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Addis Ababa University



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
MASTERS OF HUMAN RESOURCE MANAGEMENT**

**THE PERCEPTION OF EMPLOYEES ON PERFORMANCE
APPRAISAL PRACTICE: THE CASE
OF MAJOR GENERAL HAYLOM
ARAYA MILITARY ACADEMY**

BY

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JUN, 2019

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SCHOOL OF COMMERCE
DEPARTMENT OF HUMAN RESUORCE MANAGEMENT**

**THE PERCEPTION OF EMPLOYEE ON PERFORMANCE APPRAISAL
PRACTICE: THE CASE OF MAJOR GENERAL HAYLOM ARAYA
MILITARY ACADEMY.**

**A THESIS SUBMITTED TO COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE DEPARTMENT OF HUMAN RESOURCE
MANAGEMENT; IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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MAJOR GENERAL HAYLOM ARAYA MILITARY ACADEMY**

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DECLARATION

I, Tesema Ezezew Baye declare that this research paper entitled “The Effect of Performance Appraisal practice in the Case of Major General Hayelom Areya Military Academy” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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ACRONYMS

| | |
|------|---|
| BARS | Behaviorally anchored Rating Scales |
| FDRE | Federal Democratic Republic Of Ethiopia |
| HRM | Human resource Management |
| MBO | Management by Objective |
| MGHA | Major General HayelomAreya |
| MOND | Ministry of National Defense |
| PA | Performance Appraisal |
| PAS | Performance Appraisal Standards |
| PAM | Performance Appraisal Methods |
| QFRA | Queensland Fire and Rescue Authority |
| SPSS | Statistical Package for Social Science |

ABSTRACT

Performance appraisal is very important in the army for rewards and promotions which consequently lead to professional and career development, to determine whether military personnel have the capability to accomplish their mission as per their rank and level of training. The main objective of the study was to assess the perception of employees on performance appraisal practice at MGHA Military Academy. The researcher used descriptive survey type the reason that the researchers used descriptive because it describes the nature and characteristics of the population. Census methods were used to collect and analyze data. The data collection tools were interview and questionnaire. Total of 163 questionnaires were distributed to all permanent employees and the response rate was 100%. The researcher mainly deployed mixed type of research approach. SPSS 20 version was used to process the primary data. Interview was also conducted with higher officers. Study found out that MGHA military academy uses PA to measure employees' job performance twice a year. However, MGHA military academy faces huge problems in its performance appraisal practice, mainly in areas such as deficiency of rater capacity to evaluate employee performance, rater bias in evaluating performance, lack of communicating performance standards and expectations to the employees. Moreover, there is absence of employee participation in setting performance evaluation criteria and performance review discussions. In addition to these problems the performance appraisal result of the staff members of the academy does not have any contribution in terms of rewards, incentives, training, promotion and positions. Overall the conclusion of the research confirmed that the performance appraisal practice at MGHA military academy has problems and weaknesses that need to be improved. Finally, recommendations are made based on the result of the study. It was recommended that Performance evaluation criteria should be revised in participation of the employees for they are the actual persons who do the job and evaluated. In order to inform employees who do not know why performance evaluation is conducted the MGHA military academy should create awareness on purpose of performance appraisal. The military academy management should give training to appraisers who are responsible for conducting performance evaluation. These will improvement raters' ability to evaluate and alleviate raters' bias.

Key words: Performance Appraisal, Performance management and employee performance

CHAPTER ONE

1.1 Introduction

This section is to introduce the basic information of the main elements in the study. It contains background of the study, statement of problem, research questions, objective of the study, significant of the study, scope of the study, limitations of the study, organization of the study and definition of terms. The details are presented as follows:-

1.2 Background of the Study

Performance Appraisal is defined by different scholars of human resource management in different time. Therefore, some theories of those scholars have been discussed as follows. Performance appraisal has been synonymous with performance review, performance evaluation, performance assessment, performance measurement, employee evaluation, personnel review, staff assessment, service rating, etc. Employee performance appraisal has two forms – formal (systematic) and informal (non-systematic) appraisal. Informal appraisal means continuous evaluation of an employee by her/his superior during the work process. Formal employee appraisal is a formal organizational process conducted on a systematic basis in order to enable a comparison between the expected individual (group) and real performance (Giangreco et al, 2012). Recently, there has also been a growing interest in assessing employees' performance. Performance appraisal is defined as the formal assessment and rating of individuals by their managers usually at an annual review meeting (Mihchlel, 2006). Effective performance evaluation method should be measure performance, motivate employees, and develop them within the organization. The appraisal is usually prepared by the worker's immediate supervisor. The procedure typically requires the supervisor to fill out a standardized assessment form that evaluates the individual on several different dimensions and then discusses the results of the evaluation with the employee. The method used in the measurement and evaluation of a worker's performance differ from one organization to another. But the ultimate purpose is to estimate the job performance of each employee towards the achievement of organizational objectives performance evaluation is carried out for the goals of promotion and transfer to new job tasks and positions within an organization (Eldman, 2009). And Performance Appraisals is the assessment of individual's performance in a systematic way. It is a developmental

tool used for all round development of the employee and the organization. The performance is measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgment, versatility and health (David A. Decenzo, 1999). Employers look for employees who perform their jobs well and contribute to the mission and objectives of the organization, but managers have to provide the proper context for such high productivity. In this regard, performance appraisal system is the primary tool used to identify, communicate, measure, and reward employees so that they can make these contributions. Hence, performance appraisals are one of the most important requirements for successful institutional and human resource policy (Kressler, 2003). Most empirical studies on performance appraisal systems focus on the search for the perfect form in which subjective traits are replaced by objective and job-relevant measurable behaviors. The emphasis has shifted from what employees are supposed to do, to what they are expected to achieve— results. Thus, employees' performance measurement insures regular performance review and detection of areas for improvement can identify problem areas or poor performance and intervene in time, provides evidence for the appraisal of individuals and focus on output rather than input (Josephat, 2011). (Josepha, 2011) asserts that overall; the success of every organization depends on the quality and commitment of its human resources. In order to ensure continuous efficiency and effectiveness of employees, organizations have to carry out an effective employee performance appraisal from time to time so as to keep them in check and replace, motivate, retrain or take any other appropriate action. Performance appraisal data and information are used for making decisions in the following major areas organizational and human resource planning, employee training and development, compensation administration, employee movement (lateral transfer, demotion, promotion, layoff and termination and validation of selection procedures. Hence, the goal of this research is to assess the effectiveness of performance appraisal practice in the case of Major General Hayelom Araya Military Academy. To make a performance appraisal a practical management instrument from a wider perception, organizations and researchers invest time in training managers in performance appraisal skills, in developing system evaluations which take into account reliability, validity and managerial goals as well as designing systems to meet specific organizational conditions and expectations.

1.3 Background of the organization

In Ethiopia, the beginning of Cadet Academy goes back to 1930's when the Holeta Military Academy was established. This Academy was functional until the Italian Occupation Period and the military Academy was re-opened after the withdrawal of the enemy forces from the country. Later on, in the late 1950's, the Harar Military Academy was opened to strengthen the process of army building in the country. Both the Holeta and Harar Military Academies were distorted upon the downfall of the Dergue Regime. Currently, the only Cadet Academy in the country is the Major General Hayelom Araya Military Academy which was re-established in 2002, eleven years after the EPRDF took over government power. The academy has a mission to generate well qualified and capable lower level units and equivalent level leader for defense force by providing quality education and training.

According to Rule and Regulation of Ministry of National Defense (MOND) as it describes that in Ethiopian Army, performance appraisal cuts across every circle of the Army member's improvement right from the training school to use performance appraisal for rewarding employees, carrier planning, potential for promotion, and providing feedback. Performance appraisal is done semiannually and annually for every soldier and officer. However appraisals are also performed on soldiers every peace time and after mission execution that involves formed troops. Additionally, appraisals are also done on soldiers who are due to be promoted. It is actually a determinant of promotion. There are different appraisal forms in the Ethiopia Army designed for different categories of ranks. The major aim of this appraisal is its focus on achieving specific results. In the Army commanders at all levels have the responsibility of continuously appraising their men. These appraisals shape the carrier path of both the officers and the soldiers. These appraisals also help in their deployment and promotion in the army.

1.4 Statement of the Problem

Nowadays the human resource has become realized as the most important asset of an organization. The success of goal for any organization largely depends on the knowledge, skill, ability, commitment, perception, and attitude of its human resource. Then an organization has an obligation to use its employee's competences to the fullest and to give each employee an opportunity to grow and to realize his/her potential for the achievement of its purpose. Regard of the ministry of National Defense (MOND) is working under unique condition or environment that demands absolute commitment, great enthusiasm, scarification, appropriate behavior and measurable outcomes. In this situation performance appraisal should be given due attention. Proper performance appraisal practice could-motivate employees and greatly enhance commitment consequently, employees could accomplish their tasks and missions under any condition.

However, the performance appraisal practice at MGHA Military Academy has always been criticized by its employees as mere formality. The reality shows that there are some difficulties or problems that seem to be relevant as far as performance appraisal system of the academy is concerned. Some of these problems include failure to use performance appraisal for the purpose of rewarding employees, carrier planning, potential for promotion, providing feedback such as encouraging those employees who perform well. Consequently, some employees in the academy have developed different views and negative perceptions towards the academy's performance appraisal practice and its implementation. Hence, these issues initiated the researcher to assess the perception of employee performance appraisal practice in military academy.

1.5 Research Questions

This research assesses the perception of employees on performance appraisal practice in MGHA military academy by addressing the following basic questions:

1. How effective is performance appraisal at MGHA Military Academy?
2. Does the current performance appraisal practice at MGHA contribute to employee's performance?
3. What are the challenges of performance appraisal at MGHA Military academy?

1.6 Objectives of the Study

1.6.1 General Objective

The general objective of this study is the perception of employees on performance appraisal practice in MGHA military academy.

1.6.2 Specific Objectives

Specific objectives of the study are the following:-

1. To assess effectiveness of performance appraisal practices at MGHA military academy.
2. To examine how well performance appraisal contributes to employee's performance in MGHA military academy.
3. To identify the challenges of the current performance appraisal in MGHA military academy.

1.7 The Scope of the Study

The research has been delimited to assess the perception of employees on performance appraisal practice on those employees who are permanent and lower level officers in MGHA military academy. Thus, other military institutions and temporary employees in MGHA military academy have not been covered in this study. Among those the study is focus only on MGHA military academy from 2006 - 2011 E.C and about the performance appraisal practice of the academy. . .

1.8 Limitation of the study

Employees from top management to lower level officers who are working in the military academy have been contacted to collect data for this study. Hence, the major limitation for this study was data would not be collected from top management as per the intent of the researcher due to the prevalence of work overload.

1.9 Significance of the study

Since Military academy is playing a vital role in producing well qualified and capable small unit and equivalent level officer leaders for all units of the defense force by providing quality education and training and behaved military individuals who will contribute the overall peace and security of the country, hence it should give due attention in its organizational structure and retention of the working

employees. Among the mechanisms to retain employees is implementing a crystal-clear performance appraisal system and appraise each and every employee accordingly. In this research the researcher has tried to address the effectiveness of performance appraisal practice in MGHA military academy and forward the result along with the prominent recommendations that would have the following importance's:-

1. It serves as an instrument to MGHA in the development of human resource practice and procedure.
2. Would be used as an input for further studies in the area of performance appraisal practice.
3. It contributes to literature on performance appraisal practice in the military academy.
4. It adds knowledge to the human resource officers about performance appraisal practice and its implementation in the military academy.

1.10 Definition of the term

Human resource Management (HRM) - is use of human resources to succeed Organizational goals. Human resource management is a subsection of the study of management that concentrations on how to attract, hire, train, motivate, and retain employees. (Mandy, 1999). Human resource management is a strategic, combined and clear approach to the employment, development and well-being of the people working in organizations (Armstrong, 2016).

Performance Appraisal: is the process of classifying, assessing and developing the job performance of the employee in the organization, so that organizational objectives and goals are effectively succeeded while, at the same time, promoting employees in terms of recognition, receiving feedback, and offering work guidance (Lansbury, 1998).

Performance management: is “classifying, evaluating, and growing the performance of individuals and teams and aligning performance with the strategic objectives of the organization” (Aguinis, 2013,). Because individual performance is the building block of organizational success, fundamentally all organizations internationally have some type of performance management system (Aguinis, Joo, and Gottfredson, 2011).

Employee performance is work related movements expected of an employee and how well those activities are implemented. Many business personnel directors evaluate the employee performance of

each staff member on an annual or quarterly basis in order to help them classify suggested areas for development.

Perception is “the mental function of giving importance to stimuli”. The process of perception describes the way in which information from the environment is selected and organized to provide meaning for an individual (Mullins, 1996).

1.11 Organization of the study

This research study consists of five chapters. The first chapter of the study includes introduction such as background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, and limitation of the study. The second chapter deals with review of related literature which includes definition performance management and performance appraisal. The third chapter deals with the research methodology and analysis of the data. Chapter four deals the result of analyzed data and the discussion undertaken accordingly. And finally, in chapter five summery of finding, conclusions and recommendations were forwarded accordingly.

CHAPTER TWO

2 REVIEW LITRATURE

2.1 Introduction

This chapter is concerned with related literature and concepts, review of theoretical analysis, empirical studies, conceptual frame work and related to the study.

2.2 Theoretical review of performance appraisal and performance management

2.2.1 Performance management

Performance management is the continuous and flexible process, which is a contain managers and those whom they manage acting as partners within a framework that collections out how they can best work together to attain the essential results. It is based on the value of management by contract and agreement rather than management by command. It trusts on consensus and co-operation rather than control or coercion (Michael, 2006).

Performance management system are depends on performance of an employee in terms of skill, knowledge, behaviors and attitude. The more people are developed and able to work toward the strategy, the more they are important to the organization. According to Armstrong (2009), the main goal of performance management is to achieve the capacity of the employees to the full potential in service of both the employee and the organization, by defining the opportunities in terms of roles, accountabilities and responsibilities, required capabilities and the anticipated behaviors.

Armstrong (2006), said that high performance can be achieved by appropriate behavior, particularly discretionary behavior, and efficiently leveraging essential knowledge, skills and competencies. Also, performance management wants to scrutinize how outcomes are produced, in order to gain the information required to consider what has to be done to those consequences.

Performance management is systematic process for improving organizational performance, through the improvement of the performance of individuals and teams. That is, within an established framework of planned goals, standards and capability necessities it is a means of getting sound results, as one manages performance in a manner which focuses on future performance planning and

development. This process requires the delivery of feedback and the assessment of an employee's progress and achievements, so that action plans can be prepared.

Performance management is one of the features of human resource management a process of progressing performance of the organization to the higher anticipation by improving the performance of individuals and teams in a logical way. It is the process of flowing the objective of the organization down to teams and individuals with the objective of getting better outcome (Armstrong, 2009).

A more comprehensive definition of performance is achieved if it is defined as holding both behavior and outcomes. This is well put by Brumbach (1988) in Armstrong (2001: page 469), as: performance means behaviors and results. Behaviors originate from performance transform performance from abstraction to action, not just tool for outcomes. Behaviors are also outcomes in their factual product of psychological and physical strength practical to responsibilities and could be judged apart from the results. This definition leads to the conclusion that when running performance of teams and individuals both inputs (behavior) and output (outcome) need to be considered.

2.2.2 Performance appraisal

Performance appraisal is a process of classifying, observing, assessing and developing human performance in organizations and has attracted the attention of both academicians and practitioners. The process is also seen as making a significant contribution to effective human resource management as it is closely interlinked to organizational performance (Erdogan, 2002).

According to Gary Dessler (2013: page 284-285), Performance appraisal is evaluating an employee current and/or past performance relative to his or her performance standards. Effective appraisal also requires that the supervisor set performance standards. And it needs that the employee obtains the training, feedback, and incentives required to remove performance shortages. Effective appraisals start before the actual appraisal, with the manager defining the employee's job and performance criteria. Defining the work means making sure that you and your subordinate settle on his or her duties and work standards and on the appraisal system you will use. Stripped to its fundamentals, performance appraisal always contains the 3-step performance appraisal process: (1) set work standards; (2) evaluating the employee's actual performance relative to those standards and (3)

providing feedback to the employee with the goal of supporting him or her to remove performance shortages.

Performance appraisal is a formal evaluation and assessment of individuals by their leaders at, usually, an annual review meeting. In contrast, performance management is continuous and much broader, more comprehensive and more natural process of management that explains mutual expectations emphasizes the helped role of leaders who are expected to act as coaches rather than judges and focuses on the future (Armstrong, 2006). Performance management contains many other practices besides performance review, like employee performance progress, performance development, training, cross-training, challenging assignments, job development or coaching.

Armstrong (2001) proceedings that concerns of accuracy and equality in performance appraisal is one of the key research benefits in the field of human resource management. Performance appraisal may be used as a means of assessing performance. The purpose of measuring performance is not to show only where things are not going according to plan but also to classify why things are going well so that steps can be taken to build on success. The goal of performance appraisal is to measure and summarize past performance, and develop future job performance goals and expectations it is a process of systematically assessing performance and providing feedback on which performance modifications can be made.

According to Mathis ad Jackson (1997: page 343) performance appraisal is the process of evaluating how well employees do their job compared with a set of standards and communicating that information to those employees.

The Performance appraisal system:- is the way of finding, examining, and recording information about the employee performance for the specific period in the organization and performance appraisal will help the management to implement functions linking to selection, growth, salary, promotion, and penalties.

According to Shelley (1999), the actions and results are assessed will be dependent on a variety of causes specific to the organization and industry. Most significantly, criteria would be selected that will encourage the achievement of comprehensive corporate objectives. This, Moats states that is accomplished by determining the precise role of each work in doing organization goals, and which

behaviors and outcomes are serious for success in each position. Additionally, different criteria for success should be weighted to reflect their importance.

2.2.3 Perception of Performance Appraisal

While the conception of performance appraisal is not new, the study of employee perception of the concept is still now working on. Mullins (1996) describes perception as the mental function of giving importance to stimuli. The process of perception describes the way in which information from the environment is selected and organized to provide meaning for an individual. People see things in different ways bringing about different reactions to the same matter. The way soldiers perceive performance appraisal determination a long way to affect the importance that is attached to it with regards to appraisal perception, Levy and Williams (2004) believe that belief issues can limit the effectiveness of performance appraisal. For instance, if rates have low levels of trust for their leader, they may be dissatisfied with the appraisal and may not as readily accept feedback from that source. Similarly, Mani (2002) deliberate employee attitudes associated to appraisal and found that trust in supervisors was important for determining happiness with the appraisal system.

2.2.4 Performance factors

Management must carefully choice performance standards as it relates to achieving corporate goals. Common appraisal standards are traits, behaviors, competencies, goal achievement, and improvement potential (Foot, and Hook, 2011).

Traits

A certain member traits such as attitude, appearance, and initiative are the basis for some assessments. Still, a numerous of these commonly used qualities are subjective and might be either not related to job performance or challenging to define.

In such cases, Effects of performance appraisal on employees' motivation inappropriate evaluations may occur and create legal problems for the organization as well.

Behaviors

Preferred behaviors might be appropriate as assessment criteria because if they are recognized and rewarded workers incline to repeat them. If a certain behaviors outcome in desired results, there is value in using them in the appraisal process.

Competencies

Competencies comprise a intensive range of knowledge, skills, behaviors, and performances that may be technical in nature, relate to interpersonal skills, or are business-oriented. Some managers commend that cultural capabilities such as ethics and reliability be used for all jobs.

Goal Achievement

Any organizations reflect ends more important than earnings, goal attainment outcomes become an appropriate factor to assess. The outcomes recognized must be within the control of the individual or team and should be those outcomes that lead to the firm's achievement.

Improvement Potential

When the organizations to assess their members' performance, several of the criteria used focus on the past. From a performance management view the problem is that you cannot change the past. Unless a firm takes additional steps, the assessment data become merely historical documents. Hence, firms should emphasize the future, including the behaviors and results needed to develop the employee, and, in the process, achieve the firm's goals. This contains an assessment of the employee's potential. Including potential in the evaluation process helps to ensure more effective job planning and development.

2.2.5 Effectiveness of Performance appraisal

The effectiveness of a system is describes as an external standard of how well the system is meeting the demands of the numerous groups and organizations that are concerned with its activities as (Pfeffer and Salancik, 1978) which nearly is a construct "for doing the right things" or having validity of result (Hines et al. 2000).

According to Moats (1999), effective systems of appraising performance are: (1) realistic, (2) relevant, and (3) uniform. As Bodil (1997) defines logicity as important because it supports to ensure that the system will be easily understood by employees and effectively put into action by managers. Moats further stresses that appraisal structures that are complicated or unreasonable tend to result in confusion, frustration, and nonuse. Commenting more, Moats states that schemes that are not specifically relevant to the job may result in lost time and resources.

Performance Appraisals that are not constant and standards are less effective because the criteria for achievement or loses become arbitrary and meaningless. Additionally, uniformity allows a organization to scientifically compare the appraisals of different workers with each other. Moats describes that companies must address four decisions when structuring their evaluation systems: (1) what must be evaluated? (2) Who would make the appraisal? (3) Which technique(s) should be used? And (4) how will the outcomes be communicated? In determining what to assess, designers of an appraisal system typically consider not only outcomes, but also the behaviors that lead to the results as (Bodil, 1997)

2.2.6 Purpose of performance appraisal

According to the Mc Gergor cited Chanada (1987:194), stated that the formal performance appraisal plans are desired to meet three needs/purposes, one of the organization and the other two of the individual. These are:

- 1) They provide systematic judgments to backup promotion, transfer, salary increments, etc.
- 2) They let the subordinates known where he/she stands and whether any changes are required in his/her attitude, skill and job knowledge.
- 3) They are used as a base for coaching and counseling of the subordinates.

A sound performance appraisal system can be useful in: improve employee job performance by pinpointing the areas or aspects that need improvement, encouraging employees to express their views to seek clarification on the job duties, serving as a predictor for the future responsibilities, serving as a key input for administering a formal organizational reward and punishment system, preventing grievance since the employees will know where they stand relative to their achievements,

increasing individual analytical ability of the supervisors since they will be directly involved in making judgments about their workers performance level.

According to Martine and Jackson, (2000: page 129), the assessment of appraising performance is necessary retrospective because it concerns making a judgment about the past performance of employees as well as appraisal can be used to improve current performance by providing feedback on strength and weakness (weakness are probably better labeled “areas for improvement or developmental needs” if we wish to emphasis the positive and constructive nature of this feedback).

According to Mullins, (1996: page606), Megginson, (1981: page 311-313), and Saiyadain, (1999: page 207) performance appraisal is meant for such purposes as making decision on promotion, transfer, termination, farming, improving employee performance and to provide record on employees performance administration decisions.

Van Dijk, and Schodl, (2015), describe that performance appraisal system refers to the methods and processes used by organizations to evaluate the level of performance of their personnel and to provide them with a feedback. This process can be used for both developmental and administrative purposes. Although performance appraisal is a important instrument for handling labors, managers, and workers are rarely satisfied with it. Consequently, obviously describing as the purposes of the performance appraisal and addressing the employees’ reactions are important to the success of the performance appraisal.

(Gupta 2006) describes performance appraisal as a process of assessing the performance and progress of an employee or of a group of employees on a given job and his potential for future development. He more argues that performance appraisal comprises of all formal techniques used in job organizations to assess personalities, contributions and capabilities of workers’.

Wiese and Buckley, (1998) as describes that the formal performance appraisals have several benefits if they were planned and implemented appropriately. Not only in reward allocation, promotion/demotions, recalls, transfers and choosing training and development program for employees but it may also assist individual employee’s decisions regarding job choices and the subsequent direction of individual time and effort. Furthermore, performance appraisals may

increase employee's guarantee and satisfaction. At a glance the main objectives of performance appraisal are the following points those are:

- 1) They offer inputs to systematic of rewards including salary growth, appreciations, further responsibilities and promotions.
- 2) Generate sufficient feedback and guidance from the reporting officers to the employee.
- 3) Improving employee's effectiveness: supports the employee to overcome his weaknesses and improve his performance by providing appropriate training and development program.
- 4) Help identifying employee for the purpose of motivating, training and developing them.
- 5) Generate important, relevant, free and legal information about employees.

2.2.7 Benefits of performance appraisal to organization and employee

There are a various benefits of performance appraisal both to the organization and individual personnel as Bannister and Balkin (1990); Martin and Jackson, (1997); Okoh, (1998), There are main benefits of performance appraisal to organization:-

- 1) **Improved communication of organizational goals:** Performance appraisal will help to develop communication in the organization as every employee will have a clear understanding of what organizational goals and objectives are and how to pursue them.
- 2) **Improvement in work performance and therefore overall organizational performance:** The point here is that where performance appraisal is appropriately carried out it will lead to increased productivity and better service delivery in the organization. With this customers and clients will be better for it.
- 3) **Identification of potential to aid succession planning:** Performance appraisal will benefit an organization in the sense that it will make obvious to plan for succession of employees working in the organization. Without adequately and carefully planning for succession of employees an organization will run into problems.
- 4) **Evaluation of effectiveness of selection criteria for new or newly promoted employees:** Performance appraisal will also benefit an organization in the sense that it will enable organization to assess the effectiveness of certain used in promoting employees. If the criteria are ineffective then

the organizations discontinue or effect some necessary changes to strengthen it otherwise the organization will continue to promote incompetent employees.

- 5) **More objective distribution of rewards and Improve retention of employees:** When performance appraisal is properly and objectively carried out, it will lead to more objective distribution of rewards in the organization. By so doing grievances and other forms of passive resistance will be reduced to the advantage of the organization. Moreover, it can lead to retention of qualified, efficient and effective employees in the organization while the ineffective and inefficient ones may be retrained or even be shown a way out of the organization.

In additional, there are major benefits of performance appraisal to individual employee are;

- I. ***Increased understanding of strategic aims and own role in organization success:*** Performance appraisal will benefit an individual employee in the sense that the employee will see how his contribution will help the organization to achieve the strategic objective of the organization. This will enable to employee to have a clear view of what his roles entailed and the strategic position he occupies in fulfilling those roles in the organization.
- II. ***Increased motivation and job satisfaction:*** Performance appraisal can have a thoughtful effect on levels of employee incentive and satisfaction then for better as well as for poorer. Performance appraisal provides employees with recognition for their Owen work of efforts. The power of social recognition as a motivation has been long prominent. In fact that, there is proof those human beings will even desire negative appreciation in preference to no recognition at all. In the others, the reality of an appraisal program indicates to an employee that the organization is honestly interested in their individual performance and development. This alone there have a positive influence on the individual's wisdom of worth, commitment and fitting. The strength and occurrence of this natural human desire for individual recognition must not be overlooked. Absenteeism and turnover degrees of in some organizations might be greatly decreased if more consideration were paid to it.
- III. ***Development of potentials:*** Performance appraisal will benefit an employee in appreciating the potential he has developed over a period of time and how those potentials could be put to good use to his own advantage and that of the organization. This in essence gives the employee a sense of fulfillment and how to consolidate and improve on those potentials he has acquired.

IV. ***Better informed career-planning:*** Performance appraisal will enable an employee to be better informed about his career planning. In other words, it will make obvious some of the strengths and shortcomings the employee has. With this, the employee will be counseled on how to plan his career, by working to consolidate the areas of his strength and working to improve areas of his shortcoming. Better understanding of the link between effort, performance, reward and job security. Appropriate performance appraisal will enable an employee to understand and appreciate the intrinsic link between efforts, performance, and reward and job security. These four items are linked and are the main concern of every efficient and effective employee in any organization.

2.2.8 Types of Performance Appraisal:

According to Cascio (1995: 38), states that the essential requirements for any rater are that a sufficient opportunity be made available for performance to be perceived over a rational period of time. The performance appraisal technique has been developed; the next step is to determine who will perform the assessment function, and where to get the feedback from. There are five parties who can do the appraising which include Self-appraisal, Supervisor's appraisal, Subordinate's appraisal, Peer appraisal and Persons outside the immediate work environment. Self-appraisal: Self-appraisal is justified where there are strong reasons to believe that the employee himself is in the best position to observe and evaluate his/her own systems of work and results. It gives a chance for the employee to look at his/her strengths and weaknesses, the achievements, and judge his/her own performance.

Cascio (1995: 291) believes that the opportunity to participate in the performance management process, particularly if appraisals are combined with goal setting and the chance to add value to the organization, improves the employee's motivation and reduces defensiveness during the evaluation interview. However, self-appraisals tend to be more lenient and more biased, and are probably more appropriate for counseling and development than for employment decisions. Supervisor's appraisal: The supervisor's appraisal focuses on the employee's responsibilities and the real performance is rated by the supervisor, because the supervisor is the person who is most familiar with the subordinate's performance and also is in the best situation to observe the employee's behavior and his/her performance. Subordinates' appraisal: Subordinates' appraisal gives a chance to

judge the worker on capabilities such as communication and motivational skills. Subordinates know how well a supervisor delegates, organizes and plans.

The information for subordinate's appraisal can provide a sense of morale within the unit and is an indicator of the respect the staff has for the supervisor. Subordinates' ratings can assist management in identifying individuals who are promotable because of their skills in managing people. Peer appraisal: Peers' feedback can help to evaluate employees' capabilities to work in a team, be cooperative and sensitive towards others. The judgment of peers can provide a perspective on performance that is different to that of the supervisor.

2.2.9 Methods of performance appraisal

According to as P.SUBBA and V.S.P. (2004).with the evaluation and development of appraisal system a number of methods or techniques of performance appraisal have been developed. The important among them are.

a) ***Graphic rating scale***, graphic rating scales compare individual performance to an absolute standard. In this method, judgments about performance are recorded on a scale. This is oldest and broadly used method. This method is also known as linear rating scale or simple rating scale. These assessments are supplied with published forms, one for each worker. Those forms is contain a number of purposes, behavior and traits based on qualities and characters to be rated based of quality and volume of work, work knowledge, consistency, creativity attitude, etc. in the case of workers and analytical ability, creative, ability, initiatives, leadership qualities, emotional stability in the case of managerial personnel.

b) ***Ranking method***.

The features of ranking method are the staffs members are ranked from best to worst on nearly their characters. The rater first discovers the worker with the highest performance and the workers with the lowest performance in that exact work category and rates the previous as the best and the later as the poorest. Then the rater selects the next highest and next lowest and so on until he rates all the workers in that groups.

c) ***Paired comparison method***.

This method is relatively simple. The appraiser's ranks that employees by compare one worker with all other workers in the group, one at a time, this method result are in each employee being

given a positive comparison total and a certain percentage of the total positive assessment. This percentage of positive comparisons gives the paired comparison method and gain over other comparative methods. Paired comparison does not force distribution of workers in each department.

d) ***Force distribution method.***

The rater may rate his personnel at the higher or at the lower end of the scale under the earlier methods. Then Force distribution method is established to prevent the raters from rating too high or too low. In this method, the rater after assigning the point to the performance of each employee has to distribute his ratings in the pattern to follow to normal frequency distribution. Thus similar to ranking method, forced distribution necessitates the raters to extent their employee evaluation in a approved distribution. Like to this ranking, this method eradicates central tendency and leniency biases. But, in this method workers are placed in certain ranked classes but not ranked with in the categories. Relatively often work groups do not reflect a normal spreading of individual performance. This method is based on the rather questionable statement that all groups of employees will have the same distribution of excellent, average and poor performance. If one department has all outstanding employees, the supervisor would find it extremely difficult to decide who should be placed in the lower categories. Difficulties can also arise when the rater must explain to the employee why he was placed in one grouping and others were placed in higher grouping.

e) ***Checklist methods.***

The checklist is a simple rating technique in which the manager is given a list of statements or words and asked to checked statements representing the features and performance of each worker.

f) ***Critical incident method.***

In this methods are employees are rated discontinuously that is once in a year or annually under the earlier methods. The performance rated might not be reproduce actual and overall performance as the rater would be serious about appraisal just two or three weak before the appraisal. Therefore a continuous appraisal technique that is a critical incident method has been developed. In this method, the supervisor must be continuously records that the critical incidents of the employee performance or behavior relating to all features in a specially designed note book.

g) The manager rates the performance of his subordinates on the base of records taken by him. Since the critical incident technique does not have necessarily had to be a separate rating system, it can be effectively employed as documentation of the reasons why an employee is rated in a certain way. The critical incident technique has the improvement of being objective because of the rater considering the records of performance relatively than the subjective point of view.

h) ***Essay or free form appraisal.***

Essay or free from assessment is needed the supervisor to write a short essay describing each worker's performance during the rating period. This format emphasizes the evaluation of overall performance, based on the workers strengths and weaknesses of worker performance, rather than specific work measurements. By asking supervisors to compute specific example behavior, the essay method minimizes supervisory bias and halo effect. The time involved in writing separate essays about each employee can be challenging. Essays assessments are not agreeable for evaluation analyses, fifty essay describing different workers' performance cannot be tied to merit increase and promotion possibilities because of there is no mutual standard. Another of inherent limitation of this method is that the evaluator may have equal skills in writing the essay. A skillful writer can present a more dramatic situation about an employee than a difficult writer or supervisor. Thus the quality of the rating depends, not really on employee performance, but on the writing capability of the rater.

i) ***Group appraisal.***

Under this method is an employee is evaluated by a group of appraisers and this group involves of the immediate supervisor of the worker, other supervisors who have close contact with the employee's effort, supervisor or head of the department and advisers. The head of the department or manager may be the Chairman of the group and the immediate supervisor may act as the controller for the group activities. This group uses any one or multiple systems discussed earlier. The immediate supervisor informs other members about the job characters, demands and standard of performance. Then the group appraises the performance of employee, compares the actual performance with standard, finds out the deviations, discusses the reasons, suggests ways of for progress of performance, formulates action plan, studies the need for change in the work analyses and standards and recommends change, if necessary. This method is widely used for purposes of promotion, demotion and economizing appraisal.

j) ***Behaviorally anchored rating scale (BARS)***

The behaviorally anchored rating scale techniques are links' the element of the traditional rating scale and critical incident method. By using of the behaviorally anchored rating scales are job behaviors from critical incident-effective and ineffective behavior –are defined more objectively. These methods of employments are individuals who are familiar with a particular job to identify its major components. They then rank and legalize specific behaviors for each of the components.

k) ***Assessment center.***

This is not a method of performance appraisal by itself. In fact it is a system or organization, where assessment of several individual is done by various professionals by using various techniques. These techniques include the techniques discussed in this methods is adding to in basket, role plying, case studies, simulation exercises, structured in sight, transactional analysis etc. in this methodology individuals from many departments are brought together to devote two or three days working on an individual or group assignment similar to the ones they would be handling when promoted. Observers rank the performance of each and every member in order to merit. Since assessment centers are basically meant for assessing the potential of candidates to be considered for promotion, training and development, they offer an outstanding means for conducting assessment procedure in an objective way. All assesses get an equal chance to show their talents and competencies and secure promotion based on merit. Since evaluators know the position requirements intimately and are trained to perform the evaluation process in an objective manner, the performance rating may find favor with the majority of the employees. A considerable amount of research evidence is available to support the contention that people chosen by this method prove better than those chosen by other methods. The center enables individual working in low status department to compete with people from well-known departments and enlarge their promotion chance. Such opportunities, when created on a regular basis, will go a long way in improving the moral of promising candidates working in less-important –position.

l) ***Human resource accounting.***

Human resource accounting deals with cost of and contribution of human resource to the organization. Cost of the employee includes cost of man power planning, recruitment, selection,

induction, placement, training, development, wage and benefits etc. Employee's contribution is the money value of employee service which can be measured by labor productivity or value added by human resource. Cost of human resource may be taken as standard. Employee performance can be measured in the term of employee contribution to the organization. Employee performance can be taken as positive where contribution is more than the cost and performance can be view as negative if cost is more than contribution. Positive performance can be measured in terms of percentage of excess of employee contribution over the cost of employee. Similarly negative performance can be calculated in terms of percentage of deficit in employee contribution compared to the cost of employee. These percentages can be ranked to 'zero level'. This technique has not developed and still it is in the transitional stage.

m. Management by objectives.

Although the concept of management by objectives was progressive by Peter F. Drucker way back in 1954, it was defined as only recently as the 'Larger rage' in performance appraisal. Refinement brought out by George Odiorne, Valentine, Humble and other have enriched the concept and made it more acceptable all over the globe as an appraisal technique. During the last decade about 50 organizations have approved management by objectives in their work setting. Some of the companies which implemented management by objectives reported excellent outcome, others disappointments, and many in decision. Stated briefly, is a 'management by objectives process whereby the superior and subordinate supervisors of an organization jointly identify its common goals and define each individual's major areas of responsibility in terms of the outcomes likely of him and use of these measures of directs for the operating of unit and evaluating the contribution of its followers'. Thus MOB focuses attention on participative set goals that are tangible, verifiable, and measurable. The emphasis is on what must be accomplished generally, the MOB process is undertaken along the following lines:

The subordinate and superior jointly determine goal to be accomplished during the appraisal period and what level of performance is necessary for the subordinate to satisfactorily achieve specific goals.

During the appraisal period the superior and subordinate up-date and alter goals as necessary due to change in the business environment.

Both superior and subordinate decide if goals were met by the employee and discuss if not, why not. Taken in to consideration is the reason for deviation from expected performance such as a strike, lock-out, market change, or labor dispute.

New goals and performance objectives are determined by the superior and employee for the next period based on performance level.

n. 360-Degree Appraisal Method

Essentially, performance assessment on individual employees involves a wide spectrum of people including internal and external customers, suppliers, peers, team members, superiors and subordinates (Erasmus et al, 2003). The information can be gathered by using formal and structured interviews, informal discussions, surveys and observations. The appraisal information is used in feedback to the employee and it serves as an important input for career development and training. The broad spectrum ensures a good evaluation of the workers' strengths and weaknesses and it enhances self-insight to develop to one's full potential. This approach fits with the current trends in leadership thinking.

360 degree evaluations are the latest approach to evaluating performance. It is a popular performance appraisal method that involves evaluation input from multiple levels within the firm as well as external sources. There are numerous authors who propose definitions of the 360 degree feedback process. "Feedback from multiple sources or '360 degree feedback' is a performance appraisal approach that relies on the input of an employee's superiors, colleagues, subordinates, sometimes customers, suppliers and/or spouses" (Yukl&Lepsinger, 1995).

2.2.10 Characteristics of performance appraisal

Performance appraisal cannot be executed successfully unless it is accepted by all concerned. There should be a common and clear empathetic of the distinction between assessment and appraisal. As Patten (1982), says that evaluation aims at objective measurement, though appraisal comprises both objective and subjective evaluation of how well worker have accomplished during the period under appraisal. Thus performance appraisal aims at the feedback progress and assessment and method of performance appraisal should focus on the job of worker, the situation of the organization, and the employee him- or herself. These three

influences are inter-related and inter-dependent. Then, in order to be effective, the appraisal system must be individualized, subjective, and qualitative and oriented towards problem-solving. It should be based on clearly identified and measurable standards and pointers of performance. Since what is being evaluated is performance and not personality, personality behaviors which are not appropriate to job performance should be excluded from the appraisal context.

Additional importance of designing a performance appraisal method is:

Aim: The job explanation and the performance goals must be structured, commonly decided and accepted by both executive and employees.

Reliability and consistency: Appraisal should contain both objective and subjective ratings to produce reliable and consistent measurement of performance.

Real and simple format: The appraisal format must be practical, simple and aim at achieving its basic jobs. Long and complicated formats are time consuming, difficult to understand, and do not produce much useful information.

Regular and routine: While an evaluation system is anticipated to be formal in a structured manner, informal contacts and interactions can also be used for providing feedback to workers.

Participatory and open: An effective appraisal method should essentially for involve to the employee's participation, typically through an appraisal interview with the manager, for feedback and future planning. During this interview, past performance should be discussed openly and future goals established.

Feedback: must be timely if feedback is timely; it misses its utility and may have only limited influence on performance.

Feedback must be noticeable: The staff member actuality appraised must be made aware of the information used in the appraisal process. An open assessment process creates credibility.

Rewards: both positive and negative - should be part of the performance assessment system. Moreover, the process lacks of impact.

Impersonal feedback essential for impersonal if it is to have the desired effect. Personal feedback is usually rejected with contempt, and eventually is not motivates the employee.

Commitment: Responsibility for the appraisal system should be positioned at a senior level in the organization so as to ensure commitment and contribution throughout the management hierarchy.

Relevance and responsiveness: Planning and appraisal of performance and resulting rewards or punishments should be oriented towards the goals of the program in which the employee has been allocated according to a role.

2.2.11 Criteria of performance appraisal

The principle or criteria that management choose to evaluate, when appraising employee performance, will have a main impact on what employees do. Typically the contented to be evaluated is determined on the base of work analysis. Content to be appraised may be in the form of contribution to organizational purposes like production, costs savings and return on capital, etc. (Rao & Rao, 2004:220).

Mathis and Jackson (1997:341) and Robbins (1998: 1204- 05), stated that criteria for assessing job performances can be classified as trait-based, behavioral based, or results based as discussed below

- i. Individual task outcomes:* measure job-related results like amount of deposits mobilized number of customers served, number of new accounts opened, volume of transactions posted, number of tickets produced, etc.
- ii. Traits:* Trait based criterion identifies a subjective Character trait such as “pleasant personality”, “initiative,” or “creativity” and has little to do with the specific job. Such traits tend to be ambiguous, and courts have held that evaluation based on traits such as adaptability and general behavior is too vague to use as the basis for performance based human resource decisions. If the standards used focus solely on activities rather than output (results), or on personality traits rather than performance, the appraisal may not be well received (Ivancevich, 2004).

- iii. Behaviors:* to measure and observable physical actions and movements. In many cases, it is difficult to isolate specific results that can be directly attributable to an employee's. Generally, criteria are relevant when they measure employees on the most important aspects of their jobs. Mathis and Jackson (1997:341), as describes supplemented that jobs usually include many duties and tasks, and so measuring performance usually requires more than one dimension. If the performance criteria leave out some important job duties, they are deficient. If some irrelevant criteria are included in the criteria, the criteria are said to be contaminated. Managers use deficient or contaminated criteria for measuring performance much more than they should.

2.2.12 Process of performance appraisal

According to Craig et al (1986), Performance appraisal is a multistage process in which communication plays an important role then performance appraisal process are;

- ✓ *Establishing standards and measures:* The first step is to identify and establish measures which would differentiate between successful and unsuccessful performances. These measures should be under the control of the employees being appraised. The methods for assessing performance should be decided next. Basically, management wants to: know the behavior and personal characteristics of each employee; and assess their performance and achievement in the job. There are various methods available for assessing results, behavior and personal characteristics of an employee. These methods can be used according to the particular circumstances and requirements.
- ✓ *Communicating job expectations:* The second step in the appraisal process is communicating to employees the measures and standards which will be used in the appraisal process. Such communication should clarify expectations and create a feeling of involvement.
- ✓ *Planning:* In this stage, the manager plans for the realization of performance expectations, arranging for the resources to be available which are required for attaining the goals set. This is an enabling role.
- ✓ *Monitoring performance:* Performance appraisal is a continuous process, involving ongoing feedback. Even though performance is appraised annually, it has to be managed 'each day, all year long.' Monitoring is a key part of the performance appraisal process. It should involve

providing assistance as necessary and removing obstacles rather than interfering. The best way to effectively monitor is to walk around, thus creating continuous contacts, providing first-hand information, and identifying problems, which can then be solved promptly.

- ✓ **Appraising:** This stage involves documenting performance through observing, recalling, evaluating, written communication, judgment and analysis of data. This stage is like putting together an appraisal record.
- ✓ **Feedback:** After the formal appraisal stage, a feedback session is desirable. This session should involve verbal communication, listening, problem solving, negotiating, compromising, conflict resolution and reaching consensus.
- ✓ **Decision making:** On the basis of appraisal and feedback results, various decisions can be made about giving rewards (e.g., promotion, incentives, etc.) and punishments (e.g., demotion). The outcome of an appraisal system should also be used for career development.
- ✓ **Development of performance:** The last stage of performance appraisal is 'development of performance,' or professional development, by providing opportunities for upgrading skills and professional interactions. This can be done by supporting participation in professional conferences or by providing opportunities for further study. Such opportunities can also act as incentives or rewards to employees. Besides the stages discussed earlier, it is important to note communication is very central to effective performance appraisal. That is, communication is at the core of an appraisal system. Communication can be either upward or downward. Downward communication is from upper management levels to lower levels, and passes on a judgment of how the employees are doing and how they might do even better. As the information flows downward, it becomes more individualized and detailed. Upward communication is from lower to higher levels. Through this process, employees communicate their needs, aspirations and goals. As information flows upward, it has to become brief and precise because of the channels through which it has to pass.

2.2.13 Problems and effective performance appraisal.

2.2.13.1 Problems of effective performance appraisal

According to John, (2011), the most serious performance appraisal problems is

- 1) ***Don't evaluate actual performance*** — most of the assessment that supervisors complete concentrated on “the person,” including characterizations of their personal “traits” that is commitment, knowledge which means technical knowledge or behaviors. While these factors may contribute to performance, they are not connections of actual output. If you want to measure the person, call it “person appraisal.” Performance is output quality, volume, value, and approachability.
- 2) ***Infrequent feedback*** – if the primary objective of the process is to classify and resolve performance issues, executing the process annually is silly. A quality assessment or control program anyplace else in the business would operate in actual time. At the very minimum, formal feedback needs to be given quarterly.
- 3) ***Non-data-based evaluation*** — most processes rely 100% on the memory of those completing the assessment because pre-populating the forms with data to inform decisions would be too difficult). Then in addition, most assessment criteria are “unclear” and subjective.
- 4) ***Lack of effectiveness metrics*** — many accept that the objectives of the process are to recognize outcomes, provide feedback to address weaknesses, determine training needs, and to identify poor performers. Unfortunately, seldom do process owners ever measure their processes' contribution to attaining any of these goals. Instead of, the most common measure relating to performance assessment is the percentage completed.
- 5) ***Lack of accountability*** – supervisors are not measured or detained accountable for providing precise feedback. Although they may be reprimanded for completing them late, there is no penalty for doing a half-assed job or making mistakes on them, which is incredibly common. One firm attempting to remove a upsetting employee found that the manager had rated the individual the highest within the department and awarded them employee of the year.

2.2.14 Errors of effective performance appraisal

There are a number of barriers that supervisors confront while exercising performance appraisal. These could be in the area of establishing the scheme, the perception of appraiser and appraisee.

1. **Challenges/Errors of the scheme** : Martin, (2000: page 131), listed the following missing key points for successful appraisal scheme: senior managers are not fully committed to the ideas of appraisals, lack of pre-appraisal training to supervisors that helps to make fair and objective assessments and to carry out effective appraisal interview, ambiguity on the job description, goals, traits, poor criteria and cumbersome, techniques, in effective rating instrument and more forms than substance, fail to consult with manager, employees, and associations about the design and implementation of appraisals before they are introduced, absence of regular monitoring of the schemes, systems are not generic/tailor-made the specific organization rather passed from other organization/company, and unable to keep the scheme as simple and straight forward as possible
2. **Challenges/Errors of the rater/Appraiser:**
 - A. Halo error/effect course when a rater allows a single prominent characteristic of an employee to influence his/her judgment on each separate item in the performance appraisal. it is means that “the first impression is the last impression”. In other traits and the reverse is also true. As it is vividly explained by Mejia Gomez (1995:267), there are two causes of halo error: A supervisor may make an overall judgment about a worker and then confirm all dimensional rating to that judgment and/or, a supervisor may make all rating consistent with the workers performance level on a dimension that is important to the superior. One way of minimizing this effect might be appraising all the employees by one trait before going to rate on the basis of another trait.
 - B. **Constant error/Leniency and strictness:** the leniency bias crops when some rates have a tendency to be liberal in their rating by assigning higher rates consistently.
 - C. **Central tendency:** tendency of a manager to rate most employees’ performance near the middle of performance scales. In other words, some managers follow “play safe policy” by avoiding rating employees at both the extremes of the scale that the reason behind is

answerability to management or lack of knowledge about the job and person he/she is rating or least interest in his job.

- D. *Personal prejudice/bias*:** if the rater dislikes any employee or any group, he may rate them at the lower end, which may distort the rating purpose and affect the career of these employees.
 - E. *Same-to me/similar to me error*:** this favoring the performance of employee who is similar in their behavior to one self/rater.
 - F. *Contrast error*:** sequencing of rating or when the performance appraisal taken as referent to rate that of others. In the other word, if superior first then average performers will be rated low. On the contrary, if poor performers are appraised first, performers will be rate high.
- 3. *Challenges/Errors of Rate/Appraise*:** Most employees believe that they are doing a good job so that negative appraisal and feedback can be highly moral deteriorating, and as a result it can cause them to perform worse.

2.2.15 Ethics and Performance appraisal

Performance assessment due to concern must be given to the ethics of appraisal. Failing to do so may lead to cropping up of many organizational problems and the defection of the very purpose of approval. Hence, Kellong in Mamoria (1980: page 335), suggests the following rules to be adhered to for a performance appraisal to be ethical.

1. Don't appraise without knowing why the appraisal is needed.
2. Appraises on the basis of sufficient and relevant representative information.
3. Be honest in your assessment of all the fact you have obtained.
4. In offering an appraisal, make it plain that this is only your personal opinion of the facts as you see them.
5. Pass on appraisal information only to those who have good reason to want it.
6. Don't write one thing and say anther.
7. Don't imply the existence of an appraisal that has not been made.
8. Don't accept anther appraisal without knowing the basis on which it is made.

2.3 Empirical review

Nyaoga (2010) has presented that research study on the effectiveness of performance appraisal systems in private Universities in Kenya, Kabarak University in specific. His study shows that performance appraisal method is the only real metric way by which an organization can know the level of performance of its different employees. While most of workers were conscious of the type of performance evaluation system used in the private universities, such systems are not based on any serious formal purpose for which they were proposed. The effectiveness of performance appraisal methods in the private universities were only based on training to the workers involved in the rating or appraising process and are multi- rating systems. Conclusively, because of the performance appraisal systems used in private universities were not effective and that they exist just as a matter of formalities, the private universities could not measure their workers' performance therefore making it problematic to achieve the proposed Human Resource Management objectives Kabarak University. Mackenzie (2000) also conducted a study on performance appraisal systems for organizational success. The purpose of the study was to examine the issues associated with performance appraisals and identify proven and suitable methodologies which will result into a process that is credible, equitable and the one that reinforces the desired organizational directions. The procedures developed for this study were aimed at overcoming these issues. This was achieved by evaluating the need for performance appraisals, problems associated with various methodologies and examining the qualities that need to be measured both in terms of the individual and organization and identifying the means of improving organizational performance. The research found that the current processes within the Queensland Fire and Rescue Authority (QFRA) focus on dealing with diminished performance issues. Subsequently, the efforts of the individual are not necessarily aligned with the desired organizational direction and little incentive exists amongst managers to challenge the current processes or encourage risk taking to improve service delivery.

Another study was shown by Walsh (2003) on supposed fairness of and satisfaction with employee performance assessment in Southern United States. This study studied at the employees' responses to fairness of and satisfaction with an existing performance appraisal system using a hypothesized four-factor model of organizational justice as the theoretical basis (Greenberg, 1993). The data were gain in to through a survey questionnaire from 440

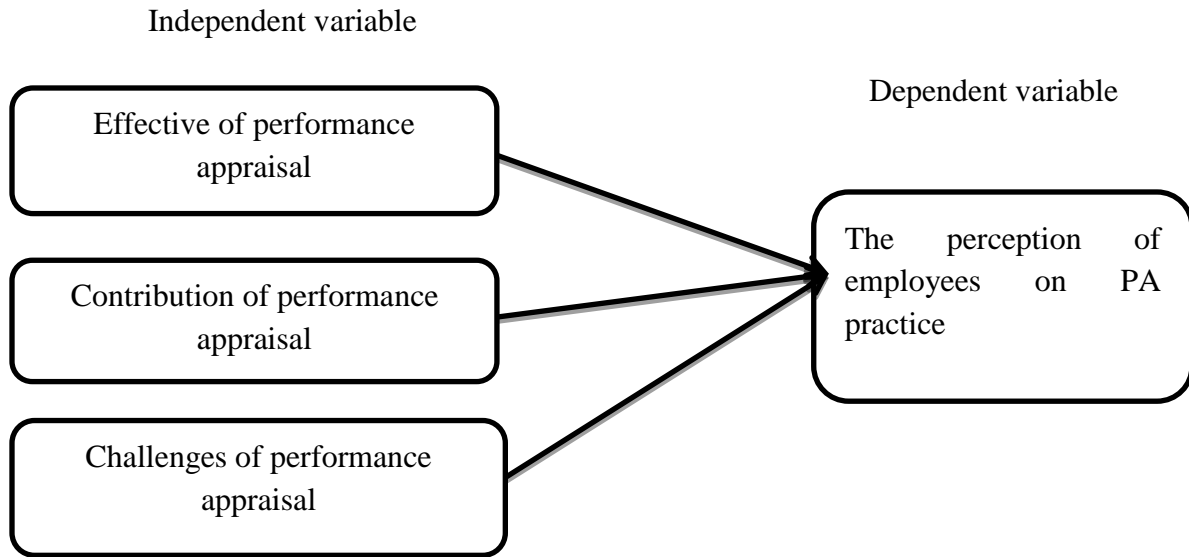
participants from two organizations that were part of a large public employment system. The outcomes of the study indicated that respondents perceived the performance appraisal system to be fair as indicated by their agreement with 9 of the 10 scales used to measure reactions to fairness. The conceptualized four-factor model was not found to represent the underlying factor structure substantially better than alternative plausible three-factor models. The best fit three-factor model however, provided some support for the differentiation between procedural and interactional organizational justice factors, which is a distinction that has been debated in the organizational justice literature.

Rao (1979) conducted a study on a performance appraisal in public sector in India. The objective of the study was to know if the performance appraisal helps to recognize their strength and weaknesses. The survey of 588 officers of large public sector company in India indicated that about 98 percent of the respondents felt that the appraisal system should help to recognize their strength and weaknesses. A fairly high percentage of them (over 60 percent) recognized that it is very difficult to have objective assessment in any form of appraisal because human factors are always involved. This survey seems to have been conducted in a company that operates traditional appraisal system. This study focuses on an open performance appraisal program that is based on direct engagement between the appraiser and the appraised. The above study seems to be comprehensive and relevant to the present study as it lays a good foundation for studying the effectiveness of 360 degree performance appraisal practices in public institutions evaluating the performance appraisal system in the bank of Botswana was another study conducted by Migiro and Taderera, (2010). But, it was also found out that the reward outcomes did not always indication a positive reflection of the performance appraisal results, and that the system was not stable. This article are identified the issues that need to be addressed for the Bank's performance appraisal system to be effective and meet its goals: regular training for both the employees and the evaluators, transparency in the implementation of the appraisal system, provision of continuous feedback to employees on their performance and reduction of inconsistency in the system across the Bank. Notwithstanding that, the study had limitations in the sense that the appraisal of the appraisal system was done only in one organization, the Bank of Botswana. Also, the researcher used only one method to collect data, the questionnaire, thus, limiting the chances for triangulation of the information obtained from the survey. This study highlights the

exceptional challenges of the performance appraisal system in the bank and provides suggestions for its development.

2.4 Conceptual frame works of performance appraisal

Fig 1 Conceptual Framework of the study



Source: Own Developed Model, Model (2019)

So, as indicated in figure 1 in the conceptual framework, the two variables are interrelated and there is no way they can be separated. Dependent variables are variables that researchers measure in order to establish the change or effect created on them. A dependent variable waits for the effect of an independent variable. For example, in this study, Contribution of performance appraisal, Effective of performance appraisal and Challenges of performance appraisal are independent variables resulting to the perception of employees on performance appraisal practice which is dependent because they it relies on the effects of the three.

CHAPTER THREE

3. METHODOLOGY

The Methodology deals with the research design and methodology, techniques and methods of sampling, data collection, data processing and data analysis.

3.1 Description of the study area

This study was conducted in Major General Hayelom Araya Military Academy which is found in Holeta genet Finfine ZuriaLiyu Zone of Oromia Region. Holeta Genet comes into existence with the construction of Addis Abeba-Ambo road. The academy has capacity to take on 300 cadets every year and graduate with diploma and degree programs and military rank of second lieutenant. To support this mission the academy has six departments that are logistics, training, human resource, general service, short term training and finance.

3.2 Research Design

The study were descriptive study that sets out to describe the perception of employees on performance appraisal practice based on the data collected from staff members of the study in MGHA military academy. Data collected from respondent were analyzed and interpreted so as to arrive at meaningful findings. Descriptive statistical techniques are adopted for analysis of data collected. In so doing frequency tables, percentages and mean were used.

3.3 Research approach

The main purpose of the study was to assess the perception of employee on performance appraisal practice in MGHA military academy which demands collection of some numerically expressed results regarding the matter. As a result, the researcher believes that quantitative dominant mixed research design which requires survey method to be employed would be used. To support and address the gap in qualitative design, an open ended questionnaire could be employed and the results would be discussed.

3.4 Population study

Population is the potential respondents of interest. The study covered only permanent employees MGHA military academy. The available total employees who serve as study respondents were 163, which include 11 higher officers, 98 Line officers, 47 Noncommissioned officer and 07 private soldiers. The total study population has consisted of 163 respondents, which comprising of the aforementioned officers and staff members who are working in the academy on permanently basis. The methods the researcher interested to use for conducting the study were census method the reasons it addresses all the population employees of the academy.

3.5 Data Source

Primary and secondary data have been collected from both primary and secondary source. Primary data collected using, open-ended and closed ended questions and secondary data gathered from various documents such as annual performance evaluation reports, performance evaluation formats, annual plans, reference books, reference materials unpublished sources, policies, regulations and guidelines of the academy.

3.6 Data Collection Instruments

3.6.1 Questionnaire

A Structured questionnaire both in Amharic and English, which is translated from English to Amharic, has been used. This involves both closed and open ended questions. Respondents have been requested to fill out the questionnaires which mainly consist of close ended questions which require level of agreements under each statement. Factual figures collected from each employee in general which help the researcher to evaluate the effectiveness of performance appraisal practice at MGHA military academy. The level of the agreement of respondents indicated on five point ranking from” strongly agree”, “agree”,” neutral” and disagree “strongly disagree”. In order to obtain interpretable data, the questionnaires have been constructed in the form of Likert scale. Questionnaires have been modified from similar topic and then tested accordingly.

3.6.2 Interview

To substantiate the data collected using the questionnaire, semi structured interview have been held with higher officers of the Military Academy. This data helped the researcher to fill the loop hole which might emanate from other data collection instruments and audio recorder would be used.

3.7 Research Procedures

A pilot test involving 20 respondents has been carried out to evaluate the completeness, exactness, accuracy and clarity of the study. The researcher used Cronbach's Alpha to test of the reliability. After the amendment of the final questionnaire, the researcher explained the purpose of the research and seek permission from the Major General Hayelom Araya Military Academy to carry out the actual research. The final questionnaires were distributed to the respondents with the help of research assistants. This enhances the speed of data collection. Each complete questionnaire is treated, as a unique case and a sequential number given to each. The collected data were edited and entered into the Statistical Package for the Social Sciences (SPSS) software to enable the carrying out of the analysis.

3.8 Data Analysis

The analyses were both qualitative and quantitative approach (i.e. with and without numerical information) of processing and summarizing information. The collected data have been analyzed using a computer Statistical Package for Social Science version 20 (SPSS). Because the aim of the study is to assess the perception of employees on performance appraisal practice in MGHA military academy. The data have been analyzed using descriptive statistics. In addition the analysis of qualitative data have been conducted since the purpose of mixing qualitative and quantitative data in one research is to substantiate the data each other and to make the finding more suitable. Descriptive statistics has been used to analyze the qualitative data, which is audio recorded during interview to verify the quantitative data. The qualitative data was analyzed thematically and triangulated with the quantitative findings.

3.9 Validity and Reliability

The researcher assured and considers the following points in his procedure in order to meet the requirements of the objectives of this study.

3.9.1 Validity

Content validity test was conducted to ensure that the measure includes sufficient coverage of the investigated questions, meanwhile the face validity has been conducted to validate the items of research questionnaire and to confirm that the items are more reliable. Before the main study the researcher has carried out the pilot survey to minimize errors due to improper design elements, such as question wording or sequence. So it is important to discover confused interview instructions; learning and ensures validity of the questionnaire whether it is too long or too short of the information and may determine whether the data collection plan for the main study is an appropriate one or not.

3.9.2 Reliability

Reliability test has been done to check whether the Questionnaire consistently reflect what it mean measure or not. For the test of reliability Cronbach's alpha used as a measure of internal scale consistency using SPSS software.

Table 3.1 Reliability taste

Reliability Statistics

| | Cronbach's Alpha | Number of Item |
|---|------------------|----------------|
| Effects of PA practice on employee perception | .907 | 13 |
| Contribution of PA practice | .874 | 5 |
| Challenges of PA practice | .841 | 7 |
| Total | .874 | 25 |

Source: survey 2019

From the above table the item characteristics of each sub scale of the questionnaire was Cronbach's Alpha is 0.874. After the pilot test, confusing and ambiguous words of questions from original questionnaires were corrected and irrelevant questions were avoided.

3.10 Ethical Considerations

The study was considering some ethical issues. In the main study phase, the investigator has make briefing for respondents to give serious attention for respondents necessary information and completing the questionnaire presented and assure them their feedback would be keep secure. As such, each respondent has the awareness of having the right to respond or not, the respondent has the right to participate or not, respondents have been informed about the purpose of the questioner and the study considers the confidentiality of the response by not asking to state name. The information collected from academy is going to be kept confidentially in order to keep their ethical value. Institutional secured data were not required for the analysis, and this in turn encouraged the academy representatives to freely respond for the items under study.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Introduction

This chapter deals with results and the process through which the results were obtained. These include background information of respondents, the statistical methods of analysis.

4.2. Respondents' Profile

The demographic section of the questionnaire shows the information about the gender, age, educational level, work experience, Rank/position of employees to have a better understanding of their responses and resulting conclusion for the research.

The study put into account the gender, age of the respondents, current educational level, work experience which were considered relevant to this study. Table 4.1 presents the background information of the respondents.

Table 4.1 Socio-demography of respondents

| Demographic Variables | Frequency | Percentage |
|---------------------------|-----------|------------|
| Gender | | |
| Male | 137 | 86 |
| Female | 26 | 14 |
| Total | 163 | 100 |
| Age | | |
| 18 to 25 | 10 | 6.1 |
| 26 to 35 | 90 | 55.2 |
| 36 to 45 | 54 | 33.1 |
| Above 46 | 9 | 5.5 |
| Total | 163 | 100 |
| Level of Education | | |
| College diploma | 77 | 47.2 |
| 1st Degree | 72 | 44.2 |
| 2nd Degree | 14 | 8.6 |
| Total | 163 | 100 |
| Military Rank | | |

| | | |
|--------------------------|-----|------|
| Private soldiers | 5 | 3.1 |
| Noncommissioned officers | 46 | 28.2 |
| line officers | 91 | 55.8 |
| Higher officers | 21 | 12.9 |
| Total | 163 | 100 |
| Work Experience | | |
| Below 5 years | 12 | 7.4 |
| 5 to 10 years | 43 | 27.3 |
| 11 to 15 years | 64 | 39.3 |
| 16 to 20 years | 31 | 19.0 |
| Above 21 years | 13 | 8.0 |
| Total | 163 | 100 |

Source: own survey, 2019

Analyzing the data obtained from the questionnaire, table 4.1 reveals that most of the sample employees who had participated in this study were male with total of 137(86%) while the remaining 26(14%) were female. The analysis of gender distribution shows that the study populations were dominated by male. This is because of the tedious nature of the work of the army in general and the MGHA military academy in particular. Historically it was rare to find women in the army due to the rigorous nature of the training. However, in recent times there have been deliberate moves to recruit women into the army.

Table 4.1 also shows the age composition of the respondents. Ninety (90) sample participants of employee were between 26-35 years representing the majority which is (55.2%). While the remaining 54 employee were in the category of 36-45 years which represents 33.1% from the total employee participant of this study. The other participants were in the category of 18 - 25 years of age which represents 10 (6.1%) participants and the remaining 9 (5.5%) were above 45 years of age. This indicates that the significant majority of participants were between 26 and 45 years of age which constitutes 144 (88.3%) of all participants. The age category in which high majority participants fell into is active and energetic working age category.

For the educational background of the respondents, results in table 4.1 revealed that the majority of them 86 (52.8 %) were degree and above degree holders. The remaining 77 (47.2%) were college diploma graduates. This indicates that the respondents were well qualified to provide sound information for the study since the educational level of respondents was very necessary for this study in order to get views and opinions from different levels of education.

The analysis of military rank of respondents shows that 21 (12.9%) of the participants were higher officers, 91 (55.8%) were line officers, 46 (28.2%) were non-commissioned officers, and 5 (3.1%) were private soldiers. This entails that MGHA military academy staff members who participated in this study were well qualified military personnel's, since the majority were line officers and above 112 (68.7%), and hence believed to provide important information for the purpose of the study. The military Rank of respondents was very necessary in this study in order to get views and opinions from different levels of military ranks.

Another demographic variable analyzed and displayed in table 4.1 was the respondent's work experience. The result of the analysis of work experience indicates that the majority were in the category of 11 to 15 years of experience in the military which represent 64 (39.3 %) of the total respondents. 54 (33.8%) were in the category of below 11 years of experience from which 12 (7.4%) had below 5 years of experience. The remaining 44 (27%) had more than 15 years of experience of which 13 (8%) worked for more than 20 years. The result shows that the vast majority of the study participants, 108 (66.3%), had more than 10 years of work experience in the military. This shows that the majority of the respondents had enough experience that could help provide valid information about performance appraisal within the academy. This in turn indicates that the data were collected from respondents with enough working experience and hence the information gained is reliable.

4.3. The effective of performance appraisal practice at MGHA military academy

The study tried to assess the effective of performance appraisal practice at MGHA Military Academy. The respondents forwarded their view on this issue and the summary of their responses are given in table 4.2 below.

Table 4.2: The effectiveness of performance appraisal practice at MGHA Military Academy

| | Frequency Table | | N | Mean | SD |
|--|-------------------|-----------|------|------|---------------|
| | | Frequency | | | |
| I am aware of the appraisal system in my academy | Strongly disagree | 35 | 21.5 | 163 | 2.39 1.146 |
| | Disagree | 77 | 47.2 | 163 | |
| | Neutral | 7 | 4.3 | 163 | |
| | Agree | 40 | 24.5 | 163 | |
| | Strongly agree | 4 | 2.5 | 163 | |
| | Total | 163 | 100 | 163 | |

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| | | | | | | |
|--|-------------------|-----|------|-----|------|-------|
| I am involved in appraising system | Strongly disagree | 27 | 16.6 | 163 | 2.47 | 1.198 |
| | Disagree | 87 | 53.4 | 163 | | |
| | Neutral | 01 | 0.6 | 163 | | |
| | Agree | 37 | 22.7 | 163 | | |
| | Strongly agree | 11 | 6.7 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| All members participate in the appraisal process | Strongly disagree | 23 | 14.1 | 163 | 2.57 | 1.116 |
| | Disagree | 78 | 47.9 | 163 | | |
| | Neutral | 12 | 7.4 | 163 | | |
| | Agree | 46 | 28.2 | 163 | | |
| | Strongly agree | 4 | 2.5 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Staff is promoted to higher positions according to performance | Strongly disagree | 33 | 20.2 | 163 | 2.48 | 1.229 |
| | Disagree | 76 | 46.6 | 163 | | |
| | Neutral | 9 | 5.5 | 163 | | |
| | Agree | 33 | 20.2 | 163 | | |
| | Strongly agree | 12 | 12 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance reviews are discussed with the academy members. | Strongly disagree | 36 | 22.1 | 163 | 2.27 | 1.123 |
| | Disagree | 90 | 55.2 | 163 | | |
| | Neutral | 01 | 6.0 | 163 | | |
| | Agree | 29 | 17.8 | 163 | | |
| | Strongly agree | 7 | 4.3 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| The Academy's Supervisors evaluate employee's performance based on his/her behavior and abilities. | Strongly disagree | 26 | 16.0 | 163 | 2.44 | 1.112 |
| | Disagree | 88 | 54.0 | 163 | | |
| | Neutral | 5 | 3.1 | 163 | | |
| | Agree | 39 | 23.9 | 163 | | |
| | Strongly agree | 5 | 3.1 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance appraisal management is implemented at your academy effectively and efficiently. | Strongly disagree | 18 | 11.0 | 163 | 2.80 | 1.203 |
| | Disagree | 68 | 41.7 | 163 | | |
| | Neutral | 21 | 12.9 | 163 | | |
| | Agree | 41 | 24.2 | 163 | | |
| | Strongly agree | 15 | 9.2 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance appraisal system practices are consistent at the academy | Strongly disagree | 29 | 17.8 | 163 | 2.39 | 1.091 |
| | Disagree | 86 | 52.8 | 163 | | |
| | Neutral | 6 | 3.7 | 163 | | |
| | Agree | 39 | 23.9 | 163 | | |
| | Strongly agree | 3 | 1.8 | 163 | | |
| | Total | 163 | 100 | 163 | | |

| | | | | | | |
|--|-------------------|-----|------|-----|-------|-------|
| | Total | 163 | 100 | 163 | | |
| The performance appraisal process and criteria are appropriate to differentiate the outstanding performer and the weaker | Strongly disagree | 25 | 15.3 | 163 | 2.62 | 1.208 |
| | Disagree | 77 | 47.2 | 163 | | |
| | Neutral | 5 | 3.1 | 163 | | |
| | Agree | 47 | 28.8 | 163 | | |
| | Strongly agree | 9 | 5.5 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| The system is simple to understand | Strongly disagree | 13 | 8.0 | 163 | 3.02 | 1.279 |
| | Disagree | 28 | 17.2 | 163 | | |
| | Neutral | 12 | 7.4 | 163 | | |
| | Agree | 94 | 57.7 | 163 | | |
| | Strongly agree | 16 | 9.8 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance appraisal can contribute to your career planning and development | Strongly disagree | 32 | 19.6 | 163 | 2.57 | 1.286 |
| | Disagree | 73 | 44.8 | 163 | | |
| | Neutral | 6 | 3.7 | 163 | | |
| | Agree | 37 | 22.7 | 163 | | |
| | Strongly agree | 15 | 9.2 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| The existing police and procedure of Performance appraisal system of the Academy is sufficient and effective to evaluate the performance level of each member. | Strongly disagree | 29 | 17.8 | 163 | 2.60 | 1.210 |
| | Disagree | 67 | 41.1 | 163 | | |
| | Neutral | 19 | 11.7 | 163 | | |
| | Agree | 37 | 22.7 | 163 | | |
| | Strongly agree | 11 | 6.7 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| The performance appraisal system is closely linked with the Academy goals and objectives. | Strongly disagree | 26 | 16.0 | 163 | 3.12 | 1.332 |
| | Disagree | 40 | 24.5 | 163 | | |
| | Neutral | 2 | 1.2 | 163 | | |
| | Agree | 76 | 47.9 | 163 | | |
| | Strongly agree | 17 | 10.4 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| | Total mean | | | | 2.595 | |

Source: own survey, 2019

As table 4.1 indicates, participants were asked whether they are aware of the appraisal system in the military academy. With regard to this awareness item, 112 (68.7%) respondents disagreed with the statement, 7 (4.3%) kept neutral and the remaining 44 (27%) agreed with the statement. The mean

value 2.39 with standard deviation 1.146 indicates that most respondents disagreed on the subject. This shows that majority of the respondents lack awareness about the appraisal system in their academy.

This result was not in line with what literatures suggest. Literatures suggest that the staff members that are being appraised must be made aware of the information used in the appraisal process, as an open appraisal process creates credibility.

As shown on the table in item no. 2, 48 (29.4%) of participants agreed that they were involved in appraising system whereas the remaining majority 114 (70%) of participants disclosed that they were not involved in the appraising system. Also the mean value (2.47) for this item describes their disagreement with the statement. This implies that the appraising system in the military academy does not involve the appraised.

As indicated in the item no 3 on the above table concerning participation in the appraisal process, 101 (62%) respondents disagreed with the statement, 12 (7.4%) participants kept neutral and the remaining 50 (30.6%) participants confirmed all members' participation in the appraisal process. The data analysis of this item shows that majority of the respondents disagreed with the statement. The mean value (2.57) for this item also indicates that the appraisal process doesn't allow the participation of all members.

However, as discussed in the literature review part, an effective appraisal system should necessarily involve the employee's participation, usually through an appraisal interview with the supervisor, for feedback and future planning. Such participation imparts a feeling of involvement and creates a sense of belonging among employees.

The respondents of the study were also asked whether staff members are promoted to higher positions according to their performance. With this item 109 (66.8%) of participants disagreed, 45 (32.2%) participants agreed and the remaining 9 (5.5%) remain neutral to the statement. This result of respondents shows that staff promotion was not based on their performance. Since the vast majority of respondents said they were not given promotion to higher positions based on their performance, it can be concluded that staff promotion was not linked with performance of the

employee. The mean value ($M=2.48$) and the standard deviation ($SD=1.229$) also supports the argument that there were no staff promotion based on employees' performance.

Previous literatures suggest that rewards, both positive and negative, should be part of the performance appraisal system. Otherwise, the performance appraisal process lacks impact. The above result of respondents shows that staff promotion was not based on their performance. Since the vast majority of respondents said they were not given promotion to higher positions based on their performance, it can be concluded that staff promotion is not linked with performance of the employee.

For the item concerning discussion of performance reviews with the academy members, 126 (77.3%) participants disagreed with the statement. From these 126 respondents, 36 (22.1%) of them strongly disagreed with it. Those who agreed with the statement constitute 36 (22.1%) of the respondents and only 01 (0.6%) respondent kept neutral with the issue. Hence the majority of respondents believe that performance reviews were not discussed with the academy members. The mean value and standard deviation for this item, which were found to be (2.27) and (1.123), also support the idea that there were no performance review discussions with the academy members.

When it comes to how performance is evaluated, in item no. 6, the staff members forwarded their view on whether their supervisors evaluate their performance based on individual's behavior and abilities. As the above table shows, the majority, 114(70%) of the respondents believe that performance evaluation were not based on individual's behavior and abilities and hence disagreed with the statement. Only 44 (27%) of the respondents agreed that performance was evaluated based on individual's behavior and abilities. The remaining 5 (3%) participants kept indifferent to this item. So the majority of respondents believed that performance appraisal were not evaluated by behavior and abilities in the academy. The mean value ($M=2.44$) were also below the Likert scale average for this study. This implies that performance evaluations in the academy do not base individual behavior and abilities.

However, as discussed in the literature review part, desired behaviors may be appropriate as evaluation criteria because if they were recognized and rewarded, employees tend to repeat them. If certain behaviors result in desired outcomes, there was merit in using them in the evaluation process (Foot, and Hook, 2011). Also abilities (competencies) contain a comprehensive range of

knowledge, skills, traits, and behaviors that may be technical in nature, relate to interpersonal skills, or were business-oriented. Some managers recommend that cultural competencies such as ethics and integrity be used for all jobs (Foot, and Hook, 2011).

As indicated in the item no 7 on the table concerning whether performance appraisal management is implemented effectively and efficiently in the academy, above average respondents 86 (52.7%) reported that performance appraisal management was not implemented effectively and efficiently. 21 (12.9%) respondents were neutral and the remaining 56 (33.4%) respondents agreed to the statement. So the majority of respondents believed that performance appraisal management was not implemented effectively and efficiently in the academy. The mean value ($M=2.80$) and the standard deviation ($SD=1.203$) also supports that performance appraisal management was not implemented effectively and efficiently in the military academy.

For item number 8 dealing with consistency of the performance appraisal system in the academy, 115 (70.6%) of respondents reported that the performance appraisal system in the academy was inconsistent. Only few 42 (25.7%) of the respondents believe that the performance appraisal system in the academy were consistent. The remaining 6 (3.7%) respondents kept neutral on the issue. The mean (2.48) and Standard deviation (1.091) also supports that there were no consistency in the system of performance appraisal practices. The implication of the analysis suggests that the performance appraisal system in the academy needs to be consistent.

According to Moats (1999), most effective systems of appraising performance are: pragmatic, relevant, and uniform (consistent). Moats further stresses that the consistency of the appraisal structure is important because it ensures that all employees are assessed on a standardized scale. Appraisals that are not uniform are less effective because the criteria for success or failure become arbitrary and meaningless.

The respondents of the study were also asked about the appropriateness of the performance appraisal process and criteria to differentiate the outstanding performer and the weaker. The majority 102 (62.5%) respondents did not agree with the appropriateness of the performance appraisal process and criteria to serve its purpose. Whereas, 5 (3.1%) were neutral and 56 (34.3%) agreed with the statement. The mean value (2.62) and the standard deviation (1.208) also show that the criteria were

not appropriate to distinguish performance of employees. This suggests that the performance evaluation criteria need a critical review.

However, regarding whether the performance appraisal system of the academy was simple to understand, majority of the respondents, 110 (67.5%), agreed that the performance appraisal system were indeed easy to understand. 12 (7.4%) respondents kept neutral and the remaining 41 (25.2%) respondents disagreed with the item. This result shows that the big majority of respondents agreed that the system of performance appraisal was clear and easy to understand. The mean value ($M=3.02$) also shows that the system were simple to understand.

In the theoretical literature, Moats stresses that appraisal structures that are complex or impractical tend to result in confusion, frustration, and nonuse. This suggests that appraisals structures should be easily understood by employees.

The respondents, when asked whether they believe that performance appraisal may contribute to their career planning and development, 105 (64.4%) of the respondents disagreed with the contribution of performance appraisal, 52 (31.9%) agreed to the contribution of performance appraisal to their career planning and development and 6 (3.7%) respondents kept indifferent about it. Hence, the majority respondents believed that performance appraisal cannot contribute to their career planning and development. The mean value ($M=2.57$) and ($SD=1.286$) also supports that performance appraisal cannot contribute to career planning and development of the employees. This indicates that the contribution of performance appraisal to career planning and development should be communicated with employees of the military academy.

On item number 12, the sufficiency and effectiveness of the existing policy and procedure of performance appraisal system of the Academy to evaluate the performance level of each staff member was asked. The majority again, 96 (58.9%) of participants denied its sufficiency and effectiveness, while 48 (29.4%) of them agreed and 19 (11.7%) kept neutral on the sufficiency and effectiveness of the existing policy and procedure of performance appraisal system of the Academy to evaluate the performance level of each staff member. The mean value ($M=2.60$) and the standard deviation ($SD=1.210$) also supports that the existing policy and procedure of performance appraisal system of the Academy to evaluate the performance level of each staff member were not sufficient and effective.

Regarding whether the performance appraisal system of the academy were closely linked with the Academy's goals and objectives, majority of the respondents 93 (58.3%) agreed with the close linkage of the performance appraisal system of the academy and the Academy's goals and objectives. However, 66 (40.5%) disagreed with the existence of such linkage and 2 (1.2%) respondents kept neutral. The result shows that majority of the respondents believe that the performance appraisal system were closely linked with the Academy's goals and objectives. The mean value (M=3.12) also supports the existence of linkage between the performance appraisal system of the academy and the Academy's goals and objectives.

The combined mean of all responses on effectiveness of PA practice at MGHA military academy is found to be 2.595. This mean result is less than the Likert scale mean for this study implying negative responses on effectiveness of performance appraisal practice at MGHA military academy.

According to Moats (1999), as used above and discussed in the literature, most effective systems of appraising performance are: (1) pragmatic, (2) relevant, and (3) uniform. Bodil (1997) defines pragmatism as important because it helps to ensure that the system will be easily understood by employees and effectively put into action by managers. Moats further stresses that appraisal structures that are complex or impractical tend to result in confusion, frustration, and nonuse. Commenting further, Moats says that systems that are not specifically relevant to the job may result in wasted time and resources. Undeniably, most successful appraisal programs identify and evaluate only the critical behaviors that contribute to job success. Systems that miss those behaviors are often invalid, inaccurate, and result in discrimination based on nonrelated factors (Bodil 1997). Moats stresses again that the consistency of the appraisal structure is important because it ensures that all employees are assessed on a standardized scale. Appraisals that are not uniform are less effective because the criteria for success or failure become arbitrary and meaningless. Furthermore, uniformity allows a company to systematically compare the appraisals of different employees with each other.

4.4. Analysis of the contribution of performance appraisal to enhance employee performance at MGHA military academy

In this section, the questionnaire data about the contribution of performance appraisal to enhance employee performance at MGHA military academy has been analyzed. The results of the responses are shown in table 4.3 below.

Table 4.3: The contribution of performance appraisal to enhance employee performance at MGHA military academy

| | Frequency Table | | | N | Mean | SD |
|---|-------------------|-----------|---------|-----|-------|-------|
| | | Frequency | Percent | | | |
| The performance appraisal has provided Opportunity to improve personnel skill. | Strongly disagree | 15 | 9.2 | 163 | 2.59 | 1.110 |
| | Disagree | 94 | 57.7 | 163 | | |
| | Neutral | 5 | 3.1 | 163 | | |
| | Agree | 41 | 25.2 | 163 | | |
| | Strongly agree | 8 | 4.9 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| The appraisal system is effective in encouraging employees to work hard. | Strongly disagree | 21 | 12.9 | 163 | 2.66 | 1.93 |
| | Disagree | 79 | 48.5 | 163 | | |
| | Neutral | 7 | 4.3 | 163 | | |
| | Agree | 46 | 28.2 | 163 | | |
| | Strongly agree | 10 | 6.1 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Appraisal outcomes have given you opportunity to eliminate weakness areas in performance. | Strongly disagree | 18 | 11.0 | 163 | 2.80 | 1.171 |
| | Disagree | 70 | 42.9 | 163 | | |
| | Neutral | 9 | 5.5 | 163 | | |
| | Agree | 59 | 36.2 | 163 | | |
| | Strongly agree | 7 | 4.3 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance appraisal is used in assessing employee's commitment to academy's goals and objectives. | Strongly disagree | 14 | 8.6 | 163 | 2.88 | 1.169 |
| | Disagree | 72 | 44.2 | 163 | | |
| | Neutral | 5 | 2.1 | 163 | | |
| | Agree | 64 | 39.3 | 163 | | |
| | Strongly agree | 8 | 4.1 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance appraisal has provided opportunity to improve your performance. | Strongly disagree | 33 | 20.2 | 163 | 2.50 | 1.214 |
| | Disagree | 74 | 45.4 | 163 | | |
| | Neutral | 6 | 3.7 | 163 | | |
| | Agree | 42 | 25.8 | 163 | | |
| | Strongly agree | 8 | 4.9 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| | Total mean | | | | 2.686 | |

As table 4.3 reveals, participants were asked whether the performance appraisal has provided opportunity to improve their personnel skill. With this item, 109 (66.9%) respondents disagreed, 5 (3.1%) participants kept neutral and the remaining 49 (30%) respondents agreed with the statement. The mean value 2.59 with standard deviation 1.110 indicates that most respondents disagreed on the item. This shows that majority of the respondents do believe that the performance appraisal did not provide opportunity to improve their personnel skill.

The respondents of the study were also asked whether the appraisal system in the academy is effective enough in encouraging employees to work hard. On this matter, 100 (61.4%) respondents disagreed, 7 (4.3%) participants kept neutral and the remaining 49 (34.3%) respondents agreed with the statement. The mean value 2.66 for this item suggests that most respondents do not believe that the appraisal system in the academy was effective enough in encouraging employees to work hard.

Respondents had also shared their view on the contribution of appraisal outcomes to give an opportunity to eliminate weakness areas in performance. For the item raising this question, 88 (53.9%) respondents disagreed, 9 (5.5%) participants kept neutral whereas the remaining 71 (40.6%) respondents agreed with the statement. As the result shows, a slight majority of respondents perceive that appraisal outcomes did not give an opportunity to eliminate weakness areas in performance. The mean value 2.80 is also in line with this argument.

On another item, whether performance appraisal in the academy is used in assessing employee's commitment to academy's goals and objectives, the respondents view was addressed. 86 (52.8%) respondents did not agree with the idea, 5 (3.1%) respondents kept indifferent but the remaining 72 (44.1%) respondents reported that performance appraisal in the academy were used in assessing employee's commitment to academy's goals and objectives. The mean value 2.88 also suggests that performance appraisal in the academy were not used in assessing employee's commitment to academy's goals and objectives.

Addressing the item stating whether performance appraisal has provided opportunity to improve their performance, 107 (65.6%) respondents disagreed with the provision of the said opportunity, 6 (3.7%) respondents kept indifferent and the remaining 50 (30.7%) respondents agreed that the performance appraisal in the academy has provided opportunity to improve their performance.

The mean value 2.50 also indicates that majority of the respondents do not believe that the performance appraisal in the academy is providing opportunity to their performance improvement.

However, According to Martine and Jackson (2000:129) the exercise of appraising performance is necessary retrospective because it concerns making a judgment about the past performance of employees as well as appraisal can be used to improve current performance by providing feedback on strength and weakness. Hence, performance appraisal should provide opportunity to improve performance.

The combined mean of all responses on the contribution performance appraisal to enhance employee performance is found to be 2.69 implying a negative response on the contribution of PA towards enhancing employee performance.

According to Wiese and Buckley (1998), discussed in the literature part, a formal performance appraisal it has several benefits if they are designed and implemented properly. Not only in reward allocation, promotion/demotions, layoffs/recalls, transfers and selecting training and development program for employees but it may also assist individual employee's decisions regarding career choices and the subsequent direction of individual time and effort. Additionally, performance appraisals may increase employee's commitment and satisfaction. At a glance the main objectives of performance appraisal point out the following:

1. It provides inputs to system of rewards including salary increment, appreciations, additional responsibilities, promotions and salary administration.
2. Generate adequate feedback and guidance from the reporting officers to the employee.
3. Enhancing employee's effectiveness: helps the employee to overcome his weaknesses and improve his performance by providing appropriate training and development program.
4. Help identifying employee for the purpose of motivating, training and developing them.
5. Generate significant, relevant, free and valid information about employees.

4.5. Analysis of challenges of performance appraisals practice at MGHA Military academy

The data on challenges of performance appraisal practice at MGHA military academy has been analyzed in this section. The result of the data analysis is shown in table 4.4 below.

Table 4.4: The challenges of performance appraisal practice at MGHA military academy

| Item | Level of agreement | | N | Mean | SD | |
|---|--------------------|-----------|------|------|------|---------|
| | | Frequency | | | | Percent |
| The performance appraisal process has Poor administration | Strongly disagree | 4 | 2.5 | 163 | 3.90 | 1.046 |
| | Disagree | 22 | 13.5 | | | |
| | Neutral | 8 | 4.9 | | | |
| | Agree | 82 | 50.3 | | | |
| | Strongly agree | 47 | 28.8 | | | |
| | Total | 163 | 100 | | | |
| The purpose the appraisal system is being unrealistic | Strongly disagree | 5 | 3.1 | 163 | 3.54 | 1.182 |
| | Disagree | 42 | 25.8 | | | |
| | Neutral | 12 | 7.4 | | | |
| | Agree | 68 | 41.7 | | | |
| | Strongly agree | 36 | 22.1 | | | |
| | Total | 163 | 100 | | | |
| Time limitation on the part of appraisers | Strongly disagree | 26 | 16.0 | 163 | 2.63 | 1.207 |
| | Disagree | 71 | 43.5 | | | |
| | Neutral | 13 | 8.0 | | | |
| | Agree | 43 | 26.4 | | | |
| | Strongly agree | 10 | 6.1 | | | |
| | Total | 163 | 100 | | | |
| The criteria are not related to the teaching learning process | Strongly disagree | 13 | 8.0 | 163 | 3.29 | 1.256 |
| | Disagree | 46 | 28.2 | | | |
| | Neutral | 11 | 6.7 | | | |
| | Agree | 67 | 41.1 | | | |
| | Strongly agree | 26 | 16.0 | | | |
| | Total | 163 | 100 | | | |
| Good performance is not followed by rewards | Strongly disagree | 13 | 8.0 | 163 | 3.60 | 1.210 |
| | Disagree | 24 | 14.7 | | | |
| | Neutral | 15 | 9.2 | | | |
| | Agree | 75 | 46.0 | | | |
| | Strongly agree | 36 | 22.1 | | | |
| | Total | 100 | 100 | | | |

| | | | | | | |
|--|-------------------|-----|------|-----|-------|-------|
| Lack of necessary knowledge and skill on the part of the appraiser | Strongly disagree | 8 | 4.9 | 163 | 3.47 | 1.172 |
| | Disagree | 39 | 23.9 | 163 | | |
| | Neutral | 13 | 8.0 | 163 | | |
| | Agree | 75 | 46.0 | 163 | | |
| | Strongly agree | 28 | 17.2 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Performance appraisal practice of the academic is impartial | Strongly disagree | 16 | 9.8 | 163 | 3.50 | 1.288 |
| | Disagree | 26 | 16.0 | 163 | | |
| | Neutral | 22 | 13.5 | 163 | | |
| | Agree | 59 | 36.2 | 163 | | |
| | Strongly agree | 40 | 24.5 | 163 | | |
| | Total | 163 | 100 | 163 | | |
| Total mean | | | | | 3.418 | |

As table 4.3 shows, the challenge of performance appraisal practice at MGHA military academy has been assessed and analyzed.

Accordingly, participants were asked whether the performance appraisal process has Poor administration. The data analysis for this item shows that a big majority 129(79.1%) agreed with the statement. On the other hand 26 (16%) respondents disagreed and 8(4.9%) respondents remain neutral. Hence, as the mean value 3.90 also tells, it can be judged that the performance appraisal process of the military academy has a poor administration.

For the item stating whether the purpose of the appraisal system is being unrealistic, 104 (63.7%) respondents agreed, 47(28.9%) participants disagreed, and the remaining 12 (7.4%) respondents kept neutral to the statement. The mean value 3.54 also indicates that most respondents agreed on the item. This shows that majority of the respondents do believe that the purpose of the appraisal system were being unrealistic.

The respondents of the study were also asked whether there is time limitation on the part of appraisers. On this matter, 53 (32.5%) respondents agreed, 13 (8%) participants kept neutral and the remaining 97 (59.5%) respondents disagreed with the statement. The mean value 2.63 for this item suggests that there were no time limitation on the part of appraisers.

Respondents view was also collected on whether the criteria used to evaluate performance are not related to the teaching learning process. With the item raising this question, 93 (57.1%) respondents

have agreed, 11 (6.7%) participants kept neutral whereas the remaining 59 (36.2%) respondents disagreed with the statement. The mean value for this item was also found to be 3.29. As the result shows, a majority of respondents perceive that the criteria used to evaluate performance were not related to the teaching learning process.

On another item, whether good performance is followed by rewards or not was assessed. Regarding this 111 (68.1%) respondents agreed that good performance were not rewarded, 15 (9.2%) respondents kept indifferent but the remaining 37 (22.7%) participants responded that good performance were being rewarded. The mean value analysis of this item suggests that the academy has no culture of rewarding good performance.

Participants reflected their view on whether there exist lack of necessary knowledge and skill to evaluate performance on the part of the appraisers. With this regard, 103 (63.2%) respondents agreed, 13 (8%) participants kept neutral and the remaining 47 (28.8%) disagreed with the statement. The mean values for this item were 3.47. The result implicates that the appraisers lack the necessary knowledge and skill used to evaluate performance.

Concerning the item stating whether Performance appraisal practice of the academy is impartial, 99 (60.7%) respondents agreed with the partiality of the said practice, 22 (13.5%) respondents kept indifferent and the remaining 42 (25.8%) respondents disagreed on the partiality of the performance appraisal practice in the academy. The mean values for this item were 3.50 and hence the majority of respondents said that the performance appraisal practice of the academy is not free from bias.

The grand combined mean of the responses on the challenges of PA practice at MGHA military academy is found to be 3.418 suggesting the need for improving the PA practice at MGHA military academy.

The analysis of responses found from interview revealed challenges of PA practice at MGHA military academy. Some of the challenges believed to exist at the academy are:

- Lack of evaluator ability to evaluate employee performance, evaluator bias in evaluating performance and absence of employee participation and awareness in setting performance evaluation criteria.

- The performance evaluation system of the academy does not motivate the employee because they are not competing according to their results.
- The academy was not using Performance evaluation result for the purpose of incentives, rewards, salary increment, bonus and promotion. .

The summary of interview with the management indicate that they have better understanding of the performance appraisal program and its evaluation system; but there is a problem with the implementation of performance appraisal in practice this is because of lack of commitment, motivation and a problem of good understanding about the subject matter. Other issues that should be raised up the problems of that most the academy staffs are not interested to spend their time and discuss about performance appraisal with each member. The evaluation criteria for each job are the same but in the fact of the ground; two individuals at different responsibility should evaluate with the same procedures. In the military academy, the actual performance is not measure in the consequence of standardized procedure, rather good orators but not good workers are rate high performance and get the chances of different benefit opportunities.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, analysis and interpretation of the study was made based on the data obtained through questionnaire distributed, open ended and an interview conducted with employees of MGHA military academy. Based on the analysis and interpretation, major finding, conclusion and recommendations of the study were made as follows.

5.2 Summary of Major Findings

This study was conducted with main objective of assessing the effectiveness of performance appraisal practice in the case of Major General HayelomAreya Military Academy. And it has tried to answer the following basic research questions.

1. How effective is performance appraisal at MGHA Military Academy?
2. Does the current performance appraisal practice at MGHA military academy contribute to employee's performance?
3. What are the challenges of performance appraisal at MGHA Military academy?

Based on the discussion and data interpretation undertaken in the previous chapter, the following summaries of finding are derived.

- As table 4.1 item no.1 Majority 112 (68.7%) of the respondents agreed that the employees lack awareness about the appraisal system in the Military Academy.
- As table 4.1 item no.2 and 3 Most of the respondents expressed that the employees of the Military Academy are not involved in the appraising system and the appraisal process does not allow the participation of all members.
- As table 4.1 item no.4 Majority 109 (66.8%) of employees of the Military Academy agreed that staff promotion is not conducted based on employees' performance.
- As table 4.1 item no. 5 Most 126 (77.3%) of respondents agreed that performance reviews are not discussed with the academy members and that performance evaluation is not based on individual's behavior and abilities.
- As table 4.1 item no. 7 Majority 86 (52.7%) of respondents believed that performance appraisal management is not implemented effectively and efficiently in the military academy. However, 56 (33.4%) indicated that performance appraisal management is implemented effectively and efficiently in the academy. The result shows performance appraisal management is not implemented effectively and efficiently.
- Most 115 (70.6%) of the study respondents agreed that the performance appraisal system in the academy is inconsistent. And also majority 102 (62.5%), of the respondents reported that performance appraisal process and criteria is not appropriate to distinguish employees' performance. However, the majority 93 (58.3%) of respondents agreed that the system of performance appraisal in the Military Academy is clear and easy to understand.
- As table 4.1 item no.11 indicates that Most 105 (64.4%) of respondents believes that performance appraisal practice in the Military Academy cannot contribute to their career planning and development. Also, most 96 (58.9%) of respondents denied the sufficiency and effectiveness of the existing policy and procedure of performance appraisal system of the Academy to evaluate the performance level of each staff member. However, on the other hand, majority 93 (58.3%) of respondents believe that the performance appraisal system is closely linked with the Academy's goals and objectives.

- As table 4.2 item no.1 and 2 It was found that the majority 109 (66.9%) of the respondents do believe that the performance appraisal practice in the Military Academy did not provide opportunity to improve their personnel skill. And also majority reported that appraisal system in the academy is not effective enough in encouraging employees to work hard.
- A slight majority 88 (53.9%) of respondents perceive that appraisal outcomes did not give an opportunity to eliminate weakness areas in performance. However, 71 (40.6%) respondents do believe that appraisal outcomes have actually given an opportunity to eliminate weakness areas in performance.
- As table 4.2 item no.4 Majority 86 (52.8%) of respondents reported that performance appraisal in the academy is not used in assessing employee's commitment to academy's goals and objectives. And again majority agreed that performance appraisal did not provided opportunity to improve their performance.
- As table 4.3 item no.1 the majority 104 (63.7%) of the study participants do believe that the purpose of the appraisal system is unrealistic. And the majority 129(79.1%) of the respondents judged that the performance appraisal process of the military academy has a poor administration.
- Majority 93 (57.1%) of the respondents perceive that the criteria used in the military academy to evaluate the performance of employees are not related to the teaching learning process. Respondents view on whether good performance is followed by rewards or not, a vast majority, 111 (68.1%), reported that good performance is not rewarded by the military academy.
- As table 4.3 item no.7 it was also found that the majority 103 (63.2%) appraisers in the military academy lack the necessary knowledge and skill used to evaluate performance. Also majority of respondents said that the performance appraisal practice in the military academy is not free from bias.

5.3 Conclusion

After careful analysis of the Effectiveness of Performance Appraisal Practice in the Case of Major General Haylom Araya Military Academy, the following conclusions are made.

- Performance appraisal is very important in the army for rewards and promotions which consequently lead to professional and career development, to determine whether military personnel have the capability to accomplish their mission as per their rank and level of training. However, the performance appraisal practice in the military academy is not found to be effective enough to address this objective
- It was found that MGHA military academy is conducting performance appraisal twice a year using graphic rating scale and paired comparison methods as a method. The immediate supervisor and peers is responsible to conduct performance evaluation. But it is learned that there exist lack of understanding, knowledge, skill, trust and insufficient information on the performance appraisal system, this in turn is affecting the effectiveness of performance appraisal practices in the military academy.
- According to Martine and Jackson (2000:129) the exercise of appraising performance is necessary retrospective because it concerns making a judgment about the past performance of employees as well as appraisal can be used to improve current performance by providing feedback on strength and weakness. Hence, performance appraisal should provide opportunity to improve performance. However, the descriptive analysis also confirmed that contribution of performance appraisal system of the academy is weak did not provide opportunity to improve its employees' personnel skill. And also the appraisal system in the academy is not designed to be effective enough to encouraging employees to work hard. Hence, it was found that performance appraisal practice in the military academy did not identify performance gaps to improve employees' performance and create inspiration among employee in the Military Academy.

- As Wiese and Buckley (1998), discussed in the literature part, a formal performance appraisal it has several benefits if they are designed and implemented properly. Not only in reward allocation, promotion/demotions, layoffs/recalls, transfers and selecting training and development program for employees but it may also assist individual employee's decisions regarding career choices and the subsequent direction of individual time and effort. However, the major challenges of Performance evaluation at MGHA military academy are lack of rater ability to evaluate employee performance, rater bias in evaluating performance, lack of communicating performance standards and expectations to the employees, no link between some evaluation criteria and the teaching learning process, and absence of employee participation in setting performance evaluation criteria and performance review discussions. Based on the findings of the study, it can be concluded that to the large extent, members of the academy are not comfortable with the way performance appraisal is being implemented at MGHA military academy.

5.4 Recommendations

In connection with the summary of findings and conclusions drawn above, the following recommendations are provided to address the gaps identified by the study.

- The performance appraisal system in the Military Academy should be communicated with the employees of the academy to create the necessary awareness.
- Performance evaluation criteria should be revised in participation of the employees for they are the actual persons who do the job and evaluated and the results of performance should be used for various incentives, career development and promotion.
- Performance reviews should be discussed with the academy members and that performance evaluation should be based on individual's behavior and abilities.
- The performance appraisal practice in the Military Academy should provide opportunity to improve its employee's personal skill and also the appraisal system in the academy should be effective enough in encouraging employees to work hard.

- The performance appraisal system in the military academy should be designed in such a way that it can be used in assessing employee's commitment towards the military academy's goals and objectives.
- The performance appraisal process in the military should be administered well and a culture of rewarding good performance should be developed.
- The academy should be implementing the 360 Degree appraisal method for their military personnel.
- The evaluators always should be give continuous feedback their employees which is really important to help direct, counselling, and make clear employees to develop and increase performance.

The student researcher has tried to assess of the Effectiveness of Performance Appraisal Practice in the Case of Major General Haylom Araya Military Academy. The scope of this study is limited only to the case of MGHA military academy. Hence, the researcher recommends the following topics that can be studied in relation to performance appraisal to other researchers.

- To assess the perception of employees on performance appraisal practice in military institutions in Ethiopia.
- Comparative study on performance appraisal practice in military and other civilian educational institutions.

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APPENDIX 01

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
POST GRADUATE PROGRAM
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Dear Respondents Dear Participants, I am student of MA (HRM) at Addis Ababa University, School of Commerce. I am conducting a research on “The Effectiveness of Performance Appraisal Practice: The Case of Major General Haylom Araya Military Academy”.

Confidentiality: I want to assure you that, this research is only for academic purpose authorized by AAU,

Thus your ideas and comments are highly honored and kept confidential. To create conducive environment for your free and genuine responses you are not required to write your name. To the end, I would like to forward my deepest gratitude for your unreserved cooperation in filling the questionnaire

Thank you, for your cooperation and timely response in advance.

General Guideline: Please put a tick “√” mark for your choices.

The response scale for the questions is as below:

5= Strongly Agree, 4= Agree, 3=neutral, 2= Disagree, 1= Strongly Disagree

Part One; Personal profile

1.1. Sex; male female

1.2. Age; 18-25 26-35 36-45 46 and above

1.3. Educational Level

College Diploma , 1st Degree, 2nd degree

1.4. Military rank

Private soldiers’ Non Commissioned officers’ Line Officers Higher Officers

1.5. Work experience

Below 5 , 5-10 11-15 , 16-20 above 21years

Part Two. General questions

2.1. Please Indicate the extent to which you agree with the following statements by using a scale from 1 to 5 where 5= strongly agree, 4= agree, 3=neutral, 2=disagree, and 1 = strongly disagree.

So Tick (✓) which best describes your opinion of the statement

Q1. How effective is performance appraisal at MGHA Military Academy?

| No | Effectiveness of performance appraisal practice | Strongly agree =5 | Agree=4 | Neutral, =3 | Disagree =2 | Strongly disagree =1 |
|----|---|-------------------|---------|-------------|-------------|----------------------|
| 01 | I am aware of the appraisal system in my academy | | | | | |
| 02 | I am involved in appraising system | | | | | |
| 03 | All members participate in the appraisal process | | | | | |
| 04 | Staff is promoted to higher positions according to performance | | | | | |
| 05 | Performance reviews are discussed with the academy members. | | | | | |
| 06 | The Academy's Supervisors evaluate employee's performance based on his/her behavior and abilities. | | | | | |
| 07 | Performance appraisal management is implemented at your academy effectively and efficiently. | | | | | |
| 08 | Performance appraisal system practices are consistent at the academy | | | | | |
| 09 | The performance appraisal process and criteria are appropriate to differentiate the outstanding performer and the weaker | | | | | |
| 10 | The system is simple to understand | | | | | |
| 11 | performance appraisal can contribute to your career planning and development | | | | | |
| 12 | The existing police and procedure of Performance appraisal system of the Academy is sufficient and effective to evaluate the performance level of each members. | | | | | |
| 13 | The performance appraisal system is closely linked with the Academy goals and objectives. | | | | | |

If any other please specify here -----

Q2. Does the current performance appraisal practice contribute significantly to the overall performance of the employee?

| No | Contribution of PA to enhance employee performance | Strongly agree =5 | Agree=4 | Neutral, =3 | Disagree=2 | Strongly disagree=1 |
|----|---|-------------------|---------|-------------|------------|---------------------|
| 01 | The performance appraisal has provided Opportunity to improve personnel skill. | | | | | |
| 02 | The appraisal system is effective in encouraging employees to work hard. | | | | | |
| 03 | Appraisal outcomes have given you opportunity to eliminate weakness areas in performance. | | | | | |
| 04 | Performance appraisal is used in assessing employee's commitment to academy goals and objectives. | | | | | |
| 05 | Performance appraisal has provided opportunity to improve your performance. | | | | | |

Please add any other comments you may have -----

Q3. What are the challenges of performance appraisal practice in the Academy?

| No | Challenges of PA | Strongly agree =5 | Agree=4 | Neutral, =3 | Disagree= 2 | Strongly disagree= 1 |
|----|--|-------------------|---------|-------------|-------------|----------------------|
| 01 | The performance appraisal process has Poor administration | | | | | |
| 02 | The purpose the appraisal system is being unrealistic | | | | | |
| 03 | Time limitation on the part of appraisers | | | | | |
| 04 | The criteria are not related to the teaching learning process | | | | | |
| 05 | Good performance is not followed by rewards | | | | | |
| 06 | Lack of necessary knowledge and skill on the part of the appraiser | | | | | |
| 07 | Performance appraisal practice of the academic is impartial | | | | | |

Please add any other comments you may have -----

Part three

Other related questions

Write the problems that you observed in the PA system that practiced in you academy----

Write the cause of the problems that you stated on the above questions -----

What solution do you propose to solve as such stated problems -----

Part four

Interview guide Questions

1. Do you think you have good understanding on how to conduct effective Performance appraisal practice?
2. Do you always provide feedback to employees after the appraisal exercise? If yes, explain why?
3. Do you feel comfortable in proving constructive criticism when face to face with ratee? If not explain why?
4. Do you agree that Performance appraisal practice as a factor to measure employee performance?
5. Mention some of the factors that Performance appraisal practice employees in your work?
6. Do the appraisers know what is expected of them and how they accomplish their job?
7. What type of decision is made based on the Performance appraisal result of the employees?
8. Do you have any suggestion to improve performance appraisal practice of MGHA Military academy?

APPENDIX 02

አዲስ አበባ ዩኒቨርሲቲ

የቢዝነስና አስተዳደር ኮሌጅ

የሰው ሀይል አመራር ትምህርት ክፍል

በስራ አፈፃፀም ግምገማ ስርአት ላይ ያተኮረ መጠይቅ

ይህ መጠይቅ የተዘጋጀው ለሁለተኛ ድግሪ ማጠናቀቂያ የማሟያ ጥናት ግብአት ለማሰባሰብ ሲሆን በዋናነት ጥናቱ የሚከናወነው በሜ/ጀ/ኃ/አ/ወ/አካዳሚ ነው። በአካዳሚው ያለውን የስራ አፈፃፀም ግምገማ ስርአት ችግሮችን በመዳሰስና ተገቢውን አቅጣጫ ለመጠቀም የእርስዎ ትብብር ወሳኝ ነው። ስለሆነም ከዚህ በታች ለቀረቡት መጠይቆች ለመሙላት ውድ ጊዜዎን በማዎልወ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ

1. የግል መግለጫ

እባክዎ ከዚህ በታች የተዘረዘሩትን መጠይቆች በተቀመጠው ሳጥን የ (✓) ምልክት በማስቀመጥ መልስዎን ይስጡ።

1.1. ፆታ ወንድ ሴት

1.2. እድሜ 18-25 26-35 36-45 46 እና በላይ

1.3. የትምህርት ደረጃ

ኮሌጅ ዲፕሎማ የመጀመርያ ድግሪ ሁለተኛ ድግሪ

ሌላ ካለ ይግለጹ

1.4. ማእረግ

መሰረታዊ ወታደር ባለሌላ ማእረግ መስመራዊ መኮነን ክፍተኛ መኮነን

1.5. ያልዎት የስራ ልምድ

ከ 5 አመት በታች ከ 5-10 አመት ከ 11-15 አመት ከ 16-20 አመት ከ 21 አመት በላይ

ክፍል ሁለት

እባክዎ ከዚህ በታች ለተዘረዘሩት መጠይቆች (✓) ምልክት በሳጥን ውስጥ በማድረግ ሀሳብዎን የግለፅ። በተጨማሪ ክፍት ቦታው ላይ ሀሳቦችን ወይም አስተያየትዎን የግለፅ።

1. በአካዳሚ ውስጥ የስራ አፈፃፀም ግምገማ አሰራሮች ውጤታማነት ምን ይመስላል?

| ተ.ቁ | የስራ አፈፃፀም ግምገማ አሰራሮች ውጤታማነት በተመለከተ | በጣም አስማማለሁ=5 | አስማማለሁ=4 | አለውቆም=3 | አልስማማም2 | በጣም አልስማማም=1 |
|-----|---|-----------------|----------|---------|---------|-----------------|
| 01 | በአካዳሚው ውስጥ ባለው የስራ አፈፃፀም ግምገማ ሥርዓት ላይ ግንዛቤ አለኝ | | | | | |
| 02 | የስራ አፈፃፀም የግምገማ ሥርዓት ላይ ተሳትፎ አለኝ | | | | | |
| 03 | ሁሉም የአካዳሚው አባላት የስራ አፈፃፀም የግምገማ ሥርዓት ላይ ተሳታፊ ናቸው | | | | | |
| 04 | የአካዳሚው ስታፍ በስራ አፈፃፀማቸው መሰረት ወደ ከፍተኛ የሥራ ቦታዎች ይሾማሉ | | | | | |
| 05 | የስራ አፈፃፀም የግምገማ ነጥቦች ከአካዳሚው አባላት ጋር ውይይት ይደረግባቸዋል | | | | | |
| 06 | አመራሩ የሰራተኛውን ባህሪና ችሎታ ላይ በመመርኮዝ የስራ አፈፃፀሙን ይገመግማል | | | | | |
| 07 | በአካዳሚው ውስጥ የስራ አፈፃፀም ስርአት በተጨማሪም ውጤታማ እና ብቃት ባለው መልኩ ተግባራዊ ይሆናል | | | | | |
| 08 | የስራ አፈፃፀም ግምገማ ስርአት ትግበራው በወታደራዊ አካዳሚው ወጥነት አለው | | | | | |
| 09 | የስራ አፈፃፀም ግምገማ ሂደትና መሰረርት ጠንካራውን እና ደካማውን ለመለየት የሚያስችሉ ናቸው | | | | | |
| 10 | የስራ አፈፃፀም ግምገማ ስርዓቱ በቀላሉ ለመረዳት የሚያስችሉ ናቸው | | | | | |
| 11 | የስራ አፈፃፀም ግምገማ ስርአቱ በእቅድዎና እርስዎ ሙያዊ እድገት ላይ አስተዋፆ ሊያበረከቱ ይችላሉ | | | | | |
| 12 | የእያንዳንዱን አባል የስራ አፈፃፀም ደረጃ ለመገምገም አሁን ያለው የአካዳሚ የስራ አፈፃፀም ግምገማ ስርዓት በቂ እና ውጤታማ ነው | | | | | |
| 13 | የስራ አፈፃፀም ግምገማው ስርዓት ከአካዳሚው ግቦች እና አላማዎች ጋር ግንኙነት አለው | | | | | |

በአካዳሚ ውስጥ የአፈፃፀም ግምገማ አሰራሮች ውጤታማነት በተመለከተ ሌላ ካለ እባክዎን እዚህ ይግለጹ-----

2. የስራ አፈፃፀም ስርዓቱ የአካዳሚው አባላትን የስራ አፈፃፀም ብቃት ከማሳደግ አንፃር ያለው አስተዋፅኦ?

| ተ.ቁ | የአካዳሚው አባላትን የስራ አፈፃፀም ብቃት ከማሳደግ አንፃር ያለው አስተዋፅኦ | በጣም እስማማለሁ=5 | እስማማለሁ=4 | አላውቅም =3 | አልስማማም=2 | በጣም አልስማማም=1 |
|-----|---|--------------|----------|----------|----------|--------------|
| 01 | የስራ አፈፃፀም ግምገማ ስርዓቱ የአባላቱን ክህሎት ለማሳደግ እድል የሚሰጥ ነው | | | | | |
| 02 | የግምገማው ስርዓት ሰራተኞች ጠንክረው እንዲሰሩ የሚያበረታታ ነው | | | | | |
| 03 | የምዘናው ውጤት በስራ አፈፃፀም ውስጥ ያሉ ድክመቶችን ለማጥፋት እድል ይሰጣል | | | | | |
| 04 | የስራ አፈፃፀም አባላቱ ለአካዳሚው ግቦችና እና ዓላማዎች ያላቸውን ቁርጠኝነት የሚመዘን ነው | | | | | |
| 05 | የስራ አፈፃፀም ግምገማ ስርዓቱ የአባላቱን የስራ ችሎታ ለማሻሻል እድል የሚሰጥ ነው | | | | | |

የስራ አፈፃፀም ስርዓቱ የአካዳሚው አባላትን የስራ አፈፃፀም ብቃት ከማሳደግ አንፃር ያለው አስተዋፅኦ በተመለከተ ሌላ ካለ እባክዎን እዚህ ይግለጹ-----

3. በአካዳሚው ውስጥ የስራ አፈፃፀም ግምገማ ትግበራው ላይ ያሉ ችግሮች ምንድናቸው?

| ተ.ቁ | የስራ አፈፃፀም ግምገማ ትግበራው ላይ ያሉ ችግሮች | በጣም እስማማለሁ=5 | እስማማለሁ=4 | አላውቅም =3 | አልስማማም=2 | በጣም አልስማማም=1 |
|-----|---|--------------|----------|----------|----------|--------------|
| 01 | የአፈፃፀም ግምገማ ሂደቱ ደካማ አሰራር አለው | | | | | |
| 02 | የግምገማው ስርዓት ነባራውይ ሁኔታን ያገናዘበ አይደለም | | | | | |
| 03 | ገምጋሚዎቹ የጊዜ ውስንነት አለባቸው | | | | | |
| 04 | መመዘኛዎች ከትምህርቱ የመማር ማስተማር ሂደት ጋር የተገናኙ አይደሉም | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 05 | ጥሩ የስራ አፈጻጸም መኖር ሽልማቶችን አያስገኝም | | | | | |
| 06 | በገምጋሚው ላይ አስፈላጊ የእውቀትና ክህሎት ጉድለት ይታይባቸዋል | | | | | |
| 07 | የአካዳሚው የስራ አፈጻጸም ስርአት ከአድሎ የፀዳ አይደለም | | | | | |

በአካዳሚው ውስጥ የአፈጻጸም ግምገማ ትግበራው ላይ ያሉ ችግሮች በተመለከተ ሌላ ካለ እባክዎን እዚህ ይግለፁ -----

ክፍል ሶስት

ተጨማሪ ጥያቄዎች

1. በእርስዎ አመለካከት አካዳሚው የስራ የአፈጻጸም ግምገማ ስርዓቱ ላይ የተመለከቷቸውን እና የተገነዘቡቸውን ችግሮች ይጻፉ -

2. ከላይ በተጠቀሱት ጥያቄዎች ላይ የጠቀሷቸውን ችግሮች መንስኤ ይጻፉ-----

3. እንደዚህ ያሉ ችግሮች ሲከሰቱ ምን መፍትሔ እንደሚፈልጉ ቢዘረዝሩ -----

