

Addis Ababa University
Department of Educational Planning and Management

**EMPLOYEES PERFORMANCE APPRAISAL IN KOTEBE
UNIVERSITY COLLEGE: ASSESSMENT OF PRACTICES AND
CHALLENGES**

By

Jedida Muhibu Seid

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Table of Contents

Acknowledgements	i
Table of Contents	ii
List of Acronyms and Abbreviations	iv
List of Tables.....	v
Abstract	vi
CHAPTER ONE	
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Objective of the Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	5
1.4. Significance of the Study.....	5
1.5. Delimitation of the Study	6
1.6. Limitations of the Study	6
1.7. Definition of Key Terms.....	6
1.8. Organization of the Study.....	7
CHAPTER TWO	
REVIEW OF THE RELATED LITERATURES.....	8
2.1. The Concept of Performance Appraisal	8
2.2. Purpose of Performance Appraisal	9
2.3. Uses of Performance Appraisal	11
2.4. Identifying Key Performance Criteria	11
2.5. Employee Participation in the Appraisal System	12
2.6. The Appraisal Process	12
2.7. Who Conducts Appraisal.....	14
2.8. Time to Conduct Performance Appraisal	17
2.9. Methods of Performance Appraisal	18
2.9.1. Category Rating Methods	18
2.9.2. Comparative Methods.....	19

2.9.3. Narrative Methods	21
2.9.4. Special Methods.....	22
2.10. Potential Problems in Performance Appraisal.....	23
2.10.1. Human Errors	23
2.10.2. Problems of Criteria.....	25
2.10.3. Problems of Confidentiality	25
2.11. Techniques to Overcome Performance Appraisal Problems	26
2.12. Effective Performance Appraisal System	28
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY	31
3.1. The Research Design.....	31
3.2. Sources of Data.....	31
3.3. Sample and Sampling Techniques.....	31
3.3.1. Sample.....	31
3.3.2. Sampling Techniques.....	32
3.4. Instruments and Procedures of Data Collection	32
3.4.1. Instrument of Data Collection.....	32
3.4.2. Procedures of Data Collection	33
3.5. Methods of Data Analysis	33
3.6. Ethical Consideration	33
CHAPTER FOUR	
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	34
4.1. Characteristics of Respondents.....	34
4.2. Presentation, Analysis and Interpretation of Data	35
CHAPTER FIVE	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	49
5.1. Summary.....	49
5.2. Conclusions	52
5.3. Recommendations	53
References.....	54
Appendices.....	58

LIST OF ACRONYMS AND ABBREVIATIONS

BARS	Behaviorally Anchored Rating Scales
BES	Behaviorally Expectation Scales
BOS	Behaviorally Observation Scales
HR	Human Resource
HRM	Human Resource Management
HSIU	Haile Selassie I University
KUC	Kotebe University College
MBO	Management by Objectives
PA	Performance Appraisal
SPSS	Statistical Package for Social Sciences

LIST OF TABLES

Table 1: Age and gender distribution of respondents	34
Table 2: Qualification and experience of respondents	35
Table 3a: Purpose of performance appraisal.....	36
Table 3b: Purpose of performance appraisal.....	37
Table 4a: Process of performance appraisal.....	39
Table 4b: Process of performance appraisal.....	40
Table 5: Performance appraisal alignment with its objective.....	42
Table 6: Problems of performance appraisal system.....	43
Table 7: Performance appraisal standard/criteria.....	46
Table 8: Participation in appraising employee's performance.....	47

ABSTRACT

The study was conducted in Kotebe University College. The purpose of the study was to assess the practice and challenges of employees' performance appraisal. It was also aimed at identifying the problem that encounter in the appraisal of employees' performance. The study was conducted by making use of both qualitative and quantitative research approach; the total sample size of the study was 127. Sample respondents were selected by employing stratified random sampling technique. Both, primary and secondary sources of data were used in the study. Primary data was collected from the staff of KUC selected using a stratified random sampling technique through questionnaires and interviews. Besides, relevant documents and published materials were used as secondary sources of data. The data were analyzed both, qualitatively and quantitatively depending upon the nature of data collected. The Data collected from the questionnaire were analyzed through the help of IBM's Software Package for Social Science (IBMSPSS Statistic version 20). The study concludes that the KUC's performance appraisal system had not thoroughly met its intended objectives, absence of clearly established ways of presenting compliant on performance appraisal results. Also, poor documentation of employees' appraisal results throughout the appraisal period was among the major challenges. In addition, had no performance appraisal policy by which the appraisal process is governed and to be strictly followed an individual's appraisal. The study recommended that KUC need to set the objectives of performance appraisal in such a way that it could be attainable by employees, should make the development of evaluation criteria participatory. And, it needs to design appropriate grievance mechanism for employees' complaints. Besides, effective record keeping and documentation system of employees' appraisal results need to be established. Moreover, KUC has to formulate its own performance appraisal policy which is strictly to be followed and similarly applied on each employee's appraisal.

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

The human resource management (HRM) is a nervous system of any organization. It coordinates and controls each and every activity either directly or indirectly for the purpose of organizational development and growth. Among all the tools of HRM, performance management is a system that ensures and maintains the proper flow of life blood in every section and unit of organization, which is human capital. Performance Management does not only evaluate the employees' performances but achieve organizational goals through improving employee performance, employee development, employee engagement and retaining them (Mansoor, 2010).

Performance management is a process of establishing shared understanding about what is too achieved and how it is to be achieved, and an approach to managing and developing people improves individual, team and organizational performance. Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams; it is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements (Armstrong, 2009).

Performance appraisal has been defined as the process of identifying, evaluating and developing the work performance of employees in the organization, so that the organizational goals and objectives are more effectively achieved, while at the same time benefiting employees in terms of recognition, receiving feedback, catering for work needs and offering career guidance (Armstrong, 1998).

All over the world, universities play a vital role for active participation in the knowledge societies which ultimately leads towards faster economic growth. This is because; universities in any country develop human capital (students) for not only better contribution in different professions but, in society as whole. They are responsible for successful development of an open and democratic civil society, by giving their students deep insight of specific subject knowledge; provide the social norms of communication and interaction (Danial, 2011)

A quality education providing institute is always proves to be a model for modern civil society. Therefore, to achieve world class standard, effective performance management of university teachers/academic staffs is always major concern in any university. A sustainable and progressive performance appraisal mechanism for teaching staffs of the universities ultimately benefits major stakeholders who are students in terms of enhancement of employment opportunities, improvement of education and training of upcoming human capital, flourishing the learning environment and enriches academic and intellectual knowledge management of university as a whole.

The inception of Kotebe University College (KUC) came about within the Haile Selassie I University (HSIU) in 1959 under the simple name 'College'. It left HSIU in 1969 and moved to Mexico Square where it came to be known as Teacher Training College. Later the name was changed to Addis Ababa College of Teacher Education. Finally in 1976, it was transferred to the present site and acquired the name, Kotebe College of Teacher Education.

The college continued to upgrade and diversity its training programme from time to time. It began degree programme in six fields of study in 1989. However, in 1996 the degree programme had been discontinued in all but on department, health and Physical Education. In 2007/08 academic year, the degree program was re-launched in ten fields of study. After a long and tireless effort; on the 31st of January 2014 the Addis Ababa City Administration granted Kotebe the status of University College.

Currently, KUC has one college, three faculties and one institute. These are college of teacher education, faculty of Social Sciences, faculty of Natural and computational Sciences, faculty of Language and humanities and Institute of Urban Development Studies. Moreover, the University College is running preschool, diploma, undergraduate and graduate studies in its regular, evening-extension and summer programs. The number of KUC staff accounts about 550 of which 186 represents the academic staff.

To ensuring the realization of its vision, the university college believes that effective performance management system is essential. As Longenecker and Fink (2001) explain that, formal appraisals are required to justify a wide range of human resource decisions such as pay raises, promotions, demotions, terminations, etc. It is also required to determine employees' training need. Therefore, performance appraisal is very important to manage employee's work effectively. The underlying objective of the employee performance appraisal is to improve the quality and quantity of an employee's job performance and thereby increase productivity and efficiency.

In the university college the academic staff's performance appraisal fill by supervisors (30%), colleague (15%), students (50%) and self (5%) through the given format at the end of each semester. Consequently, the filled performance appraisal format collected and summarized by the department head. Then the performance appraisal result communicated to the academic staff through immediate department head.

1.2. Statement of the Problem

Performance appraisal in university had little impact on staff motivation, efficiency and performance. One reason for this is, the ambiguity surrounding the intentions of staff appraisal in universities: it is neither a management tool, nor is it wholly focused staff development. As a result, the staffs believed that the exercise was time consuming and costly for universities with little tangible benefits (Haslam et al., 1993).

A common failing of many teachers' performance appraisal is that; they make judgments about teachers based on unrepresentative samples (usually isolated observations) of a teacher's work. They do not evaluate the breadth of a teacher's activities, and other steps they may take to develop professionally (George, 2000). However different literatures such as Murphy (1987) and Krug (1992) indicated that university teachers are responsible for numerous activities out of which teaching, research and community services are the major ones. That implies that the contents of academic staff appraisal form should contain the above mentioned relevant performance dimension.

Strategic objective of Kotebe University College refers to improve the system for monitoring, evaluation, and recognition for effective and efficient services of the university college. It also focuses on designing policies, guidelines, and implementing performance measurement systems to identify performance levels through monitoring and evaluation mechanism thereby launching rewarding schemes to motivate staff.

In Kotebe University College there are a number of complaints presented by the academic staffs while conducting preliminary study made to assess performance appraisal practice of the university college. Even if the appraisal form has different criteria, the students biased to appraise the academic staffs due to his/her personality, his/her approach with students and difficulty of his/her exam and the university college does not participate the academic staffs on development of performance measurement criteria.

By review of documents and preliminary study the researcher have not found previous studies conducted on performance appraisal system at KUC. Hence this study may serve as spring board for coming researchers; it will serve the University College to revise the strategy on performance appraisal system and to ascertain whether KUC has a performance appraisal policy in place. The existing studies in this relation (Meseret 2007; Dagmawit 2013; Samuel 2014) have studied employees' performance practices only creating a gap on issues such as challenges of performance practices. This study will contribute in minimizing this gap in the literature and there by establish the basis to understanding of some aspects of employees' performance practices and challenges in KUC. Therefore, this study was conducted to investigate the actual performance appraisal practice of the university college, discover problems encountered and forward possible recommendations helpful in improving the performance appraisal practice of the institution.

Research Question

The study guided by the following basic questions.

1. Does Kotebe University College have policy on performance appraisal system?
2. What does the performance appraisal practices of Kotebe University College look like?
3. Is the performance appraisal system of the Kotebe University College meeting its intended objectives?
4. What are the major challenges that affect the practices of performance appraisal at Kotebe University College?

1.3. Objective of the Study

1.3.1. General Objective

The overall purpose of the study was to assess the practice and challenges of employee's performance appraisal at Kotebe University College.

1.3.2. Specific Objective

The specific objectives of the study include:

- To find out the performance appraisal policy at Kotebe University College.
- To assess the practice of performance appraisal at Kotebe University College.
- To assess the performance appraisal practice in agreement with the Kotebe University College objectives.
- To investigate challenges of performance appraisal at Kotebe University College.

1.4. Significance of the Study

The findings of the study will contribute to:

- Give possible recommendation to overcome the problems faced in performance appraisal system.
- Provide inputs to the policy makers for further and progressive improvement to be done in the area.
- Other researchers may be used as a reference document and to make further study in the area.
- Point out the important purposes of effective performance appraisal system, which have a positive contribution to achievement of organizational goals.
- Benefit the researcher to have knowledge about the implementation of effective performance appraisal system.

1.5. Delimitation of the Study

The study was delimited to Kotebe University College. It investigated the practice and challenges of employee performance appraisal. More specifically, the study was confined to the investigation of the research problem among the academic staff by excluding the other supportive staff of the institute.

1.6. Limitations of the Study

The minor limitation of the study was time taking to get permission and distribute the questionnaires due to the University College bureaucracy and unavailability of some faculty deans. And the other limit in this study was the reluctance of staffs to fill out and turn back the questionnaires in time. Though, the researcher managed these limitations with continuous follow up and negotiations.

Even though questionnaires are known to have certain disadvantages such as low response rate or inaccurate responses, restriction of freedom of responses, less opportunity for clarifications of responses among others, the personal involvement of the researcher at every stage of the study and the use of interview helped to obtain detailed information about the issues studied and also helped achieved a high level of data consistency, reliability and accuracy.

1.7. Definition of Key Terms

In order to avoid any ambiguities, the researcher operationally defines some of the terms used frequently in this study.

Human Resource Management (HRM) is a key ingredient affecting organizational competitiveness and its ability to fulfill its mission. (Mathis & Jackson, 1997).

Performance Appraisal is the activity used to determine the extent to which an employee performs work effectively (Ivancevich, 2006).

Rater is refers to employee who involved in appraising the performance of employee.

Ratee is refers to employees whose performance is subject to appraisal.

University is an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees.

University College is an institution providing higher education but without full or independent university status.

Faculty is a group of departments in a college that specialize in a particular subject or group of subjects.

1.8. Organization of the Study

The study is organized in to five chapters. The first chapter contains introduction part of the study. Related literature reviewed in the second chapter. The third chapter deals with research design and methodology. The fourth chapter deals with presentation, analysis and interpretation of data. The fifth chapter contains major findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURES

This chapter tries to deal with review of literature on performance appraisal. Attempts will be made to briefly begin with concepts of performance appraisal such as purpose, methods, problems and other related information presented in very precise manner.

2.1. The Concept of Performance Appraisal

Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. (Armstrong, 2009)

Performance Management is a process that enables employees to perform their roles to the best of their abilities with the aim of achieving or exceeding established targets and standards that are directly linked with the organizations objectives. It can be regarded as a strategic management technique that supports the overall business goals of the firm through linking each individual's work goals to the overall mission of the firm (Collings & Wood 2009).

According to Rao (2000), Performance appraisal is a method of evaluating the behavior of employees in the work spot, normally including both the quantitative and qualitative aspects of job performance. Performance here refers to the degree of accomplishment of the tasks that make up an individual's job. Yong (1996), defines performance appraisal as "an evaluation and grading exercise undertaken by an organization on all its employees either periodically or annually, on the outcomes of performance based on the job content, job requirement and personal behavior in the position".

Performance appraisal systems are used for different purposes in which include Human resource decisions, evaluation and feedback. Performance appraisal establishes reward system that will combine the effort of leaders and the worker of organization to the common goals of their organizations (Cleveland, Murphy & William, 1989).

2.2. Purpose of Performance Appraisal

Performance appraisal is an essential management technique. It is used in judgmental workforce decisions, such as promotion, demotion, retention, transfer, and pay and for employee development via feedback and training; it also serves the organization as a means for validating selection and hiring procedures, promoting employee-supervisor understanding, and supporting an organizations culture (Daley, 1992).

Performance appraisal serves a number of purposes in organizations. In general terms performance appraisal has two roles in organization, which are often seen as potentially conflicting. These are administrative and developmental roles. Performance appraisals can be sometimes conducted for personnel research purposes (Mathis & Jackson, 1997). Those who favor formal performance appraisal contend that it serves several purposes, which are essentially extensions of the above two major roles (Ivancevich & Glueck, 1989; Robbins, 1996). The following are some of them:

Developmental Purposes: PA can determine which employees need more training and helps evaluate the results of training programs. It helps the subordinate-supervisor counseling relationship, and encourages supervisors to observe subordinate behavior to help employees. They pinpoint employee skills and competencies that are currently inadequate but for which programs can be developed to remedy. Similarly, the effectiveness of training and development programs can be determined by assessing how well those employees who have participated do on their performance evaluation.

Reward and Compensation Purposes: PA helps the organization decide who should receive pay raise and promotions. It can determine who will be laid off. It reinforces the employee's motivation to perform more effectively. PA also provides information that can be used to determine what to pay and what will serve as an equitable monetary package. Decisions as to who gets merit pay increases and other rewards are frequently determined by performance evaluations.

Motivational Purposes: The presence of an evaluation program has a motivational effect: it encourages initiative, develops a sense of responsibility, and stimulates effort to perform better. What defines performance in the expectancy model of motivation is the individual's performance evaluation. To maximize motivation, people need to perceive that the effort they exert leads to a favorable performance evaluation and that the favorable evaluation will lead to the rewards they value.

Following the expectancy model of motivation, if the objectives that employees are expected to achieve are unclear, if the criteria for measuring those objectives are vague, and if the employees lack confidence their efforts will lead to a satisfactory appraisal of their performance or believe there will be unsatisfactory payoff by the organization when their performance objectives are achieved, one can expect individuals to work considerably below their potential.

Legal Compliance: It serves as a legally defensible reason for making promotion, transfer, reward, and discharge decisions.

Personnel and Employment Planning Purposes: PA serves a valuable input to skills inventories and personnel planning. Performance evaluations can be used as criterion against which selection and development programs are validated. Newly hired employees who perform poorly can be identified through performance appraisal.

Communications Purposes: Evaluation is a basis for an ongoing discussion between superior and subordinate about job-related matters. Through interaction, the parties get to know each other better. Evaluations fulfill the purpose of providing feedback to employees on how the organization views their performance.

2.3. Uses of Performance Appraisal

According to Mullins (1996), the use of Performance appraisal is explained as formalized and systematic appraisal scheme can also form the basis of a review of financial rewards and planned career progression. Performance appraisal is therefore, a crucial activity of the personnel function and the management of human resources. Performance appraisal is a vital component of a broader set of human resource practices; it is the mechanism for evaluating the extent to which each employee's day-to-day performance is linked to the goals established by the organization (Coutts & Sandler, 2004).

According to Armstrong (2009), a PA function is a continuous and evolutionary process in which performance improves over time. It provides the basis for regular and frequent dialogues between managers and individuals about performance and development needs based on feedback and self-assessment. It is mainly concerned with individual performance but it can also be applied to teams.

2.4. Identifying Key Performance Criteria

The most challenging aspect when setting performance appraisal is what to assess. The main dimensions of performance to be assessed by performance appraisal are: Competencies, Behaviors, Results or outcomes and Organizational citizenship behaviors' (Muhammad, 2013). To make performance appraisal criteria's relevant to the work place practice and acceptable to appraiser and employee: performance criteria should be based on an up to date job description and developed by consultation with appraiser and employee.

The participation of employees in the development of appraisal criteria and measures makes the employee to accept and being satisfied with the appraisal system. Some of the strategies to participate employees are: making formal and informal meeting and discussions with supervisor, including self-appraisals in the appraisal process, give opportunities for employees to contribute to the performance appraisal of coworkers and managers/supervisors and creating good employees' perception about the equitability and fairness of the appraisal system.

2.5. Employee Participation in the Appraisal System

In any case, if the employees perceive the appraisal system as biased, unfair and lacks consistency, then it is unlikely that they will accept the outcomes of the system. Participation gives an opportunity to the employees to raise their voice into the appraisal process. Performance standards, criteria for evaluation and the evaluation form itself all can be developed with the help of employees. Greater employee participation generates an atmosphere of cooperation and support, which facilitates the development of a coaching or counseling relationship, thereby reducing appraisal related tension and rater-ratee conflict (Jordan, 1992).

According to Somerick (1993), suggested having a dialogue session between the manager and the employees. Concerning to the appraisal system, if any problem occurs, that can be discussed in the dialogue session immediately not months later when the employee's performance has been rated and documented in his/her personal file.

2.6. The Appraisal Process

According to DeCenzo (2007), the main purpose of performance appraisal is to make sure that employees are doing his/her jobs effectively. In order to realize the purpose of performance appraisal, organizations should carefully plan appraisal systems and the appraisal process requires a sequence of steps as illustrated below:

Establishing Performance Standard with Employees: Performance standards established in accordance with the organization's strategic goals. These should evolve out of the company's strategic direction and, more specifically, the job analysis and the job description. These performance standards also shall be clear and objective enough to be understood and measured.

Communicate the Measurement Criteria: Employees should not have to guess, what is expected from them. The supervisor and employee discuss about measurement criteria. As Werth and Davis (1996), stated to hold employees accountable, a written record of the standards should exist and employees should advised of those standards before the evaluation occurs. Providing the opportunity for employees clearly to understand the performance standards will enhance their motivation and commitment towards their jobs.

Measure Actual Performance: Four common sources of information frequently used by managers address how to measure actual performance: personal observation, statically report, oral report, and written reports.

Comparison of Actual Performance with Standard: After evaluating and measuring employee’s job performance, it is necessary to compare it with the set standard to know whether there is deviation or no. Is their deviation between actual performances with standards? And discuss the matter with the employees.

Discuss the Appraisal with Employee: Feedback employees receive about their assessment has a strong influence on their self-esteem and importantly, on their subsequent performance. After the evaluation, the rater must describe work-related progress in a manner that is mutually understandable.

Correction Action: The final step in the appraisal is the identification of corrective action where necessary. Corrective action can be of two types: one is immediate and deals predominantly with symptoms, and the other is basic and investigates into causes. Immediate action corrects problems right now and gets us back on track. Basic corrective action asks how and why performance deviated. Good supervisors recognize that taking a little time to analyze the problem today may prevent the problem from worsening tomorrow-training needs.

The above discussed performance appraisal steps can be shown in the following diagram.

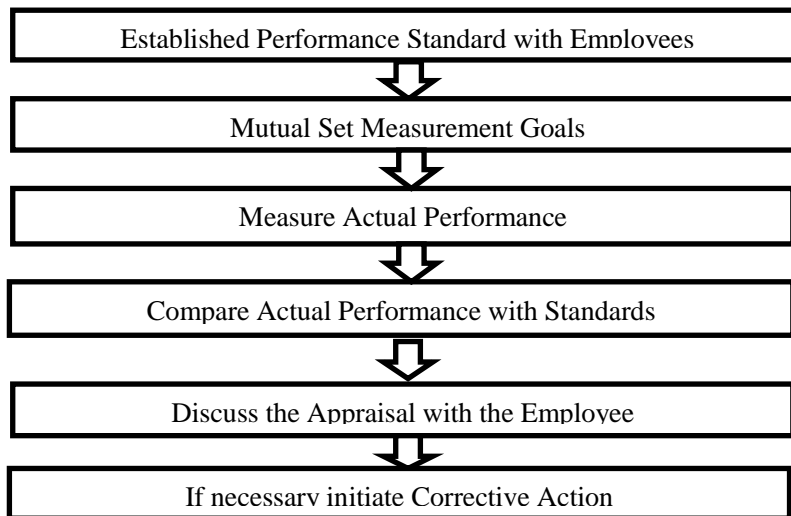


Figure 1: Performance Appraisal Steps.

Source: DeCenzo, (2007)

2.7. Who Conducts Appraisals

A rating program should help by ensuring that raters have an opportunity to observe the performance they rate, have ability to make sound judgments, and use appropriate standards against which to rate (Barret, 1966).

Observation: Observation is obviously the first step in any rating procedure. The rater must collect some information about the persons rated, whether it is by direct observation, study of records, or interviews with others who have direct knowledge of performance. What he/she needs is sufficient observation of pertinent data to carry through the succeeding steps of the rating process.

Judgment: Once the observations have been complete, the rater must evaluate what he/she has seen and record his/her impressions. The rater must have a clear picture of what is required of the job and the standards of satisfactory performance. He/she must understand the purpose of the rating and what is expected to do. All these tasks call for intelligence and experience. The less able supervisor tends to honor the conservative, cooperative subordinate who doesn't threaten him/her.

Point of View: The rater who had adequate opportunity to observe, and who possesses the equipment for making an adequate judgment, is not yet in a position to make a rating, because he must fit what he/she has observed into his/her own value system, which provides him/her with the standards against which to judge what he/she has seen. He/she must select from the countless incidents he/she observed those which are pertinent to the rating task at hand. He/she must then decide whether what he/she observed is good or poor, satisfactory or undesirable. It is at this point that his/her own personality, experience, and personal values enter the rating.

Position: The position of the rater relative to the person being rated determines, in part, the extent and nature of his/her opportunity to observe the quality of his judgment and the appropriateness of his/her point of view.

By tradition, a manager's authority typically has included appraising subordinates' performance. The logic behind this tradition seems to be that since managers are held responsible for their subordinates' performance, it only makes sense that these managers do the evaluating of that performance. However, others may actually be able to do the job better (Robbins, 1996). Among these are:

Immediate Supervisor: Traditional rating of employees by supervisors is based on the assumption that the immediate supervisor is the person most qualified to evaluate the employee's performance realistically, objectively, and fairly. The unity of command notion - the idea that every subordinate should have only one boss - underlies this approach. The advantage to this source of appraisal is that supervisors are responsible for managing their subordinates and they have the opportunity to observe, direct and control their subordinates continuously. Moreover, supervisors are accountable for the successful performance of their subordinates. On the negative side, immediate supervisors may emphasize certain aspects of employee performance to the neglect of others. Also managers have been known to manipulate evaluations to justify their decisions on pay increases and promotions.

Managers and employees evaluate performance appraisal systems on different bases. Managers tend to evaluate the systems on how well they aid in communicating with employees about their performance levels and if they aid in enhancing better performance (Mathis & Jackson, 1997). Employees rate the fairness of a performance appraisal higher if the following characteristics exist: ratings are based on actual performance, standards are consistently applied and two-way communication is allowed during the interview

Peers: Peer evaluations are one of the most reliable sources of appraisal data. First, peers are close to the action. Daily interactions provide them with a comprehensive view of an employee's job performance. Second, using peers as raters results in a number of independent judgments. A boss can offer only a single evaluation, but peers can provide multiple appraisal. And average of several ratings is often more reliable than a single evaluation. On the downside, peer evaluations can suffer from coworkers' unwillingness to evaluate one another and from friendship-based biases. Moreover, peer appraisal may be reliable if the work group is stable over a reasonably long period of time and performs tasks that require interaction.

Self-Appraisal: If individuals understand the objectives they are expected to achieve and the standards by which they are to be evaluated, they are to a great extent in the best position to appraise their own performance. It is also appropriate under conditions where an employee is working in isolation or possesses a unique skill in which case he/she may be the only one to rate his/her behavior. Essentially, it is a self-development tool that forces employees to think about their strengths and weaknesses and set goals for improvement. Also, since employee development means self-development, employees who appraise their own performance may become highly motivated. Having employees appraise their own performance is consistent with values such as self-management and empowerment.

On the negative side, self-evaluations get high marks from employees themselves; they tend to lessen employees' defensiveness about the appraisal process; and they make excellent vehicles for stimulating job performance discussions between employees and their superiors. However, they suffer from overinflated assessment and self-serving bias. Thus, because of these serious drawbacks, self-appraisals are probably better suited to developmental uses than evaluative purposes.

Immediate Subordinates: The concept of having supervisors and managers rated by employees or group members is being used in a number of organizations today. A prime example of this type of rating takes place in colleges and universities where students evaluate the performance of professors in the classroom. There are three primary advantages to this source of appraisal. First, in situations where manager-employee relationships are critical, employee ratings can be quite useful in identifying competent managers. Second, this type of rating program can help make the manager more responsive to employees, though this advantage can quickly become a disadvantage if it leads the manager to try to be "nice" rather than to try to manage. Finally, it can be the basis for coaching as part of a career development effort for the managers. The hope is that the feedback will assist their managerial development.

A major disadvantage to appraisal by subordinates is the negative reaction many superiors have to being evaluated by employees. The "proper" nature of manager/employee relations may be too great for employees to give realistic ratings. In addition, employees may resist rating their bosses because they do not perceive it as part of their jobs. If this situation exists workers may rate the manager only on the way, the manager treats them and not on critical job requirements.

360 Degree Evaluations: The latest approach to performance evaluation is the use of 360 degree evaluations. It provides for performance feedback from the full circle of daily contacts that an employee might have, ranging from mailroom personnel to customers to bosses to peers.

Performance data in 360 degree feedback process can be generated for individuals from the person to whom they report, their direct reports, their peers (who could be team members and/or colleagues in other parts of the organization) and their external and internal customers (Armstrong, 2006)

2.8. Time to Conduct Performance Appraisal

In any administration activity of an organization, PA also has its own time to be conducted. Everyone in the organization has his/her own time to conduct PA depending on their own philosophy of time period (Mullins, 1996): With the majority of schemes, staff receives an annual appraisal and for many organizations this may be sufficient. Also more frequent appraisals may be appropriate for new members of staff, those recently promoted or appointed to a new position or for those whose past performance has not been up to the required standard. And also (Mathis & Jackson, 1997) broadly explained as follows:

First, an informal appraisal is conducted whenever the supervisor feels it is necessary. The day-to-day working relationships between a manager and an employee performance have to be judged. This judgment is communicated through conversation on the job or over coffee. Informal appraisal is especially appropriate when time is an issue. The longer feedback is delayed the less likely it is motivating behavior change. Frequent information feedback of employee can also avoid surprises later when the formal evaluation is communicated.

Second, a systematic appraisal is used when the contact between manager and employee is formalized and a system is established to report managerial impressions and observations on employee performance. Although informal appraisal is useful, it should not take the place of formal appraisal. When a formalized or systematic appraisal is used, the interface between the HR unit and the appraising manager becomes more important. Therefore, systematic appraisals typically are conducted once or twice a year.

Appraisals most often are conducted once a year, usually near the employee's anniversary date. For new employees, an appraisal for 90 days after employment, again at six months, and annually these after is common timing. This regular time interval is a feature of formal appraisals and distinguishes them from informal appraisals. Both employees and managers are aware that performance will be reviewed on a regular basis, and they can plan for performance discussions. In addition, informal appraisals should be conducted whenever a manager feels they are desirable.

2.9. Methods of Performance Appraisal

In order for performance appraisal to achieve its purposes, a variety of methods have been developed. The choice of a method depends on organizational philosophy, its objectives in making the appraisal, its size, product, technology, etc. The most prevalent methods fall under four major groups, namely, category rating methods, comparative methods, narrative methods, and special methods (Mathis and Jackson, 1997).

2.9.1. Category Rating Methods

These are the simplest methods for appraising performance which require a manager (supervisor) to mark an employee's level of performance on a specific form. The graphic rating scales, checklist and the forced choice method fall under this classification.

Graphic Rating Scale: This is the oldest and most widely used performance evaluation technique also known as linear rating scale or simple rating scale. It measures the degree of characteristics required for adequate performance of the job and consists of a number of characteristics and qualities which are judged on a point scale. The rater is presented with a set of traits such as quantity and quality of work, knowledge of job, cooperativeness, dependability, attendance, attitude, initiative, leadership, decisiveness, emotional maturity, etc. The supervisor evaluates these characteristics on a point scale from high to low, excellent to poor, etc.

The advantage of this method is that it is easy to construct, understand, and use. Moreover, they allow for quantitative analysis and comparison. A major drawback to this method is its subjectivity and low reliability. Another limitation is that the descriptive words often used in such scales may have different meanings to different raters.

Checklist: The checklist is a simple rating technique in which the supervisor is given a list of statements or words and asked to check statements representing the characteristics and performance of each employee. There are several difficulties with the checklist: (1) as with the graphic rating scale, the words or statements may have different meanings to different raters; (2) raters cannot discern the rating results if a weighted checklist is used; and (3) raters do not assign the weights to the factors-it is someone else, such as a member from the HR department who usually does so. These difficulties limit the use of the information when a rater discusses the checklist with the employee, creating a barrier to effective developmental counseling.

Forced Choice: In its simplest form, the method consists of providing a list of behavior related statements. The supervisor is asked to indicate one least and one most descriptive statement for a particular subordinate. These statements are usually grouped in clusters of five based on a broad theme covered by these statement. Each statement carries some weight which is not known to the supervisor. One distinct advantage of this method is that it is very objective. The supervisor does not know the weights of the statements and hence can only check those that are most and least descriptive of an employee. There is no way he/she can favor a particular employee.

However, the same can be said to be the most distinct disadvantage of the method. When a supervisor genuinely wants to reward an employee, he/she cannot do it because he/she doesn't know the weight of a statement. A second disadvantage of a forced choice method takes lot of time, effort, and requires professional help.

2.9.2. Comparative Methods

These methods, unlike the other methods, require managers or supervisors to compare performance appraisals of employees having same job description (Mathis and Jackson, 1997). For example, an accountant's performance can be compared with that of other accountants.

Comparative methods include ranking, paired comparison, and forced distribution.

Ranking: The ranking method consists of listing all employees from highest to lowest in performance. It is difficult to do if the group of employees being compared numbers over 20. It is also easier to rank the best and worst employees than it is to evaluate the average ones. Simple ranking can be improved by alternative ranking. In this approach, the evaluators pick the top and bottom employees first, then select the next highest and next lowest, and move toward the middle (Ivancevich & Glueck, 1989).

The primary drawback of the ranking method is that the size of the differences among individuals is not well defined. For example, there may be little difference in performance between individuals ranked second and third but a big difference in performance between those ranked third and fourth. This drawback can be overcome to some extent by assigning points to indicate the size of the gaps. Ranking also means that someone must be last. It is possible that the last-ranked individual in one group would be the top employee in a different group (Mathis & Jackson, 1997).

Paired comparisons: The paired comparison method gives more information about individual employees than the straight ranking method does. The large number of comparisons that must be made is the major drawback of this method (Mathis & Jackson, 1997). This method requires the rater to compare each employee with every other employee working under him/her on the overall efficiency aspect (Saiyadain, 1999).

Forced distribution: This method is developed to prevent the raters from rating too high or too low. Under the forced distribution method, the rater after assigning the points to the performance of each employee has to distribute his/her ratings in a pattern to conform to normal frequency distribution (Rao & Rao, 2004). There are several drawbacks to the forced distribution method. One problem is that a supervisor may resist placing any individual in the lowest (or the highest) group. Difficulties may arise when the rater must explain to the employee why he/she was placed in one grouping and others were placed in higher groupings. Further, with small groups, there may be no reason to assume that a bell-shaped distribution of performance really exists. Finally, in some cases the manager may be forced to make distinctions among employees that may not exist (Mathis & Jackson, 1997).

Generally, the distribution of performance appraisal ratings does not approximate the normal distribution of the bell-shaped curve. Hence this method is based on the rather questionable assumption that all groups of employees will have the same distribution of excellent, average and poor performers. If one department has all outstanding employees, the rater would find it difficult to decide who should be placed in the lower categories.

2.9.3. Narrative Methods

Written appraisal information is sometimes required of some managers and human resource specialists. These methods are used when documentation and description of an employee's actions are sought rather than an actual rating. The two most widely used techniques that fall under this classification are the essay and critical incident methods.

Essay or Free Form Appraisal: This method requires the rater to write a short essay describing each employee's performance during the rating period. It emphasizes evaluation of overall performance, based on strengths and weaknesses of employee performance, rather than specific job dimension. As raters may be required to enumerate specific examples of employee behavior, the essay technique minimizes rater bias and halo effect (Rao & Rao, 2004). A written essay requires no complex forms or extensive training to complete, but the results often reflect the ability of the writer. A good or bad appraisal may be determined as much by the evaluator's writing skill as by the employee's actual level of performance (Robbins, 1996).

Critical Incidents: Critical incidents focus the evaluator's attention on those behaviors that are key in making the difference between executing a job effectively and executing it ineffectively. That is, the appraiser writes down anecdotes describing what the employee did that was especially effective and ineffective. The key here is that only specific behaviors, not vaguely defined personality traits, are cited (Robbins, 1996).

Critical incidents, according to critics, are misleading because only the extreme and unusual elements are reported at the expense of the steady, day-to-day performance, which is the real substance of an employee's effectiveness. The unsystematic records kept by supervisors leave great room for the operation of the bias the system is supposed to eliminate, or at least to reduce (Barret, 1966).

2.9.4. Special Methods

Behavioral Rating Approaches: These approaches attempt to assess an employee's behaviors instead of measuring or quantifying outputs. Behavior-based performance appraisal formats which concentrate on the ratee's behaviors are most appropriate under circumstances where controlling behaviors or processes assumes that the desired output will result. In other words, they are most appropriate when the transformation process is understood or when there is a high degree of linkage between means and ends (Lee, 1985).

Some of the different behavioral approaches are: behaviorally anchored rating scales (BARS), behavioral observation scales (BOS), and behavioral expectation scales (BES). BARS match descriptions of possible behaviors with what the employee most commonly exhibits. BOS are used to count the number of times certain behaviors are exhibited. BES order behaviors on a continuum to define outstanding, average and unacceptable performance (Mathis and Jackson, 1997). BARS are presented below as representatives to behavioral ratings.

Behaviorally Anchored Rating Scales (BARS): BARS combine major elements from the critical incident and graphic rating scale approaches: The appraiser rates employees based on items along a continuum, but the points are examples of actual behavior on the given job rather than general descriptions or traits.

BARS specify definite, observable, and measurable job behavior. Examples of job-related behavior and performance dimensions are found by asking participants to give specific illustrations of effective and ineffective behavior regarding each performance dimension. These behavioral examples are then translated into a set of performance dimensions, each dimension having varying levels of performance. BARS are intended to specify in an ambiguous fashion the behavioral characteristics of effective and ineffective performance. Briefly, scales are developed by distilling critical incidents (examples of good and poor performance, supplied by those familiar with a job) into a manageable number of performance dimensions. The proposed advantage of BARS is that evaluator bias (halo, central tendency effects) is reduced as criteria of performance become more behaviorally grounded (Keely, 1978).

Management by Objectives (MBO): MBO specifies the performance goals that an individual hope to attain within an appropriate length of time. The objectives that each manager sets are derived from the overall goals and objectives of the organization, although MBO should not be a disguised method for a superior to dictate the objectives of individual managers or employees. Although not limited to appraisal of managers, MBO is most often used for this purpose. Other names for MBO include appraisal by results, targeting, coaching, work planning and review, performance objectives and mutual goal setting (Mathis & Jackson, 1997).

Implementing a guided self-appraisal system using MBO is a four-stage process (Mathis & Jackson, 1997). These are: Job review and agreement, development of performance standards, guided objective setting and continuing performance discussions. It can be deduced that in theory MBO promotes success in each employee because, as each employee succeeds, so do the manager, the department and the organization. However, this happens if all stakeholders have compatible goals (Cascio, 2003). Additionally, as no management tool is perfect, MBO is not appropriate for all employees or for all organizations (Mathis & Jackson, 1997).

2.10. Potential Problems in Performance Appraisal

While organizations may seek the performance appraisal process to be free from personal biases, prejudices, and idiosyncrasies, a number of potential problems can creep into the process (Robbins, 1996). Problems related to performance appraisal can be of three general types. These are: human errors, problems of criteria, and problems of confidentiality (Saiyadain, 1999).

2.10.1. Human Errors (rating biases)

Human errors are errors that happened without the supervisor knowledge about them and have much control over them. To the degree that the following human factors are prevalent, an employee's evaluation is likely to be distorted:

Single Criterion: A typical employee's job is made up of a number of tasks. Where employees are evaluated on a single job criterion, and where successful performance on the job requires good performance on a number of criteria, employees will emphasize the single criterion to the exclusion of other job-relevant factors.

Leniency Error: Every evaluator has his or her own value system that acts as a standard against which appraisals are made. Relative to the true or actual performance an individual exhibit, some raters have a tendency to be liberal in their rating by assigning higher rates consistently. Such ratings do not serve any purpose. Equally damaging one is assigning consistently low rates.

Halo Error: This is the tendency for an evaluator to let the assessment of an individual on one trait influence his or her evaluation of that person on other traits. A person may be good in one trait but is generally rated as overall good. Halo effect takes place when traits are not clearly defined and are unfamiliar.

Central Tendency Errors: Some raters follow play safe policy in rating by rating employees around the middle point of the rating scale and they avoid rating at both the extremes of the scale. They follow play safe policy because of answerability to management or lack of knowledge about the job and/or the employee rated or the appraisers' lack of interest in their job (Rao & Rao, 2004).

Recency vs. Primacy Effect: One difficulty with many of the evaluation systems is the time frame of the behavior being evaluated. Raters forget more about past behavior than current behavior (Ivancevich & Glueck, 1989). Recency refers to the proximity or closeness to appraisal period. Generally, an employee takes it easy for the whole year and does little to get by the punishment. However, as appraisal time gets closer, he/she becomes very active creating an illusion of efficiency in the rater thereby affecting his/her appraisal decision. Primacy is the opposite of recency, it refers to a situation where an employee's initial impression influences his/her rater's appraisal decision irrespective of whether the employee has been able to keep up the initial impression or not.

Similarity Error: This occurs when appraisers rate other people giving special consideration to those qualities they perceive in themselves. The similarity between the rater and ratee may take one or more of the following forms: demographic similarity, affective similarity, perceived similarity & mutual liking (Schraeder & Simpson, 2006).

2.10.2. Problems of Criteria

Appraisal has to be against criteria. If a discrepancy between and actual performance is pointed out, the question is whether the expected was fully defined and communicated to the employee. In the absence of such an attempt, the appraisal reports can be questioned. The issue basically to refer to job description. It is true that jobs can be clearly defined at the lower level in the organization hierarchy. However, as one goes up, it becomes more and more difficult to clearly specify the tasks one is supposed to perform (Muhammad, 2013).

The other problem related to performance evaluation criteria is lack of standards. The standard used by different department in the organization may not be the same, hence, rating becomes unscientific and employees suffer. Some rates are too liberal while others are too strict causing lack of uniformity (Saiyadain, 1999).

2.10.3. Problems of Confidentiality

One important issue in performance appraisal has to do with sharing or keeping secret the ratings on various items of appraisal report. While many organizations have a system of selective feedback to the employee, the general policy is not to share the total report with the employee. There are many reasons for this, first, each employees expects rewards if the report is better than average, which may not be administratively possible, secondly, very often supervisors pass the challenge to top management by saying that while they did give good rating to employee; top management did not take that into consideration. Thirdly, giving rewards is not the only objective of appraising employees. Given these reasons, it is emphasized that supervisory ratings of employee should be kept confidential (Saiyadain, 1999).

On the other hand, it is claimed that since there will always be differences between the supervisor and employee's perception of the subordinate's job performance, perhaps the employee should fully be aware of how he or she has been rated (Saiyadain, 1999). In fact, MBO, which is tailored to the individual, was introduced to take care of this problem. However, MBO does not readily provide the data needed for decisions on wage increase, promotion, and other personnel actions that require comparisons between two and more employee.

In addition to the above three potential errors which affect the performance appraisal system in one organization, employee opposition to evaluation process and the system design problem by its self also has factor on the appraisal process. If employees perceive the evaluation to be unfair there will be lack of trust in the process causing them to oppose the whole system. As a result, makes it impossible to conduct effective performance evaluation. Poorly designed system that may cause due to poor criteria, time consuming techniques or irregularly used system may cause the performance evaluation system to break down (Saiyadain, 1999). So, the performance appraisal system should be designed with due care and should be tested before being implemented.

2.11. Techniques to Overcome Performance Appraisal Problems

The performance evaluation process is a potential minefield of problems. For instance, evaluators can unconsciously have made decision on employee performance evaluation and commit one of the stated appraisal errors. Just because organization can encounter problems with performance appraisal should not lead managers to give up the process. Some measures can be taken to overcome most of the problems identified above. According to Robbins (1996), the following suggestions have significant help to make the appraisal process more objective and fair.

Use of Multiple Criteria: The more complex a job is the more criteria that will need to be identified and evaluated. Only the critical activities, not everything, that lead to high or low performance are the ones that need to be evaluated.

Emphasizing Behaviors rather than Traits: Many traits often considered to be related to good performance may, in fact, have little or no performance relationship. For example, individuals who rate high on such traits as loyalty, initiative, courage, reliability, etc., may be poor performers. Conversely, it is possible to find excellent performers who do not score well on such traits.

Documenting Performance Behaviors in Diary: Diaries help evaluators to better organize information in their memory (Mahapatron, 2010). The evidence indicates that by keeping a diary of specific critical incidents for each employee, evaluations tend to be more accurate and less disposed to rating errors. Diaries, for instance, tend to reduce leniency and halo errors because they encourage the evaluator to focus on performance-related behaviors rather than traits.

Use of Multiple Evaluators: As the number of evaluators increases, the probability of attaining more accurate information increases. Thus, if an employee has had nine supervisors, nine having rated him/her excellent and one poor, one can discount the value of the one poor evaluation. Therefore, by moving employees about within the organization so as to gain a number of evaluations or by using multiple assessors (as provided in 360-degree appraisals), the probability of achieving more valid and reliable evaluations can be increased.

Evaluate Selectively: Appraisers should evaluate in only those areas in which they have some expertise. This approach also recognizes that different organizational levels often have different orientations toward ratees and observe them in different settings. In general, therefore, we would recommend that appraisers should be as close as possible, in terms of organizational level, to the individual being evaluated. Conversely, the more levels that separate the evaluator and evaluate, the less opportunity the evaluator has to observe the individual's behavior and, not surprisingly, the greater the possibility for inaccuracies (Mahapatron, 2010).

Training Employees and Raters: For employees, performance appraisal training focuses on the purpose of appraisal, the appraisal process and timing, and how performance criteria and standards are linked to job description and responsibilities. And for supervisors, it coaches on how to do performance appraisal. Because conducting the appraisal is critical, training should center around minimizing rater errors and providing raters with detail on documenting performance information (Mahapatron, 2010).

2.12. Effective Performance Appraisal System

According to Delpo (2007), there are some specific qualities that all effective performance evaluation systems share, paying particular attention to those that you as a manager can control.

A Fair and Communicative Environment: The most effective performance appraisal systems place concern for the employee at their core. The reality is that you cannot control your employees' behavior only they control how they perform their jobs. Research has shown, however, that the majority of employees want to perform well; the key is to provide them with the right environment in which to do so. Such an environment includes support, communication, collaboration and fair treatment the very qualities created by effective performance appraisal systems.

Respect for the Employee: Respecting employees respect its foundation for any effective performance evaluation system. Employees who feel respected are more likely to buy into the appraisal system to participate fully and sincerely in setting goals and to strive hard to perform to the standards you set. On the other hand, employees who do not feel respected will show that same lack of respect for you and your efforts to improve their performance.

Focus on the Future: If, at its heart, a performance appraisal process is designed to improve employee performance, then a manager should emphasize what the employee can do going forward, not how the employee did in the past. The past can inform your ideas about the future, but it should not be the sole focus of the appraisal process.

This means that one should spend the bulk of the appraisal meeting on identifying goals for the next year and talking about how the employee can achieve them. It also means that your feedback throughout the year should not punish or shame employees for bad performance, but help employees see when their performance is slipping and strategize with them on how to improve. This does not mean that looking to the past performance has no place in the process; indeed, at each evaluation and discuss how the employee met the goals set at the previous evaluation. But you should look to the past with goal of learning from it, so that the look backward is developmental and helpful to the employee, rather than punishing.

Employee Participation: Another element common to successful performance evaluation systems is employee participation. Employees must play a key role, participating in everything from writing job descriptions, to identifying their own goals and standards, to assessing how well they have performed. You can increase employee's job satisfaction and create their trust in the appraisal system by bringing them into the loop and giving them power and responsibility for directing and assessing their own performance. This satisfaction and trust leads employees to accept the company's appraisal process and make a commitment to their own development.

Research has shown that when employees are involved in goal setting, the goals they set are higher and more demanding than goals that managers set alone. Employees will push the envelope, often demanding more of themselves than you might demand of them. Employee participation promotes team work. It gives the two of you the sense of working together rather than being opposite sides of the fence. It also reduces the chances that you will miss out on important or insights you could share with each other.

Ongoing Feedback: Giving employee's feedback both positive and negative as circumstances warrant is another important feature of an effective performance evaluation system. If you tell employees what you think of their performance only once a year, you have wasted a lot of opportunities throughout the year to encourage good performance and to help employees who are struggling get back on track.

Feedback also helps employees adjust as circumstances change throughout the year. The importance of certain goals may shift; obstacles may appear; employees may lose motivation or focus. Your feedback will tell employees what is still important, what is no longer important, and what they can do to achieve their goals in the face of these changes.

Studies show that without feedback, a performance appraisal system alone will not improve employee performance. Positive feedback, often particularly neglected, is important: providing positive feedback whenever appropriate gives employees a sense of accomplishment and appreciation, while highlighting standards for how they should continue to perform.

Document: Ongoing and accurate documentation is the core of a good performance appraisal system. Documentation covering the entire appraisal period ensures that your review will be fair and accurate and gives you rock solid support in case of a complaint. Without good documentation of an employee's performance throughout the year, all you will have are memories and emotional feelings, neither of which is reliable or legally safe. In addition, good documentation provides continuity should the employee change departments or managers. If the old manager properly documented the employee's performance, the new manager can take over easily than if no record existed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

Research design is a blue print for selecting the sources and types of data relevant to the research questions (Zikmund et al., 2003). This study employed a descriptive study research design and used cross sectional survey tools to collect data from samples that were drawn from population in order to determine the current status of that population with respect to the research objectives (Mugenda & Mugenda, 2003). Since the study was descriptive type of research, it describes the practice and challenges of performance appraisal and alignment with the university's policy and objective. It is useful to gather data on a one shot basis and hence is economical and efficient, represents a wide target population, generates numerical data and provides descriptive, inferential and explanatory information (Abiy, Alemayehu, Daniel, Melese & Yilma, 2009).

3.2. Sources of Data

The sources of data for the study were both primary and secondary. Regarding the primary source, data were collected from academic staffs of Kotebe University College working in different capacities through questionnaire and structured interview. Secondary data was gathered from the university college strategic plan and university's annual reports on human resource management.

3.3. Sample and Sampling Technique

3.3.1. Sample

Kotebe University College had a total of 564 staffs, out of these 186 academic staffs and 378 administrative (supportive) staffs as of December, 2015. For the purpose of this study the researcher had taken only academic staffs as a population comprising of five faculties which includes (Natural and Computational Science, Social Science, Language and Humanity, College of Teacher Education and Urban Development). The selection for these five faculties was because of the University College regularly practice performance appraisal only for the academic staffs.

3.3.2. Sampling Techniques

In the determination of sample size, the three criteria are important to gather the required data from sample of respondents. These included the level of precision, the level of confidence or risk and the degree of variability in the attributes being measured that enable the researchers to determine appropriate sample size (Miauou & Michener, 1976), by considering these issues sample size to collect data through questionnaire for this research was determined by using Yamane's (1967) formula. Therefore, 127 respondents were used as sample for this study to gather data through questionnaire.

The researcher had taken academic staffs as a population comprising of five faculties. Thus the researcher deemed it necessary to take independent sample for each faculty to ensure equal representation, because the faculties have different number of employees. Therefore, the sample sizes for each faculty were calculated using proportion to size of 68% (127).

Number of Natural and Computational Science staff was 87, Social Science staff was 29, Language and Humanity staff was 39, College of Teacher Education staff was 25 and Urban Development staff was 6. Proportional allocation to size of 68% was made to each of the five categories. Accordingly, 59 participants from Natural and Computational Science, 20 from Social Science staff, 27 from Language and Humanity staff, 17 from College of Teacher Education and 4 from Urban Development staff were selected using stratified random sampling.

3.4. Instruments and Procedures of Data Collection

3.4.1. Instruments of Data Collection

The research methods that were used in this study are both qualitative and quantitative. Both primary and secondary data were used to collect the required information. The secondary data was gathered from the university college strategic plan and university's annual reports on human resource management. Primary data were gathered from questionnaires distributed to the samples respondents and a structured interview was made with Academic staff affairs director. The questionnaires were designed and administered to representative employees of Kotebe University College. It consisted of a five point Likert scale responses ranging from 1=very low to 5=very high (1 = very low, 2 = low, 3 = medium, 4 = high, 5 = very high). The questionnaire had

six parts to obtain the necessary information about purposes, processes, criteria, objective, problem and participants in the appraisal. And also it was made short and clear in order to ensure that it takes the respondents less time to answer. Moreover, the researcher selected the academic staff, who would give relevant information for the study. Therefore, the interview was made with one academic staff affairs director.

3.4.2. Procedures of Data Collection

The questionnaire was prepared in English, as it was distributed to employees of Kotebe University College. Questionnaires were distributed by the researcher and interviews were also conducted by the researcher on face to face base to get further and reliable information, opinion, and attitudes of the respondents to enrich the data gathered by questionnaire.

3.5. Methods of Data Analysis

The method of data analysis was mainly descriptive type and the analysis was handled in a way that each issue included in the study could be addressed. Both qualitative and quantitative descriptions were applied. Data entry and analysis of the sample were made by the researcher with the help of statistical Package for Social Sciences (SPSS) version 20 tools such as mean, frequency, percentage and tables. The qualitative data obtained from interview was summarized and used as a means of cross checking the data gathered through questionnaires.

3.6. Ethical Consideration

The researcher asked permission in advance from Kotebe University College for the research and also to distribute questionnaires to the selected academic staffs. The researcher indicated at the middle of the questioner and also confirmed the employees that all data would be used for academic purpose. In general, the collected data and its analysis has been kept confidential and used only for the study purpose. And the researcher assured them that the data they provided would not have any kind of harm on them.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of two parts. The first part shows on the characteristic of the respondent that include personal & professional characteristic the second part deals with the presentations, analysis and discussion of the major findings in description of the basic questions that were analyzed based on the response obtained from the employees, Moreover, the numerical data of the sample, collectibles and response rates are summarized.

4.1. Characteristics of Respondents

A total of one hundred twenty-seven copies of the questionnaire were distributed to the respondents. Out of these questionnaires one hundred five returned, which is 83% response rate and considered as acceptable to investigate the study.

Table 1: Age and Gender Distribution of Respondents

No.	Variables	Frequency	Percent	
1	Sex	Female	22	21.0
		Male	83	79.0
	Total	105	100	
2	Age	21-30	4	3.8
		31-40	52	49.5
		41-50	27	25.7
		51-60	19	18.1
		>60	3	2.9
	Total	105	100	

Table one show the demographic characteristics of employee regarding sex, age, qualification and year of service. Out of the total 105 employees 83(79%) were male and 22(21%) were female. With respect to age distribution of the respondents, 4(3.8%) of them were in the age group 21-30, 52(49.5%) were in the age group 31-40, 27(25.7%) were in the age group 41-50, 19(18.1%) were in age group 51-60 and 3(2.9%) in age group greater than 60.

Table 2: Qualification and Experience of Respondents

No.	Variables	Frequency	Percent	
1	Educational Level	Diploma	1	1.0
		BA	5	4.8
		Master	93	88.6
		PHD	6	5.7
	Total	105	100	
2	Experience at KUC	1-5	4	3.8
		6-10	32	30.5
		11-15	32	30.5
		16-20	8	7.6
		>20	29	27.6
	Total	105	100	

Educational background of respondents, the majorities 93(88.6%) have Master’s Degree, 6(5.7%) have PHD, 5(4.8%) have BA, and 1(1%) has diploma. Therefore, it is possible to conclude that the information obtained from them can be considered as a reliable and reasonable due to their academic background.

Regarding respondents work experience, of the total 105 survey respondents, 4(3.8%) respondents had 1-5 years of working experience, 32(30.5%) respondents had working experience of 6-10 years, 32(30.5%) respondents had working experience of 11-15 years, and 8 (7.6%) respondents had 16-20 years of working service and the remaining 29(27.6%) respondents had over 20 years of service . This has an implication that, high proportions of respondents had greater than 5 years of working experience. This group of employees most certainly might have gone through the PA process several times, and could be considered to have gained greater insight into the system issues.

4.2. Presentation, Analysis and Interpretation of Data

This is the second part of this chapter that deals with the presentation, analysis and interpretation of data on the assessment of staff performance appraisal practice in KUC. Here, all items were presented to the respondents to be rated in likert scale with five points from very high =5 to very low =1. The main aim of this part of analysis is to assess the primary purpose of staff performance appraisal in KUC and the response were presented, analyzed and interpreted in table items.

The response were scaled from 5 to 1, where 5 indicated very high, 4 indicated high, 3 indicated medium, 2 indicated low and 1 indicated very low. According to the tool used in the study, the researcher identified the following as the main purpose of performance appraisal and their percentage.

Table 3: Purpose of Performance Appraisal in Kotebe University College

Table 3a: Purpose of Performance Appraisal

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent the performance appraisal finds out the strength and weakness of the employee.	8	7.6	37	35.2	31	29.5	27	25.7	2	1.9
2	The extent of promoting a two-way system of communication between the supervisors and the employees.	3	2.9	27	25.7	40	38.1	32	30.5	3	2.9
3	Based on the result to what extent performance appraisal serves to determine appropriate salary increment.	-	-	11	10.5	24	22.9	30	28.6	40	38.1

The first question raised was to get data on whether or not the performance appraisal system helped employees to gain insights into their strength and weaknesses. Out of the total respondents; 8 (7.6%) answered very high, 37(35.2%) high, 31(29.5%) medium, 27(25.7%) low and 2(1.9%) are very low. If performance appraisal system properly implemented, it helps easily to identify employee performance weakness and strengthens. In addition, if proper feedback is provided timely, it will bring about improvement. The majority or 42.8% respondents also supported that performance appraisal system helps employees to gain insights into their strength and weaknesses. Therefore, we can infer that performance appraisal system have advantage to identify employee's performance strengths and weaknesses.

On the statement indicating the purpose of performance appraisal contributes toward promoting two way systems of communication shows that 3(2.9%) very high, 27(25.7%) high, the majority 40(38.1%) of employees medium, while 32(30.5%) and 3(2.9%) low and very low respectively. As Ivancevich and Glueck (1989) citing by Robbins (1996), evaluation is a basis for an ongoing discussion between superior and subordinate about job-related matters. Through interaction, the parties get to know each other better. Evaluations fulfill the purpose of providing feedback to employees on how the organization views their performance.

On the ground of this scholarly remarks, one may realize that the extent to which performance appraisal promotes two-way communication between supervisor and employees in the institution under study more of seem to range from low to moderate level.

30(28.6%) and 40(38.1%) of respondents rated as low and very low respectively, with statement that explains performance appraisals a base for salary increment, while 11 (10.5%) high and 24(22.9%) are medium. With respect to performance appraisal, McCoy (2007) states that the goals of best employee performance appraisals are employee development and organizational improvement. To this end, one of the means by which employee development can be ensured is by making salary increment for an employee who achieves the desired performance appraisal result. However, on the basis of the numerical data presented in this regard, the researcher can statistically infer that KUC does not use performance appraisals to determine appropriate salary increment so as to promote employee development.

Table 3b: Purpose of Performance Appraisal

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent performance appraisal promote personal growth and advancement in the career of the employees.	3	2.9	30	28.6	22	21	37	35.2	13	12.4
2	To what extent performance appraisal serves to determine employees' demotion and transfer.	-	-	14	13.3	38	36.2	32	30.5	21	20
3	To what extent performance appraisal serves to determine employee's training needs.	3	2.9	32	30.5	23	21.9	28	26.7	19	18.1

On the statement that explains performance appraisal promote personal growth in the career; 3(2.9%) rated very high, 30(28.6%) high, while 22(21%) medium, 37(35.2%) low and 13(12.4%) very low. Performance appraisal is a key component of employee development. Besides, it is a part of career development and consists of regular reviews of employee performance within the organization. However, the response provided by the research participants to this item illuminates that the result of performance appraisal are not used to promote personal growth and career development.

On the open ended question, the respondents suggested that promotion in KUC is not based on performance appraisal result; it is a matter of personal endeavor not a result of evaluation. The other issue suggested was excellent performers and achievers should be rewarded and recognized. There should be regular response to the results achieved. Moreover, based on the interview conducted, the interviewee replied that the appraisal was not strictly met its intended purposes as mentioned in the University college strategic plan which express that employees will be rewarded for individual performance through job promotions, recognition letter/certificate, financial rewards, and scholarship.

To conclude, the main purpose of performance appraisal as perceived by respondents is to identify the strength and weakness of employees it is rated high with the percentage of 48.2. Meanwhile, items like to promote personal growth in the career, to determine employees' demotion and transfer and to determine employee's training needs rated low with the percentage of 47.6, 50.5 and 44.8 respectively. This figure enables us to explain that the purpose of performance appraisal at KUC to some extent varies from the theories in which various authors have mentioned as the purposes of performance appraisal that is to make managerial decisions, to decide on demotion, to transfer and reward.

As Daley, (1992) stated that performance appraisal is an essential management technique. It is used in judgmental workforce decisions, such as promotion, demotion, retention, transfer, and pay and for employee development via feedback and training; it also serves the organization as a means for validating selection and hiring procedures, promoting employee-supervisor understanding, and supporting an organizations culture.

Table 4: Process of Performance Appraisal in Kotebe University College**Table 4a: Process of Performance Appraisal**

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent performance appraisal procedures in KUC uniformly apply to all employees.	11	10.5	35	33.3	35	33.3	21	20	3	2.9
2	To what extent performance appraisal system in KUC is designed in the way that it is possible to get practiced.	8	7.6	43	41	27	25.7	21	20	6	5.7
3	To what extent supervisor keeps a file on employee's activities throughout the appraisal period.	8	7.6	14	13.3	26	24.8	57	54.3	-	-

Table 4 above which deals with the performance appraisal procedures in KUC uniformly apply to all employees. From the total respondents of 105; 11(10.5%) respondents rated very high, 35(33.3%) high, 35(33.3%) medium. As opposed to the above participants, 21(20%) and the rest 3 (2.9%) respondents rated low and very low respectively.

The other question raised on the questionnaire was the performance appraisal system designed in the way that it is possible to get practiced; out of the total respondent; 8(7.6%) rated very high, 43 (41%) high, 27(25.7%) medium. On the other hand, 21 (20%) rated low and the rest of 6 (5.7%) rated very low. Jennifer (2010), explains that performance appraisal criteria should be achievable or attainable by employees. Thus, employees should have the opportunity to provide input in formulating the evaluation and restructuring the process in order to ensure the standards for success are both objective and attainable. The data provided by majority of the research participants imply that the performance appraisal system does seem to have been designed in the way that it is practiced or attained.

The other issue mentioned on the questionnaire is which deals with the supervisor keep file on employee's activities throughout the appraisal period. Out of 105 respondents; 8(7.6%) rated very high, 14(13.3%) high, 26(24.8%) medium and the majority respondents 57(54.3%) rated low.

As Delpo (2007), stated that ongoing and accurate documentation is the core of a good performance appraisal system. Documentation covering the entire appraisal period ensures that your review will be fair and accurate and gives you rock solid support in case of a complaint. Without good documentation of an employee's performance throughout the year, all you will have is memory and emotional feeling, neither of which is reliable or legally safe.

Table 4b: Process of Performance Appraisal

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	The extent to which performance is evaluated as per pre-established standards.	11	10.5	49	46.7	19	18.1	20	19	6	5.7
2	The extent to which feedback on good or poor progress is forwarded openly after performance appraisal.	-	-	19	18.1	30	28.6	48	45.7	8	7.6
3	To what extent employees have ways to appeal for appraisal complaints.	-	-	22	21	26	24.8	47	44.8	10	9.5
4	The extent to which performance appraisal is conducted regularly.	14	13.3	48	45.7	19	18.1	19	18.1	5	4.8

On the other hand, the statement that appraisal is done as per the pre-established standards, 11(10.5%) rated very high, the majority of the respondents 49(46.7%) rated high, while 19(18.1%) medium, 20(19%) and 6(5.7%) are rated low and very low respectively. This elaborates that performance appraisal is conducted based on the pre-established standards.

The above table reports results on feedback on good or poor progress is forwarded openly after performance appraisal, 19(18.1%) high, 30(28.6%) medium, the majority 48(45.7%) of employees rated low and 8(7.6%) very low. As a matter of fact, one of the objectives of performance appraisal is to check the employee's progress. This provides employers with an opportunity to assess their employees' contributions to the organization and is essential to developing a powerful work team. On the other hand, it is an important tool to provide supportive feedback where needed to improve performance deficiencies. Since performance appraisal is both evaluative and communication tool, regular feedback on good or poor progress needs to be forwarded after the appraisal. Based on this perspective, the data indicate that this practice in KUC is carried out at a lower level.

Regarding ways to appeal for complaints, 10(9.5%) are rated very low, the majority 47(44.8%) low, while 26(24.8%) medium and 22(21%) are rated high. This illuminates that there is no clear way to complain about their performance appraisal results. On the open ended question, the respondents suggested that there should be follow ups and corrective measures to be taken by the supervisory offices. The result reveals on the view of appraisal results not communicated consistently to the academic staffs. Even if they are communicated and welcomingly accept the result without complaint, most of them see the performance appraisal as something that has no effect on their career.

Most respondents 48(45.7%) rated high, 14(13.3%) rated very high that performance appraisal is conducted regularly, while 19 (18.1%) medium, 19(18.1%) are low and 5 (4.8%) very low. This shows that staff performance appraisal is conducted regularly. Similarly, on the interview session, the interviewee responded that the University College appraises academic staffs at the end of each semester.

Table 5: Performance Appraisal Alignment with its Objectives

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	The extent to which performance goals clearly communicated to employee by supervisor(s) via job descriptions.	6	5.7	19	18.1	38	36.2	32	30.5	10	9.5
2	To what extent every employee in KUC understands how his/her efforts contribute to organizational mission accomplishment.	11	10.5	38	36.2	38	36.2	18	17.1	-	-
3	The extent to which the performance appraisal identifies employee's performance toward organizational goal.	6	5.7	32	30.5	35	33.3	26	24.8	6	5.7

With regard to the issue that performance goals clearly communicated to employee by supervisor via job description reveals that, 6(5.7%) responded rated very high, 19(18.1%) high, 38(36.2%) medium, 32 (30.5%) low and others 10 (9.5%) rated very low. According to Armstrong (2009), performance management is concerned with: aligning individual objectives to organizational objectives and encouraging individuals to uphold corporate core values; enabling expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be); providing opportunities for individuals to identify their own goals and develop their skills and competencies. Based on the respondent's opinion the researcher can infer that KUC did not clearly communicate performance goals to employees.

Table 5 question number 2 shows that every employee in KUC understands how his/her efforts contribute to organizational mission accomplishment the respondent answered as the following, 11(10.5%) rated very high, 38 (36.2%) high, 38 (36.2%) medium and the rest 18(17.1%) rated low. According to Armstrong (2009), performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements.

Regarding the extent to which performance appraisal identify employee's performance toward organizational goal. Out of the total respondents; 6 (5.7%) rated very high, 32(30.5%) high, 35 (33.3%) medium, 26(24.8%) low and the rest 6(5.7%) very low. On the data collected from the interview, the interviewee replied that the performance appraisal system of the university college has little contribution to the overall strategic objective. Moreover, he replied that the University College so far does not have policy on individual's performance appraisal system.

Proclamation No. 650/2009 on higher education, states that higher institution perform regular annual self-evaluation, evaluation by students and academic staff on its academic and research performance and make the results of the evaluations public to its community as well as report to the Agency.

Table 6: Problems of Performance Appraisal System

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent appraisers lack training.	11	10.5	53	50.5	24	22.9	17	16.2	-	-
2	To what extent performance appraisal is affected by rater's biases toward rates.	8	7.6	45	42.9	38	36.2	11	10.5	3	2.9
3	To what extent link between some evaluation criteria and employee job.	6	5.7	49	46.7	30	28.6	17	16.2	3	2.9
4	To what extent supervisors provide ongoing feedback on employee's performance.	6	5.7	14	13.3	32	30.5	32	30.5	21	20

With regard to the issue that the appraiser's lack training, majority of the respondents 53(50.5%) rated high, 11(10.5%) very high, while 24(22.9%) medium and 17 (16.2%) rated low. As to Chris Joseph (2014), an organization comes across various challenges of performance appraisal in order to make the appraisal system effective and successful. He points out that lack of competence is one of the major challenges. He also suggests that top management should choose the raters carefully. They should have the required expertise and the knowledge to decide the criteria accurately. Besides, they should have the experience and the necessary training to carry out the appraisal process objectively. On this ground, appraisers in KUC seem to lack training to a large extent.

Regarding on the item that says performance appraisal is affected by rater's biases, 8(7.6%) rated very high, the majority of the respondents 45(42.9%) rated high, 38 (36.2%) medium, 11(10.5%) low and 3(2.9 %) are very low.

On the open ended question, the respondents suggested that performance appraisal does not work in KUC because of the student weigh is very high whereas peer and supervisor evaluation points very low. Besides most of the students are not capable of understanding the criteria, they are biased as well as inefficient to evaluate. And instructors are performing to please somebody else rather to fulfill their professional ethics.

According to Chris (2014), rater's personal bias results in errors in rating and evaluation. He states that many errors based on the personal bias like stereotyping, halo effect (i.e. one trait influencing the evaluator's rating for all other traits), etc. Therefore, the rater should exercise objectivity and fairness in evaluating and rating the performance of the employees. From this point of view, performance evaluation in the education institution understudy seems to be affected by rater's bias from moderate to high level towards rates.

Concerning the issue of whether there is a link between evaluation criteria and employee job. Out of the total respondents; 6 (5.7%) rated very high, 49 (46.7%) high, 30 (28.6%) medium, 17(16.2%) low and the rest 3(2.9%) very low. Appraisal system will be successful only when the items appraised address the requirements and essential functions on the job. The criteria used should be specific and directly related to the job.

Jeffery (2006), states that to be fair and objective, performance appraisal must be based on the employee's job related behavior not on the employee personal traits or other factors not related to the job. Accordingly, the appraisal criteria of this university college are linked to a higher extent to employees' job.

Table 6 as shown above stated supervisors provide ongoing feedback on employee's performance. Out of the total respondents; 6 (5.7%) rated very high, 14 (13.3%) high, 32(30.5%) medium, 32(30.5%) low and the rest of respondents 21 (20%) rated very low. On the data collected from the interview, the interviewee replied that some of the students are not capable of understanding what the criteria is because of knowledge shortages about appraisal. Besides, he replied no formal training occurred since now.

Finally, the interviewee suggested that KUC did not implemented a successful performance appraisal system for all the reason he mentioned in the interview, the other thing he added is a problem of not going according to how it should be done, like the department head guessing the results before receiving the students compiled appraisal result from the assigned staff and also the assigned staff amending the result.

As Delpo (2007), states that giving employee's feedback both positive and negative as circumstances warrant is another important feature of an effective performance evaluation system. If you tell employees what you think of their performance only once a year, you have wasted a lot of opportunities throughout the year to encourage good performance and to help employees who are struggling get back on track.

Table 7: Performance Appraisal Standards/Criteria

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent the performance criteria are objective.	14	13.3	32	30.5	43	41	11	10.5	5	4.8
2	To what extent the criteria distinguish effective from ineffective performers.	3	2.9	32	30.5	45	42.9	22	21	3	2.9
3	To what extent criteria are customized based on the characteristics of employee's job.	5	4.8	22	21	41	39	27	25.7	10	9.5
4	To what extent the Criteria are exhaustive to appraise employee performance.	3	2.9	22	21	32	30.5	38	36.2	10	9.5
5	To what extent participation of employees in the development of performance appraisal criteria.	6	5.7	19	18.1	24	22.9	41	39	15	14.3

With regard to the question that performance criteria are objective. Out of the total respondents; 14(13.3%) rated very high, 32(30.5%) high, 43(41%) medium, 11(10.5%) low and the rest of respondents 5(4.8%) rated very low. Concerning the issue of that the criteria distinguish effective from ineffective performers. Out of 105 respondents; 3(2.9%) very high, 32(30.5%) high, most of the respondents 45(42.9%) rated medium, 22(21%) low and the rest 3(2.9%) rated very low.

The other aspects of the questionnaire dealt with criteria are customized based on the characteristics of employee's job. Out of the total respondents; 5 (4.8%) rated very high, 22 (21%) high, 41 (39%) medium, 27 (25.7%) low and the rest 10 (9.5%) rated very low. Regarding criteria are exhaustive to appraise employee performance 3(2.9%) rated very high, 22(21%) high, 32(30.5%) medium, 38(36.2%) low and the rest 10(9.5%) rated very low.

Concerning the issue of employees' had participation on the development of performance measurement criteria, out the total respondents of 105; 6 (5.7%) rated very high, 19 (18.1%) high, 24 (22.9%) medium, 41(39%) low and the rest 15(14.3%) rated very low. As Jordan (1992), stated that greater employee's participation generates an atmosphere of cooperation and support, which facilitates the development of a coaching or counseling relationship, thereby reducing appraisal related tension and rater-rate conflict. Participation gives an opportunity to the employees to raise their voice into the appraisal process. Performance standards, criteria for evaluation and the evaluation form itself all can be developed with the help of employees.

Majority of respondents' reply from the open ended question the level of participation of employees in the development of performance criteria was not as greater as it had to be. It seemed to be rather contrary to the fact above cited scholarly remark. So, we can infer that KUC employees did not have that much reasonable participation when performance measurement criteria developed.

Table 8: Participation in Appraising Employee's Performance

No.	Items	Very High		High		Medium		Low		Very Low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent immediate supervisor are responsible to performance appraisal.	14	13.3	43	41	30	28.6	14	13.3	4	3.8
2	To what extent peers performance appraisal techniques are practical in KUC.	19	18.1	45	42.9	24	22.9	11	10.5	6	5.7
3	To what extent individual employee assesses their own performance appraisal.	11	10.5	49	46.7	30	28.6	15	14.3	-	-
4	To what extent upward performance appraisal techniques are practical in KUC. (students evaluates their instructors)	29	27.6	45	42.9	19	18.1	8	7.6	4	3.8

Item 1 and 2 of Table 8 as shown above immediate supervisor is responsible to performance appraisal. Out of the total 105 respondents; 14 (13.3%) rated very high, 43(41%) high, 30(28.6%) medium. In contrast, 14(13.3%) low and the rest respondent 4(3.8%) rated very low and performance appraisal among peers is common in KUC. Accordingly, 19 (18.1%) rated very high, 45(42.9%) high, 24(22.9%) medium, 11(10.5%) low and the rest respondent 6(5.7%) rated very low respectively.

Item 3 and 4 of Table 8 as shown above individual employee assesses their own performance appraisal. Out of the total respondents; 11 (10.5%) rated very high, 49(46.7%) high, 30(28.6%) medium and the rest respondent 15(14.3%) rated low and upward performance appraisal techniques are practical in KUC. Accordingly, 29 (27.6%) rated very high, 45(42.9%) high, 19(18.1%) medium, 8(7.6%) low and the rest respondent 4(3.8%) rated very low respectively. Consequently, the respondent rated high for all the above items.

According to Armstrong (2006), the latest approach to performance evaluation is the use of 360 degree evaluations. It provides for performance feedback from the full circle of daily contacts that an employee might have, ranging from mailroom personnel to customers to bosses to peers. Performance data in 360-degree feedback process can be generated for individuals from the person to whom they report, their direct reports, their peers (who could be team members and/or colleagues in other parts of the organization) and their external and internal customers. Based on the respondents KUC used immediate supervisor, peer, self and subordinate/student to conduct performance appraisal as stated in the above literature.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn from the findings and recommendations.

5.1. Summary

The purpose of this study was to assess the current practice and challenges of performance appraisal in Kotebe University College. As a result, the following basic questions were raised:

1. Does Kotebe University College have policy on performance appraisal system?
2. What does the performance appraisal practices of Kotebe University College look like?
3. Is the performance appraisal system of the Kotebe University College meeting its intended objectives?
4. What are the major challenges that affect the practices of performance appraisal at Kotebe University College?

A descriptive survey method was employed for the study. Accordingly, stratified random sampling technique was used to select sample respondents proportionately from each faculty of the university college. To deal with the basic question, a total of 127 questionnaires were distributed to the employee of KUC. Out of these 105 were appropriately filled in and returned to the researcher. One academic staff affairs director was also interviewed. Finally, the data gathered through questionnaire were analyzed using frequency, percentage and mean score using SPSS version 20. The information gathered through open-ended questionnaire and interview was qualitatively narrated accordingly. Depending on the results of the analysis, major findings of the study were presented and recommendations were forwarded. The following were the major findings.

Characteristics of Respondents

Regarding respondents background information, Majority of respondents 83(79%) were male, while 22(21%) were female. Majority of the respondents' educational level was MA, which are 93(88.6%). With regard to their age, the majority of respondents were from 31-40 years, which are 52(49.5%). With respect to service year in the KUC, majority of respondents had worked from 6-10 years and 11-15 years, each represent 32(30.5%).

Purpose of Performance Appraisal

The main purpose of performance appraisal in KUC as perceived by respondents is to identify the strength and weakness of employee rated 'high' and to promote two way of communication was rated 'medium'. Salary increment, training and promote personal growth in the career were rated 'low'.

Interview results showed that the appraisal was not strictly met its intended purposes as mentioned in KUC strategic plan, which expresses that employees will be rewarded for individual performance through job promotion, recognition letter/certificate, financial reward & scholarship.

Performance Appraisal Process

Concerning performance appraisal process the following findings obtained; accordingly, as revealed in the data, items mentioned in the process of performance appraisal i.e. performance is evaluated as per pre-established standards, performance appraisal system is designed in the way that it is possible to get practiced and appraisal is conducted regularly were all rated 'high' by the respondents. On the other hand, supervisor keeps a file on employee's activities throughout the appraisal period, feedback on good or poor progress is forwarded openly after performance appraisal and employees have ways to appeal for appraisal complaints were rated 'low'.

Performance Appraisal Alignment with its Objectives

The result on performance appraisal alignment with its objectives shows that, all items were rated as 'medium'. Interview results showed that PAS has little contribution to the overall strategic objective; this indicates performance appraisal alignment with its objective was not appreciated by the respondents.

Problems of Performance Appraisal System

The finding shows that appraisers lack training and appraisal affected by rater's biases were rated as 'high'. On the other hand, supervisors provide ongoing feedback on employee's performance were rated as 'low'. In general, all the above mentioned areas need improvement so as to have enhanced performance appraisal practice.

Performance Appraisal Standards/Criteria

The result shows that on the questions raised on appraisal criteria are objective, to distinguish effective from ineffective performers and criteria are customized based on the characteristics of employee's job were rated as 'medium'. This indicates, almost all identified items to assess performance appraisal standards/criteria are not satisfactory in the institution. On the other hand, employees had participation on the development of performance measurement criteria were rated as 'low'.

Participation in Appraising Employee's Performance

The result showed that all items were rated 'high', this implies that immediate supervisor, peer, self and subordinate/students are used to conduct performance appraisal. It helps the university college to get more valuable information about the performance of employees from different sources.

5.2. Conclusions

On basis of the major findings of the study, the following conclusions have been drawn:

Performance appraisal is a formal determination of individual's job related actions. The purpose of the evaluation should also be clearly communicated to employees. This can be achieved by letting employees get involved in the entire evaluation process. On this ground, the study concludes that the purpose of performance appraisal in KUC was not clearly communicated. The appraisal is conducted merely to identify employees' weaknesses and strengths.

Employees' performance is not evaluated for nothing. It has a predefined objective to be attained and also has something to do with the development of the organization and employees. An effective performance appraisal system is one that meets the objectives for which it is intended. In this regard, the study concludes that the KUC's performance appraisal system had not thoroughly met its intended objectives but, to a moderate extent.

The practice of performance appraisal in Kotebe University College was affected by a number of challenges. The study concludes that the major challenges that affected the practice of appraisal were inadequacy of knowledge and skills on the side of appraisers, absence of employee's participation in the development of performance criteria and standards as well as absence of clearly established ways of presenting compliant on performance appraisal results and lack of complaints handling mechanisms. In addition, poor documentation of employees' appraisal results throughout the appraisal period was among the major challenges.

Moreover, the study concludes that in spite of the presence of performance appraisal practice, Kotebe University College had no performance appraisal policy by which the appraisal process is governed and to be strictly followed an individual's appraisal.

Generally, for all the reason obtained in the findings KUC did not implemented a successful performance appraisal system and not strictly met its intended purposes as mentioned in the University college strategic plan.

5.3. Recommendations

Based on the findings of the research, the following recommendations are forwarded to improve the practice of performance appraisal in Kotebe University College.

- The study revealed that the performance appraisal practice was limited to communicate the purpose of performance appraisal to employees. Therefore, appraisers and the concerned top level supervisors in KUC have to exert efforts to communicate the purpose of performance appraisal and to raise employees' awareness on appraisal related issues.
- The study revealed that performance appraisal system had not thoroughly met its intended objectives. Therefore, KUC need to set the objectives of performance appraisal in such a way that it could be attainable by employees. Besides, the entire appraisal process should gear toward achieving these objectives.
- The study found out the major challenges that affected the practice of performance appraisal were inadequacy of knowledge and skills on the side of appraisers, absence of employee's participation in the development of performance criteria and standards as well as absence of clearly established ways of presenting compliant on performance appraisal results. In addition, poor documentation of employees' appraisal results throughout the appraisal period was among the major challenges. Therefore, KUC need carefully select appraisers and need to have adequate level of knowledge and skill. They should also get capacity building trainings on continual basis. The institution should make the development of evaluation criteria participatory and it needs to design appropriate grievance mechanism for employees' complaints. Besides, effective record keeping and documentation system of employees' appraisal results need to be established.
- Since performance appraisal is an ongoing process, its implementation needs to be consistent and uniformly applicable on every individual employee. Therefore, KUC has to formulate its own performance appraisal policy which is strictly to be followed and similarly applied on each employee's appraisal as mentioned in the proclamation No. 650/2009.

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APPENDICES

Appendix I: Questionnaire

Appendix II: Interview Guide

Appendix III: Instructions for Completing a Knowledge Transfer Form

APPENDIX I

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT

Dear Respondents,

This questionnaire is prepared to employees of the Kotebe University College. The purpose of this questionnaire is to collect data on the topic, Employees Performance Appraisal in Kotebe University College: Analysis of Practices and Challenges as partial fulfillment to the completion of degree of masters of art in Human Resource Management and Organizational Development in Education.

In this regard I kindly request your time to provide me with reliable information so that the findings of this study would meet the intended outcome.

The researcher would like to thank you for taking your invaluable time in order to fill this questionnaire. Your response will be kept confidential.

Guidelines

- ✓ No need to write your name
- ✓ Please put a ✓ mark to reflect your opinion.

Jedida Muhibu
Student

Part I. Background Information

1. Gender:

Male

Female

2. Age:

Below 20

21-30

31-40

41-50

51 – 60

> 60

3. Educational Level:

Diploma

B.A.

Post-Graduate

PHD

Others _____

4. In which faculty/work unit are you currently working _____

5. Total years of Service at KUC: 1-5

6-10

11-15

16-20

> 20

Part II. Questions on Performance Appraisal

This part is divided in to six sections based on the performance appraisal purpose, process, objective, criteria, participation and problems. Please indicate the column which nearly reflects your opinion by using the following five-point Likert scale. Very High(5), High (4), Medium (3), Low (2) and Very Low (1).

Variable Description		Very High	High	Medium	Low	Very Low
A. Understanding the purpose of performance appraisal in Kotebe University College (KUC)						
1	To what extent the performance appraisal find out the strength and weakness of the employee.					
2	The extent of promoting a two way system of communication between the supervisors and the employees.					
3	Based on the result to what extent performance appraisal serves to determine appropriate salary increment.					
4	To what extent performance appraisal promote personal growth and advancement in the career of the employees.					
5	To what extent performance appraisal serves to determine employees' demotion and transfer.					
6	To what extent performance appraisal serves to determine employee's training needs.					
B. Performance appraisal process						
7	To what extent performance appraisal procedures in KUC uniformly apply to all employees.					
8	To what extent performance appraisal system in KUC is designed in the way that it is possible to get practiced.					
9	To what extent supervisor keeps a file on employee's activities throughout the appraisal period.					
10	The extent to which performance is evaluated as per established standards.					
11	The extent to which feedback on good or poor progress is forwarded openly after performance appraisal.					
12	To what extent employees have ways to appeal for appraisal complaints.					
13	The extent to which performance appraisal is conducted regularly.					

C. Performance appraisal system aligns with its objectives.						
14	The extent to which performance goals clearly communicated to employee by supervisor(s) via job descriptions.					
15	To what extent Every employee in KUC understands how his/her efforts contribute to organizational mission accomplishment.					
16	The extent to which the performance appraisal identify employee's performance toward organizational goal.					
D. Problems of Performance Appraisal System						
17	To what extent appraisers lack training.					
18	To what extent the performance appraisal is affected by rater's biases toward ratees.					
19	To what extent link between some evaluation criteria and employee job.					
20	To what extent supervisors provide ongoing feedback on employee's performance.					
E. Standards/ Criteria of performance appraisal						
21	The performance criteria are objective.					
22	The criteria distinguish effective from ineffective performers.					
23	Criteria are customized based on the characteristics of employee's job.					
24	The criteria are exhaustive to appraise employee performance.					
25	Participation of employees in the development of performance appraisal criteria.					

F. Participation in appraising employees performance						
26	To what extent immediate supervisor are responsible to performance appraisal.					
27	To what extent peers performance appraisal techniques are practical in KUC.					
28	To what extent individual employee assesses their own performance appraisal.					
29	To what extent upward performance appraisal technique is practical in KUC. (students evaluates their instructors)					

Part III.

Do you have any suggestions or comments to improve the practice of performance appraisal at KUC?

APPENDIX II

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
HUMAN RESOURCE & ORGANIZATIONAL DEVELOPMENT

Dear Respondent,

This interview is prepared to employee of the Kotebe University College. The purpose of this interview is to collect data on the topic, Employees Performance Appraisal in Kotebe University College: Practices and Challenges as partial fulfillment to the completion of degree of masters of art in Human Resource Management and Organizational Development in Education.

In this regard I kindly request your time to provide me with reliable information so that the findings of this study would meet the intended outcome.

The researcher would like to thank you for taking your invaluable time. Your response will be kept confidential.

Jedida Muhibu
Student

INTERVIEW GUIDE

1. How do you see the performance appraisal of the KUC in respect of its contributions to the achievement of organizational mission and goals?
2. To what extent is performance appraisal system of the KUC meeting its intended purposes?
3. How often KUC conduct performance appraisal within a year?
4. Does KUC have policy on performance appraisal system?
5. How do you see the capability of existing raters?
6. Have there been any attempts to develop rating skills of appraisers through formal training programs?
7. Could it be possible to say that KUC has successfully implemented performance appraisal system?
8. Do you have any other comments or suggestions regarding performance appraisal system at KUC?

APPENDIX III

በከተቤ ዩኒቨርሲቲ ኮሌጅ የመምህራን መገምገሚያ ቅፅ
በትምህርት ክፍል ሀላፊ የሚሞላ (30%)

□ት-ጽ/ባህ/የመምህር/ት ስም _____

የትምህርት ክፍል _____

የትምህርት ዘመን ----- መንፈቀ አመት -----

ማሳሰቢያ

1. □ንዳንዱ የመ-ጽ/ባህ/የመምህር/ት በጥንቃቄ አንብብ/ብሰ።
2. ግምገማው የሚዳስሰው
 - 2.1 ለማስተማር □ሚ□ርግ ዝግጅትን
 - 2.2 የፈተና ዝግጅት አሰጣጥ እና ወጤት ማሳወቅን
 - 2.3 ጥናትና ምርምር ለማድረግ የሚታዩ ዓረፋችን
 - 2.4 ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት
 - 2.5 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናትና መሻሻል ዝንባሌ ማሳየትን፤
 - 2.6 ለተቋሙ ንብረት የምታሳየው/የሚሳየውን ተቆርቋሪነት፤
 - 2.7 የሥራ ሰዓት፣ የቢሮ ሰዓትና የቀጠሮ ሰዓት ማ□በርን፤
 - 2.8 በማህበረሰብ አገልግሎት መሳተፍን
 - 2.9 አጠቃላይ ባህሪ፤
 - 2.10 ሌሎች ጉዳዮችን

በሚዛናዊነት ገምት/ገምች

3. ከአነብብከው/ሽው የመገምገሚያ ነጥብ አኳያ የሥራ ባልደረባህን/ሽን የሥራ አፈፃፀም ከባለሙያዎ ዝቅተኛ □ከ በ□ም ከፍተኛ በቁፃ ር ተመንዘሮ ከተቀመ□□□-ስጥአንዱን በመ□በብ አመልክት/አመልክች
4. የተቀመጠው የመገምገሚያ ነጥብ የሥራ ባልደረባህን/ሽን በምትመዘንበት/ኛበት ጊዜ ነገሩ የማይመለከተው/ታት-ከሆነ ወይም እርግጠኛ ካልሆንክ/ሽ «አይመለከተውም/ታትም» በሚል ስር የሚቀመጠውን "X" ምልክት ክብብ/ክብሱ::

ተ.ቁ	የመገምገሚያ መስፈርት	በ□ም □ቅተኛ	□ቅ ተኛ	መካከለኛ	ከፍተኛ	በ□ም ከፍተኛ	አይመለከተ □-ም/ታትም
	2.1 ለማስተማር □ሚ□ርግ ዝግጅት	1	2	3	4	5	X
1	ለሚያስተምራቸው/ለምታስተምረው ኮርሶች የማስተማሪያ ፅሁፍ/ቴችንግ ማቴሪያል/ ያዘጋጃል/ ታዘጋጃለች::	1	2	3	4	5	X
2	ኮርሱን በተመደበው ጊዜ መሰረት ሙሉ በሙሉ ታጠናቅቃለች/ያጠናቅቃል	1	2	3	4	5	X
3	ክፍለጊዜ ሳይባክን ሙሉ በሙሉ ለማስተማር ስራ ትጠቀማለች/ይጠቀማል	1	2	3	4	5	X
4	ለሚያስተምረው/ለምታስተምረው ትምህርት የማማከሪያ ሰዓት በመበደብ በአግባቡ ጥቅምላይ ታወላለች/ያወላል	1	2	3	4	5	X
5	ተመሳሳይ ኮርሶችን ከሚሰጡ መምህራን ጋር ተቀናጅቶ/ታ እና ተናቦ ታስተምራለች/ያስተምራል::	1	2	3	4	5	X
	2.2 የፈተና ዝግጅት አሰጣጥ እና ወጤት ማሳወቅ						
6	የፈተና ጥያቄዎች የተለያዩ የምዘና ቴክኒኮችን (subjective and objective) ባካተተ መልኩ ታዘጋጃለች/ያዘጋጃል	1	2	3	4	5	X
7	የሚሰጡ ፈተናዎች ካስተማረችው/ካስተማረው ምዕራፎች እና የተመደበላቸቸው ሰዓቶች ጋር የተገናዘበ ነው	1	2	3	4	5	X
8	በፈተና አሰጣጥ ወቅት ተገቢውን ቁጥጥር ማድረግ መቻሉ/ሏ	1	2	3	4	5	X
9	በፈተና ዝግጅት በማባዛት ስቴፕል በማድረግ በማደል በመሰብሰብ/ሰብስብ ክስራ ባልደረቦች ጋር አብሮ/አብራ ይሰራል ትሰራለች	1	2	3	4	5	X
10	በክፍሉ የሚሰጡትን የፈተና ብቃት/ሻሊዲቲ/ በጋራ ትገመገማለች/ □ቻመፅ ማል፤	1	2	3	4	5	X
	2.3 ጥናትና ምርምር ለማድረግ የሚታዩ ዓረፋች						
11	በሙ□□/ቀ ጥናትና ምርምር ያደርጋል/ታደርጋለች፤	1	2	3	4	5	X
12	በተለያዩ ምሁራን የተገኙ የጥናትና ምርምር ወጤቶች መጠቀም ማካፈል መቻሏ/ሉ	1	2	3	4	5	X

13	2.4 ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት						
14	ከተቃራኒ ፆታ ተማሪዎች ጋር አላስፈላጊ የሆኑ ግንኙነቶች በመፍጠር በተማሪዎቹም/በሌሎች ተማሪዎች ላይ ጫና እና ጥርጣሬ ከመፍጠር ነፃ ናት/ነው።	1	2	3	4	5	X
15	ለተማሪዎችና ሌሎች የኮሌጁ ማህበረሰብ አባላት ጥሩ አርአያ መሆን መቻሉ/ላይ	1	2	3	4	5	X
16	በክፍሉ በሚደረጉ ሰብሰባዎች ላይ ትሳተፋለች/ <input type="checkbox"/> ሳትገኝ	1	2	3	4	5	X
17	የኮሌጁ ሥራ ትቀበላለች/ <input type="checkbox"/> ቀበላለች	1	2	3	4	5	X
18	በዕምቶማ <input type="checkbox"/> ተቶ ገንቢ አስተያየቶችን ትቀበላለች/ <input type="checkbox"/> ቀበላለች፤ ለመተርጎም <input type="checkbox"/> ራሷ	1	2	3	4	5	X
	2.5 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናትና መሻሻል ዝንባሌ ማሳየት፤						
19	በትምህርት ክፍሉ የመማር ማስተማር ሥራን የሚያሻሽልበትን ሀሳብ /ታቀርባለች/ያቀርባል፤ ተሳትፎም ታደርጋለች/ <input type="checkbox"/> <input type="checkbox"/>	1	2	3	4	5	X
20	በትምህርት ክፍሉ ችግሮች ሲከሰቱ የመፍትሄ ሀሳብ ታመነ/ጫለች/ያመነ/ጫለች፤ ተሳትፎም ታደርጋለች/ <input type="checkbox"/> <input type="checkbox"/>	1	2	3	4	5	X
	2.6 ለተቋሙ ንብረት የምታሳየው/የሚያሳየውን ተቆርቋሪነት፤						
21	በቢሮ ውስጥ የሚገኙ የተቋሙ ንብረቶች እንደግል ንብረት አድርጎ መቁጠር(ወንበር ጠረጴዛ ፕሪንተር ወዘተ)	1	2	3	4	5	X
22	በማስተማሪያ በላቦራቶሪ እና በሪሶርስ ሴንተር የሚገኙትን ንብረቶች እንደግል ንብረት ንብረት መንከባከብ	1	2	3	4	5	X
	2.7 የሥራ ሰዓት፤ የቢሮ ሰዓትና የቀጠሮ ሰዓት ማጠር፤						
23	<input type="checkbox"/> ተብሰባ ስዓት አክብሮ/ራ ይገኛል/ትገኛለች በብቃትም ይሳተፋል/ ትሳተፋለች	1	2	3	4	5	X
24	በተቋሙ የሥራ ሰዓት በስራው/ዋ አዘውትሮ የመገኘት ልምድ አለው/አላት፤	1	2	3	4	5	X
	2.8. የማህበረሰብ አገልግሎት						
25	ኮሌጁ በሚመድበው ማንኛውንም ሥራ ለመፈፀም የምታሳየው/የሚያሳየው ተነሳሽነት	1	2	3	4	5	X
26	ከመደበኛው የመማር ማስተማር ሥራ ውጭ ተማሪዎች የተማሩትን ትምህርት ከአካባቢው ተጨባጭ ሁኔታ ጋር እንዲያግዙ ሁኔታዎችን ማመቻቸቷ/ቱ	1	2	3	4	5	X
27	እንደ አስፈላጊነቱ ከተቋሙ <input type="checkbox"/> ላለ <input type="checkbox"/> ሀብረተሰብ ሙያዊ አገልግሎት ታበረክታለች/ <input type="checkbox"/> በረገዷል፤	1	2	3	4	5	X
	2.9. አጠቃላይ ባህሪ፤						
28	የአልኮል መጠጥ ወይም የሌሎች አደንዛዥ ዕቃዎች ተገዥ አይደለችም/አይደለም	1	2	3	4	5	X
29	ያለው/ላትን ሀሳብ በግልፅና በተገቢው መድረክ ላይ <input type="checkbox"/> ቀርባለች/ታቀርባለች	1	2	3	4	5	X
	2.10. ሌሎች ጉዳዮች						
30	አስቸኳይና አጣጣሪ ስራዎች ሲከሰቱ <input type="checkbox"/> ላለ <input type="checkbox"/> /ዋ በመደቡት ስራ ላለ <input type="checkbox"/> ሳትገኝ/ትሳተፋለች፤	1	2	3	4	5	X
31	የተሰጠውን/የተሰጣትን ተግባር ስራ በተሰጠው/ት <input type="checkbox"/> ተገቢ በሚረዳለው ሁኔታ ሠርቶ/ታ ለመፈረስ <input type="checkbox"/> ራሷ/ት ጥራለች፤	1	2	3	4	5	X
32	<input type="checkbox"/> ተቋሙን ንብረትና የትምህርት መሣሪያዎች ለተቋሙ ስራ ብቻ <input type="checkbox"/> ላል/ታ ወላለች፤	1	2	3	4	5	X
33	ከሥራ <input type="checkbox"/> ላይ ያለውን ባልረገደ/ቷ ጋር ተባብራ/ሮ፤ ተከባብራ/ሮ፤ ተደጋግፋ/ፎ ትሰራለች/ይሰራል።	1	2	3	4	5	X

ከላይ ባካሄድኸው/ከወ ግምገማ መሰረት ማጠቃለያ መስጫ ቦታ

ነጥብ	1	2	3	4	5	X
የነጥቡ ብዛት						

ቅላላ ትምር _____
አማካይ ነጥብ = ጠቅላላ ድምር/የግም ገማ መስፈርቶቹ ብዛት = _____

**በኩብዬ ዩኒቨርሲቲ ኮሌጅ የመምህራን መገምገሚያ ቅፅ
በተማሪዎች የሚሞላ (50%)**

ማሳሰቢያ

1. እያንዳንዱን የመገምገሚያ ነጥብ በጥንቃቄ አንብቢ
2. ካነበባችሁት የመገምገሚያ ነጥብ አኳያ የመምህራን/ሩን
 - 2.1. ለማስተማር የምታደርገውን/የሚያደርገውን ዝግጅት
 - 2.2. የፈተና ዝግጅት አሰጣጥ እና ዉጤት ማሳወቅ
 - 2.3 ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት በሚዛናዊነት ትክክለኛ መረጃ ለመስጠት ሞክሩ።
3. ካነበባችሁት የመገምገሚያ ነጥብ አኳያ የመምህራን/ሩን የስራ አፈፃፀም ከበጣም ዝቅተኛ እስከ በጣም ከፍተኛ በቁፃ ር ተመንዝሮ ከተቀመጠው ውስጥ አንዱን በመክበብ አመልክቶ/ቺ
4. የሚከተሉትን በቅድሚያ ሙሉ/ይ/ ክብብ/ቢ
 - 4.1. ተ-ዘም ሚ -/ዋ መምህር/ት ስም _____
 - 4.2. መምህራን/ሩ ስተማሪች/ት/የስተማሪዉ ትምህርት (ኮርስ) ስምና ቁፃ ር _____
 - 4.3. የተማሪዉ/ዋ ዲፓርትመንት _____
 - 4.4. የስንተኛ አመት ተማሪ ነህ/ሽህ II III IV
 - 4.5. የትምህርት ዘመን/ዓ.ም ----- መንፈቀ አመት/ሴሚስተር -----

ቀን

ተ.ቁ	2.1 ለማስተማር የሚያደርገውን ዝግጅት	በ <input type="checkbox"/> ጥተኛ	<input type="checkbox"/> ተኛ	መ ካከ	ከፍተኛ	በ <input type="checkbox"/> ጥተኛ	አይመለከትም/ ታትም
1	ለሚያስተምራቸው/ለምታስተምረው ኮርሶች የማስተማሪያ ፅሁፍ /ቲችንግ ማቴሪያል/አስፈላጊ ፅሁፎችን (handouts) በማጋጨት ለተማሪዎች ትሰጣለች/ይሰጣል	1	2	3	4	5	X
2	ለሚያስተምረው/ለምታስተምረው ለእያንዳንዱ ክፍለጊዜ በቂ ዝግጅት አድርጋ/ኅ መገኛት	1	2	3	4	5	X
3	ለሚያስተምረው/ለምታስተምረው በቂ እዉቀት እና ብቃት አለው/አላት	1	2	3	4	5	X
4	ኮርሱን በተመደበዉ ጊዜ መሰረት ሙሉ በሙሉ ታጠናቅቃለች/ያጠናቅቃል	1	2	3	4	5	X
5	የተለያዩ መርጃ መሳሪያዎችን እንደ አስፈላጊነቱ በመጠቀም ታስተምራለች/ስተምራል	1	2	3	4	5	X
6	ክፍለጊዜ ሳይባክን ሙሉ በሙሉ ለማስተማር ስራ ትጠቀማለች/ይጠቀማል	1	2	3	4	5	X
7	የተመደበዉን ክፍለጊዜ ሰዓት አክብራ/ሮ ትገኛለች/ይገኛል የማትገኝም/የማይገኝም ከሆነች/ከሆነ በቅድሚያ ታሳውቃለች/ያሳውቃል	1	2	3	4	5	X
8	በማስተማሪያ ቋንቋ በመጠቀም ትምህርቱን በቀላልና ግልጽ ቋንቋ ያቀርባል/ታቀርባለች	1	2	3	4	5	X
9	ከአቅም በላይ ለባከነ ክፍለጊዜን ለማካካስ ጥረት ታደርጋለች/ያደርጋል	1	2	3	4	5	X
10	ተገቢ ማጣቀሻ መፅሀፍትን በመለየት ለተማሪዎች ታሳውቃለች/ያሳውቃል	1	2	3	4	5	X
11	ለሚያስተምረው/ለምታስተምረው ትምህርት የማማከሪያ ሰዓት በመመደብ በአግባቡ ጥቅም ላይ ታዉላለች/ያዉላል	1	2	3	4	5	X
12	መማር ማስተማርን በተመለከተ ተማሪዎች ራዕይ እንዲኖራቸው ታደርጋለች/ያረጋል	1	2	3	4	5	X
13	በክፍል ውስጥ የተማሪዎችን ጥያቄ ተቀብላ/ተቀብሎ ታስተናግዳለች/ያስተናግዳል።	1	2	3	4		5
14	ትምህቱን ተማሪ ተኮር እንዲሆን የቡድን ሥራ እና ሌሎች አሳታፊ የማስተማሪያ ዘዴዎችን በመጠቀም ተማሪዎች የሰሩትን ሥራ ክፍል ዉስጥ ራሳቸው ገለጻ እንዲያደርጉ ያመቻቻል/ታመቻቻለች ግብረመልስ/አስተያየት ትሰጣለች/ይሰጣል	1	2	3	4		5
15	ለትምህርቱ ጠቃሚ የሆኑ መልመጃዎች እና ምዘናዎች (አሳይመንቶች፣ፕሮጀክቶች፣ የመጽሀፍት ግምገማዎች ትሰጣለች/ሰጣል አርማ/ አርሞ ውጤቱን ግብረመልስ/በወቅቱ ትሰጣለች/ይሰጣል	1	2	3	4	5	X

ተ.ቁ 2.2. የፈተና ዝግጅት አሰጣጥ እና ዉጤት ማሳወቅ

16	የፈተና ጥያቄዎች የተለያዩ የምዘና ቴክኒኮችን (subjective and objective) ባካተተ መልኩ ታዘጋጃለች/ያዘጋጃል	1	2	3	4	5	X
17	የሚሰጡ ፈተናዎች ካስተማረችው/ካስተማረው ምዕራፎች እና የተመደበላቸው ሰዓቶች ጋር የተገናዘቡ ናቸው	1	2	3	4	5	X
18	የፈተና ጥያቄዎችን ካስተማረው/ችው ትምህርት ጋር አዛምዳ/□ □□ል/ታወባለች የምዘና ዘዴችንና ዋጋቸውን አስቀድሞ/አስቀድሜ ሳወቃል/ታሳውቃለች::	1	2	3	4	5	X
19	ለሚሰጣቸው ፈተናዎች ለሚጠቃለሉ ጥያቄዎች ሚዛናዊ በሆነ መንገድ ዋጋ ትሰጣለች/□ሰ□ል::	1	2	3	4	5	X
20	በሚሰጡ ምዘናዎች የተመጣጠነ ጊዜ ይሰጣል /ትሰጣለች	1	2	3	4	5	X
21	የተካታታይ ምዘና የአጋማሽና የማጠቃለያ ፈተና ወጤትን በጊዜ ታሳያለች/ያሳያል::	1	2	3	4	5	X
22	የፈተና ጥያቄ ሳይንሳዊ ዘዴን በመተካተል ማለትም ከቀላል ወደከባድ በሆነመልኩ በማስቀመጥ በተፈታኞች ላይ የስነልቦና ተፅዕኖ እንዳይደርስ በማድረግ ያቀርባል/ታቀርባለች						
	2.3. ከተማሪዎች ጋር ያለ ግንኙነት						
23	ሁሉንም ተማሪ ያለልዩነት በአግባቡ ታስተናግዳለች/ያስተናግዳል	1	2	3	4	5	X
24	የተማሪዎችን አቤቱታ፣ ቅሬታና ሌሎች ተዛማጅ ጉዳዮች ለማዳመጥ እና ከተቻለ ለመፍታት ፈቃደኛ ነው/ናት	1	2	3	4	5	X
25	ከተቃራኒ የታተማሪዎች ጋር አላስፈላጊ የሆኑ ግንኙነቶች በመፍጠር በተማሪዎቹም/በሌሎች ተማሪዎች ላይ ጫና እና ጥርጣሬ ከመፍጠር ነፃ ናት/ነው::	1	2	3	4	5	X
26	በስነ ስርዓት አክባሪነቱ በሚያሳየው ጨዋነቱ ሀቀኛነቱ የተማሪውን አክብሮትና እምነት ለማግኘት ጥረት ያደርጋል ለተማሪዎችም ተቋሙን ክብር ትሰጣለች/□ሰ□ል::	1	2	3	4	5	X

ከላይ ባካሄድሽው/ከወ ግምገማ መሰረት ማጠቃለያ መስጫ ቦታ

ነጥብ	1	2	3	4	5	X
የነጥቡ ብዛት						

ቅላላ ትምር _____

አማካይ ነጥብ = ጠቅላላ ድምር/የግም ገማ መስፈርቶቹ ብዛት = _____

ክፍል ሁለት

መግለጫ

ከዚህ ቀጥሎ የቀረቡትን ጥያቄዎች በጥሞና በማንበብ መልሽ/ስ

1. በአጠቃላይ በኮርሱ አሰጣጥ ዙሪያ ጠንካራና ደካማ ጎኖችን ዘርዘርዝሪ/ር

ሀ. ጠንካራ ጎኖች

ለ. ደካማ ጎኖች

2. በኮርሱ አሰጣጥ ዙሪ ሊሻሻሉ የሚገቡ ነገሮች ምን ምን ናቸው?

3. የመመህሩ/ሯን አጠቃላይ መ.ያዊ በቃትና ሥነምግባር እንዴት ትገመግሚዋለሽ/ህ?

4. የመመህሩ/ሯን አጠቃላይ የኮርስ አሰጣጥ ሲመዘን / አንዱን አክብቢ/ብ

ሀ. እጅግ በጣም ጥሩ ለ. በጣም ጥሩ ሐ. ጥሩ መ. ደካማ ሠ. በጣም ደካማ

**በከተቤ ዩኒቨርሲቲ ኮሌጅ የመምህራን መገምገሚያ ቅፅ
በትምህርት ክፍል አባላት (ካውንስል) ምረጫ (15%)**

□ተ-ጽ/□ሚ/□/ዋመምህር/ት ስም _____

የትምህርት ክፍል _____

የትምህርት ዘመን ----- መንፈቀ አመት -----
ማሳሰቢያ

1. እያንዳንዱ የመገምገሚያ ነጥብ በጥንቃቄ አንብብ/አንብቢ.
2. ግምገማው የሚዳስሰው

- 2.1 ለማስተማር ምረቃ ገገጅት
- 2.2 የፈተና ዝግጅት አሰጣጥ እና ወጤት ማሳወቅ
- 2.3 ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት
- 2.4 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናትና መሻሻል ዝንባሌ ማሳየት፤
- 2.5 ለተቋሙ ንብረት የምታሳየው/ምረቃ/አ/አ/ን ተቆርቋሪነት፤
- 2.6. የሥራ ሰዓት፣ የቢሮ ሰዓትና የቀጠሮ ሰዓት ማጠር፤
- 2.7. አጠቃላይ ባህሪን

በሚዛናዊነት ገምት/ገምች

3. ከአክብራት/ሽጋው የመገምገሚያ ነጥብ አኳያ የሥራ ባልደረባህን/ሽን የሥራ አፈፃፀም ከበጣም ዝቅተኛ እስከ በጣም ከፍተኛ በቁጥር ተመንዝሮ ከተቀመጠው ውስጥ አንዱን በመክበብ አመልክት/አመልክት
4. የተቀመጠው የመገምገሚያ ነጥብ የሥራ ባልደረባህን/ሽንበምትመዝንበት/ኛበት ጊዜ ነገሩ የማይመለከተው/ታት-ከሆነ ወይም እርግጠኛ ካልሆንክ/ሽ «አይመለከተውም/ታትም» በሚል ስር የሚቀመጠውን "X" ምልክት ክብብ/ክበቢ::

ተ.ቁ	የመገምገሚያ መስፈርት	በ□ም □ቅተኛ	□ቅተኛ	መካከለኛ	ከፍተኛ	በ□ም ከፍተኛ	አይመለከት ተ□ም/ታትም
2.1 ለማስተማር ምረቃ ገገጅት							
1	ለሚያስተምራቸው/ለምታስተምረው ኮርሶች የማስተማሪያ ፅሁፍ /ተችንግ ማቴሪያል/ ያዘጋጃል/ ታዘጋጃለች::	1	2	3	4	5	X
2	ኮርሱን በተመደበው ጊዜ መሰረት ሙሉ በሙሉ ታጠናቅቃለች/ያጠናቅቃል	1	2	3	4	5	X
3	ክፍሉ ላይ ሳይባክን ሙሉ በሙሉ ለማስተማር ስራ ትጠቀማለች/ይጠቀማል	1	2	3	4	5	X
4	ለሚያስተምረው/ለምታስተምረው ትምህርት የማማከሪያ ሰዓት በመበደብ በአግባቡ ጥቅምላይ ታወላለች/ያወላል	1	2	3	4	5	X
5	ተመሳሳይ ኮርሶችን ከሚሰጡ መምህራን ጋር ተቀናጅቶ/ጅታ እና ተናቦ ያስተምራል/ታስተምራለች::	1	2	3	4	5	X
2.2 የፈተና ዝግጅት አሰጣጥ እና ወጤት ማሳወቅ							
6	የፈተና ጥያቄዎች የተለያዩ የምዘና ቴክኒኮችን (subjective and objective) ባካተተ መልኩ ያዘጋጃል/ ታዘጋጃለች	1	2	3	4	5	X
	በፈተና ዝግጅት በማባዛት ስቴፕል በማድረግ በማደል በመሰብሰብ/በአብሮ/አብራ ይሰራል/ ትሰራለች	1	2	3	4	5	X
7	የሚሰጡ ፈተናዎች ካስተማረች/ካስተማረው ምዕራፎች እና የተመደበላቸው ሰዓቶች ጋር የተገናዘበ ነው	1	2	3	4	5	X
8	በፈተና አሰጣጥ ወቅት ተገቢውን ቁጥጥር ማድረግ መቻሉ/ሏ	1	2	3	4	5	X
9	በክፍሉ የሚሰጡትን የፈተና ብቃት /ቫሊዩቲ/ በጋራ ትገመግማለች/ □ተመፅማል፤	1	2	3	4	5	X
10	በተለያዩ ምሁራን የተገኙ የጥናትና ምርምር ወጤቶች መጠቀምና ማካፈል መቻሏ/ሉ	1	2	3	4	5	X
2.3. ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት							

11	ከተቃራኒ ያታ ተማሪዎች ጋር አላስፈላጊ የሆኑ ግንኙነቶች በመፍጠር በተማሪዎቹ/በሌሎች ተማሪዎች ላይ ጫና እና ጥርጣሬ ከመፍጠር ነፃ ናት/ነው።	1	2	3	4	5	X
12	ለተማሪዎችና ለሌሎች የኮሌጁ ማህበረሰብ አባላት ጥሩ አርአያ መሆን መቻሉ/ላ	1	2	3	4	5	X
13	ከሥራ ኃላፊዎችና ባልደረቦቹ/ቻጋር ተባብራ/ሮ፣ ተከባብራ/ሮ፣ ተደጋግፋ/ፎ ትሰራለች/ይሰራል።	1	2	3	4	5	X
14	በክፍሉ በሚደረጉ ሰብሰባዎች ላይ ትሳተፋለች/ ሰላተኛል፣	1	2	3	4	5	X
15	የኮሚቴ ሥራ ትቀበላለች/ቀበላለች፣	1	2	3	4	5	X
16	በፅምቶ ጠቅላይ ገንቢ አስተያየቶችን ትቀበላለች/ቀበላለች፣ ለመተርጎም ትጥራለች/ ግራል፣	1	2	3	4	5	X
2.4 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናትና መሻሻል ዝንባሌ ማሳየት፣							
17	በትምህርት ክፍሉ የመማር ማስተማር ሥራን የሚያሻሽልበትን ሀሳብ /ታቀርባለች/ያቀርባል፣ ተሳትፎም ታደርጋለች/ገርባል፣	1	2	3	4	5	X
18	በትምህርት ክፍሉ ችግሮች ሲከሰቱ የመፍትሄ ሀሳብ ታመነጫለች/ያመነጫል፣ ተሳትፎም ታደርጋለች/ገርባል፣	1	2	3	4	5	X
2.6 ለተቋሙ ንብረት የምታሳየው/የሚያሳየውን ተቆርቋሪነት፣							
19	በቢሮ ውስጥ የሚገኙ የተቋሙ ንብረቶችን እንደግል ንብረት አድርጎ መቁጠር(ወንበር ጠረጴዛ ፕሪንተር ወዘተ)	1	2	3	4	5	X
20	በማስተማሪያ በላቦራቶሪ እና በሪሶርስ ሴንተር የሚገኙትን ንብረቶች እንደግል ንብረት ንብረት መንከባከብ	1	2	3	4	5	X

2.5 የሥራ ሰዓት፣ የቢሮ ሰዓትና የቀጠሮ ሰዓት ማጠር፣							
21	የስብሰባ ሰዓት ያከብራል/ታከብራለች	1	2	3	4	5	X
22	በተቋሙ የሥራ ሰዓት በስራ-ው/ዋ አዘውትሮ የመገኘት ልምድ አለው/አላት፣	1	2	3	4	5	X
23	እንደ አስፈላጊነቱ ከተቋሙ ውጭ ላለው ህብረተሰብ ሙያዊ አገልግሎት ታብረክታለች/ባረገባል፣	1	2	3	4	5	X
2.6 አጠቃላይ ባህሪ፣							
24	የአልኮል መጠጥ ወይም የሌሎች አደንዛኝ ፅዳቶች ተገኝቶ አይደለችም/አይደለም።	1	2	3	4	5	X
25	ያለውን/ታንሀሳብ በግልፅና በተገቢው መድረክ ላይ ተቀርባል/ታቀርባለች	1	2	3	4	5	X

ከላይ ባካሄድሽዉ/ከዉ ግምገማ መሰረት ማጠቃለያ መስጫ ቦታ

ነጥብ	1	2	3	4	5	X
የነጥቡ						

ቅላላ ትምር _____

አማካይ ነጥብ = ጠቅላላ ድምር/የግምገማ መስፈርቶቹ ብዛት = _____

**በከተቤ ዩኒቨርሲቲ ከሊጅ የመምህራን መገምገሚያ ቅፅ
በግለ ግምገማ ርዕይ /Self Evaluation/ (5%)**

□ተ-ጽ/□ሚ/□-/ዋመምህር/ት ስም _____

የትምህርት ክፍል _____

የትምህርት ዘመን ----- መንፈቀ አመት -----

ማሳሰቢያ

1. ግምገማው የሚዳስሰው

- 2.1 ለማስተማር ርዕይ/ረግ ዝግጅት
- 2.2 የፈተና ዝግጅት አሰጣጥ እና ወጤት ማሳወቅ
- 2.3 ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት
- 2.4 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናትና መሻሻል ዝንባሌ ማሳየት፤
- 2.5 ለተቋሙ ንብረት የምታሳየው/የሚያሳየውን ተቆርቋሪነት፤
- 2.6. የሥራ ሰዓት፣ የቢሮ ሰዓትና የቀጠሮ ሰዓት ማጠር፣ ሲሆን አጠቃላይ ባህሪን በሚዛናዊነት ገምት/ገምች

3. ከአነብብከው/ሽወ. የመገምገሚያ ነጥብ አኳያ የሥራ አፈፃፀም/ሽን ከበጣም ዝቅተኛ እስከ በጣም ከፍተኛ በቁጥር ተመንዝሮ ከተቀመጠው ውስጥ አንዱን በመክበብ አመልክት/አመልክች

ተ.ቁ	የመገምገሚያ መስፈርት	በግም □ቅተኛ	□ቅተኛ	መካከለኛ	ከፍተኛ	በግም ከፍተኛ
	2.1 ለማስተማር የማደርገው ዝግጅት በተመለከተ					
1	ለማስተምረው ኮርሶች የማስተማሪያ ጽሑፍ /ቴቺንግ ማቴሪያል/ አዘጋጃለው።	1	2	3	4	5
2	ኮርሱን በተመደበው ጊዜ መሰረት ሙሉ በሙሉ አጠናቅቃለው።	1	2	3	4	5
3	ክፍለጊዜ ሳይባክን ሙሉ በሙሉ ለማስተማር ስራ እጠቀማለው።	1	2	3	4	5
4	ለማስተምረው ትምህርት የማማከሪያ ሰዓት በመበደብ በአግባቡ ጥቅም ላይ አውላለው።	1	2	3	4	5
5	ተመሳሳይ ኮርሶችን ከሚሰጡ መምህራን ጋር ተቀናጅቼ በመናበብ አስተምራለው።	1	2	3	4	5
	2.2 የፈተና ዝግጅት አሰጣጥ እና ወጤት ማሳወቅ					
6	የፈተና ጥያቄዎችን የተለያዩ የምዘና ቴክኒኮችን (subjective and objective) ባካተተ መልኩ አዘጋጃለው።	1	2	3	4	5
7	በፈተና ዝግጅት በማባዛት ስቴፕል በማድረግ በማደል በመሰብሰብ/በሰብሰብ ክፍሎች ጋር አብራ እሰራለው።	1	2	3	4	5
8	የሚሰጡ ፈተናዎች ካስተማርኩት ምዕራፎችና ከተመደቡላቸው ሰዓቶች ጋር የተገናዘበ ነው	1	2	3	4	5
9	በፈተና አሰጣጥ ወቅት ተገቢውን ቁጥጥር አደርጋለው	1	2	3	4	5
10	በክፍሉ የሚሰጡትን የፈተና ብቃት /ሻሊዲቲ/ በጋራ በሚገባ እገመግማለው	1	2	3	4	5
	2.3. ከተማሪዎችና ሌሎች ሠራተኞች ጋር ያለ ግንኙነት					

11	ከተቃራኒ ዖታ ተማሪዎች ጋር አላስፈላጊ የሆኑ ግንኙነቶች በመፍጠር በተማሪዎች ላይ ጫና እና ጥርጣሬ ከመፍጠር ነፃ ነኝ።	1	2	3	4	5
12	ለተማሪዎችና ለሌሎች የኮሌጁ ማህበረሰብ አባላት ጥሩ አርአያ መሆን ችያለው።	1	2	3	4	5
13	ከሥራ ኃላፊዎችና ባልደረቦቹ ጋር ተባብሮና ተከባብራ እሰራለው።	1	2	3	4	5
14	በክፍሉ በሚደረጉ ሰብሰባዎች ላይ እሳተፋለው	1	2	3	4	5
15	የኮሚቴ ሥራን እቀበላለው	1	2	3	4	5
16	በፅምቶ ስተቶች ገንቢ አስተያየቶችን በመቀበል ለመተረጎም እሰራለው/እጥራለው፤	1	2	3	4	5
	2.4 ለትምህርት ክፍሉም ሆነ ለተቋሙ ሥራ መቃናትና መሻሻል ዝንባሌ ማሳየት፤					
17	በትምህርት ክፍሉ የመማር ማስተማር ሥራ የሚያሻሽልበትን ሀሳብ አቀርባለው፤ ተሳትፎም አደርጋለው፤	1	2	3	4	5
18	በትምህርት ክፍሉ ችግሮች ሲከሰቱ የመፍትሄ ሀሳብ አመነጫለው፤ ተሳትፎም አደርጋለው፤	1	2	3	4	5
	2.6 ለተቋሙ ንብረት የምታሳየው/የሚያሳየውን ተቆርቋሪነት፤	1	2	3	4	5
19	በማስተማሪያ በላቦራቶሪ እና በሪሶርስ ሴንተር የሚገኙት እንዲሁም በቢሮ ውስጥ የሚገኙ የተቋሙ ንብረቶችን እንከባከባለው	1	2	3	4	5

	2.5 የሥራ ሰዓት፣ የቢሮ ሰዓትና የቀጠሮ ሰዓት					
20	የሰብሰባ ሰዓት አክብራለው	1	2	3	4	5
21	በተቋሙ የሥራ ሰዓት በስራዬ ላይ አዘውትራ <input type="checkbox"/> ሙቶን ት ልምድ አለኝ፤	1	2	3	4	5
22	እንደ አስፈላጊነቱ ከተቋሙ ውጭ ላለው ህብረተሰብ ሙያዊ አገልግሎት አበረክታለው፤	1	2	3	4	5
	2.6 አጠቃላይ ባህሪ፤					
23	የአልኮል መጠጥ ወይም የሌሎች አደንዛኝ ፊደሎች ተገኝቶ አይደለሁም።	1	2	3	4	5
24	ያለኝን ሀሳብ በግልፅና በተገቢው መንገድ መትረፍ <input type="checkbox"/> ላ <input type="checkbox"/> አቀርባለው፤	1	2	3	4	5

ከላይ ባካሄድኸው/ከወ ግምገማ መሰረት ማጠቃለያ መስጫ ቦታ

ነጥብ	1	2	3	4	5
የነጥቡ ብዛት					

ጠቅላላ ትምር _____ ከ/120/
አማካይ ነጥብ = ጠቅላላ ድምር ሲካፈል ለ24 = _____

**በከተቤ ዩኒቨርሲቲ ኮሌጅ
የመምህራን የሥራ አፈፃፀም ግምገማ ማጠቃለያ ቅፅ**

□ተ-ጽ/□ሚ.□-/ዋመምህር/ት ስም _____

ትምህርት ክፍሉ/ላ. _____

ግምገማው የተካሄደበት የትምህርት ዘመን _____ መንፈቀ አመት/ሴሚስተር _____

መምህራን/ሩ ያስተማረው/ችው ኮርስ/ሶች ስምና ቁፃ ር

ሀ/ በተማሪዎች የተካሄደ ግምገማ

ግምገማ□-ን ያካሄዱ ተማሪዎች ብዛት _____

አማካይ ነጥብ 5 = የተሰጠ □ቅላላ ትምር/ የግምገማ መስፈርቶች ብዛት አማካይ ነጥብ, ነጥብ ከ5X 0.5

የተማሪዎችን ግምገማ ስሌት ያጠናቀረው/ችው መምህር/ት ስም _____

ፊርማ _____ ቀን _____

ለ/ የካውንስል ግምገማ

ግምገማውን ያካሄዱ መምህራን ብዛት _____

ነጥብ ከ5= የተሰጠ ጠቅላላ ድምር/የግምገማ መስፈርቶች ብዛት አማካይ ነጥብ, ነጥብ ከ5X 0.15

ሐ/ የትምህርት ክፍል ሀላፊ ግምገማ

ነጥብ ከ5= የተሰጠ ጠቅላላ ድምር/የግምገማ መስፈርቶች ብዛት አማካይ ነጥብ, ነጥብ ከ5X 0.3

የትምህርት ክፍሉ ሀላፊ ስም _____

ፊርማ----- ቀን-----

መ/ ግለ ግምገማ

ነጥብ ከ5= የተሰጠ ጠቅላላ ድምር/የግምገማ መስፈርቶች ብዛት አማካይ ነጥብ, ነጥብ ከ5X 0.05

አጠቃላይ አማካይ ነጥብ

የመምህሩ/ሯ ስራ አፈፃፀም አጠቃላይ አማካይ ነጥብ = ሀ+ለ+ሐ+መ _____

ግምገማውን ያፀደቀ□- ሀላፊ ስም _____

ፊርማ _____ ቀን _____