



ST. MARY UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE EFFECT OF PERFORMANCE APPRAISAL SYSTEM ON TVET
INSTRUCTORS PERFORMANCE, ADDIS ABABA, ETHIOPIA: A CASE OF
SELECTED GOVERNMENT, POLY TECHNIQUE COLLEGES

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DECEMBER, 2020

ADDIS ABABA, ETHIOPIA

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A THESIS IS SUBMITTED TO ST. MARYS UNIVERSITY, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF AWARD OF
DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (MBA
GENERAL)

ST MARRY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DECEMBER, 2020
ADDIS ABABA, ETHIOPIA

Letter of Certificate

Girmaw Tilahun has carried out this thesis entitled with “The Effect of Performance Appraisal System on TVET Instructors Performance, Addis Ababa, Ethiopia: A Case of Selected Government Poly Technique Colleges” under the supervision of me. This thesis has been submitted for final examination with my approval as an advisor.

Name of advisor

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Approval

We, the undersigned certify that we have and hereby recommendation to the St. Mary University to accept the thesis submitted by Girmaw Tilahun and entitled “The Effect of Performance Appraisal System on TVET Instructors Performance, Addis Ababa, Ethiopia: A Case of Selected Government Poly Technique Colleges” for the fulfillment of the requirement for the award of Master's Degree in Business Administration (MBA General).

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Declaration

I declare that, this thesis is my original work and has not been presented in any other universities and colleges to earn any academic degree or certificate. All sources and materials used are appropriately acknowledged.

Name of the candidate

signature

date

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ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to the almighty God for lighting my way, granting me the strength, courage, patience and inspirations throughout my life.

I am also promising to determine my warm gratitude to my advisor **Berhanu Endeshaw (phD)** for his guidance, encouragement and continuous support.

I would also like to extend my deepest appreciation to my family and friends where without their support in encouragement, editing, and throughout the entire process of distributing and collecting the questionnaires.

I am also interested to forward my admiration and appreciation to the employees' of Addis Ababa TVET Agency, Entoto and General Wingate poly technique collage for their relevant and genuine responses in the questionnaire.

All in all, to all of you, either listed here or somewhere in my memory yet unrecalled, I offer my heartfelt gratitude. God blesses you all forever!

List of Abbreviations

FGDs	Focused Group Discussion
OLS	Ordinary Least Square
PA	Performance Appraisals
PTC	Poly Technique Collage
SPSS	Statistical Package for the Social Sciences
TVET	Technical and Vocational Education and Training
VIF	Variance Inflation Factor

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ABSTRACT

This study examined the Effect of Performance Appraisal System on TVET Instructors Performance in Selected Government Poly Technique Colleges of Addis Ababa. To meet the objective this study used explanatory and descriptive research design and also adopted qualitative and quantitative research approach. Moreover, questionnaire and interview were the primary data gathering tools for this study; 133 questionnaires were distributed and 125 collected and used to conduct the study. The collected data were analyzed using descriptive statistic and inferential statistics (correlation and regression analysis) through statistical package for social science (SPSS) version 20. The research finding shows, all independent variables appraisal criteria, appraisal goal, reward, promotion and feedback were statically significant positive effects with instructor's performance in the study area. Particularly, Feedback has greater impacts (statistically positive and moderate effects) on instructor's performance. Then reward and promotion have statistically positive significant effects on instructor's performance. On the other hand, an appraisal criterion has statistically positive and insignificant effect instructor's performance. The above regression findings are supported by correlation result and open ended questionnaires and interview finding. Based on research finding the TVET performance appraisal significance limited by bulky, nonscientific, ambiguous and unrelated / unessential appraisal criteria and measurements. As a result, responsible body revisited the established criteria to reduced redundant, subjective, bulk and unessential parts of appraisals criteria and also the criteria should have focused the major roles of instructors teaching learning processed only.

Key words: *performance appraisal system's, instructor's performance, appraisals criteria. (i.e., appraisal criteria, appraisal goals, reward, promotion/career and feedback)*

CHAPTER ONE

1.1. INTRODUCTION

The introductory parts of this chapter, highlights the background of the study associated with overview of instructors performance appraisal system, factors affecting the performance appraisal system on TVET Instructors Performance and the problem faced to come up the challenges to perform their activities. The chapter also encompasses statement of the problem and research gap related to study area and also it contains, objective of the study, research questions related to its objective, definition of terms, significance and scope and delimitation of the study.

1.2. Background of the study

Performance appraisal (PA) is a formal management system that reviews and evaluation the quality of an individual's and team task performance in an organization. Indeed, performance appraisal practice began over a hundred years in America. The federal Civil Service Commission's of America introduced merit rating system in 1887. After launching Frederick Taylor's "Scientific management" efforts of the early twentieth century; many companies were influenced. Among those some of organizations came in to action and used formal procedure to carryout performance appraisals (Grote, 2002).

In the beginning, most appraisals were concentrated on individual's personality and traits than on actual achievements against goals and formal analyses of the behaviors. In the early 20th century, performance evaluation is quite brief and can be traced to Taylor's pioneering Time and Motion studies. This evaluation has also limitations; that is everything is considered as the field of modern human resources management (Grote, 2002). After Second World War performance evaluation used formal management procedure in work performance. Moreover, it should be perceived as reliable, accurate, and free of political interests on the one hand, and allow the rate to participate in the process and express his or her voice on the other. The shift from measuring the accuracy of the appraisals to measuring the ratees' reactions and motivations reflects a significant change in the research of performance appraisal (Levy and Williams, 2004). The process includes measuring of employees' performance and providing them with feedback regarding the level and quality of their performance (DeNisi and Pritchard, 2006).

In the present competitive environment, organizations have to ensure peak performance of their employees continuously in order to compete effectively in the market place. Performance appraisal

is a major management practice to assess the immediate and future relevance of any worker in any given organization. It is very important to evaluate the performance and potential of employees and necessity for both private and public sector organization.

As a result, many companies gave attention for performance appraisal and become an important tool for maximizing the effectiveness of all aspects of the organization focusing on staffing performance, production and service quality (Grote, 2002).

Through time, an organization communicated employees and worked to improve employee performance by using performance appraisals. To this effect appraisers used three possible mechanisms to achieved intended goal such as; performance appraisal (PA) provided for an organization for administrative decisions (rewards or punishments), providing performance feedback or improved level of performance through strategies adjustment or skill development and raises employee awareness how they are measured (DeNisi and Pritchard, 2006; Gerhart, & Parks, 2005; Locke and Latham, 2002).

Recently, workers to improve their performance the evaluators must accept the appraisal rating and be willing to change their performance. Ensuring workers' reactions such as satisfaction, commitment, acceptance of the appraisal, and trust in management could help organizations achieve the primary performance appraisal (PA) purpose of improving performance (Keeping and Levy, 2000; DeNisi and Pritchard, 2006; Mayer and Davis, 1999).

In various circumstances the mechanism or purpose of performance appraisal differs due to organizational behavior, goals, and appraisers and appraisees traits, intended criteria and employees' awareness. Along this educational organization the main purpose of the performance appraisal process is to increase instructor's performance, the effectiveness of performance appraisal focused on achievements intended purpose. The effectiveness of performance appraisal encompasses the accuracy of scales that are used and free of rater biases? or the workers accept the performance appraisal results and are willing to change their manners accordingly? The recent research finding indicate that the accuracy of ratings is the primarily criterion for performance appraisal effectiveness. This is an important issues motivation, satisfaction of trainers and feedback acceptance.

TVET related and poly technique programmed was introduced and developed in Ethiopia from the 1970s with Russian support. Until 2002 National TVET Strategy adoption TVET institutions in

Ethiopia and their polytechnic programmed lack attentions and the training systems was unstructured and fragmented. As a result, shortage of TVET teachers and their low reputation of teacher profession were severely influenced. In relation to this, teachers were highly discourage and TVET goals and instructors satisfaction are far behind until stated times (Lasonen, Raija Kemppainen & Kolawole Raheem 2005).

The overall objective Ethiopian National TVET Strategy (2002) is to create a competent, motivated, adaptable and innovative workforce and also contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people. In relation to this instructor and their current performances is a base to meet intended objectives. However, instructors are faced various challenge in the implementation of TVET strategies. To improved or motivate instructors timely and fair performance appraisals and also equitable promotion are necessary. The mean focuses of this study is examine the effects of Performance Appraisal System on TVET Instructors, emphasizing on Addis Ababa Poly Technique Colleges. Under Addis Ababa city administration TVET agency there are six poly technique collages. From this collage 1296 male, 494 females the total of 1790 instructors served in teaching learning process TVET Agency report, 2020).

In accordance with various scholar's research finding the process of performance appraisal is very complex and most of appraisal systems in organizations are viewed as ineffective. This come from personal values and bias, standards and ratings variation, lack of communication, negative feedback and past performance influence (Pulakos, Mueller-Hanson, Arad, and Moye, 2015).

On the contrary, the main focus is on finding the strengths and weakness of staff and also on achieving the target levels. Thus the information is used to train the staff and motivate them by giving them appropriate skills.

To achieve TVET poly technique college objective performance of instructors is a crucial effect. However, they had faced many problems because of lack of clear criteria set up and complex nature of the evaluation system, instructors/ trainers, department heads, administrative personnel and trainees have faced problems in practicing it. Therefore, conducting a study that focused on assessing how result – oriented teacher performance is practiced and implemented in the Addis Ababa poly technique collage instructors are important to solve the existing current problems.

The focus of this research was examining the effect of performance appraisal system on TVET instructors, emphasizing on Addis Ababa Poly Technique Colleges. To achieve this, the researcher employed survey research methods and also used both qualitative and quantitative approaches.

1.3. Statement of the problems

Performance Appraisal is an organized and ongoing process of evaluating employee performance, for which a comparison is made between actual performance and the preset standards. It is utilized to track individual contribution and performance against organizational goals and to identify individual strengths and opportunities for future improvements and assessed whether organizational goals are achieved or not. The success of any organization depends on the quality and characteristics of its employees; they are the heart of the company. The ultimate purpose of performance appraisal is to allow employees and managers to improve and come up continuous job success for everyone by removing barriers. It helps to indicate current performance and identify potential of employees.

However, Performance appraisal errors affect the validity and dependability of the performance appraisal systems. (Malik, R and Chikkara, S, 2018). Moreover, Performance appraisal is the challenging tasks and difficult to measuring the actual performance of the employee. Since the performance is measured by tasks performed, there is a continuous process that must be administered in order to monitor the performances throughout the appraisal cycle. On the others hand, organizational cultures, time of once performance evaluation, settled standards and criteria's, appraiser's attitude to words individuals, employee traits and their qualification and skills increased the quality or complicity of performance appraisals (Grote, 2002).

In an educational sectors performance appraisal is the process of evaluating how well instructors perform their jobs when compared to a set of standards. Trainer's performance evaluation system has an important role both satisfy employees and desire to achieve organizational goals. In Technical and Vocational Education and Training(TVET) there are a multi-dimensional problem in regard to the implementation of performance appraisal in poly technique colleges. Besides to this, absence of research studies focusing on TVET poly technique collage regarding to instructors performance appraisal, poor TVET instructors work satisfactions, TVET based government strategies (all government TVET instructors passed provided competency) and poor outcome or achievement and less attentions and participations of appraisers and appraisees in performance

appraisals process are the motivating factors to conduct this research. In addition, the factors that contribute to the failure to embrace the appraisal system have not been explored. In other words, the degree of success or failure of any organization remains unchecked through research and development and also the use of appraisal may never be a reality, a situation that stimulated the researcher into investigating the effectiveness of instructor's appraisal performance scheme in poly-technique colleges (Muczyk and Gable (1987).

As a result, this, studies try to investigate the Effect of Performance Appraisal System on TVET Instructors, emphasizing on Addis Ababa Poly Technique Colleges and identify the factors that determine performance appraisal practices. The study also attempts to identify the gap and it depicts successful performance appraisals mechanisms. Finally, this study draws a conclusion regarding with standard setters, appraisers and appraisees, reward or promotion providers, research institutions and different stakeholders to promote performance appraisals systems.

1.4. Research Questions

- What is the effect of performance appraisal criterion on TVET Instructors Performance in Addis Ababa Poly Technique Colleges?
- What is the effect of appraisal goal on TVET Instructors Performance?
- What is the effect of reward on TVET Instructors Performance?
- What is the effect of promotion/career on TVET Instructors Performance?
- What is the effect of feedback on TVET Instructors Performance?
- What are the major problems of performance appraisal practice in place?
- What intervention strategies can be employed to improve the implementation of the performance appraisal system?

1.5. Objective of the study

1.5.1. The general objective of the study

The general objective of this study was to investigate the effect of Performance Appraisal System on TVET Instructors performance in Addis Ababa Poly Technique Colleges, emphasizing on General Wingate and Entoto poly technique colleges.

1.5.2. The specific objectives of the study

- To examine the effect of performance appraisal criteria on TVET Instructors Performance in Addis Ababa Poly Technique Colleges.

- To examine the effect of appraisal goals on TVET Instructors Performance
- To examine the effect of reward on TVET Instructors Performance
- To examine the effect of promotion/career on TVET Instructors Performance
- To examine the effect of feedback on TVET Instructors Performance
- To identify the major problems of performance appraisal practice in place
- Identify intervention strategies can be employed to improve the implementation of the performance appraisal system?

1.6. Hypothesis of the Study

- **H0₁:** performance appraisal criteria has No statistically significant positive effect on TVET Instructors Performance in Addis Ababa Poly Technique Colleges.
- **H0₂:** appraisal goals has No statistically significant positive effect on TVET Instructors Performance in place
- **H0₃:** reward has No statistically significant positive effect on TVET Instructors Performance in place
- **H0₄:** promotion/career has No statistically significant positive effect on TVET Instructors Performance in place
- **H0₅:** feedback has No statistically significant positive effect on TVET Instructors Performance in place

1.7. Definition of Key Terms

Performance: - “Performance is what the organization hires one to do, and do well” (Campbell et al., 1993)

Instructors performance: - Measurement of performance in terms of efficiency, effectiveness, productivity and timeliness and others related issues.

Performance appraisal: - “performance appraisal is the systematic, periodic and an impartial rating of an employee’s excellence in the matters pertaining to his present job and his potential for a better job.”

1.8. Significance of the Study

- The study identifies a mechanism to improved performance appraisal systems and instructor’s performance through this study.
- The study helps to alleviate performance appraisals systems problems

- Instructors, administrators, and customers got better information and easily understand the challenges from this research finding
- Evaluators or appraisers and appraisees and researcher can get an input to take appropriate measures or helps to adopt realistic policies.
- Finally, the study may be a base for other researchers to conduct further study in the study area

1.9. Limitation of the Study

To conduct this research, the researcher faced some problems, such as, some of the respondents does not answer the open ended questionnaires fully; due to COVID 19 pandemic researcher can't use FGDs to triangulating the finding, difficult to find respondents easily and shortage of previous literature in linked with TVET performance appraisal practice and their relationship with instructor's performance. Besides of this, shortage of time hinders an in depth investigation of the issue. The researchers established a mechanism to solve the problems that are minimizing the scope, limit the sample size.

1.10. The Scope of the study

The scope of this study was focused on Addis Ababa city administration government technical and vocational education and training (TVET) poly technique colleges. From those poly technique colleges, the study limited only General Wingate and Entoto poly Technique College's performance appraisal system and their instructors. The motivating factors to select this poly technique collage were numbers of trainers, occupation diversification and all of poly technique collage used similar criteria to indicate instructor's performance. Moreover, the conceptual scope limited the current statues of performance appraisal system of those selected poly technique colleges and their instructor's performance only. The target population of this study was selected poly technique colleges instructors, administrative bodies, department head, students/trainees and Addis Ababa city administration (TVET) Agency leaders. To this effect the researchers used descriptive and explanatory research designs and also applied questionnaires and interviews to triangulating the finding. The collected data interpreted descriptively and inferentially.

1.11. Organization of the paper

The study organized in five chapters, each of them has brief descriptions. The first chapter deal with back ground of the study, the overall identification of the problem, objective of the study, significance of the study, the extent to which the study is undertaken or (delimitation of the study)

and with its potential problems or limitations that come across while the study is conducted. On the second chapter the study reviewed prior literatures by other researchers regarding to the performance appraisals systems and its effects in instructor's performances. The third chapter concerned with research design and methodology. In the third chapter of the study was conduct a research design and methodology that each activity carried out and detail procedures to be followed clearly listed and this was consisting about the study area, research design and research participants. Furthermore, sample size and sampling method, method of data collection, sources, and research instruments, description of variables (define key concepts and terms in the context of the research study by using operational definitions) and in fourth chapter data analysis technique was presented. Moreover, after the required data collection, it analyzed by different analysis techniques and presented in the sequential manner. Chapter five was the last chapter and it contains conclusions on the overall study and recommendation on the concern to be improved amended that was presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter discussed, about the theory and concepts of performance appraisal, challenges that are faced in performance evaluations; regarding with TVET poly technique collage and their instructors. In addition, different related literature reviewed from different source suit in this chapter. Those are theoretical/ empirical factors that affect successful performance appraisal system in line with research topic included.

2.2. Theoretical review

2.2.1. The concept of performance appraisal

Performance appraisal is “a managerial process through which an individual employee’s behavior and accomplishments for a fixed time period are measured and evaluated its performance. It helps to facilitate salary increments, promotions, staff retention and to reinforce staff behavior and also helps identify performance standards, core competences, and communicating the standards and competencies to employees (V. Balu 2006; and Mullins, 1996; Longenecker ;1997)

On the hand, the high degree of success or failure of any organization depends on how performance is managed within it. It would be impossible for an organization to achieve its goals, for instance, giving best employees a sizable pay increase, spot individuals ready for promotion, justifiable grounds for termination of poor performer, and undertaking successful human resource planning, if managers do not give prime concern to make better the performance appraisal of the organization (Muczyk and Gable (1987).

According to Vance (2006) performance appraisal is activities oriented tasks and intended to engage, align, and coalesce individual and group effort to continually improve overall organizational mission accomplishment. He stated that, it provides a basis for identifying and correcting disparities in performance. In additions, it is a basis for other personnel actions which typically include: (1) performance pay, (2) training and career development, (3) promotion and placement, (4) recognition and rewards, (5) disciplinary actions, and (6) identifying selection criteria. Its success depends primarily on the (1) system and measures (criteria), (2) culture, and (3) the perceived attitudes and needs of participants, i.e. their degree of engagement with their jobs.

2.2.2. The performance appraisal process

To get acceptable and productive performance appraisal result the appraiser's follows clear procedures, generate accurate and reliable data than evaluate the performance systematically to enhanced appraisees satisfaction (Ivancevich, 2004). On the contrary unfair procedures of the performance appraisal create job dissatisfaction and reduced organizational productivity (Rao & Rani (2014). According to Manjunath (2015) there are relevant steps to carryout systematic performance appraisal process. They are;

- Establishing clear, up-to-date, performance standards or criteria's to judge the actual performance of employees
- The management communicating standards and expectations with clear explanation the employees understand their roles and know what exactly is expected from them.
- Measuring the actual performance of employees with appropriate techniques of measurement with specified time intervals and no individual bias.
- Comparing the actual performance with the desired (standard) performance to know that whether there is a positive or negative deviation in the organizational performance.
- Discussing results; the appraisers communicated and discussed with the employees on one-to-one basis with the aim of problem solving and agreement. The Feedback should be positive effect on employee's performance and motivation.
- Decision making; the decision either to improve the performance of the employee; take the necessary corrective action and helps for promotion, rewards, transfers and the like.

Generally, performance appraisals process encompasses the following points; established performance standards- communicate performance expectation- measurements of actual performance- comparison of actual performance with anticipated performance-imitate corrective action if necessary (Malik, and Chikkara,2018).

2.2.3. Purpose of Performance Appraisal

The purpose of performance appraisal is coming from organizational objective to be achieved; hence performance appraisal varies organization to organization. In relation to this some of performance appraisal purpose place below. Most scholars indicated that, performance appraisal has two main purposes in an organization such as developmental and administrative purpose. The developmental purpose includes identifying readiness of the employee to undertake the job, career

planning, training, discussion and clarification (facilitate two-way communication), identifying needs in management changes (style, system, strategy, structural etc.) motivational and goal directing activities. On the other hand, the administrative purpose includes pay based on performance, for promotion decisions, motivating employees, making transfer decisions, making layoff or termination decisions (Malkovich and Boudreau, 1991).

Similarly, in an educational setting, appraisals have two distinct purposes for teacher appraisal such as performance appraisal and staff development appraisal. As Poster and Poster (1993) performance appraisal focuses on the achievement of the targets that have been set in advance, and given feedback mainly pertains to the understanding of the goals and the demonstration of the potential for the higher levels of performance. They also state that the staff development appraisal emphasizes on developing the skills of staff to perform better in their roles. The purpose of the appraisal is to ensure individual development and assessment, and it also comprises organizational issues. According to Bollington et al. (1990), while the purpose of the appraisal is personal and professional development and personal accountability at the individual level, it also factors in school improvement and school accountability at the organizational level. Put simply, the appraisal might improve teachers and schools at the same time.

Moreover, there are four reasons offered in support of performance appraisal: (1) it promotes the organizational efficiency and effectiveness (2) it enhances individual employee 's performance and satisfaction (3) it simplifies administrative proceedings (4) and it ensures that management retains control of its employee behavior and attitudes (Grubb, 2007). Along this, Cleveland, Mohammed, Skattebo and Sin (2003), described the others four purposes of performance appraisal. These are; to make distinctions among people, distinguish a person's strengths from his or her weaknesses, implement and evaluate human resource systems in organizations, and document personnel decisions.

According to Armstrong and Baron (2002) sustainable organizational performance improvements such as; performance oriented culture, increase the motivation and commitment of employees, enable individuals to develop their abilities, enhance the development of team work and better performance, develop constructive, contentious and open relationships between individuals and their managers, and provide opportunities for employees to express their aspirations and expectations about their work are crucial effect in Performance appraisal.

In the views of (Gashew Dessie, 2016) the main purpose of PA is to measure and improve the performance of employees and increase their future potential and value to the organization. The Other objectives PA include providing feedback, improving communication, understanding training needs, clarifying roles and responsibilities and determining how to allocate rewards.

On the other hand, Malik and Chikkara (2018) describes the significance/ importance and applicability of performance appraisal regarding with evaluation of employee's skill, knowledge, ability and overall job performance. According to them, the major importance of performance appraisal in an organization are: (1) It encourages employees to perform better in the future; (2) It presents an opportunity for employees or it helps to increase salary or gaining of promotion (3) During the appraisal, employees can discuss strengths and weaknesses with a supervisor or allowing employees to discuss personal concerns (4) It provides communication between a supervisor and employee on a regular basis to discuss job duties and issues with work performance (5) It allows employees to identify what skills may be lacking and need to be acquired or improved upon. There are instances when education provided by the company is a necessity to advance success overall (6) It holds employees accountable for their job performance, and since the employee knows that an appraisal is coming, the employee has the opportunity to prepare in advance (7) and It provides the opportunity for managers to explain organizational goals and the ways in which employees can participate in the achievement of those goals.

2.2.4. Criteria for performance appraisal Effectiveness

The main purpose of the performance appraisal process is to increase instructor's performance, the effectiveness of performance appraisal focused on achievements intended purpose. The effectiveness of performance appraisal (PA) encompasses the accuracy of scales that are used and free of rater biases? Or the workers accept the performance appraisal (PA) results and are willing to change their manners accordingly? The recent research finding indicate that the accuracy of ratings is the primarily criterion for performance appraisal (PA) effectiveness. This is an important issues motivation, satisfaction of trainers and feedback acceptance. In relation to this, workers to improve their performance the evaluators must accept the appraisal rating and be willing to change their performance. Ensuring workers' reactions such as satisfaction, commitment, acceptance of the appraisal, and trust in management could help organizations achieve the primary performance appraisal (PA) purpose of improving performance (Keeping and Levy, 2000; DeNisi and Pritchard, 2006; Mayer and Davis, 1999). Performance appraisal (PA) process should be perceived as

reliable, accurate, and free of political interests on the one hand, and allow the ratee to participate in the process and express his or her voice on the other. The shift from measuring the accuracy of the appraisals to measuring the ratees' reactions and motivations reflects a significant change in the research of performance appraisal (PA) (Levy and Williams, 2004).

2.2.5. Performance appraisal and important variables

The process of performance appraisal is very complex due to the ambiguity of its procedures, criteria and the finding combining together the strengths and weakness of staff to achieving the target levels. However, there are an important issues or end result in performance appraisal for appraisers Bansal Prateek et.al; (2018). Some of motivating factors are given below

- **Reward:** it helps to motivate workers and also to meet organizational goals. In every organization including education sector should clearly have stated reward goals and objectives and define each person's role, communicate it to them and reward them for their performance.
- **Training and education opportunity;** Appraisals are a complicated and bulky process but the appraisers or employee got training and education opportunity due to their high performance. The need to train and providing education opportunity is to achieve maximum efficiency and improved employee's specific skills, capacities, knowledge, and talents. To this effect, performance appraisal helps to identify the skill and knowledge gaps of employees and helps to provide appropriate trainings to fill the gaps.
- **Promotion;** appraisal result is a means for bonuses or promotion or both are given. In high performing faculties, departments or instructors are getting respect or recognition and appraisal promotions. For an appraisal system, the administration needs to see how the pay increases and promotions are given.
- **Feedback;** in the performance appraisal system feedback is common and administration performance and provide feedback on the base of actual (strengths and weaknesses) performance. Performance feed-back is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited (Indiana University of Human Resource, 2011). This evaluation improves faculty, department or individual's instructor's performance and reduced their shortcomings as needed. Additionally, most performance appraisals feedback given

verbally, but it is considered crucial that a written summary of the individual's work performance be maintained whenever a pay increase or promotion (or demotion or termination) is enacted. To this effect, educational institute or administration needs to continually inform workers of their worth, values, strengths, recognize them for a job well done and set a record of open and fair-minded feedback. 360-degree feedback employed to evaluate the performance of an individual Bansal Prateek et.al; (2018).

2.2.6. Guidelines for a successful performance appraisal system

The availability of clear guidelines in performance appraisal processes is a crucial effect on overall result. In accordance with Bansal Prateek et.al; (2018); there are four factors for a successful performance appraisal system.

- defined purpose or clearly understand goals of performance appraisal or set clear, easy to understand, achievable, motivating, time bound and measurable goals and standards
- administrators select performance criteria
- User-friendly and easy-to-understand appraisal procedures. Various parameters such as performance criteria, rating procedures, and feedback should be unambiguous
- Effective system designs the understanding of their respective roles in the appraisal process by both supervisors and their subordinates. In relation to this there are five elements should appear in every performance appraisal form: such as organizational core competencies, job family competencies, key job responsibilities, projects and goals and major achievements (Grote, 2002)

2.2.7. Procedures of performance appraisal

According to Leventhal (1980) there are six important attributes of fair procedures of performance appraisal. They are;

- Consistency: maintaining consistency in performance standards over time and among employees.
- Bias-suppression: constraining self-interest by discussing performance expectations and discrepancies.
- Accuracy: training managers and employees to record performance accurately throughout the period and use this record to prepare and justify performance evaluations.

- Correct ability: instructing managers to listen to the employees opinions and change the evaluation if appropriate.
- Representativeness: discussing concerns of the employee and manager throughout each stage of the process.
- Ethicality: using procedures that are compatible with existing moral and ethical standards

2.2.8. Performance appraisal biases/ errors

In performance appraisals, the appraisers always compare actual performance to the performance standards during the performance planning stage and execution stage. To be fair and objective, a performance evaluation must be based on the employee's job-related behavior, not on the employee's personal traits or other factors not related to the job. It is also important to make sure the evaluation is submitted complete with all required signatures and supporting documentation. Managers commit mistakes while evaluating employees and their performance. Biases and judgment errors of various kinds may spoil the performance appraisal process. Bias refers to inaccurate distortion of a measurement. While appraising performances, all the biases should be avoided Malik and Chikkara (2018).

1. First Impression (primacy effect): Raters form an overall impression about the ratee on the basis of some particular characteristics of the ratee identified by them. The identified qualities and features may not provide adequate base for appraisal.
2. Halo Effect: The individual's performance is completely appraised on the basis of a perceived positive quality, feature or trait. In other words, this is the tendency to rate a man uniformly high or low in other traits if he is extra-ordinarily high or low in one particular trait. If a worker has few absences, his supervisor might give him a high rating in all other areas of work.
3. The Appraisal Conflicts; Conflict of interest constantly happens in an organization. One of the reasons is because of the practice of performance appraisal activities. Conflict probably occurs because of disagreement of the ratees regarding the implementation of the performance appraisal process (Porter, 2008).
4. Horn Effect: The individual's performance is completely appraised on the basis of a negative quality or feature perceived. This results in an overall lower rating than may be warranted. 'He is not formally dressed up in the office. He may be casual at work too!'

5. Excessive Stiffness or Lenience: Depending upon the raters own standards, values and physical and mental makeup at the time of appraisal, ratees may be rated very strictly or leniently. Some of the managers are likely to take the line of least resistance and rate people high, whereas others, by nature, believe in the tyranny of exact assessment, considering more particularly the drawbacks of the individual and thus making the assessment excessively severe. The leniency error can render a system ineffective. If everyone is to be rated high, the system has not done anything to differentiate among the employees.
6. Central Tendency: Appraisers rate all employees as average performers. That is, it is an attitude to rate people as neither high nor low and follow the middle path. For example, a professor, with a view to play it safe, might give a class grade near the equal to B, regardless of the differences in individual performances.
7. Personal Biases: The way a supervisor feels about each of the individuals working under him whether he likes or dislikes them – as a tremendous effect on the rating of their performances. Personal Bias can stem from various sources as a result of information obtained from colleagues, considerations of faith and thinking, social and family background and so on.
8. Spillover Effect: The present performance is evaluated much on the basis of past performance. “The person who was a good performer in distant past is assured to be okay at present also”.
9. Recency Effect: This error occurs when raters use only the last few weeks or month of a rating period as evidence of their ratings of others (Qureshi *et al.*, 2007). In others words, rating is influenced by the most recent behavior ignoring the commonly demonstrated behaviors during the entire appraisal period.
10. Pitchfork Effect: It occurs when rating is done by letting a single weakness of an employee determine the overall rating Malik and Chikkara (2018).

Moreover, various literatures identified many pitfalls in performance appraisal process. According to Bansal Prateek *et.al*; (2018); Common pitfall/drawback of performance appraisal are; (1) They demand too much from supervisors, (2) Standards and ratings vary widely and sometimes unfairly, (3) Personal values and bias can replace appraisal standards, (4) Employees may not know how they are rated due to lack of communication, (5) The validity of ratings is reduced by supervisory resistance to give the ratings - particularly negative ratings, (6) Negative feedback demo result in

discouraged employees, (7) They interfere with the more constructive coaching relationship that should exist between superiors and their employees and (8) They may be biased.

2.2.9. Academic definitions performance appraisal

Some of the academic definitions of performance appraisal and their employee's situations listed bellows. According to Beach (1980) performance appraisal is the systematic evaluation of the individual with respect to his performance on the job and his potential for development. That is, performance appraisal is judgment of an employee's work, based on set criteria, to identify his/her strengths and weaknesses, so as to enhance his strengths and minimize his weaknesses. This is done for the development if the employee and for the organization.

Moreover, Goddard & Emerson (1997) teacher's performance appraisal carryout by setting criteria and it is meant to develop the teachers professionally by bridging gaps in their knowledge so that they can perform well in their line of work. From the above definitions, performance appraisal is about elevating the skills of employees so that they produce quality work in line with the vision of the organization. On the other hand, Addison (2002) and Meyer (2007) performance appraisal is a systematic set of methods, procedures and strategies for solving problems or realizing opportunities, related to the performance of people.

In educational terms, PA concept is used to imply a process that enriches teachers professionally so that their performance enhances learner achievement. Bollington, Hopkins & West (1990) assert that "appraisal can be seen as the culmination of a series of moves designed to improve the professional development of teachers and to identify more precisely their in-service training needs". Similarly, teacher appraisal is a process that is systematically designed to improve the skills, knowledge and attitudes of educators through collegial interaction to enhance the twin processes of teaching and learning (Monyatsi, 2006).

To the academic world, performance appraisal is a means by which teachers are nurtured according to their professional roles so that they reach their potential to perform those tasks which reflect the scope of professional practice. It is about improving teachers' skills, knowledge and attitudes so that the process of teaching and learning enhances academic achievements in schools. Hence, academic definitions acknowledge "intellectual capital" as their most valued asserts hence their performance management systems seek to maintain and enhance the value of their human assert base.

2.2.10. Collecting Data for Teacher Appraisal

A variety of methods can be found in the literature for gathering data; in order to comprehend the effectiveness of the appraisal methods, using multiple sources and evaluators might result in more effective and comprehensive teacher appraisal (Lam, 2001).

2. 2.10.1. Classroom Observation

The classroom observation basically consists of data gathered from the classroom (the interaction between teachers and students) through the use of observation. It is an effective classroom observation can result in obtaining useful information. Classroom observation is mainly used as a data collection method in the teacher appraisal process and it is an opportunity to collect data about teacher performance through coaching and mentoring and providing feedback and an evaluation (Bollington et al., 1990).

2.2.10.2. Peer Appraisal

Peer appraisal 'occurs when two people of equal rank, such as two basic scale teachers, two deputy heads, or two heads of department, appraise each other' (Wragg et al., 1996, p.16). In addition, peer appraisal has been widely recognized as a professional developmental tool for teachers, because it aims to plan future teachers' professional growth as well as fulfill teachers' goals (Lam, 2001). Sound peer appraisal helps for professional development because in some contexts managers' lack of knowledge (Barclay & Harland, 1995). Moreover, appraisers and appraisees' friendship, commitment to collaboration and the acceptance of outcomes by the appraisee helps to create professional networks.

2.2.10.3. Self-Appraisal

Self-appraisal is a continuous process of gathering information about one's professional performance, reviewing it, and then planning future action and support to aid development' (Keitseng, 1999). In other words, the stages in self appraisal include making a decision, assessing one's own performances and planning future actions. It is believed that self-appraisal is an important aspect because making one's own decisions concerning performance and development might result in more effective outputs than the opinions of others (Wragg et al., 1996).

2.2.10.4. Student Results

Student achievement rates are important aspects of educational institutions. For this reason, many countries use these rates for teacher evaluations as a quantitative data resource. According to

Zhang and Ng (2015), managers regard student examination scores as more significant and realistic than other sources of information. This is because most educators and managers believe that the main objective of the appraisal is to progress students' learning and education (Bollington et al., 1990). Student test results could potentially serve as a reliable source because of providing realistic and quantitative data. However, having higher or lower achievement rates not only depends on the teacher but also on curriculum factors, student skills and other external factors.

2.2.10.5. Student and Parent Evaluation

Sometimes, students and parents/careers' judgments are used as sources of information for the teacher appraisal. Students and parents distributing survey might provide information about the opinions of people who have contact with the teachers during the learning process (OECD, 2013). However, it is not the common implementation in formal teacher appraisals (Wragg et al., 1996). In addition, student judgments seem to be a type of classroom observation, they are not quite valid for a teacher appraisal because they can include students', and thus parents', prejudgments.

2.2.10.6. Teachers' Portfolios

Teachers' portfolios are another resource for the appraisal process. Teacher portfolio is a collection of information about a teacher's practice'. This method can comprise all information about teaching and learning processes. According to OECD (2013, p.34), 'a portfolio can include lesson plans and teaching materials, samples of students' work and sample commentaries on that work, self-reported questionnaires and reflection sheets'.

2.2.10.7. Teacher Testing

Teachers are tested on their subject knowledge and general and specialized competencies in order to gather data for the appraisal and reward scheme in some countries (OECD, 2013). It appears that teacher testing and teacher portfolios can be used for assessing teachers' theoretical knowledge rather than their performance.

In general, performance appraisals to be effective or meet the intended objective using multiple sources and evaluators might result in more effective and comprehensive teacher appraisal. As such, it is useful to combine appropriate methods for a reliable appraisal.

2.2.11. Academic Performance Indicators

To meet educational sectors performance appraisal intended goals; scholars declared or set academic Performance Indicators. This performance indicator divided into three categories Bansal Prateek et.al;(2018).

1. This category includes entries related to teaching duties, outside classroom interaction, innovation teaching, examination duties, updating of subject content, examination duties...
2. Teachers co-curricular, extension and professional development activities, such as contribution to corporate life, institutional governance, administrative responsibilities, sports / cultural activities, etc include in this category.
3. This category also includes research, publications and academic contributions such as research papers published, research publications, research project(s) work, research guidance, invited lectures, etc

2.3. TVET IN Ethiopia

The current TVET system was established in the adoption of the National TVET Strategy of 2002 and the TVET Proclamation of 2004. This Strategic reform changed the previous system and launched system of occupational standards together with standard-based assessment and certification has to be considered the centerpiece of a TVET reform towards relevance, demand-orientation and accessibility. It requires further conceptualization and accelerated implementation.

2.3.1. Objectives of the National TVET Strategy

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

2.3.2. Specific National TVET Strategy aims

- Create and further develop a comprehensive, integrated, outcome-based and decentralized TVET system for Ethiopia
- Strengthen TVET institutions in view of making them Centers for Technology Capability, Accumulation & Transfer
- Create a coherent framework for all actors and stakeholders in the TVET system

- Establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system (QMS)
- Improve the quality of TVET (formal and non-formal) at all levels and make it responsive to the needs of the labor market
- Facilitate the expansion of relevant TVET offers which are crucial to national development
- Strengthen the private training provision and encourage enterprises to participate in the TVET system
- Empower women and rural people through skills development
- Ensure equal access of women and people with special needs to TVET
- Strengthen the culture of self-employment and support job creation in the economy, in particular in the emerging regions
- Develop a sustainable financing system for TVET with efficient and cost-effective delivery systems and management structure
- Build the necessary human capacities to effectively manage and implement TVET

2.3.3 .Guiding Principles of the National TVET System

In pursuing the objectives stated above, the following principles will guide and define further development and implementation of the TVET system.

- Demand-orientation: produced employability or market based competent workforce.
- Quality and Relevance: focused on highest quality and relevance of all TVET offers.
- Equal access and equal opportunity:
- Pathways: promote vertical and horizontal mobility and progression between different TVET occupations and different qualification levels
- Flexibility: To respond to the changing occupational requirements and to accommodate the different demand of the various target groups.
- Life-long learning: it provides life-long learning opportunities
- Gender sensitivity: All TVET opportunities will be equally accessible.

- Contributing to the fight against HIV/AIDS:
- Contributing to environmental protection:

2.3.4. Trainers' performance appraisal evaluators and delineation

In performance appraisal the evaluators and basic requirement are a crucial effect for the overall achievements or successes of an organization. As a result performance could be evaluated systematically by appropriate individuals. In relation to this Addis Ababa TVET poly technique collage instructors/ trainers performance appraisal evaluators or participants are; Trainees Development vice Dean, Industry extension Vice Dean, immediate supervisor (Department head), peers (trainers by themselves), Customer or client evaluations (Trainees/ students) and trainers by itself or Self-appraisals.

To this effect the evaluators considers or follows the present system of TVET performance appraisal instructors orientation and, evaluation delineates. There are four performance categories or delineation that are used in evaluation such as low (less than 60%), average (60-79%), high (80-94%) and excellent (greater than or equal to 95%) based on trainers result on key, major, and minor tasks (TVET, implementation, supervision, monitoring and evaluation manual 2006 E.C.).

2.3.5. Performance Appraisal Criteria of Addis Ababa poly Technique College

According to Armstrong (2009), the criteria for reviewing performance should be balanced between: achievements in relation to objectives; the level of knowledge and skills possessed and applied (competences or technical competencies); behavior in the job as it affects performance (competencies); the degree to which behavior upholds the core values of the organization. As Mathis and Jackson (1997) stressed, performance criteria are standards commonly used for testing or measuring performances.

Regarding objectives of the sectors Addis Ababa city administration TVET poly technique College instructor's performance appraisal Criteria and participants are given below. Among those, the first three of them are the major evaluation criteria's.

- Produced competent trainees and qualified centers of excellence evaluation (35%) ; 25 and more trainers
- Provide necessary support for micro and small enterprise (20%); provide 5 and more support for enterprise and also competent 15 enterprises mobilizes existence through their support.

- Technology transfers (15%) one and more technology transfers for level A and B trainers individually and level C trainers achieved it with 1 to 5 teams.
- Department head evaluations (8%) (leading role, motivation, sense of balance, decisions makers, understanding of trainees, ethics, skills and execution performance and commitment)
- Trainers or peer group evaluation (7%)
- Regular Trainees evaluation (10%) (punctually, projected based training stress, cooperative training supervisions quality and provision of micro and small enterprise support)
- Self- evaluations (5%) (leading role, motivation, sense of balance, decisions makers, understanding of trainees, ethics, skills and execution performance and commitment)

2.3.6. Technology and technology transfer in relation to TVET

Technology is an asset and it plays a crucial role in enabling the competitiveness of companies in most industries. Technology is an integral part of every business and social endeavor. According to scholars it includes human expertise, organizational structure, and information assets in positioning a company for global competition. On the other hand, technology is the process that any company uses to convert inputs of labor, materials, capital, energy, and information into outputs of greater value (Christensen and Raynor 2003)

In general, technology is commonly perceived to be the physical tools used for any resource transformation. However, technology is a combination of four basic components, all of which interact and together accomplish any transformation operations. Those are;

1. Techno ware – object-embodied all physical facilities/ tools, equipment, devices...
2. Human ware – person-embodied all human talents, skills, abilities / expertise, creativity/
3. Info ware – record-embodied codified knowledge/ facts such as, designs, theories,
4. Orga aware – organization-embodied operational schemes/ framework, such as systematizations, allocations, grouping (Sharif, N. 1999).

Technology transfer is a diffusion of technologies into the economy and adoption of technologies by transfer recipients. It is a system of learning, adapting and utilizing as well as disposing imported technologies in order to meet national demand (Rahm and Hansen, 1999).

2.4. Empirical Review

Globally, governments or companies spend billions of dollars yearly on employee performance evaluation as it has become a critical component of the overall human resource management function in the organization. The significance/effects of performance appraisals systems on employee's performance varies across organization. This issue depicts below by reviewing various study.

Alemeneh (2017) conducting a research on the effect of performance appraisal system on employee's motivation at Commercial Bank of Ethiopia in Addis Ababa. To meet the intended objective, the researcher used descriptive study and explanatory research design and also employed Questionnaire for data collection. Based on their research findings, ongoing feedback, rewarding performance, trained appraiser, continuous open communication, fairness of the Performance Appraisal System has significant positive effect on employee's motivation,

In addition, research conducted by Tekalegn (2016) on the effect of Performance appraisal process on employee performance in Hawassa university administrative staff. The data were collected through structured questionnaires from 320 permanent administrative staff and also applied explanatory research design. The findings revealed that there are positive and significant relationships between establishing performance standards, communicating established standards, measuring actual performance and compare with standards, discussing the appraisal and giving feedback and indicating corrective action with employee performance.

Similarly, Sajuyigbe (2017) a research conducted on impact of performance appraisal system on employee's performance in Nigerian Telecommunication sector. The data were sourced through a structured questionnaire and personal interview. Analysis of data was performed with the aid of Mean, Standard Deviation and Linear Regression. Results revealed that, performance appraisal system has significant impact on employee's performance. Further, appraisal is one of the most significant and effective tool that can lead an organization to vanquish their ultimate goals by improving the efficiency and effectiveness of the employees. Performance appraisal helps managers to identify the gap between desired and actual performance and in case of deficiency; it can be removed by imparting required training. Fair performance evaluation and

proper training motivates employees that results in improved performance and achieve organizational competitiveness (Shaharyar, et.al, 2014).

According to Abebe (2020) research finding, teachers performance appraisal has been a common practice often conducted twice in a year in Addis Ababa secondary school, but with limited appraiser's competence resulted from lack of intervention training, skill and knowledge gap in conducting performance appraisal and negative attitude towards Performance appraisal. With regard to purpose, the current system of teachers' performance appraisal has not mainly served the developmental purposes of Performance appraisal. In relation to the accuracy of the Performance appraisal procedure, it appeared that there are some limitations that potentially affect the whole system in those sample schools. The criteria used to appraise teachers were viewed by teachers as rigid, unrelated, less relevant as well as less objective and imposed from Addis Ababa education bureau. Moreover, teacher's negative attitude towards the whole system of appraisal procedure, lacks of consistent follow up, poor feedback system, students' bias and absence of developmental plan were also found the major problems of teacher's performance appraisal.

Also, the research conducted by Muthuri, et.al., (2019) and its finding shows that, goals of performance appraisal were determining rewards, promotion and development and also performance appraisal was not effectively done in public Technical Training Institutions of Nairobi region.

On the other hand, Solomon (2016) study assesses the practice of employees' performance appraisal in Abay Bank S.C. according to research finding Abay bank does not follow formal appraisal process and the performance standards of the bank addresses issues such as quantity, quality, timelines, cost effectiveness and strategic relevance but it fails to address stability or consistency or the extent to which individuals tend to maintain certain level of performance over time. Abay Bank also faces huge problems on its performance appraisal practice, most of them are rater's error like recency, halo/horns, situational influence etc. and the remaining is the problem of the system.

According to Kariuki (2014) research conducted on Effect of Performance Appraisal on Employees' Performance in Barclays bank of Kenya. The research results revealed that performance appraisal enhanced the employee career progression through career growth, link

between performance and employee goals in the organization and the link between reward and performance.

Likewise, Moses, (2015) study emphasizing on the Influence of Performance Appraisal on Employee Performance in Commercial Banks in Trans Nzoia County – Kenya. To conduct the study, the researcher employed descriptive and survey research design. According to the finding there is a significant relationship between performance appraisal and worker's performance in the study area.

The study conducted by Tekalegn, Solomon and Gebre (2016) focused on the effect of Performance appraisal process on employee performance in Hawassa university administrative staff. The findings revealed that there are positive and significant relationships between independent and dependent variables. That is establishing performance standards, communicating established standards, measuring actual performance and compare with standards, discussing the appraisal and giving feedback and indicating corrective action with employee performance.

The research gap among the above study there are a lots of studies in relation with this study, the effects of performance appraisal systems on employee's performance. However, there is a gap between this study and those. Other study assessed the determinant factor of performance appraisal partially. This study as much as possible incorporates all determinant factors of performance appraisal, Clear Criteria, clear Goals/purpose, promotion /career and feedback to depict the overall impacts. Hence, this study tries to full fill the research gapes and investigate the effects of performance appraisal systems on instructors' performance through identified determinant factors.

2.5. Conceptual framework

The conceptual framework of the study design based on the review of theories, empirical studies and also comply the independent and dependent variables of the study. Moreover, the conceptual framework of the study focused on five independent variables such as appraisal Criteria, appraisal goals/purpose, reward (Staff reward, Staff training and training), promotion /career and feedback (timely delivery of feedback and enhance performance) to postulate the objective of the study.

Independent variables

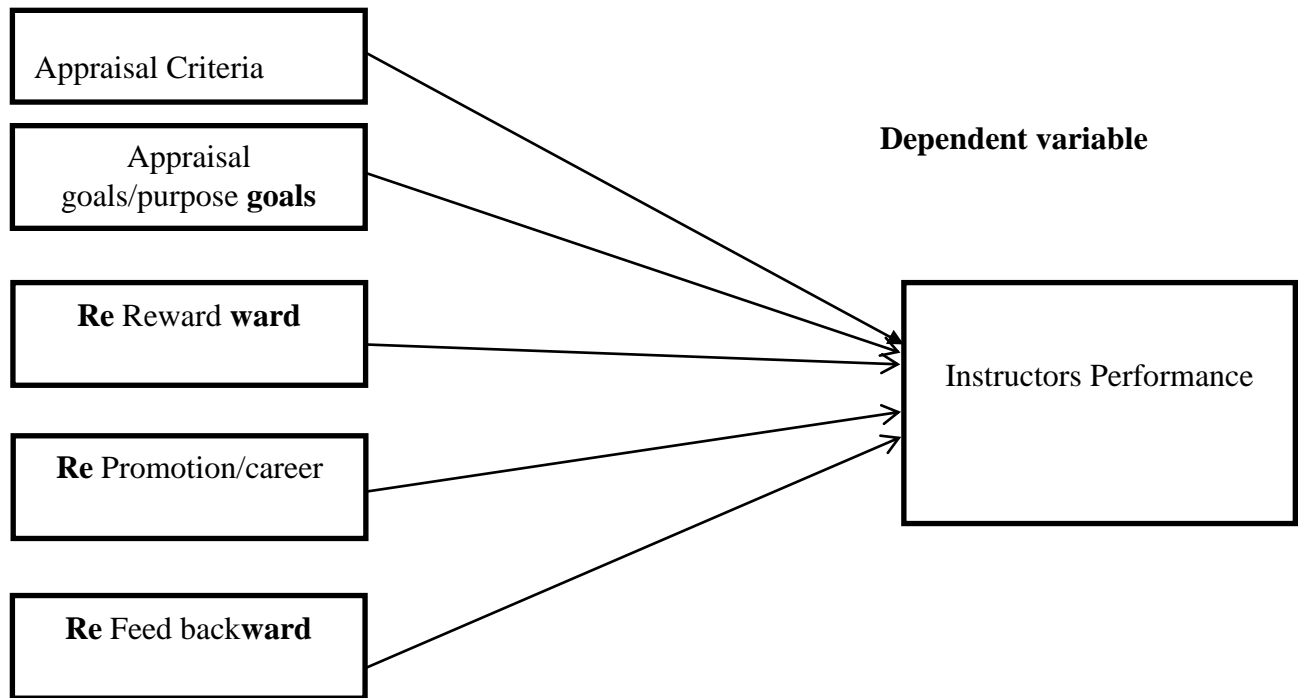


Figure 2. 1 Conceptual framework of the study (Independent Vs Dependent variable)

Source: Adapted from (Otieno, 2016).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGIES

3.1. Introduction

This chapter deals with the methodology adapted to meet the research objective. Specifically, type of research design and approach, sampling and sampling technique, data source, methods of data collection/ data collection tools, data analysis and ethical consideration were employed to conduct the study.

3.2. Research design

As indicated in Kothari (2004), designing a research is making a road map to a study, which leads all activities, and steps that would be undertaken. As the conceptual structure, research design depicts which research is conducted. Moreover, research designed is the plan or overall research program that helps the researcher obtain answers to the research questions; it includes an outline of what the researcher will do right from writing the hypothesis to the analysis of the data; it outlines the research problem structure by showing the relationship of the different variables of the study and the research plan that is used to acquire empirical evidence on the various relationships (Cooper and Schindler, 2011).

As a result of the researcher used descriptive and explanatory research design based on the ground that it helps to examine the effect of performance appraisal system on TVET Instructors performance emphasizing on Addis Ababa poly technique colleges. Descriptive research design method was an advantageous to pertinent to collect details of data from many respondents, it describes what the reality or what actually exist within a situation such as current practices of performance appraisal system and its significant and challenges where explanatory parts of study explaining and understanding the relationship between variables (the effects of performance appraisal system on TVET Instructors performance) and analysis in inferential ways.

3.3. Research Approach

This study applies both qualitative and quantitative research approach to substantiate the breadth and depth of the finding.

Specifically, the quantitative research approach is capturing the trends and details of a situation, such as the effects of performance appraisal system on TVET Instructors performance quantitatively. Whereas, the qualitative research approach of the study concerned with subjective

assessment of attitudes, opinions and behavior research in such a situation is a function of researcher's insights and impression (Kothari, 2004). Also, the qualitative method used to find out a depth investigation, which is not possible to analysis by quantitative methods.

3.4. Target population and Sampling Design

In this study, sample size and sampling design help to select samples. Hence, the researcher determined, the study population, the sample frame, sampling technique and then selecting the sample to examine the effect of performance appraisal system on TVET instructor's performance, emphasizing on Addis Ababa Poly Technique Colleges.

3.4.1. Study population/ universe

This study investigates the effect of performance appraisal system on TVET instructor's performance, emphasizing on Addis Ababa Poly Technique Colleges. It had six governments Poly Technique Colleges; the study limited with General Wingate and Entoto poly Technique College's only. The targets of the study were trainers, department head, and administrators who supervise trainers. In order to confirm generalization and validity of the study taking sufficient sample size and utilizing sampling techniques are given special concern, hence the researchers specify questionnaires respondents. The targets of this study were General Wingate and Entoto poly Technique College's and have 662 instructors/ trainers (Addis Ababa City Administration TVET Agency; 2020).

3.4.2. Sampling and sampling techniques

In this study, researcher determines sampling and sampling techniques to evaluate the effect of performance appraisal system on TVET Instructors performance in selected governments, poly technique colleges. In addition, the researcher used both probability and non-probability sampling techniques to conduct this study. By using non-probability sampling (purposive sampling techniques) the researcher specified (selected) two TVET poly technique colleges, which are General Wingate and Entoto poly technique colleges. The researcher also decided the target population for the purpose of better information. Associated to this, the researcher selected and used General Wingate and Entoto poly Technique College's instructors.

According to Addis Ababa City Administration TVET Agency; General Wingate and Entoto poly Technique College's have 302 and 360 instructors respectively. From those instructors General Wingate poly Technique College had 97 level C, 176 level B and 29 level A instructor, whereas

Entoto poly Technique College had 77 level C, 267 level B and 16 level A instructor. Totally the two selected poly Technique College's have 662 instructors. In addition, 169 of them were females and 493 were male.

On the other hand, the researcher employed three key informative interviews purposively from Addis Ababa City Administration TVET Agency; General Wingate and Entoto poly Technique College administrators.

As a result, the researcher used probability (simple random) sampling technique to get relevant information from 662 target populations with two collages proportionally. This probable sampling technique used to select questionnaire respondents and calculated by Kothari's (2004) formula.

If $N \geq 10,000$ then, sample $n = \frac{z^2 pq}{e^2}$ where,

N = population size (662), these are total numbers of instructors

n = size of sample

p = estimate characteristics of the population (0.5), $q=1-p$

z = confidence level (93%=1.81)

e = level of statistical significance set/margin error (0.07)

$$n = \frac{(1.81)^2(0.5*0.5)}{(0.07)^2} = 167$$

➤ n (desired sample size) = 167

However, the total population of the study is below 10,000, using the above criteria, the sample size become,

$$\text{Sample} = (fn) = \frac{167}{1 + \frac{167}{662}} = \underline{133} \text{ this are total sample}$$

If a sample of 133 people was needed, determine samples to be selected from each sample frame list by using proportionate sampling. ($p=133/ 662 = 20\%$ sampling proportion or sampling fraction). In addition, based on total numbers of instructors the researcher used 61 respondents from General Wingate poly technique collage (PTC) and 72 respondents also applied from Entoto poly technique collage (PTC) by using simple random sampling.

3.5. Data sources

To meet desired objective of the study, there is a need for appropriate data sources. The data for this study would be collected from both primary and secondary sources.

3.5.1. Primary Data Sources

This study employed both close and open ended questionnaires and unstructured interviews emphasis on performance appraisal systems and instructor's performance.

3.5.2. Secondary Data Sources

To realize the purpose of this research, the researcher collected relevant secondary data (second hand information) from government materials (TVET strategies; manuals, report) others scholars published and unpublished materials, professional journal articles, thesis papers and different research books. This helped the researcher to cross check the validity of the results of primary data.

3.6. Data collection tools/instruments

To conduct this research the researcher used primary and secondary data sources. The primary data collected through questionnaire and interview whereas the secondary data collected through document review.

3.6.1. Questionnaire

The researcher used semi-structured (both an open-ended and closed end) type of questionnaire to get required information. The questionnaire had two parts; the first part focused on demographic information of respondents, while the second part was emphasis to get information about TVET performance appraisal system and their instructor's performance.

Most of the questionnaire prepared based on a 5- point Likert scale. To this effect the prepared questionnaires distributed for 10 people as a pilot's test to improve the answerability of the questionnaires and used the feedback properly. Finally, the researchers distributed 133 questionnaires to get relevant data from sampled respondents of General Wingate and Entoto Poly Technique College instructors to confirm its postulate and also the Likert scale parts of the questionnaire analyzed using inferential statistics i.e. Pearson correlation and regression analysis.

3.6.2. Key informative interview

An interview questionnaire involves a series of open ended questions related to performance appraisal system and TVET Instructors performance. The open-ended natures of the questions define the topics under investigation and provide opportunities to both interviewer and interviewee to discuss some topics in more detail. The researcher applied three key informative interviews from Addis Ababa City Administration TVET Agency; General Wingate and Entoto Poly Technique College administrators with the help of guideline.

3.7. Method of Data Analysis

This section sought to describe the process and procedures employed to analyze the data obtained from questionnaire and key informative interview. The data collected through the above techniques were analyzed using several methods. The data analysis methods chosen based on the type of data used and the nature of the research questions and objectives of the study. In this study, the researcher used inferential and descriptive statistics and also present quantitatively and qualitatively. After the data collected and getting the responses into the spreadsheet, the data transferred into (Statistical Package for the Social Sciences) SPSS version 20 and the researcher decided and used the following statistical tests:

Descriptive statistics: interview, open-ended questionnaire and respondent back ground based collected data analyzed in descriptive ways and present through tables, words, frequencies, percentage, to depict general distribution of demographic characteristics and independent variables degree of influence on instructor's performances.

Bivariate Correlation: Correlation analysis is normally used to describe the strength and direction of the linear relationship between two variables. To find a relationship between two variables the researcher used only bivariate correlation and also investigating a relationship between performance appraisal systems and instructors performance. Therefore, the correlation between performance appraisal systems and instructors performance calculated with the help of the bivariate Pearson correlation coefficient.

Multiple regressions Analysis: One of the purposes of this study is to find the impact of selected performance appraisal systems (appraisal criteria, appraisal goal, reward, promotion and feedback) on instructor's performance. The researcher used multiple regressions because to find the impact of independent variables these are appraisal criteria, appraisal goal, reward, promotion and feedback on one dependent variable that is instructors performance. Multiple regressions allowed the researcher used independent variables as a predictor for the dependent variable therefore it is appropriate for this kind of study.

Likewise, Pohlman (2003) Ordinary Least Square (OLS) model shows that, the relationship between a dependent and a collection of independent variables. In OLS models at least one dependent variable and two or more independent variables treated. Also the study depicts how

dependent variables influenced with independent variables using multiple linear regression analysis. The regression model and its formulas indicated below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where Y = instructor's performance,

β_0 is regression constant,

$\beta_1 - \beta_5$ regression coefficients,

X_1 is appraisal criteria,

X_2 is appraisal goal,

X_3 is Reward

X_4 is Promotion,

X_5 is Feedback

ε model's error term.

3.8. Reliability and validity of instruments

An evaluation of the research data collection instrument involves an assessment of reliability and validity about the test measures to ensure the research results accuracy. Kothari (2004) asserted that sound measurement is required to test validity and reliability, while validity refers to the extent to which a test measures what a researcher wants to measure, and reliability deals with a precision of a measurement procedure. If a measuring instrument provides consistent results, it is reliable. As a result, before actual data collection the researchers used pilot test and improved the clarity and responsiveness of the questionnaire based on pilot test feedback. Then, Cronbach Alpha reliability statistics was applied to check reliability of the instruments and the coefficient of the reliability of Alpha, $\alpha = 0.841$ and above as showing the table 3.1 below. According to George & Mallery (2003), the value of Cronbach's alpha coefficient should be more than 0.7 which is an acceptable level of internal consistency or reliability. Therefore, full scale survey to be done.

Also, the researcher tried to address the instrument's validity through the review of literature by adapting tools used in previous researches; the prepared questionnaire approved by advisor, follows scientific research procedures and used appropriate information providers to ensure the issue of validity.

Table 3. 1. Cronbach Alpha for Independent and Dependent Variables

Reliability Statistics	No. of Items	Cronbach's Alpha
Appraisal criteria	6	.878
Appraisal goal	4	.872
Reward	5	.881
Promotion	4	.875
Feedback	6	.841
Instructors performance	8	.844

3.9. Ethical Considerations

To conduct this study ethical issues were considered, hence, the researcher would be maintaining scientific objectivity throughout the study and preserve and respects all the respondents and also respects confidentiality and privacy about information obtained from the respondents. Moreover, the information that would be obtained was held in confidentiality. An individual who support me to conduct the study and the sources of data from which information is generated would be acknowledged. The following basic ethical considerations would be kept in this study; openness, fairness, disclosure of methods, respect work values and norms of the respondents; informed willingness of every person who will involve in this research.

3.10. Summary of the chapters

To meet the desired objective, the researcher identifies and set relevant research methodologies and procedures. The study used both qualitative and quantitative methods and followed the data collected through primary data sources (interview and questionnaires) and secondary data source (published and unpublished) materials. To collect the data probability (simple randomly sampling) techniques was applied; by using it 133 questionnaire data were distributed and collected from General Wingate and Entoto poly technique collage instructors and used 125 properly to conduct this study. In addition, three informative interviews applied to crosscheck the finding. The collect data analyzed through descriptive ways and summarizing the result by using tables and word whereas questionnaire data also analyzed through SPSS.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter analysis and presents the finding of the study gained from questionnaire. Firstly, demographic and general information of the study were descriptively presented by using words, figures and statically analysis. Following this the researchers used descriptive and inferential statistics to analysis and depict the impacts of independent variable these are clear criteria, clear goal, reward, promotion and feedback on instructor’s performance that is dependent variable in Addis Ababa Poly Technique College.

4.2. Response Rate

A total of 133 questionnaires were distributed to General Wingate and Entoto Poly Technique College instructors and 125 questionnaires were returned to the survey, which accounted for 94% response rate. The remaining 6% of the questionnaire were uncollected and incomplete. The summary of the response rate is indicated in Table 4.1 below.

Table 4.1 Response Rates of Respondents

Item	Response Rate					
	General Wingate PTC		Entoto PTC		Total	
	No.	Percent	No.	Percent	No.	Percent
Sample size	61		72		133	100%
Collected and used	58	95.1%	67	93.1%	125	94%
uncollected and incomplete	3	4.9%	5	6.9%	8	6%

Source: field survey 2020

Tables 4.1 indicate that, from the total 133 distributed questionnaires the researcher used properly 125 questionnaires to conduct the study. This is representing a 94% response rate.

4.3. General Information of respondents

This section presents the demographic and general information of respondents. The gathered data of demographic information analyzed through descriptive statistics. The information analyzed included sex, age, education; level of instructors, place of work; monthly income and duration of

work/experience were encompassed in the study. The next table (table 4.2) summarizes all general information of respondents.

Table 4.2 respondent's characteristics in sample survey

Description	category	(N=125) frequency	(%)
Sex	Male	86	68.8%
	Female	39	31.2%
	Total	125	100%
Age	20-29 years	78	62.4%
	30-39 years	40	32%
	40-49 years	5	4%
	50-59	2	1.6%
	60 and above	-	-
	Total	125	100%
Educational background	Diploma/ equivalent	20	16%
	First degree	96	76.8%
	Second degree	9	7.2%
	PhD and above	-	-
	Total	125	100%
Work experience	1- 4 years	44	35.2%
	5- 8 years	38	30.4%
	8- 12 years	36	28.8%
	Above 12 years	7	5.6%
	Total	125	100%
Monthly income	Below 5,000.00	31	24.8%
	5,001.00-10,000.00	75	60%
	10,001.00-15,000.00	19	15.2%
	Above 15,000.00	-	-
	Total	125	100%
Level of instructors	Level C instructors	32	25.6%
	Level B instructors	85	68%
	Level A instructors	8	6.4%
	Total	125	100%
Place of work	General Wingate PTC	58	46.4%
	Entoto PTC	67	53.6%
	Total	125	100%

Source: field survey, 2020

Table 4.2 shows that, the background information of respondents participated in the research study. According to the table, the majorities 68.8% of the respondents were male and the rest 31.2% of the respondents were female. From the finding, the significant portions of the respondents involved in the study were male. In addition, the respondent's age that participated in this study ranging with, 20-29, 30-39 and 40-49 accounts 62.4 %, 32% and 4% respectively. The remaining 1.4% of the respondents was above 49 ages. This implies that most of the respondents were found in workable ages (20 to 29) years; hence they are easily performed the activities particularly technological and practical issues and can accept new changes in their work area.

On the other hand, most of (76.8%) of the respondents were degree holders and also 16% of the respondents were diploma holder. The remaining 7.2% of the respondents were second degree holders. Similarly, 68% of the respondents were level B instructors in the study area. Accordingly, the findings indicated that a significant number of respondents have a bachelor degree and level B instructors in the study; hence participants easily understand the performance appraisal practices the organizations. When we see work experience respondents, 35.2%, 30.2% and 28.8% of respondents had 1-4 years, 5-8 years and 9-12 years working experiences respectively. The rest 5.6% of the participants had more than 12 years working experiences. Relatively the respondents had better work experience and may be they had adequate knowledge about performance appraisal practices.

Also the table 4.2 shows that, most (60%) of respondent's monthly income found the range between 5,001.00-10,000.00 birr. Next to this, 24.8% of the respondents got below 5,000.00 Birr monthly. This indicates that, the income of instructors relatively good and encouraging to perform more. This study participant was determining by the total numbers of instructors in their collages. As a result, 46.4% of the respondents worked in General Wingate Poly Technique College. The rest 53.6% of them worked in Entoto Poly Technique College.

4.4. TVET performance appraisal systems and instructor's performance associations

One of the main objectives of this study was examine the effects of performance appraisal systems on TVET Instructors performance in Addis Ababa Poly Technique Colleges; General Wingate and Entoto Poly Technique College. To this effect the researcher used Pearson correlation analysis. It helps to determine the relationship between independent variables (clear criteria, clear goal,

reward, promotion and feedback) and the dependent variable instructor’s performance relationships in this study. This correlation analysis measured the degree (magnitude) and direction of association between dependent and independent variables. The magnitude of the relationship ranges between 1 to -1 (excluding 0), while direction refers to a negative or positive relationship. Moreover, the correlation coefficient indicates the significance of the relationship between variables. The validity of the findings about the relationship between variables and their representation of the population is determined by the level of significance with p-value, which is less than 0.05. According to Dancey and Reidy (2004), correlations of 0.01 to 0.30 are regarded as weak, correlations of 0.30 to 0.70 are deemed moderate, correlations of 0.70 to 0.90 are considered strong correlations and a result which is equal to 1 indicates perfect correlation. The correlation result and its interpretation found below the table.

Table 4. 3 TVET performance appraisal systems and Instructors Performance associations

Determinant factors	Appraisal criteria	Appraisal goal	Reward	Promotion	feedback	Instructors performance
Appraisal criteria	1					
Appraisal goal	.714**	1				
Reward	.348**	.407**	1			
Promotion	.405**	.453**	.459**	1		
Feedback	.616**	.602**	.601**	.708**		
Instructors performance	.542**	.589**	.648**	.672**	.782**	1

** Correlation is significant at the 0.01 level (2-tailed). Significant at $p < 0.05$ level and $N = 125$

This correlation analysis was used to test the relationship between TVET performance appraisal system (appraisal criteria, appraisal goal, reward, promotion and feedback) with Instructors Performance in Addis Ababa Government, Poly Technique Colleges. According to table 4.3 above all identified variables positive relationship with instructor’s performance with p-value = 0.000. The result shows that, feedback has strong positively relation with instructor’s performance with $r = 0.782$. In addition, appraisal criteria, appraisal goal, reward and promotion/career were moderate relationship with instructor’s performance with $r = 0.542, 0.589, 0.648$ and 0.672 consecutively. This implies that, there is influence or variation among predicate variables in Addis

Ababa Government, Poly Technique Colleges, hence responsible body in consideration those issues during execution.

4.5. Multiple Regression assumptions

Multiple regressions indicate the relationship between dependent and independent variable and its degree of effects / influence within the relationship. As result, this study indicates the effects of TVET performance appraisal system on instructor's performance Addis Ababa Government, Poly Technique Colleges. In other words, this study depicts the independent variable (Clear criteria, Clear goal, reward, Promotion and feedback) degree of influence on dependent variable that is instructor's performance.

However, before analysis of multiple regressions the researcher checked certain assumptions about the variables that are used. The assumptions of normality, linearity, homoscedasticity, and absence of multi-co linearity were examined before proceeding to the regression analysis to make ready the data for regression analysis and get reliable results from the study. The test results on the assumptions of regression using SPSS are presented as follows.

4.5.1. Normality Test

In regression analysis predictors and dependent variables should be normally distributed. In other words, non-normality (highly skewed or kurtosis variables or variables) with an indication distort relationships. As a result, the researcher checked the normality of assumption; because regression analysis results to be accurate it needs normal distributions of variables. To this effect the researcher used histograms to shows the normality of variables. When histograms are close to zero it is assumed that the data is normally distributed for the dependent variable. However, when skewness and kurtosis are not close to zero and the histogram does not appear to have a normal distribution (Osborne and Waters, 2002). According to the information in figure 4.1 below indicated that the data is distributed symmetrically around the center which shows that a normal distribution with the skewness and kurtosis is not far from zero. Thus, the result assured that the distribution is normal for this study.

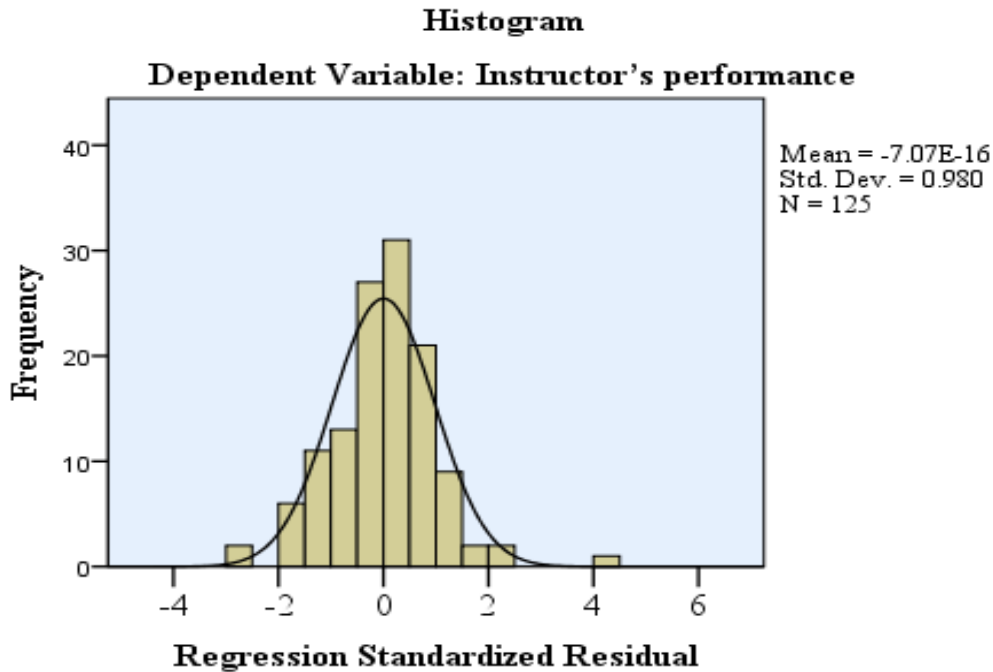


Figure 4.1. Histogram regression of standardized residual dependent & independent variables

4.5.2. Linearity Assumptions

In multiple regressions the presences of linear relationship between independent and dependent variables are crucial effect on the reliability of result; hence multiple regressions can only reasonably estimate the relationship between dependent and independent variables. Standard multiple regression can only accurately estimate the relationship between dependent and independent variables if the relationships are linear in nature. The relationship between independent variables and the dependent variable is not linear; the results of the regression analysis will underestimate the true relationship. This underestimation carries two risks. Mostly normality of residuals can be checked with a normal p-p plot. The plot shows that the points generally follow the normal (diagonal) line with no strong deviation. This indicates that the residuals are normally distributed. According to the information in figure 4.2 below indicated Normal P-P Plots show that this assumption had been met for this study.

Normal P-P Plot of Regression Standardized Residual

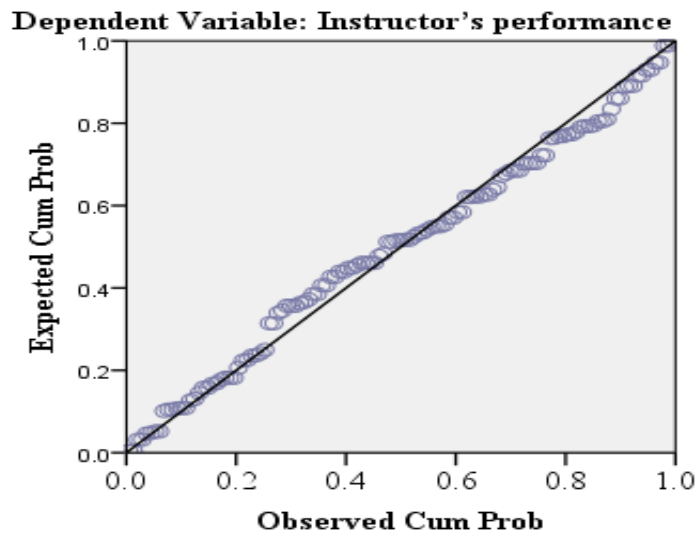


Figure 4. 2. Normal P-P Plot of dependent variable instructor's performance

4.5.3. Homoscedasticity test

Homoscedasticity test indicates the variance of errors; it is the same across all levels of the predictor (independent) variables. When the variance of errors differs at different values heteroscedasticity is indicated. According to Berry and Feldman (1985), slight heteroscedasticity has little effect on significance tests. Heteroscedasticity is indicated when the residuals are not evenly scattered around the line. As it can be seen, figure 4.3 below The variance of the error term is constant across cases and independent of the variables in the model, hence there is no heteroscedasticity problem in the study, because the dots are scattered randomly without any pattern, it means the variance of the residuals are constant. So there is no evidence for the presence of heteroscedasticity.

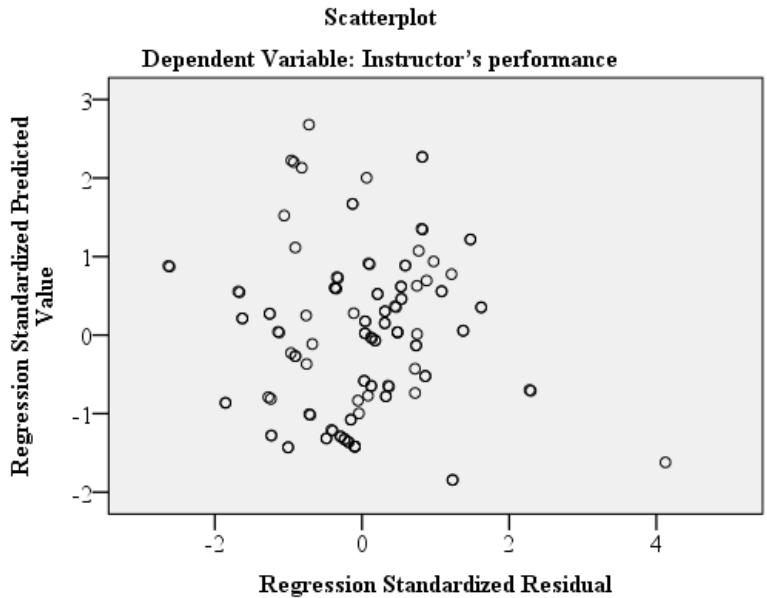


Figure. 4. 3. Scatter Plot standardized residuals vs predicted values

4.5.4. Multi-co linearity issues and its test

The presence of a high degree of correlation between two or more independent variables or the existence of non-related variables results in a problem of multi-co linearity (Kothari, 2004). The issue of multi-co linearity indicates no unique least-squares solution to regression coefficients. The presence of co linearity makes it challenging to assess the relative importance of predictor variables. However, the existence of Multi co linearity detected by tolerance values and variance inflation factor (VIF) result. Tolerance measures the influence of one independent variable on all other independent variables. The value is very small and less than 0.1, it indicates that the multiple correlations with other variables is high, suggesting the existence of multi-co linearity. On the other hand, the Variance inflation factor is an index of the amount that the variance of each regression coefficient is increased over that with uncorrelated independent variables. When a predictor variable has a strong linear association with other predictor variables, the associated VIF (Variance inflation factor) is large and is evidence of multi-co linearity Variance inflation factor is above 10 it is indicating that there is multi-co linearity between variables. In short, tolerance values of all independent variables and the Variance inflation factor are above 0.1 and below 10 respectively which indicates there is no multi-co linearity problem (Keith, 2006 and Shieh, 2010). As indicated in Table 4.4 below, the researcher has confirmed that there is no multi-co linearity problem between the predictor variables.

Table 4. 4 Multi-co linearity Test Results

	Multi-co-linearity Statistics		Remarks
	Tolerance	VIF	
Appraisal criteria	.428	2.335	No Multi-co-linearity problem
Appraisal goal	.439	2.278	
Reward	.629	1.589	
Promotion	.492	2.032	
Feedback	.305	3.276	

NB. Dependent variable: Instructor’s performance

Source: Survey Data (2020)

Table 4.4 shows that the tolerance value for all the independent variables was above 0.1 and the VIF was less than ten, which indicate that there is no multi-co linearity problem. As a result, the researcher began analysis of the regression result.

4.6. Multiple Regression analysis

To meet the objectives, the researcher examined the effects of performance appraisal system on instructor’s performance in Addis Ababa poly technique collages. This came to effect multiple regressions analysis used. In this part of the study indicate the relationship between the dependent variable that is instructor’s performance and independent variable these are clear criteria, clear goal, reward, promotion and feedback were discussed. Table 4.5, below shows, SPSS version 20 results and research hypothesis test. Based on the finding all of the independent variables were positively impacts with instructor’s performance. To explain in detail all intended tests and discussion given bellow.

Table 4. 5. Multiple regression result.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.701	.689	.54230

a. Predictors: (Constant), Appraisal criteria, Appraisal goal, Reward, Promotion and feedback

b. Dependent Variable: Instructors' performance

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	82.215	5	16.443	55.911	.000 ^b
	Residual	34.997	119	.294		
	Total	117.212	124			

a. Dependent Variable: Instructors' performance

b. Predictors: (Constant), Appraisal criteria, Appraisal goal, Reward, Promotion and feedback

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.165	.218		-.755	.451
Appraisal criteria	.054	.100	.042	.543	.008
Appraisal goal	.172	.096	.135	1.788	.006
1 Reward	.289	.071	.259	4.100	.000
Promotion	.196	.065	.215	3.010	.003
Feedback	.402	.099	.367	4.052	.000

The table 4.5, also depicts, the value of R squared shows, the dependent variable instructor's performance is explained by all independent variables with R² result 0.701 or 70.1% which shows overall impacts or evaluation of the model. This R square evaluating shows the model's fitness as its variation from adjusted R square is big. As depicted in the ANOVA table 4.5 above the significance value of F statistics are 0.000 and 0.008 which are less than 0.05. This also shows that

there is a significant relationship between the dependent and independent variables. Below this every independent and dependent variable showed based on table 4.5 above.

Table 4.5 above shows that, all independent variables appraisal criteria, appraisal goal, reward, promotion and feedback were statically significant positive effects with instructor's performance. Specifically, the independent variable appraisal feedback has statistically moderate and positive significant effect on instructor's performance with the value of $\beta = 0.402$. It is the biggest impact on instructor's performance in the study. Following this, reward, promotion and appraisal goal have statistically significant positive effects on instructor's performance as compared to other variables with value of $\beta = 0.289$ 0.196 and 0.172 respectively. On the other hand, an appraisal criterion has statistically positive and insignificant effect instructor's performance in Addis Ababa poly technique collages.

In relation to this, both open ended questionnaire and interview participants approved the insignificant effect of appraisal criteria on instructor's performances. The major challenges of performance appraisal systems in TVET collages are linked with established criteria, such as the performance appraisal criteria were bulky, nonscientific, and full of ambiguous and disagreement, included unrelated/ unessential measurements like technology transfers, saving and also used similar performance evaluation criteria for all trainers and departments, this also exposed for inequitable evaluation. On the contrary, appraisal goal, reward, promotion and feedback implementation were significant effect on instructor's performances.

4.7. Major performance appraisal challenge in poly technique collages

To support the above finding the researcher set the second objective to depict the overall effects of performance appraisal systems on TVET instructor's performances. The objective examined the major problems of performance appraisal practice in Addis Ababa poly technique collages.

The open ended questionnaires result shows that, TVET performance appraisal systems had appraisal criteria, appraisal goal, reward, promotion and feedback. The practice of these performance appraisal elements were relatively good and helps to improved instructor's performance. However, the established criteria or standard implementations and its contribution vary in performance appraisal systems. In accordance with questionnaires participant's performance appraisal carryout two times in a years and based on performance appraisal the collages provide promotion and reward practices somehow good.

According to them, the producing of qualified trainees and provision of quality training were effectively carryout in the collage. Industry extension support or Micro and small enterprise support and producing of competent enterprise trainers were relatively implemented. Most of the participants agreed technology transfers related performance appraisal criteria were fully unimplemented and wrong measurement for instructors. In addition, COC and saving emphasis criteria were also wrong according to them. In accordance with questionnaires participants relatively trainees, peer group and self-evaluation evaluations were good. Following those, department head evaluations were somehow good.

In relation to this, the participants list out many challenges that are faced performance appraisal implementation. Most of the participants agreed, the performance appraisal criteria were bulky, nonscientific, full of ambiguous and disagreement (the concepts of technology transfers, micro and small enterprise mobilizes competency used as a criterion but they are previously competent); included unrelated/ unessential measurements like technology transfers, saving and also used similar performance evaluation criteria for all trainers and departments, this also exposed for inequitable evaluation.

Some of them also believed, absence of awareness creation, poor information handling or documentation, unfair or discriminatory evaluation, less emphasis for teaching learning process, paper based and paper value evaluation, absences of teaching/training materials and practical equipment, wrong practices or attitude for performance appraisal (highly focused digging of trainers weak sides or poorly evaluate actual performance, provision of COC based training, less culture of accepting feedback, rigidity of criteria setter or adopter) unexpected and non-timely evaluation, absences of leadership enforcement and trainer's work burden (training, technology adaption, industry extension support) were the other problem for the implementations of performance appraisal. These also influence instructor's performance.

Few of them also identified others factors such as absence of accountability, all actors worked for the seek off reward and sustainability and non-organized and symbolic evaluations are affect the performance appraisal process.

The interviewees also support the questionnaire participants' ideas. Addis Ababa city government technical, vocational education and training Agency interviewee said, at the national level, uniformly Performance appraisal systems established and carryout in training colleges. However,

the implementation varies college to college in terms of the use of the appraisal criteria. The main reason for the discrepancy is the difficulty of adapting standard with current situation of the college and the need to adjust the gap between the job given to the trainers and the standard to be taken after the current work has been done. According to him, the performance appraisal practice moderately significant with some implementation treatment. However, absence of customization and the needs of sector development the trainer's appraisal criteria's were somehow complex. During promotion no one fulfilled intended criteria to carryout set standard properly. This leader or forced for symbolic activities; this also a cause for disagreement between trainers and collages/leaders. Also, lack of a consistent system, accountability and feedback the issue of recognition is determined by on leadership initiative.

On the other hand, collage interviewees said that, performance appraisal conducted twice a year in our college. The established criteria are different for supportive staff and instructors. The implementation performance appraisal is somehow good and helps for organization performance. Also, they agreed that, most performance appraisal had positive effect for instructor's performance. Particularly, instructors had good results from appraisal; motivated by provision of carrier structure, promotion, education opportunities and other rewards he/she would work toward high appraisal score. On the contrary, the absence of clear and uniform criteria; soft skills trainers forced to copy and transfer technology for 100 percent.

Both open ended questionnaire and interview participants the following solution were forwarded. According to them, to improved performance appraisal systems and its significance, revisited the established criteria to reduced redundant, subjective, bulk and unessential parts of appraisals criteria; the criteria should focused teaching learning processed only, improved trainers information handling, technology transfers does not set as evaluation criteria, fulfilled teaching/training materials and practical equipment equally, improved the evaluators and trainers attitude towards performance appraisal and build positive relationships; the evaluation criteria are fully communicated and carry out timely; evaluators measure actual performance of trainers by following set standards and avoid unfair and discriminatory evaluations.

Moreover, creating awareness for both appraisees and appraisers, identified skill gaps of trainers and provide training based on their gaps to increase their performance; build their capacity through short training and evaluate the changes you make after training; establish an incentive

system; provide recognition for best achievers and also support poorly achieved trainers, than exercised accountability and also established experiences sharing mechanism and carryout properly to enhance performance.

4.8. Discussion

The discussion of findings has been structured to address each research objective and the corresponding research question and the findings made from the above analysis. The objective of this study was to examine the effect of Performance Appraisal System on TVET Instructors performance in Addis Ababa Poly Technique Colleges.

In relation to this study, all identified Performance Appraisal independent variables, appraisal criteria, appraisal goal, reward, promotion and feedback were statically significant positive effects with instructor's performance in Addis Ababa TEVT Agency collages with some degree of variations. Feedback was greater impacts as compared with others predictor's variables.

According to the open ended questionnaire and interview participants, the performance appraisal system and its practice were moderately significant effects for instructors and performance with some implementation treatment. Also they said that, the performance appraisal significance limited by bulky, nonscientific, ambiguous and unrelated / unessential measurements. The others factor also reduced the significance such as, absence of awareness creation, poor information handling or documentation, unfair or discriminatory evaluation, wrong practices or attitude for performance appraisal, unexpected and non-timely evaluation, absences of leadership enforcement and trainer's work burden. These also influence instructor's performance.

These findings support by previous studies. Various empirical studies have verified that performance appraisal systems of organizations can an effect on employee's performances.

The research conducted by Tekalegn (2016) revealed that there are positive and significant relationships between establishing performance standards, communicating established standards, measuring actual performance and compare with standards, discussing the appraisal and giving feedback and indicating corrective action with employee performance. According to Moses (2015) research finding, there is a significant relationship between performance appraisal and worker's performance.

Similarly, Oginga (2016) study showed that, appraisal criteria, appraisal feedback and appraisal reward had positive association with employee productivity and performance. However, reward has greater impacts for employee productivity and performance.

According to alemeneh (2017) ongoing feedback, rewarding performance, trained appraiser, continuous open communication, fairness of the Performance Appraisal System has significant positive effect on employee's motivation.

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSION AND RECOMENDATION

5.1. Introduction

This chapter is the last chapter, which contains summary of major finding, conclusion, and recommendations, future suggestion linked with the effects of TVET performance appraisal system with Instructors performance.

5.2. Summary of major finding

The major objective of this study was examined the effect of Addis Ababa Poly Technique Colleges performance appraisal system on instructor's performance. Specifically, this study assessed performance appraisal system elements, appraisal criteria, appraisal goal, reward, promotion and feedback degree of influences on instructor's performances.

To achieved this objectives, the researcher review previous related literature, discussed and incorporate related concepts to ensure the reliability and validity of the study. To this effect, the researcher used descriptive and explanatory research design with both quantitative and qualitative research approach.

The questionnaires data collected from Addis Ababa Poly Technique Colleges (Entoto and General Wingate poly technique collage) instructors and used 125 respondents to conduct the study. The collected data were analysis descriptively and inferentially.

As it can be seen demographic information of the respondents, among 125 respondents 68.6. % of the respondents were male, 64.2% of them found 20-29 aged, 76.8% of them were first degree holders, 60% of the them eared from 5,001.00-10,000.00 monthly, 68% of them were level B instructors and 59.2% of the them had 5 to 12 years work experience.

Regarding to Pearson correlation result, all TVET performance appraisal system, these are Appraisal criteria, Appraisal goal, reward, promotion and feedback had positive relationship with Instructors Performance in Addis Ababa Poly Technique Colleges. However, feedback has strong positively relation with instructor's performance with $r = 0.782$. In addition, appraisal criteria, appraisal goal, reward and promotion/career were moderate relationship with instructor's performance with $r = 0.542, 0.589, 0.648$ and 0.672 respectively.

The model summary of multiple regression revealed that 70.1% of the variation in instructor's performance is explained by five performance appraisal systems factors which are included in the study. As depicted in the ANOVA table the significance value of F statistics is 0.000 and 0.008 which are less than 0.05. This also shows that there is a significant relationship between the instructor's performance and the independent variables; appraisal criteria, appraisal goal, reward, promotion and feedback. Based on multiple regression result and its coefficient; the independent variable appraisal feedback has statistically moderate and positive significant effect on instructor's performance with the value of $\beta = 0.402$. It is the biggest impact on instructor's performance in the study. Following this, reward and promotion have statistically significant positive effects on instructor's performance as compared to other variables with value of $\beta = 0.289$ and 0.196 respectively. On the other hand, an appraisal criterion has statistically positive and insignificant effect on instructor's performance in Addis Ababa poly technique colleges.

According to the open ended questionnaire and interview participants, the performance appraisal system and its practice were moderately significant effects for instructors and performance with some implementation treatment. Also they said that, the performance appraisal significance limited by bulky, nonscientific, ambiguous and unrelated / unessential measurements. The others factor also reduced the significance such as, absence of awareness creation, poor information handling or documentation, unfair or discriminatory evaluation, wrong practices or attitude for performance appraisal, unexpected and non-timely evaluation, absences of leadership enforcement and trainer's work burden. These also influence instructor's performance. Also the open ended questionnaire and interview participants forwarded a solution to improve the significance of performance appraisal system. According to them, revisited the established criteria to reduced redundant, subjective, bulk and unessential parts of appraisals criteria; the criteria should focused teaching learning processed only, improved trainers information handling, technology transfers does not set as an evaluation criteria, fulfilled teaching/training materials and practical equipment equally, improved the evaluators and trainers attitude towards performance appraisal and build positive relationships; the evaluation criteria are fully communicated and carry out timely; evaluators measure actual performance of trainers by following set standards and avoid unfair and discriminatory evaluations.

5.3. Conclusion

This study focused on the effects of TVET performance appraisal system on instructor's performance. Regarding with regression result, all identified Performance Appraisal independent variables; appraisal criteria, appraisal goal, reward, promotion and feedback were statically significant positive effects with instructor's performance with some degree of variations. Feedback was greater impacts as compared with others predictor's variables. Similarly, correlation analysis shows that, appraisal criteria, appraisal goal, reward, promotion and feedback had positive and significant relationships with instructor's performance.

Particularly, feedback has greater impacts (statistically positive and moderate effects) on instructor's performance with the value of $\beta = 0.402$. Then reward, promotion and appraisal goal have statistically positive significant effects on instructors performance with value of $\beta = 0.289$, 0.196 and 0.172 respectively. On the other, an appraisal criterion has statistically positive and insignificant effect instructor's performance in Addis Ababa poly technique collages. From this it was concluded that, the performance appraisal elements feedback was actively practice in work place leads to correspondent increase of instructor's performances. Correlation analysis also reveals that, there is strong significant and positive relationship between feedback and instructors performances. Thus, an increase constructive feedback practice results in enhanced instructors performances. This shows that, the performance appraisal element feedback, reward and promotion were significantly implemented in the study area. Open ended questionnaire and interview participants agreed these performance appraisal elements for their good implementation level in Addis Ababa poly technique collages.

On the contrary, appraisal criteria are the most challenging elements to carryout performance appraisal in Addis Ababa ploy technique collages. This issue confirmed by open ended questionnaire and interview participants; the performance appraisal significance limited by bulky, nonscientific, ambiguous and unessential criteria/measurements. Absence of awareness creation, poor information handling or documentation, unfair or discriminatory evaluation, wrong practices or attitude for performance appraisal, unexpected and non-timely evaluation, absences of leadership enforcement and trainer's work burden were the other challenge in the implementation of performance appraisal. As a result, responsible body revisited the established criteria to reduced

redundant, subjective, bulk and unessential parts of appraisals criteria and also the criteria should have focused the major roles of instructors teaching learning processed only.

From this research result, to enhanced instructor's performance all responsible bodies have more synergy to improved performance appraisal systems and its implementation by considering the above determinant factors.

5.4. Recommendations

Performance appraisal system and its implementations in an organization are tools to achieved intended objectives and motivated human resource through it. This research depicts Addis Ababa poly technique collage performance appraisal practice. Hence, based on the research findings; the following suggestions are forwarded by considering evaluators, trainers, trainees and collages.

Appraisal criteria, appraisal goal, reward, promotion and feedback had positive and significant relationship with instructor's performance. However, feedback, reward and promotion implementation are relatively good and have greater significance as compared to others. Appraisal criteria are the most challenging elements of TVET performance appraisals system of Addis Ababa poly technique collage.

5.4.1. Addis Ababa city government technical and vocational education and training Agency

Constructive and tamily feedback, reward and promotion are strong impacts on instructor's performance improvement hence agency should encourage these issues implementations. On the other hand, Agency critically understands the issues of performances appraisal criteria and it should have revised bulky, nonscientific, ambiguous and unessential measurements. Particularly technology transfers, Saving, COC based training and industry extension criteria should be avoided or without strong awareness creation and agreement never include for instructor's performance measurement. Provide training to reduced or alleviate stakeholders or performances appraisal actor's wrong attitude toward performance appraisal practices and also clearly stated the concepts of technology in terms of soft skills and hard skills. Also, Agency established strong encouraging system to alleviate leadership imitative reward and promotion. Further the Addis Ababa city government technical and vocational education and training Agency discuss with Federal technical and vocational education and training Agency to revised the performance appraisal criteria like technology transfer, industry extension, etc.

5.4.2. For Collages

To enhanced instructor's performance with performance appraisal system, in the beginning years' collages communicate established criteria for all appraisers and appraisees and also set time of evaluation then evaluate trainers based on previous conciseness. College administrators strengthen established feedback system to sustain the strong effects of feedback in their collages.

Collage should be take challenging criteria, discussed with trainers then communicate with Agency to set standardized and acceptable performance appraisals criteria to alleviate performance appraisal problems.

5.4.3. For trainers

Trainers should understand the positive impacts of performance appraisals and avoided COC and paper based activities during training. Moreover, trainers should improve information handling and documentation to evaluate their actual performances. Trainers develop positive attitudes to give continue suggestion to solve workplace and evaluation challenges.

5.4.4. Evaluators (self-evaluation, peer evaluation, trainees, department head and administrators)

All appraisers avoided discriminatory evaluation and evaluate the actual performance of instructors based on established standards. Department head and vice dean should provide constructive feedback timely.

Moreover, human resources department, collage workers, other government body and others stakeholders understand the positive impacts of performance appraisal system on instructors and practiced in their work place or suggest to practice it.

5.4.5. Direction for Future Research

The researcher recommends for further investigation in-depth regarding with instructor's performance appraisal system in comparable with TVET strategies with specified variables and budgets and infrastructure.

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ANNEX 1. English Versions questionnaires

ST MARY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF BUSINESS ADMINISTRATION (MBA)

Dear Respondents:- The main objective of this questionnaire is to examine the Effect of Performance Appraisal System on TVET Instructors Performance in Addis Ababa Government, Poly Technique Colleges, particularly, General Wingate and Entoto Poly technique College. Your genuine and complete answers have great input to the outcomes of the research. Therefore, the researcher is kindly asked you, to give valid responses to the questions below. The answers you provide on each paper will be used for research purpose only. The information generated in the study will remain confidential. No need to write your name on the paper, your answer is the only required thing.

Thank you in advance for your cooperation!

Girmaw Tilahun (girmawdesta@gmail.com)

Part one: general Information about the respondents.

Instruction one: Answer the following questions by choosing the appropriate alternative and tick mark (✓) on the space provided.

1. Sex: 1) Male 2) Female
2. Age: 1) 20-29, 2) 30-39, 3) 40-49, 4) 50-59 5) 60 and above
3. Level of education that you have completed:
 - 1) Diploma or equivalent
 - 2) First Degree
 - 3) Second degree
 - 4) PhD and above
4. Work experience in years: 1) 1- 4 years 2) 5-8 years
 - 3) 9-12 years
 - 4) More than 12 years
5. your monthly income: 1.) Below 5,000.00 2.) 5,001.00 -10,000.00
 - 3.) 10,001.00 -15,000.00
 - 4.) 15, 001.00 -20,000.00
 - 5.) Above 20,000.00
6. your role in the organization: 1.) Department head 2.) Instructor
7. you are: 1.) Level C instructors 2.), Level B instructors 3.) Level A instructors
8. Place of work
 - 1.), General Wingate Poly Technique College
 - 2.) Entoto Poly Technique College

Part Two

Instruction one: Please look at the following statements and show the extent of agreement by putting “√” in relation to your organization in accordance with the scale given alongside of the question below 1= strongly disagree 2= disagree 3 = Neither agree nor disagree 4 = agree 5 =strongly agree

Service measurement and its item description	Strongly disagree (1)	disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
1. Clear criteria/ standards	1	2	3	4	5
1.1. Performance evaluation criteria is well known					
1.2. Established standards adequately communicating					
1.3. clear and easily implemented Performance Appraisal procedure/standards in yours collage					
1.4. Rating is free from error and biases					
1.5. Evaluators measured actual performance of instructors based on established standards					
1.6. Formal Performance Appraisal implemented twice a year's with set procedures.					
2. Clear purpose/goals	1	2	3	4	5
2.1. yours collage Performance Appraisal goals are easily measurable					
2.2. yours collage clearly defined performance Appraisals procedures					
2.3. The evaluators easily understand the intended purpose					
2.4. The instructors easily understand the intended purpose					
3. Reward (Incentives)	1	2	3	4	5
3.1 My organization planed a reward program to encourage instructors					
3.2 Performance Appraisal based reward system practiced in an organization to encourage instructors					
3.3 My organization provides reward (incentive) for high					

achiever instructors					
3.4 Reward programs of the organization are equitable					
3.5. High achiever instructors gives first priority during training and education					
4. Promotion/career	1	2	3	4	5
4.1. There is strong relationship between performance appraisals and promotion					
4.2. Best performer instructors gives first priority during promotion					
4.3. Performance based promotion implemented in my organization.					
4.4. Performance based promotion encourage for work					
5. Feedback	1	2	3	4	5
5.1. Most of Performance Appraisal feedback trusted for you					
5.2. Most of Performance Appraisal feedback are constructive					
5.3. The feedback may have received helps me to improve my work.					
5.4. Organization's corrective measure carry out based on actual performance of instructor					
5.5. Feedback accepting culture of Instructors are good					
5.6. I receive performance feedback timely from concerned bodies (department head and vice dean)					
6. Instructor performance	1	2	3	4	5
6.1. Timely Performance Appraisal encouraged to work					
6.2. Performance Appraisal helps to provide standardized service.					
6.3. Fair Performance Appraisal process is motivated for execution					
6.4. I am fully qualified through performance Appraisals practices					
6.5. Performance Appraisal practice of an organization is exiting					

6.6. My work performance is facilitated by constructive feedback					
6.7. I am satisfied with the current performance Appraisals practice					
6.8. Most performance Appraisals are acceptable					

Instruction Three: please answers the following questions by writing on the space provided.

1. Discussed your organization Performance Appraisal practice? Please discuss in details? -----

 -----::

2. Which Performance Appraisal practices are fairly implemented? Which are not? Please discussed in details? Regarding with Technology transfers evaluation, producing of competent and qualified trainees with COC, providing of necessary support for micro and small enterprise, department head (supervisor) evaluations, peer group evaluation, trainee's evaluation and self evaluation. -----

 -----::

3. What are the major challenges during the implementation of Performance Appraisal practice in Addis Ababa TVET Poly Technique College? Please discussed the practice briefly? -----

 -----::

4. What are the possible measure to evaluate Performance Appraisal fairly and improved instructors' performance through it? Discuss it briefly? -----

-----::

Thank you!

ANNEX 2. Interview questions

ST MARY UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION (MBA)

Interview questions

1. In yours collage, performance appraisal issues are properly addressed and practiced with clear purpose and criteria for you? How do you see yours College performance appraisal practice in terms of instructor performances? Please discuss in details?
2. How do you see yours collage performance appraisal practice inconsideration with appraisers and appraises/instructors understanding towards it? Please discuss?
3. Discuss the effects of performance appraisal practice on instructor's performance regarding with reward, promotion/career, feedback, clear purpose/goal and clear criteria/standards?
4. What are the major challenge in yours collages in the implementation of performance appraisal and also maximizing instructor's performance?
5. What are the possible mechanisms to improved performance appraisal practices also instructor's performance? Please discuss in details?

Thank you!

ANNEX 3. Amharic Versions questionnaires

በቅድስት ማሪያም ዩኒቨርሲቲ
የቢዝነስ አድሚኒስትሬሽን ትምህርት ክፍል
ድህረ ምረቃ ፕሮግራም

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ ከተማ አስተዳደር በእንጦጦና በጄኔራል ዊንጌት ፖሊ ቴክኒክ ኮሌጅ ላይ ተግባራዊ እየተደረገ የሚገኘው የስራ አፈፃፀም ምዘና ስርዓት በመምህራኑ የመፈፀም/የማስተማር አቅም ላይ የሚያደረገውን ተፅዕኖን (examine the Effect of Performance Appraisal System on TVET Instructors Performance in Addis Ababa Poly Technique Colleges, General Wingate and Entoto Poly technique College) በጥናት አስደግፎ ማቅረብ ነው። ስለሆነም እርስዎ ይህንን መጠይቅ በተሟላና ግልጽ በሆነ መልኩ ከሞሉልን የጥናቱን ዓላማ በትክክል ለማሳካት ይረዳል። ስለዚህ ጥያቄዎችን በትክክል እንዲሞሉ በትህትና እየጠየቅሁ የሚሰጡት ምላሽ ከጥናቱ ውጪ ለሌላ አላማ እንደማይውል አስቀድሜ አረጋግጣለሁ፤ የሚሰጡት መረጃ በሚሰጠር ይጠበቃል። ስለዚህ እባክዎ ሁሉንም ጥያቄዎች በጥሞና በማንበብ እንዲመልሱ በአክብሮት እንጠይቃለን። በማንኛውም ገጽ ላይ ስምዎን መጻፍ አያስፈልግዎትም።

ለትብብርዎ አስቀድመን አናመሰግናለን!

ግርማው ጥላሁን(girmawdesta@gmail.com)

ክፍል አንድ: የመረጃ ሰጪዎች አጠቃላይ መረጃ

መመሪያ አንድ: ከ1-9 የቀረቡ ጥያቄዎችን በማንበብ ከቀረቡት አማራጮች መካከል ትክክለኛውን በመምረጥ በተገቢው ቦታው ላይ የ(✓) ምልክት በማስቀመጥ ይመልሱ?

- 1. ፆታ: 1.) ወንድ 2.) ሴት
- 2. እድሜ: 1) 20-29 2) 30-39 3) 40-49
4) 50-59 5) 60 እና ከዚያ በላይ
- 3. ያጠናቀቁት የትምህርት ደረጃ:
 - 1.) ዲፕሎማ ወይም ተመሳሳይ ደረጃ 3.) የመጀመሪያ ዲግሪ
 - 3.) ሁለተኛ ዲግሪ/ ማስተር 4.) ዶክተሬትና ከዚያ በላይ
- 4. የስራ ልምድ በዓመት: 1.) ከ1- 4 2.) ከ5-8
3.) ከ9-12 4.) ከ12 ዓመት በላይ

5. ወርሃዊ ገቢ: 1.) ከ5,000.00 በታች 2.) 5,001.00 -10,000.00
 3.) 10,001.00-15,000. 4.) 15, 001.00 -20,000.00
 5.) ከ 20,000.00 በላይ

6. በኮሌጁ ያልዎት ሚና 1.) የዲፓርትመንት ኃላፊ 2.) መምህር/አሰልጣኝ

7. ያጠናቀቁበትና ስልጠና እየሰጡ የሚገኙበት የስልጠና ደረጃ:

- 1.) ደረጃ C አሰልጣኝ 2.) ደረጃ B አሰልጣኝ 3.) ደረጃ A አሰልጣኝ

8. የስራ ቦታዎ 1.) የጄኔራል ዊንጌት ፖሊ ቴክኒክ ኮሌጅ
 2.) የእንጦጦ ፖሊ ቴክኒክ ኮሌጅ

9. እየሰሩ የሚገኙበት ትምርት ክፍል (Department) ይጻፉ -----

ክፍል ሁለት

መመሪያ አንድ: እባክዎን የሚከተሉትን መግለጫዎች(statements) ከኮሌጁ ጋር በማስተሳሰር ይመልከቱና ከዚህ በታች የቀረቡት ጥያቄዎች በማንበብ ከጎን ስምምነትዎን በሚያመለክተው መለኪያ (Scale) ላይ የ“√” ምልክት በማስቀመጥ የስምምነትዎን መጠን ያሳዩ(1 = በጣም አልስማማም 2 = አልስማማም 3 = አልወሰንኩም 4 = እስማማለሁ 5 = በጣም እስማማለሁ)

የአፈፃፀም መለያዎች	በጣም አልስማማም (1)	አልስማማም (2)	አልወሰንኩም (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
1. ግልጽ መመዘኛ/መስፈርቶች Clear criteria/ standards	1	2	3	4	5
1.1. የስራ አፈፃፀም መመዘኛ መስፈርቶችን በትክክል ይታወቃሉ					
1.2. የተቀመጡ መስፈርቶች እስመልክቶ በቂ ግንዛቤ ተፈጥሯል					
1.3. የኮሌጁ የስራ አፈፃፀም ምዘና አካሄድ/ደረጃ ግልጽና ቀላል ናቸው					
1.4. የምዘናው ደረጃ አሰጣጥ (Rating) ከስህተትና አድልዎ ነፃ ነው					
1.5. መዛኞች በተቀመጠው ደረጃ መሰረት ትክክለኛውን የአሰልጣኞች አፈፃፀም ይመዘናሉ					
1.6. ኮሌጁ በተቀመጠው መለኪያ መሰረት ከዓመት ሁለት ጊዜ መደበኛ የስራ አፈፃፀም ምዘና ያከናውናል					

2. ግልፅ ግብ (Clear purpose or goal)	1	2	3	4	5
2.1. የኮሌጁ የስራ አፈፃፀም ምዘና ግቦች በቀላሉ የሚለኩ ናቸው					
2.2. የኮሌጁ የስራ አፈፃፀም የምዘና ሂደት በግልጽ ተቀምጧል					
2.3. መዛኞች ኮሌጁ ያቀዳቸውን ግቦች በቀላሉ ይረዷቸዋል					
2.4. አሰልጣኞች ኮሌጁ ያቀዳቸውን ግቦች በቀላሉ ይረዷቸዋል					
3. ሽልማት (ማበረታቻዎች) (Reward (Incentives))	1	2	3	4	5
3.1. ኮሌጅዎ አሰልጣኞችን ለማበረታታት የሚያስችል የሽልማት (የማበረታቻ) እቅድ አለው					
3.2. ኮሌጅዎ አሰልጣኞችን ለማበረታታት የአፈፃፀም ምዘናን መሰረት ያደረገ ሽልማት ተግባራዊ የማድረግ ልምድ አለው					
3.3. ኮሌጁ ከፍተኛ አፈፃፀም ላስመዘገቡ አሰልጣኞች ሽልማት (ማበረታቻ) ይሰጣል					
3.4. የኮሌጁ የሽልማት (የማበረታቻ) አሰጣጥ ፍትሃዊ ነው					
3.5. ከፍተኛ አፈፃፀም ያላቸው አሰልጣኞች በትምህርትና ስልጠና አሰጣጥ ላይ ቅድሚያ ይሰጣቸዋል					
4. የደረጃ እድገት/የእርከን ጭማሪ (Promotion/career)	1	2	3	4	5
4.1. በኮሌጁ የስራ አፈፃፀም ምዘናና የደረጃ እድገት ከፍተኛ ግንኙነት አላቸው					
4.2. በደረጃ እድገት ወቅት ምርጫ ፈፃሚዎች/አሰልጣኞች ቅድሚያ ይሰጣቸዋል					
4.3. በኮሌጁ አፈፃፀምን መሰረት ያደረገ የደረጃ እድገት ተግባራዊ ይደረጋል					
4.4. አፈፃፀምን መሰረት ያደረገ የደረጃ እድገት ተግባራዊ ስለሚደረግ የስራ ተነሳሽነትን ጨምሮለታል					
5. ግብረ መልስ (Feedback)	1	2	3	4	5
5.1. አብዛኛዎቹ የስራ አፈፃፀም ምዘናዎች ታማኝ ናቸው					
5.2. አብዛኛዎቹ የስራ አፈፃፀም ምዘና ግብረ መልሶች ገንቢዎች ናቸው					
5.3. የሚሰጡ ግብረ መልሶች የስራ አፈፃፀምን እዲያድግ አግዞኛል ይላሉ					
5.4. ኮሌጁ የሚወስዳቸው የእርምት/የማስተካከያ እርምጃዎች					

የአሰልጣኙን ትክክለኛ አፈፃፀም መሰረት ያደረጉ ናቸው					
5.5. የአሰልጣኖች ግብረ መልስ የመቀበል ልምድ ጥሩ ነው					
5.6. ወቅቱን የጠበቀ ግብረ መልስ ከሚመለከታቸው ኃላፊዎች ይሰጣል					
6. የአሰልጣኞች የስራ አፈፃፀም (Instructor performance)	1	2	3	4	5
6.1 ወቅቱን የጠበቀ የስራ አፈፃፀም ምዘና የስራ ተነሳሽነቱን ጨምሮታል					
6.2. የስራ አፈፃፀም ምዘናው ደረጃውን የጠበቀ አገልግት እንድስጥ አግዞኛል					
6.3. ትክክለኛ የሆነ የስራ አፈፃፀም ምዘና መኖር የመፈፀም ተነሳሽነቱን ጨምሮልኛል					
6.4. የስራ አፈፃፀም ምዘናው የሚጠይቀው ክህሎት አለኝ					
6.5. የኮሌጁ የስራ አፈፃፀም ምዘና ሂደት ያስደስታል					
6.6. ገንቢ በሆነው የኮሌጁ ግብረ መልስ አማካኝነት የስራ አፈፃፀሜ ጨምሯል					
6.7. ተግባራዊ በሚደረገው የአፈፃፀም ምዘና እረክቸብታለሁ					
6.8. አብዛኛዎቹ የአፈፃፀም ምዘናዎች ተቀባይነት አላቸው					

ክፍል ሶስት፡- ከዚህ በታች የቀረቡትን ጥያቄዎች በተቀመጠው ክፍት ቦታ ላይ ተገቢውን ምላሽ በመጻፍ ይመልሱ

1. የኮሌጁ የስራ አፈፃፀም የምዘና ልምድ ምን እንደሚመስል እባክዎ በዝርዝር ያብራሩ?

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2. በኮሌጁ ከሚከናወነው የስራ አፈፃፀም ምዘና ውስጥ የትኛው በትክክል ይከናወናል የትኛው በትክክል አይከናወንም? እባክዎት የቴክኖሎጂ ሽግግር፣ ብቁ ሰልጣኝ ማፍራትንና የጥቃቅንና አነስተኛ ድጋፍን የተመለከተ ምዘናን እንዲሁም የዲፓርትመንት ኃላፊ፣ የሰልጣኝ፣ የእርስበርስ (peer group) እና የግል ግምገማን ከግምት በማስገባት የስራ አፈፃፀም ምዘናውን ተገቢነት ያብራሩ?

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3. በኮሌጅዎ የስራ አፈፃፀም ምዘና ተግባራዊ በሚሆንበት ወቅት የሚስተዋሉ ዋና ዋና ተግዳሮቶችን/ችግሮችን በዝርዝር ያብራሩ?

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4. በኮሌጅዎ የስራ አፈፃፀም ምዘና ወቅት የሚስተዋሉ ተግዳሮቶች እንዲፈቱና የአሰልጣኞች የመፈፀም አቅም እንዲያደግ ምን ምን የመፍትሔ እርምጃ መወሰድ አለበት? እባክዎት በዝርዝር ይግለፁ

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አመሠግናለሁ!