



**THE EFFECT OF PERFORMANCE FEEDBACK ON EMPLOYEES JOB
SATISFACTION: A CASE STUDY OF THE COMMERCIAL BANK OF
ETHIOPIA IN THE KIRKOS DISTRICT, ADDIS ABABA.**

By: Daniel Shewangizaw Gebre

ID N°: GSE/6548/15

Advisor: Dr.Dejene Tulu

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN EXECUTIVE BUSSINES
ADMINISTRATION**

Jun, 2025

Addis Ababa, Ethiopia

Declarations

I, Daniel Shewangizaw, do hereby declare that this Thesis “The Effect Of Performance Feedback On Employees Job Satisfaction (A Case Study Of The Commercial Bank Of Ethiopia In The Kirkos District, Addis Ababa).” is my original work and that it has not been submitted partially or in full, by any other person for an award of a Degree in any other university/institution.

Name of Participant: Daniel Shewangizaw

Signature



This Thesis has been submitted for examination with my approval as college supervisor.

Name of Advisor: Dejene Tulu (PHD)

Signature



APPROVAL

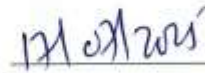
The undersigned certify that I have read and hereby recommend to the ADDIS ABABA UNIVERSITY to accept the Thesis submitted by Daniel Shewangizaw Gebre, and entitled "The Effect Of Performance Feedback On Employees Job Satisfaction (A Case Study Of The Commercial Bank Of Ethiopia In The Kirkos District, Addis Ababa)", In Partial Fulfilment Of The Requirements For The Degree Of Master Of Arts In Executive Business Administration.

Dr Dejene Tulu

Name of Major Advisor



Signature



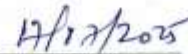
Date

Dr Abera Legesse

Name of Internal Examiner



Signature



Date

Dr Tenkir Seifu

Name of External Examiner



Signature



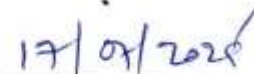
Date

Dr Zelalem G/Tsadik

Name of Head of Department



Signature



Date

Acknowledgement

First and foremost, I am thankful to Almighty GOD for giving me the strength, knowledge, ability and opportunity to undertake and complete the study. While there are several people who have helped me in one way or another to achieve the completion of this thesis, I would like to express my special gratitude to my advisor, Dr. Dejene Tulu for the indispensable comments and constructive ideas he made in this Thesis. Moreover, he has given me the golden opportunity to do this wonderful research study which also helped me know many new things under the topic of interest.

My heart-felt thanks also go to my beloved family for their immense contribution, moral support and encouragement while carrying out the study.

Table of Contents

Contents	Page
Declarations	i
Acknowledgement	iii
List of Tables	viii
Acronyms	ix
<i>ABSTRACT</i>	x
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the Problem	3
1.3. Research objectives	5
1.3.1. General Objective	5
1.3.2. Specific objectives	5
1.4. Significance of the Study	6
1.5. Scope of the Study.....	6
1.6. Organization of the Study	7
1.7. Definition of Key Terms	7
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
2.1. Concepts of Feedback	9
2.2.1. Dimensions of Performance Feedback	10
2.2.2 The Role of Performance Feedback in Job Satisfaction.....	13
2.2.3 Timing and Delivery of Feedback and Their Effects on Job Satisfaction.....	14
2.2.4 Feedback, Motivation, and Organizational Commitment	14
2.3. The Impact of High-Quality Feedback on Enhancing Employee Performance:.....	16

2.3.1 Importance of High-Quality Feedback	17
2.3.2. Assessment Methods for Effective Feedback.....	18
2.4. Types of Feedback	20
2.5. Challenges in Giving Feedback on Employee Performance Improvement	20
2.6. Mistakes in giving feedback.....	23
2.7. Employee Job Satisfaction	26
2.7.1. Theoretical Background	26
2.7.2. Employee Job Satisfaction	26
2.7.3. Job Satisfaction and Its Impact on Performance	27
2.8. Theoretical Framework	28
2.8.1. Relevant Theoretical Models Related to Feedback Processes.....	28
2.9. Empirical Studies of Job Satisfaction.....	30
2.9.1. Conceptual framework	32
2.9.2. Research Hypothesis.....	35
CHAPTER THREE	36
RESEARCH METHODOLOGY.....	36
3.1. Research Paradigm, Design and Approach	36
3.1.1. Research Paradigm	36
3.1.2. Research Approach.....	37
3.1.3. Research Design	37
3.2. Research Target Population and Sampling	38
3.2.1. Sample Techniques.....	38
3.2.2. Sample Size	39
3.3. Data Collection.....	39
3.3.1. Primary Data Sources:	40

3.3.2. Secondary Data Source:.....	40
3.4. Data Presentation and Analysis.....	41
3.5. Scale Validity and Reliability	41
3.5.1. Validity Measurements.....	41
3.5.2. Reliability	42
3.6. Ethical Consideration	43
CHAPTER FOUR.....	44
RESULTS AND DISCUSSION.....	44
4.1. Response Rate	44
4.2. Demographic profile of respondents	44
4.2.1. Gender of Respondents.....	45
4.2.2. Age level Distribution	45
4.3. Study Results.....	47
4.4. Encouraging Open Communication and Continuous Improvement	48
4.4.1. My supervisor encourages open communication during feedback discussions.	48
4.4.2. There is a culture that encourages constructive feedback among team members, which promotes growth in both professional and personal development.	49
4.4.3. In the Kirkos district, the CBE offers comprehensive instructions on effectively providing and receiving feedback.....	50
4.4.4. In the CBE Kirkos district, the organization has set clear guidelines that managers must follow when documenting feedback.	51
4.4.5. In the CBE Kirkos district, the organization's feedback policy emphasizes on the importance of both positive and constructive criticism.	52
4.5.Tools and Techniques for Providing Feedback.....	53
4.5.1.The methods and approaches employed by the CBE Kirkos district for delivering performance feedback are clearly established and well-defined.	53

4.5.2. The performance feedback methods utilized at CBE Kirkos district are effective for assessing employee performance.....	54
4.5.3. CBE Kirkos district provides feedback using various effective communication methods, including face-to-face meetings and written documents.....	55
4.5.4. At CBE, the emphasis of feedback systems is primarily on financial outcomes rather than on the performance of daily operations.	56
4.5.5. There is a formal system for delivering and receiving feedback both from the bottom-up and top-down in commercial banking.	57
4.6. Barriers to Effective Feedback Delivery	58
4.7. Employees' Perception of Feedback Effectiveness	61
4.8. Relationship Between Feedback and Job Satisfaction	65
4.9. Correlation Analysis.....	67
4.9.1. Descriptive Statistics	69
4.9.2. Regression Analysis Result	71
4.9.3. Regression coefficients.....	71
4.9.3. Summary of Hypothesis Testing	72
CHAPTER FIVE	73
CONCLUSION AND RECOMMENDATION	73
5.1. Summary of the major Findings.....	73
5.2. Conclusions	73
5.3. Recommendations	76
5.3.1. Recommendations to Commercial Bank of Ethiopia (CBE) Kirkos district.....	77
5.3.2. Future Research Studies:	78
References.....	79
APPENDIX I	83
APPENDIX II.....	87

List of Tables

Table 3.1: Reliability Statistics for Scale Items	42
Table 4.1: Respondent Response Summary	44
Table 4.2: Gender Distribution of Respondents.....	45
Table 4.3. Age-level Distribution of Respondents.....	45
Table 4.4. Educational level Distribution	46
Table 4.5. Experience of Respondents	46
Table 4.6. My supervisor encourages open communication.....	48
Table 4.7. There is a culture that encourages constructive feedback among team members....	49
Table 4.8. CBE offers comprehensive instructions on effectively providing and receiving feedback.	50
Table 4.9. The organization has set clear guidelines that managers must follow when documenting feedback.....	51
Table 4.10. the organization's feedback policy emphasizes the importance of both positive and constructive criticism.	52
Table 4.11. Delivering performance feedback are clearly established and well-defined.	53
Table 4.12. The performance feedback methods utilized are effective for assessing employee performance.....	54
Table 4.13. CBE Kirkos district provides feedback using various effective communication methods.	55
Table 4.14. CBE emphasis primarily on financial outcomes rather than on the performance of daily operations.	56
Table 4.15. There is a formal system for delivering and receiving feedback	57
Table 4.16. Barriers to Effective Feedback Delivery	58
Table 4.17. Employees' Perception of Feedback Effectiveness	61
Table 4.18. Analysis of the relationship between performance feedback and employee job satisfaction.....	65
Table 4.19. Correlations	68
Table 4.20. Descriptive Statistics.....	69
Table 4.21. Model Summary.....	71

Acronyms

CBE- Commercial Bank of Ethiopia

EQ –Emotional intelligence

ET– Expectancy Theory

GST– Goal Setting Theory

HQF–High Quality Feedback

PF – Performance feedback

FIT– Feedback Intervention Theory

SCT–Social Cognitive Theory

SDT–Self-Determination Theory

ABSTRACT

The study assessed the effect of performance feedback on employees job satisfaction in the commercial bank of ethiopia in the kirkos district, addis ababa. The main objective of this study was to analyze the effect of performance feedback on employees' job satisfaction at the Commercial Bank of Ethiopia (CBE) in the Kirkos District, Addis Ababa. The study employed both exploratory and a descriptive research design and designed a questionnaire survey instrument to assess the effect of performance feedback on employees' job satisfaction at the Commercial Bank of Ethiopia (CBE). To comprehensively address the study objectives and answers the study questions ,the student researcher utilized both qualitative and quantitative research approach. The target populations were employees, managers, and HR personnel at CBE in the Kirkos District of Addis Ababa. This research was focused on specific group of individeidualas and target population of the study was 432 out of which 180 were samples in the study. The researcher had used both probability and non-probability sampling techniques. Purposive sampling was used to select the key informant. The researcher used both primary and secondary data collection tools. The refined data was analyzed using descriptive statistics involving percentages and frequency distribution, tables and charts were used to give a summary of data and displayed in a meaningful manner. To analyze the collected data in line with the objective of the research undertaking, statistical procedures were carried out using SPSS software. In light of the present findings, it can be concluded that performance feedback methods were identified as a contributing factor to job satisfaction.The study focuses on how open communications and continuous improvement affect feedback exchanges and job satisfaction.how feedback culture among team members promotes growth in both professional and personal development. The role of comprehensive instructions, clear guidelines(Feedback policy) that managers and employees must follow during feedback sessions. The mehods and approaches employed for delivering performance feedback including the various barriers affecting feedback exchange and employees perception towards feedback have been discussed..Accordingly,most of the correlation coefficients are weak, several relationships were statistically significant, especially between openness, tools, employee perception and relationship, It is recommended to conduct further analysis, such as regression, to gain a clearer understanding of the predictive strength of these variables and Commercial Bank of Ethiopia (CBE) Kirkos District should consider conducting feedback sessions multiple times throughout the year, as frequent feedback benefits both employees and the Bank. It helps continuously performance improvement and allows for timely adjustments, whereas quarterly and annual evaluation alone may not be sufficient to address meaningful devevelopment and other pertinent recommendations are included in the study.

Key words: Performance Feedback, Job satisfaction, Employee Perception, Motivation

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Job satisfaction is a critical determinant of staff members well-being, organizational performance, and overall productivity. In the modern workplace, feedback is widely recognized as an essential tool in influencing job satisfaction by providing employees with a clear understanding of their performance and expectations (Hattie & Timperley, 2007). Effective performance feedback not only helps employees improve their skills and performance but also reinforces their motivation, engagement, and commitment to the organization. In banking institutions, where customer service and operational efficiency are key to success, employee satisfaction plays an important role in ensuring high levels of performance and retention (Teseema & Soeters, 2006).

The Commercial Bank of Ethiopia (CBE), stands one of the nations' leading financial institutions in the country, is no exception. The bank, with its expansive network of branches, is crucial to Ethiopia's financial sector. However, despite its size and influence, the bank's approach to effective performance feedback has not yet explored thoroughly in-depth. In the Kirkos District, where CBE operates several branches, the feedback provided to employees could have a significant impact on their job satisfaction, motivation, and productivity.

Effective feedback practices are particularly essential within the banking industry, in which workers are expected so as to meet the peak-performance standards under pressure (Yahya, 2015).

Existing literature on feedback and job satisfaction study by Kluger and DeNisi (1996) emphasized that providing feedback that is prompt, detailed, and focused can play a vital role in shaping employees' attitudes and enhancing how they perform in the workplace. Moreover, the act of giving feedback serves as a meaningful tool for communication and development within organizations. Feedback is a key factor in fostering positive relationships between employees and management, which has been shown to improve job satisfaction (Locke, 1976). However, how feedback impacts employee job satisfaction in the Ethiopian banking sector particularly at CBE's Kirkos District branches, remains underexplored. Given the global shift toward

improving employee satisfaction through better management practices and feedback systems (Bakker & Demerouti, 2007), this study aims to investigate how effective performance feedback impacts job satisfaction, including key factors such as motivation, engagement, and well-being.

Understanding these relationships can provide valuable insights into how feedback mechanisms can be optimized to improve employee morale and performance within CBE. Even though recognized the importance of feedback, there remains limited empirical research on its effectiveness in improving job satisfaction and performance within Ethiopian banks, especially within the context of CBE. Although research has demonstrated that feedback has a positive impacts on employee motivation and job satisfaction (Fisher & Brown, 1988), there is little exploration of the specific feedback mechanisms used in Ethiopian banks and their direct link to job satisfaction and performance improvement. As global business environments become increasingly competitive, organizations must maximize the potential of their human resources. Providing timely and constructive feedback is a well-established method for enhancing employee performance (London, 2003). However, the nature of feedback and how it is delivered can vary widely across different organizational cultures and industries.

The motivation for selecting this research topic was rooted in a longstanding personal interest in the concept of feedback, which has been present since my childhood. This interest grew out of multiple experiences and observations about how important feedback is to education and the workplace. As I grew older and learned more about the Ethiopian culture, I realized how there was little direct feedback and a lack of constructive criticism. Many issues are handled behind-the-scenes or are discussed mutually, but not openly. This cultural norm could be a barrier to personal growth and can sometimes inhibit the communication process in any type of relationship, personal or professional (Mesfin, 2020). When I applied for a job in the bank and was hired by the organization, I recognized that managers and supervisors periodically felt uncomfortable and powerless to give constructive feedback, and staff did not feel that leadership was open to listening to their perspectives. In a silent, no feedback process of communication people generally feel unvalued, unworthy, and uncertain (Fayolle, 2020; Tesfaye, 2021).

In Ethiopia, particularly within government-owned banks such as CBE, the feedback process may differ from those found in private sector organizations. This study is thus timely and

relevant for understanding how feedback can be leveraged to improve employee job satisfaction in the specific context of Ethiopia's banking sector.

Feedback mechanisms in organizational settings are intentionally designed processes that allow employees to receive meaningful input regarding their performance, conduct, and overall contribution to the organization. These systems are essential in aligning individual efforts with broader institutional goals, promoting career growth, and driving higher levels of efficiency and productivity (London, 2003).

Feedback is a necessity to improving employee performance; however, in most of Ethiopia's organizations, feedback is less provided or not provided in such a way to nourish improvement. In the Commercial Bank of Ethiopia even more specifically in Kirkos District since there isn't much research available on how effective performance feedback is given and receiving during performance appraisal. Therefore, this study attempts to fill the gap that the effect of performance feedback on job satisfaction in CBE at Kirkos District.

1.2. Statement of the Problem

Job satisfaction is among the most critical indicators in determining organizational outcomes since it influences employee motivation, productivity, and retention (Locke, 1976). Effective feedback is regarded as an important predictor of employee job satisfaction, since it informs employees about their performance, about performance related pay, reinforces positive behaviors, and critiques their performance where they need to make improvements. Despite being recognized for its importance, organizations including the Commercial Bank of Ethiopia (CBE), struggle with constructive feedback in terms of job satisfaction.

An organization, such as the CBE's branch in Kirkos District, Addis Ababa, feedback is said to employees mixed reviews regarding the feedback they received, which reflected - at least in part - a lack of correspondence between the feedback interventions and individuals feelings towards urgent job-related issues. Feedback is established in the contemporary work context, but the effects of performance feedback on job satisfaction are inconclusive, especially for performance and engagement driven- reinforcing banks.

There is limited research on how the quality and delivery of feedback impact employees' job satisfaction within Ethiopian banking institutions, particularly in specific branches like the one

located in Kirkos District. Given the rapid growth and competition in the Ethiopian banking sector, effective feedback plays a crucial role in increasing job satisfaction at CBE, as it can contribute to better employee performance and reduce turnover rates and better customer service outcomes.

Effective feedback is widely recognized as a critical tool for enhancing employee performance in various organizational settings (Hattie & Timperley, 2007). The provision of timely, clear, and constructive feedback could play a vital role in enhancing employee's motivation, job satisfaction, and overall performance. However, despite its importance, there are significant challenges in how feedback is delivered, perceived, and utilized within many organizations, particularly in the context of Ethiopian banks, such as the Commercial Bank of Ethiopia (CBE).

Employee job satisfaction is a critical factor that influences organizational performance, retention, and overall productivity.

In the modern workplace, feedback greatly influences how employees feel about their jobs, fostering personal growth, and enhancing motivation. While organizations recognize the importance of feedback, many still struggle to implement effective feedback systems that positively influence job satisfaction. Specifically, in the context of the CBE at Kirkos District branches found at Addis Ababa, there is a gap in understanding how the feedback provided to employees affects their overall job satisfaction. Despite the bank's extensive operations, there has been limited research addressing the effectiveness of feedback mechanisms and their direct influence on workers' motivation, enhancing satisfaction level within this particular branch. Although the literature suggested that effective feedback improves performance, motivation, and satisfaction (Fisher & Brown, 1988), the actual implementation and impact of feedback within CBE remains underexplored. There is a significant gap in understanding feedback processes within Ethiopian banks, particularly depending on whether the feedback provided is, clear, constructive, and with practical guidance.

Existing research highlights that feedback mechanisms in Ethiopian institutions, such as Commercial Bank of Ethiopia (CBE), are not well-understood in terms of their effectiveness, especially concerning feedback sources like supervisors, peers, or self-assessments and their influence on employee performance (Abiy & Tilahun, 2020; Bekele, 2019). This challenge is exacerbated by the traditional nature of feedback practices in many Ethiopian organizations,

where feedback is not a regular or systematic part of the organizational culture (Bantayehu & Tadesse, 2021). As a result, feedback is often perceived as ineffective, leading to poor employee engagement with the feedback process and suboptimal performance outcomes. This lack of structured feedback can hinder employee development, negatively impacting, which in turn may weaken overall performance and reduce the competitive edge of banks such as CBE in the fast-changing financial industry (Gebremariam, 2022).

In recognizing this gap, this study investigates how effective performance feedback affects job satisfaction of employees at the Commercial Bank of Ethiopia in the Kirkos District. This paper will examine how employees perceive quality of feedback received, job satisfaction, and work performance. Ultimately, the study seeks to contribute valuable information of the procedures; especially the nature of feedback, how employees perceive it, and the effect it has on overall job satisfaction. Understanding these elements can help the bank improve its feedback processes, while ultimately enhancing job satisfaction, performance, morale, and retention levels.

1.3. Research objectives

1.3.1. General Objective

This study aimed to explore how performance feedback affects employee job satisfaction at the Commercial Bank of Ethiopia (CBE), within Kirkos District located at Addis Ababa.

1.3.2. Specific objectives

The specific objectives of this research are:

- To examine how employees perceive the effectiveness of performance feedback and how it impacts their job satisfaction at CBE Kirkos District.
- To identify and analyze how barriers in the feedback process, such as timeliness or delays and lack of positive reinforcement, impact overall feedback effectiveness at CBE Kirkos District, Addis Ababa.
- To assess the structure and functionality of the formal feedback system in place at CBE Kirkos district, including both top-down and bottom-up feedback flows.

- To examine the availability and clarity of training provided by CBE Kirkos district branch to guide employees in delivering and receiving feedback in a constructive and effective manner.

1.4. Significance of the Study

The research paper is expected to offer the following practical benefits:

This is significant because it situates the research within a specific geographical and organizational context, providing a detailed exploration of feedback mechanisms in a prominent Ethiopia's banking and finance institutions. Understanding how feedback affects employee job satisfaction in this setting can provide insights into broader trends within the banking sector and contribute to national economic development. It serves as a tool for communication between management and staff, assisting staff workers in recognizing what they do well and where they can improve. By assessing effect of performance feedback practices, this research can identify best practices that enhance motivation, job satisfaction, and overall productivity among employees, The findings from this research could inform policies and strategies at the Commercial Bank of Ethiopia and similar institutions aiming to foster a culture of continuous improvement, It can guide managers on how to structure feedback processes that are constructive and supportive rather than vague. This paper is important as it serves to create a workplace environment that encourages learning and professional growth, benefiting both employees and the organization. Effective performance feedback can enhance employee productivity, leading to better service delivery in banks. Since banks play a vital role in financial transactions and economic inclusion, improved performance can strengthen trust in financial institutions, encourage savings and investments, and contribute to broader national development goals. The results of this paper will provide valuable insights for future researchers and academics interested in conducting similar investigations. Additionally, through this research process, the student researcher will enhance their research abilities, strengthen critical thinking skills, and improve their analytical, investigative, and communication capabilities.

1.5. Scope of the Study

This study is limited in both geographical and thematic scope to ensure depth and manageability.

This research paper is especially design to investigate how performance feedback influences employee job satisfaction, focusing on the Commercial Bank of Ethiopia (CBE) in the Kirkos District of Addis Ababa. The scope of the study is defined through three main dimensions: conceptual, methodological, and the target population. From a conceptual standpoint, the study carefully explores the relationship between the independent variable performance feedback and the dependent variable (job satisfaction).

The study targeted employees at various levels within the Kirkos District branch, ranging from entry-level staff to management. By including employees from different roles, this paper aimed to Offer an in-depth insight into the ways feedback influences employee job satisfaction across various roles and responsibilities. Data was collected using a combination of qualitative and quantitative research approaches, including surveys and interviews, to collect employees' perspectives on feedback and its influence on their job satisfaction. While the study was limited to the Kirkos District, it acknowledges that if it had access to more time, resources, and manpower, expanding the research to include all districts of Addis Ababa and outline districts would have provided a more extensive and representative analysis.

1.6. Organization of the Study

This paper has five separate chapters. The first Chapter consists, introduction, background of the study, statement of the problem, research hypothesis/questions, objectives of the study, importance of the study, limitations and scope of the study. Chapter two includes important literature review. Chapter Three focuses on presenting, analyzing, and interpreting the data. Chapter Four covers the results and their discussion, while Chapter Five provides a summary of the key findings, conclusions, and recommendations.

1.7. Definition of Key Terms

Performance Feedback: Refers to the information provided to employees regarding their job performance, typically focusing on areas of strength and areas needing improvement.

Commercial Bank of Ethiopia (CBE): One of Ethiopia's largest commercial banks, offering a diverse array of banking services to its customers.

Case Study: A research approach that involves thoroughly examining a particular example or situation within its real-world setting to gain detailed insights.

Job Satisfaction: A psychological condition representing how an individual feels and thinks about their job. It includes aspects such as the work itself, pay, workplace environment, relationships with coworkers and supervisors, chances for growth, and acknowledgment of efforts.

Employee Performance: Refers to how efficiently and effectively employees fulfill their job duties, including the quality of their work, productivity, compliance with company policies, and their overall impact on the organization's objectives.

Performance Improvement: The ongoing process by which employees develop their skills, behaviors, and results to better align with the goals of the organization.

Trust in Feedback: The degree to which employees trust the feedback provided by their supervisors, which influences how they perceive and act on the feedback.

Effective feedback Mechanisms: Organized methods that organizations use to consistently offer employees constructive feedback about their performance.

Kirkos District: one of the administrative districts in Addis Ababa, Ethiopia. It is known for managing 49 city branches where by Customer services is very critical.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides a review of relevant literature for the study. It includes an analysis of Fiedler's (1964) contingency theory, which suggests that the ideal organizational structure depends on the specific situation or environment. Additionally, the chapter outlines the conceptual framework and offers a summary of the literature along with the identified research gaps.

2.1. Concepts of Feedback

Effective Performance feedback is a key concept in organizational behavior, management, and psychology, impacts both individual and organizational outcomes. It refers to the information provided to employees regarding their work performance, with the goal of fostering improvement and professional growth. Feedback can be delivered in various ways, including formal evaluations, informal discussions, or self-assessment reports. It is typically provided by managers, colleagues, or external assessors. The effectiveness of feedback depends on how it is designed, communicated, and received. Research suggests that for feedback to be impactful, it should be specific, timely, and constructive.

According to study by Kluger and DeNisi (1996) argued that feedback interventions are most effective when they focus on enhancing self-regulation rather than simply assessing results. This perspective highlights the importance of enhancing a workplace culture where feedback is seen as an opportunity for development rather than criticism. Additionally, managers play a crucial role in delivering feedback effectively, requiring strong communication skills to ensure clarity and empathy in their interactions.

CBE within Kirkos District at Addis Ababa, like other financial institutions, has integrated performance feedback into its management practices to boost employees' job satisfaction, motivation, and productivity. This part explains how performance feedback impacts on employee job satisfaction. The fundamental goal of performance feedback is to guide individuals toward higher performance, skill development, and goal achievement.

Kluger and DeNisi (1996) proposed that feedback can either enhance or hinder performance, depending on the way it is framed, received, and acted upon. Feedback interventions are most

effective when they are specific, timely, and constructive, which influences employee perceptions and behavior. In the context of the CBE, performance feedback can be delivered in various ways, such as performance appraisals, feedback during meetings, and through supervisory interactions.

2.2.1. Dimensions of Performance Feedback

Performance feedback encompasses various dimensions, each affecting the recipient's motivation and performance. Study by Miller and Rollnick (2013) identify two key dimensions of performance feedback: descriptive and evaluative feedback. Descriptive feedback provides specific, objective information about actions or results, helping employees understand what they did well and where they can improve. In contrast, evaluative feedback involves judgments or assessments of performance, which can sometimes be perceived as criticism if not delivered carefully. Descriptive feedback is generally considered more constructive, as it focuses on actionable improvements rather than personal evaluation.

Feedback can also be categorized as positive or negative. Stone and Heen (2014) explored the impact of negative feedback, noting that it often triggers defensive reactions, which can undermine motivation. However, they also emphasized that when negative feedback is delivered thoughtfully and constructively, it can be a powerful tool for growth and improvement.

Performance feedback plays a vital role in organizational management, influencing employee behavior, performance, and job satisfaction. As organizations strive to enhance productivity and engagement, understanding the key dimensions of feedback becomes essential. This section examines how different aspects of feedback impact employee satisfaction, particularly within the Commercial Bank of Ethiopia's Kirkos District branches in Addis Ababa.

Clarity of Feedback

Clarity refers to how easily employees can understand the feedback they receive. Clear feedback helps employees recognize specific behaviors or actions that led to positive or negative outcomes. According to Locke and Latham (2002), clarity in feedback is crucial for motivation and job satisfaction, as it enables employees to focus on actionable improvements. In the context of the Commercial Bank of Ethiopia, where employees handle diverse tasks, well-structured and

precise feedback ensures that all team members understand performance expectations, leading to increased satisfaction and efficiency.

Timeliness of Feedback

Timely feedback is essential for helping employees correct their actions and improve performance promptly. When feedback is delayed, its effectiveness diminishes, as employees may struggle to recall specific behaviors or outcomes being addressed. Ilgen et al. (1979) found that timely feedback enhances job satisfaction by providing employees with immediate insights, allowing them to make real-time adjustments and maintain motivation. In banking environments, where accuracy and efficiency are critical, timely feedback ensures that employees can respond quickly to performance expectations, ultimately improving service quality and organizational success.

Constructiveness of Feedback: Constructive feedback is focused on providing employees with actionable advice and guidance to improve their performance. Unlike negative feedback, which focuses solely on mistakes, constructive feedback identifies areas for improvement and suggests specific actions to enhance performance.

According to London (2003), providing constructive feedback enhances job satisfaction by creating a supportive atmosphere where employees feel appreciated and encouraged to grow. In organizations like the Commercial Bank of Ethiopia, providing constructive feedback can help employees improve their financial and customer service skills, leading to both enhanced job performance and greater job satisfaction.

Specificity of Feedback: is detailed and targets particular aspects of an employee's behavior or performance. It provides employees with concrete examples of what they are doing well or where they need to improve. Anseel, F., Lievens, F., & Levy, P. E. (2007). A self-motives perspective on feedback-seeking behavior: Linking organizational behavior and social psychology research. Workers who are given clear, detailed feedback often feel more assured and capable in their positions.

Frequency of Feedback: refers to how often employees receive feedback on their performance. Consistent feedback has been linked to greater employee engagement, increased motivation, and improved job satisfaction.

Belschak and Den Hartog (2009) found that employees who receive constructive and timely feedback are more likely to display proactive behavior and remain committed to their roles. For employees at the Commercial Bank of Ethiopia, regular feedback can foster a sense of connection to the organization, making them feel valued and more likely to be satisfied with their jobs.

Fairness of Feedback: Refers to the extent to which feedback is impartial, consistent, and grounded in clear, equitable standards. When employees perceive feedback as fair, they are more likely to experience greater job satisfaction. If they believe that the feedback they receive is fair and just. Greenberg (1990) emphasizes that fairness in feedback is essential for maintaining trust and commitment within the workplace, which directly impacts job satisfaction.

Emotional Tone of Feedback: Refers to the way feedback is delivered whether it comes across as supportive, neutral, or harsh which can significantly influence how employees receive and respond to it including the use of positive reinforcement versus criticism. A supportive and encouraging tone fosters a positive emotional response from employees, leading to higher job satisfaction. Study by Meyer and Allen (1997) found that feedback delivered with a positive emotional tone results in greater employee engagement and job satisfaction. In the context of the Commercial Bank of Ethiopia, adopting a positive and encouraging tone in feedback could enhance employee morale and job satisfaction.

Goal Alignment: Effective feedback should reflect both the individual goals of employees and the broader objectives of the organization. When employees see a clear connection between their efforts and the organization's mission and values, their sense of purpose increases, often leading to greater job satisfaction.

The impact of performance feedback on motivation has been widely studied. Deci and Ryan (1985), through their Self-Determination Theory (SDT), suggested that feedback influences intrinsic motivation by fostering autonomy, competence, and relatedness. When employees perceive feedback as a tool for growth and skill development, they are more likely to be motivated. Conversely, feedback that feels controlling or overly critical can diminish intrinsic motivation, leading to disengagement and lower performance. Additionally, feedback plays a crucial role in learning. Schunk and Ertmer (2000) emphasized that feedback is essential for both

cognitive and behavioral learning. By providing clear information on performance, feedback helps individuals adjust their approaches and improve their outcomes.

Feedback in Organizational Contexts

In workplace settings, feedback is a fundamental component of performance management systems. Latham and Wexley (1981) highlighted that effective feedback contributes to higher job satisfaction, increased motivation, and improved productivity. Beyond evaluation, feedback also supports employee development and skill enhancement, both of which are critical for organizational success.

Fletcher and Bailey (2003) argued that feedback should be viewed as a developmental tool rather than merely an evaluative mechanism. Organizations that prioritize developmental feedback tend to have more engaged and satisfied employees, which ultimately leads to better overall performance. In this context, feedback serves as a continuous growth tool rather than just a means of assessing past performance.

2.2.2 The Role of Performance Feedback in Job Satisfaction

Job satisfaction reflects how employees feel about their work and workplace environment. Several factors contribute to job satisfaction, including the nature of the work, compensation, relationships with colleagues and supervisors, and the feedback received. Locke (1976) defined job satisfaction as a positive emotional response resulting from evaluating one's job experiences.

Performance feedback plays a crucial role in shaping job satisfaction by influencing an employee's sense of competence, recognition, and personal growth. Research has consistently demonstrated the strong connection between feedback and job satisfaction.

Ilgen, Fisher, and Taylor (1979) found that feedback helps employees understand their performance levels and provides direction for improvement. However, poorly delivered feedback can lead to frustration, confusion, and decreased satisfaction.

Ashford and Cummings (1983) further noted that employees who actively seek feedback tend to experience higher job satisfaction, as they are more engaged in their professional development. Similarly, Tews, Mossholder, and McNall (2014) studied feedback in service-oriented environments, such as banking, and found that employees who received frequent, constructive feedback felt more valued and satisfied in their roles. In the Commercial Bank of Ethiopia,

feedback can serve as a powerful tool for motivating employees, recognizing their achievements, and identifying areas for skill improvement. Constructive, timely, and goal-aligned feedback fosters a positive workplace atmosphere and enhances overall job satisfaction.

2.2.3 Timing and Delivery of Feedback and Their Effects on Job Satisfaction

The timing and delivery of feedback significantly impact employee job satisfaction. Hattie and Timperley (2007) emphasized that effective feedback should be prompt, specific, and closely tied to performance objectives. In the Commercial Bank of Ethiopia, timely feedback allows employees to make necessary adjustments quickly, fostering a sense of accomplishment and continuous improvement.

The manner in which feedback is delivered also plays a crucial role in shaping employee reactions. London (2003) argued that feedback should be supportive and constructive, focusing on future improvement rather than solely on past performance. Feedback that highlights areas for development, rather than simply pointing out mistakes, enhances employees' confidence and motivation, leading to greater job satisfaction. Conversely, feedback that is overly negative, vague, or infrequent can lead to feelings of inadequacy and dissatisfaction. Steelman, Levy, and Snell (2004) found that well-organized and positively framed feedback helps employees feel more capable and engaged, ultimately boosting job satisfaction. This is particularly relevant in service-oriented industries such as banking, where employees must meet performance targets while maintaining customer satisfaction.

2.2.4 Feedback, Motivation, and Organizational Commitment

The relationship between performance feedback and motivation is a crucial factor in understanding its impact on job satisfaction. Deci and Ryan (1985), through their Self-Determination Theory (SDT), highlighted that feedback can enhance both intrinsic and extrinsic motivation. Intrinsic motivation arises when employees perceive feedback as an opportunity for growth and skill development, leading to greater engagement and job satisfaction. Conversely, extrinsic motivation is influenced by external rewards, such as promotions or financial incentives, which can also drive performance but may not always sustain long-term commitment. Effective feedback fosters a sense of competence and autonomy, reinforcing employees' belief in their abilities and encouraging them to take ownership of their professional development. When

feedback is constructive, timely, and aligned with individual and organizational goals, employees are more likely to feel valued and motivated, which strengthens their commitment to the organization.

Feedback and Organizational Commitment

Organizational commitment refers to an employee's emotional attachment, involvement, and dedication to their workplace. Meyer and Allen (1991) identified three dimensions of commitment:

Affective Commitment – Employees feel emotionally connected to the organization and genuinely want to contribute to its success.

Continuance Commitment – Employees remain with the organization due to perceived costs associated with leaving, such as loss of benefits or job security.

Normative Commitment – Employees stay because they feel a sense of obligation or loyalty.

Performance feedback plays a significant role in affective commitment, as employees who receive clear, supportive, and growth-oriented feedback tend to feel more engaged and loyal to their organization. Research by Eisenberger et al. (1997) suggests that employees who perceive feedback as fair and constructive are more likely to develop a strong commitment to their workplace, leading to higher retention rates and overall job satisfaction.

In the Commercial Bank of Ethiopia, fostering a feedback-driven culture can enhance motivation and organizational commitment, ensuring employees feel valued and empowered in their roles. By prioritizing effective communication, fairness, and developmental feedback, the bank can create a work environment that supports both individual and organizational success.

Within the context of the Commercial Bank of Ethiopia, where staff workers are often busy with meeting performance targets and providing quality customer service, effective feedback can enhance their sense of competence and improve their motivation.

Feedback that acknowledges achievements and offers constructive advice for improvement helps employees feel recognized and valued, which helps create a strong sense of belonging and dedication to the organization. Meyer and Allen (1997) pointed out that when employees receive positive feedback and feel appreciated, they tend to show stronger commitment to their organization, which then leads to increased job satisfaction.

2.3. The Impact of High-Quality Feedback on Enhancing Employee Performance:

The connection between high-quality feedback and improvements in employee performance is widely recognized in organizational behavior and management studies. Such feedback is typically specific, timely, constructive, and provides clear guidance that employees can act upon. This type of feedback not only enhances employees' understanding of their performance but also motivates them to improve.

A comprehensive literature review reveals several key findings regarding effective feedback:

Characteristics of Effective Feedback: Studies show that feedback works best when it is specific instead of vague, concentrates on behaviors rather than personal traits, and is delivered promptly (Hattie & Timperley, 2007). This specificity allows employees to understand precisely what actions led to certain outcomes.

Feedback Delivery Methods: Various methods exist for delivering feedback verbal discussions, written reports, or digital platforms. Each method has its own advantages; however, face-to-face interactions often foster better understanding and engagement (Stone & Heen, 2014).

Cultural Considerations: In diverse workplaces like the Commercial Bank of Ethiopia, cultural factors can influence how feedback is perceived and received. Understanding local cultural norms regarding communication styles is vital for tailoring effective feedback strategies (Hofstede et al., 2010).

Research on feedback has highlighted several factors that contribute to its effectiveness in improving employee performance. One key element is specificity. Feedback that is clear and detailed serves staff workers to understand exactly what they are perform well and improvements are needed.

Key Elements of Effective Feedback

Specificity

Kluger and DeNisi (1996) argue that feedback focused on specific details leads to better performance outcomes compared to vague or general comments. Their meta-analysis found that clear and specific feedback enhances motivation and performance, providing employees with a clear direction for improvement.

Timeliness

The timing of feedback significantly affects its effectiveness. Providing feedback immediately after a task allows employees to make quick adjustments, leading to faster improvements. Stone et al. (2010) highlight that timely feedback fosters a learning environment where employees feel supported and engaged, ultimately enhancing job performance.

Constructiveness

Constructive feedback focuses on actions rather than personal traits, encouraging a mindset geared toward growth and improvement. Hattie and Timperley (2007) argue that feedback is most effective when it is timely, specific, and linked to clear learning goals. This approach not only boosts individual performance but also strengthens team dynamics by fostering a culture of continuous improvement.

Actionability

Feedback must be actionable to be effective. Employees should receive specific suggestions or strategies for improvement rather than just being told what went wrong. London (2003) emphasizes that employees who receive clear, actionable feedback are more likely to make meaningful changes that enhance their performance.

Impact on Employee Performance

The combined effect of specificity, timeliness, constructiveness, and actionability leads to significant improvements in employee performance. A study conducted at the Commercial Bank of Ethiopia found that employees who received high-quality feedback experienced greater job satisfaction and were more engaged in their work. These factors directly correlated with improved performance metrics, demonstrating the powerful role feedback plays in driving organizational success.

2.3.1 Importance of High-Quality Feedback

Research suggests that high-quality feedback plays a crucial role in boosting employee performance. When employees receive clear and constructive feedback, they gain a better understanding of their strengths and areas for improvement. This self-awareness enables them to adjust their behaviors and make necessary changes to enhance job performance.

Beyond improving performance, regular and meaningful feedback contributes to higher employee engagement and motivation. In organizational settings such as the banking sector, effective feedback systems are linked to greater participation, increased productivity, and stronger commitment to organizational objectives. Employees who receive consistent feedback are also less likely to leave the organization, leading to lower turnover rates and higher job satisfaction. Within the Commercial Bank of Ethiopia (CBE), fostering a culture of regular and meaningful feedback can lead to improvements in organizational success. Additionally, feedback serves as a powerful tool for continuous learning and development. When employees receive guidance and access to learning resources, they are more likely to develop new skills and advance their professional growth.

In industries like banking, where regulations and technological advancements frequently change, feedback is critical for ongoing learning. Employees who receive timely and relevant feedback are more likely to stay updated with industry trends and adapt to changes effectively.

Feedback and Communication

Effective feedback also strengthens communication between managers and employees. When feedback is clear and regularly provided, it fosters open dialogue, enabling both parties to clarify expectations and align on goals. A well-structured feedback system ensures that employees feel supported, valued, and motivated, ultimately leading to higher job satisfaction and organizational success. Within the Commercial Bank of Ethiopia (CBE), enhancing communication practice can contribute to narrowing the disconnect between employee goal and organizational objectives and the employees' understanding of how to achieve them. By facilitating this alignment, effective feedback mechanisms serve to align individual efforts with organizational objectives, thereby enhancing collaboration and overall workplace efficiency.

2.3.2. Assessment Methods for Effective Feedback

Feedback plays a crucial role in guiding employees toward achieving both personal and organizational goals. By providing constructive insights into performance, managers help employees set realistic and attainable objectives. This alignment between individual aspirations and company-wide targets is essential for driving overall productivity and ensuring employees contribute meaningfully to organizational success. In the banking sector, where individual

performance directly influences institutional outcomes, effective feedback mechanisms ensure that employees remain focused on key objectives and are empowered to excel in their roles.

To evaluate the effectiveness of feedback systems at the Commercial Bank of Ethiopia, various assessment methods can be utilized. A combination of qualitative and quantitative approaches allows organizations to gain a comprehensive understanding of how feedback impacts employee performance and engagement. One widely used method is conducting surveys and questionnaires among employees. These tools provide valuable insights into how employees perceive the feedback they receive, helping organizations assess its quality and relevance. By analyzing survey responses, management can identify trends and areas for improvement, ensuring that feedback practices remain effective and meaningful. Another approach involves analyzing performance metrics before and after implementing structured feedback processes. By comparing key performance indicators over time, organizations can determine whether feedback mechanisms contribute to measurable improvements in employee productivity and overall business outcomes. This data-driven method provides concrete evidence of the impact of feedback on organizational success.

Focus group discussions also serve as an effective means of gathering qualitative data on feedback practices. These interactive sessions allow employees to share their experiences, highlighting both strengths and areas that require enhancement. Through open dialogue, organizations can gain deeper insights into how feedback is received and how it can be refined to better support employee development.

Regular managerial reviews are essential for maintaining accountability and ensuring continuous improvement in feedback delivery. By assessing how well managers provide feedback, organizations can identify gaps and implement necessary training or policy adjustments. These reviews reinforce a culture of constructive communication, ensuring that feedback remains a valuable tool for employee growth. Additionally, evaluating training programs designed to enhance managerial skills in delivering feedback is crucial. Training assessments help determine whether managers are equipped with the right techniques to provide meaningful and structured feedback. When managers are well-trained in effective communication, employees are more likely to benefit from guidance that fosters motivation, job satisfaction, and overall workplace efficiency.

Research has consistently demonstrated the importance of feedback in shaping employee engagement and performance. Kluger and DeNisi (1996) found that employees who receive regular, constructive feedback tend to be more engaged and motivated to exceed performance expectations. Similarly, Hattie and Timperley (2007) emphasized that feedback enhances learning and achievement by clarifying objectives, providing insight into progress, and encouraging continuous improvement. These findings underscore the critical role of feedback in fostering a workplace culture centered on growth and development.

In conclusion, effective feedback serves as a vital communication tool between supervisors and employees, offering guidance for improvement while recognizing achievements. When delivered consistently and thoughtfully, feedback helps employees stay aligned with performance expectations, remain engaged in their roles, and pursue ongoing professional development. By employing structured assessment methods, organizations can ensure that feedback mechanisms contribute meaningfully to both individual and organizational success.

2.4. Types of Feedback

Organizations use various forms of feedback to nurture employee growth and optimize performance. A common approach is positive feedback, which highlights successful behaviors and achievements, encouraging employees to continue their effective practices. In contrast, constructive feedback focuses on areas that need improvement. This type of feedback is intended to be both specific and helpful, guiding individuals on how to enhance their performance without undermining their confidence. Finally, negative feedback when delivered in a respectful, precise manner serves as a corrective tool. Although it might initially be viewed as criticism, its thoughtful application can ultimately lead to significant improvements and realignment with organizational objectives.

2.5. Challenges in Giving Feedback on Employee Performance Improvement

In the context of the Commercial Bank of Ethiopia, delivering effective feedback is fundamental to robust performance management and the professional development of its employees. However, managers frequently encounter several challenges when trying to communicate feedback. One major difficulty is striking the right balance between honesty and sensitivity; managers must ensure that their comments are candid yet considerate enough not to discourage

or demoralize staff. Additionally, differences in individual communication styles and expectations can complicate the delivery process, as what works well for one employee might not resonate with another. However, providing effective feedback presents several challenges that can hinder employee performance improvement. The following sections outline these challenges, supported by relevant literature. One of the significant challenges in delivering feedback is the lack of clarity and specificity. When feedback is vague or general, employees struggle to understand what behaviors need to be improved.

According to Kluger and DeNisi (1996), non-specific feedback can hinder employee understanding and contribute to negative emotional responses, such as confusion or dissatisfaction and decreased motivation, ultimately affecting performance. Clear, specific feedback helps employees identify exact areas for improvement and fosters a more constructive response. However, another common challenge is communication barriers, particularly between managers and employees. Managers may face difficulties in expressing feedback clearly, which can result in misunderstandings or resistance. When feedback is delivered without care, it can easily trigger defensive reactions.

Stone (2013) observed that when negative feedback isn't communicated constructively, it tends to provoke a defensive response. This issue becomes even more noticeable in organizations like the Commercial Bank of Ethiopia in Kirkos District, where employees' diverse educational, cultural, and communication backgrounds can lead to misunderstandings about the intention behind the feedback.

Emotional reactions to feedback add another layer of complexity. Often, an employee's initial response is one of defensiveness or negativity, which can interfere with their ability to process the message effectively. Stone and Heen (2014) explain that such emotional responses might cloud judgment and foster resistance to the feedback even when it is meant to be helpful. One promising strategy to overcome these challenges is ensuring that feedback is delivered with a respectful, constructive tone. Aguinis (2013) emphasizes that when feedback is communicated in a supportive and considerate manner, employees are more likely to respond positively to it.

The timing and frequency of feedback also play a critical role in its overall effectiveness. Feedback that is too sparse might mean lost opportunities for improvement, while overly frequent feedback can overwhelm and even cause anxiety.

Study by Kluger and DeNisi (1996) found that striking the right balance is key; employees need consistent, measured input that helps them learn and grow without feeling constantly scrutinized, especially in fast-paced environments like banks. Cultural differences further complicate the process. In diverse workplaces such as the Commercial Bank of Ethiopia, cultural norms surrounding communication, authority, and receptiveness to criticism play a significant role in how feedback is interpreted. Hofstede et al. (2010) remind us that managers must be attuned to these differences to ensure their message is both clear and culturally sensitive. Another important factor is the skill set of the manager providing the feedback. Insufficient training can lead to feedback that is not only unhelpful but may even hinder employee growth. Baker et al. (2018) highlight how managers who lack proper training tend to adopt ineffective methods, which ultimately fail to foster improvement.

Emotional intelligence is also vital when addressing sensitive or negative performance issues. Managers who are aware of their own emotions and those of their team members can frame feedback in a thoughtful and constructive way. Goleman (1998) points out that this emotional awareness can transform potentially difficult conversations into opportunities for positive change. In critical work environments like the Commercial Bank of Ethiopia, the ability of managers to handle feedback with sensitivity can determine whether employees see criticism as a threat or as a chance to improve. Additionally, when feedback is perceived primarily as criticism or a risk to one's job security, it naturally leads to resistance. Cannon and Witherspoon (2005) argue that creating a culture of psychological safety, where mistakes are seen as learning opportunities rather than failures, is essential to overcoming this resistance.

Excessive feedback can overwhelm employees, leaving them unsure about which behaviors to prioritize, while too little feedback leaves them without guidance on how to improve. Shute (2008) emphasizes that feedback needs to be targeted, actionable, and aligned with clear expectations for improvement. In high-performance settings like banks, where standards are high, feedback must provide sufficient direction to ensure employees' success. In addition, employees can experience what Buchanan (2004) describes as "feedback fatigue" when they are inundated with frequent feedback that isn't directly linked to their actual performance achievements. This disconnection can sometimes lead to disengagement, particularly in demanding, high-stakes settings like banks, where ongoing assessments may eventually contribute to burnout. To sum up, while feedback is undeniably crucial for enhancing employee

performance at the Commercial Bank of Ethiopia, there are several issues that need careful attention. These challenges include making sure that communication is both clear and specific, effectively managing emotional responses to feedback, delivering input at the most appropriate times, being sensitive to cultural differences, bolstering managerial competence, and addressing resistance to change. By fostering an environment where feedback is clear, constructive, and actionable, and by considering cultural and emotional factors, the bank can create a more effective feedback system that promotes continuous employee development and performance improvement.

2.6. Mistakes in giving feedback

Feedback is important to help manage performance and also develop employees. For example, in large institutions such as the Commercial Bank of Ethiopia, giving good feedback can enhance looking at the individual performance and making an impact on the organization. However, in giving feedback, there are some common mistakes made by managers and supervisors that could diminish the impact of the feedback. In the follow assessment I will identify some of those mistakes as supported by the literature. One of the biggest issues in giving feedback is the lack of specificity. General or vague feedback gives employees no motivation on how to adjust and make the proper changes. Feedback should be very specific. For example, Stone & Heen (2014) say that "You need to improve your performance" is not a good feedback comment because correcting that lack of performance would be different for different employees. General feedback does not help employees know what they must improve in their performance. In the Commercial Bank of Ethiopia (CBE), managers sometimes deliver vague feedback by indicating areas of performance (ie work effort), but without telling employees which areas of performance need improving. This lack of specificity can lessen motivation and misinterpretations of performance expectations. Kluge and DeNisi (1996) suggest that specific feedback improves employee performance. This is particularly important in environments like CBE, where fostering employees' confidence is key to encouraging improved performance, especially in customer-facing roles where skills such as effective communication and problem-solving are essential. The point at which feedback is given significantly influences how impactful it will be. If feedback is given too late, employees may struggle to connect it to their past behavior, while feedback that is delivered too early may not allow employees enough time to demonstrate improvement.

Hattie and Timperley (2007) highlight the importance of delivering feedback promptly after the relevant behavior or performance occurs, as this immediacy helps employees clearly link their actions to the feedback and make appropriate adjustments. However, in dynamic workplaces like the Commercial Bank of Ethiopia, feedback is sometimes delayed or inconsistently provided. For feedback to be truly effective, it should be both timely and regular, ideally integrated into formal performance evaluations or continuous mentoring processes, enabling employees to implement improvements in real time.

Another challenge is the lack of follow-up after feedback is given. Feedback should be part of an ongoing dialogue, supported by subsequent actions that assist employees in applying the advice and achieving measurable progress. Research by Kluger and DeNisi (1996) supports this, showing that feedback is most beneficial when it is supplemented by coaching or further guidance. In a large organization like CBE, ensuring consistent follow-ups can be challenging, but regular check-ins or peer reviews can provide valuable opportunities for monitoring progress and offering further support. Feedback should also foster a two-way dialogue, where employees feel comfortable asking questions and clarifying expectations. When managers do not invite discussion or provide an opportunity for feedback exchange, misunderstandings can occur, which may hinder performance improvement (London & Smither, 1999).

Effective feedback must also be tailored to the individual employee. Different employees have unique learning styles, personalities, and communication preferences, and feedback that is not customized to their needs may fail to resonate.

London (2003) argues that individualized feedback is essential to ensuring that employees understand and accept it. Personalizing feedback, especially in a diverse workplace like CBE, ensures that it is both relevant and actionable. Employees in different roles, such as retail banking versus corporate banking, may have distinct skill sets and performance expectations, and feedback that recognizes these differences can lead to better results.

Inadequate training for managers in delivering feedback can also undermine its effectiveness. Many managers may lack the necessary skills to give feedback constructively, particularly when dealing with difficult conversations or negative performance. Carless and Imber (2007) highlight the importance of training in effective feedback delivery, noting that managers must have strong communication skills and emotional intelligence to deliver feedback empathetically and without

demotivating employees. Managers at CBE may have some challenges with feedback, and especially those in positions of leadership, may benefit from specific feedback training to enhance the way it is given and received, thereby creating better employee engagement and ultimately, performance. Another problem with giving feedback has been an overreliance on formal feedback processes. While it is important to give feedback in employee performance reviews as part of their development, it should not be the only opportunity to provide feedback. Gallup (2015) advocates advising organizations to encourage ongoing feedback instead of relying on only annual or semi-annual feedback in the form of a performance evaluation. The documentary about management issues at CBE showed that to successfully engage employees in a rapid change environment, like CBE, feedback on an ongoing basis would allow employees to deal with performance issues in the moment instead of waiting until performance reviews, enabling them to implement change sooner rather than later.

Study by Hattie and Timperley (2007) noted that feedback should be reciprocal and involve a balance of positive reinforcement and corrective feedback to maintain engagement and motivation. Finally, feedback needs to deal with not only the symptoms of the performance issue but also the underlying issue or cause. Feedback often deals with issues at the surface level, such as missing a target, rather than looking at the underlying issue because the employee was poorly trained, overworked, or lacked resources. Tannenbaum and Yukl (1992) further stated that for feedback to be effective, managers must identify the underlying issues and provide the employee with the requisite resources and support to develop an action plan for improvement. At CBE, it is important to know whether poor performance is related to external influences, or if it's an internal motivation issue, in order to position feedback as a means to develop real change.

In conclusion, while feedback is a powerful driver of employee performance, there are a number of issues facing organizations that may undermine feedback's efficacy. The issues include: ensuring feedback is clear and specific, looking at the positive and the negative, timely and consistent feedback, following up feedback, ensuring there is some tailoring in line with employee individual needs, and ensuring that there is adequate training for managers on how to give feedback. By collectively working to overcome these issues and by implementing the best practices, CBE will create a feedback system that supports ongoing development and performance improvement for employees.

2.7. Employee Job Satisfaction

Employee job satisfaction is vital for organizational success and keeping skilled workers. More specifically, at the Commercial Bank of Ethiopia (CBE) in the Kirkos District in Addis Ababa, good feedback systems will improve employee job performance, thus employee satisfaction should be studied. This literature review seeks to investigate the relationships between feedback practices, job satisfaction, and employee performance improvement when synthesized with recent literature and theoretical perspectives on organizational behavior.

2.7.1. Theoretical Background

Feedback is a deliberative process in which information about an employee's past behavior is given to them intended to guide future behavior (Kluger & DeNisi, 1996). London (2002) describes feedback as a major way to motivate employees, improve performance, and support career development. Feedback helps identify strengths, weaknesses, and armies the employee's potential and capabilities within banking institutions such as the Commercial Bank of Ethiopia (CBE) to meet the goals of the organization.

Proper feedback includes information on the type, frequency, and quality of feedback (Bujak, 2019). It can consist of formal or informal feedback or it can be positive or constructive; however, for feedback to be effective regarding performance improvement, it must be given, to be effective Must also delivered in a constructive, timely and clearly defined manner (Stone & Heen, 2014). Feedback also serves as a channel to communicate expectations to the employee by clarifying expectations to foster transparency between and among employees and the organization by employing organization policy and paramete

2.7.2. Employee Job Satisfaction

Before exploring job satisfaction and its association with (feedback) performance, it is important to explore the concept of employee job satisfaction. Job satisfaction relates closely to a sense of fulfillment. Employee satisfaction includes their estimated, social-historical conditions that are evident in improvement terms over time as submitted strength of subjective utility. While the concept of job satisfaction has been with us for several decades, it remains difficult to describe so many employees' views on happiness and their jobs are also evolving; (Sekaran & Bougie, 2016). Hence some employees may have developed potency and subjective utility to become

satisfied, but an employee's view on job satisfaction is just where performance aligns in some way. When examining employee engagement and the psychological constructs surrounding happiness, self-efficacy, intrinsic motivation, and satisfaction, we can derive knowledge on why organizational challenges can lead to some the neurocognitive impacts of employee retention (Hurst et al., 2019). Thus, awareness of feedback design enhancement and dissemination addressing the concept of employee job satisfaction is important for future HR theory, so researchers and practitioners recognize feedback design as paramount to a company's feedback culture during a volatile and dynamic labor pool (Purcell, 2015).

2.7.3. Job Satisfaction and Its Impact on Performance

Job satisfaction reflects the degree to which employees feel fulfilled and content with their work. Locke (1976) identified several contributing factors to job satisfaction, such as compensation, career advancement, leadership quality, and working conditions. Numerous studies establish a well-founded association between job satisfaction and performance. We know that people who are satisfied with their jobs are more likely to be engaged in their work and perform better than those who are dissatisfied (Judge & Bono, 2001). Harter et al. (2002) highlight that businesses with higher levels of engagement, i.e., employees who are passionate about their work, tend to outperform other businesses. Even in feedback-rich environments, feedback and job satisfaction systematically affect performance because the level of satisfaction affects the type of engagement the employee exhibits, which can set the stage for future work and goal achievement.

The role of feedback in determining levels of job satisfaction has been documented to be an influential factor. Satisfaction is considered an outcome that is impacted by the organizational climate, the reward systems of the organization, and the management style of the organization (e.g., how feedback is provided), (Locke, 1976). Positive feedback allows the employee to feel valued and acknowledged in their role, reinforcing the relationship they have to the organization (Steel & Ovalle, 1984). Within the banking environment of the Commercial Bank of Ethiopia, growth-focused feedback is more likely to be positively received and understood because it relates to satisfaction and performance as opposed to critical feedback.

As Alshammari (2018) noted, positive feedback augments emotional bonds in the job, which affects individual commitment and loyalty toward the organization. Thus, it is critical to know

how and improve feedback systems in the context of employee development and performance within the Commercial Bank of Ethiopia Kirkos District.

The goal of this study is to build from relevant studies and literature to examine how effective feedback can be effectively utilized to help employees enhance their personal development and organizations.

2.8. Theoretical Framework

This study's theoretical framework is based on several models in organizational psychology and behavior. These models present the processes by which feedback affects employee motivation, satisfaction, and performance outcomes.

2.8.1. Relevant Theoretical Models Related to Feedback Processes

Goal Setting Theory (Locke & Latham, 1990):

Locke and Latham's theory states that specific, challenging goals should lead to improved performance in a workplace context. Feedback serves as a key element of this theory since it contributes to employees' ability to assess their progress toward goal achievement and guides them to modify their effort (Locke & Latham, 2002). Within the Commercial Bank of Ethiopia's Kirkos District, feedback that aligns with both personal and organizational goals encourages employees to maintain focus and increase productivity. Regular goal-oriented feedback helps build personal accountability and organizational commitment.

Social Cognitive Theory (Bandura, 1986):

This theory emphasizes the role of cognitive and social processes in influencing behavior. Bandura highlights that individuals learn by observing others, receiving feedback, and engaging in self-reflection. In this framework, feedback plays a critical role in shaping an employee's self-efficacy the belief in one's ability to succeed. Positive feedback enhances this confidence, encouraging persistence and resilience. At CBE, continuous constructive feedback can help employees feel more capable in meeting service expectations and achieving performance targets.

Expectancy Theory (Vroom, 1964):

Vroom's Expectancy Theory explains that employee motivation is driven by the belief that their efforts will result in valued outcomes. Feedback supports this process by making the connection

between performance and rewards more transparent. When CBE employees understand that their performance leads to recognition, promotions, or bonuses, they are more motivated to put in greater effort.

Feedback Intervention Theory (Kluger & DeNisi, 1996):

This theory distinguishes between task-focused feedback and feedback that targets the self. According to Kluger and DeNisi, feedback is more effective when it directs attention toward task improvement rather than personal shortcomings. Furthermore, clear, timely, and constructive feedback contributes to enhanced performance. For CBE, this means feedback should help employees refine their service delivery and operational efficiency while remaining focused on performance goals rather than personal judgments.

Theories on Job Satisfaction and Motivation

Herzberg's Two-Factor Theory (Herzberg, 1959):

This model differentiates between hygiene factors (which prevent dissatisfaction) and motivators (which actively increase satisfaction). Feedback, when used as a form of recognition, acts as a motivator that contributes to higher job satisfaction. In the case of the Commercial Bank of Ethiopia, positive and constructive feedback can reinforce employee achievement and lead to stronger motivation and improved performance.

Organizational Justice Theory (Greenberg, 1987):

This theory centers on the perceived fairness of workplace procedures, including feedback delivery. According to Greenberg, when employees feel that feedback is unbiased and equitably administered, they are more likely to accept and act upon it. In institutions like CBE, maintaining fairness in the feedback process builds trust, increases employee morale, and reduces resistance. On the other hand, inconsistent or unfair feedback can harm employee motivation and overall satisfaction.

The Concept of Continuous Learning and Development:

Effective feedback is also linked to continuous learning and development theories, which emphasize the importance of feedback in helping employees improve and adapt over time. Theories on professional development assert that feedback should be seen as an ongoing process that helps employees develop new skills and competencies (Cowan & Geringer, 1992). Feedback

that is learning and development focused can support the workforce at the Commercial Bank of Ethiopia to respond to shifting customer demands, the advancement of banking technologies, and ongoing regulation change so that the bank sustains competitiveness in a rapidly moving industry. The above theoretical framework for this study integrates different theorists and theories, which provides insight into the role of feedback as a means for enhancing employee performance and job satisfaction at the Commercial Bank of Ethiopia, Kirkos District. The theories; Goal Setting Theory, Social Cognitive Theory, Expectancy Theory, Feedback Intervention Theory, and Organizational Justice Theory serve to describe a holistic way for understanding how systematic feedback processes can inform, assist and support both individual development and organizational success. The research seeks one way to determine how feedback systems at the Commercial Bank of Ethiopia can support, empower and enhance employee engagement, satisfaction, and performance by leveraging on these theoretical constructs.

2.9. Empirical Studies of Job Satisfaction

Job satisfaction is widely agreed to be a critical factor in employee job motivation, task output, and effectiveness in the workplace. A wide body of empirical studies exist investigating how feedback practices impact job satisfaction and performance. This section reviews empirical results that demonstrate the important role of feedback on employees' attitudes and productivity, - specifically within banking contexts, such as the Commercial Bank of Ethiopia (CBE), Kirkos District, - and shows that consistent, constructive feedback, - rather than inconsistent feedback practices, - leads to policy understanding and awareness and higher levels of job satisfaction. Well-delivered feedback not only informs employees' skill performance, but also can elicit a sense of purpose and accomplishment. As a specific example, Bakker, Demerouti, and Euwema (2003) found that feedback that allowed employees to recognize their skills and opportunities for development, improved morale and job satisfaction. In work contexts that are formally structured, such as banking environments, feedback not only supports task performance but also establishes a sense of inclusiveness and belonging in the organizational context.

In line with this, Morrison and Hock (2011) noted that feedback that is construed as fair and equitable increases employees' satisfaction with their job. Workers showed greater degree of engagement and motivation with feedback that proved to be practical and respectful and hence gave employees the sense of being valuable in the organization that creates their attractiveness to

stay longer in the organization. Morrison and Hock, during their survey which was done in the service industry showed that there is receive feedback that acknowledges the employee's efforts and also provides actionable suggestions for improvement is associated with an increase in satisfaction for employees. Madison's finding provide several implications for organizations like Commercial Bank of Ethiopia (CBE) to ensure they are providing feedback that is timely, specific and constructive as these types of feedback demonstrate positive reinforcement and also demonstrates possibilities for professional development and growth. Morrison and Hock concluded that feedback is not only an important factor in developing job satisfaction, but also and even more importantly, it has been correlated to employee motivation and that motivational factors have been correlated directly to job satisfaction.

In the banking industry, specifically at CBE and other banks, supervisory feedback that is constructive and technical specifies work-related skills that contribute to the client experience, such as customer service, job accuracy, and teamwork. In a similar study, Kuvaas (2006) found that subordinates who received supervisor feedback that was descriptive and supportive of their work demonstrated improvements in job performance and job satisfaction. This supports the importance of supervisory feedback for improving performance and job satisfaction in a service-based industry like banking. Additionally, cultural variations matter in how feedback is received and may therefore influence job satisfaction. "On a similar note, Morrison and Hock (2011) observed that in cultures with collectivist values such as Ethiopia, the feedback that conveys support and teamwork elicits more job satisfaction than feedback that is overly critical. Feedback that recognizes team accomplishments and supports teamwork helps boost feelings of belonging which represent an increase in job satisfaction overall. However, feedback that is characterized by criticism or solely based on individual performance reviews may yield job dissatisfaction. "Feng and Zhang (2015) suggested that in collectivist cultures, employees generally do not have an adverse reaction to feedback if it can be framed as enhancing cooperation, collective growth and group expansion compared to individual performance evaluation. This emphasized the importance of feedback that fosters teamwork and collaboration.

Saks (2006) has noted that employees are more likely to stay with an organization when they are regularly receiving positive and affirming feedback, because it builds upon the fact that their inputs are valued. This affirmation increases employees' job satisfaction and solidifies their commitment to continue employment with an organization. In regards to the Commercial Bank

of Ethiopia (CBE), regular and meaningful feedback may be used as a strategy that reduces turnover by creating a supportive environment where employees feel appreciated, and are therefore willing to remain in their profession at the bank. Overall, there is a large body of empirical evidence that indicates that feedback improves job satisfaction. Feedback serves as a reviewer of employee input, increases engagement, increases employee loyalty to the organization, and increases performance appraisal outcomes. The ways in which feedback occurs it is timely, constructive, specific, fair etc. is important in how effective the feedback will contribute to increasing job satisfaction. On this note, for organizations such as the Commercial Bank of Ethiopia to comprehend these empirical findings, we can developed feedback policies that will improve employee job performance and job satisfaction.

2.9.1. Conceptual framework

The conceptual framework of this study clearly outlines how feedback influences employee performance and job satisfaction. There are numerous interactional factors involved with feedback, employee behavior, motivation, and performance improvement which drastically complicate the process of establishing clear relationships. The framework presented establishes key considerations relevant for productive feedback processes at the Commercial Bank of Ethiopia (CBE), Kirkos District, and shows how these factors may work in unison to improve employee outcomes.

Independent Variable: Performance Feedback The independent variable in this study is performance feedback as the managed factor or variable is being evaluated to see how it influences the dependent variable job satisfaction. Performance feedback is a broad area of information that employees receive regarding their work, including evaluations, performance appraisals, and instructional feedback. Performance feedback can include feedback that identifies positive performance and acknowledges it, as well as feedback referring to corrective feedback by which the employee sees areas to improve performance. Here performance feedback is seen as the variable that leads the way and has the potential to also impact employees' job satisfaction and performance overall. The overall framework provided refers to feedback, as the overall influencing factor that can impact employee performance. Feedback can be divided into two types as follows:

Positive Feedback: Positive feedback reinforces appropriate performance by recognizing good performance. Positive feedback usually is found to motivate employee behaviour towards good performance as they continue to perform at this level (Bakker et al., 2003). Positive feedback also reinforces the appropriate behaviour, provides a sense of satisfaction, and overall improves job satisfaction and motivation.

Constructive Feedback:

This subset of feedback involves communicating to employees specific suggestions for improvement that clarify more specifically what the employee must do differently to improve performance. Kluger and DeNisi (1996) suggested that constructive feedback can be more impactful in the pursuit of long-term performance because constructive feedback aims attention on the identified constructs for improvement. The quality of feedback you provide is related to the timing, quality, and precision of the content. Hattie and Timperley (2007) indicated that feedback was most effective when it was more precise, non ambiguous, and oriented towards a job task rather than a personal trait. Timely feedback enables employees to self-correct mistakes quickly while continuing to adjust and improve on their performance.

Dependent variable: Employee Job Satisfaction:

The dependent variable in this framework is essentially the extent to which employees feel satisfied with their work, referred to as employee job satisfaction. Job satisfaction can include several dimensions such as, the work environment, remuneration, acknowledgement, and promotional opportunities. In this study, job satisfaction is expected to be affected by the quality and type of performance feedback. In considering these variables and their relationships, the study will address overall employee satisfaction and motivation within the organization and how effective feedback mechanisms foreshadow elements of overall. Performance Improvement: Kluger & DeNisi (1996) showed that task-related feedback interventions will demonstrate improved employee performance more effectively than feedback interventions that focus on person-related attributes. Feedback directed and concentrating on aspects of job performance related to factual aspects of banking transactions (e.g. accuracy in the completion of banking transactions), speed (e.g. speed in responding to simple customer queries), and adherence to organizational protocols; will result in valid improvements in employee performance.

Job Outcomes: In the banking sector, especially within the Commercial Bank of Ethiopia, effective feedback mechanisms derive improvements to job outcomes on several levels (e.g.

customer satisfaction, operational efficiency, and accuracy of financial transactions). As employees gain an understanding of the consequences of their performance outcomes and how their work contributes to organizational objectives, they will ideally align their performance objectives with the objectives of the bank guiding them toward mission and organizational goals. The overall conceptual model suggested that feedback influenced employee performance directly through employee motivation and job satisfaction, with the delivery and organizational culture acting as key moderators. Effective feedback leads to increased motivation, which in turn enhances job satisfaction and performance. Furthermore, feedback that is aligned with organizational culture and delivered in a timely, clear, and empathetic manner is more likely to lead to improved performance. This conceptual framework provides a clear understanding of how performance feedback serves as an independent variable influenced job satisfaction among employees at the Commercial Bank of Ethiopia (CBE), Kirkos District. The arrow below represents the directional influence of the independent variable (performance feedback) on the dependent variable (employee job satisfaction), illustrating that changes in feedback practices are expected to directly affect levels of job satisfaction. It suggested that changes in performance feedback lead to changes in job satisfaction levels among employees at the Commercial Bank of Ethiopia (CBE), Kirkos District at Addis Ababa.

Independent Variable (IV):

Dependent Variable (DV)

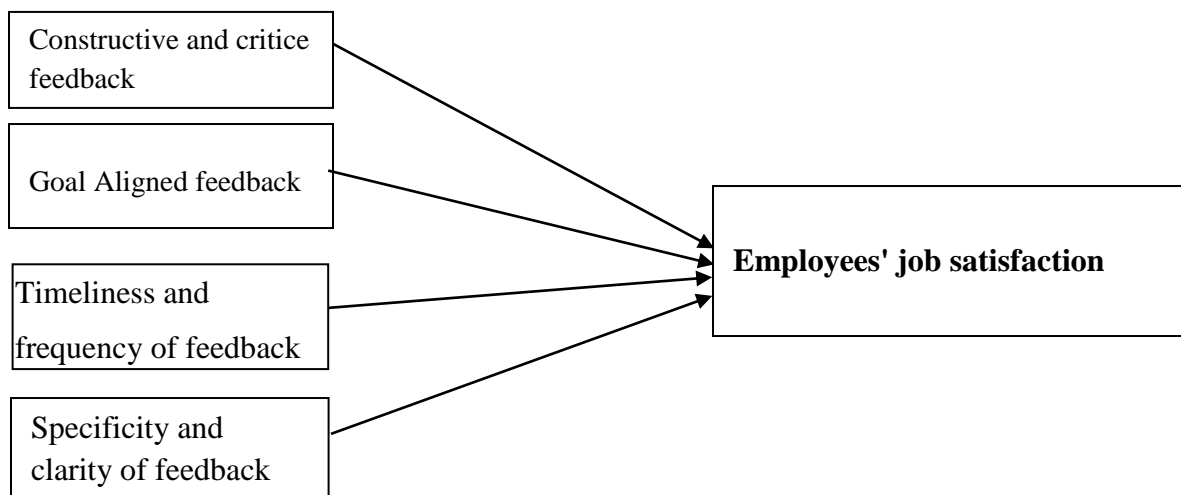


Figure 2.1: Conceptual framework illustrating the relationship between Performance Feedback and Employees’ Job Satisfaction.

Source: Modified by the student researcher adopted from the studies by Latham & Locke, 2007.

2.9.2. Research Hypothesis

The following hypotheses were formulated for testing in this study:

- H1: Constructive feedback positively influences job satisfaction by enhancing employee motivation, clarifying expectations, and supporting professional development among staff at the CBE Kirkos district.
- H1: Barriers such as organizational culture, lack of training, and insufficient resources significantly impede the delivery of effective feedback, as a result, its positive influence on employee job satisfaction is constrained.
- H1: Regular and timely feedback significantly enhances employee engagement and motivation, which in turn positively influences job satisfaction among staff at the CBE Kirkos district..
- H1: Effective performance feedback, characterized by specificity and clarity, is positively related to employee motivation, engagement, and well-being, which in turn leads to higher job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

Research methodology refers to the systematic process used to answer the research questions (Woldemichael, 2012, p. 28). This chapter outlines the overall approach of the study and describes key components, including the study design, study area, sample size, sampling techniques, data collection methods, data analysis procedures, and considerations of data reliability, validity, and ethical issues.

3.1. Research Paradigm, Design and Approach

3.1.1. Research Paradigm

This research paradigm emphasized objectivity, empirical evidence, and the use of scientific methods to measure and analyze variables. This research paper aimed to determine the effect of performance feedback on job satisfaction of employees. In addition to utilizing interviews with the key stakeholders, questionnaires were used to gather data from staff members' of Commercial Bank of Ethiopia (CBE). Employee responses were analyzed using statistical software (SPSS) to test the hypotheses formulated from the literature and drawn a conclusions about employees' job satisfaction. The student researcher employed a quantitative approach used to gathered data from employees to investigate the relation between performance feedback and job satisfaction. Quantitative method was utilized since it provides a clear understanding on how performance feedback impacts on job satisfaction within the banking industry. The paper aimed to ascertain whether the feedback have an impact on the individual employee's satisfaction levels. The positivist paradigm focused on the tangible numerical data and seeks to measurable figures that evaluated to ascertain how performance feedback impacts employees' job satisfaction. The results of the study were summarized from the data obtained using statistical means and generalizable conclusions were drawn in relation to the research questions. The study also used the existing knowledge and previous studies to examine the relationship quantitatively between performance of feedback and employees' job satisfaction in positive terms. In addition to quantitative research approach the study employed qualitative research approach to examine the relations that could be measured and generalized by preparing open ended questions asked during the interview process.

3.1.2. Research Approach

A mixed- research approach was used to explore the influence of performance feedback on employees' job satisfaction at the Commercial Bank of Ethiopia (CBE) in the Kirkos District in Addis Ababa. By combining qualitative and quantitative research approaches', a clear understanding of the specific issue could be reached and the student researcher could answer the research questions from a variety of perspectives. The reason to use a mixed-research approach was in recognition of the need to collect data that could not be achieved through a single method (Creswell, 2003). By using both numerical data and descriptive data, the study was able to minimize the weaknesses associated with the use of only one research approach. Qualitative data provided a context and detail of the variables, while the quantitative approach gave measurement possibilities and statistical analysis options to assess the relationships between performance feedback and job satisfaction.

The study was focused more on the quantitative approach of the research, even though the main aspect of this paper was to assess on how performance feedback mechanisms influence employees' job satisfaction levels at the CBE. For simplicity and focus, the study did not include any mediating or moderating variables in the analysis.

3.1.3. Research Design

This study utilized a combination of exploratory and descriptive research designs that helped to examine the influence of performance feedback on employee job satisfaction at the Commercial Bank of Ethiopia (CBE), located in the Addis Ababa Kirkos District. Survey instrument was utilized to collect data through a structured questionnaire. According to (Robson, 1993), a survey can be defined as a research technique to obtain data from people or a representative sample of a population, often using questionnaires or interviews. The descriptive research design enabled to collect data systematically from the given sample of employees and provided a broad numerical summary of the employee's perceptions, experiences and satisfaction level with respect to performance feedback. Furthermore, study by Creswell (2012, p.30) suggested that a descriptive survey design is collecting the data using a questionnaire from a sample or population to quantify opinions, attitudes or behaviors'. Questionnaires and interviews were prepared in a descriptive survey design to collect data from the employee's. These responses obtained from the respondents were analyzed statistically in order to determine the relations and test the research

hypotheses and finally interpret the results of the study in a meaningful manner. A structured procedure were designed to collect and sort the actual data examined on the impact of performance feedback on employee job satisfaction level at the Commercial Bank of Ethiopia in the Kirkos District located at Addis Ababa.

3.2. Research Target Population and Sampling

The target population is the specific group of people or units from which relevant information can be gathered to improve the research objectives. The target population for this study consisted of the employees, managers, and human resource personnel of the Commercial Bank of Ethiopia (CBE) working in the Kirkos District of Addis Ababa. These individuals were selected because they are directly involved in or affected by the performance feedback processes within the organization, making their perspectives essential for understanding the relationship between feedback and job satisfaction.

The Kirkos District of Addis Ababa hosts 49 branches of the Commercial Bank of Ethiopia (CBE), employing a total of 1,495 individuals. However, this research concentrated specifically on six selected branches within the district. These included the special grade branches located at Sengatera and Gofa Sefer, the Grade 4 branches situated at Sarbet and the Kirkos Kebele branch, the Grade 3 branch at Balcha Abanefao, and the Grade 2 branch at Gezahegne Yilma. This branches holdes 432 staff totally and our sample size is about 208.

3.2.1. Sample Techniques

The researcher used both purpose sampling and simple random methods For this study, a probability sampling method was employed specifically, the stratified sampling technique. Given that the total population was relatively large and diverse, stratified sampling was chosen to ensure fair representation across various subgroups within the population. The target population was divided into different strata according to branch grades like especial grade branch, grade four branch, grade three branch and grade two branch in Kirkos district. This approach allowed the researcher to capture variations in feedback experiences and job satisfaction across different functional areas of the Commercial Bank of Ethiopia (CBE) in the Kirkos District.

3.2.2. Sample Size

To ensure the results of the study and reflect the representatives from the population, the sample size of this paper was determined for adequacy and representativeness. Since the size of the population that was undertaken was large and heterogeneous, the study employed a formula that can be used to derive a sample size.

In this study, the sample size was derived from Taro Yamane's (1967) formula, which is widely accepted in social science research for calculating sample sizes when the population size is known. The formula provides an acceptable level of precision. This study used a 95% level of confidence with a 5% margin of error ($\alpha = 0.05$) to ensure a good estimation of the population parameters. The formula is expressed in the following way:

$$n = \frac{N}{(1 + N(e^2))}$$

$$n = 432 / (1 + 432(0.05)^2)$$

$$n = 208$$

Where 'n' = desired sample size, 'N' = population size, and 'e' the level of precision. Based on the above formula, the sample size for this study was 208.

3.3. Data Collection

This study employed both primary and secondary sources of data to examine the influence of performance feedback on employees at the Commercial Bank of Ethiopia. Primary data were obtained through the administration of structured questionnaires containing both closed and open-ended questions as well as semi-structured interviews conducted with selected staff members, managers, and HR personnel, to gain insights into how feedback was delivered, received, and its effect on employee motivation and performance. These instruments were designed to capture employees' experiences, perceptions, and insights regarding the feedback mechanisms in place within the organization. Internal documents, such as performance appraisals, provided context on existing feedback practices.

The researcher designed a comprehensive questionnaire to assess job satisfaction, recognition, role clarity, motivation, workplace environment, and professional development, all influenced by feedback. A Likert-scale survey quantified employee perceptions, while interviews offered

deeper qualitative insights. By combining these methods, the research provided a holistic view of how feedback dimensions affected job satisfaction and informed HR practices at CBE.

3.3.1. Primary Data Sources:

Primary data was collected from employees to gather first hand data source regarding their experiences and opinion of employees through both open and closed ended questionnaires with their thoughts on feedback mechanisms, frequency and perceived impact on performance, and semi-structured in-depth interviews. Conducting semi-structured interviews with employees, managers, and personnel in HR at CBE can provide a qualitative insight into how feedback is given and received.

3.3.2. Secondary Data Source:

Secondary data were obtained from different sources including academic journals, texts, and other research examining theoretical and empirical perspectives on performance feedback loops in the baking industry. Secondary data was important in providing a basis for understanding how performance feedback impacts employee's behaviors and job satisfaction.

Government Reports: Reports from government organizations on employment standards, productivity statistics for workplaces.

Online Databases: the ability to access online databases, such as Google Scholar, for peer-reviewed articles on organizational behavior, human resource management, and, feedback systems assisted in triangulating established findings with other studies. In order to gain information specifically regarding performance feedback, a survey instrument was developed to allow employees to describe their experiences and perceptions concerning feedback from their supervisor or manager. Job satisfaction, in this instance, was expressed from a few dimensions. Generally speaking, job satisfaction represents how satisfied and positive employees feel about the role and responsibilities within an organization. Satisfaction with recognition and reward examines how employees feel about the recognition for their work and their effort, and is likely to be affected by the feedback they receive.

Job role clarity, examines the employees understanding of their responsibilities in relation the expectations and how feedback could clarify these roles and responsibilities. Employee work motivation looks at how feedback can help employees be driven and attain satisfaction.

Performance Reviews: The student researcher was utilized performance reviews or feedback records from the Commercial Bank of Ethiopia, which provided valuable objective data regarding the nature, frequency, and quality of feedback that employees receive. These documents serve as an official record of the evaluations and comments made by managers or supervisors concerning employee performance. This data can complement the subjective responses, as the combination of information gathered from surveys and interviews provides a more complete and detailed understanding of the feedback process. Moreover, secondary data gave an additional source of data to support the survey and interview and provide for a meaningful triangulation of the feedback process.

3.4. Data Presentation and Analysis

Qualitative data were collected through structured questionnaires containing both open-ended and closed-ended questions to obtain primary responses from employees. Semi-structured interviews and secondary data was complement this approach. The findings analyzed descriptively.

Quantitative data were obtained by administering structured questionnaires and conveying results in the form of tables and graphs. Data analysis involved computing percentages and examining trends with the aid of SPSS software. Descriptive statistics were utilized to summarize data while inferential statistics, including Pearson correlation and multiple linear regressions were performed to examine the relationships among the variables. The open-ended responses were analyzed thematically. The empirical analysis took the form of descriptive statistics and an econometric regression model which also included a binary legit model in order to examine the influence of performance feedback on employees' job satisfaction at the Commercial Bank of Ethiopia, Kirkos District, and Addis Ababa.

3.5. Scale Validity and Reliability

3.5.1. Validity Measurements

The validity of the data collection tools was established through review and feedback from employees in the studied area, ensuring that the tools captured the intended information. Reliability, specifically internal consistency was assessed using Cronbach's Alpha to measure the internal consistency of the instruments. The student researcher took a flexible sampling and

data collection approach as the original research period was over six months, to ensure that the study maintained its integrity and relevancy during this time. The researcher also utilized triangulation techniques by using the interviews and observations as a means of enhancing the trustworthiness of the findings (Bryman, 2008).

3.5.2. Reliability

Reliability is defined by Bischoff and Koebe (2005) as the consistency or stability of the research results to be generated again under similar conditions and by similar participants. This was addressed by the researcher, who kept a detailed record of the research process and took measures to cross-check information using more than one method, in this case, interviews and observations. Conformability was a matter of reducing a bias throughout the research, and this was achieved through reflexivity. The student researcher emphasis that any assumptions or preconceived notions that may potentially shape the questioning interpretation of the study, (Guba, 1981). A detailed documentation and justification of each of the steps resulted in a credible and reliable account of the study (Cooper and Endacott, 2007). Rigor was maintained through the researcher keeping detailed records that were aligned to the study foci.

A reliability test was conducted on the five dimension scale identified, and is shown in the following table.

Table 1 3.1: Reliability Statistics for Scale Items

Dimensions	Cronbachs Alpha	Numbers of Items
Feedback openness	0.717	5
Tools and Techniques	0.757	5
Feedback Barriers	0.812	4
Employee perception	0.712	5
Relationship	0.694	4

Source: SPSS Result

To investigate the reliability of the scales for each variable, Cronbach’s Alpha was used to determine the internal consistency of the questionnaires items. According to Black and Leslie (1999), Cronbach’s Alpha is a suitable measure for instruments that lack definitive right or

wrong answers, such as rating scales commonly used in surveys. In social science research, a Cronbach's Alpha value of 0.70 or higher is generally regarded as acceptable for reliability. Table 3.1 below shows the reliability statistics for the key constructs in this study based on this measure. The results showed that all the variables have an acceptable internal consistency.

Feedback Openness recorded a reliability coefficient of 0.717 based on five items, indicated good internal reliability.

Tools and Techniques scored 0.757, also based on the five items, confirmed that the items used to measure this variable are consistent.

Feedback Barriers had the highest reliability at 0.812, suggested that there is strong agreement among the four items used. The Employee Perception scale showed a Cronbach's Alpha of 0.712 based on five items, indicating acceptable internal consistency. Relationship is slightly below the common threshold (0.694), but it's very close to 0.70 and can still be considered marginally acceptable.

3.6. Ethical Consideration

According to Cant (2005:11), ethics involve the generally accepted principles of right and wrong conduct. Participation in this study was entirely voluntary; all participants gave their consent before being interviewed, and their identities were protected to maintain confidentiality. Respondents were not asked to provide names or any identifying details. The researcher clearly explained how the collected information would be used. Curry (2010:56) emphasizes that ethical research requires respecting participants' autonomy, ensuring they freely decide whether to participate without any pressure or coercion. During data collection, both English and Amharic languages were used to ensure participants fully understood the questions and issues raised.

To maintain the validity and reliability of the translated survey instruments, the researcher paid close attention to linguistic accuracy and measurement consistency across both language versions. Thorough translation process including forward and backward translation was employed to guarantee the instrument's precision and clarity.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data collected from respondents. The analysis was conducted using quantitative methods, incorporating both descriptive and inferential statistics. These statistical techniques were employed to test the study's hypotheses and to examine how the independent variables influence the dependent variable. The data analysis was performed using SPSS version 22, aligning with the study's main objectives.

4.1. Response Rate

Table 4.1: Respondent Response Summary

No	Description	Respondents	percentage
1	Sample size	208	100
2	Questionnaires Distributed	208	100
3	Questionnaires Returned	180	87
4	Non-Respondents	28	13

Source: Field Survey, 2025

As shown in Table 4.1 above, it can be explained that out of the total 208 distributed questionnaires, 180 (87%) were returned and properly filled for analysis purposes. The remaining 28 questionnaires were not returned for various reasons, resulting in a response rate of $(180/208 * 100 = 86.5\%)$. Fincham (2008) recommends that researchers aim for response rates around 60% in most studies. This benchmark is widely regarded as ideal and is often expected by journal editors as a sign of study quality. Achieving such a response rate suggests that the data collected is reliable and that participants were sufficiently engaged, which enhances the overall credibility of the research findings.

4.2. Demographic profile of respondents

This section presents a detailed summary of the demographic characteristics of the study participants. It includes key factors such as gender distribution, age groups, educational background, and work experience levels.

4.2.1. Gender of Respondents

Table 4.2: Gender Distribution of Respondents

Description	Frequency	Percent	Valid Percent	Cumulative Percent
Male	103	57.2	57.2	57.2
Valid Female	77	42.8	42.8	100.0
Total	180	100.0	100.0	

Source: SPSS Result

As shown in Table 4.2, the descriptive analysis indicates that out of the total 180 respondents, 103 (57.2%) were male, and 77 (42.8%) were female. This suggests that male employees constituted the majority of the sample group. The gender distribution reflects the current composition of the workforce in the Commercial Bank of Ethiopia (CBE) Kirkos District, as captured during the data collection period. This suggested that a significant gender disparity in the banking sector, with limited representation and involvement of female workers. This under representation could point to potential barriers or systemic challenges that might hinder women's participation in the Banking industry.

4.2.2. Age level Distribution

Table 4.3. Age-level Distribution of Respondents

Description	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-29 YEAR	54	30.0	30.0	30.0
30-39	75	41.7	41.7	71.7
40-49	26	14.4	14.4	86.1
ABOVE 50	25	13.9	13.9	100.0
Total	180	100.0	100.0	

Source: SPSS Result

As illustrated in Table 4.3, the age distribution of the respondents showed that the largest proportion, 75 individuals (41.7%), were between 30 and 39 years old. This was followed by 54 respondents (30%) aged between 18 and 29 years. Meanwhile, 26 participants (14.4%) fell within the 40–49 age range, and the remaining 25 respondents (13.9%) were aged 50 and above.

These findings suggest that a significant portion of the workforce at the Commercial Bank of Ethiopia, Kirkos District, consists of individuals who are in their early to mid-career stages. This indicated that a large proportion of the workforce is in the prime of their professional careers, within a productive age range. This demographic provided the banking sector with substantial potential for growth and innovation, as younger employees may bring fresh perspectives and energy to the industry.

Table 4.4. Educational level Distribution

No	Description	Characteristics	percentage
1	Diploma/ certificate holder	34	19
2	First Degree	121	67
3	Master’s Degree and Above	25	14

Source: SPSS Result

As presented in Table 4.4, it can be explained that majority of the respondents 67% were Bachelor of Degree making this the dominant educational qualification among respondents, 19% of the total sample, were Diploma /certificate holder, indicated a smaller proportion with mid-level academic credentials and the remaining 14% of the respondents held a Master’s degree suggested a notable minority with advanced education. This suggested that the banking sector is benefits from a highly educated workforce, which serves as a significant asset. High levels of education among employees contribute to the industry’s competitive advantage by ensuring that workers possess the necessary skills and knowledge to manage complex financial systems, drive innovation, and adapt to the changing needs of the market.

Table 4.5. Experience of Respondents

Description	Frequency	Percent	Valid Percent	Cumulative Percent
Lss than 3 years	27	15.0	15.0	15.0
3-5 years	43	23.9	23.9	38.9
Valid 6-10	52	28.9	28.9	67.8
Above 10 years	58	32.2	32.2	100.0
Total	180	100.0	100.0	

Source: SPSS Result

As indicated in Table 4.5, the distribution of respondents based on their work experience reveals varied levels of tenure among the 180 participants. Specifically, 27 respondents (15%) reported having less than three years of work experience. Meanwhile, 43 respondents (23.9%) had accumulated between three and five years of experience. A larger group, comprising 52 individuals (28.9%), had been employed for a period ranging from six to ten years.

The rest of 32.2 percentages of respondents have ten or more years of professional work experience. This indicated that there is a reasonably good representation among staff workers that included. Employees with a considerable experience may influence their opinions regarding performance feedback and job satisfaction.

4.3. Study Results

This section provided an analysis of responses from the sample population of respondents in order to examine the influence of the tools and techniques that were used, on the effectiveness of the delivery of performance feedback to its employees. This section also identified the barriers that inhibit the effective delivery of performance feedback at CBE, Kirkos district. In addition, this section examined how the perspective that employees had regarding the effectiveness of feedback delivery affected their job satisfaction at CBE, Kirkos district. Finally, the section examined the relationship that performance feedback has with the main factors affecting job satisfaction.

The responses obtained from the participants regarding the variables were evaluated using a five-point Likert scale for analysis, with scale values defined as follows: 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, and 5 - Strongly Agree.

Descriptive statistical techniques were employed to summarize the essential characteristics of the collected data. Specifically, frequency distributions, means, and standard deviations were calculated to capture patterns in respondents' perceptions. For the analysis, categorical variables were examined using frequency counts, while continuous variables were analyzed using measures of central tendency (mean) and variability (standard deviation).

4.4. Encouraging Open Communication and Continuous Improvement

4.4.1. My supervisor encourages open communication during feedback discussions.

Table 4.6. My supervisor encourages open communication.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	26	14.4	14.4	14.4	2.76	1.221
Disagree	75	41.7	41.7	56.1		
Neutral	2	1.1	1.1	57.2		
Agree	70	38.9	38.9	96.1		
Strongly Agree	7	3.9	3.9	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

Based on the results displayed in Table 4.6, it is evident that a significant portion of the respondents expressed their disagreement with a particular statement. Specifically 75 (41%) of the total respondents, indicated that they disagreed and 26 (14.4%) of the total sample, strongly disagreed that their supervisors encourages open communication during feedback discussions at CBE in the Kirkos district. In contrast, 70 (38.9%) of the total sample, were agreed and 7 (3.9%) strongly agreed on this issue.

The mean score of 2.76 accompanied by a standard deviation 1.221 indicated a tendency towards disagreement, suggested that there is a communication gap between supervisors and employees. Therefore, from the findings of the study we can conclude that, supervisors do not encourage open communication during feedback discussions at CBE in the Kirkos district and there's a need for improved supervisor-employee dialogue to enhance job satisfaction and clarity in performance expectations.

This finding is consistent with the previous research emphasizing the critical role of open communication in enhancing employee engagement and performance.

According to Men (2014), transparent communication fosters trust and creates a psychologically safe environment where employees feel valued and heard. Moreover, feedback discussions that

are open and two-way are significantly more effective in driving employee learning and development (Ashford & Cummings, 1983).

Similarly, London and Smither (2002) found that employees who perceive their supervisors as open and supportive during feedback discussions tend to report higher job satisfaction, commitment, and willingness to improve.

4.4.2. There is a culture that encourages constructive feedback among team members, which promotes growth in both professional and personal development.

Table 4.7. There is a culture that encourages constructive feedback among team members

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	10	5.6	5.6	5.6	3.46	1.313
Disagree	58	32.2	32.2	37.8		
Neutral	6	3.3	3.3	41.1		
Agree	85	47.2	47.2	88.3		
Strongly Agree	21	11.7	11.7	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

As shown in Table 4.7, the distribution of responses reflects, it is evident that a significant portion of the respondents expressed their agreement with a particular statement. Specifically, 85 (47.2%) of the total respondents, indicated that they agreed and 21 (11.7%) of the total sample, strongly agreed that there is a culture that encourages constructive feedback among team members. While, 58 (32.2%) disagreed and 10 (5.6%), strongly disagreed on this issue. Therefore, from the findings of the study we can conclude that although there is a culture that encourages constructive feedback among team members, there are still significant gaps that may hinder consistent professional and personal growth at the Commercial Bank of Ethiopia, Kirkos District. These findings align with research that highlights the role of team-based feedback culture in enhancing performance, innovation, and well-being.

London and Smither (2002) emphasized that feedback-rich cultures are instrumental in promoting continuous learning and development, as they enable individuals to reflect on their behaviors and adapt accordingly. Similarly, Edmondson (1999) underscored the importance of psychological safety a key component of feedback culture where team members feel comfortable sharing ideas and admitting mistakes without fear of judgment.

4.4.3. In the Kirkos district, the CBE offers comprehensive instructions on effectively providing and receiving feedback.

Table 4.8. CBE offers comprehensive instructions on effectively providing and receiving feedback.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	15	8.3	8.3	8.3	3.46	1.313
Disagree	42	23.3	23.3	31.7		
Neutral	13	7.2	7.2	38.9		
Agree	65	36.1	36.1	75.0		
Strongly Agree	45	25.0	25.0	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

As shown from the Table 4.8, it can be explained that 65 (36.1 %) respondents agreed and 45(25%) strongly agreed that, the Commercial Bank of Ethiopia provides comprehensive instructions on how to give and receive feedback. However, 42 (23.3% of employees disagreed and 15 (8.3%) strongly disagreed on this issue. Therefore, from the findings of the study we can conclude that, employees generally at CBE Kirkos District receive thorough guidance on how to effectively give and receive feedback.

The result aligns with the previous research emphasizing the importance of structured training in feedback delivery and reception:

According to London (2003), comprehensive feedback training improves the quality of feedback exchanges, enhances trust, and directly influences job satisfaction a principle reflected in the positive responses from most employees in this study.

Furthermore, Aguinis (2013) asserts that effective performance management systems must include proper training on feedback practices to ensure mutual understanding and positive reception, which ultimately enhances employee engagement and satisfaction.

Thus, the findings from the CBE Kirkos District support the established literature by showing that structured guidance on feedback contributes to a more effective and satisfying work environment.

4.4.4. In the CBE Kirkos district, the organization has set clear guidelines that managers must follow when documenting feedback.

Table 4.9. The organization has set clear guidelines that managers must follow when documenting feedback.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	3.3	3.3	3.3
Disagree	38	21.1	21.1	24.4
Neutral	9	5.0	5.0	29.4
Agree	99	55.0	55.0	84.4
Strongly Agree	28	15.6	15.6	100.0
Total	180	100.0	100.0	

Source: SPSS Result

Based on the results displayed in the Table 4.9, it can be explained that most of respondents 99 (55.0%) agreed and 28 (15.6%) strongly agreed that clear guidelines exist for managers to follow when documenting feedback. While 38 (21.1%) disagreed and 6 (3.3%) strongly disagreed and the remained 9 (5%) were neutral on the issue. Therefore, from the findings of the study we can conclude that, employees largely recognized the presence of a structured feedback documentation system, which likely contributes to accountability and consistency in feedback

practices. The findings are consistent with prior studies that emphasize the importance of clear organizational guidelines in feedback processes:

According to Pulakos (2009) notes that formal structures for documenting feedback help ensure consistency, fairness, and transparency factors that contribute significantly to employee trust in the system and, by extension, job satisfaction.

4.4.5. In the CBE Kirkos district, the organization's feedback policy emphasizes on the importance of both positive and constructive criticism.

Table 4.10. the organization's feedback policy emphasizes the importance of both positive and constructive criticism.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	14	7.8	7.8	7.8
Disagree	33	18.3	18.3	26.1
Neutral	13	7.2	7.2	33.3
Agree	85	47.2	47.2	80.6
Strongly Agree	35	19.4	19.4	100.0
Total	180	100.0	100.0	

Source: SPSS Result

Based on the results displayed in the Table 4.10, most of respondents 85 (47.2%) agreed and 35 (19.4%) strongly agreed that the organization's feedback policy emphasizes the importance of both positive and constructive criticism. While, 33 (18.3%) disagreed and 13 (7.8%) strongly disagreed and 13 (7.2%) remained neutral on the issue. Therefore, from the findings of the study we can conclude that, CBE Kirkos District recognizes the value of both positive reinforcement and constructive feedback, which is essential for boosting motivation and facilitating improvement. However, the existence of some disagreement points to possible inconsistencies in how the policy is applied.

The result align well with the prior research on effective feedback practices and their role in employee satisfaction:

According to Kluger and DeNisi (1996) highlight that feedback is most effective when it includes both recognition of strengths and areas for improvement, as this dual approach increases acceptance and motivation for change.

Similarly London and Smither (2002) also emphasize that employees respond better when feedback is balanced positive feedback reinforces confidence, while constructive criticism guides development, contributing to higher job satisfaction and better performance outcomes.

4.5. Tools and Techniques for Providing Feedback

4.5.1. The methods and approaches employed by the CBE Kirkos district for delivering performance feedback are clearly established and well-defined.

Table 4.11. Delivering performance feedback are clearly established and well-defined.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	6	3.3	3.3	3.3	3.44	1.119
Disagree	49	27.2	27.2	30.6		
Neutral	8	4.4	4.4	35.0		
Agree	94	52.2	52.2	87.2		
Strongly Agree	23	12.8	12.8	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

Based on the results displayed in the Table 4.11, it can be explained that majority of respondents 94 (52.2%) agreed and 23(12.8%) strongly agreed that the methods and approaches employed by the CBE Kirkos district for delivering performance feedback are clearly established and well-defined. While, 49 (27.2%) disagreed and 6 (3.3%) strongly disagreed and 8 (4.4%) remained neutral on the issue. Therefore, from the findings of the study we can conclude that, the presence of well-defined feedback tools and techniques contributes positively to employee job satisfaction at the CBE Kirkos District.

This finding aligns well with previous research, which emphasize the importance of clarity and structure in feedback systems: According to London (2003) emphasized that clear feedback

delivery tools improve employees' understanding of expectations, which in turn increases satisfaction and motivation.

Similarly, Aguinis (2013) noted that structured performance management systems with standardized feedback tools lead to improved employee perceptions of fairness and satisfaction.

4.5.2. The performance feedback methods utilized at CBE Kirkos district are effective for assessing employee performance.

Table 4.12. The performance feedback methods utilized are effective for assessing employee performance.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	21	11.7	11.7	11.7	3.26	1.278
Disagree	41	22.8	22.8	34.4		
Neutral	14	7.8	7.8	42.2		
Agree	79	43.9	43.9	86.1		
Strongly Agree	25	13.9	13.9	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

Based on the results displayed in the Table 4.12, it can be explained that most of the respondents respond on the performance feedback methods utilized are effective for assessing employee performance, 79 (43.9%) agreed and 25 (13.9%) strongly agreed, while 41 (22.8%) disagreed and 21 (11.7 %) strongly disagreed but, the remaining 14 (7.8 %) from the participants were neutral on the issue.

The mean score of 3.26 reflects a general leaning toward agreement, but it indicates that perceptions of effectiveness are moderate, rather than strongly positive.

The standard deviation of 1.278 indicated a relatively wide spread in responses, suggesting variability in how employees perceive the effectiveness of the feedback methods.

Therefore, from the findings of the study we can conclude that the majority of employees at CBE Kirkos perceive the performance feedback methods as somewhat effective, there is room for improvement in how feedback is utilized for assessing employee performance.

This results align with the existing research on the effectiveness of performance feedback and its impact on employee satisfaction:

According to Aguinis (2013) also emphasized that for performance feedback to be effective, it must be timely, specific, and linked to clear performance objectives. The variability in employees' perceptions of the feedback system's effectiveness suggests that some employees may find the feedback insufficient or unclear.

Similarly Morrison & Milliken (2000) noted that when feedback methods are inconsistent or perceived as ineffective, it can lead to frustration and dissatisfaction among employees. This is reflected in the significant portion of employees who disagree with the effectiveness of the feedback methods at CBE Kirkos.

4.5.3. CBE Kirkos district provides feedback using various effective communication methods, including face-to-face meetings and written documents.

Table 4.13. CBE Kirkos district provides feedback using various effective communication methods.

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	12	6.7	6.7	6.7	3.61	1.135
Disagree	28	15.6	15.6	22.2		
Neutral	8	4.4	4.4	26.7		
Agree	102	56.7	56.7	83.3		
Strongly Agree	30	16.7	16.7	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

Based on the results displayed in the Table 4.13, it is evident that a significant portion of the respondents expressed their agreement with a particular statement. Specifically 102 (56.7%) of

the total respondents, indicated that they agreed with the statement, additionally, 30 (16.7%) of the total sample, strongly agreed that CBE Kirkos district provides feedback using various effective communication methods. Therefore, from the result it can be concluded that, CBE Kirkos district provides feedback using various effective communication methods, including face-to-face meetings and written documents.

This finding is align with a substantial body of research emphasizing the role of communication methods in performance feedback systems:

According to Kerns (2003) emphasized that written feedback offers employees a tangible record of their performance, which can be referred to later, making it a useful tool for reinforcing verbal feedback. This dual approach of both written and face-to-face communication is a widely recognized best practice in performance feedback systems.

Similarly Robinson & Judge (2019) found that when feedback is delivered through multiple communication channels (such as face-to-face meetings and written feedback), it enhances the employee’s understanding of the feedback, leading to better performance and higher satisfaction.

4.5.4. At CBE, the emphasis of feedback systems is primarily on financial outcomes rather than on the performance of daily operations.

Table 4.14. CBE emphasis primarily on financial outcomes rather than on the performance of daily operations.

Respondents’ Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	32	17.8	17.8	17.8	2.78	1.335
Disagree	65	36.1	36.1	53.9		
Neutral	17	9.4	9.4	63.3		
Agree	43	23.9	23.9	87.2		
Strongly Agree	23	12.8	12.8	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

Based on the results displayed in the Table 4.14, most of respondents 65 (36.1%) and 32 (17.8%) from the sample respondents were disagreed and strongly disagreed respectively with the idea that feedback is primarily focused on financial outcomes. While 43 (23.9%) from the respondents were agreed and 23 (12.8%) strongly agreed, but the remaining 17 (9.4%) from the respondents were neutral on the given issue. Therefore, from the findings of the study we can conclude that, most employees feel the feedback system at CBE is primarily focused on financial outcomes.

This findings align with existing literature on performance feedback systems and their emphasis on various performance dimensions:

According to Pulakos (2009) emphasizes that feedback systems should incorporate multiple dimensions of performance, including daily operational tasks, as these have a direct impact on employee behavior and satisfaction. The results suggested that the feedback system at CBE may include these dimensions, as a large portion of employees disagrees that it focuses only on financial outcomes.

4.5.5. There is a formal system for delivering and receiving feedback both from the bottom-up and top-down in commercial banking.

Table 4.15. There is a formal system for delivering and receiving feedback

Respondents' Decision	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Deviation
Strongly disagree	16	8.9	8.9	8.9	3.39	1.234
Disagree	39	21.7	21.7	30.6		
Neutral	12	6.7	6.7	37.2		
Agree	85	47.2	47.2	84.4		
Strongly Agree	28	15.6	15.6	100.0		
Total	180	100.0	100.0			

Source: SPSS Result

Based on the results displayed in the Table 4.15, it can be explained that most of the respondents respond on there is a formal system for delivering and receiving feedback both from the bottom-

up and top-down in commercial banking. Concerning this 85 (47.2 %) agreed and 28 (15.6% strongly agreed. while 39 (21.7%) disagreed and 16 (8.9 %) strongly disagreed and the remaining 12 (6.7 %) from the participants were neutral on the issue. Therefore, from the findings of the study we can conclude that, a significant portion of employees at CBE Kirkos perceives a formal system for delivering and receiving feedback. However, the variability in responses suggested that CBE Kirkos could benefit from improving the clarity and consistency of their feedback system across the organization.

This findings are consistent with the broader literature on formal feedback systems in organizations:

According to Aguinis (2013) highlights that formal feedback systems, which include both bottom-up and top-down communication, contribute to improved employee performance and satisfaction by providing clear and structured communication channels. The perception of a formal feedback system at CBE Kirkos, as reflected in the positive responses, is aligned with this concept.

4.6. Barriers to Effective Feedback Delivery

Table 4.16. Barriers to Effective Feedback Delivery

S.N		Level of Agreement											
		S.D		D.A		N		A		S.A		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
11	Managers receive inadequate training to give constructive feedback effectively.	35	19.4	85	47.2	15	8.3	33	18.3	12	6.7	180	100.0
12	There are barriers that hinder the effectiveness	22	12.2	48	26.7	8	4.4	71	39.4	31	17.2	180	100.0

	of performance feedback.												
13	My immediate boss has provided feedback when things are going wrong.	7	3.9	23	12.8	4	2.2	89	49.4	57	31.7	180	100.0
14	Receiving negative performance feedback at CBE Kirkos district greatly affects my overall job satisfaction and mental health.	25	13.9	41	22.8	11	6.1	68	37.8	35	19.4	180	100.0

Source: SPSS Result

Based on the results displayed in the Table 4.16, it can be explained that managers receive inadequate training to give constructive feedback effectively, concerning this, 85 (47.2%) and 35 (19.4%) from the sample respondents were disagreed and strongly disagreed respectively. While 33 (18.3%) and 12 (6.7%) from the respondents were agreed and strongly agreed respectively on the given issue, but the remaining 15 (8.3%) from the respondents were neutral on the issue. Therefore, from the findings of the study we can conclude that, managers receive inadequate training in delivering constructive feedback.

This findings align with several key themes in the literature on performance feedback: According to Aguinis (2013) and London (2003) suggest that managerial training in delivering constructive feedback is crucial for the effectiveness of feedback systems. The results in Table 4.16 showed that most employees do not perceive a lack of managerial training, which suggested

that at least some aspects of training might be adequate. Similarly another study by London and Smither (1991) found that managers who receive training on how to give feedback are more likely to deliver effective feedback. This supports the findings of the current study, which highlights the need for adequate training for managers.

Regarding barriers that hinder the effectiveness of performance feedback, Table 4.16 showed that the majority of respondents 71 (39.4%) agreed, while 31 (17.2%) strongly agreed with this statement. While 48 (26.7%) and 22 (12.2%) from the respondents were agreed and strongly agreed respectively on the given issue, but the remaining 8 (4.4%) from the respondents were neutral on the issue. Therefore, from the findings of the study we can conclude that, there are barriers hindering the effectiveness of performance feedback. This indicated that employees perceive some challenges or obstacles in the feedback process.

Previous research has also highlighted the existence of barriers that hinder the effectiveness of performance feedback. A study by Kluger & DeNisi (1996) noted that barriers to feedback effectiveness, such as communication breakdowns or misunderstandings, can reduce the impact of feedback on employee performance.

With respect to their immediate boss has provided feedback when things are going wrong. Concerning this, 89 (49.4%) and 57 (31.7%) from the sample respondents were agreed and strongly agreed respectively. While 23 (12.8%) were disagreed and 7 (3.9%) were strongly disagreed from the respondents on the given issue.

In light of this finding, it can be conclude that, A large portion of employees (81.1%) agreed and strongly agreed that their immediate supervisor provided feedback when things are going wrong. This suggested that, at least in terms of providing corrective feedback, supervisors at CBE Kirkos are perceived to be proactive in addressing performance issues. However, there is a small portion (16.7%) who disagree, indicating that not all employees receive timely or adequate corrective feedback.

With respect to receiving negative performance feedback at CBE Kirkos district greatly affects my overall job satisfaction and mental health from the Table 4.16, showed that majority of respondents 68 (37.8%) of the total sample were agreed and 35 (19.4%) strongly agreed on the issue. While 41 (22.8%) were disagreed and 25 (13.9%) strongly disagreed on the issue. Therefore, from the findings of the study we can conclude that, A significant majority 57.2% of

employees agreed and strongly agreed that receiving negative feedback impacts their job satisfaction and mental health. This suggests that negative feedback at CBE Kirkos may have a detrimental effect on employee well-being.

4.7. Employees' Perception of Feedback Effectiveness

Table 4.17. Employees' Perception of Feedback Effectiveness

S.N	Questionnaire item	Level of Agreement											
		S.D		D.A		N		A		S.A		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
15	At CBE Kirkos district, the feedback provided to me is specific and focused on areas that are important for my professional development.	29	16.1	48	26.7	7	3.9	69	38.3	27	15.0	180	100.0
16	The feedback I receive at CBE motivates me to maintain high performance in my job.	20	11.1	35	19.4	13	7.2	65	36.1	47	26.1	180	100.0
17	The work environment at CBE Kirkos district promotes the	27	15.0	50	27.8	9	5.0	66	36.7	28	15.6	180	100.0

	acquisition of knowledge through constructive feedback.												
18	I believe that the feedback I obtain from CBE Kirkos district is both timely and relevant to my role.	32	17.8	67	37.2	14	7.8	46	25.6	21	11.7	180	100.0
19	I am satisfied with the amount of constructive feedback provided by my supervisor at CBE, Kirkos District.	14	7.8	54	30.0	5	2.8	81	45.0	26	14.4	180	100.0

Source: SPSS Result

Based on the results displayed in the Table 4.17, it can be explained that at CBE Kirkos district, the feedback provided to them were specific and focused on areas that are important for their professional development. Concerning this, 69 (38.3%) and 27 (15.0%) from the sample respondents were agreed and strongly agreed respectively. While 48 (26.7%) from the respondents were disagreed and 29 (16.1%) strongly disagree on the given issue, but the remaining 7 (3.9%) from the respondents were neutral on the issue. Therefore, from the findings of the study it can conclude that, the majority of employees (53.3%) believe that the feedback they receive is both specific and focused on areas important for professional development, suggesting that the feedback is perceived as relevant and beneficial for career growth.

Previous research has also highlighted that the feedback they receive is both specific and focused on areas important for professional development, A study by Aguinis (2013) emphasized that feedback specificity and its focus on professional development are crucial for employee motivation and performance. The findings in this study align with this, as most employees feel that the feedback they receive is specific and aligned with their development.

With respect to the feedback they received at CBE motivates them to maintain high performance in their job, concerning this, 65 (36.1%) and 47 (26.1%) from the sample respondents were agreed and strongly agreed respectively. While 35 (19.4%) from the respondents were disagreed and 20 (11.1%) strongly disagreed on the given issue. Therefore, from the findings of the study we can conclude that, about 62.2 % of employees agreed or strongly agreed that feedback motivates them to maintain high performance. This is a positive indication that feedback serves a motivational role for a significant portion of employees. However, 30.5% respondents were disagreed and suggested that feedback may not have a strong motivational impact.

This findings align with the previous research in the literature, a study by London (2003) stated that feedback should not only serve to correct behavior but also to motivate and support employee development. While the feedback is motivating for many employees, the neutral and negative responses indicate that this aspect of feedback effectiveness could be further enhanced at CBE Kirkos district.

With respect to the work environment at CBE Kirkos district promotes the acquisition of knowledge through constructive feedback, concerning this, 66 (36.7%) and 28 (15.6%) from the sample respondents were agreed and strongly agreed respectively. While 50 (27.8%) from the respondents were disagreed and 27 (15.0%) strongly disagreed on the given issue. Therefore, from the findings of the study we can conclude that, about 52.3 % of employees agreed and strongly agreed that the work environment encourages the acquisition of knowledge through constructive feedback. However, 42.8 % of employees remain disagree, this implied that not all employees view the environment as equally conducive to learning through feedback.

Regarding the timeliness and relevance of the feedback received from CBE Kirkos District, Table 4.17 showed that the majority of respondents expressed dissatisfaction. Specifically, 67 respondents (37.2%) disagreed, and 32 respondents (17.8%) strongly disagreed that the feedback was timely and relevant to their roles. Conversely, 46 respondents (25.6%) agreed, and 21

respondents (11.7%) strongly agreed with the statement. The remaining 14 respondents (7.8%) were neutral on this matter. Therefore, from the findings of the study we can conclude that, a significant portion of employees (55.0%) disagree and strongly disagree that the feedback they receive is timely and relevant to their role. This indicated that a major area of concern, as it suggested that many employees do not feel they receive feedback when it is needed and it could not be directly applicable to their daily responsibilities. This could point to a gap in how feedback is delivered, especially in terms of timing and relevance.

The timing of feedback plays a crucial role in its effectiveness, but CBE Kirkos district, provided feedback to employees only once a year. However, it is more effective to conduct evaluations multiple time throughout the year. Because frequent feedback benefits not only employees but also the Bank, as it helps performance continuously and allows for timely adjustments, where as annual evaluation alone may not be sufficient to address meaningful development.

According to Kluger and DeNisi (1996) found that feedback timing and relevance are critical factors for improving feedback effectiveness. The high percentage of employees who disagree with the timeliness and relevance of feedback at CBE Kirkos supported this finding and highlights a key area for improvement.

Regarding satisfaction with the level of constructive feedback received from supervisors at CBE Kirkos District, Table 4.17 indicates that the majority of respondents were positive. Specifically, 81 respondents (45.0%) agreed, and 26 respondents (14.4%) strongly agreed that they were satisfied with the constructive feedback provided by their supervisors. While 54 (30.0%) and 14 (7.8%) from the respondents were disagreed and strongly disagreed respectively on the given issue, but the remaining 5 (2.8%) from the respondents were neutral on the issue. Therefore, from the findings of the study we can conclude that, about 59.4% of employees report satisfaction with the level of constructive feedback from their supervisor, but 37.8% express dissatisfaction that feels the feedback they received is inadequate or not constructive enough.

4.8. Relationship Between Feedback and Job Satisfaction

Table 4.18. Analysis of the relationship between performance feedback and employee job satisfaction.

S.N	Questionnaire item	Level of Agreement											
		S.D		D.A		N		A		S.A		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
20	To what extent are you satisfied with the effectiveness of the performance feedback you receive at CBE Kirkos district?	18	10.0	52	28.9	6	3.3	78	43.3	26	14.4	180	100
21	How satisfied are you with the regularity of the feedback you receive at CBE Kirkos district in terms of boosting your confidence and job satisfaction?	26	14.4	73	40.6	9	5.0	51	28.3	21	11.7	180	100
22	How satisfied are you with the impact of the performance feedback you receive on your overall well-being at CBE Kirkos district?	17	9.4	44	24.4	7	3.9	87	48.3	25	13.9	180	100

23	The feedback I receive at CBE Kirkos district contributes to my overall job satisfaction and commitment to the bank.	14	7.8	64	35.6	2	1.1	69	38.3	31	17.2	180	100
----	--	----	-----	----	------	---	-----	----	------	----	------	-----	-----

Source: SPSS Result

Based on the results displayed in the Table 4.18, the survey aimed to assess employees' perceptions of the performance feedback they receive and how it affects their job satisfaction at CBE Kirkos district. Each questionnaire item addresses a specific dimension of feedback, such as effectiveness, frequency, impact on well-being, and contribution to overall job satisfaction.

As shown in the Table 4.18, it can be explained that majority of the respondents 78 (43.3%) agreed, and 26 (14.4%) respondents strongly agreed that the feedback they receive at CBE Kirkos district is effective. On the contrary, 18 (10.0%) respondents strongly disagreed and 52 (28.9%) respondents disagreed on the given issue. Therefore, from the findings of the study it can conclude that, majority of employees (57.4%) are satisfied with the effectiveness of the feedback they receive.

This suggested that the feedback provided at CBE Kirkos is generally perceived as effective by most employees, contributing positively to their experience. However, a significant proportion (38.9%) remains dissatisfied, indicating that improvements in the effectiveness of feedback are needed for a portion of the workforce.

This aligns with the findings of London (2003), who highlighted that performance feedback is most effective when perceived as useful and constructive. A mixed perception here may suggest inconsistencies in feedback delivery or quality, which could limit its impact on motivation and productivity.

Regarding satisfaction with the regularity of feedback in boosting confidence and job satisfaction at the Commercial Bank of Ethiopia, Kirkos District, Table 4.18 shows that the majority of respondents, 73 (40.6%), disagreed, while 26 (14.4%) strongly disagreed. Conversely, 51 (28.3%) agreed, and 21 (11.7%) strongly agreed with the statement. This indicated that there is a

gap in consistent feedback practices and the lack of regular, constructive feedback may be holding back both individual growth and overall team morale, which could be and improvements could be made to ensure that feedback is delivered regularly.

This supports Aguinis (2009), who emphasized that timely and regular feedback is crucial for employee development and engagement. Irregular feedback can create ambiguity and reduce employees' trust in management, ultimately affecting job satisfaction.

Regarding satisfaction with how performance feedback affects their overall well-being at CBE Kirkos District, Table 4.18 indicates that most respondents 87 (48.3%) agreed, while 25 (13.9%) strongly agreed that the feedback they receive has a positive impact on their well-being. In contrast, 9.4% and 24.4% strongly disagreed and disagreed, respectively on the given issue. Therefore, from the findings of the study it can conclude that, feedback is not always frequent, when it is provided, it tends to positively affected employees' morale and psychological well-being.

This result supported the views of Ilgen et al. (1979), who highlighted that feedback plays both motivational and informational roles, enhancing not only employee performance but also their psychological experience at work. Regarding how feedback influences overall job satisfaction and commitment at CBE Kirkos district, Table 4.18 showed that 69 respondents (38.3%) agreed and 31 respondents (17.2%) strongly agreed that feedback positively affects their satisfaction and loyalty. On the other hand, 64 respondents (35.6%) disagreed and 14 respondents (7.8%) strongly disagreed. Despite a notable portion expressing dissatisfaction, the study concludes that over half of the participants perceive feedback as valuable to their well-being, job satisfaction, and connection to both their role and the organization. These results align with Hackman and Oldham's Job Characteristics Model (1976), which emphasizes that feedback is a key aspect of a job that directly affects employee motivation and satisfaction.

4.9. Correlation Analysis

Correlation refers to the extent to which two variables are related to each other. This relationship is mutual or reciprocal, meaning that while variables move together, correlation does not imply that one causes the other (Robert and Richard, 2008). To examine the connections between various aspects of performance feedback and employees' job satisfaction, a correlation matrix

was employed. Specifically, the Pearson correlation coefficient was used along with its significance values (p-values) to measure these associations.

Table 4.19. Correlations

		Open	Tools	Barriers	Employee	Relationship
Openness	Pearson Correlation	1	.019	.071	.052	.057
	Sig. (2-tailed)		.046	.034	.008	.045
	N	180	180	180	180	180
Tools	Pearson Correlation	.019	1	.021	.066	.043
	Sig. (2-tailed)	.036		.077	.076	.062
	N	180	180	180	180	180
Barriers	Pearson Correlation	.071	.021	1	.116	.132
	Sig. (2-tailed)	.047	.075		.121	.078
	N	180	180	180	180	180
Employee	Pearson Correlation	.052	.066	.116	1	.051
	Sig. (2-tailed)	.048	.367	.121		.050
	N	180	180	180	180	180
Relationship	Pearson Correlation	.057	.043	.132	.051	1
	Sig. (2-tailed)	.050	.026	.057	.001	
	N	180	180	180	180	180

Source: SPSS Result

The Pearson correlation analysis was conducted to examine the relationships among various variables related to performance feedback and employee job satisfaction at the Commercial Bank of Ethiopia (CBE), Kirkos District. The variables included openness of feedback delivery (Feedback-Openness), availability of feedback tools and techniques (Feedback-Tools), barriers to effective feedback ((Feedback-Barriers), employee perception on effective feedback (Employee), and the overall feedback-job satisfaction relationship (Feedback-Relationship).

The Pearson correlation results indicated that:

Openness in feedback has weak positive correlations with the other variables. Its correlation with employee involvement ($r = 0.052$, $p = 0.008$) and feedback relationship ($r = 0.057$, $p = 0.045$) is statistically significant at the 0.05 level. This implied that greater openness in communication tends to be associated with slightly higher employee engagement and a better feedback relationship.

Feedback Tools and techniques available for delivering or receiving feedback also showed weak positive correlations. Its association with employee involvement ($r = 0.066$) and Feedback-

relationship ($r = 0.043$) is not strong, but still statistically significant at p-values less than 0.05. This suggested that access to tools may support the feedback process.

Barriers to feedback shows a small positive correlation with employee involvement ($r = 0.116$) and feedback relationship ($r = 0.132$), even though these relationships are not statistically significant at the 0.05 level. This could indicated that when barriers are reduced, there may be a slight improvement in employee engagement and communication quality.

Employee involvement in feedback has a very weak positive correlation with the feedback relationship ($r = 0.051$, $p = 0.050$), which is just on the edge of statistical significance. This indicates that when employees are more actively engaged in the feedback process, their perception of the quality of that relationship may improve slightly.

Lastly, the relationship dimension referring to how feedback is exchanged and perceived has the highest correlation with barriers ($r = 0.132$) and employee involvement ($r = 0.051$). While these correlations are weak, they point toward a potential link between better relationships and improved feedback experiences.

Even though most of the correlation coefficients in Table 4.19 are weak, several relationships were statistically significant, especially between openness, tools, employee perception and relationship. These findings suggested that while feedback elements are interrelated, their direct impact on job satisfaction are understood. Further analysis, such as regression, is necessary to understand the predictive power of these variables more precisely.

4.9.1. Descriptive Statistics

Table 4.20. Descriptive Statistics

	Mean	Std. Deviation	N
Open	16.59	3.651	180
Tools	16.47	2.994	180
Barriers	13.29	2.097	180
Employee	16.59	2.523	180
Relationship	12.60	2.231	180

Source: SPSS Result

The descriptive statistics gathered from 180 respondents at the Commercial Bank of Ethiopia (CBE) in the Kirkos district provide meaningful insights into the role of performance feedback in employee job satisfaction.

The mean score for "Feedback-Openness" is 16.59 with a standard deviation of 3.65, indicated that a relatively high number of employees perceive the feedback process at CBE as open and transparent. This supports **Hypothesis 1**, which proposes that constructive feedback characterized by clarity and motivational value positively affected employee job satisfaction.

The high mean suggested that employees feel comfortable receiving and possibly acting upon feedback, which contributes to enhanced professional growth. Similarly, the mean score for "Feedback-Tools", which measures the resources and mechanisms available to facilitate feedback, is 16.47 (SD = 2.99). This reflected a positive perception of the systems in place to deliver feedback. However, when considered alongside the "Feedback-Barriers" variable, which has a lower mean of 13.29 (SD = 2.10), a moderate level of obstacles to effective feedback delivery is suggested. These may include delayed in feedback frequency, limitations in training, a rigid organizational culture, or inadequate feedback structures. This finding supports to **Hypothesis 2**, which asserts that institutional and cultural factors hinder effective feedback processes at CBE.

The mean score for "Employee perception" motivation and engagement stands at 16.59 (SD = 2.52), signifying a generally high level of employee perception on effective feedback involvement and morale linked to feedback practices. This observation supports **Hypothesis 3**, which states that frequent and timely feedback significantly enhance engagement and motivation, ultimately enhancing job satisfaction and decreasing turnover rates. Lastly, the variable "Feedback-Relationship", which evaluates the correlation between performance feedback and job satisfaction, yields a mean of 12.60 with a standard deviation of 2.23. While slightly lower compared to other indicators, it still suggested a positive relationship between feedback and employee well-being. This supports **Hypothesis 4**, which states the effective feedback characterized by specificity and timeliness contributes to higher levels of job satisfaction by improving motivation, workplace engagement and well being.

4.9.2. Regression Analysis Result

To explore how the independent variables relate to the dependent variable and to identify which factors best predict employee job satisfaction, the study employed a multiple regression analysis. This method is widely recognized and commonly used to examine the connections between one outcome variable and several predictor variables (George et al., 2003).

In this research, the focus was on understanding the influence of various aspects of performance feedback on employees' job satisfaction. The regression model incorporated multiple dimensions of performance feedback as predictors, with job satisfaction as the outcome variable.

Independent Variables (IV): Dimensions of Performance Feedback

Specificity and Clarity of Feedback: Refers to how precise, understandable, and targeted the feedback is in addressing employee performance.

Constructive Feedback: Represents the degree to which feedback helps employees improve by being supportive, developmental, and actionable.

Timeliness and Frequency of Feedback: Refers to how regularly and promptly feedback is delivered after performance events.

Dependent Variable (DV): Defined as the overall contentment and positive attitude employees have toward their job, which may be influenced by the quality of performance feedback received.

4.9.3. Regression coefficients

Table 4.21. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.218	0.046	0.037	0.27748

This model illustrates that performance feedback especially when it is Specific and Clear, Constructive, and delivered regularly and promptly plays a key role in employees' job satisfaction.

The Pearson correlation coefficient between the combined feedback variables and employees' job satisfaction was found to be R value of 0.218 indicated a weak positive correlation between the two variables.

The results of the regression analysis showed an R-squared value of 0.046, indicating that performance feedback explains about 4.6% of the differences in employee job satisfaction. This suggests that although performance feedback has some influence, it accounts for only a small portion of the overall variation in job satisfaction among employees.

The Adjusted R-squared value, which adjusts for the number of predictors included in the model, was 0.037. This reinforces the idea that performance feedback by itself is not a strong predictor of job satisfaction, implying that other factors not considered in this study likely play a more significant role in shaping employee satisfaction. Additionally, the Standard Error of the Estimate was 0.27748, showing the average amount by which the actual job satisfaction scores differ from those predicted by the model, reflecting a moderate level of variability around the regression line.

4.9.3. Summary of Hypothesis Testing

Based on the correlation and regression results, here is a summary of Hypothesis:

1. **H1:** Constructive feedback positively influences employee job satisfaction.

Supported, the weak positive correlation and regression suggested that constructive feedback does contribute to employee job satisfaction, though it is not the only factor.

2. **H1:** Organizational culture, lack of training, and insufficient resources significantly hinder effective feedback delivery at the CBE Kirkos district in Addis Ababa.

Supported Indirectly, The presence of feedback barriers and their negative impact on employee job satisfaction are reflected in the low explanatory power of the model.

3. **H1:** Regular and timely feedback increases engagement and job satisfaction.

Partially Supported, While feedback shows a positive relationship with satisfaction, the weak R Square suggested that it needs to be more frequent or impactful to significantly influence engagement and retention.

4. **H1:** A clear and specific feedback has a meaningful positive impact on employee motivation, well-being, and overall job satisfaction.

Partially Supported, The direction is positive, but the strength is limited. Feedback is important but not sufficient by itself to fully drive motivation or well-being.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1. Summary of the major Findings

This chapter summarizes the key findings of the study in relation to its main objectives. Based on the results, conclusions are drawn, and recommendations are provided. The primary goal of this research was to examine the impact of performance feedback on employees' job satisfaction at the Commercial Bank of Ethiopia (CBE) in the Kirkos District, Addis Ababa.

To do this, the study utilized a mixed research design that included both quantitative and qualitative approaches. The data collection involved the use of structured questionnaires that contained both open and close ended questions, as well as semi-structured interviews. The data collected was analyzed by utilizing descriptive and inferential statistics. The data were coded and analyzed using the Excel and SPSS software, which allowed for the production of tables, percentages, and other statistical outputs that aided the presentation of findings. The study focused on understanding how various aspects of performance feedback influence employees' job satisfaction and commitment at CBE in the Kirkos District. It was determined that feedback processes were a very important aspect of satisfaction levels in many types of employment settings, particularly formal and service based settings such as banking industry.

The study also determined that the process of providing feedback is not being utilized to its full potential in evaluating and improving performance. The research suggested that well-established, timely feedback can substantially enhance an employee's level of motivation and leads to higher job satisfaction. The study suggested that improvements in the feedback mechanisms can lead to increased engagement, productivity, and overall job satisfaction.

5.2. Conclusions

The presence of effective feedback systems framed by clarity, consistency, and relevance serves to effectively affect elevated levels of motivation, engagement, and satisfaction within employees. Within feedback mechanism, the research illustrated that they do not exist in an optimal state for the banking industry in the study area to potentially reach the highest level of performance gains. Feedback would benefit from improved delivery and communication, resulting in job satisfaction, productivity, and an overall positive culture in the workplace.

In summary, based on the major findings the following conclusions were drawn:

It was apparent that most of respondents were male employees, suggested that there were lack of gender equality in the workplace within the banking sector at the Commercial Bank of Ethiopia in the Kirkos District. It is evidenced that female employees were underrepresented in this organization, perhaps a direct reflection of systemic barriers related to women's participation in the banking industry.

In terms of age, majority of respondents tended to be relatively young; this indicated that majority of employees were in their prime in terms of their years of service. This age-related advantage suggested a highly productive employee pool willing to partner with the organization. This demographic likely had considerable capacity for growth and innovation, as being younger and having relatively little time in the industry, compared to their suggested counterparts, would contribute to their level of engagement. Feedback as an investment doing on young employees will benefit the bank to meet it's goal as well as develop employees professional and personal values.

Concerning educational qualifications of respondents, most respondents hold a Bachelor's degree. This suggested that the banking sector is benefits from a highly educated workforce, which serves as a significant asset. High levels of education among employees contribute to the industry's competitive advantage by ensuring that workers possess the necessary skills and knowledge to manage complex financial systems, drive innovation, and adapt to the changing needs of the market.

In line with this, the majority of employees expressed disagreement with the notion that supervisors encouraged open communication during feedback discussions, indicating a significant communication gap between supervisors and employees.

This idea is also supported by According to Men (2014), transparent communication fosters trust and creates a psychologically safe environment where employees feel valued and heard. Moreover, feedback discussions that are open and two-way are significantly more effective in driving employee learning and development (Ashford & Cummings, 1983).

In line with this, it can conclude that although there is a culture that encourages constructive feedback among team members, there are still significant gaps that may hinder consistent professional and personal growth at the Commercial Bank of Ethiopia, Kirkos District.

From the findings of the study we can conclude that, the majority of employees agreed that CBE Kirkos district provides comprehensive guidance on giving and receiving feedback, supporting effective communication and trust. The result aligns with the previous research emphasizing the importance of structured training in feedback delivery and reception:

According to London (2003), comprehensive feedback training improves the quality of feedback exchanges, enhances trust, and directly influences job satisfaction a principle reflected in the positive responses from most employees in this study.

In line with this, it can conclude that, the feedback process contributed to a supportive work environment and possibly motivates employees by recognizing strengths and areas for improvement.

In accordance with this, performance feedback methods were identified as a contributing factor to job satisfaction. However, their effectiveness in assessing employee performance had not been fully optimized. Enhancing these methods could have further boosted employee satisfaction and motivation.

In accordance with this, effective methods of delivering performance feedback such as a combination of face-to-face and written communication were positively linked to both job satisfaction and employee performance. Eventhough system based performance appriasal avoided the physical(face to face) interaction plus managers did for compliance purpose. Currently the bank developed a feedback guide line as of December 2024 to correct the problem.This findings align with a substantial body of research emphasizing the role of communication methods in performance feedback systems:

Accourding to Kerns (2003) emphasized that written feedback offers employees a tangible record of their performance, which can be referred to later, making it a useful tool for reinforcing verbal feedback. This dual approach of both written and face-to-face communication is a widely recognized best practice in performance feedback systems.

In light of this finding, it can be concluded that there are obstacles that hinder effective feedback delivery. These included insufficient training for managers, the presence of barriers that reduce feedback effectiveness, inconsistency in feedback provided by immediate supervisors, and the negative impact of feedback on job satisfaction and employees' mental health. These findings are consistent with previous research, emphasizing the need for organizations to address these barriers to improve feedback delivery and, ultimately, employee performance and well-being.

In light of this finding, it can be concluded that many employees do not feel they receive feedback when it is needed and it could not be directly applicable to their daily responsibilities. This could point to a gap in how feedback is delivered, especially in terms of timing and relevance. The timing of feedback plays a crucial role in its effectiveness, but CBE Kirkos district, provided feedback to employees only four times a year for financial targets and once a year for core value competencies or behavioral elements.

In light of this finding, it can be concluded that even though most of the correlation coefficients in Table 4.19 are weak, several relationships were statistically significant, especially between openness, tools, employee perception and relationship. These findings suggested that while feedback elements are interrelated, their direct impact on job satisfaction are understood. Further analysis, such as regression, is necessary to understand the predictive power of these variables more precisely.

Based on the findings, the Pearson correlation coefficient between the combined feedback variables and employees' job satisfaction was 0.218, indicating a weak positive relationship between the two. The regression analysis showed an R Square value of 0.046, meaning that performance feedback explains only 4.6% of the variation in job satisfaction among employees. This suggests that while feedback does have some influence, its impact on overall job satisfaction is relatively limited. Furthermore, the Adjusted R Square value of 0.037 highlights that other factors, which were not included in this study, likely play a more significant role in determining employee job satisfaction.

5.3. Recommendations

Based on the major findings, conclusions were drawn, and the researcher forwards the following suggestions:

5.3.1. Recommendations to Commercial Bank of Ethiopia (CBE) Kirkos district

CBE Kirkos District should prioritize in providing training programs for managers that focus on effective communication skills and constructive feedback techniques. Supervisors could benefit from further training on how to deliver constructive and motivating feedback that promotes both employee development and satisfaction.

- ✓ Greater emphasis should be placed on feedback as a tool for learning and knowledge acquisition, ensuring that employees see feedback as a means to grow professionally, not just as an evaluation.
- ✓ Implement supervisor training programs focused on delivering balanced and constructive feedback, and conduct regular assessments of feedback quality to enhance employee satisfaction.
- ✓ Commercial Bank of Ethiopia (CBE) Kirkos District should focus on strengthening the team-level feedback culture by fostering psychological safety, encouraging peer-to-peer feedback, and providing team-based training to ensure inclusive participation in open communication.
- ✓ Efforts should be made to enhance both the delivery and content of performance feedback to ensure it effectively supports employee satisfaction and development across all groups.
- ✓ Commercial Bank of Ethiopia (CBE) Kirkos District should consider conducting feedback sessions multiple times throughout the year, as frequent feedback benefits both employees and the Bank. It helps continuously performance improvement and allows for timely adjustments, whereas quarterly and annual evaluation alone may not be sufficient to address meaningful development.
- ✓ The bank should finalize its feedback guide line preparation and making it part of the HR procedure. Upgrading or customizing the performance appraisal system by incorporating feedback apprameteris.

5.3.2. Future Research Studies:

This research study explores on how performance feedback influences job satisfaction among employees at the Commercial Bank of Ethiopia in the Kirkos District. Future research in this area could further investigate the long-term impact of different types of feedback on employee motivation and retention. Additionally, a larger sample size, better measurement tools, including moderating and mediating factors and comparative studies across different branches or regions could reveal contextual differences and may yield more conclusive results. Scholars and practitioners can gain deeper insights into how to tailor feedback mechanisms to diverse employee needs, organizational cultures, and evolving workplace dynamics, ultimately enhancing job satisfaction and performance at a broader scale.

References

- Abiy, M., & Tilahun, D. (2020). Feedback mechanisms and employee performance in Ethiopian banks: An empirical analysis. Addis Ababa University Press.
- Anseel, F., Lievens, F., & Schollaert, E. (2009). The role of feedback in performance appraisal. *Personnel Review*, 38(1), 101–116.
- Ashford, S. J. (1986). Feedback-seeking in employee adaptation: A resource perspective. *Academy of Management Journal*, 29(2), 465–487.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bantayehu, A., & Tadesse, F. (2021). The role of feedback in enhancing employee engagement in Ethiopian organizations. *International Journal of Business Management*, 45(3), 150-162.
- Bekele, S. (2019). Exploring feedback practices in Ethiopian financial institutions. *Journal of African Business*, 20(1), 78-94.
- Baker, A., Perreault, D., Reid, A., & Blanchard, C. M. (2013). Feedback and organizations: Feedback is good, feedback-friendly culture is better. *Canadian Psychology/Psychologie canadienne*, 54(4), 260–268.
- Butler, R. (1993). Effects of task- and ego-achievement goals on information-seeking task engagement. *Journal of Personality and Social Psychology*, 65(1), 18–31. <https://doi.org/10.1037/0022-3514.65.1.18>
- Bujak, M. (2019). The importance of feedback in employee performance. *Journal of Organizational Behavior*, 40(3), 312-329.
- Bune, D. (2016). A study on employee performance management in Ethiopian banks. *Ethiopian Journal of Business and Economics*, 9(2), 65-84.
- Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict employee performance: A 2-year field study. *Journal of Applied Psychology*, 99(2), 271–285. <https://doi.org/10.1037/a0035661>

- Chen, Z., & Chen, S. (2009). Feedback and organizational commitment in the banking sector. *Journal of Business Research*, 62(7), 725-732.
- Dahling, J., & O'Malley, A. (2011). Supportive Feedback Environments Can Mend Broken Performance Management Systems. *Industrial and Organizational Psychology*, 4(2), pp. 201- 203.
- Gebremariam, H. (2022). Feedback and performance outcomes in Ethiopian banks: A case study on CBE. *Ethiopian Journal of Business Studies*, 37(4), 23-35.
- Fayolle, A. (2020). The impact of feedback on leadership communication and employee satisfaction. *Leadership Studies Review*, 35(4), 67-82.
- Feng, J., & Zhang, X. (2015). Cultural differences and feedback effectiveness in cross-cultural settings. *International Journal of Cross-Cultural Management*, 15(2), 175-188.
- Gallagher, A. (2005). Effective feedback: A key to motivating employees. *Management Review*, 19(2), 39-50.
- Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review*, 12(1), 9-22.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254–284. <https://doi.org/10.1037/0033-2909.119.2.254>
- Kuvaas, B. (2006). Work motivation and performance: A study of feedback interventions in Norwegian companies. *International Journal of Human Resource Management*, 17(3), 581–598. <https://doi.org/10.1080/09585190500521581>
- Hanser, L.M., & Muchinsky, P.M. (1978). Work as an information environment. *Organizational Behavior Human Performance*, 21, pp. 47-60.
- Hattie, J., & Timperley, H. (2007): This article provides a comprehensive overview of how various forms of feedback affect learning outcomes and emphasizes the need for clarity and relevance in delivering effective feedback.

- Ilies, R., Curseu, P. L., & De Pater, I. E. (2005). Feedback and employee performance. *European Journal of Work and Organizational Psychology*, 14(3), 247-262.
- Locke, E. A., Cartledge, N. & Koeppel, J. (1968). Motivational effects of knowledge of results: A goal-setting phenomenon? *Psychological Bulletin*, 70, pp. 474-485.
- London, M. & Smither J.W (2002). Feedback orientation, feedback culture, and the longitudinal performance management process, *Human Resource Management Review*, 12(1), pp. 81-100.
- Locke, E. A. (1976). The nature and consequences of job satisfaction. *Handbook of Industrial and Organizational Psychology*, 1297-1349.
- London, M. (2003). *Job feedback: Giving, seeking, and using feedback for performance improvement*. Lawrence Erlbaum Associates.
- Morrison, E. W., & Hock, S. (2011). Feedback and job satisfaction in the service sector. *Journal of Organizational Behavior*, 32(3), 350-376.
- Petkeviciute, N., Barvydiene, V. & Surpikiene, N. (2018). Authentic leadership: leader-follower relationship genesis. *Transformation in Business and Economics*. Vol. 17, 1(43), pp. 83-100.
- Pulakos, D.E., and O'Leary, R.S. (2011). Why Is Performance Management Broken? *Industrial and Organizational Psychology*, 4(2), pp. 146-164
- Ruth, P., & Spector, P. E. (2005). Feedback and performance management. *Journal of Applied Psychology*, 90(3), 662-673.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(3), 204–216.
- Sandhya, K. & Pradeep Kumar, D. (2011). Employee retention by motivation, *Indian Journal of Science and Technology*, 4(12), pp. 1778-1782.
- Steel, R. P., & Ovalle, N. K. (1984). A review and meta-analysis of research on the relationship between behavioral intentions and employee performance. *Psychological Bulletin*, 95(3), 443-466.

Stone, D., & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback well*. Viking.

Tesfaye, M. (2021). Exploring feedback practices in Ethiopian work environments: Barriers and opportunities. *Journal of African Business and Culture*, 15(1), 53-71.

Whitaker, B.G., Dahling, J.J., & Levy, P. (2007). The development of a feedback environment and role clarity model of job performance. *Journal of Management*, 33(4), pp. 570-591.

Zenger J. & Folkman J. (2016). *Speed: How Leaders Accelerate Successful Execution*. McGraw Hill. *Academy of Management Journal*, 33(1).

APPENDIX I



COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF EXECUTIVE BUSSINES ADMINISTRATION

Dear respondents,

This is an academic survey questionnaire prepared to collect data, which is aimed to analyze the effect of performance feedback on employees' job satisfaction at the Commercial Bank of Ethiopia (CBE) in the Kirkos District, Addis Ababa. Thus, your free willingness and cooperation in giving reliable information is very important and the information you provide is totally used for academic purposes and shall be kept strictly confidential.

This section has two parts, Part one includes the Personal profile and basement demographic information of respondents, and part two has attached disposal questions were to assess on how performance feedback impacts on the job satisfaction level of employees at Commercial Bank of Ethiopia.

Thank you in advance for your kind cooperation!

Yours Sincerely,

Part 1: General Information

1. Gender: Male

Female

2. Your Age: 18-29 years

30- 39 years

40- 49 years

above 50 years

3. Educational background: Diploma Dgree Mastrs other

4. Work experience in years: A. < 3 years B. 3-5 years C.6-10 D.> 10 years

Part 2: Research Questions to be filled by the employees for the study on the effect of performance feedback on employees’ job satisfaction.

The instrument used for this questionnaire was adapted from previous research on job satisfaction and performance feedback. Specifically, the Likert-scale items were drawn from established surveys and instruments commonly used in organizational studies, such as those developed by scholars like Locke (1976) for job satisfaction and others like Kluger and DeNisi (1996) for performance feedback.

Directions: This questionnaire aimed to analyze the effect of performance feedback on employees’ job satisfaction within the Commercial Bank of Ethiopia, specifically in the Kirkos District of Addis Ababa. Respondents were asked to indicate their level of agreement with each statement using a 5-point Likert scale, where

Level of Agreement: 1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

No	Questions	Level of Agreement				
		1	2	3	4	5
	Encouraging Open Communication and Continuous Improvement					
1	My supervisor encourages open communication during feedback discussions.					
2	There is a culture that encourages constructive feedback among team members, which promotes growth in both professional and personal development.					
3	In the Kirkos district, the CBE offers comprehensive instructions on effectively providing and receiving feedback					
4	In the CBE Kirkos district, the organization has set clear guidelines					

	that managers must follow when documenting feedback.					
5	In the CBE Kirkos district, the organization's feedback policy emphasizes the importance of both positive and constructive criticism.					
	Tools and Techniques for Providing Feedback					
6	The methods and approaches employed by the CBE Kirkos district for delivering performance feedback are clearly established and well-defined.					
7	The performance feedback methods utilized at CBE Kirkos district are effective for assessing employee performance.					
8	CBE Kirkos district provides feedback using various effective communication methods, including face-to-face meetings and written documents.					
9	At CBE, the emphasis of feedback systems is primarily on financial outcomes rather than on the performance of daily operations.					
10	There is a formal system for delivering and receiving feedback both from the bottom-up and top-down in commercial banking.					
	Barriers to Effective Feedback Delivery					
11	At CBE Kirkos district, managers receive inadequate training to give constructive feedback effectively.					
12	There are barriers that hinder the effectiveness of performance feedback at CBE Kirkos district.					
13	At CBE, My immediate boss has provided feedback when things are going wrong.					
14	Receiving negative performance feedback at CBE Kirkos district greatly affects my overall job satisfaction and mental health.					
	Employees' Perception of Feedback Effectiveness					

15	At CBE Kirkos district, the feedback provided to me is specific and focused on areas that are important for my professional development.					
16	The feedback I receive at CBE motivates me to maintain high performance in my job.					
17	The work environment at CBE Kirkos district promotes the acquisition of knowledge through constructive feedback.					
18	I believe that the feedback I obtain from CBE Kirkos district is both timely and relevant to my role.					
19	I am satisfied with the level of constructive feedback I receive from my supervisor at CBE Kirkos District.					
	Relationship Between Feedback and Job Satisfaction					
20	To what extent are you satisfied with the effectiveness of the performance feedback you receive at CBE Kirkos district?					
21	How satisfied are you with the regularity of the feedback you receive at CBE Kirkos district in terms of boosting your confidence and job satisfaction?					
22	How satisfied are you with the impact of the performance feedback you receive on your overall well-being at CBE Kirkos district?					
23	The feedback I receive at CBE Kirkos district contributes to my overall job satisfaction and commitment to the bank.					

APPENDIX II

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MARKETING MANAGEMENT

Interview guide structure for the branch manager, supervisors, and employees

Part 1 background information

- 1) Educational background _____
- 2) What is your current position in the organization _____
- 3) Work experience _____

Part 2: Interview Questions

Directions: Please read the following questions and give your answers

1. How well does the feedback align with your personal career goals?
2. To what extent does receiving regular performance feedback influence your engagement level at work?
3. How likely are you to make changes based on the feedback you receive from your supervisor?
4. In your opinion, how important is timely feedback in enhancing job satisfaction levels?
5. How much does positive feedback contribute to your overall job satisfaction?
6. How well does the feedback you receive align with your personal career goals?
7. After receiving performance feedback, how motivated do you feel to improve or continue your work?
8. Do you think negative feedback is delivered in a constructive way that helps you improve?
9. How strongly do you agree that effective performance feedback enhances employee motivation?
10. Do you think the lack of training for supervisors affects their ability to give effective feedback?

11. How much do communication barriers influence the quality of the feedback you receive?
12. To what extent do you believe that the feedback techniques used at CBE are appropriate for your role?