

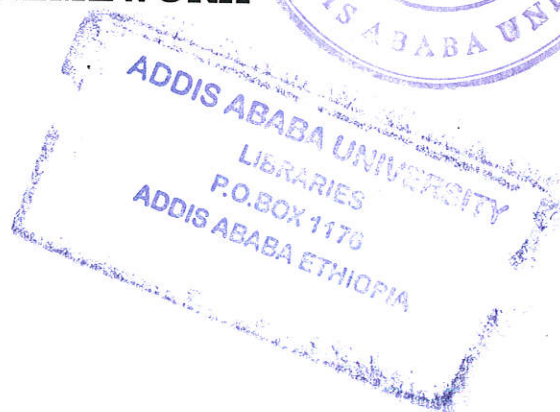
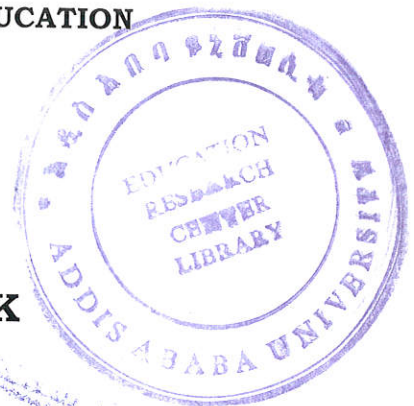
**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION  
DEPARTMENT OF BUSINESS EDUCATION**

***ASSESSMENT ON THE IMPLEMENTATION OF THE  
CURRENT TEACHERS PERFORMANCE APPRAISAL IN  
SELECTED PUBLIC TVET COLLEGES IN ADDIS ABABA***

**A THESIS SUBMITTED TO THE DEPARTMENT OF BUSINESS EDUCATION FOR  
THE PARTIAL FULFILLMENT OF THE REQUIREMENTS OF M.A. IN  
MANAGEMENT OF VOCATIONAL EDUCATION**

**BY**

**GIRMA KELEMEWORK**



**JUNE 2008  
ADDIS ABABA**

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*Girma Kelemework*

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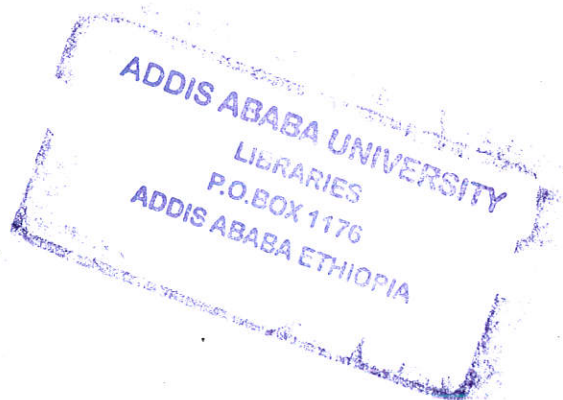


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## **Abstract**

*The purpose of this study was to investigate the strengths and weaknesses in the implementation of the current TPA in selected public TVET colleges of Addis Ababa and forward possible suggestions for the improvement of the current TPA system in those colleges which would give ideas about what to do in other similar colleges.*

*The area of concern believed to be relevant to examine the implementation of the current TPA system were the purposes and criteria of TPA, sources of appraisal, the skills and competence of the appraisers, time and frequency of the appraisal, the appraisal process, problems and errors associated with the current TPA.*

*With respect to this, a descriptive survey research method was employed. Three selected public TVET Colleges were included in the study. The subjects of this study were 136 teachers, 26 department heads and 3 deans. Questionnaire, interview and relevant documents were used for the purpose of collecting data.*

*The major findings of the study include: the TPA scheme of the Colleges hardly served the developmental purposes. It has served the administrative purposes to some extent; teachers did not participate in the formulation of the TPA criteria. Some of the criteria were found to be vague, general, and irrelevant to the actual performance of the teachers; major sources of appraisal were deans, department heads, peers and students. However, all the appraisers lack the necessary knowledge, skill and commitment to appraise teachers; appraisals of teacher have been conducted twice a year at the end of each semester; the current TPA process has not been implemented in the way it was expected to be and the major problems of TPA, such as lack of necessary knowledge and skill on the part of the appraisers, poor administration of the overall appraisal process were encountered.*

*To overcome these, it was suggested that: short term trainings, in service training and orientation programs should be given to teachers with poor performance; results and rewards should be given for those who performed better; the responsibility of formulating the criteria of TPA should be given to the TVET colleges, trainings and orientation on TPA should be given to all the appraisees and appraisers and the process of TPA should be considered as one of the important activities in the teaching-learning process.*

## **Abbreviations and acronyms**

AAEB:	Addis Ababa Education Bureau
CGAA:	City Government of Addis Ababa.
MBO:	Management by Objectives
MOE:	Ministry of Education
TPA:	Teachers' Performance Appraisal
TVET:	Technical and vocational Education and Training.

## **CHAPTER ONE**

### **THE PROBLEM AND ITS APPROACH**

#### **1.1. Background of the Study**

Any formal organization is an assemblage of material and human resources, which are arranged and ordered in a systematic way to realize the desired goals of the organization. Among these various resources of an organization, the human resources constitute the most important factor for its success or failure. It is the human resource that supply, the knowledge, skills, creativity, the effort and leadership to utilize other resources effectively and efficiently for the successful achievement of the intended organizational objectives (Szilagyi, 1981:326).

An organization's goals can be achieved only when people are put in their best effort. Thus, the human resource management of any organization has an obligation to motivate, develop and utilize people effectively and efficiently at work. Moreover, to ascertain whether the employee has shown his / her best performance on a given job, to make employee assessment is one of the fundamental duties of management. Organizations, therefore, found a systematic performance appraisal to be an essential aspects of a management not only to make sound personnel decisions, but also to identify employees' development needs and to ensure that those needs are satisfied, to promote the communication between management and employees, and to improve the employees' level of productivity (Dessler, 1882:215). Hence, the aim of employee performance appraisal is to provide an accurate picture of past and/or present employee performance and ultimately to help both the employee and the organization be competent in goal achievement. However, system of performance appraisal may fail. The failure or malfunction of appraisal system may relate to the design and operation of the system, skill and competence of appraisers, and attitude of employee towards performance appraisal.

Similarly, educational institutions are social organizations formed to achieve desired educational objectives and goals. They are established to educate learners and to realize the intended behavioral changes of the students. Actually, to attain these objectives, the necessity of providing relatively high quality education is unquestionable. But, the accomplishment of this depends basically on the performance level of teachers. Therefore, teachers have to be contingency, motivated, developed and upgraded in order to improve the quality of their service in the teaching – learning process. To ensure this, a system of teachers performance appraisal purposed at the developmental need of teachers should be designed and implemented.

According to Melaku (1992:3) the teachers performance appraisal system that is properly designed and implemented is believed to have positive consequences in teachers' professional development, in their job satisfaction, and in the academic performance of the learners as a whole. Hence, teachers' performance appraisal has to be properly designed and well revised before implementing the appraisal, if the desired objectives have to be met. Properly designed teachers performance appraisal serves as a device for better communication and development of individual teachers as well as for the attainment of educational goals and objectives of the educational institutions. On the other hand, if it is simply made for the sake of appraising teachers without communicating the appraisal result to them on time it tends to be a source of dissatisfaction, and conflict between appraisers and teachers, and a source of incorrect performance data which leads to subjective personnel decisions (West and Ballington, 1990:55). As a result, such ineffective system of teachers performance appraisal can cause a negative effect on the teaching – learning process. Thus, to make the system of teachers performance appraisal effective, emphasis should be made to make it more sensitive to the developmental need of teachers' as well as the attainment of the organizational goals.

In Ethiopia appraising the performance of teachers was started in 1945 by the team of three inspectors formed to carryout different educational activities. Such as visiting schools, organizing and analyzing data collected on the learning-teaching process (Melaku, 1992:5). Until 1994, Teachers evaluation had been

carried out by supervisors, principals and other group of teachers (MoE, 1987 E.C). As a result of the new Educational and Training Policy, since 1995/96 teachers' performance has been rated by principals, students and parents. In the case of higher educational institutions or colleges the system of teachers' performance appraisal is a little different from the schools systems. Here, deans, department heads, peers and students are the sources of teachers' performance appraisal.

This study focus on Teachers Performance Appraisal in selected public TVET Colleges in Addis Ababa, because the current system of performance appraisal of teachers in these colleges is new and lack experiences. Moreover, the student researcher, being a teacher in one of these TVET Colleges, observed various problems in the implementation of the current TPA, which need to be investigated. The objectivity of the appraisers, the knowledge and skills of the appraisers, the validity and reliability of the appraisal criteria and the timely feedback of appraisal results of teachers are all need to be investigated. Regarding this and other related factors teachers of these colleges may have different views and perceptions on the fairness of their performance appraisal. Thus, this research tries to make an attempt in examining the implementation of the current TPA in selected public TVET Colleges of Addis Ababa.

## **1.2. Statement of the Problem**

Teachers Performance Appraisal should not be made simply for the sake of appraising them. The purpose of the appraisal program and the appraisal criteria should be well defined and known both by the appraisers and the teachers to be appraised. Whatever the result of the appraisal is, the teachers have to get the feedback of their own result of the appraisal, along with suggestions for improvement as soon as possible. According to the National TVET strategy (2006) the main objective of TVET is producing competent, motivated and creative skilled manpower, to reduce poverty throughout the country and to put contribution for the socio-economic development of the country. These tomorrow's skilled manpower are trained and shaped by today's' TVET colleges' teachers. For the teachers to accomplish their jobs by using their effort to the

maximum extent, their performance should be properly appraised and the required assistance for their developmental need has to be given.

However, if the purpose of teachers performance appraisal and the appraisal criteria are not clearly defined, specified and communicated, and its process fails to operate effectively, then the appraisal results are often inaccurate and subjective. This results not only in malfunction of the appraisal program but also in deterioration of teachers' performance since their attitude towards the job may be negatively affected.

The objective of this study is, therefore, to systematically investigate the implementation of the current system of teachers' performance appraisal in selected public TVET colleges in Addis Ababa, and to identify the strengths and weaknesses encountered. To this end, the following basic questions are expected to be addressed by the study:

1. What are the major purposes of the current teachers' performance appraisal and to what extent are these purposes being achieved?
2. To what extent is the appraisal criteria objective, clear, and mutually agreed?
3. Who are involved in appraising teachers' performance and how skillful and competent are they?
4. When and how frequently is appraising teachers' performance being conducted and how adequate is it?
5. What is the process that the current system of teachers' performance appraisal involves and how successfully does it operate?
6. What are the major problems or errors associated with the teachers' performance appraisal?

### **1.3. Significance of the Study**

The investigator believes that the significance of this study in the following ways:

1. It may give insight to TVET College teachers and administrative personnel some of the weaknesses of the current system of teachers performance appraisal and may enable them to make some improvements.
2. It may serve as a feedback to policy maker, TVET Colleges' deans and regional office authorities to reconsider or revise the current system of TVET teachers' performance appraisal.
3. It may serve as a springboard for further study and also could serve as a document for future use.

### **1.4. Delimitation of the Study**

The current system of Teachers Performance Appraisal of TVET colleges has been practiced only in three public TVET colleges in Addis Ababa since 1999 E.C., while the other two were in the process of transition to the college level. So, the investigator selected those three public TVET colleges to get adequate information for the study. Therefore, this study is delimited to the current system of Teachers Performance Appraisal operating in the following three public TVET colleges in Addis Ababa:

1. Entoto TVET College
2. General Winget TVET College
3. Addis Ababa Tegnabareid TVET College

### **1.5. Limitations of the Study**

The student researcher does not believe that the study is totally free from all sorts of limitations. Accordingly, shortage of finance, unavailability of relevant references on this topic, lack of cooperation on the side of the respondents in filling and returning questionnaire on time, and unavailability of the deans in their appointment time to conduct interview were among the limitation that faced the study. Their magnitude, however, was not large enough to affect the findings

basically; but might have only changed the frequencies of the required responses to be obtained on time.

## **1.6. Research Methodology, Procedure and Sources of Data Collection**

### **1.6.1 Research Methodology**

As indicated above, this study is aimed at assessing the implementation of the current performance appraisal of teachers in selected public TVET Colleges in Addis Ababa. Hence, descriptive survey method was employed with the intent that it could help to examine, the opinions of teachers, department heads and deans towards the implementation of the current system of teachers' performance appraisal, and also to identify the similarities and/or the differences between the study groups, comparison was made regarding their opinion towards the current system of Teachers Performance Appraisal.

### **1.6.2. Procedure of the Study**

After reading the available related literature on the issues of the system of Teachers Performance Appraisal, the basic questions of the study were established. Based on these basic questions and the reviewed literature of the study, questionnaires and unstructured interview questions were designed. Prior to the pilot test, the questionnaires and the interview questions were checked and corrected by the advisor. Based on the comment secured certain modification were made and questionnaires comprising close-ended and open-ended questions were constructed and administered to 13 teachers and three department heads who are currently working in Misrak TVET College. Further the sample questionnaires were also given to three experts (judges) who have had long experience working as educational administrators and evaluating teachers' performance. Finally, feedbacks from the pilot-study groups (on objectives and reliability of the instruments) served to revise the questionnaire. Accordingly, three items that were found to be vague and irrelevant had been omitted. After ensuring the appropriateness of the instruments, the final copies were employed.

### **1.6.3. Sources of Data**

The data for this study were collected from both the primary and secondary sources. The primary sources were the first-hand information which were collected from College Deans, through interview and the data obtained from Department Heads, and teachers through questionnaires. In addition, the personal observation of the researcher also served as a supplement to the primary data gathering source. The secondary sources were the second-hand information which were obtained from various books, reference materials, websites, other published and unpublished sources and relevant documents.

### **1.6.4. Instruments for Data Collection**

Three types of data gathering instruments such as questionnaires, unstructured interview and relevant documents were used to collect the data required for the study.

All the College Deans, Department Heads and teachers can read and write English very well. Hence, both the questionnaire and the interview questions were prepared in English. In all cases, the instruments had been pilot-tested before they were administered to the final subjects of the study. Based on comments secured, necessary corrections were made and administered to the study population. Since the number of college deans was few and could be manageable, unstructured interview was held with this source, while questionnaires were administered to teachers and department heads.

In order to have an interpretable data the questionnaire items were prepared in the form of "yes" or "no" response. In addition, the Likert-scale type was used in five point rating scale ranging from. "Strongly agree" to "strongly disagree, which had a value of 5 to 1.

### **1.6.5. Sample Population and Sampling Techniques**

In Addis Ababa, currently there are five public TVET colleges. Among these, the three TVET colleges were selected using purposive sampling technique. The reason was that the remaining two TVET colleges were upgraded to college level last year and they were not convenient to yield adequate information for the study.

Regarding the participants due to the manageable size, all the 3 deans, and 26 department heads of the three colleges were included in the study. The other group of the participants of the study were teachers from the selected three public TVET Colleges. Among the total number of 451 teachers a sample size of 136 (30%) was selected using simple random and stratified sampling techniques. Out of 136 questionnaire distributed to teachers, 130 (95.6 percent) and all the 26 questionnaire distributed to department heads were appropriately filled in and returned. In addition, the interview result from the three college deans was included in the analysis and interpretation of the data.

### **1.6.6. Data Analysis**

The data collected from the respondents was organized and some statistical computations were made to assess the weaknesses and strengths encountered on the implementation of the current TPA. The collected data was then categorized and frequency distributions were made from which percentages and mode scores were computed and inherent relationship were analyzed and interpreted. The statistical techniques used in the study were limited to percentages and mode scores considering their appropriateness.

## **1.7. Organization of the Study**

The study is composed of four major parts (chapters). The first chapter deals with introduction, statement of the problem and significance of the study, delimitation and limitation to the study, research methods and procedures used to carry out the study. The second chapter is concerned with review of related

literature. The third chapter deals with analysis and interpretation of data. The fourth and the final chapter contains summary of the findings, conclusion and recommendation. Finally, references and appendices are attached.

### **1.8. Operational Definition of Terms**

The following are the key terms with their respective meanings as used in this study.

**Appraisees:** Refers to TVET college teaches whose performance is subject to appraisal.

**Appraiser:** Refers to TVET College Deans', Department Heads, students and teachers who are involved in appraising the performance of teachers.

**Performance:** "... In TVET Colleges, is the manner in which and the extent to which the tasks making teacher's job are accomplished.

**Performance Appraisal:** is "... a process of arriving at judgments about on teacher's past and present performance against the background of his/her work environment, and about his/her professional competence.

**Technical and vocational education and training colleges (TVET):** are vocational training colleges of 10 + 3 level in Ethiopia.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. What is Performance Appraisal?

Different phrases are used for the term performance appraisal. Performance evaluation, merit rating, personnel rating, employee appraisal, efficiency rating, performance review, employee assessment, employee evaluation are some of the frequently used terms for performance appraisal.

Some sources define the term performance appraisal in different ways based on the purpose it is intended to serve. Some of the definitions stated by different scholars are given as follows. As to Saiyadain (1995:188):

*Performance appraisal is an objective method of judging the relative worth or ability of an individual employee in performing his task. If objectively done, the appraisal can help identify a better worker from a poor one.*

This approach is limited to the extent that it looks at the outcome only. It does not focus on the utilization of resources and human efforts in achieving this outcome. Performance appraisal system should also focus on the individual and his development, so as to make him achieve the desired performance. Supporting this Aswathappa (2002:199) defines performance appraisal as the systematic evaluation of the individual with respect to his / her performance on the job and his or her potential for development.

Dunham (1995:94) also noted that performance appraisal is the assessment of the past and present, an overview of current and potential skill, resources and capability available for the human resource management in the organization to meet present and future challenges, and identification of training needs.

Performance evaluation is considered as an instrument through which an employee's performance and capability can be matched to the job requirement and career plan over a period of time. Regarding to this idea Attwood and Stuart

(1996:85) put performance appraisal as follows: "when we use the term performance appraisal, we imply that we are concerned with the process of valuing the employee's worth to the organization, with a view to increase it." Here the authors used the term to indicate their concern in giving value to employee's performance appraisal.

Moreover, Schermerhorn (1996:257) defines performance appraisal as the process of formally assessing someone's work and providing feedback on his/her performance. In other words, most of the time, employees work without knowing how good or bad they are performing. Hence, continuous assessment and feedback is required in order to motivate them on their job or to enrich their working skill. On the other hand, employees need feedback and information to know whether they are on the right track or not, whether their performances are valued or appreciated by their supervisors. This idea was supported by Mathis and John (1997: 343) and define performance appraisal as a process of evaluating employees performance in their jobs compared with the set of standards and communicating that information to these employees.

Dailey (1988:127) also considers performance appraisal as the process that helps to collect information about employees' efficiencies and effectiveness in their job for the purpose of making general personnel decisions such as promotion, transfer, demotion, termination and layoff. It also serves to identify training and developmental needs, and as a criterion against which selection and development programs are validated.

Finally, Dessler (2003:241) put performance appraisal as a process of evaluating an employee's current or past performance relative to the person's standards. He further stated that, appraisal involves: setting work standards, assessing the employees actual performance relative to these standards, and providing feedback to the employee with the aim of motivating that person to eliminate the deficiencies or to continue above par.

Regarding schools, the duties and responsibilities of teachers cover a wide range of activities. According to educators' the meaning of adequate teachers'

performance exceeds far beyond from the mere physical presence of the teacher in the school and classroom (Befekadu, 1996:4). This is to mean that, the performance of a teacher is more than his /her presence in the school and lesson preparation. Teaching is a complex activity compared to other jobs. Hence, the definition of teachers' performance should in addition focus on specific methods of organizing and delivering instruction in order to improve the teaching – learning process and to raise the standard of achievement for all students (Ibid). To this regard, the evaluation of teachers' performance is a major feature of every teacher's work.

Performance appraisal has significant benefits to the organization, the manager and the employees as well. Supporting this, Thomson (2000:129-130) states that, from performance appraisal:- an organization benefits by acquiring standard about its employees', the staff needs, while the employees benefit in that it is a good opportunity to evaluate performance of one self.

In general, the definitions given by all the authors are similar, because, all agree as performance appraisal is a process of assessing employees performance to identify those employees who are performing below standards from those performing above par. However, their difference lies on the stands that they have taken in discussing to whom it benefits. Some said it is beneficiary only for the organization and the managers, while the others disclosed as it benefits all the organization, the manager and the employees. To this end the definitions which deal, as performance appraisal has significant benefit to the organization, the managers as well as the employees are considered to be relevant to this study.

## **2.2. Importance of Performance Appraisal**

Performance appraisal has evolved as a valuable tool of effective management as far as it helps in achieving organizational and individual objectives. Properly designed and systematically implemented, performance appraisal can have advantages both to the employer organization and the employees. This is will put by Monga in Saiyadain (1995:190) as "all performance appraisal should emphasize individual objectives, organizational objectives, and mutual

objectives". The author further discussed that:- the individual objectives may contain such areas as personal development, satisfaction and involvement of the individual, and the perception of fair and just compensation. Concerning the organizational objectives performance appraisal should generate manpower information, help in human resource development, improve efficiency and effectiveness as well as employee relations, serve as a mechanism of control and provide a rational compensation structure. Regarding mutual goals, such items as growth and development, harmony, effectiveness and profitability were emphasized.

According to Dessler (2003:241) appraising performance is important for the following four reasons.

*First, appraisals provide information upon which you make promotion and salary decisions. Second, they provide an opportunity for you and your subordinate to review his or her work-related behavior. This in turn lets both of you develop a plan for correcting any deficiencies the appraisal might have unearthed, and for reinforcing things done right. Third, the appraisal is part of the firm's career-planning process, because it provides an opportunity to review the person's career plans in light of his or her strengths and weaknesses. Finally, appraisals help you better manage and improve your firm's performance.*

The above description clearly demonstrates how employee performance appraisal system serves the most important aspects of human resource management. To the employer, it helps in determining training and development needs of its human resources, and in deciding on such administrative issues as employee promotion, salary increase, and transfer. And to the employee, it informs him about his strengths and limitations and also creates a learning experience that motivates him to improve.

If educational evaluation is to be undertaken, the teacher has to be considered as the central figure in the schools operation (Costa in Harris, 1986:1). The point discussed by Costa emphasize that the teacher is the most significant person in teaching-learning process. Thus, appraising teachers' performance should be considered as one of the important issues in educational institutions.

## **2.3. Principles of Performance Appraisal**

There are some key guiding principles, which have emerged from research and experience, and proved relevant to any system of performance appraisal. Understanding these key principles can be useful to learn how a successful employee performance appraisal program can be designed and operated in the interest of enhancing the development of an individual employee and the organization in which he works.

### **2.3.1. Principles of Effective Communication**

Effective two-way communication between the appraiser and the appraised is essential for the successful operation of the system of performance appraisal. A full support and commitment of appraisers and the appraised can ensure when they have mutual understanding about the purpose, criteria, and process of the appraisal program.

Failure to clearly communicate about the purpose, criteria and process of the appraisal program can result in uncertainty and apprehension particularly among employee. Regarding teachers Gorton (1983:243) discussed that, when teachers are appraised without having a clear information and knowledge about the appraisal program, they often tend reluctant to participate cooperatively in the appraisal process and to accept performance rating presented by their appraisers.

### **2.3.2. Principles of Appraisers Training**

The appraisal of employee performance is a complex and sensitive task, which requires adequate competence in human, technical and conceptual skills. Because of inadequate training in skills of performance appraisal, many appraisers tend to approach the task of appraising teachers' performance with some reluctance and insecurity (Bollingston et. al, (1990:10). Moreover, appraiser with no relevant training often commits appraisal errors, which ultimately result in subjectivity of the appraisal result (Gorton, 1983:258). It is

therefore, essential to provide appraisers with the necessary knowledge and skills of performance appraisal through trainings.

### **2.3.3. Principles of Participation**

Performance, as a system, is participatory. The system likely succeed with employee (the appraised) who are directly affected by the appraisal program are made to involve in the design and operation of the system; and when they feel that the appraisal system is positive and constructive, the appraisal criteria are defined and realistic, and its process is appropriate.

Similarly, teachers' performance appraisal program will be successful when teachers, who are directly affected by the appraisal program, are made to involve in the designing and operational process of the system (Zewdneh, 1987:173), and when they perceive that the purpose of the appraisal is positive. Its criteria are clearly defined and objective, and the process of the appraisal is appropriate (Johnston and Veakey, 1979:21). Supporting this idea, Melaku (1992:29) stressed that "Thus, for a system of teachers performance appraisal to be effective, teachers participation in the formation as well as implementation of the scheme must necessarily be sought for."

### **2.4. Purpose of Performance Appraisal**

Perhaps the most critical phase in the design of any system of performance appraisals is determining its purpose. The purpose of the appraisal scheme determines the performance criteria and the appraisal methods to be adopted, the role of the appraiser, the process of gathering data and the nature of the feedback process. Thus, the success of an appraisal scheme has to be judged in terms of how far it achieves the purpose or purposes for which it was intended to serve. So that, a well-defined and clearly stated purpose is a major prerequisite for performance appraisal, "so many appraisal programs failed because they have been launched without a clear definition of the purpose to be achieved." Bittle (1978:48).

In this regard, Paisey (1983:135) has forwarded some major reasons why performance appraisal purposes have to be clearly defined:

- The purpose of evaluation often determines the kind of information that the rater should acquire.
- It also determines the kind of method or approach that should be selected or used together with the necessary information and
- Appraisal creates a stress on people, besides it demands people's time and effort, which may only be given willingly when they believe that their efforts are worthwhile and rewarding.

Performance appraisal serves a number of purposes in organizations. First, management uses appraisal for general personnel decision. It provides information for such important decision. It provides information for such important decisions as promotions, transfer, terminations and so on. Second, appraisals identify training and developmental needs. They pinpoint employee skills and competencies that are currently inadequate but can be remedied if appropriate programmes are developed. Third, performance appraisal can be used as a criterion against which selection and development programs are validated. Fourth, appraisals also fulfill the purpose of providing feedback to employees on how the organizations view their performance. Finally performance appraisals can be used as the basis of reward allocation (Robbins, 1997:219). The above points discussed by Robbins emphasize that performance appraisal serves both developmental and administrative purposes.

The purposes of performance appraisal may be summarized into two categories: Administrative and developmental. The administrative purposes include decisions on pay, promotion, demotion, retrenchment termination. The developmental purposes include research, feedback, management and career development, human resource planning, performance improvement and communication (Schuler, Dowling, Smart and Huber, 1992:207).

Regarding schools, Turner and Clift (1988:59) noted that two basic purposes of teachers appraisal schemes. These are:

- a) Formative appraisal concerned with professional development, the improvement of practice by identifying strengths, weaknesses, needs and interest.
- b) Summative appraisal concerned with the selection, promotion, redeployment and dismissal of teachers.

This is a conceptual distinction, however, and in practice most schemes tend to serve both purposes to varying degrees. Furthermore, in addition to these broad overall purposes, schemes are perceived by participants also to have purposes of more specific nature. The above two purposes discussed by Turner and Clift are elaborated by Gorton (in Melaku 1992:45) as follows:

*Formative appraisal is basically developmental in purpose, focusing on continuous and sustained professional improvement of teachers, and on developing a sense of job satisfaction in them. On the other hand, summative appraisal is judgmental in purpose whereby administrative or personnel decisions are made to determine teachers promotion, or demotion or tenure, transfer and salary raise.*

The above discussion indicates that both purposes of teachers' performance appraisal are designed for improving the immediate professional performance of teachers can have implication for their career in the long-term.

Evidence from recent studies has shown that there is a controversy among scholars whether a single appraisal system can satisfactorily serve both summative and formative purposes simultaneously. Advocates of one system for the two purposes often argue that even if a dual system would be ideal, there are limitations of time, money, and personnel to process them effectively. Thus, they recommend a properly designed system of appraisal to serve both summative and formative purposes simultaneously (Miller, 1987:17-18).

Contrary to the above recommendation, many educators and researchers advocate for the separation of the two purposes and pursue them with two different appraisal systems, respectively. The justification they often give relates to the appraisal process and method, appraisers' function, and appraisers' perception about appraisal.

An advocate for a single system to a single purpose of appraisal valid for one purpose is applied to a different purpose. For instant, Glueck (1982:374) argues that since a method of appraisal adopted in a process and the performance information it generates should be the reflection of the appraisal purpose, an appraisal method and process that reveal the extent of improvement in a particular competencies may not work for ranking employees for compensation and reward purposes.

Although lists of purposes vary in content and length. Millman and Linda (1990:159) listed four purposes for which teachers evaluation can be used. These are:

1. **Accountability:** to ensure that only effective teachers continue in the classrooms
2. **Professional growth:** to foster the professional growth of new and continuing teachers.
3. **School improvement:** to promote school improvement and the enhancement of students learning.
4. **Selection:** to ensure that the best qualified teachers are hired.

Hence, the purpose of performance appraisal comprises both the improvement of the performance of the individual and that of the institution. That is by enhancing and maximizing educational opportunities of students through teachers' professional development, both institutional and individual growth can be brought about.

Webb and Scott (1999:380-81) also cites the following as the purpose of teachers' performance appraised:

- To ensure that students are provided high quality instruction.
- To meet statutory and contractual requirements.
- To recognize outstanding teachers performance.
- To provide opportunities for teachers to develop their professional skills.

As mentioned previously, despite the fact that the purpose of performance appraisals have been discussed by various authors, the central idea is still the improvement of performance and the development of teachers' skills and knowledge on the performance.

The purpose of an appraisal scheme, of course, determines the nature and content of the measuring criteria and the appraisal process as well. Thus from the very beginning in the design of the system, the purpose of the performance appraisal program should be clearly defined and known both by the appraisers and the appraisees.

## **2.5. Criteria for Performance Appraisal**

Performance criteria represents the specific activities involved in the job, which an employee is expected to perform effectively. Criteria for appraising employees' performance reflect specific activities called key results area which must be carefully identified, clearly understood and mutually agreed upon both appraisers and the appraised as critical for the realization of the desired outcome from the job. In short, criteria are statements of standards against which an employee's competency in performing specified activities is measured (Pinnington and Tonny, 2000:99).

The criteria for appraising employees' performance on the job should arise from the job itself. Job analysis and the resulting job description is the bases for developing criteria for performance appraisal. It is obvious that the criteria should be related to the job (Aswathappa, 2002:211). Furthermore, Aswathappa noted that three criteria for assessing performance should be formulated with the consideration of the following points. The quality and quantity of work, time lines and cost effectiveness of the work, and the workers need for supervision and interpersonal impact.

Regarding to the above discussion the criteria for appraising employees' performance should focus on such job related areas of work as quality of work performed, quantity of work done and how well the employee gets along with

others at work. To put this into effect, the performance appraisal criteria are required to be clearly identified and well developed. Donnelly et.al. (1992:421) write "an important and necessary step in developing a performance appraisal system is the development of criteria that indicate successful performance." However, this does not mean that we avoid subjective factors such as initiative, enthusiasm, loyalty, and cooperation. Unless such factors can be clearly shown to be job related, they should not be used in formal evaluation (Ibid). Thus, criteria of performance appraisal must be valid and reliable.

Similarly, teachers' performance criteria are statements of standards against which a teacher's competency in accomplishing specified teaching activities is measured (Melaku 1992: 19). He further elaborates that "effective performance criteria to measure teacher's competence are expected to possess three major characteristics: Validity, Reliability, and Utility". Validity refers if the set of performance criteria accurately measures what it is meant to measure. Neither the criteria nor measuring of them should be biased and trivial. They should rather be relevant to teachers specific performance. Reliability refers to the consistency of measurement across appraisers' observations and utility refers to a proper cost and benefit.

Based on the extensive researches conducted Heneman (1986:146-147) identified two requirements for developing effective performance criteria. "First, identifying the dimensions of performance, and secondly, the establishment of standards." Hence, the criteria should be based on the purpose that is intended to be served through the system of performance appraisal. If the purpose of the appraisal program is to improve performance, they should be performance related. If the main purpose is possible promotion, the criteria would be designed to help in assessing the potential performance of an employee on the new job.

Harris (1986:73) noted that meaningful evaluation of teaching demands careful attention to how we define teaching, the focus given emphasis, and the criteria of effectiveness to be used. He further discussed that teaching can be defined narrowly or broadly, to include only inter classroom events or extend beyond the classroom to include a broad array of professional pursuits of social and political

kinds. Teaching needs some kind of limited definition or evaluation is not feasible. The emphasis for instructional purpose is appropriately on the teacher within the context of the school, with major emphasis on classroom practices.

Regarding to the Ethiopian context MOE, in the new educational and training policy (1995 E.C.) states that, “the criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance”.

As stated in A.A. city Administration TVET Colleges Teachers /trainers/ appraisal procedures and derivatives (1999 E.C.), each TVET college teacher /trainer/is appraised according to the following five basic performance criteria. These are:

1. The result obtained in the educational and training process.
2. Research and innovation works done privately or in group
3. Appropriate use of resources.
4. motivation of work
5. Comprehensive professional ethics.

## **2.6. Who Should Do the Appraisal?**

Researches and studies in schools shows that more thought has been given to: who should conduct appraisals, and what kind of skills, knowledge or other attributes an appraiser should ideally have (Turner and Clift, (1988:122). They further suggested that it is not sufficient simply to allocate to someone the role of appraiser.

Thomson and Christopher (1994:197) write, “Performance appraisal is inherently complex” This complex task requires clearly defined criteria and well trained or skilled individuals to carryout the task effectively. Regarding to the question who should appraise employee’s performance in an organization? many writers agree with the following sources: Immediate supervisors, peers, self appraisal, customers /clients/ and multiple – sources (360-dgere) appraisal.

### **2.6.1. Immediate Supervisor**

Different authors agree that, immediate supervisor is the most fit candidate to appraise the performance of his/her subordinates. According to Aswathappa (2002:204) there are three reasons in support of this choice. These are:

1. There is no one more familiar with the subordinate's performance than his /her supervisor,
2. The supervisor has the responsibility of managing a particular unit. Unless he does the appraising himself he cannot adequately discharge his responsibility for assisting and teaching his subordinate;
3. Since the appraisal programmes are often clearly linked to training and development, the immediate supervisor is may be the logical choice to conduct the performance evaluation.

The appraisal of an employee by his/her immediate supervisor has its own advantages and disadvantages. The advantages are that the immediate supervisor usually has the best knowledge of his subordinate's individual job content, objectives and overall performance. So that, he /she is the appropriate person to asses the performance of his /her subordinates. On the other hand, the main disadvantage of appraisal by immediate supervisor is the issue of friendship. It is quite possible for interpersonal relationship to bias performance rating either positively or negatively (Hume, 2000:44).

Many survey studies have shown that in almost all school systems, the key person accountable for appraising teaches is the principal. The reason is that, due to the administrative position he holds, he has the opportunity to observe, interpret, and analyze teachers performance in relation to the school objectives and hence, links effective performance with rewards (Glueck, 1982:380). The other assumption is that, since principals are strictly held accountable for teachers performance appraisal (Butterman and Wilson, 1987:5), they hold the appropriate position at the school level to produce valid and reliable performance data relevant to make sound administrative decisions on teachers (Morison and Kranz, 1981:18).

Research findings show that most of teachers' performance appraisal schemes in most school systems have proved ineffective due to lack of the required knowledge and skills in it as well as commitment to the appraisal. Supporting this Webb et.al. (1987:30) have noted that most school principles often lack the qualification to accurately appraise teachers' performance.

### **2.6.2. Self-Appraisal**

In self-appraisal, the employee himself or herself evaluates his or her own performance (Aswathappa, 2002:204). In many organizations, self-appraisal is often used for developmental purpose. It may serve as a vehicle of professional improvement, ensuring lasting change and development of employees' competence and quality of performance. Self-appraisal helps an employee to analyze his current actual level of performance in the light of desired performance competence and set goals for improvement (Mathis and John 1997:350). They further suggest that if an employee is working in isolation or possesses a unique skill, he/she may be the only one qualified to evaluate his/her performance. This indicates that if an employee has good knowledge about the objectives he/she is expected to achieve and has a better skills of the tasks he/she is performing, then he/she is in the best position to appraise his/her own performance.

As to Edsnap, Tom and Greg (1997:57) self-appraisal has several advantages. Such as:- it may promote personal development, improve communication between managers and subordinates and clarify differences of opinions between mangers, and helps to overcome some of the problems of subjectivity.

On the other hand self-appraisal has its own disadvantages. The basic problem is that employee's usually rate themselves higher than they are rated by supervisors or peers (Dessler, 2003:259). Supporting this Aswathappa (2002:205) noted that "self-appraisals are also more likely to be less viable, more biased and less in agreement with the judgments of others."

Studies on teachers' performance appraisal cited some potential values of self-appraisal at different points in the appraisal scheme. West and Bolignton (1990:20) noted that when self-appraisal precedes superior appraisals, it enables the teacher to clarify his thoughts in readiness for appraisal component. Moreover, if it is used genuinely and appropriately by both teaches and appraisers, self-appraisal encourage the involvement of teachers in the appraisal scheme, minimize their sense of defensiveness and complaints about their appraisal (Gorton, 1983:244).

### **2.6.3. Peer Appraisal**

In any organization, peers are those employees working together at the same level and type of work. In peer appraisal approach each employee appraises each of the other members of the work group/ it is considered as a credible source of performance data, not only because of their frequent contact to each other but also because of their interdependence to accomplish common assignments and common objectives (Glueck, 1982:381). Moreover, peers are in a better position to evaluate certain facts of job performance which supervisors and others cannot do. Closeness of the working relationship and the amount of personal contacts place peers in a better position to make accurate assessments (Aswathappa, 2002:204).

This is in short to mean that people working together as equals know one another well and usually understood the scope of the job. Thus, peers are relatively in better position to appraise one's performance accurately.

Researches have shown peer appraisal to be a reliable judge of performance even though friendships, animosities and prejudice can be problems (Dessler, 2003:258). Supporting this idea Aswathappa (2002:204) noted that even if peer-appraisal has contributions to work groups in improving perceptions of open communication, task motivation, social loafing, group viability, cohesion and satisfaction, unfortunately friendship of animosity may result in distortion of evaluation. Further, when reward allocation is based on peer

evaluation, serious conflict among co-workers may develop and finally all the peers may join together to rate each other high.

In school setting, teachers interact in various ways as peers. They share materials, confer about students, serve on committees, engage in in-service training together, strike, and socialize. This relationship provides an information base that each teacher has concerning any other teacher who is truly a colleague. Teachers do know something about peers with whom they work together most closely over the years. Hence, they can be accepted as a data sources (Harris, 1986:104). This implies that peer appraisal approach in Teachers performance appraisal scheme with appropriate procedures, valid estimates of staff relationships is possible. Unfortunately, involvement acceptance, and side effects may all be disadvantages (Ibid).

#### **2.6.4. Clients**

Clients may be members within the organization who have direct contact with the appraisee and make use of an output (good or service) this employee provides. Interest, courtesy, dependability and innovativeness are a few of qualities for which client can offer rating information (Aswathappa 2002:204).

In a school system the clients are students. They have extensive opportunities to observe teaching and see a variety of teachers performance overtime (Glatthorn, in Harris, 1986:103). Thus their appraisal report can be objective, reliable, and valid (Harris, 1986:104). Hence, students' could served as a good source of data due to unique position they have in the school to observe the job performance of their teachers more than everyone. Researchers suggest that students' appraisal data are quite valid when restricted to simple and clear descriptions of teaching competence (Darling-Hammond et.al., 1983:7). To these end, since students are the ultimate beneficiaries of instructions and have their own expectations from schools, they can provide enough information regarding to the instructional process. However, due to lack of the skills and experiences, students are less capable of articulating a view as to the effectiveness of their teachers (Turner and Clift, 1988:104).

### **2.6.5. Multi-Source (360-degree) Appraisal**

The 360-degree appraisal technique is a systematic collection of performance data on an individual employee or a group of employees from the number of stakeholders such as the immediate supervisors, team members, customers, peers (clients) and self (Aswathappa, 2002:225). According to Dessler (2003:260) this approach provides a broad perspectives about an employee's performance and in addition it facilitates greater self-development of the employee multi-source feedback is useful for one's development' because, it enables an employee to compare his or her perception about self with perceptions of others. Stressing this Robbin (1997:289) noted that, this technique provides for performance feedback from the full circle of the daily contacts that an employee might have. In this approaches the supervisor is the focus of the multi – source appraisal.

However, there are drawbacks associated with 360-degree feedback. Some are: receiving feedbacks on performance form multiple sources can be intimidating, organizations that use this technique take long time on selecting the raters, designing questionnaires, and analyzing data and in addition, multiple raters are less adept at providing a balanced and objective feedback than supervisors who are sought to be replaced. Raters can have enormous problems separating honest observations from personal differences and biases (Aswathappa, 2002:225). Even though, multiple source appraisal has its drawbacks, it is likely to be more extreme than individual ones. It is generally perceived to be fair by appraisees. Thus more and more number of firms are using the 360-degree appraisal techniques to assess the performance of their employees, and a recent innovation in education is the multi-source appraisal of teachers and lecturers by their students, peers and supervisors (Thomson and Mabey, 1994:207).

In TVET colleges of Addis Ababa, teachers (trainers) are appraised by three parties, namely students (25%), teachers (trainer) peers (15%) and head of the department or vice dean or dean as appropriate (60%) (AAEB, 2004:24).

## **2.7. When and How often to Appraise**

The design of any appraisal scheme address the question: when to appraise and how often. These questions refer to the timing and the frequency of appraisal. These two basic issues have to be entertained based on the situations and the purpose of the appraisal scheme. In support of these Donnley and his colleagues (1992:412) noted that “the time to appraise depend upon the situation and on the intent of the appraisal”.

A formative appraisal, which is developmental in purpose, involves a continuous professional watching and counseling process (Manatt, 1987:2). For such purpose to be effectively served, performance appraisal should take place as frequently as possible, because for employees to improve their performance they need frequent performance feedback based on valid and reliable performance data (Burnham, 1995:27). On the contrary, when an appraisal program is aimed at obtaining performance information necessary to make administrative decisions, such as promotion and salary increase, one or two take observations in a year may be is sufficient (Montgomery and Hadfield, 1989:99).

As regards to the timing of performance evaluation, Costello (1994:32) suggests that “it makes more sense to schedule appraisal programs at the completion of a task cycle”. This approach may be commendable to obtain complete information about the quality and quantity of work performed by the employee.

Generally speaking, appraisal of performance of an employee should be undertaken as frequently as possible as giving frequent feedback to employees would help them improve their performance. Supporting this Aswathappa (2002:213) put that, frequent assessment is better than phase evaluation. Feedback in the latter is delayed and the advantage of timely remedial measures by the employee is lost. Frequent evaluation gives constant feedback to the ratee, thus enable him or her to improve performance if there is any deficiency.

Regarding teachers appraisal scheme Robert and David (1990:216) advocate on the duration of evaluation saying that the teacher’s performance evaluation

should be taken for 3 hours per week. However, if it is for promotion and training usually is conducted twice a year. Despite the fact that evaluation is a process of a day to day follow up of teachers instructional activities, some countries prefer to have evaluation twice in a year (Lucio and Meneil, 1979:219).

As indicated above, regarding time of appraisal, defined standard is not recommended except suggestions are forwarded as alternatives. In our country, according to the new educational and training policy MOE (1988 E.C) teaches evaluation should be conducted twice a year at the end of each semester.

Similarly, appraisal of TVET college teachers' /trainers/ in A.A is expected to be conducted twice a year at the end of each semester (AAEB, 2004).

## **2.8. Processes and Methods of Performance**

### **Appraisal**

Performance appraisal is not a mere activity. It is done based on the processes of activities arranged in sequential steps. Different writers put performance appraisal process in different ways. However, the appraisal process should contain steps of activities ranging from defining the purposes, setting the standards, appraising the performance and the likes. Regarding this, Churden and Sherman (1976:222), Armstrong (2001:474), and Marchington and Wilkinson (2000:135-136) emphasize that the appraisal process should include: planning, acting, monitoring, reviewing and also observing what were done, designing the requirements, discussing on the appraisal with employees and so on.

As to Kyriacou (in Melaku, 1992: 75) the following are a systematic process of teachers performance appraisal scheme:-

1. Pre-appraisal meeting of the appraisal and the appraiser.
2. Classroom (Task observation and collection of other data.
3. Post-appraisal conference and target-setting.
4. Follow-up discussion between the appraiser and the appraisal.

Following these logical steps may minimize or lessen conflicts that may arise between the appraisers and the appraisee as a result of improper performance appraisal.

Concerning the appraisal method, the choice of the methods depends on organizational ethos, its objectives, size, product, technology, etc. some of the most prevalent methods according to Saiyadain (1995:193-201), Milkovich and Boudreau (1991:97-103), Rue and Byars (1990:208-220). Aswathappa (2002:213-221) and Dessler (2003:243-253) are noted as follows:

- 1. Rating scale method:** It is the simplest and most popular method in performance appraisal. It consists of several numerical scales and can be used to assess factors such as dependability, initiative, output, attendance, attitude, co-operation and the likes.
- 2. Checklist method:** in this method a checklist of statements on the behaviors of the employee and his/her job is prepared in two column – a 'yes' column and 'no' column. The rater ticks 'yes' column if the answer is positive and 'no' column if the answer is negative.
- 3. Forced choice method:** Is a special type of checklist. The rater here has two or more alternative statements of choice. He indicates as which statement is the most or the least indicator of the employee.
- 4. Critical incident Methods:** In this method the superior note (record) the specific behaviors of an employee that makes all the differences between effective and non-effective performance of a job.
- 5. Behaviorally Anchored rating method (BARS):** This method combines the major elements of critical incidence and graphical rating scales, by anchoring the rating scales with a specific behavioral example of good or poor performance. The rater should indicate which behavior in each scales best describes an employee's performance.
- 6. Simple Ranking method:** In using this method the appraiser tries to rank employees from the best to the poorest on some performance dimension. This is the oldest and the most elementary method of appraising employees' performance.

**7. Paired comparison method:** In this method every employee is paired with every employee in the work group. Here the appraiser decides which of the two employees in each pair is more valuable to the organization. This process continues until each employee has been paired with other employees and each one's rank, relative to every other person has been determined.

**8. Management by Objectives (MBO):** management by objectives is the well known technique of setting objectives and then judging how well they are met. Performance appraisal is a major part of that process. In these methods the employee to be appraised is involved to set performance objectives together with his supervisor or appraiser. The objectives are primarily set in quantitative terms. The objectives set by the employee and his supervisors are mutually agreed upon and objectively measurable. When objectives are measurable and accepted, employees may be more motivated to achieve them since they have participated in setting them. Moreover employees may have the chance to periodically adjust their performance if they can measure their progress towards the objectives.

MBO method has advantages if it is correctly done. Some are: it improves communication between supervisors and employees, performance discussion focuses on the job objectives and not on the personality of the employee, biases can be reduced to the extent that goal attainment can be measured objectively. However, MBO approach has some limitations. These are, setting unclear, immeasurable objectives with the subordinate sometimes turns into a tug-of-war.

As stated in A.A. city Administration TVET colleges teachers (trainers) Appraisal Procedures and Derivatives, (1999 E.C.) the implementation processes of TVET colleges teachers appraisal follows the following steps.

1. Preparing questionnaire based on pre-established standards.
2. Orienting appraisers about the purpose and the processes of the appraisal and providing the questionnaire.

3. At the end of each semester the questionnaires will be distributed to the appraisers and will be recollected after the rating by the department heads.
4. From the recollected questionnaires the result of ratings will be summarized and registered.
5. After the rating process post-appraisal meeting will be held by appraisers and appraisees and discussion will be made with low rated teachers.
6. The decision arrived by this meeting will be registered and will be given to the appraisee through a letter.

## **2.9. Problems of Performance Appraisal**

It is obvious that the aim of any performance appraisal is to provide an accurate picture of the past and / or the present employee performance and ultimately to help both the employee and the organization be competent in goal achievement (Puttman, 1980:36). However, no single system of performance appraisal is found to be free of criticism. To whatever degree of effectiveness it is designed, any appraisal system has its own strengths and weakness. According to Szilagyi and Mare (1983:369), all the problems to which managers and employees point in performance evaluation can be summarized by the terms validity and reliability. The authors claim that both of these terms are qualities of the entire evaluation process. In support of this, Dailey (1998:129) discuss that most of the performance appraisal problems that occur are of the type that threaten the validity and reliability of the performance measure. The performance appraisal lacking these properties is likely to be regarded worthless by employee themselves. There are several problems for the failure or malfunction of the appraisal systems, which are related to: The design and operations of the system, skills and competence of appraisers, attitude of appraisees towards the performance appraisal.

### **2.9.1. Problems of Design and Operation**

The design and implementation of an appraisal system can be the origin of failure if its purpose and appraisal criteria are not clearly defined, specific,

measurable, attainable, realistic, communicated and have no time frame. Actually, the purpose of the appraisal system determines the nature and content of the appraisal criteria and process. Thus, from the very beginning, in the design of the system, emphasis has to be given to the purpose of the performance appraisal scheme. The purpose of the performance appraisal program should be defined and communicated by both the appraisers and appraisees (Costello, 1994:6).

Appraisal has to be against certain criteria. Lack of validity and reliability of the appraisal criteria is another source of problem an appraisal program may suffer from. Most appraisal criteria often encourage 'personal appraisal' rather than "performance appraisal", hence appraisal results are often inaccurate and subjective. If discrepancy between the expected and actual performance is pointed out, the question is whether the expected was fully and clearly defined and communicated to the appraisee. In the absence of such an attempt the appraisal report can be questioned. Thus, measuring criteria that fail to generate valid and reliable performance data will serve neither administrative nor developmental purposes (Saiyadain, 1995:206).

Another source of failure for any performance appraisal system is if both the appraisers and appraisees are not given the opportunity to participate in determining the appraisal purpose and criteria. The absence of such participation of the appraisers and appraisees may not only be the source of malfunction of the appraisal program it may deteriorate the employees' performance since their attitude towards the job may be negatively affected (Beverige, 1975:17).

### **2.9.2. Problems with the Appraisers**

No matter how clearly the appraisal purpose is defined and to what degree the appraisal criteria are specific, measurable, attainable, realistic and communicated as well, the appraisal processes and results often prove ineffective mainly, because the appraisers lack of required knowledge and skill in appraisal and, sometimes, commitment to appraise. Due to this appraisers often make

different types of errors (Saiyadain, 1995:205). The major ones are discussed below.

### **1) The Halo Effect**

Halo error is a tendency to influence the evaluation of other traits by the assessment of one trait. It is a tendency to rate high or low on all traits due to the impressing of high or low rating on some specific trait. Halo effect takes place when traits are not clearly defined and are unfamiliar (Saiyadain, 1995:205).

### **2) The central; Tendency Error**

It is a tendency of raters to erroneously rate all employees in a work group with in a narrow range of rating regardless of the actual performance difference existed among the employees. This takes place when the rater has inadequate evidence on employees performance, he hesitates to discriminate their level of performance, and ultimately tends to rate every employee's performance average or above average (Aswathappa, 2002:208).

### **3) Constant Error**

This is a problem of the rater when he tends to be lenient or strict in rating employees' performance. Some appraisers are easy raters, rating employees extremely high and some are strict raters rating employees extremely low. The tendency of leniency of raters in appraising employees' performance may probably is for two reasons: fearing low rating may de-motivate employees toward better performance or they may not want to spoil their relationship with the employee. In short constant is the tendency of the raters being too strict, lenient or taking the middle position (Mondy, 1999:351).

### **4) Primacy and Recency Effect**

This is when the rater's rating are heavily influenced either by behavior exhibited by the ratee during the early stage of the review period (primacy) or by outcome exhibited by the ratee near the end of the review period (recency) (Aswathappa, 2002:208).

### **5) Similar – to – me – Error**

It is a wrong tendency of a rater who judges more favorable the performance of those appraisees who appears to be similar in their behavior to himself (Robbins 1997:225). According to Szilagyi and Marc (1983:374), similarity error is a special error in which evaluators rate a person who is similar to them in attitude, interest, race, sex or other demographic characteristics in more favorable light than these who are not. In support of this, Rue and Lloyd (1990:214) discuss that personal biases can cause error in performance appraisal because managers with biases or prejudices tend to look for employee behavior that conform to their biases.

### **6) Contrast Error**

This often occurs in the sequencing of ratings, or when performance of appraisees is taken as a reference to rate that of the others. That is, if excellent performers are rated first average performers will likely be rated low, and if poor performers are rated first, average performers will likely be rated high (Flippo, 1984:239).

The appraisers problems discussed above, in implementing the appraisal process are only a few but commonly exist in almost all systems of appraisal including teachers' performance appraisal systems.

### **2.9.3. Problems with the Appraisees'**

For a system of performance appraisal to function well, it is important that the employees regard it as potentially valuable to improve their competency and achieve organizational goals successfully. However, most efforts of performance evaluation are narrowly focused and oversimplified that they give little regard to the favorable perception of employees (Burnham, 1995:8).

Employees negative attitude towards appraisal results from their doubt about the validity and reliability and performance feedback or ratings presented by their appraisers. More over, employees often question appraisers' competency in appraisal, and consequently tends to lose trust and confidence in their

appraisers and often resist accepting performance ratings (Marthis and John, 1997:113).

Another problem is that most employees have difficulty in facing up to appraisal result involving negative feedback about their performance, such a feedback often develops in employees a sense of tension, friction, insecurity, embarrassment, frustration, anger, resentment and anti-fillings and actions (Lester and Bittel, 1990:231).

For performance appraisal program to work well, the employees must understand it, must feel that it is fair and must be work-oriented. Hence, individuals' perceptions of appraisal are closely related to their own experience of being appraised. These perceptions are more positive if the person being appraised knows some thing about the appraisal process, feels and able to express ideas and attitudes, and feels that the appraisal focuses on identifying and analyzing problems affecting the employee's job performance and not on the apraisee's personality (Thomson and Christopher, 1994:203).

In general, as any system of performance appraisal, the problems with teachers performance appraisals may lie with the design and operating of the system in general, with the appraisers, and with the teachers themselves.

## **2.10. Making Performance Appraisals More Effective**

As performance appraisal is so important and used in almost all organizations, management should try to improve it. Some of the ways to make it more effective are presented by different authors. According to Saiyadain (1995:208) to improve the appraisal system the following suggestions are given:

- 1. The supervisors should be told that performance appraisal is the integral part of their job duties and that they themselves would be evaluated on how seriously they have taken this exercise*
- 2. To help them do this task well, they should be provided adequate and systematic trainings.*
- 3. Conduct job evaluation studies and prepare job description and develop separate forms for various positions in the organization.*

4. *Design the system as simple as possible so that it is neither difficult to understand nor impossible to practice.*
5. *Keep the system to be participative by giving due weightage to the subordinate's points of view.*
6. *Give the performance appraisal feedback as soon as possible.*
7. *Finally, reviewing the appraisal system every now and then help updating it, finding the problems of the supervisors, and making suitable evaluation changes in it. This is the most important factor in making performance appraisal effective.*

On the other hand to make the appraisal system more effective (Marthis and John, 1997:114-115) emphasize the followings.

1. Improving the validity and reliability of the performance criteria.
2. Adopting multiple appraisal approaches and different timing.
3. Training the appraisers. And
4. Providing better feedback.

In general, as long as the appraisal is done objectively, using objective criteria and appropriate methods by appraisers who are trained in and committed to appraisal, a system of performance appraisal has a significant benefit both to the individual employee and the employer organization.

## **CHAPTER THREE**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter comprises two parts. In the first part the characteristics of the sample population involved in the study are presented. Here the study groups are discussed in terms of sex, age, service years and academic qualification.

The second part deals with the presentation, analysis and discussion of the findings of the study. In this part, the finding on the purpose, criteria, appraisers and their skill and competence in appraising, time and frequency, process and problems encountered in the implementation of teachers' performance appraisal system are analyzed based on the responses obtained from the respondents.

The findings are presented according to the design and methodology of the study, that is descriptive survey. To analyze the findings:-

- Data collected were organized in frequency distribution tables
- Percentage and mode score were computed to examine inherent relationship.

#### **3.1. Characteristics of the Respondents**

The questionnaire copies were distributed to 136 teachers and 26 department heads in three public TVET colleges in Addis Ababa. Out of the total number of questionnaires administered to these groups, 130 (95.6 percent) from teachers and 26 (100 percent) from department heads were appropriately filled and returned. In addition the interview made with the three college deans was also included. Based on the responses obtained from the respondents, the characteristics of the study groups were treated in terms of sex, age, service year in teaching and academic qualification as presented in Table 1.

**Table 1:** Characteristics of Respondents

No	Characteristics		Respondents				Total	
			Teachers		Department heads		No	%
			No	%	No	%		
1	SEX	Male	98	62.82	21	13.46	119	76.28
		Female	32	20.51	5	3.21	37	23.72
		Total	130	83.33	26	16.67	156	100
2	AGE	≤ 20	-	-	-	-	-	
		21 – 30	35	22.44	4	2.56	39	25.00
		31 – 40	27	17.31	4	2.56	31	19.87
		41 – 50	25	16.03	9	5.77	34	21.79
		≥ 51	43	27.56	9	5.77	52	33.34
		Total	130	83.33	26	16.67	156	100
3	Service years in teaching	≤ 5	27	17.31	-	-	27	17.31
		6 – 10	18	11.54	4	2.56	22	14.10
		11 – 15	9	5.77	1	0.64	10	6.41
		16 – 20	12	7.69	4	2.57	16	10.26
		21 – 25	12	7.69	3	1.93	15	9.62
		26 – 31	17	10.90	8	5.12	25	16.02
		≥ 31	35	22.43	6	3.85	41	26.28
		Total	130	83.33	26	16.67	156	100
4	Educational qualification	Diploma	24	15.38	-	-	24	15.38
		B.A. /B.Sc	85	54.48	17	10.90	102	65.38
		M.A. /MSc	21	13.47	9	5.77	30	19.24
		Total	130	83.33	26	16.67	156	100

According to item 1 in Table 1, out of the total respondents 119 (76.28 percent) were males and 37 (23.72 percent) were females. This indicates that the majority of TVET college teachers and department heads are males. Hence, the proportion of female teachers representation in the study area is low.

As shown in Table 1 item 2, 39 (25 percent) teacher and Department Heads were in the age group of 21 – 30, 31 (19.87 percent) were in the age group of 31 – 40, 34 (21.79 percent) were in the age group of 41 – 50 and 52 (33.34 percent) were in the age group of 51 or above. As the findings imply, considerable number of teachers and department heads are in the age range of 51 or above.

Regarding service years in teaching, item 3 of Table 1, shows that out of the total respondents 27 (17.31 percent) had teaching experiences of 5 years or below. None of the department heads were less than five years experience. This implies that experience was probably considered as one of the requirements to be assigned as a department head in the colleges under study. As seen in the same table the remaining 22 (14.10 percent) had teaching experience of 6 -10 years, 10 (6.41 percent) had experience of 11 – 15 years, 16 (10.26 percent) had experience of 16 – 20 years, 15 (9.62 percent) had teaching experience of 26 – 31 years and most of the respondents 41 (26.28 percent) had teaching experience of 31 years or above. This indicates that the majority of the respondents had reasonable experience in teaching.

Item 4 of Table 1 also shows that the majority of the respondents, that is 102 (65.18 percent) were B.A/BSc holders. While 30 (19.24 percent) of the respondents have M.A/MSc. The rest 24 (15.38) were diploma holders. This indicates that even if the majority of the staff are qualified teaches, there are a few other teachers working with them under qualified.

## **3.2 Analysis and Interpretation of Data**

### **3.2.1 Purposes of TPA**

Some of the primary purposes of teachers' performance appraisal were listed and teachers and department heads were asked to respond to what extent these purposes in practice were achieved in their colleges. Accordingly, teachers and department heads were categorized into two groups. To analyze the data the five point Likert Scale of very high (5), high (4), moderate (3), minimal (2), and very minimal (1) was used. The data analysis from the percentile scores and mode scores were interpreted based on the following classification: 4 (high) and 5 (very high) as high, 3 (moderate) as moderate, and 2 (low) and 1 (very low) as low.

**Table 2:** The purposes of TPA in practice

S.No.	In practice, the primary purpose of the current system of teachers' performance appraisal is:		Respondents Rating Scale									
			Teachers (N = 130)					Department heads (N = 26)				
			Very high	High	Moderate	Minimal	Very minimal	Very high	High	Moderate	Minimal	Very minimal
1	To improve teachers' professional competence	N.	5	12	29	51	33	1	3	5	10	7
		%	3.85	9.23	22.31	39.23	25.38	3.85	11.53	19.23	38.47	26.92
2	To identify teachers professional training needs	N.	2	13	31	50	34	1	2	4	13	6
		%	54	10.00	23.85	38.46	26.15	3.85	7.69	15.38	50.00	23.08
3	To motivate teachers' to their job	N.	3	16	30	49	32	1	3	3	15	5
		%	2.31	12.31	23.08	37.69	24.61	3.85	7.69	11.53	57.70	19.23
4	To improve quality of education (training)	N.	2	15	28	52	33	-	5	3	9	9
		%	1.54	11.54	21.54	40.00	25.38	-	19.23	11.53	34.62	34.62
5	To decide on teachers' salary increment	N.	22	31	32	38	7	4	6	7	7	2
		%	16.92	23.85	24.61	29.23	5.38	15.38	23.08	26.92	26.92	7.69
6	To decide on teachers' promotion	N.	15	39	28	41	7	5	6	8	5	2
		%	11.54	30.00	21.54	31.54	5.38	19.23	23.08	30.77	19.23	7.69
7	To decide on teachers' transfer	N.	12	19	36	42	21	4	3	6	8	5
		%	9.23	14.61	27.69	32.31	16.16	15.38	11.53	23.08	30.77	19.23
8	To reward outstandingly competent teaches	N.	-	5	48	48	29	-	4	5	10	7
		%	-	3.85	36.92	36.92	22.31	-	15.38	19.23	38.47	26.92
9	To select teacher for higher education	N.	2	13	29	51	35	-	2	7	11	6
		%	1.54	10.00	22.31	39.23	26.92	-	7.69	26.92	42.31	23.08

Basically, one of the main purposes of teacher performance appraisal is developmental purposes. This is, to improve teachers' professional competence, to identify teachers' professional training needs, to motivate to their jobs and through these to improve the quality of education (training).

As illustrated in Table 2 item 1, the achievement of the purpose of teachers performance appraisal in improving the teachers competence was found to be low as rated by 84(64.61 percent) of the teachers and 17(65.39percent) of the department heads. In the same Table, item 2 indicates that the purpose of TPA in identifying the training needs of teachers was also found to be low as reported by the majority 84(64.61 percent) of the teachers and 19(73.08 percent) of the department heads.

As exhibited in Table 2, item 3 regarding to the purpose of TPA in motivating teachers to their job, was rated low by 81(62.30 percent) of the teachers. This idea was supported by remarkable number 20(76.93 percent) of the department heads. This implies that, the achievement of the purposes of TPA in motivating teachers to their work was found to be low or non-existent.

Item 4 of this Table indicates, majority of the respondents in both groups, 85(65.38 percent) of the teachers and 18(69.24 percent) of the department heads said that the achievement of the purpose of TPA in improving the quality of education (training) was at minimal level in their colleges.

As it can be seen in items 5 and 6 of Table 2, the achievement of the purposes of TPA in making decisions on teachers salary increment was found to be high as reported by 53(40.77 percent) of the teachers and 10(38.46 percent) of the department heads. Similarly, 54(46.54 percent) of the teachers and 11(42.54 percent) of the department heads responded that it served highly in making decisions on teachers promotion. Supporting those ideas, the interview made with the college deans indicated that the current TPA had contribution in promoting teachers from one academic rank to the next and to make decisions on salary increment for teachers. This implies that, in

practice the purposes of the current TPA in the colleges seems to make decisions on teachers salary increment and promotion.

Items 7 and 8 of Table 2 clearly indicate that the purposes of TPA in making decisions on teachers transfer and in reward allocation were found to be low as rated by the majority (48.48 percent and 59.23 percent) of the teachers and (50.00 percent and 65.39 percent) of the department heads respectively.

Similarly, 86(66.15 percent) of the teachers and 17(65.39 percent) of the department heads reported that, the achievement of the purpose of TPA in selecting teachers for higher education in their colleges was low.

According to the responses to the interview questions the colleges deans said, “the purpose of conducting teachers’ performance appraisal is to cross check what is planned and what is achieved”. This implies that the intent of TPA in these colleges was simply to serve the controlling function.

In general, as illustrated in Table 2, both groups of respondents clearly put that the current TPA system in their colleges had been low in achieving the developmental purposes totally and most of the administrative purposes.

### **3.2.2 The Current TPA Criteria**

Performance criteria are statements of standard used for measuring job related performances. Teaching profession includes many tasks and duties. Thus, measuring teachers’ performance requires more than one dimension. In line with this, performance criteria should not miss some important job duties and also should not include activities which are irrelevant to the actual performance requirements. Moreover, it should be clear and specific. In this view, some points on TPA criteria were listed and teachers and department heads were asked to rate against these points based on their degree of agreements:- strongly agree (SA), agree (A), neutral (N), disagree (DA) and strongly disagree (SA). The percentile score from the data analysis were interpreted according to the following classifications:- high (SA and A), medium (N) and low (DA and SD).

**Table 3:** The current TPA criteria

No	Item		Respondents Rating scale									
			Teachers (N = 130)					Department heads (N = 26)				
			SA	A	N	DA	SD	SA	A	N	DA	SD
			5	4	3	2	1	5	4	3	2	1
1	In the current TPA system: 1.1. There is a high participation of teachers in the development and formulation of criteria	N.	3	15	32	46	34	1	5	5	6	9
		%	2.31	11.54	24.62	35.38	26.15	3.85	19.23	19.23	23.08	34.62
	1.2. The criteria used are clear	N.	2	18	28	62	20	-	4	6	10	6
		%	1.54	13.85	21.54	47.69	15.38		15.38	23.08	38.47	23.08
	1.3. The criteria used are relevant to the purpose of teachers performance appraisal	N.	3	18	28	50	30	2	3	5	9	7
		%	2.31	13.85	21.54	38.46	23.04	7.69	11.53	19.23	34.62	26.92
	1.4. The criteria used are better in promoting teachers professional responsibilities	N.	1	17	38	57	17	-	6	6	8	6
		%	0.78	13.07	29.23	43.45	13.07		23.08	23.08	30.77	23.08
2	The current appraisal criteria objectively: 2.1. Measures teachers' professional competence	N.	-	13	27	52	37	-	5	4	12	5
		%	-	10.00	20.75	40.00	29.25	-	19.23	15.38	46.16	19.23
	2.2. Promotes teachers' motivation to work	N.	1	18	27	52	32	1	6	5	10	4
		%	0.78	13.85	20.75	40.00	24.62	3.85	23.08	19.23	38.47	15.38
	2.3. Strengthen teacher-student relationship	N.	5	14	31	47	33	1	4	4	9	8
		%	3.85	10.77	23.85	36.15	25.38	3.85	15.38	15.38	34.62	30.77
	2.4. Strengthen teacher-administration relationship	N.	8	18	28	49	27	1	3	6	11	5
		%	6.15	13.85	21.55	37.70	20.75	3.85	11.53	23.08	42.31	19.23

As shown in Table 3 item 1.1, regarding the idea that teachers had participated in the formulation of the current TPA criteria, most of the teachers (61.53 percent) and department heads (57.70 percent) showed their disagreement. This implies that both groups of respondents opposed the above idea. The response of some of the teachers and department heads to the open ended questions indicated that neither teachers nor their representatives were involved in the formulation of the current TPA criteria. They were only called up on to the implementation of the already established criteria.

The responses of the college deans to the interview questions also indicated that, the criteria were formulated by Addis Ababa education bureau where the TVET college deans were invited to participate at a limited level. However, teachers were involved only in the implementation process, specifically in evaluating their peers.

As to the above responses, since the criteria were established outside the colleges by individuals who were at the distant from the actual teaching-learning process without the involvement of teachers, the objective reality of each of the TVET colleges were not taken into consideration. As the result the criteria are too many and general as complained by teachers.

According to item 1.2 of Table 3, 82(63.07 percent) of the teachers and 16(61.55 percent) of the department heads reported that the performance criteria used lack clarity. This shows that the criteria used were vague. In support of this idea, the response of teachers and department heads to the open ended questions also indicated that the criteria being used in the current TPA are not specific and clear. Some of the criteria are not objectively measurable. In the interview made with college deans, they also disclosed that some of the criteria used were subjective and vague. The reason for this might probably be the absence of teachers' participant in the formulation of the criteria.

There was also no demarcation in the criteria between those teachers involved in training vocational subjects and academic subjects. Moreover, the criteria used for rating the performance of teachers, department heads and deans were the same (see Appendix 4).

As shown in item 1.3 of Table 3, 80(61.50 percent) of the teachers and 16(61.54 percent) of the department heads rated the relevance of the performance criteria low. This implies that the criteria used were irrelevant to the purpose of TPA. As to the responses of teachers and department heads to the open ended question some of the criteria used were not related with teaching (training) activities rather than giving emphasis to the duties and jobs of the teacher, they gave emphasis on individuals personality. From the above responses we can draw that the criteria used were defective and lack clarity as well as specificity.

In item 1.4 of Table 3, most of the respondents (56.52 percent of the teachers and 53.85 percent of the department heads) responded that, the criteria used in the current TPA were poor in promoting teachers professional responsibilities. The responses of the teachers and department heads, to the open ended questions also indicated that some of the criteria were discouraging rather than promoting teachers professional responsibilities.

Accordingly to item 2.1 of Table 3, 89(69.25 percent) of the teachers and 17(65.39 percent) of the department heads reported that the current appraisal criteria lack objectivity in measuring teachers professional competence. This may probably was due to the following two reasons. First, during the establishment of the criteria teachers were not involved and also there was no mutual agreement on the criteria. Second, since the criteria were formulated by personnels who were far from the teaching-learning (training) activities, the objective reality of the TVET colleges were not given enough consideration. So that he criteria sated were not objectively measurable.

As indicted in item 2.2 of Table 3, the objectivity of the current appraisal criteria in promoting teachers' motivation to their work was rated low by the majority of both respondents groups (64.62 percent of the teachers and 53.85 percent of the department heads). This implies that the TPA criteria used in those TVET colleges had no significant contribution in motivating teachers to their work.

As shown in item 2.3 of Table3, 81(61.53 percent) of the teachers and 17(65.39 percent) of the department heads reported their disagreement on the objectivity of the TPA criteria in strengthening teachers-student relationship. Similarly, in item 2.4 of the same table .most of the respondents (58.45 percent of the teachers and 61.54 percent of the department heads) reported that, the current appraisal criteria did not objectively strengthened teacher-administration relationship. This implies that, the current appraisal criteria was found to be not objective to promote teacher-student and teacher-administration relationship in the colleges under the study.

In general, as illustrated in Table 3, the current TPA criteria were found to be formulated without the mutual agreement of teachers and their appraisers, vague and subjective as responded by the two groups of respondents.

### **3.2.3. Appraisers, their Competence and Skill in TPA**

Before conducting teachers' appraisal, consideration should be given for questions such as: - Who should conduct teachers' appraisal? And what kind of skills, knowledge or other attributes an appraiser should ideally have? It is not sufficient simply to allocate to someone the role of appraiser. They need to possess knowledge and know how of teachers' appraisal. In this regard the study was also intended to investigate the opening of teachers and department heads concerning the source of the appraisal, their skills, knowledge, competence, training and experience in TPA. As shown in Table 4, teachers and department heads were asked to indicate those who take parts in appraising teachers. In Table 5, some factors regarding competence,

training and experience in TPA were listed and teachers and department head were asked to rate their appraisers against those factors. Here, the five point Likert type scale was used in the same way as Table 3 above. The percentile score from the data analysis were interpreted according to the following classifications: high (SA and A), medium (N) and low (DA and SD). Similarly in Table 6, some factors concerning the objectivity of the appraisers were listed and teachers and department heads are asked to rate appraisers against those factors in the same way as Table 5. The percentile score from the data analysis were also interpreted according to the classification used in Table. 5.

**Table 4:** Sources of TPA

<b>No</b>	<b>Item</b>		<b>Respondents</b>			
			<b>Teachers (N = 130)</b>		<b>Department heads (N = 26)</b>	
			<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>
Who takes part in appraising teachers in your colleges?						
1	College deans	Response	118	90.76	26	100
		No Response	12	9.24	-	-
2	Department heads	Response	122	93.84	26	100
		No Response	8	6.16	-	-
3	Peers	Response	120	92.30	26	100
		No Response	10	7.70	-	-
4	Students	Response	115	88.46	26	100
		No Response	15	11.54	-	-

As illustrated in Table 4, teachers and department heads were asked as who takes part in appraising teaches in their college. Accordingly, among the teachers 118 (90.76 percent) said college deans, 122 (93.84 percent) said department heads, 120 (92.30 percent) said peers and 115 (88.46 percent) said students. On the other hand all the department heads 26 (100 percent) responded that all deans, department heads, teachers and students were involved in appraising teachers in their colleges.

In the interview made with college deans, they responded that the deans, department heads, instructors and students were participants in appraising the performance of teachers in those colleges.

In general as shown in Table 4 and the responses obtained from interview questions, college deans, department heads, peer teachers and students were found to be the sources of appraisal in the current TPA system of the TVET colleges under the study.

As it is clearly indicated in Table 4, the appraisal technique being used in those TVET colleges seems a multi-source appraisal. In literatures, even though, multi-source appraisals have its drawbacks, it is likely to be more extreme than individual ones. It is generally perceived to be fair by appraisees. Thus more and more number of firms are using the 360 – degree (Multi-source) appraisal techniques to asses the performance of their employees, and a recent innovations in education is the multi – source appraisal of teachers and lecturees by their students, peers and supervisors (Thomson and Mabey, 1994:207).

**Table 5:** Competence, training and experience of appraisers

No	Item		Respondents Rating scale										
			Teachers (N = 130)					Department heads (N = 26)					
			SA	A	N	DA	SD	SA	A	N	DA	SD	
			5	4	3	2	1	5	4	3	2	1	
1	Have competence and fitness	Deans	No	8	16	29	48	29	1	4	3	13	5
			%	6.15	12.31	22.31	36.92	22.31	3.85	15.38	11.53	50.00	19.24
		Department heads	No	16	12	28	50	24	2	6	4	11	3
			%	12.31	9.23	21.54	38.46	18.46	7.69	23.08	15.38	42.31	11.53
		Peer teachers	No	8	32	22	33	35	2	7	2	10	5
			%	6.15	24.62	16.92	25.38	29.93	7.69	26.92	7.69	38.46	14.24
		Students	No	7	16	21	44	42	-	5	3	8	10
			%	5.38	12.31	16.15	33.85	32.31	-	19.24	11.53	30.77	38.46
2	Have adequate training or orientations on teachers performance appraisal	Deans	No	10	14	33	43	30	1	3	6	11	5
			%	7.69	10.77	25.38	33.08	23.08	3.85	11.53	23.08	42.31	19.24
		Department heads	No	9	13	28	49	31	1	2	5	14	4
			%	6.92	10.00	21.54	37.69	23.85	3.85	7.69	19.24	53.84	15.38
		Peer teachers	No	10	12	24	51	33	-	3	4	16	3
			%	7.69	9.23	18.46	39.24	25.38	-	11.53	15.38	61.56	11.53
		Students	No	4	6	28	52	40	-	1	6	13	6
			%	3.08	4.61	21.54	40.00	30.77	-	3.84	23.08	50.00	23.08
3	Have adequate experience on teachers performance appraisal	Deans	No	16	50	34	19	11	5	9	5	7	-
			%	12.31	38.46	26.15	14.62	8.46	19.24	64.60	19.24	26.92	-
		Department heads	No	14	47	32	25	12	7	6	5	6	2
			%	10.77	36.15	24.62	19.23	9.23	26.92	23.08	19.24	23.08	7.68
		Peer teachers	No	16	52	29	22	11	4	10	5	7	1
			%	12.31	40.00	22.31	16.92	8.46	15.38	38.46	19.24	26.92	3.85
		Students	No	6	14	30	48	32	2	5	9	4	6
			%	4.61	10.77	23.08	36.92	24.62	7.69	19.24	34.61	15.38	23.08

As illustrated in item 1 of Table 5, regarding the level of competence and fitness of the appraisers (deans, department heads, peer teachers and students), most of the teachers (59.23 percent, 56.92 percent, 55.31 percent and 66.16 percent respectively) and most of the department heads (59.24 percent, 52.84 percent, 52.70 percent and 69.23 percent respectively) showed their disagreement. This implies that, all the appraisers of TPA in this college lack the required competence and fitness to appraise teachers.

The interview conducted with the college deans also indicated that, the degree of competence, fitness and commitment of the appraisers in approving teachers' performance is relative depending upon their skills and knowledge of appraisal. Thus, it is difficult to say that all appraisers in the colleges are competent, fit and committed in appraising teachers.

As to the responses of the majority of the teachers (56.16 percent, 61.54 percent, 64.62 percent and 70.77 percent) and of the department heads (61.55 percent, 69.22 percent, 73.09 percent and 73.09 percent) in Table 5 item 2, it was found that all the appraisers (deans, department heads, peer teachers and students) do not have adequate training or orientation on teachers' performance appraisal. The response from the interview questions made with the college deans also indicated that some of the deans have never been given training in TPA and even those who have taken training said that the training given was not relevant to the current TPA system. Teachers and department heads in their responses to the open ended questions recommended that "All participants in teachers' performance appraisal should get adequate training or orientation before rushing into the implementation".

With regard to the experience of the appraisers in TPA, in item 3 of Table 5, the responses of most of the respondents (50.7, 46.92, 52.31 percent) of the teachers and the teachers and (53.84, 50.00, 53.84 percent of the department heads) indicated that Deans, Department Heads and peer teachers have adequate experience. 80(61.54 percent) of the teachers and 10(38.46 percent) of the department head showed their disagreement regarding the students.

This implies that except students the other groups of appraisers in these colleges have adequate experience in appraising teachers.

In the responses to the open ended questions teachers refused the involvement of students in appraising teachers because they lack maturity and experience. This may be the reason why teachers showed their disagreement on this issue.

In general, as illustrated in Table 5, the level of competence and training of the appraisers in those TVET colleges were found to be low. Even if the level of experience of the appraisers (deans, department heads and peer teachers) in appraisal had been rated high, enough has not been done on this area.

Teachers and department heads were also asked regarding to the objectivity of their appraisers. Thus, they were asked to show their degree of agreement to the factors indicated based on the rating scales.

**Table 6:** Objectivity of appraisers

No	Item		Respondents Rating scale										
			Teachers (N = 130)					Department heads (N = 26)					
			SA	A	N	DA	SD	SA	A	N	DA	SD	
			5	4	3	2	1	5	4	3	2	1	
1	Shows favoritism or bias	Deans	N.	31	35	38	19	7	3	10	8	4	1
			%	23.85	26.92	29.23	14.62	5.38	11.54	38.46	30.76	15.39	3.85
		Department heads	N.	19	35	48	22	6	5	9	4	7	1
			%	14.62	23.92	36.92	19.92	4.62	19.23	34.61	15.39	26.92	3.85
		Peer teachers	N.	26	38	34	22	10	6	9	4	7	-
			%	20.00	29.23	26.16	19.92	7.69	23.08	34.61	15.39	26.93	-
Students	N.	31	32	30	30	7	5	7	7	5	2		
	%	23.85	24.61	23.08	23.08	5.38	19.23	26.92	26.92	16.23	7.10		
2	Much focus on criticism	Deans	N.	39	41	28	14	8	6	9	5	4	2
			%	30.00	31.54	21.54	10.76	6.16	23.07	34.61	19.23	15.39	7.70
		Department heads	N.	30	37	33	22	8	5	5	4	10	2
			%	23.08	28.46	25.38	19.92	6.16	19.23	19.23	15.38	38.46	7.70
		Peer teachers	N.	13	21	33	46	17	2	8	5	8	3
			%	10.00	16.15	25.38	35.38	13.09	7.70	30.77	19.23	30.76	11.54
Students	N.	8	5	34	37	46	-	5	6	10	5		
	%	6.16	3.84	26.16	28.46	35.38	-	19.23	23.08	38.46	19.23		

As shown in item 1 of Table 6, most of the respondents of both groups (teachers and department heads) showed their agreement that as all the appraisers (deans, department heads, peer teacher and students) were not objective in appraising the performance of teachers. Rather they show favouritism or bias. This was indicated by (50, 77, 38.54, 49.23 and 48.46 percent) of the teachers and by (50, 53.84, 57.69 and 46.15 percent) of the department head respectively. The reason for this may be, the appraisers lack competence, training and commitment as shown in Table 5 above.

The responses of teachers and department heads to the open ended questions indicated that, in appraising teachers' performance deans, department heads, and teachers favoured those teachers who have high relationship with them and students also favoured those teachers who are lenient for them.

As shown in item 2 of Table 6, 80(61.84 percent) of the teachers and 15(57.68 percent) of the department heads agreed that as college deans focus much on criticism during the appraisal of teachers performance. 67(51.54 percent) of the teachers also rated that as department heads focus much on criticism while 12(46.16 percent) of the department heads showed their disagreement on this issue.

Both groups of the respondents (teachers and department heads) did not agree in the idea that peer teachers and students focus much on criticism during the appraisal of teachers' performance. This was shown by 63(38.47 percent) and 85(63.84 percent) of the teachers and 11(42.29 percent) and 15(57.96 percent) of the department heads respectively. The reason for this may be, criticism is not accustomed in the TVET colleges under the study.

In general, the objectivity of the appraisers in appraising teachers performance was found to be low. The subjectivity of the appraisers was shown by most of the respondents as clearly seen in Table 6.

### 3.2.4 Time and Frequency of TPA

The design of any performance appraisal scheme should address the questions when to appraise and how often. These questions refer to the timing and the frequency of appraisal. Therefore, one of the major purposes of this study was to know the time and the frequency of teachers' appraisal in three selected public TVET colleges in Addis Ababa. Thus, some alternative times and frequencies were stated and teachers and department were asked to made their choice according to their observation in their colleges. In addition to this the level of the adequacy of the time and frequency of appraising teachers being practiced in their college were asked to be rated based on their opinions. Here percentile was used to analyze and interpret the data.

**Table 7:** The adequacy of time and Frequency of TPA

No	Item	Respondents			
		Teachers (N = 130)		Department heads (N = 26)	
		F	%	F	%
1	When does appraisal of teacher take place in your college?				
	A) At the end of each academic year	10	7.69	1	3.85
	B) At the end of each semester	117	90.00	24	92.30
	C) At the middle of each semester	3	2.31	1	3.85
	D) At the beginning of each semester	-	-	-	
2	How frequently is appraising teachers being conducted in your college?				
	A) Once in a year	11	8.46	1	3.85
	B) once in a semester	113	86.92	23	88.45
	C) Twice a semester	4	3.08	1	3.85
	D) More than twice a semester	2	1.54	1	3.85
3	In your opinion, the level of adequacy of the time to appraise teachers in your college is				
	A) Very high	3	2.31	3	11.54
	B) High	26	20.00	5	19.23
	C) Medium	52	40.00	9	34.62
	D) Low	45	34.61	7	26.92
	E) Very low	4	3.08	2	7.69
4	In your opinion the level of adequacy of the frequency of appraising teacher in your college is				
	A) Very high	2	1.54	1	3.85
	B) High	18	13.85	4	15.38
	C) Medium	57	43.85	11	42.31
	D) Low	46	35.38	9	34.61
	E) Very low	7	5.38	1	3.85

As illustrated in item 1 of Table 7, regarding to the time of teachers' appraisal among the two group of respondent 117 (90 percent) of the teachers and 24 (92.30 percent) of the department heads showed their agreement, as appraisal of teacher was conducted at the end of each semester. 10 (7.69 percent) of the teachers and 1 (3.85 percent) of the department heads responded that as it take place at the end of each academic year while 3 (2.31 percent) of the teachers and 1 (3.85 percent) of the department head said that as it take place at the middle of each semester.

With regard to the frequency of conducting teachers appraisal, Item 2 of Table 7 indicated that among the respondent (teachers and department heads) most of the teachers 113 (86.92 percent) and department heads 23 (88.45 percent) responded that as appraisal of teachers performance was conducted once a semester. The remaining 11 (8.46) percent) of the teachers and 1 (3.85 percent) of the department replied as it takes place once in a year, 4 (3.08 percent) of the teachers and 1 (3.85 percent) of the department heads said as it takes place twice a semester while 2 (1.54 percent) of the teachers and 1 (3.85 percent) of the department heads responded as it was conducted more than twice a semester.

The interview conducted with deans indicated that appraisal of teachers performances were conducted twice a year at the end of each semester.

In item 3 of Table 7, regarding to the level of adequacy of the time of conducting appraisal of teachers performance among the two groups of respondents, most of the teachers 52 (40.00 percent) and most of the department heads 9 (34.62 percent) rated as it was in medium level, 45 (34.61 percent) of the teachers and 7 (26.92 percent) of the department heads rated this item at low level, while 26 (20.00 percent) of the teachers and 5 (19.23 percent) of the department heads rated as it was at high level of adequacy.

As indicated in item 4 of Table 7, teachers and department heads were asked their opinion towards the level of the adequacy of the frequency in which

appraisal of teachers was conducted in their colleges. Accordingly, most of the teachers 57 (43.85 percent) and most of the department heads 11 (42.31 percent) rated this item at medium level, 18 (13.85 percent) of the teachers and 4 (15.38 percent) of the department heads responded as it was at high level while 46 (35.38 percent) of the teachers and 9 (34.61 percent) of the department heads indicated as it was at low level.

In general the level of adequacy of the time and frequency of conducting appraisals of teachers was found to be rated at medium level, by both groups of respondents. This implies that as this area needs improvement.

### **3.2.5. The Process of the Current System of TPA**

Performance appraisal has to be done based on the processes of activities arranged in sequential steps. Hence, performance appraisal of teachers to be successful, it should be implemented following systematic processes ordered in logical steps. One of the main purposes of this study was to investigate the processes of the current TPA scheme in selected public TVET colleges in Addis Ababa. Therefore, some procedures to be followed in the successful operation of the current teachers performance appraisal were listed and teachers and department heads were asked to rate based on their degree of agreement, SA (Strongly Agree), A (Agree), N (Neutral), DA (Disagree) or SD (Strongly Disagree). Here percentile scores and mode scores were used to analyze and were interpreted according to the following classification: Agreed (SA and A), Neutral (N) Disagree (DA and SD).

**Table 8:** The process of the current TPA

No	Item	Respondents Rating scale										
		Teachers (N = 130)					Department heads (N = 26)					
		SA	A	N	DA	SD	SA	A	N	DA	SD	
		5	4	3	2	1	5	4	3	2	1	
1	Prior to any action both the appraisers and the appraisees meet and establish agreed upon objectives	No	4	13	21	49	43	-	5	6	9	6
		%	3.08	10.00	16.15	37.69	33.08	-	19.23	23.08	34.61	23.08
2	Appraisees and their appraises develop action plans from the already set objectives	No	3	17	24	41	45	-	5	5	11	5
		%	2.31	13.08	18.46	31.54	34.61	-	19.23	19.23	42.31	19.23
3	Prior to the appraisal process orientation about the appraisal is given for both the appraisers and appraisees	No	5	13	27	42	43	1	4	5	12	4
		%	38.8 4	10.00	20.77	32.31	33.08	3.85	15.38	19.23	46.16	15.38
4	Evaluation of performance is made against the previously established objectives.	No	2	11	46	35	37	-	5	4	12	5
		%	1.54	8.46	34.62	36.92	28.46	-	19.23	15.38	46.16	19.23
5	Providing feedback to the appraisee	No	6	14	26	42	42	1	6	3	11	5
		%	4.62	10.76	20.00	32.31	32.31	3.85	23.08	11.53	42.31	19.23

The first step in systematic process of teacher performance appraisal scheme is a pre-appraisal meeting of appraisees and appraisers and establishing agreed up on objectives. As illustrated in item 1 of Table 8, the first duty of the appraisal process was found to be not accomplished. This was clearly shown by the responses of 92 (70.77 percent) of the teachers and 15(57.69 percent) of the department heads.

Literatures in this field suggest that the involvement of employees in establishing objectives may motivate the employees in achieving those objectives, because they have participated in setting them (Dessler, 2003: 253). As it could be seen from the responses of the teachers and the department heads, this primary duty is almost neglected in the TVET colleges under the study. The deans also approved this idea in the responses of the interview made with them. According to the interviewee, the teaching-learning (the training) processes in the TVET colleges are conducted based on training modules which were formulated by Addis Ababa Education bureau. The objectives of the training processes in each field are stated in the respective modules. The teachers are expected to prepare their own action plans based up on the objectives stated in the modules. This indicate that teachers implement the objectives setted by external body.

As shown in item 2 of Table 8, regarding to the duty of developing action plan collectively (appraisees and appraisers) from the already stated objectives, most of the respondents of both groups (66.15 percent of the teachers and 61.54 percent of the department heads) showed their agreement as it was not being practiced in their colleges. As to the interview responses of the college deans, the reason for this may probably be, preparing action plan was considered to be the responsibility of the teachers.

As depicted in Table 8 item 3, 85(65.39 percent) of the teachers and 16(61.54 percent) of the department heads rated the process of giving orientation about the appraisal for the appraisers and appraisees was not implemented. This shows that even those appraisers who have no single experience in appraising teachers, specially new teachers and students were forced to rate teachers

performance without having a know how. As a result, this may end with rating errors.

In Table 8 item 4, majority of the respondents, 72(55.38 percent) of the teachers and 17(65.39 percent) of the department heads showed their disagreement to the issue of making performance evaluation against the already established objectives. The reason for this may be, teachers were not involved in setting objectives and they prepared their action plan from those objectives established by other bodies. Thus the standards setted for measuring teachers performance may not be related to the actual performance of teachers.

Similarly, in Table 8 item 5, the process of providing feedback to the appraisees on time was not practically done. This was indicated by the responses of most of the teachers (64.62 percent) and of the department heads (61.54 percent).

The responses of the interview made with the college deans also indicated that “in principle teachers should know their performance appraisal result on time, but due to some reasons they could not able to let the teachers know their results and they believed that as it is their weakness too.”

This implies that the most crucial action to be implemented in the process of teachers' performance appraisal (providing feedback to the appraisees) was not being practiced in the TVET colleges under the study.

In general, the implementations of the basic activities in the process of TPA in these TVET colleges was found to be low. This was clearly shown in Table 8 by the responses of the majority of teachers and the department heads. This indicates that, the TPA system in these TVET colleges was not properly designed and it was simply made for the sake of appraising teachers without communicating the appraisal objectives and results to the teachers on time. As shown in literature, this may tend to be a source of dissatisfaction, and conflict between appraisers and teachers, and a source of incorrect

performance data which leads to subjective personnel decisions (West and Billington,1990:55) .

**Table 9:** Orienting teachers about TPA and the success of the appraisal process

No	Item	Respondents rating scale					
		Department heads (N = 26)					
		SA	A	N	DA	SD	
		5	4	3	2	1	
1	I orient teaches on the current PTA in collaboration with college deans prior to the appraisal process	No	-	4	6	10	6
		%	-	15.38	23.08	38.46	23.08
2	The current appraisal process in the college is successful in running the teaching learning process (training process)	No	-	2	11	9	4
		%	-	7.69	42.31	34.62	15.38

As indicated in item 1 of Table 9 most of the department heads, 16(61.54 percent) responded that, orientation about TPA was not conducted to teachers in their colleges. This implies that, department heads did not give orientation about TPA for the teachers of their departments. But as to the responses obtained from the interview made with college deans', orientation was given by department heads. Here the responses of the college deans and of the department heads are contradictory. As it could be seen in Table 8 item 3 above, the responses of teachers support the idea of the department heads. In others words, most of the respondents agreed as orientation about TPA was not given while the college deans denied it. This implies that as there was a gap of communication between deans and department heads or there was weakness of follow up on the side of the college deans.

Regarding, to the success of the appraisal process in the teaching-learning (training) process, it could be seen in Table 9 item 2, the rating of most of the respondents 13 (50.00 percent) was found to be low. This implies that he current TPA process in those colleges was not successful in running the teaching-learning (training) process.

### 3.2.6. Problems of the Current TPA

There are several problems for the failure of the appraisal system, it was dealt with in chapter two, most of the appraisal problems are the problems of validity and reliability (Dailey, 1988:129). The performance appraisal lacking these qualities is likely to be considered worthless by the employee themselves. On this ground, an attempt was made to discuss the problems of the current TPA. Thus certain problems of the current TPA in those TVET colleges were listed and the two respondent groups were asked to respond their view on those matters.

**Table 10:** Problems on the current TPA

No	Item	Respondents			
		Teachers (N = 130)		Department heads (N = 26)	
		No	%	No	%
	What are the major problems encountered in the appraisal system in general?				
	1. Lack of the necessary knowledge of the appraisers				
	A) Yes	113	86.92	19	73.07
	B) No	17	13.08	7	26.93
	2. Lack of Adequate skills on the part of the appraisers				
	A) Yes	101	77.69	23	88.46
	B) No	29	22.31	3	11.54
	3. Poor administration of the overall between the appraisers and appraisees				
	A) Yes	100	76.92	19	73.07
	B) No	30	23.08	7	26.93
	4. Lack of pre-appraisal discussion between the appraisers and appraisees				
	A) Yes	115	88.46	22	84.61
	B) No	15	11.54	4	15.39
	5. Lack of post appraisal discussion between the appraisers and appraisees				
	A) Yes	114	87.69	21	80.76
	B) No	16	12.31	5	19.24

As it could be seen in Table 10 item 1, most of the teachers (86.92 percent) and most of the department heads (73.07 percent) agreed that one of the problems of TPA encountered in their colleges was lack of the necessary knowledge of the appraiser. This idea was also supported by the responses of the college deans in the interview conducted. In item 2 of the same table,

regarding to the skills of the appraisers, majority of the teachers (77.69 percent) and majority of the department heads (88.46 percent) confirmed that the appraisers lack adequate skills in appraising teachers. In support of this the responses of teachers and department heads to the open ended questions indicated that, all the four groups of appraisers (Deans, department heads, peer teachers, and students) were not given the necessary training or orientation on teachers appraisal. Thus, they lack the necessary knowledge and skills of appraising teachers.

As shown in Table 10 item 3, among the two group of respondents, 100 (76.92 percent) of the teachers and 19 (73.07 percent) of the department heads responded that the administration of the overall appraisal process in their TVET colleges was poor. In the interview made the deans also disclosed that, due to lack of commitment, knowledge and skills of appraisers in appraising teachers they found that, managing the appraisal process in their college as one of the difficult tasks. This implies that the activity of administrating the overall appraisal process in those TVET colleges was found to be poor.

In item 4 of Table 10, most of the teachers (88.46 percent) and most of the department heads (84.61 percent) disclosed that as there was no pre-appraisal discussion between appraisers and teachers. Similarly, as shown in item 5 of the same table 114 (87.69 percent) of the teachers and 21 (80.76 percent) of the department heads respond that as there was no adequate post-appraisal discussions between teachers and their appraisers. In the responses to their interview, college deans confirm that due to scarcity of time and large number of teachers, they could not able to made pre-and post appraisal meeting between appraisees and appraisers in their colleges.

If appraisers lack the required knowledge and skills in appraisal and lack commitment to appraise, then they may often make different type of errors (Sayadean, 1995:205). On this ground, in addition to the aforementioned TPA problems, some common appraisal rating errors were listed and teachers and department heads were asked to indicate their degree of agreement based

upon their observations in the process of appraising teachers in their colleges. To do so, the five point Likert type scale was used in the same way as Table 8. The percent score from the data analysis was interpreted according to the following classifications: Agree (SA and A), neutral (N), disagree (DA and SD)

**Table 11:** Common errors in TPA

No	Item	Respondents Rating scale										
		Teachers (N = 130)					Department heads (N = 26)					
		SA	A	N	DA	SD	SA	A	N	DA	SD	
		5	4	3	2	1	5	4	3	2	1	
1	Including in the appraisal dimensions that is irrelevant to the performance appraised	No	35	44	22	20	9	6	11	4	2	3
		%	26.92	33.85	16.92	15.39	6.92	23.08	42.31	15.38	7.69	11.54
2	Taking only one factor of a teacher (as positive or negative) and giving an overall rating	No	39	51	21	12	7	8	9	3	5	1
		%	30.00	39.23	16.15	9.23	5.39	30.77	34.61	11.54	19.23	3.85
3	Tendency of giving relatively high or low rating to virtually everyone	No	32	40	29	21	8	5	12	4	3	2
		%	24.62	30.77	22.31	16.15	6.15	19.23	46.16	15.38	11.54	7.69
4	Rating most or all teacher average	No	14	48	29	32	7	3	13	5	4	1
		%	10.76	36.92	22.31	24.62	5.39	11.54	50.00	19.23	15.38	3.85
5	Focusing on the behavior of teachers just before the appraisal and ignoring behaviors which are more distant past	No	31	54	30	12	3	4	10	7	4	2
		%	23.85	41.54	23.07	9.23	2.31	15.38	38.47	23.08	15.38	7.69
6	Appraisers tendency of rating high a person who is similar to them in attitude, interest, sex, etc and rating low who are not	No	40	46	23	15	6	4	12	4	5	1
		%	30.77	35.38	17.69	11.54	4.62	15.38	46.16	15.38	19.23	3.85

As it has been illustrated in item 1 of Table 11 79(60.77 percent) of the teachers and 17(65.39 percent) of the department heads agreed that one of the most common appraisal error observed in their colleges was including those traits which are irrelevant to the performance appraisal of teachers in the appraisal of teachers in the appraisal dimension.

In the interview made, the college deans also indicated that some points used to measure the performance of teachers are not as such related to the actual task of the teachers. For instance, community participation of the teacher beyond his actual duties was also considered as one of the major point to give promotion to the teacher. In addition to this, teachers' and department heads in their responses reported that the TPA system focuses on traits of teachers that have no relationship with their day-to-day activities.

As to the responses given by 90(69.39 percent) of the teachers and 17(65.39 percent) of the department heads in item 2 of Table 11 an appraisal error of giving an overall rating high or low only by taking one factor of a teacher as positive or negative was found to be existed in appraising teachers in these colleges.

As it could be seen in item 3 of Table 11, the majority of both respondents groups (55.39 percent of the teachers and 65.39 percent of the department heads) showed their agreement that an appraisal error of giving relatively high or low rating to everyone was seen at high level in their colleges.

In item 4 of Table 11, regarding to the appraisal error of rating most or all teachers (central tendency error), 62(47.68 percent) of the teachers and 16(61.54 percent) of the department heads showed their agreement as it existed at high level.

Regarding to the appraisal errors due to primacy and recency effect, as it could be read in Table 11 item 5, both groups of the respondents (65.39 percent of the teachers and 53.85 percent of the department heads) should their agreement as it existed at a high level. In the same table of item 6, both 86(66.15 percent of the teachers and 16(61.54 percent) of the department

heads disclosed their agreement that an appraisal error due to the appraisers tendency of rating high a person who is similar to them in attitude, interest, sex, etc. and rating low who are not was found to be at high level in their colleges.

In general, the appraisal errors commonly observed in those TVET colleges were found to be halo error, central tendency error, constant error, primacy and recency effect, similar to me error and contrast error according to Table 11.

## CHAPTER FOUR

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 4.1. Summary

The purpose of this study was to investigate the major problems of the current system of teachers' performance appraisal in selected public TVET colleges in Addis Abba and to suggest some possible ways of alleviating the problems encountered. To this end, basic questions addressing the issues related to TPA such as purposes and criteria of TPA, sources of appraisal, the skills and competence of the appraisers, time and frequency of appraisal, appraisal process, problems and errors associated with TPA were all raised.

In the study descriptive survey method was employed. To address the basic questions raised, the investigator reviewed the relevant literature and prepared two sets of questionnaires and interview guide questions based on the reviewed literature so as to collect data from the subjects of the study. The questionnaires and interview guides, after being evaluated and checked by the thesis advisor, they were pilot - tested. Based on the comments obtained, the necessary correction and modifications were made before used. The questionnaire included close-ended and few open-ended questions.

Regarding the participants of the study, using random sampling technique, a sample size of 136 (30%) teachers, all (26) department heads and all (3) deans of the selected three TVET colleges were included.

To collect the required data, questionnaire, interview and relevant documents were used. The data obtained were organized, analyzed and interpreted using percentages and mode scores. Accordingly, the major findings drawn from the analysis of the study were the following:

1. The study revealed that the purpose of TPA in developing competence, identifying training needs, motivating to work and

improving the quality of education (training) were found to be non-existent as observed by most of the respondents (64.61, 64.61, 62.03, 65.38 percent of the teachers and 65.39, 73.08, 76.93, 69.24 percent of the department heads). In other words, the appraisal schemes of the colleges hardly served the developmental purpose.

2. The purpose of TPA in ensuring salary increment, promotion and transfer of teachers were found to be moderate as to the responses obtained (40.77, 46.54 percent of teachers and 38.46, 42.31 percent of department heads respectively). In short, the appraisal system of the colleges served only the administrative purpose and teachers were appraised simply to made administrative decisions.
3. Teachers were not involved in the formulation of the current TPA criteria and these criteria were found to be vague, had no relationship with the activities of teachers and subjective to measure teachers' professional competence as indicated by the majority of the respondents. In other words, teaches had been appraised by already established criteria outside their colleges with out their participation. As to the responses obtained, these criteria were general and irrelevant to the actual activities of the teachers. It was also indicated that the current TPA criteria do not measure teachers' professional competence, and rather it was found to be discouraging.
4. It was found out that the sources of teachers performance appraisal in those TVET colleges under the study were college deans, department heads, peers and students as indicated by the majority (almost all) of the respondents. In short, the TPA scheme of these colleges used multi-source appraisal technique.
5. As revealed by the study most of the teachers and department heads showed that the college deans and students were not

competent and fit to appraise teachers (59.3, 66.16, percent of the teachers and 59.24, 69.23 percent of department heads respectively) Moreover, (59.23, 56.92 percent) of the teachers and (52.84, 52.07 percent) of the department heads respectively rated themselves low.

6. The study pointed out that all the appraisers of teachers (College deans, department heads, peers and students) had had no adequate training and experience on teachers performance appraisal. It was also found that all the appraisers showed favoritism or bias and much focus on criticism rather than objectively appraising teachers as indicated by the responses of the majority of both respondents groups.
7. It was identified that appraisal of teachers performance in those colleges under the study were conducted twice a year at the end of each semester. The adequacy of the time and frequency of the appraisal was also found to be moderate.
8. The study revealed that the basic activities in the process of the current TPA such as establishing a mutually agreed up on objectives, developing action plans, rating of performance against the established objectives and providing feedback to teachers were found to be almost not implemented in the appraisal process in those colleges under study as rated by most of the respondents.
9. It was found in the study that no single orientation concerned teachers performance appraisal had been given as indicated by (61.54 percent) of the department heads. It was also revealed that the current appraisal process had insignificant contribution in running the teaching – learning (training) process in those TVET colleges.
10. The major problems encountered in the current TPA as revealed by the majority of the respondents were found to be lack of the necessary knowledge and skills of the appraisers, poor

administration of the overall appraisal process and lack of pre-appraisal and post-appraisal discussions between the appraisers and teachers.

11. The common TPA errors which had been observed in those colleges were found to be halo error, central tendency error, constant error, primacy and recency effect, similar-to-me errors and contrast error as rated by the majority of the respondents.

## **4.2 Conclusions**

1. The current teachers' performance appraisal system in those TVET colleges has not served the developmental purposes. But, it has served the administrative purposes to some extent. It seems that teachers were appraised simply to make personnel decision instead of identifying their weaknesses and strengths in order to develop their professional competence through counseling, training, sharing experiences, etc. As a result, teachers have developed negative attitude towards their performance appraisal, and seen it as a fault-finding activity since the TPA scheme has no contribution in developing the professional competence of teachers. It would be possible to expect teachers to perform below their potential in creating tomorrow's skilled manpower, innovator and creative citizen.
2. Teachers of those TVET colleges were not participated in the formulation of the current TPA criteria. They were asked to implement the criteria already established by Addis Ababa education bureau even without conducting any introductory discussion or orientation on those criteria. Furthermore, some of the criteria were found to be vague, general, and irrelevant to what was being actually performed by the teachers. It would, therefore, be possible to conclude that the current TPA criteria in those colleges have problems of clarity, objectivity and appropriateness to evaluate teachers in relation to the performance they are required to do.

3. The major sources of appraisal in those TVET colleges were colleges deans, department heads, peers and students. It seems that a multi-source appraisal technique was tried to be used in appraising teachers. It was generally perceived to be fair by the appraisees. However, all the appraisers lack the necessary knowledge, skills and commitment to appraise teachers. In addition to this, no single training or orientation on TPA was given to the appraisers in those colleges. These might have resulted in incompetence, lack of objectivity and bias on the part of the appraisers.
4. Appraisals of teachers in those TVET colleges have been conducted twice a year and at the end of each semester. As perceived by both groups of the respondents of the time and frequency of appraising a teacher in those college moderately adequate.
5. In the appraisal process, the basic activities such as meetings of appraisers and teachers to establish the current TPA objective and develop action plans from the already set up objectives were not practiced. In addition, the activities of giving orientation for both the appraisers and the teachers, and providing feedback to the teachers were found to be non-existent. Therefore, it would be possible to conclude that the current TPA process in those TVET colleges has not been implemented in the way it was expected to be.
6. The major problems of TPA in those TVET colleges were lack of the necessary knowledge and skill on the part of the appraisers, poor administration of the overall appraisal process and lack of pre-and post-appraisal discussion between the teachers and the appraisers. These might have resulted in committing some common rating errors (halo error, central tendency error, constant error, primacy and recency effect and similar – to – me error and contrast error) which were pointed out by the study.

### 4.3. Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations were forwarded.

1. As indicated in the study, the current TPA system of those TVET colleges has not served the developmental purposes. Even, it served the administrative purposes to a limited extent. However, to make TPA a source to develop teachers' professional competence and motivate teachers to obtain their commitment and enthusiasm, the result of TPA needs to be given a great attention and value. This could be done in by the college deans by forming an appraisal committee which comprises ethical and experienced teachers of each department and by giving responsibility to this committee to identify the weakness and strengths of each of the teachers based up on their appraisal results. Accordingly, it is expected to provide counseling, orientations and share of experiences for those who showed weaknesses, and give financial or material rewards to those who performed better. In addition to these, the Addis Ababa Education Bureau is expected:-
  - to arrange in-service trainings, short term training and orientation programs for those teachers found to be weak in their appraisal results.
  - to select teachers based upon their appraisal result for higher-education and scholarship chances obtained.
2. It was found that, teacher were not involved in establishing the current TPA criteria and the criteria were also found to be general, vague and irrelevant to the actual duties of the teachers.

To alleviate these problems, the current TPA criteria needs to be revised. To do this, the Addis Ababa Education Bureau should either:

- Share the responsibility to the TVET colleges to formulate the TPA criteria based on the objective realities of the colleges with the involvement of teachers and concerned appraisers and these

criteria formulated by the colleges have to be revised and approved by the education bureau before implemented, or

- Prepare the draft of TPA criteria and expose it for discussion, criticism, amendments and modification by the teachers and all the appraisers before implementation.
3. The source of TPA in those TVET colleges was found to be a sort of multi-sources appraisal technique, which is considered as the most convenient technique. Hence, the appraisal scheme should continue to use this technique for the future. As a result, it was found to be the strong side of the current TPA system in the colleges under the study.
  4. It is clearly seen that all the appraisers (deans, department heads, peers and students) lack the necessary knowledge, skills and commitment in appraising teachers. Furthermore, they had not been given a single orientation or training concerning teachers appraisal. To alleviate these problems, the investigator recommends that, the Addis Ababa education bureau, with the collaboration of the TVET college deans, should prepare and give training as well as orientation on TPA to all the appraisers in each of the colleges under the study. These activities, as a result, may minimize the rating errors to be committed by the appraisers.
  5. The study revealed that the process of TPA in those TVET Colleges has not been implemented in the way it was expected to be. To overcome this problem, the appraisal process need to be given attention and considered as one of the main duties.of the teaching-learning (training) process in those colleges. This can be done by the college deans by forming a body which is responsible to follow up the overall process of TPA based on the objective conditions of the college. The Addis Ababa education bureau is also expected to form a formal structure up to the college level which is responsible for the total activities of the current TPA scheme.

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ትምህርት ሚኒስቴር (2006)፤ አገር አቀፍ የቴክኒክና ሙያ ትምህርትና ሥልጠና ስትራቴጂ። (ያልታተመ)።

አዲስ አበባ ት/ቢሮ (2006)፤ በአዲስ አበባ አስተዳደር የቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጆች አሰልጣኝ/መምህራን የግመገማ ደንብ ሥርዓት። (ያልታተመ)።

## **APPENDIX 1**

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Business Education**

### Interview Questions for College Deans

1. What are the purposes that teaches' performance appraisal scheme is intended to serve in your college?
2. Does the system of TPA in your college involve teaches in reviewing the appraisal criteria? If so in what way and to what extent?
3. What is your opinion regarding the objectivity, clarity, and relevance of the current TPA criteria?
4. When and how frequently appraising teachers' performance is being conducted in your college? How adequate is it?
5. Who are involved in appraising teachers' performance? How skillful and competent are they? And what is the degree of their commitment in appraising?
6. Have you ever received training in the area of TPA? If so, how adequate were they to appraise teaches' performance?
7. What is the process you follow in undertake the current TPA?
8. How often do you provide teaches with their appraisal feedback and discuss the result with them?
9. Do you orient your teachers and students about the current TPA? If so how?
10. What are some of the major problems encountered in the current TPA system in your college?
11. What measures should be taken to improve these problems?

## **APPENDIX 2**

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Business Education**

A Questionnaire to be filled by department heads.

The purpose of this questionnaire is to collect data for the thesis entitled "Problems and possible solutions of teachers' performance appraisal in selected public TVET colleges in Addis Ababa". In addition to the researcher's endeavor and other related factors, the success of the study also depends upon your genuine responses. Thus, the student researcher kindly requests your sincere responses to each of the items provided in the questionnaire and acknowledges your cooperation to a great extent.

In responding to the questions, please note the following:

1. You are not required to write your name
2. All the questions raised here are equally important to attain the objectives of the study. Failure to complete any of them will adversely affect the overall study.
3. Provide your response by putting "✓" or "X" mark in the spaces provided for questions with options and by writing your opinion briefly to the open ended questions.
4. Be sure that all your response will be kept confidential, and will be used only in the analysis of the data to reach on the findings.

**PART ONE:**

**1. Background Information**

1.1. Name of the TVET college \_\_\_\_\_

1.2. Sex: Male  Female

1.3. Age: 20 and below  21 - 30  31 - 40   
41 - 50  51 and above

1.4. Service years (in teaching)

5 years and below  6 - 10 years  11 - 15 years   
16 - 20 years  21 - 25 years  26 - 30 years   
31 and above

1.5. Educational Qualification

PhD  MA/MSc  BA/BSc  Diploma   
Others \_\_\_\_\_

**PART TWO:**

**2. Purposes of Teachers Performance Appraisal**

**Direction:** Read each item separately and indicate your degree of agreement by putting a tick mark "✓" or "X" under one of the indicated rating scales:

S. No.	Items	Responses				
		Very high	High	Moderate	Minimal	Very minimal
	As you see in practice, what is the primary purpose of the current system of teachers performance appraisal					
1	To improve teachers' professional competence					
2	To identify teachers' professional training					
3	To motivate teachers' to their job					
4	To improve quality of education (training)					
5	To decide on teachers' salary increment					
6	To decide on teachers' promotion					
7	To decide on teachers' transfer					
8	To reward outstandingly competent teachers					
9	To select teachers' for higher education					

**PART THREE:**

**3. Participation in the discussion of the appraisal criteria and the objectivity, clarity and relevance of the criteria**

**Direction:** Please respond to the following items by putting "✓" or "X" use the previously mentioned rating scales. Strongly Agreed - SA, Agree - A, Neutral - N, Disagree - DA, and Strongly Disagree - SD.

S. No.	Items	Responses				
		SA	A	N	DA	SD
<b>3.1</b>	<b>In the current teachers performance appraisal system</b>					
	3.1.1. There is a high participation of teachers in the development and formulation of criteria					
	3.1.2. The criteria used are clear					
	3.1.3. The criteria used are relevant to the purpose of teachers performance appraisal					
	3.1.4. The criteria used are better in promoting teachers' professional responsibilities					
		Responses				
		SA	A	N	DA	SD
<b>3.2</b>	<b>The current appraisal criteria objectively:</b>					
	3.2.1. Measure teachers professional competence					
	3.2.2. promote teachers motivation to work					
	3.2.3. strengthen teacher - student relationship					
	3.2.4. strengthen teacher - Administration relationship					

**PART FOUR:**

**4. Appraisers, their competence and skill in teachers performance appraisal**

<b>S. No.</b>	<b>Items</b>	<b>More than one choice</b>					
4.1	Who takes part in appraising teaches' performance						
	a. College deans /vice deans						
	b. Department heads						
	c. Peers						
	d. Students						
<b>S. No.</b>	<b>Items</b>	<b>Appraisers</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SD</b>
4.2	Have competence and fitness	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.3	Have adequate training on teaches performance appraisal	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.4	Have adequate experience on teaches performance appraisal	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.5	Shows favoritism or bias	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.6	Much focus on criticism	Dean					
		Dept. Head					
		Peers teacher					
		Student					

**PART FIVE:**

**5. The time and frequency of teachers' appraisal**

**Direction:** Please respond to the following questions by putting "✓" or "X" mark in the box provided respective to your response.

5.1. When does appraisal of teachers take place?

- A. At the end of an academic year?
- B. At the end of each semester
- C. At the middle of each semester
- D. At the beginning of each semester
- E. If different please indicate \_\_\_\_\_

5.2. How frequently is appraising teachers' performance being conducted?

- A. Once in a year
- B. Once in a semester
- C. Twice a semester
- D. More than twice a semester
- E. If different please indicate \_\_\_\_\_

5.3. What is your opinion on the level of:

1. The adequacy of the time of the appraisal

- a) Very high
- b) high
- c. medium
- d. low
- e. very low

2. The frequency of the appraisal

- a) Very high
- b) high
- c. medium
- d. low
- e. very low

**PART SIX:**

**6. The process of the current system of teachers performance appraisal**

**Direction:** The following is a procedure to be followed in the successful operation of the current teachers' performance appraisal. Indicate your response if this is currently working in your college. Please show your degree of agreement by putting "✓" or "X" mark in the space provided.

S. No.	Items	Responses				
		SA	A	N	DA	SD
6.1	Prior to any action, both the appraisers and the appraisee meet and establish agreed upon objectives					
6.2	Appraisers and their appraisee develop action plans from the already set objectives					
6.3	Prior to the appraisal process orientation about the appraisal is given for both the appraisers and appraisee					
6.4	Evaluation of performance is made against the previously established objective					
6.5	Providing feedback to the appraisee					
6.6	I orient teachers on the current teachers performance appraisal in collaboration with colleges prior to the appraisal process					
6.7	The current TPA process in the college is successful in running the teaching-learning process					

**PART SEVEN:**

**7. Data pertaining the problems of teachers performance appraisal and some possible solutions**

**Direction:** Please respond to the following questions by putting "✓" or "X" in the box provided.

7.1. What are the major problems encountered in the appraisal system in general?

1. Lack of necessary knowledge of the appraisers

a) Yes                       b) No

2. Lack of adequate skills on the part of the appraisers

a) Yes                       b) No

3. Poor administration of the overall appraisal process

a) Yes                       b) No

4. Lack of pre-appraisal discussion between you and your appraisers

a) Yes                       b) No

5. Lack of post appraisal discussion between you and your appraisers

a) Yes                       b) No

7.2. Which of the following errors have you observed in the current performance appraisal system of your college:

1. Including appraisal dimensions (example personality of the teacher) that is irrelevant to the performance appraised.

1) Strongly agree             2) Agree                       3) Neutral

4) Disagree                                       5) Strongly disagree

2. Taking only one factor of a teacher (as positive or negative) and giving

an overall rating

1) Strongly agree             2) Agree                       3) Neutral

4) Disagree                                       5) Strongly disagree

3. Tendency of giving relatively high or low rating to virtually everyone

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

4. Rating all or most teachers average

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

5. Focusing on the behavior of teachers just before the appraisal and ignoring behaviors which are more distant past

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

6. appraisers tendency of rating high a person who is similar to them in attitude, interest, race, sex, etc and rating low those who are not

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

7.3. Please mention other problems of teachers' performance appraisal.

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7.4. Please recommend (possible solution to the problems) to improve the current teaches performance appraisal system in your college.

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## **Appendix 3**

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Business Education**

A Questionnaire to be filled by Teaches / trainers.

The purpose of this questionnaire is to collect data for the thesis entitled "Problems and possible solutions of teachers' performance appraisal in selected public TVET colleges in Addis Ababa". In addition to the researcher's endeavor and other related factors, the success of the study also depends upon your genuine responses. Thus, the student researcher kindly requests your sincere responses to each of the items provided in the questionnaire and acknowledges your cooperation to a great extent.

In responding to the questions, please note the following:

5. You are not required to write your name
6. All the questions raised here are equally important to attain the objectives of the study. Failure to complete any of them will adversely affect the overall study.
7. Provide your response by putting "✓" or "X" mark in the spaces provided for questions with options and by writing your opinion briefly to the open ended questions.
8. Be sure that all your response will be kept confidential, and will be used only in the analysis of the data to reach on the findings.

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41 - 50  51 and above

1.4. Service years (in teaching)

5 years and below  6 - 10 years  11 - 15 years   
16 - 20 years  21 - 25 years  26 - 30 years   
31 and above

1.5. Educational Qualification

PhD  MA/MSc  BA/BSc  Diploma   
Others \_\_\_\_\_

**PART TWO:**

**2. Purposes of Teachers Performance Appraisal**

**Direction:** Read each item separately and indicate your degree of agreement by putting a tick mark "✓" or "X" under one of the indicated rating scales:

S. No.	Items	Responses				
		Very High	High	Moderate	Minimal	Very minimal
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1	To improve teachers' professional competence					
2	To identify teachers' professional training					
3	To motivate teachers' to their job					
4	To improve quality of education (training)					
5	To decide on teachers' salary increment					
6	To decide on teachers' promotion					
7	To decide on teachers' transfer					
8	To reward outstandingly competent teachers					
9	To select teachers' for higher education					

**PART THREE:**

**3. Participation in the discussion of the appraisal criteria and the objectivity, clarity and relevance of the criteria**

**Direction:** Please respond to the following items by putting "✓" or "X" use the previously mentioned rating scales. Strongly Agreed - SA, Agree - A, Neutral - N, Disagree - DA, and Strongly Disagree - SD.

S. No.	Items	Responses				
		SA	A	N	DA	SD
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	3.1.1. There is a high participation of teachers in the development and formulation of criteria					
	3.1.2. The criteria used are clear					
	3.1.3. The criteria used are relevant to the purpose of teachers performance appraisal					
	3.1.4. The criteria used are better in promoting teachers' professional responsibilities					
		Responses				
		SA	A	N	DA	SD
<b>3.2</b>	<b>The current appraisal criteria objectively:</b>					
	3.2.1. Measure teachers professional competence					
	3.2.2. promote teachers motivation to work					
	3.2.3. strengthen teacher - student relationship					
	3.2.4. strengthen teacher - Administration relationship					

**PART FOUR:**

**4. Appraisers, their competence and skill in teachers performance appraisal**

S. No.	Items	More than one choice					
4.1	Who takes part in appraising teaches' performance						
	1. College deans /vice deans						
	2. Department heads						
	3. Peers						
	4. Students						
S. No.	Items	Appraisers	SA	A	N	DA	SD
4.2	Have competence and fitness	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.3	Have adequate training on teaches performance appraisal	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.4	Have adequate experience on teaches performance appraisal	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.5	Shows favoritism or bias	Dean					
		Dept. Head					
		Peers teacher					
		Student					
4.6	Much focus on criticism	Dean					
		Dept. Head					
		Peers teacher					
		Student					

**PART FIVE:**

**5. The time and frequency of teachers' appraisal**

**Direction:** Please respond to the following questions by putting "✓" or "X" mark in the box provided respective to your response.

5.1. When does appraisal of teachers take place?

- A. At the end of an academic year
- B. At the end of each semester
- C. At the middle of each semester
- D. At the beginning of each semester
- E. If different please indicate \_\_\_\_\_

5.2. How frequently is appraising teachers' performance being conducted?

- A. Once in a year
- B. Once in a semester
- C. Twice a semester
- D. More than twice a semester
- E. If different please indicate \_\_\_\_\_

5.3. What is your opinion on the level of:

1. The adequacy of the time of the appraisal

- a) Very high
- b) high
- c. medium
- d. low
- e. very low

2. The frequency of the appraisal

- a) Very high
- b) high
- c. medium
- d. low
- e. very low

**PART SIX:**

**6. The process of the current system of teachers performance appraisal**

**Direction:** The following is a procedure to be followed in the successful operation of the current teachers' performance appraisal. Indicate your response if this is currently working in your college. Please show your degree of agreement by putting "✓" or "X" mark in the space provided.

S. No.	Items	Responses				
		SA	A	N	DA	SD
6.1	Prior to any action, both the appraisers and the appraisee meet and establish agreed upon objectives					
6.2	Appraisers and their appraisee develop action plans from the already set objectives					
6.3	Prior to the appraisal process orientation about the appraisal is given for both the appraisers and appraisee					
6.4	Evaluation of performance is made against the previously established objective					
6.5	Providing feedback to the appraisee					

**PART SEVEN:**

**7. Data pertaining the problems of teachers performance appraisal and some possible solutions**

**Direction:** Please respond to the following questions by putting "✓" or "X" in the box provided.

7.1. What are the major problems encountered in the appraisal system in general?

1. Lack of necessary knowledge of the appraisers

a) Yes                       b) No

2. Lack of adequate experience on the part of the appraisers

a) Yes                       b) No

3. Poor administration of the overall appraisal process

a) Yes                       b) No

4. Lack of pre-appraisal discussion between you and your appraisers

a) Yes                       b) No

5. Lack of post appraisal discussion between you and your appraisers

a) Yes                       b) No

7.2. Which of the following errors have you observed in the current performance appraisal system of your college:

1. Including appraisal dimensions (example personality of the teacher) that is irrelevant to the performance appraised.

1) Strongly agree             2) Agree                       3) Neutral

4) Disagree                                       5) Strongly disagree

2. Taking only one factor of a teacher (as positive or negative) and giving

an overall rating

1) Strongly agree             2) Agree                       3) Neutral

4) Disagree                                       5) Strongly disagree

3. Tendency of giving relatively high or low rating to virtually everyone

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

4. Rating all or most teachers average

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

5. Focusing on the behavior of teachers just before the appraisal and ignoring behaviors which are more distant past

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

6. appraisers tendency of rating high a person who is similar to them in attitude, interest, race, sex, etc and rating low those who are not

- 1) Strongly agree       2) Agree       3) Neutral   
4) Disagree       5) Strongly disagree

7.3. Please mention other problems of teachers' performance appraisal.

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7.4. Please recommend (possible solution to the problems) to improve the current teaches performance appraisal system in your college.

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# Appendix 4

ቁጽ 5

## የቲክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ አመልካች መምህራን መገምገሚያ መስፈርቶች በሲክስን ባለደረጃቸው የሚሞሩ / 15 ዓ.አ /

የኮሌጁ ስም :- አንደኛው ቲክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ  
 ተገምግሟል አመልካች / መምህር ስም ----- ዓ.ም. -----  
 የሚሞሩበት የሙያ መስክ / የሚያስተምረው የትምህርት ዓይነት -----  
 የገምገማ ስራው ነ ----- አስክ -----

### ጠ 7 ስ ጠ

1. አዎንታዊ የመገምገሚያ ነጥብ በጥንቃቄ ስንብብ፤
2. ከአስተማሪው የመገምገሚያ ነጥብ ስኬታዊ የሥራ ባለደረጃዎን
  - 2.1. የትምህርትና ሥልጠና ሂደትን
  - 2.2. ጥናትና ምርምር /ፈጠራን
  - 2.3. ሪሶርስ አጠቃቀምን
  - 2.4. አጠቃላይ ሥነ- ምግባርን
  - 2.5. የሥራ ተነሳሽነትን

በሚሰጥበት ገምገማ :

3. ከአስተማሪው የመገምገሚያ ነጥብ ስኬታዊ የሥራ ባለደረጃዎን የሥራ አረጋገጫዎ አጠቃላይ ዝቅተኛ እስከ በጣም ከረቀቅ በላይ ተጨማሪ ክፍተቶችን ለማሙላት ይረዳል።

ተ.ቁ	የመገምገሚያ መስፈርት	በጣም				
		1	2	3	4	5
<b>1</b>	<b>የትምህርትና ሥልጠና ሂደትን በተመለከተ</b>					
1.1.	በክፍሉ የሚሰጠውን ሥልጠና /Course outline/ በግልጽ በጋራ በመሆን ያስታወቅ	1	2	3	4	5
1.2.	በሥልጠናው ሂደት ላይ በመጠየቅ ይሰማራል፤ ደረጃዎን በተገባ ያሙሳል	1	2	3	4	5
1.3.	በክፍሉ የሚሰጠውን የምስክር ወይም የረቀቅ ጠያቂ / Validity/ በጋራ ይገመገማል	1	2	3	4	5
<b>2</b>	<b>ጥናትና ምርምር ወይም ፈጠራን በተመለከተ</b>					
2.1.	ለሚሰጠው ወይም / ለሚያስተምረው/ ክፍሉ የሚሰጠውን ጥናትና ምርምር ወይም ፈጠራን ያስታወቅ	1	2	3	4	5

ተ.ቁ	የከፍተኛ ስራዎች ስርዓት	ዘመን	ዘመን	ዘመን	ዘመን	ዘመን
2.2.	የሥራው ጥናትና ምርመራ ያደርጋል	1	2	3	4	5
2.3.	የጥናትና ምርመራን ለመጠየቅ ስትምህርት ክፍሉ ስለሚጠየቅ የሥራውን ስራዎች በሚዘጋጅለት ሁኔታ ያሳወቃል	1	2	3	4	5
3.	ሪሶርስ ስጦታዎችን በተመለከተ					
3.1.	ለማሰጠት/ለማስተማሪያ/ የሚሆኑ ተገቢ ማሰጠት ስቃዎች በመምሪያ የተገባ ሥልጠና ይሰጣል	1	2	3	4	5
3.2.	ለማሰጠት /ለማስተማሪያ/ የተረከበውን ስቃዎች ክስረት ክሊሎች በመሰከር የትምህርት ክፍሎች ከሚያስተምሩ መምህራን ጋር በጋራ ስመጠቀም ፈቃድ ይሰጣል	1	2	3	4	5
3.3.	ለማሰጠት /ለማስተማሪያ/የተረከባቸውን መሣሪያዎች በጥንቃቄ እንዲቀመጡ ያደርጋል	1	2	3	4	5
3.4.	የማሰጠት / የማስተማሪያ/ መረጃ መሣሪያዎችን ይንከባከባል፣ ክስረት ይከላከላል፣ ሲባላት ይጠገናል ወይም እንዲጠገን ያሳወቃል።	1	2	3	4	5
3.5.	የማሰጠት / የማስተማሪያ/ ጥሪ ስቃዎች ዘስገባቱ ስራዎች ሥራ እንዲወጡ በማድረግ ብክነትን ይከላከላል	1	2	3	4	5
3.6.	የሥልጠና ጥሪ ስቃዎች ተደጋጋሪነት ተመጋጋሪነት እንዲኖራቸው / የስንዴ out put ስራው input የማድረግ ብቃት ስራው።	1	2	3	4	5
4.	ስጦታዎች ሥነ-ምግባርን በተመለከተ					
4.1.	ከሥራ ጋራዎች ባዕደረደዎች ስለሚኖሩት ስራዎች ጋር ተገባብሮ ተቀባይ ይሆናል	1	2	3	4	5
4.2.	በክፍሉ በሚደረጉ ስራዎች ላይ ይሳተፋል	1	2	3	4	5
4.3.	የሰብሰቦ ስነ-ምግባር ያከብራል	1	2	3	4	5
4.4.	በክፍሉ ስተጠቀሙት የሥራ ስነ-ምግባር ይገኛል	1	2	3	4	5
4.5.	የሥራውን ደረጃ የሙያውን ክብር ይጠቀም	1	2	3	4	5
4.6.	የሰብሰቦ ሥራ እንዲራራ ሥራ እድረጉ ስሚኖራቸው ይገኛል	1	2	3	4	5
4.7.	የሰብሰቦ ስራዎች የገንዘብ ስራዎች ስራዎች ያቀርባል	1	2	3	4	5
4.8.	በምግባር የተገኙ ገንዘብ ስራዎችን ይቀበላል ስለተደረጉትም በሥራው ስሚኖሩትና ስሚኖሩትም ይገኛል	1	2	3	4	5
4.9.	የሰብሰቦ ስራዎች ወይም የሰብሰቦ ስራዎች ስራዎች ተገቢ ስራዎችን ይገኛል	1	2	3	4	5
5.	የሥራ ተገቢነት በተመለከተ					
5.1.	በትምህርትና ሥራዎች ክፍሉ ችግሮች ሲከሰቱ የመፍትሄ ማግኘት ያስጠቅማል	1	2	3	4	5
5.2.	የሰብሰቦ ስራዎች ስራዎች ስራዎች ስራዎች ይገኛል	1	2	3	4	5
5.3.	ከሥራ ባዕደረደዎች ጋር የተሰጠውን የሰብሰቦ ሥራ / ስራዎች በተገቢው ያከናውናል።	1	2	3	4	5

\* 2.2 እና 2.3 በብድር ስራዎች ስራዎች እና በሌሎች የሚመለከቱ ይሆናል።

የቴክኒክና ሙያ ትምህርት ሥልጠና ኮሌጅ አሰልጣኝ መምህራን  
በዲን አካዳሚክ ፣ ምክትል ዲን፣ በአስተዳደርና ልማት ምክትል ዲንና  
በዲፖርትመንት ተጠሪ የሚሞላ (60%)

የኮሌጁ ስም ፡- አንጠባባቢ ቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ  
የተገምጋሚው አሰልጣኝ /መምህር ስም \_\_\_\_\_ ዓ.ም \_\_\_\_\_  
የሚያስለጥነው የሙያ መስክ/ የሚያስተምረው የትምህርት ዓይነት \_\_\_\_\_  
የምምገማው ወቅት ፡- ከ \_\_\_\_\_ እስከ \_\_\_\_\_  
መ ግ ለ መ

1. በትድሚያ እያንዳንዱን የመምገሚያ ነጥብ በጥንቃቄ አንብብ
2. ከአነብ-በኩው የመምገሚያ ነጥብ በጥንቃቄ አኳያ አስልጣኝን /መምህሩን
  - 2.1 የትምህርትና ሥልጠና ሂደትን
  - 2.2 ጥናት እና ምርምር/ ፈጠራን
  - 2.3 ሪሶርስ አጠቃቀምን
  - 2.4 አጠቃላይ ሥነ-ምግባርን
  - 2.5 የሥራ ተገኝነትን
3. ከአነብ-በኩው የመምገሚያ ነጥብ አኳያ የአሰልጣኝን/የመምህሩን የሥራ አፈጻጸም አቁጥር 1 እስከ 5 በተቀመጡት ውስጥ አንዱን በመክበብ አመልክት፡

ተ.ቁ	የመምገሚያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	በፍተኛ	በጣም በፍተኛ
1	የትምህርት ሥልጠና ሂደትን በተመለከተ					
1.1	ለሚያስለጥነው /ለሚያስተምረው ኮርስ በተዘጋጀው ክሪኩሎም ጋይድ መሠረት ኮርስ አውታላይን ያዘጋጃል	1	2	3	4	5
1.2	በተዘጋጀው ኮርስ አውታላይን መሠረት ትምህርቱን ሥልጠናው ይሰጣል	1	2	3	4	5
1.3	Consultation hour ሽርግሬም በማውጣት ለአሰልጣኞች ሙያዊ ምክር ይሰጣል	1	2	3	4	5
1.4	ሰልጣኞችን በሥራቸውና በተጨማሪ ውጤታቸው ለመምገም እንዲቻል የሚገመገሙበትን መሥፈርት በግልጽ ያስቀምጣል	1	2	3	4	5
1.5	የሰልጣኞችን የዋና የድጋፍ ስጦታና የጋራ ኮርሶችን ውጤት በየደረጃው በማጠናቀር በተያዘሰት መርሃ ግብር መሠረት ያስረከባል	1	2	3	4	5
2	ጥናትና ምርምር /ፈጠራን በተመለከተ					
2.1	በሙያው ጥናትና ምርምር ያደርጋል፣ የጥናቱንም ውጤት ለኮሌጁ ማህበረሰብ በተዘጋጀለት መደብ ያሳውቃል	1	2	3	4	5
2.2	ለሥልጠናው /ለትምህርቱ አስፈላጊ የሆኑ ጽሁፎችን /ሃገሩን አውታ / ያዘጋጃል	1	2	3	4	5

\* 2.1 በኮሌጁ ለጅበሌሽን መሠረት ህልክቸረር እና በላይ ብቻ የሚመለከት ይሆናል።

ተ. ቁ.	የመገምገሚያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
3.	<b>ሪፎርም አጠቃቀም</b>					
3.1	የማሰልጠኛ / የግልተማሪያ / መርዕ መግለጫዎችን በመግረፍ ሥልጠናውን ያካናቃል					
3.2	ለማሰልጠኛ/ለማሰልጫ ግሪፍ የተረጋገጠውን የሥራ ስልጠና ለክፍል ሥራ ባድ ይጠቀሳል					
3.3	የተዋሰኑትን የማሰልጫ መካሪያዎችን ለማጠናቀቅ በየጊዜው በተረጋገጠበት ሁኔታ የመመዘኑ ስራ ደረጃን ይወጣል					
3.4	የማሰልጫ / የማሰልጫ ግሪፍ ስራዎችን ይገነባባሳል፣ ክስ ይጠቀሳል፣ ስራዎችን ይጠቀሳል፣ ወይም እንዲጠገኑ ያሳውቃል።					
3.5	የማሰልጫ / የማሰልጫ ግሪፍ ስራዎችን በሥልጠና ሥራ እንዲሁ ለማረጋገጥ ይረዳል።					
3.6	የሥልጠና ግራ ስራዎችን ተገደረገደበት ተመድሞህን እንዲኖራቸው / የአገዳ መዘዎች ስለሌሉ ከገደብ የማረጋገጥ ብቃት አለው					
4.	<b>አጠቃቀሙ ለሥነ-ምግባርን በተመለከተ</b>					
4.1	ለክፍል የተመደበበትን የተምህርት ሥልጠና ሰዓት ያክብራል					
4.2	በክፍሉ በተሰጠ ደረጃ በሚካሄዱ ስብሰባዎች በሰዓቱ ተገኝቶ የሚያደርገው ተሳትፎ					
4.3	የሰብላኑ የሥራ ስራዎችን ያሳያል፣ ያሳያል፣ ሳያሳውቁ የሚያስተምርበትን ስራ ሰዓት አይሰጥም፣ አያስተሳልፍም፣ ክፍል አይቀርም።					
4.4	አሥራ ያሳያል፣ ሳያሳያል፣ ስልጠናውን ማረጋገጥ ስራዎችን ጋር ተግባራዊና ተባብሮ ይሠራል					
4.5	ሥራን የመገምገም፣ የሌሎች የመገምገም አስተያየቶችን የመቀበልና የመስጠት ስራ ላይ የማሳደግ ቅረታን የመገልጽ መብትና ግዴታውን ይወጣል።					
4.6	ለሁልጣኖች ጥራት ምርመራ ስራ ላይ ለመሳሰሉ ይሳተፋል።					
4.7	የአስከፊ መጠኖች ወይም የሌሎች አገልግሎት ሰዓት ተገኝቶ ሳለመሆን ይሳተፋል።					
5.	<b>የሥራ ተገኝቶን በተመለከተ</b>					
5.1	አጥጋቢ ውጤት የሰጠውን ስራዎችን በመለየት በሥልጠናው ሂደት ለሚያደግበው ተግባር ድጋፍ ይሰጣል።					
5.2	ለማሰልጫ / ለማሰልጫ ግሪፍ የተረጋገጠውን ስራዎች ካስፈለገ ስራዎችን በመስጠት ከሚሰጠው አጠቃቀም ጋር ለመጠቀም ወይም በውስጥ አመሰግኖት ለማጠናቀቅ ይረዳል።					
5.3	አስተያየቱ ሥራዎችን ለሰጠው ያሳያል፣ ስራዎችን ለማረጋገጥ ሥራ ላይ ይሳተፋል። በተለይም የሥራ ገደብ የሚፈለገው ሁኔታ ስርቶ ለመጨረስ ይሳተፋል።					
5.4	ተምህርታዊ ጉዳዮችን አንደሌላ ላይ ያዘጋጃል።					

XXii

ADDIS ABABA UNIVERSITY  
 R.O.  
 ADDIS ABABA ETHIOPIA

**የቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ አሠልጣኝ መምህራን መገምገሚያ መስፈርቶች**  
**በሰልጣኖች የሚሞላ / 25 % /**

የኮሌጁ ስም: \_\_\_\_\_ ለምሳሌ የቴክኒክና ሙያ ትምህርትና ሥልጠና ኮሌጅ  
 የትምህርት አሠልጣኝ / መምህር ስም: \_\_\_\_\_ ዓ.ም \_\_\_\_\_  
 የሚያሰጥበት የሙያ መስክ / የሚያስተምረው የትምህርት ዓይነት: \_\_\_\_\_  
 የገምገማ ወቅት ከ \_\_\_\_\_ እስከ \_\_\_\_\_  
 መ ን ገ ገ ገ

1. በትምህርት አገልግሎት የመገምገሚያ ነጥብ በጥንቃቄ አንብቦ
2. በሕንፃው የመገምገሚያ ነጥብ / መስፈርት ፣ ስያሜ የአሠልጣኝነት / የመምህርነት
  - 2.1 የትምህርትና ሥልጠና ሂደት?
  - 2.2 የማሰልጠኛ / የማስተማሪያ/ ጽሁፎችን ማጣቀሻዎች አቀራረብ?
  - 2.3 የማሰልጠኛ / የማስተማሪያ ቁሳቁሶች አጠቃቀም?
  - 2.4 የሆዌና ሥልጣን አረጋገጥ?
  - 2.5 ክብራዊ ሙያዊ ሥነ ምግባር?
  - 2.6 የሥራ ተንሳኝነት?

**በሚዘናዩ ግምት**

በሕንፃው የመምህርነት ነጥብ አካላዊ የአሰልጣኝነት / የመምህርነት / የሥራ አረጋገጥ ከሰጣችሁ በኋላ እርስዎ በጣም ከፍተኛ በቁጥር ከ 1-5 ከተቀመጡት ወሰን አንዱን የመሰብሰብ አጠቃቀም

ቁ	የትምህርትና ሥልጠና ሂደትን በተመለከተ	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ላይኛ	በጣም ዝቅተኛ
1	የትምህርትና ሥልጠናውን አጠቃላይ ዓላማ በግልጽ ለተማሪዎች ለማብራራት የትምህርት ስልጠናውን ዝርዝር ዓላማዎች በግብፁ ለሠልጣኞች ግልጽ የደርደራ ስራዎች በ 1-5 ለ Dux ፣ በ Job ፣ በ Module ፣ በ Unit ፣ በ Case	1	2	3	4	5
2	የትምህርትና ሥልጠናውን ዝርዝር ይዘት/ሰርዕ አውቶ ለግብፁ የሥራ ስራዎች የሥልጠናውን የትምህርት ዝርዝር ይዘት/ሰርዕ አውቶ ለግብፁ የሥራ ስራዎች የሥልጠናውን ዝርዝር ይዘት/ሰርዕ ይዘታል የቀርቧል 30% በሆኖ ሆኖ 70% በተገባ / ወይም ስራን ላይ በግብፁ ያለውን ተገቢ የሚሰጥ ሥነ ምግባር ይጠቀማል	1	2	3	4	5
3	በሰሚኒየም ሥልጠና/ ትምህርት በቁ ማገድ ለደርደራ የቀርቧል	1	2	3	4	5
4	የሚያሰጥበትን ስራዎች ስራዎች ትምህርት ተገቢዎችን በግብፁ አሰጥኖ ያስረዳል	1	2	3	4	5
5	በማስተማሪያ ስራ ስራዎች ሥልጠናውን የትምህርት ስራዎች የቀርቧል	1	2	3	4	5
6	ሠልጣኞች ለሥልጠናው የትምህርት አንዳሳተፉ ያስረዳል / ጥያቄ ይቀርባል	1	2	3	4	5

	የመገምገሚያ መስፈርት	በጣም ዝቅተኛ	ዝቅተኛ	መካከለኛ	ከፍተኛ	በጣም ከፍተኛ
<b>የማሰልጠኛ/የማስተማሪያ ጽሁፎችንና ማጣቀሻዎችን ስቀራረዝ በተመለከተ</b>						
	ለሚያስለጥነው ሥልጠና ወይም ለሚያስተምረው ትምህርት አስፈላጊ ጽሁፎችንና የማሰልጠኛ ማኑዋሎችን አዘጋጅቶ ይሰጣል	1	2	3	4	5
	ለሚያስተምረው ትምህርት/ለሚያስለጥነው ሥልጠና አስፈላጊ የሆኑ የማጣቀሻ /reference/ የመጽሐፍት ዝርዝር አዘጋጅቶ ይሰጣል	1	2	3	4	5
<b>/ የማሰልጠኛ /የማስተማሪያ/ ቁሳቁሶች አጠቃቀም በተመለከተ</b>						
	የተለያዩ ሥልጠና ወይም የትምህርት መረጃ መሣሪያዎችን በመጠቀም ያስተምራል ወይም ያስለጥናል	1	2	3	4	5
<b>የምዘና ሥልጠና አፈፃፀም በተመለከተ</b>						
1	ለትምህርቱ/ለሥልጠናው/ጠቃሚ የሆኑ መልመጃዎችን/Assignment review question, Lab reports, Itask, Itduty project work etc/ ይሰጣል ያርማል ጠብቀንም ያሳውቃል	1	2	3	4	5
2	የፈተና ጥያቄዎችን ካስተማራግትምህርትና ሥልጠና ጋር አዛምዶ ያወጣል	1	2	3	4	5
3	በሚሰጣቸው ፈተናዎች/የሮጀክቶች/ ሚዛናዊ በሆነ መንገድ ዋጋ ይሰጣል የሚሰጣቸው ፈተናዎች/የሮጀክቶች/ተመጣጣኝ ጊዜ ይመድባል፡ውጤቱንም ያሳውቃል	1	2	3	4	5
<b>5 አጠቃላይ ሙያዊ ሥነ ምግባርን በተለከተ</b>						
5.1	በተመደበለት የትምህርትና ሥልጠና ክፍል ጊዜ ስዓት አክብሮ ይገኛል ለቀረቡትም ክፍል ጊዜ ማካካሻ ይሰጣል	1	2	3	4	5
5.2	የተደበበለትን ክፍል ጊዜ በአግባቡ ለማሰልጠን ወይም ለማስተማር ተግባር ያውላል	1	2	3	4	5
5.3	በሥነ-ሥርዓት አክባሪነቱ ለሚያሳየው ሥነ-ምግባር አርዳኝነት አለው ለሠልጣኞችም ተገቢውን ክብር ይሰጣል	1	2	3	4	5
<b>6 ተነሳሽነት በተለከተ</b>						
6.1	የሠልጣኞችን የትምህርትና ሥልጠና ችግር ለማዳመጥ ፈቃደኛ ነው	1	2	3	4	5
6.2	ሠልጣኞችን ለመርዳት የቢሮ ስዓት መደብ ያሳውቃል/በተመደበበት ስዓት ሠልጣኞች ለሚያቀርቡት የትምህርትና ሥልጠና ችግሮች መፍትሄ ይሰጣል	1	2	3	4	5