class room	18	10.29	20	11.43	3	1.71	67	38.29	67	38.28	175	100.0
4	Teachers ensure workshop safety rules and regulations	22	12.57	18	10.29	11	6.29	70	40.00	54	30.85	175	100.0
5	Teachers provide on time maintenance if workshop equipment fails.	33	18.86	19	10.86	10	5.71	70	40.00	43	24.57	175	100.0
6	Teachers arrange practical skill exercise to be done by students individually than in group.	32	18.29	25	14.29	8	4.57	71	40.57	39	22.28	175	100.0

Teachers' performance in classroom management or workshop management has also got significant advantage in the teaching-learning process. Classroom or workshop management includes, among other things, management of time, managing students' behavior, managing classroom neatness, equipment ordering or proper arrangement of equipment.

Student groupings, creating purposeful, orderly, and safe environment, maintaining students' interest, and motivation, knowledge of how to administer materials, knowledge

of how to supervise students in the shop, knowledge of safety rules, regulations. The finding of the present study shows that teachers in TVET institutions possibly lack enough know-how in proper management of their students' activities both in the classroom and workshop settings.

As can be seen in Table 7, great majority 143 (81.71 %) held the view that teachers do not utilize workshop equipment properly. The same is true to teachers' workshop supervision ability, i.e. 147(84.01%) said that teachers do not have good ability of supervision in the shop. It is reasonable to say that teachers possibly lack the know-how in supervising students both in the workshop and classroom.

Concerning item 3 of this table , 137 (76.58%)of the respondents replied that teachers do not have the ability to control classroom discipline. Still great number 64.57% of the respondents replied that teachers do not experience work shop equipment on time in case of failure.

Regarding teachers ability to introduce safety rules and regulation for students at regular base 64.57% of the respondents reflect their idea that teachers do not exhibited this character.

Concerning the last item of this table, teacher's ability to give practical skill exercise individually than group, 32.58 % of the respondents replied that teachers provide individual practical skill evaluation task, while large number 62.85% do not agree with this point.

Generally speaking, most of the respondents agreed that teachers do not utilize workshop equipment properly and great number of the respondents said that teachers do not have good ability of supervision in the shop. With respect to this, one of the informants explained:

*Teachers lack enough skills in supervision. They usually like to delegate the shop assistants to carry out their activities. This, in turn, hinders students' motivation to learn and reduces their interest.*

From the above finding and interview result it could be inferred that teachers are not carrying out their responsibilities properly. However, this cannot make them free from being accountable. On the contrary to what TVET teachers are doing, the concept of competent TVET teacher shows that they need to have the knowledge of the principle of a good discipline and should be able to employ a range of approaches to create and maintain a purposeful, and safe environment for learning as well as sustain interest and motivation of the students.

**Table 8: Students' Responses on the Effectiveness of Teachers' Communication with Students.**

No	Item	Response category										Total	
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		N	%
		N	%	N	%	N	%	N	%	N	%		
1	Teachers use appropriate language	42	24.00	10	5.71	20	11.43	42	24.00	61	34.86	175	100
2	Teachers employ simple and clear language in teaching	41	23.43	36	20.57	12	6.86	68	38.85	18	10.29	175	100
3	Teachers exhibit enthusiasm and warmth in teaching	42	24.00	40	22.86	3	1.72	45	25.71	45	25.71	175	100
4	Teachers communicate effectively in writing	49	28.00	39	22.28	13	7.43	47	26.86	27	15.43	175	100
5	Teachers communicate effectively orally	35	20.00	36	20.57	16	9.14	74	42.29	14	8.00	175	100
6	Teachers communicate effectively non-verbally.	31	17.71	32	18.29	15	8.57	62	35.43	35	20.00	175	100

It is clear that teaching activities involve complex set of relationships between teachers and learners, the most important being those resulting from communication. Communication to be effective, teachers and students need to share their meanings, that is, they need to understand each other and thereby make the teaching- learning process more effective. In the teaching process, communication reflects the lesson's objectiveness.

Communication in the classroom may be verbal or non-verbal, formal or informal, one way or two ways, designed to elicit verbal or non verbal response, intended to state a fact or pose a problem. The study shows that teachers in TVET institutions face some difficulties in effective communication. The majority of the participants agreed that

teachers do not utilize appropriate language, and also a great number of them viewed that teachers do not have effective non-verbal communication.

As shown in Table 8, 103 (58.86 %) respondents showed their disagreement that teachers do not utilize appropriate language. Similarly, nearly half 86(49.14%) of the respondents claimed that teachers do not use simple and clear language while teaching, whereas 77(44% )of them object this claim.

Regarding item 3 of this table 82(46.86%) of the respondents agree that teachers exhibited enthusiasm and warmth in teaching , while some others 90(51.42%) f the respondents do not agree on this point.

Concerning teachers ability in communicating with their students effectively in writing, 88(50.28%) of the respondents agree that teachers employed this ability, on the contrary 74 (42.29%) of the respondents do not agree on this statement.

The last item of this table deals about teachers ability to communicate with their students orally,71(40.57%) of the respondents replied that teachers do not have any problem on oral communication ,while 88(50.29%) of the respondents do not agree with this point.

One area of competence identified as essential for effective teaching has to do with attitude. An attitude is a predisposition to act in positive or negative way towards persons, ideas or events. Most educators are convinced that teachers' attitudes are very important dimensions in the teaching-learning process. Attitudes have a direct effect on behavior. They determine how we view ourselves and interact with others.

On the contrary in this study, half of the respondents have doubt on the enthusiasm of teachers in the profession. The teachers' writing, oral and non-verbal communication ability was questioned by nearly half of the respondents.

In this respect, one of the respondents stated that:

*Teachers in TVET institutions might not have positive attitude towards the subject matter they teach and towards themselves too. This is because, for one reason, teachers themselves lack know-how of the subject matter and secondly the institute fails in supplying the necessary machine, tools and equipment for practical teaching. Moreover, the salary paid is not compatible with the services they provide.*

From these, one can deduce that teachers face some difficulties in communicating with or transmitting message to the students in writing verbally and non- verbally.

To sum up, it is quite uncommon to think that teachers do not face problems in the teaching (training) process. The problems could be attributed to themselves, their students, the principals, and the school environment as a whole or the community at large. According to one of the key informants:

*There are so many problems that teachers face in the college. First, teachers themselves lack the necessary skills and capabilities to teach in the college. They usually feel shame because they do not respond to most of the questions raised by students. The other is the college does not have the necessary equipment. Third, our institution does not have much contact with TVET curriculum development and with employer organizations.*

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The principal purpose of undertaking this study was to assess students' opinion on the current TVET teachers' performance level in four selected TVET institution in Addis Ababa. A descriptive research method was employed. The following basic questions were formulated:

1. What is students' opinion on the level of teachers' performance in TVET institutions in terms of in-school performance variables: subject matter proficiency, lesson planning, teaching method, classroom/workshop management, teaching aids, assessment skills and communication skill?
2. How do students judge the level of teachers' performance regarding teaching practical working on hands skill in TVET institutions?
3. How far do infrastructure and internal organization of TVET institutions such as workshop equipment, machines and hand tools affect teachers' performance?

To address the raised research questions, the student researcher reviewed relevant literature and prepare sets of questionnaires, and interview guides from the subjects at sampled TVET institutions. These questionnaires were designed for students. The questionnaires, after having been evaluated and checked by the thesis advisor, were pilot-tested. Based on the comments obtained some ambiguous questions were simplified and modified, irrelevant questions were omitted, and questionnaires for trainers were translated into Amharic for the purpose of understanding and to fill it out easily. The subjects of the study were 175 trainers, 4 department heads. Accordingly, the respondents sampling was carried out through purposive and stratified random sampling techniques.

Questionnaires, and interview, were used to collect data form the sources. The questionnaires included closed ended questions and rating items. The data obtained were analyzed by applying percentage

From the point of view of the students, teachers' performance was not considered to be satisfactory as they have difficulties with the selected variables used to assess their performance.

Teachers' negative attitude towards the subject matter they teach, lack of the necessary equipment, and lack of any connection with employer organizations are to cite the major problems responsible for such less performance by teachers.

The results of the present study imply that students do not feel they are being trained in the way they are expected to be. Thus, immediate action should be taken by all concerned bodies in enhancing teachers' performance and thereby enable learners to receive the appropriate knowledge, attitude and skills they require to discharge their upcoming duties and responsibilities after graduation.

## **5.2 Conclusions**

Based on the findings of the present study, the following conclusions are made. From the point of view of students:

- i. Teachers in the selected TVET institutions face some difficulties in subject matter proficiency.
- ii. Teachers do not have much difficulty in lesson planning.
- iii. Teachers face some problems in employing a variety of methods of teaching.
- iv. Teachers face some difficulties in the manipulation and utilization of instructional media.
- v. Teachers have no difficulty in the old method of student assessment techniques where as they show some deficiencies in the new continuous assessment system.
- vi. Teachers lack enough knowledge in the proper management of classroom and workshop environment.
- vii. Teachers face difficulties in effectively communicating with their students either verbally or non-verbally.

viii. Teachers' negative attitude towards the subject matter they teach, lack of the necessary equipment corruption in the recruitment process, absence of any connection between the TVET College and TVET curriculum development and employer organizations are some of the major problems that teachers in TVET institutions encounter.

### **5.3 Recommendations**

Based on the conclusions made, the following recommendations are forwarded:

1. Teachers in TVET institutions must have clear perception about performances that are expected of them so that they may play their classroom roles effectively. In this regard during pre-service training teachers must be specifically acquainted with the performance that is expected of them.

To improve teachers' practical working on hands skill, industrial attachment and on the job training for teachers is very important aspect of performance upgrading. So, it has to be planned by Addis Ababa Education Bureau to arrange this program at teachers' summer vacation time. To this end, the recent draft national TVET strategy stipulated that repeated internship in industry during training will be introduced. The feasibility of this statement by the government would reduce the prevalent problems of linkage with industries. All efforts should be made by MOE for the realization of this condition.

2. There is scarcity of workshop materials, machines, and equipment and hand tools for teaching-learning processes which in turn affects teachers' performance in TVET institutions. Hence to improve the quality of TVET teachers' performance it is very much essential to fulfill the required resources like: Workshop materials, machines, equipment, and hand tools.

3. The significance of TVET teachers' attitude towards the job and the subject matter he/she taught is underlined by the result of the study. Teachers' training institutions and educational officers should see it as their responsibility to promote positive attitude for their graduates.
4. As teachers' performance proved to be a significant pre-requisite for trainees' achievement in TVET institutions, pre-service and in-service training should be directed towards:
  - Orientation for teachers on the objectives of TVET
  - Responsibility for continual checking and evaluation of trainees' skill in helpful way.
  - Upgrading teachers' practical working on hands skill after analyzing specified skill gaps.
  - All rounded pedagogical skills of teachers in more pronounced way.
  - Competency based teachers training where by trainers share this experience to their students so that it could help to improve teachers' performance.
5. It is very important if there is close linkage between TVET institutions with curriculum developers and employer organizations to determine acceptable minimum competences for formal training so that teachers could cope-up with their performance to this level.
6. Though there is no dearth of means and methods to improve the performance of TVET teachers, yet TVET institutions are not utilizing these for making teachers effective. So, expected performance of TVET teachers should be developed by MOE and researchers to evaluate teachers' performance at any level.

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## **ANNEX A**

**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Educational Planning and Management**

Dear respondent the following is a research questionnaire and the purpose of this questionnaire is to survey students' opinions on teachers' performance in TVET institutions of Addis Ababa. You are kindly requested to give appropriate responses.

All the information that you provide will be kept secret and it will be used only for research purpose.

Thank you in advance for your cooperation!

Zelalem Bekele



<b>2. Instructional planning</b>					
2.1 Teachers schedule the test /Exam..					
2.2 Teachers develop daily lesson plan.					
2.3 Teachers plan activities to maximize instructional time.					
2.4 Teachers state the instructional objectives in terms of learner behavior.					
2.5 Teachers provide flexibility and transition in lesson design.					
2.6 Teachers develop lessons sequentially.					
<b>3. Instructional method</b>					
3.1 Teacher use a students centered teaching.					
3.2 Teachers use appropriate method that encourage development of practical skills.					
3.3 Teachers have good ability in varying the kind of activities during the lesson.					
3.4 Teachers arrange educational tour.					
3.5 Teachers employ demonstration method frequently.					
3.6 Teachers employ a method which relate theory with practical skill.					
<b>4. Instruction materials</b>					
4.1 Teachers have good ability to use teaching materials as he has planed for teaching.					
4.2 Teachers use relevant and academically appropriate materials.					
4.3 Teachers use the chalkboard effectively.					
4.4 Teachers familiarity with latest technology teaching materials.					

4.5 Teachers use the audio visual materials for effective presentations					
4.6 Teachers use the self made or else locally made materials for instruction.					
<b>5. Instructional evaluation</b>					
5.1 Teachers utilize curriculum based assessment.					
5.2 Teachers give adequate class work.					
5.3 Teachers have good ability to keep adequate record of continuous assessment results.					
5.4 Teachers have the ability to monitor class performance.					
5.5 Teachers evaluation of the students project work.					
5.6 Teachers employ regular observation while students engaged in apprenticeship program					
<b>6. Classroom /workshop management</b>					
6.1 Teachers properly utilize workshop materials.					
6.2 Teachers have good ability of supervision in the shop.					
6.3 Teachers have good ability of controlling the discipline of the class room.					
6.4 Teachers ensure work shop safety rules and regulations.					
6.5 Teachers provide on time maintenance of if workshop equipment fails.					
6.6 Teachers arrange practical skill exercise to be done by students individually than in group.					

<b>7.Communicaton skill</b>					
7.1. Teacher's fluent use of the appropriate language .					
7.2 Teachers employ simple and clear language in teaching.					
7.3 Teachers exhibit enthusiasm and warmth in teaching.					
7.4 Teachers communicate effectively in writing.					
7.5 Teachers communicate effectively orally.					
7.6 Teachers communicate effectively non -verbally.					

## ANNEX B

### Interview Questions for Department Heads

#### I. Background Information

1. Name of the institution \_\_\_\_\_
2. Position \_\_\_\_\_
3. Field of study \_\_\_\_\_
4. Work experience in the institute \_\_\_\_\_
5. Work experience in a leader position \_\_\_\_\_
6. Field of study given in the institute / department for TVET school trainers \_\_\_\_\_

#### II – The following are semi structured interview questions.

1. Do you evaluate TVET teacher's performance? Yes \_\_\_ No  
If yes how frequently?
2. Do teachers involved while performance evaluation format is developed? Yes \_\_\_ No
3. Do students participate in teacher's performance evaluation?
4. How do you evaluate teacher's performance if the focus he / she give for practical or theoretical lessons? -----  
-----
5. How do you evaluate the focus teachers gave for apprenticeship?
6. How do you evaluate the focus teachers gave for students project work?
7. Do you believe that teacher's requirement for the entrance \to the institute is fair (right?) If you have other comments?
- 8 . Do you think that teachers in your department received adequate pre- service training which enable them to transfer the necessary knowledge and skills? \_\_\_\_\_  
\_\_\_\_\_

**ANNEX C**

**አዲስ አበባ ዩኒቨርሲቲ**

**የድህረ ምረቃ ትምህርት ክፍል**

**የትምህርት አስተዳደርና አመራር ዲፓርትመንት**

በ \_\_\_\_\_ ተማሪዎች የሚሞላ መጠይቅ። የዚህ መጠይቅ አላማ የመምህራንን የሥራ አፈፃፀም መገምገም ነው። ለጥናቱ መሣካት እናንተ የምትሰጡት ትክክለኛና ተአማኒነት የተመላው መልስ በጣም አስፈላጊ ነው። የምትሰጡት መረጃ ምስጢሩ የተጠበቀ ሲሆን ለጥናት አላማ ብቻ የሚውል ነው።

በቃለ መጠይቁ ላይ ስመ መፃፍ አያስፈልግም ስለትብብራችሁ በቅድሚያ አመሰግናለሁ!

**ክፍል አንድ: አጠቃላይ መረጃ**

- 1. ጾታ                      ወንድ                         ሴት
- 2. የክፍል ደረጃ                      10+1                         10+2                         10 + 3
- 3. የምታጠናው /ኛው የትምህርት ዓይነት \_\_\_\_\_

**ክፍል ሁለት:**

መመሪያ:- የሚከተሉት ዓረፍተ ነገሮች የመምህራንን የሥራ አፈፃፀም የሚወሰኑ ናቸው። እያንዳንዱ ዓረፍተ ነገር ካነበብክ/ሽ በኃላ ምን ያህል እንደምትስማማ/ሚ የ«✓» ምልክት በትክክለኛው ምርጫ ውስጥ አኑር/ሪ።

- 5 = በጣም እስማማለሁ
- 4 = እስማማለሁ
- 3 = ለመወሰን እቸገራለሁ
- 2 = አልስማማም
- 1 = በጣም አልስማማም

1. የዕውቀት ደረጃ	5	4	3	2	1
1.1 መምህራን በሚያስተምሩት ትምህርት በቂ የሆነ የንድፈ ሀሳብ ዕውቀት አላቸዋ።					
1.2 መምህራን የሚያስተምሩትን ትምህርት አዳዲስ ፈጠራዎችን በመፍጠር ያጎለብቱታል					
1.3 መምህራን የተግባር ስልጠና በሚሰጡበት ጊዜ በቂ የሆነ ችሎታ ያሳያሉ ።					
1.4 መምህራኑ የሚያስተምሩት ትምህርት የታቀደለትን ዓላም ስለመምታቱ ያረጋግጣሉ					
1.5 መምህራን ሁሉንም ምህርት የተግባር በእጅ ሰርቶ የማሳየት ክፍተኛ ችሎታ አላቸው።					
1.6 መምህራን የሚያስተምሩትን ትምህርት ከገሀዱ አለም ጋር የማገናኘት ችሎታ አላቸው።					
<b>2. የትምህርት ዕቅድ</b>					
2.1 መምህራን የፈተና ፕሮግራሞችን ቀድመው በማቀድ በግልጽ ቀድመው ለሰልጣኞችም ያሳውቃሉ					
2.2 መምህራን በየቀኑ የትምህርት ዕቅድ በማዘጋጀት ያስተምራሉ።					
2.3 የመምህራን የትምህርት ዕቅድ ሰዓታቸውን በአግባቡ እንዲጠቀሙ ያደርጋቸዋል።					
2.4 መምህራን የመማር ማስተማር አላማዎችን ከተማሪዎች ባህሪ ጋር ያዛምዳሉ።					
2.5 መምህራኑ የሚያዘጋጁትን የትምህርት እቅድ እንደ ሁኔታው አስፈላጊ ሲሆን ለመቀየር ዝግጁ ናቸው					
2.6 መምህራን የትምህርት ዕቅዶችን በቅደም ተከተል ያቀርባሉ					
<b>3. የማስተማሪያ ዘዴዎች</b>					
3.1 መምህራን ተማሪዎችን ማዕከል ያደረገ የማስተማር ዘዴ ይጠቀማሉ ።					
3.2 መምህራን ተግባራዊ የሆኑ ክህሎቶችን ለማዳበር የሚበጁ ዘዴዎችን ይጠቀማሉ።					
3.3 መምህራን በሚያስተምሩበት ወቅት የተለያዩ ተግባራትን					

የመጠቀም ችሎታ አላቸው።					
3.4 መምህራን ትምህርታዊ ጉብኝቶችን በማዘጋጀት ያስተምራሉ።					
3.5 መምህራን በተደጋጋሚ ሰርቶ ማሳየትን ይመርጣሉ ተማሪዎችን በቃላት የማበረታታት ችሎታ አላቸው።					
3.6 መምህራን የንድፈሃሳብ ትምህርቱን ከተግባር ጋር አገናኝተው ያስተምራሉ።					
<b>4. የትምህርት መርጃ መሣሪያዎች</b>					
4.1 መምህራን በእቅዳቸው ውስጥ ያሉትን ሁሉ የማስተማሪያ መሳሪያዎች ይጠቀማሉ።					
4.2 መምህራን በእቅድ የተመሩ የትምህርት መረጃ መሣሪያዎችን የመጠቀም ችሎታ አላቸው።					
4.3 መምህራን ጥቁር ሰሌዳን በአግባቡ ይጠቀማሉ።					
4.4 የመምህራን ከአዳዲስ የማስተማሪያ መርጃ መሳሪያዎች ጋር ያላቸው ትውውቅ።					
4.5 መምህራን የድምጽና የምስል ( ኦዲዮ ቪዥዎል ) መሳሪያዎችን ይጠቀማሉ ።					
4.6 መምህራን ራሳቸው የፈጠሩትን ሀገር በቀል የትምህርት መርጃ መሣሪያዎች ይጠቀማሉ።					
<b>5. ተማሪዎችን መገምገም</b>					
5.1 መምህራን ከስርዓተ ትምህርቱ ጋር የሚሄድ የመገምገሚያ ዘዴ ይጠቀማሉ።					
5.2 መምህራን በቂ የሆነ የክፍል ሥራ ይሰጣሉ					
5.3 መምህራን ቀጣይነት ያለው የገምገማ ውጤቶችን የመመዘገብ ችሎታ አላቸው።					
5.4 መምህራን የክፍል ሥራዎችን የመቆጣጠር ችሎታ አላቸው።					
5.5 መምህራን የተማሪዎቻቸውን ፕሮጀክት ይገመገማሉ					
5.6 መምህራን ተማሪዎች በስራ ላይ ልምምድ ለማድረግ የወጡበት ድርጅት ድረስ ሄደው ይከታተላሉ ።					
<b>6. የክፍል የወርክሾፕ ችሎታ ቁጥጥር</b>					
6.1 መምህራን የወርክሾፕ መሣሪያዎችን በአግባቡ ይጠቀማሉ።					

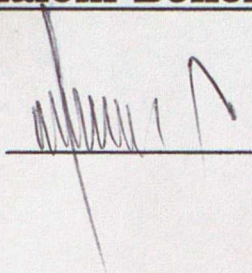
6.2 መምህራን በወርክሾፕ ውስጥ ጥሩ ቁጥጥር ያደርጋሉ።					
6.3 መምህራን የክፍሉን ሰነ-ሰርዓት በመቆጣጠር በኩል ጥሩ ችሎታ አላቸው።					
6.4 መምህራን የወርክሾፕ የጥንቃቄ መርሆች መተግበራቸውን ያረጋግጣሉ።					
6.5 መምህራን የዎርክሾፕ መሳሪያዎች ችግር ሲያጋጥማቸው በአፋጣኝ ይጠግናሉ ።					
6.6 መምህራን የተግባር ልምምዶችን ከቡድን ይልቅ በተናጠል ይሰጣሉ።					
<b>7. የመግባቢያ ክህሎት</b>					
7.1 መምህራን በሚያስተምሩበት የትምህርት ቋንቋ በጣም ያለምንም ችግር በቀላሉ ይናገራሉ ።					
7.2 መምህራን በቀላልና ግልጽ በሆነ ቋንቋ ያስረዳሉ ።					
7.3 መምህራን ለማስተማር ከፍተኛ ፍላጎት ጉጉት ያሳያሉ።					
7.4 መምህራን መረጃን በጽሑፍ በጥሩ ሁኔታ ያስተላልፋሉ።					
7.5 መምህራን መረጃን በቃላት በትክክል ያስተላልፋሉ።					
7.6 መምህራን በእንቅስቃሴ ና በድርጊት በትክክል ያስተላልፋሉ።					

# Declaration

I, the undersigned, declare that this thesis is my work and that all sources of material used for the thesis have been duly acknowledged.

**Name: Zelalem Bekele**

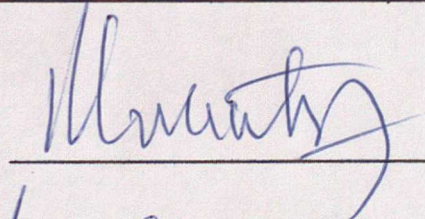
Signature:

A handwritten signature in black ink, consisting of a series of vertical lines followed by a curved flourish, written over a horizontal line.

This Thesis has been submitted for examination with my approval as a University advisor.

**Name: Mukhtari Ado Jibril ( PHD)**

Signature :

A handwritten signature in blue ink, written in a cursive style, written over a horizontal line.

Date :

March 2008

**Addis Ababa University**

**February, 2008**