



ST. Mary's University
College of Graduate Studies

Practice and Challenges of Instructors Performance
Appraisals in Selected Polytechnic Colleges of Addis Ababa

By
Alemtsehay Debebe

A thesis is submitted to St. Mary's University, School of
Graduate Studies in Partial Fulfillment of Award of Degree
of Masters of Business Administration (MBA)

February 2022
Addis Ababa, Ethiopia

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Declaration

I, hereby assert that this thesis entitled “the practice and challenges of Instructors’ Performance Appraisal: in Selected Polytechnic Colleges of Addis Ababa” is my own original work, prepared under for the thesis have been dully acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

Name

St. Mary's University, Addis Ababa

Signature

February, 2021

Endorsement

This thesis has been submitted to St. Mary's University, School of Graduate studies for examination with my approval as a university advisor.

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Signature

February, 2021

Certification

The practice and challenges of Instructors' Performance Appraisal: in Selected Polytechnic
Colleges of Addis Ababa

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Approved by board of examiners

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Lists of acronyms

PA Performance Appraisals

PTC Poly Technique College

SPSS Statistical Package for the Social Sciences

TPA Teacher performance appraisal

TVET Technical and Vocational Education and Training

Abstract

The purpose of this study, examined the practice and challenges of instructors performance appraisal in selected government TVET Poly Technique College, Addis Ababa. To meet the desired objective, the study used both qualitative and quantitative methods and also applied descriptive research. In addition, simple random sampling technique was applied to collect the data; by using this 226 data were collected from TVET instructors. This research used both primary and secondary data sources. Interviews and questionnaires were the major data gathering tools. Most collected data were analyzing descriptively and summarizing the result by using tables and figures and finally draw conclusion. According to research finding, performance appraisal practices of the organization were relatively good and it is found an encouraging level. Out of 226 sampled respondents, 152 (67.25%) of the participants agreed, COC qualified appraisals criteria measured actual performances of trainers then trainee's evaluation measured the actual performances of trainers and responded 103 (45.57%). In addition, 167 (73.89%) and 140 (61.95%) of the respondents confirmed that performance appraisals the organization helps to provide training and education opportunity and salary improvement respectively. Further, 56.2% of the respondents believed that, there is no clear and easily implemented PA procedure and also 57% of them agreed the occurrence of rating error and biases. Absence of PA criteria clarity, poor linkage of PA criteria and regular activities of instructor, incomplete PA implementations, unfair and unclear PA criteria, pretend PA practices, work burden of instructors were the other main challenges of the PA. To alleviate challenges the researcher recommend that, all responsible bodies including instructors needs more synergy to improve performance appraisal practices and also properly used the criteria to come up trusted result.

Key words: performance, performance appraisal, appraiser practice, challenge

Chapter one

Introduction

This chapter encompasses the introductory information about the study, more specifically background of the study associated with instructors' performance appraisal practices. The chapter also brings out 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, scope, significance and limitation of the study.

1.1 Background of the study

Performance management is one of the cornerstones of human resource practice in organizations. Along this, effective performance management is a key requirement if you have any number of employees (Allan, Church and Janine Waclawski, 2009). According to them human resource management, helps an organization to be successful and meet its intended objective. In addition, performance management is an ongoing process that identifies measures, manages, and develops the performance of people in the organization. It is designed to improve worker performance over time (Aguinis, 2019).

On the other hand, performance appraisal is the part of the performance management process that identifies measures, evaluates the employee's performance, and then discusses that performance with the employee (Aguinis, 2009). Moreover, performance appraisal (PA) is an important human resource practice and tool, which provides information to many critical human resource decisions such as training, and development, needs compensations and benefits (Taylor et. al. 1995 and Holland et al., 2005). Similarly, performance appraisals are frequently used in organizations as a basis for administrative decisions such as employee promotion, transfer, and allocation of financial rewards; employee development, including identification of training needs and performance feedback; and personnel research (Decotiis, and Petit, 1978).

Also, performance appraisal is the process of identifying, evaluating and developing the work performance of employee in the organization so that organizational goals and objectives are effectively achieved while at the same benefiting employees in terms of recognition, receiving feedback and offering career guidance (Lansbury 1998).

Further, performance appraisal is not only measuring and improving the actual performance of the employee but also indicate future organization human capitals and its potential. According to Armstrong (2009) performance appraisal is a formal and structured system of measuring, evaluating job related behaviors and outcomes to discover reasons of performance to perform effectively in future and come up benefited.

In relation to this, human resource can be taken as the backbone of any institute (organization) in managing and monitoring the whole activities of the organization directly or indirectly so as to verify the achievement of the organization objective. Hence, companies are engaged different kind of human resource management practice to enhance their employee working performance and achievement organization success. Indeed, organization human resource system should be effective by having valid and accurate appraisal system (Femi, 2013).

This come to effect, an organization's needs; clear, standardized, measurable and communicated PA objectives and criteria, well-qualified appraisers and smart systems to measuring actual performance appraisee, accommodate individual's differences and provide feedback free from any types of biases and also the result or performance links with organization employees encouraging mechanisms.

According to Dattner, (2010), cited by gichuhi et.al (2012), a well-designed performance appraisal system has first developed a criterion for successful performance: which consist of the desired output expected of employees, then gives performance feedback and has a fair reward system. PA is the most powerful instrument that the organizations have to mobilize the energy of every employee of the organization to words the achievement of the strategic goals. Moreover, performance appraisal is a strategic and integrated approach in delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors (Armstrong and Baron, 2004). Performance appraisal is a vital component of a broader set of human resource practices; it is the mechanism for evaluating the extent to which each employee's day-to- day performance is linked to the goals established by the organization (Coutts & Schneider, 2004).

The main intention of performance appraisal is to assess employee's performance as objectively a possible in which the result of it will be used in setting direction for the

development of the individual performance by identify the performance strength and weakness and then developing an action plan to bring the desired development (Abaja et. Al 2012). On the contrary, performance appraisal which is not carefully developed and implemented can have negative repercussion for both the organization and its employees some of they may be getting the wrong person promoted, transferred or fired; it may also cause feeling of inequality on the part of good employees who erroneously rises than bad employees. It could lead to legal suits in which the organization has a very weak defense for why a particular individual was not promoted. In addition, it could result dissatisfied employees who cloud decrease their effort on work, which has a negative impact on the customers.

In relation to this, education is considered as the key to effective development strategies. Particularly, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development (COMEDAF, 2007).

This come to effect, performance appraisal is the assessment of individual performance in a systematic way. Moreover, it helped for all round development of the employee and the organization performance. Performance appraisal considered employees knowledge, quality and quality of output, leadership abilities, quality of supervision and work co-operation, and link between the performance standard for a particular job and organization's goals (David et al 1996). Appraisers should be thoroughly trained in purpose and utilization of the performance appraisal system (Wolf, 2005).

However, the performance appraisal method applied must be sensitive in distinguishing effective performers from ineffective performers/the performance appraisal method should be reliable in that different raters using the same method will rate the same employee similarly. Hence, both raters and the employees are easily understood the performance appraisal method to be effective (Fetcher, 2004)

This research paper assessed the practice of instructor's performance appraisal process, performance appraisal method, instructor's perceptions towards appraisals and the challenges that are faced during performance appraisal in the General Wingate and Tegbarid polytechnic college.

1.2 Statement of the problem

Performance appraisal (PA) is a formal management system that reviews and evaluation the quality of an individual. In addition, performance appraisal is an important human resources function, which provides management with a systematic basis for effectively recognizing and evaluating the present and potential capabilities of human resource. As a result, Human resource is one of the most important assets of any institute or organization (Akinyele, 2010 and Fletcher, 2001). If it is true effective performance appraisal is needed.

Performance appraisal is properly done, it helps to come up intended objective, evaluators provide constructive feedback to employees that will improve their performance and helps to come up organizational success. Moreover, it encourages employees, administrative actions are more fair and appropriate, helps to manage the individual performance, and developmental use (measure performance goals of organization, relocate employees for developmental purposes and identify employees training needs) Also it helps for administrative uses (salary, promotion, retention or termination, layoffs, discipline) etc., (Aguinis, 2019 and Simmons, 2002).

Further, PA helps for organizational maintenance, human resource planning, determines organization-training needs, indicates organizational goal achievement, evaluates human resource systems and also helps for human resource decisions and legal requirement setting (Fisher et al., 2008). The development of reliable, valid, fair and useful performance standard is enhanced by employee participation (Roberts, 2003).

However, this is not an easy task, because performance appraisal system, purpose, clarity of criteria, evaluator's skills, employee's perceptions, objectivity, flexibility and openness of evaluation, leadership commitment and accuracy of measurement varies across the world and organization-to-organization (Bendaravičienė, 2010). Performance appraisals viewed as a problematic but important parts of the performance management process in many countries. Even if, performance appraisals purpose and practices significantly vary among the countries (Nakane, 1978).

In relation to this, Ethiopian Teacher performance appraisal (TPA) experienced lot of problems. Mostly agreed performance appraisal problems are, lack of communication during

pre and post appraisal, inadequate follow up and absence of evaluators skill, the occurrence of un related performance criteria and lack of participation and participant negative attitude towards the whole system of performance appraisal are the major ones (Abera, 2009; Dereje, 2007; Girma, 2008 and Habtamu, 2005).

According to National TVET (Technical and Vocational Education and Training) Strategy, TVET institutes and colleges should a center of excellence and responsible to create a competent, motivated, adaptable and innovative workforce. This come to effect, needs clear rules, regulation, guidelines, and operational procedures so as to influence the behavior of the instructor, trainees, colleges administration and other stake holder like small and medium enterprise. Among those this study focuses is performance appraisal of instructors and its practices.

Performance appraisal is guiding principle to properly measure the effectiveness of teaching learning process is a formal system of periodic review and evaluation of an individual's job performance, hence instructor performance appraisal is successfully improved their students and the industry extension service academic behavioral excellence Nyongesa, 2018).

On the other hand, ineffective performance appraisal system and its practice is means for employee turnover, resources waste (time and money) and also reduced employees satisfaction, motivation and performance (Aguinis, 2005). Therefore, the researcher is becoming highly interested to assess the practice and challenges of performance appraisal in some selected poly technique college in detail with full determinant factors of performance appraisal (criteria, goals, promotion, training and development, reward and feedback) to fill others research gaps. Also, it gives possible recommendation for improving the performance appraisal system of the targeted colleges. High developmental advantage and highly differed PA experiences in many organizations are the other motivated factors conduct this study.

As a result, this study tries to examine the current performance appraisal practices and challenges of TVET Instructors emphasizing on Addis Ababa Poly Technique Colleges. The study also identified performance appraisal gap and it indicate successful performance appraisals mechanisms. Finally, this study draw a conclusion regarding with standard setters, appraisers and appraisees, reward or promotion providers, research institutions and different stakeholders to promote performance appraisals systems.

1.3 Research questions

The study addressed the following research question:

- What is the current practice of instructor's performance appraisal in General Winget and Tegbareid Poly Technique College?
- What are the challenges that affect the implementation of instructor's performance appraisal in the study area?

1.4 Objectives of the study

1.4.1 General Objectives

The general objective of the study examined the practice and challenges of instructor's performance appraisal in selected government TVET Poly Technique College, Addis Ababa.

1.4.2 Specific objectives

- To find out the current practice of instructor's performance appraisal in General Winget and Tegbareid Poly Technique College.
- To identify the challenges that affect the implementation of instructors performance appraisal in the study area

1.5 Significant of the study

This study has its own significance. The study reveals the existing practice of instructors' performance appraisal in those target colleges and provides valuable information for all concerned bodies. In addition, the study helps for performance appraisal implementers, planner, instructors, researchers, supervisor, department head, evaluators, decision makers, policy and human resources managers can get better information from this research finding and also helps to alleviate performance appraisal implementations problems. Finally, the study may be a base for other researchers to conduct further study in the study area.

1.6 Scope of the study

In conducting a research, the scope of the study delimited in terms of concept, time, place, and data. In terms of concept, the study is limited with the current practice of instructor performance appraisal in Addis Ababa poly Technique College.

Regarding with space and place this study focuses on Addis Ababa government poly Technique College. The researcher believes that focusing on specific area foster accuracy and

better quality of data collection work and considerations of the accessibility of relevant data and information's from the study area

The time dimension of this study focused on the current practice and challenges of instructor's performance appraisal, which helped the researcher to gather data at a particular point in time.

1.7 Limitation of the Study

During conducting this research the researcher faced difficulties among those, due to COVID 19 pandemic some of respondent's unwillingness to fill questionnaires and took much time complete sample respondents. Also to conducting this research, some of the respondents did not answer the open-ended questionnaires properly. As a result, researcher was establishing a mechanism to solve the problems; provided additional information to fill prepared questionnaires fully.

1.8 Definitions of key terms

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

Performance appraisal: are the systematic assessments of an employee in terms of the performance aptitude and other qualities, which are necessary for successfully carrying out the job.

Appraisals: - are the process by which staff and managers set aside dedicated time, usually once a year or so, to look at how things have gone for the individual over the past year, and to plan for the year ahead

Appraiser: - is one who performs appraisals

Appraisee is one who is appraised; one undergoing an appraisal. Also, appraise a person who is being examined in order to judge their qualities, success, or needs

1.9 Organization of the Study

This study is organized in five chapters. Chapter one, deals with introduction, statement of the problem, research gap, and objective of the study, research questions, scope, and significance of the study and definition of key terms. The second chapter presents the review of the related literature, i.e., theoretical, policy and empirical review of literature in relation to instructors' performance appraisal practices. The third chapter discusses the research

methodology; including research approach, design, sample size and sampling technique, research respondents, data collection instruments, method of analysis and data collection procedures and ethical considerations. The fourth chapter presents and analyzes data gathered via primary and secondary sources. The fifth chapter includes summary, conclusion and recommendation based on the research findings.

Chapters two: review of literature

This chapter discusses the theory and concepts of performance appraisal and its practices in relation with education sectors. In addition, different related literatures reviewed from different sources are discussed in this chapter. Overall, the discussion is divided into three parts: conceptual review, theoretical review and empirical review. At the end, the conceptual framework of the study and research hypotheses well discussed.

2.1. Theoretical review of literatures

2.1.1. Concept of performance and performance appraisal

Performance: is defined as behavior that accomplishes results (Brumbach, 1988). Also, It refers to “outcomes, results or accomplishments” (Rothwell, 2005). However, performance explained both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. This concept of performance leads to the conclusions that when assessing and rewarding the performance of individuals a number of factors have to be considered including both outputs (results) and inputs (behavior). Performance appraisal is part of performance management process that identifies measures and evaluates employees’ accomplishment or performance in accordance with an organizations strategic goal (Aguinis, 2009).

Performance appraisal is formal program in which employees are told the employers expectation for their performance and rated on how well they have met those expectation and also it support human resource decisions, including promotions, terminations, training, and merit pay increase.

Performance appraisal is a formal system of periodic review and evaluation of individual’s job performance in both public and private organizations (Dargie, 2007).

Performance appraisal done, performance appraisal provide feedback to employees that will improve their performance and thus organization also benefit by ensuring that employee’s effort and ability make contribution to organization success. Moreover, performance appraisal data enables management:

- To help with career planning training and development, pay increases, promotion and placement decisions.

- To assess the success of recruitment, selection, placement, training, and development programs, and other related activities.

Performance appraisal is the systematic evaluation of the individual with respect to his or her performance on the job and his or her potential for development. More comprehensively, it is a formal, structured system of measuring and evaluating an employee's job-related behaviors and outcomes to discover how and why the employee is presently performing on job and how the employee can perform more effectively in the future so that the employee, organizations, and society all benefit (Aswathappa, 2002)

Thus, the objective of performance evaluation is not only designed to check past performance (controlling) but also predicts the promotion potential of the candidate in the future (Development and coaching).

Performance appraisal can be defined as a structure formal annual interaction between the subordinate and supervisor to examine and discuss the work performance of the subordinate by identifying strength and weakness as well as opportunities for improvement and skill development (Bhatia & Jain, 2012).

Performance appraisal is the process of obtaining, analyzing and recording information about the worth of an employee so as to evaluate the performance and understand the abilities of an employee for further growth and development (Manjunath, 2015). According to Lansbury (1988), performance appraisal is "the process of identifying, evaluating and developing the work performance of employees in the organization, so that the organizational goals and objectives are more effectively achieved. At the same time benefiting employees in terms of recognizing feedback, catering for work needs and offering career guidance (Seniwoliba, 2014).

Effective performance appraisal system and functions have developmental uses: to measure performance goals, to relocate employees for developmental purposes, to identify employees training needs, etc. Administrative uses: salary, promotion, retention or termination, layoffs, discipline, etc. Organizational maintenance: human resource planning, to determine organization-training needs, to evaluate organizational goal achievement, to evaluate human resource systems, etc., (Fisher et al., 2008).

2.2.2. The performance appraisal process

Appraisal should be an ongoing part of any program being developed. It can contribute most when it is established at the beginning of any undertaking for which pertinent information is needed along the way. Systematic performance appraisal process is followed the ability to generate accurate and reliable data will be enhanced as a result the information that can serve the organization's goals and that compiles with the law will be provided (Ivancevich, 2004).

According to Ahmed (2015) Performance appraisal process includes (1) Establishing measurable performance standards (2) Communicating established standards to employees (3) measuring actual performance (4) comparing performance with standard (5) Discussing appraisal with employee and (6) Initiating corrective action. Similarly, the process of performance appraisal commonly involves the following basic steps: (1) conducting job analysis; (2) establishing standards of performance; (3) communicating of performance standards to employee, (4) measuring actual performance; (5) comparison actual performance with standards; and (6) Initiating corrective action, if necessary (Aquinas, 2006; Daoanis, 2012; Mamoria & Rao, 2012).

On the other hand, Manjunath (2015) cited by Girmaw (2021) indicate that, 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.

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). Therefore, performance appraisals evaluators implemented 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).

2.1.3 Purpose of performance Appraisal

Performance appraisal plays an important part in the overall process of performance management (Wayne, 2003). Moreover, Performance appraisal is taken as the most important and crucial tools for the organization as it provide information which is very useful for decision making about different personnel aspect like promotions and merit increases (Obisi, 2011). However, the purpose of performance appraisal varies organization to organization due to objective, criteria, measurement and procedure differences.

Most scholars identified performance appraisal purpose discussed below. According to, Malkovich and Boudreau (1991) there are two main performance appraisal purposes in an organization. They are developmental and administrative purpose. The developmental purpose of it 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.

Also, Gomez-Mejia and coworkers (2012) state that appraisal is usually performed for administrative and /or development purpose. Likewise, the most common uses of one of the main performance appraisal purpose is an administrative purpose and the decision relating to promotions, fringes layoff, and merit pay increase (Rahim, 2012).

On the other hand, educational setting of performance appraisals purpose differed and owns distinct features. There are two and mostly agreed 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.

Performance appraisal research falls into three main groups: the first group examines the variations in student learning from teachers within the appraisal process, the second evaluates teacher perceptions of the impact of the process on their practice and levels of motivation and the third evaluates effective performance appraisal conditions (Isore, 2009).

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 Gashew Dessie, (2016) the main purpose of performance appraisal is to measure and improve the performance of employees and increase their future potential and value to the organization. The Other objectives performance appraisal 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) describe the 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's of performance appraisal practices are list out below, such as:-

- Encourages employees to perform more for the future
- Creates an opportunity for employees or helps for salary increment or gaining of promotion.
- During the appraisal, employees can discuss strengths and weaknesses with a supervisor or allowing employees to discuss personal concerns,
- It provides communication between a supervisor and employee on a regular basis to discuss job duties and issues with work performance,
- It allows employees to identify what skills may be lacking and need to be acquired or improved upon. Also, it helps to provide education and training.
- 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
- It provides the opportunity for managers to explain organizational goals and the ways in which employees can participate in the achievement of those goals.

The development of reliable, valid, fair and useful performance standard is enhanced by employee participation, as workers possess requisite unique and essential information necessary for developing realistic standard Roberts, 2003)

According to Federal Civil Service proclamation No., 262/2002 performance appraisal evaluation purpose is to enable civil servants (a) effectively discharge their duties in accordance with the expected level quality standard time; (b) identify their strengths and weaknesses; (c) improve their “future performances and develop self-initiative. (d) The performance evaluation shall be transparent and shall be carried out with the collective participation of-civil servants working together (e) the performance evaluation shall be carried out in accordance with directives issued by the Commission.

2.1.4 Effective performance appraisal

Effective performance appraisals are commonly associated with clear goals that are attached to specific performance criteria and fully accepted by both appraiser and appraisee’ (Mustapha and Daud). All effective performance appraisals include elements such as linking appraisal to rewards, the supervisor and employee working together to identify goals,

performance goals clearly defined, feedback given to the appraiser on their effectiveness and compliance with legal requirements (Rankin and Kleiner, 1988).

Performance appraisal to be effective the system should be confidential, informative, have clear guidelines and be educative. In order to have effective appraisal, the process must be embedded completely throughout the organization where the values shape part of the fabric of the everyday life of the workplace (Piggot-Irvine, 2003).

According to Rankin and Kleiner (1988) effective performance appraisals have six key factors. These six factors are:

- Performance goals must be specifically and clearly defined.
- Attention must be paid to identifying, in specific and measurable terms, what constitutes the varying levels of performance.
- Performance appraisal programs should tie personal rewards to organizational performance.
- The supervisor and employee should jointly identify ways to improve the employee's performance, and establish a development plan to help the employee achieve their goals.
- The appraiser should be given feedback regarding his/her effectiveness in the performance appraisal process.
- The performance appraisal system, regardless of the methodology employed, must comply with legal requirements (notably, Equal Employment Opportunities guidelines).

Ensuring that the performance appraisal ties in with organizational goals is pivotal to the effectiveness of the appraisal.

2.1.5 Requirement of effective appraisal system

Performance appraisal process is a key contribution to successful HRM as it is highly related to the organization performance, (Erdogan, 2002 cited by Rani and Rao, 2014). According to Beardwell and Claydon, (2007), cited by Wangithi and Muceke(2012), an incorporated and effective appraisal system could increase organizational performance and employee motivation. It recognizes successful performance and guides on the required skills, competences and behavior to meet the expectation.in order to develop an effective

performance appraisal system, the raters should be trained on the process of managing, motivating and evaluating employee performance, (Goff and Longenecker, 1990 cited by Ochoti and coworkers, 2012).

The key requirement for sound appraisal system will be discussed as follows:

Relevance: implies that there is a clear relation between the performance standards and organization's goals and also clear links among the crucial job elements and the dimensions to be an appraisal form, (Khan, 2013 and Cascio, 2003).

Sensitivity: The performance appraisal system is capable of distinguishing high performers from low performers in which the high and low receive scores that precisely represent the variation in their performance, (Ivancevich, 2004 and Cascio, 2003).

Reliability: implies consistency of judgment in which appraisal for any given employee made by different raters must reach to similar conclusion about the quality of that worker's output, (Ivancevich, 2004).

Acceptability: is the most important requirement of all as the appraisal system that are acceptable to those who will be affected by them guide to more favorable reaction to the process and also enhance trust for top management (cascio,2003).

Practically: understanding and using the appraisal instrument are easy for managers and employees that is the criterion is measurable and the data collection is efficient (Ivancevich, 2004 and cascio, 2003).

Performance Dialogue: Performance discussions between the rate and the employee are perhaps the most critical component of a successful performance appraisal system (Dechev, 2010).

2.1.6. 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) cited by Girmaw (2021). 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) cited by Girmaw (2021).

2.1.7. 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 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: appraisals may form the bases of organizational reward system. Particularly it helps to motivate workers and to meet organizational goals. In every organization, including education sector should clearly state reward goals and objectives and define each person's role, communicate it to them and reward them for their performance.

Training and education opportunity; Training and development is a generator for new knowledge and occupies a very important place in the plans of each organization that want to secure long-term stability of its business. However, organization forced to manage effectively to improved and got expected advantages. This come to effect correct performance appraisal and performance based reinforcement is necessary. 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. On the other hand, Performance Appraisal helps the supervisors to sketch the promotion programs for efficient employees.

Feedback; in the performance appraisal system the provision of feedback to employees about quantity and quality is common. The provision of employees or administration performance feedback given on time and shows the actual (strengths and weaknesses) employees' performance. Performance feedback 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).

2.1.8 Good performance appraisal system

Performance management system needs to check whether they are best practices or not. According to James and Manuel (2009) the following points help to evaluate the soundness of the performance management system.

Strategic congruence: the system should be congruent or individual goals must be aligned with unit and organization goals.

Thoroughness: the system should be thorough (evaluate all employees including managers, evaluate job responsibilities including behaviors and results, evaluate actual performance with entire period and give positive performance feedback with future improvement).

Practicality: systems that are too expensive, time-taking and convoluted with obviously not be effective.

Meaningfulness: the system must be meaningful and the result should be important for administrative decisions.

Specificity: a good system should be specific and it should provide detailed and concrete guidance.

Identification of effective and ineffective performance: the performance management system should provide information that allows for the identification of effective and ineffective performance.

Reliability: a good system should include measures of performance that are consistent and free of error.

Validity: shows that all relevant performance factors and does not include irrelevant performance facts. In other words, include all critical performance facts or not include factors outside of the control of the employee or factors unrelated to performance.

Acceptability and fairness: a good system is acceptable and is perceived as fair by all participants.

Inclusiveness: good system includes input from multiple sources on an ongoing basis. All participants must be given a voice in the process of designing and implementing the system.

Openness: Good systems have no secrets

Correctability: when employees perceive an error has been made, there should be a mechanism

through which this error can be corrected.

Standardization: good systems are standardized. This means the performance is evaluated consistently across people and time.

Ethicality: Good systems comply with ethical standards. Operationally, this means that the supervisor suppresses his or her self-interest in providing evaluations (James and Manuel, 2009).

2.1.9. 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.
2. Halo Effect: The individual's performance is completely appraised on the basis of a perceived positive quality, feature or trait.
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.
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.
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.
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, such as; demand too much from supervisors, standards and ratings vary widely and sometimes unfairly, personal values and bias replace appraisal standards, employees may not know how they are rated due to lack of communication, the validity of ratings is reduced by supervisory resistance or occurred negative ratings, Negative feedback discouraged employees, and biased may occur (Bansal Prateek *et.al*; 2018).

These above and related performance appraisal errs reduced by different mechanism. Mostly agreed methods for reducing error include;-

- Ensuring that each dimension or factor on a performance appraisal form represents a single job activity instead of a group of job activities.
- Avoiding terms such as average, because different evaluators define the term differently.
- Ensuring that raters observe subordinates on a regular basis throughout the evaluation period. It is even helpful if the rater takes notes for future reference.
- Keeping the number of persons evaluated by one rater to a reasonable number. When one person must evaluate many subordinates, it becomes difficult to discriminate. Rating fatigue increases with the number of rates.
- Ensuring that the dimensions used are clearly stated, meaningful, and relevant to good job performance.
- Training raters so they can recognize various sources of error and understand the rationale underlying the evaluation process.

2.2 Challenges of performance appraisal

Performance appraisal is one of the most difficult tasks in the managers' jurisdiction. Challenges encountered in the process of performance appraisals revolve around the purpose of the appraisals, attributes of examination, and the contribution of the appraisal to the development of an organization (Feldman, 1981).

However, Performance Appraisal is being widely practiced in the organization worldwide. Hence, large number of managers, human resource professionals, human resource consultants and researchers that recommend companies to get rid of the performance appraisal systems (Dechev, 2010). According to Walters (1995) outline, the main Performance Appraisal challenges in the performance appraisal process:

- Determining the evaluation criteria. Identification of the appraisal criteria is one of the biggest problems faced by the top management. For the purpose of evaluation, the criteria selected should be in quantifiable or measurable terms.
- Lack of competence. Evaluators should have the required expertise and the knowledge to decide the criteria accurately. They should have the experience and the training necessary to carry out the appraisal process objectively.
- Errors in rating and evaluation. Many errors based on the personal bias like stereotyping, halo effect (i.e. one trait influencing the evaluator's rating for all other traits) etc. may creep in the appraisal process. Therefore, the rater should exercise objectivity and fairness in evaluating and rating the performance of the employees.
- Resistance. The appraisal process may face resistance from the employees because of the fear of negative ratings. Therefore, the employees should be communicated and clearly explained the purpose as well the process of appraisal. The standards should be clearly communicated and every employee should be made aware of what exactly is expected from them.

According to Saiyadain, (1999) performance appraisal challenge coming from human errors, problems of criteria, and problem of confidentiality. Some time, human (rating biases) errors happened without the supervisor knowledge about them and have much control over them. Problems of Criteria occurred when appraisal has got to be against criteria. If a discrepancy

between and actual performance is seen, the question is whether or not the expected was fully defined and communicated to the worker. On the other hand, the problems of confidentiality distort performance appraisal result. Hence problems of confidentiality is one of the important issue in performance appraisal needs to do with sharing or keeping secret the ratings on various items of appraisal report. While many organizations have a system of selective feedback to the worker, the overall policy is not share the entire report with the worker.

2.3 Performance appraisal criteria of TVET College

Every performance appraisals should be balanced achievements and actual performance of employees 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 (Armstrong, 2009). According to Mathis and Jackson (1997) performance criteria have standards and commonly used for testing or measuring performances.

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

- Trainers forced to produced competent trainees and qualified centers of excellence evaluation (35%) ; 25 and more trainers
- Provide necessary support for micro and small enterprise (20%). Particularly, Trainers gives 5 and above support for enterprise and also they worked to ensure the existence and competent of 15 enterprises through their support.
- Technology transfers (15%), level A and B trainers should transfers one and more technology individually and level C trainers achieved it with 1 to 5 teams.
- Department head evaluate trainers from (8%) by considering trainers leading role, motivation, sense of balance, decisions makers, understanding of trainees, ethics , skills and execution performance and commitment.
- Trainers or peer group evaluation taken from 7% in TVET poly technique College

- Regular Trainees evaluate their Trainers from 10% by considering, Trainers punctually, projected based training practice, cooperative training supervisions quality and provision of micro and small enterprise support.
- Self- evolutions (5%); Trainers inconsideration with leading role, motivation, sense of balance, decisions makers, understanding of trainees, ethics , skills and execution performance and commitment evaluate themselves.

2.4. Empirical review

In recent time, company's gives attentions for employee performance appraisals, however their practice, challenges and significance varies across organization. This issue depicts below by reviewing various study.

Kemal (2015) conducting a research on Instructors' Performance Appraisal Practice in the Bahir Dar University, Ethiopia. To meet the intended objective the researcher used a cross sectional descriptive survey method was employed and also applied questionnaires and documents analysis for data collection. Based on their research findings, the finding revealed that, the instructors' performance appraisal practice in Bahir Dar University seemed to be moderate.

In addition, the research conducted by Abebe (2020) and its research finding shows that, teachers performance appraisal has been a common practice often conducted twice in a year in Addis Ababa secondary school, but with limited appraisers competence resulted from lack of intervention training, skill and knowledge gap in conducting performance appraisal and negative attitude towards PA. With regard to purpose, the current system of teachers' performance appraisal has not mainly served the developmental purposes of PA. The accuracy of the PA procedure limitation affects the whole PA 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.

Similarly, Frehun and Tafano (2019) research findings revealed that, poor practices implementation, unrelated practice with student's achievement, low related practices with teacher PA purposes, lack of validity and reliability of performance appraisal criteria, management bias and negative attitudes teachers' performance appraisal in the primary schools of Wolaita Zone. Further, appraisal helps to achieved organization objectives y 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 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, the study conducted by Solomon (2016) and the major finding shows, 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 regency, halo/horns, situational influence etc. and the remaining is the problem of the system. According to Moses, (2015) research finding there is a significant relationship between performance appraisal and worker's performance in the study area.

The research gap among the above study there are a lots of studies in relation with this study, the practice and challenges of performance appraisal. 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 try to full fill the research gapes and practice and challenges of performance appraisal through identified determinant factors.

2.5 Conceptual framework

Conceptual framework is a scheme of concept (variables) which the researcher applies in order to achieve the set objective (Mugenda, 2003). The conceptual framework below illustrates the practice and challenges of TVET instructor's performance appraisal and also depicts the challenges of instructor's performance appraisal systems and its implication.

Particularly the researcher assessed the instructor's performance appraisal systems have or not measurable goal/objective, established criteria, evaluability time, qualified evaluators, and communicable criteria, clearly defined implementation procedure and trusted systems.

Moreover, the study depict that, instructor's performance appraisal has or has not constructive feedback and also based on it the responsible body provide rewards, training and education opportunity and promotion/ career development. Finally, this conceptual framework postulate based on literatures.

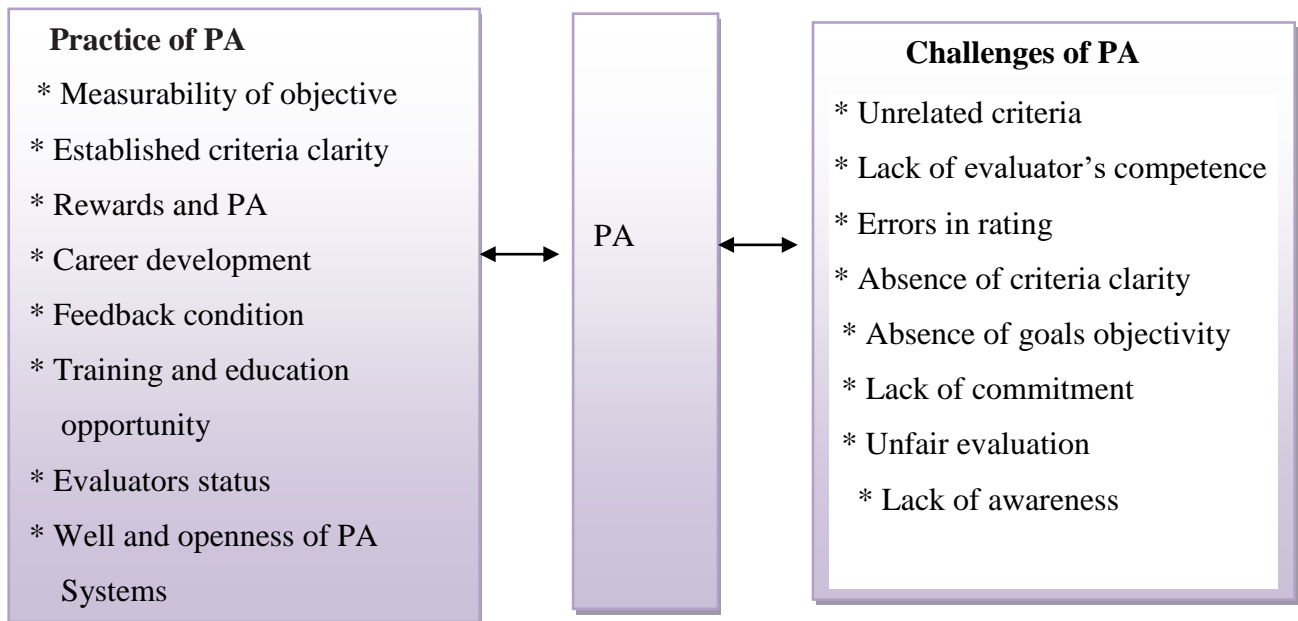


Figure 2.1 Conceptual frame work of study

Chapter three research methodology

Introduction

According to Williams, (2007) research methodology is the procedures by which researchers go about their work of describing, explaining and predicting phenomena. Therefore, this chapter deals with research approach, research design, sources of data, data collection tools, population and sample design, sample frame, sampling technique, sample size, data analysis techniques, validity and reliability test and ethical considerations.

3.1 Research design/types and approach

2.1.1 Research design/types

Research design is one of the important steps in research. It helps in establishing the way the researcher to go about to achieve, the objective of the study. Hence this study used descriptive type of research. In a research descriptive study helps to describe the existing phenomenon as it exists presently (Kothari, 2004). The rationale for using the descriptive survey is that it helps in telling what the situation is in a systematic manner; it involves collection of accurate data to examine instructors' performance appraisal practices; selected polytechnic colleges in Addis Ababa.

3.1.2 Research approach

The main objective of this study was to examine the practices and challenges of instructors' performance appraisal in selected polytechnic colleges. To achieve the objectives of the study, the researcher used both quantitative and qualitative research approach. Quantitative approach involved for analysis of data and information that are not discussed in descriptive ways (Khalid, Abdullah, and Kumar, 2012). On the other hand, the researcher used the qualitative approach. The main reason using this approach is just to find out a depth investigation of the study. According to Creswell, (2013) mixed research strategy is more useful to triangulate results so as to ensure the validity and reliability of the findings and to control possible data bias.

3.2 Sample design

In research context, population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Khalid, Abdullah, and Kumar, 2012).

According to (Blair, Czaja, and Blair, 2013), population is the group of elements that we aspire to investigate, the group to which we need to generalize the results of the investigation. Hence, the researcher determines, the study population, the sample frame, sampling technique and then selecting the sample to examine instructor's performance appraisal practice. The target populations of this study are government polytechnic colleges of Addis Ababa and their instructor's.

3.2.1. Target population

To meet research objective the researcher identified the target population. The main target of the study was government Poly Technique Colleges of Addis Ababa. It had six governments Poly Technique Colleges. However, this study limited with General Winget and Tegbareid poly Technique College's only. The targets of the study were instructors, department head, and administrators who supervise trainers. To ensure the validity of the study sufficient sample size and the utilization of proper sampling techniques are necessary. Therefore, researchers specified questionnaires respondents and the target of the study was General Winget and Tegbareid poly Technique College's. They have 490 instructors and the researcher use them to conduct the study (Addis Ababa City Administration TVET Agency; 2020).

3.2.2 Sampling techniques

A sample is a subset of the population and it comprises some members selected from it. Fundamentally, sampling is about making decision on the place, site, and respondents from whom and which the data will be collected (Punch, 2000).

Therefore, the researcher determined the sample and sampling technics to examine instructors' performance appraisal practices from those polytechnic colleges. To this effect, the researcher used non-probability and probability and sampling techniques to select research participants or respondents.

By using non probability sampling (purposive sampling techniques) the researcher specified (selected) study area and decided interview purposively. Therefore, the researcher used three key informant interviews. The researcher also decided the target respondents (General Winget and Tegbareid poly Technique College instructors) by using random sampling techniques. In relation to this, optimum sample size is one of fulfilling the requirements of

efficiency, representativeness, flexibility and reliability while taking into consideration the constraints of time and cost.

According to Addis Ababa City Administration TVET Agency; General Winget and Tegbareid poly Technique College had 308 and 316 instructors respectively. Totally the two selected poly Technique Colleges had instructors are 624. To conduct the study, researcher applied probability (simple random) sampling technique to get information from 624 populations.

Among those instructors General Winget poly Technique College had 99 level C, 180 level B and 29 level A instructors, whereas Tegbareid poly Technique College had 76 level C, 225 level B and 23 level A instructors. In addition, 177 of the trainers were females and 447 were male from the two-selected poly Technique College.

3.2.3 Sample size

(Kumar 2002), states that an optimum sample size is one of fulfilling the requirements of efficiency, representativeness, flexibility and reliability while taking into consideration the constraints of time and cost. As a result, of this, to determine the sample size take in to account the acceptable confidence level and true representation of sample. Hence, for the purpose of this study, (Yamane, 1997) formula will be employed.

$$N = N/1 + N e^2,$$

Where N= is the population size i.e., 624

n = is the sample size to be calculated

e= is the margin of error i.e., 5% (0.05)

e=Level of precision/allowable error /sampling error (0.05) at 0.95(95%) confidence level (t) of 0.5(5%) unit variance (p). To calculate the sample size at 95% confidence level and 5% margin error;

$n = N/1 + N e^2$, $n = 624/1 + 624(.05)^2$ $n = 624/2.225 = \underline{244}$. On the other hand, total sample sizes of the research were 244 to carry out this study.

Table 31 Distribution of sample size of instructors

NO	College name	Instructors	
		Target population	Sample size
1.	General Winget polytechnic college	308	120
2.	Tegbareid poly Technique College	316	124
	Total	624	244

Source, Colleges human resource department

If samples of 244 instructors are needed, determine samples to be selected from each sample frame list by using proportionate sampling. In addition, based on total numbers of instructors the researcher used 120 and 124 respondents from General Winget and Tegbareid poly Technique College respectively.

3.3 Data source and methods of data collection

3.3.1 Sources of Data

To conduct the study, the researcher used both primary and secondary source.

3.3.1.1 Primary sources of data

The primary /first hand/ data collect through questionnaire and interviews. To this effect structured and non-structured questionnaire employed to obtain information from General Winget and Tegbareid poly Technique College instructors regarding with the assessment of instructors' performance appraisals.

3.3.1.2 Secondary sources of data

The secondary data collected from College document or records that links with instructors' performance appraisals such: - annual reports, TVET strategies; manuals, others scholars published and unpublished materials, books, performance evaluation documents and set criteria to check the validity of primary data.

3.3.2 Methods of data Collection

To meet research objective the researcher applied both primary and secondary source of data by using various data gathering tools and techniques. The primary sources were obtain through survey questionnaire and interview whereas, the secondary source of data collect through document review.

3.3.2.1 Questionnaire

To get required information the researcher used semi-structured (both an open-ended and closed end) type of questionnaire. This questionnaire had two parts; the first part focuses on demographic information of respondents, while the second part will prepare to get information emphasizing on instructors' performance appraisals practice in General Winget and Tegbareid poly Technique College. The closed-ended type of questionnaires prepared based on a five-point Likert scale. In addition, the prepared questionnaires distributed for 15 colleges as a pilot test to improve the answerability of the questionnaires and used the feedback properly. Finally, the researcher distributed 244 questionnaires for sampled respondents to get relevant data.

3.3.2.2 Key informant interview

The Interview questions involved a series of open ended types of questions and emphasizing on the practice of performance appraisals in General Winget and Tegbareid poly Technique College. The open-ended natures of the questions help to get deep information and also provide opportunities for interviewer and interviewee to discuss some topics in more detail. To get relevant information, the researcher purposively identified two key informant interviewee, who have greater experience in performance appraisals. Thus identified interviewee were instructor's supervisor and the interview applied with the help guideline. During interview the interviewer used sound recorder to collect information accurately.

3.3.3 Procedures of data collection

To answer the research questions, the researcher prepared the questionnaires and submitted to the advisor for comment. Then, pilot testing applied and administered to 15 TVET instructors who are randomly selected and depending on the feedback of respondents the researcher increased the clarity and the answerability of questionnaires. Then, a supportive letter written by St. Mary's University, School of Graduate to Government TEVT College administrators to get permission and to conduct the research. College administrators were cooperative and kind enough to arrange a convenient time to administer the questionnaires. Then, after the necessary amendments the researcher distributed the questionnaires for sampled instructors.

3.3.4 Reliability and validity

To improve the validity and reliability of the questionnaire, a pilot testing conducted before the actual data collection. The purpose of the pilot testing is to establish the accuracy, responsiveness and answerability questionnaire (Cooper and Schindler, 2006). A reliability coefficient of 0.70 and above is considered “acceptable” in most social science research situations (Bass and Avolio, 1993).

Then, after actual data collection Cronbach Alpha reliability statistics used to check reliability of the instruments and the coefficient of the reliability of Alpha, $\alpha = 0.894$ which is an acceptable level of internal consistency or reliability. Therefore, full scale survey to be done and the facts showing the table 3.2 below.

Table 3. 2 Cronbach Alpha test variables

Reliability Statistics	No. of Items	Cronbach’s Alpha
Appraisal criteria	5	.893
Appraisal goal	4	.893
Reward	4	.894
Promotion	3	.912
Feedback	6	.880
Current practice	4	.890
Total	26	.894

Source: Own survey, 2021

On the other hand, to ensuring the issue of validity and the researcher follows scientific research procedures, the data collect from appropriate information providers and the data measure by appropriate data analysis tools. Further, different theories and empirical studies are assessing to ensure its validity.

3.4 Methods of data analysis methods

This section sought to describe the process and procedures employed to analyze the data obtained from questionnaire and interview (Fetters, Curry and Creswell, 2013). The data collected through the above techniques analyzed using descriptive statistics. After the raw data is obtained from the sample respondents, the researcher organized, categorized and

entered the raw data into the computer than editing; coding will be done. Then the researcher employed numbers, tables, charts, and graphs to describe, organize, summarize, and present raw data by the help of statistical package for social science (SPSS, version, 21). Finally, the researcher interprets the data and forwarded recommendation based on the finding.

3.5 Ethical considerations

The ethical issues is consider to conduct the study: informed consent by informing the respondents regarding the background of the study, including how the importance of the data is being gather from them and issues of confidentiality by ensuring the respondents that all of the information in this study is solely use for academic purposes only.

Chapter four: result and discussion

This chapter encompasses data presentation, analysis, and discussion of result gained from questionnaire and interview. Furthermore, the researcher used table, figures and statically analysis to present the collected data. As it has been stated before, the main purpose of the study was examine the current practices and challenges of instructors' performance appraisal in selected polytechnic colleges of Addis Ababa, emphasizing on in General Winget and Tegnareid Poly Technique College.

4.1 Response rates of respondents

Table 4.1 Response rates of respondents

Distributed questionnaires	Returned questionnaires	Respondent rat in percent
244	226	92.6%

Source: own survey 2021

The summary of the response rate is indicated in Table 4.1 above shows that, a total of 244 questionnaires were distributed to General Winget and Tegnareid Poly Technique College (PTC) instructors, from those 226 questionnaires were returned, which accounted for 92.6% response rate. The remaining 7.4% of the questionnaire were uncollected and incomplete. As a result, the response rate was adequate to proceed with the data analysis.

4.2 General information about respondents

To discuss the general information of the respondents, descriptive statistics was used. The general information included respondents, sex, age, educational qualification, work experience and place of respondents. The table 4.2 below summarizes all general information of respondents.

Table 4.2 respondent's characteristics in sample survey

No	Factors	Category	frequency	(%)
1	Sex	Male	160	70.8
		Female	66	29.2
2	Age	18-25 years	42	18.6
		26-35 years	128	56.6
		36-45 years	51	22.6
		46-55 years	5	2.2
		Above 55 years	-	-
3	Educational background	Diploma/equivalent	38	16.8
		First degree	173	76.5
		Second degree and above	15	6.6
4	Level	Level C instructors	66	29.2
		Level B instructors	151	66.8
		Level A instructors	9	4
5	Work experience	1-4 years	82	36.3
		5-8 years	62	27.4
		9-12 years	58	25.7
		Above 12 years	24	10.6
4	Place of work	General Wingate polytechnic College	112	49.6
		Tegbareid polytechnic college	114	50.4

Source: Own survey, 2021

Regarding sex, as shown in table 4.2 above, 160 were, 66 were female. This indicates, there was unequal sex distribution between instructors in General Wingate and Tegbareid Polytechnic College.

As shown in table 4, 2 above, concerning to age, the ages less than 26 accounted 18.6% and also the respondent's age between 26-35 and 36-45 accounted 56.6% and 22.6% respectively. The remaining 2.2% of the respondents were above the age 45. This shows the majority 56.6% of the respondents were found in workable age.

Table 4.2 shows educational background of instructors, most of the respondents were degree holders and counts 76.5% and the other 16.8% of the respondents were diploma holders. This indicates, education levels of respondents were found in better position.

As it can be seen level of instructors in table 4.2 above, 66.8% were level B instructors and 29.2% of them are were level C instructors. This shows that, the level of instructor in in TVET College were better and an opportunity to provide quality education.

Regarding to work experience in table 4.2 above, 36.3%, 27.4% and 25.7% of respondents had 1-4 years, 5-8 years and 9-12 years working experiences respectively. The rest 10.6% 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 and related issues.

According to place of work, in table 4.2 above, 49.6% of the respondents worked in General Wingate Poly Technique College and 50.4% of them worked in Tegbareid Polytechnic College. This is determined by total numbers of instructor in their collages. In addition, all government TVET collages performance appraisal criteria are similar.

4.3 The practice of employees performance in selected technical College

One of the objectives of this study was identifying the current performance appraisal practice of government TVET trainers in Addis Ababa, emphasizing on in General Winget and Tegbareid poly Technique College. To this effect, the researcher analyzed the collected questionnaire and putting the finding below.

Table 4.3 Appraisals criteria which measured actual performances of trainers

Factors	frequency	(%)
Technology transfers	69	30.53
COC competent/qualification	152	67.25
Micro and small enterprise support	58	25.66
Department head evaluation	66	29.5
Trainee's evaluation	103	45.57
Peer group evaluation	81	35.85

Source: Own survey, 2021

According to table 4.3 above, 152 times (67.25%) of respondents agreed COC qualified appraisals criteria measured actual performances of trainers. Next to this, 103 times (45.57%) of the respondents believed trainee's evaluation measured the actual performances of trainers. Further, 81 times (35.85%) of the respondents confirm that peer group evaluation measured the actual performances of trainers in General Winget and Tegbareid Poly Technique College.

This indicates that, COC, trainee's evaluation and peer group evaluation are good appraisals criteria to measure the actual performances of trainers. On the other hand, micro and small enterprise support, department head evaluation, and technology transfers appraisals criteria less significance to measured actual performances of trainers/instructors. This implies that, established PA criteria degree of important varies regarding with measuring of instructors actual performances.

On the other hand, the open- ended questionnaire participants forwarded some points in relation appraisals criteria and mostly used performance appraisals practices. According to them, COC qualification performance appraisals and trainees evaluations are good criteria to measuring actual performance of instructor and also fairly implemented as compared to others established criteria.

Table 4.4 predominate purpose and its practice

Factors	frequency	(%)
Identifying strengths and weaknesses of trainers	114	50.44
Helps for salary improvement	140	61.95
Helps to training and education opportunity	167	73.89
Serves for reward or punishment	73	32.3
Helps to link trainers activity with organizational goal	91	40.26

Source: Own survey, 2021

Table 4.2 shows that, 167 times (73.89%) the respondents agreed performance appraisals helps to provide training and education opportunity. Moreover, 140 times (61.95%) and 114 times (50.44%) of the respondents confirmed that performance appraisals the organization helps for salary improvement and identification of trainer’s strengths and weaknesses respectively. This indicates that performance appraisals of the organization mostly used for the provision of training and education opportunity, for salary improvement and identification of trainer’s strengths and weaknesses. On the other hand, reward and punishment and the linkage between instructors activity with the organizational goal are far behind as compared to others.

Moreover, the open- ended questionnaire participants support the above issues. In accordance with them, performance appraisals practice relatively good; most of the performance appraisals result significance limited with provision of promotion and training and education opportunity only.

Table 4.5 Performance appraisal purpose and level of achievement

	Very high	High	Medium	Low	Very low	Total
Frequency	6	35	117	48	20	226
Percent	2.7	15.5	51.8	21.2	8.8	100%

Source: Own survey, 2021

Table 4.3 indicates that, the achievement level of performance appraisal purpose was moderate. Among 226 participants 117(51.8%) respondents have approved it. On the other hand, 18.2% and 30% of respondents agreed performance appraisal purpose level of

achievement was found high and low respectively. This indicates, performance appraisal purposes are poorly achieved in the study area.

Table 4.6 Trainers knowledge about performance appraisal practice

	High	Medium	Low	Total
Frequency	57	136	33	226
Percent	25.2%	60.2%	14.6%	100%

According to table 4.6 above, 136(60.2%) of respondents had an average knowledge about performance appraisal practice. Similarly, 57(25.2%) of them had high knowledge about performance appraisal practice. However, 33 (14.6%) of respondents had low understanding about performance appraisal practice. This indicates that evaluators/ instructors have good understanding performance appraisal processes. However, some open- ended questionnaire participants agreed pretend performance appraisal influence the overall results.

Table 4.7 analysis employee's performance

Content	VH		H		M		L		VL	
	F	%	F	%	F	%	F	%	F	%
PA implementation level as a plan	11	4.9	56	24.8	92	40.7	62	27.4	5	2.2
Management commitment to implemented PA	15	6.6	41	18.1	113	50	42	18.6	15	6.6
Evaluators freedom during PA	10	4.4	66	29.2	125	55.5	10	4.4	15	6.6

As presenting table 4.7 above, 40.7% of the respondents replied, PA implementations with plan were average. Furthermore, 29.7% of respondents agreed, PA implementation level as a plan were high. The remaining 29.6% of the respondents replied PA implementation level as plans were low. Moreover, 50% of the respondents averagely agreed, TVET management commitment to implemented PA. Likewise, 24.7% of the respondents replied, management were highly commitment to implemented PA in their colleges.

To implement PA, 55.5% evaluators had average freedom in accordions with respondents and table above. Also, 33.7% of the respondents had high freedom to implement performance

appraisals. The above result shows that, evaluator’s freedom and management commitment are encouraging, hence participants used the opportunity to improve the practice more.

Table 4.8 performance appraisal criteria

Content	SD		D		NN		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
Performance evaluation criteria is well known	31	10.8	55	24.3	23	10.2	83	36.7	34	15	3.16
Established standards adequately communicating	28	12.4	78	34.5	50	22.1	61	27	9	4	2.73
There is clear and easily implemented PA procedure	55	24.3	72	31.9	21	9.3	63	27.9	15	6.6	2.73
Rating is free from error and biases	67	29.6	62	27.4	44	19.5	48	21.2	5	2.2	2.41
Measured actual performance of trainers	51	22.6	58	25.7	61	27	46	20.4	10	4.4	2.63

NB: SD – strongly disagree, D- disagree, NN- nether agree nor disagree, A-agree, SA-strongly agree, M-mean

Table 4.8 indicates, half (51.7%) of the participants agreed performance evaluation criteria is well known in TVET collage and also 31% of the respondents believed established standards of PA adequately communicating. However, 46.9% of the respondents disagreed adequately communication established standards. On the other hand, 56.2% of the respondents believed that, there is no clear and easily implemented PA procedure and also 57% of them agreed the occurrence of rating error and biases. Further, only 24.4% of the respondents agreed, PA criteria measured actual performance of trainers.

Some open- ended questionnaire participants mention some points relate to PA criteria. Participants said that, some PA criteria and regular activities of instructor are poorly links and criteria are incompletely carryout during PA. According to them, some criteria (micro and small enterprise, department head and technology transfer criteria) and its PA procedures are not clear and fair.

Table 4.9 performance appraisal purpose

Content	SD		D		NN		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
PA goals are easily measurable	32	14.2	49	21.7	60	26.5	70	31	15	6.6	2.91
Availability of clearly defined PA procedures	19	8.4	43	19	57	25.2	77	34.1	30	13.1	3.16
There is easily understood PA purpose	24	10.6	55	24.3	75	33.2	51	22.6	21	9.3	2.93
PA system is aligned with vision and mission of college.	48	21.2	59	26.1	37	16.4	65	28.8	17	7.5	2.70

NB: SD – strongly disagree, D- disagree, NN- nether agree nor disagree, A-agree, SA-strongly agree, M-mean

Table 4.9 shows, the current PA purposes and its practices in TVET collage, particularly, PA goals are easily measurable and 37.6% of the respondents confirmed it. Moreover, 47.2% of participants believed, there is clearly defined PA procedure and also 31.9% of them agreed for the availability of easily understood PA purpose. In addition, 36.3% of the respondents agreed for the alignment of PA system and vision and mission of college.

Based on open- ended questionnaire participants, performance appraisal and its intended purposes were averagely met. This is coming from, some performance appraisal purpose and criteria needs others stakeholders participation (COC center) and also technology transfers and provision micro and small enterprise support needs more material and non-supported enterprise.

Table 4.10 performance appraisal and its reward

Content	SD		D		NN		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
Reward program linked with Performance Appraisal	59	26.1	46	20.4	51	22.6	70	31	-	-	2.71
Reward based PA practiced	50	22.1	79	35	47	20.8	41	18.1	9	4	2.84
Provides reward for high achiever instructors	50	22.1	87	38.5	48	21.2	38	16.8	3	1.3	2.81
High achiever instructors gives first priority during training and education	17	7.5	56	24.8	48	21.2	86	38.1	19	8.4	2.51

NB: SD – strongly disagree, D- disagree, NN- nether agree nor disagree, A-agree, SA-strongly agree, M-mean

As stated in table 4.10 above, nearly half 46.5% of respondents agreed, reward program does not linked with Performance Appraisal. However, 31% of them believed reward program linked with performance appraisal in the study area and the rest 22.6% of the have doubt about the issues. Moreover, 57.1% of the respondents replied, there is no reward based performance appraisal practiced in TVET collages. Likewise, 60.5% of the respondents disagreed for the provision of reward (incentive) for high achiever instructors. On the other hand, 46.5% of the respondent’s replied, high achiever instructors give first priority during training and education. This show, instructor’s attitude towards reward is poor and dissatisfied about its practices.

The interview participants’ forwarded idea about the issues, difficulty of PA criteria influenced the acceptance of overall result and reward practice of the organization.

Table 4.11 performance appraisal and its promotion

Content	SD		D		NN		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
There is strong relationship between PA and promotion	29	12.8	47	20.8	36	15.9	97	42.9	17	7.5	3.15
Best performer instructors gives first priority during promotion	38	16.8	36	15.9	71	31.4	74	32.7	7	3.1	2.98
Performance based promotion implemented in my college.	28	12.4	30	13.3	59	26.1	101	44.7	8	3.5	3.12

NB: SD – strongly disagree, D- disagree, NN- nether agree nor disagree, A-agree, SA-strongly agree, M-mean

Table 4.11 shows that, performance appraisal practices of promotion are relatively good particularly, half (50.4%) of the respondents agreed, there is strong relationship between PA and promotion and also 35.8% of them replied best performer instructors gives first priority during promotion. In addition, 48.2% of the research participants believed that, performance based promotion implemented in my college. This showed, poor relationship between promotion and performance appraisal of selected collage.

Table 4. 12 performance appraisal feedback

Content	SD		D		NN		A		SA		M
	F	%	F	%	F	%	F	%	F	%	
Most of PA feedback trusted	37	16.8	49	21.7	83	36.7	46	20.4	11	4.9	2.68
Most of PA feedback are constructive	24	10.6	58	25.7	80	35.4	54	23.9	10	4.4	2.76
PA helps to enhance performance	27	11.9	76	33.6	52	23	66	29.2	5	2.2	2.81
PA corrective measure	29	12.8	77	34.1	56	24.8	50	22.1	14	6.2	2.81

follows legal procedures											
Feedback accepting culture of instructors	28	12.4	59	26.1	69	30.5	66	29.2	4	1.8	2.90
I receive performance feedback timely	20	8.8	51	22.6	67	29.6	76	33.6	5	2.2	2.91

NB: SD – strongly disagree, D- disagree, NN- nether agree nor disagree, A-agree, SA-strongly agree, M-mean

According to 4.12 table above, 38.5% of the respondents replied most of performance appraisal feedback are not trusted and 35.4% of them had doubted about the constructive of PA feedback. Likewise, 45.2% of the participants agreed, PA does not helps to enhance performance instructors and also 46.9% them replied PA corrective measure does follow legal procedures.

On the other hand, feedback accepting culture of instructors are poor and 38.3% of the respondents confirmed it and 30.5% of them had doubted about the feedback accepting culture of instructors. However, 35.8% of the respondents responded, I receive performance feedback timely from concerned bodies. This implies that, the overall practices of performance appraisal and its important are poor; hence the concerned body gives attention to improved it.

Questionnaire participants mentioned some challenges related to feedback, they are paper based evaluation, poor information system, pretend and individual based evaluation affects the PA and its feedback constructiveness,

Table 4.13 Current practices of performance appraisal

Content	VR		L		M		H		VH	
	F	%	F	%	F	%	F	%	F	%
Equitability level of PA practice	27	11.9	46	20.4	131	58	22	9.7	-	-
PA implementation status	19	8.4	40	17.7	135	59.7	32	14.2	-	-
PA result level of importance	30	13.3	38	16.8	123	54.4	29	12.8	6	2.7
Instructors satisfaction for PA practice	44	19.5	35	15.5	117	51.8	30	13.3		

As presenting table 13 above, equitability level of PA practice was moderate. In reference to the above table, 60.11% of the respondents replied equitability level of PA practice was found an average level. Furthermore, 59.7% of them replied, the overall PA implementation status was found in average level and 54.4% of them agreed, PA result level of importance also found an average level. Similarly, 51.8% of the respondents are averagely satisfied for implemented performance appraisal practices. These result indicate that , the current status of performance appraisal implementation in selected TVET colleges are found in moderate level, hence every concerned body needs more attentions to improved more and get more advantage from it.

On the other hand, open- ended questionnaire participants also approved the above issues. According to them, performance appraisal practice of the organization relatively good and found an encouraging level but some important points list out for average performance. Also they said that, Absence of PA criteria clarity and difficult to measured, pretend practices, work burden of instructors (they are trainers, technology adaptors, enterprise supporter, saving facilitators, e.t.c.), unfair practices and absence of on time evaluation are the factors to influence the overall performances of the organization.

The interview participants explained PA criteria of TVET instructors. According to them, performance appraisal criteria established at national level and difficult to amended and contextually installed. As a result instructors argued to amended PA criteria of the sectors but there is no change until today. Even if, PA practice of the instructor were improved through time and instructors internalized the established criteria.

Table 4. 14 performance appraisal and its challenge

Content	SD		D		NN		A		SA	
	F	%	F	%	F	%	F	%	F	%
PA carry out timely	15	6.6	55	24.3	78	34.5	61	27	17	7.5
PA criteria linkage with regular activities	32	14.2	62	27.4	36	15.9	78	34.5	18	8
Evaluators lacks necessary knowledge, skill and	28	12.4	80	35.4	57	25.2	54	23.9	7	3.1

experience										
PA lost transparency	24	10.6	39	17.3	86	38.1	57	25.2	20	8.8
PA implementation enhances instructors performance	27	11.9	43	19	67	29.6	80	35.4	9	4

Table 4.4 indicates, 34.5% of the respondents replied, performance appraisal carry out timely. However, 34.5% of them have doubt for timely performance appraisal implementation. The rest 30.9% of the respondents believed there is no timely implemented performance appraisal practiced in the study area.

On the other hand, 42.5% of the research participants agreed the linkage between performance appraisal and regular activities of instructors but 41.6% of them were disagreed about this issue. Moreover, nearly half (47.8%) of the respondents believed, performance appraisal evaluators have necessary knowledge, skill and experience however, 25.2% of them had doubt for necessary knowledge, skill and experience in performance appraisal. Also 38.1% of the respondents had doubt for performance appraisal transparency. Even if, 39.4% of the respondents agreed, PA implementation enhances instructor's performance.

As it can be seen the above finding, , the current performance appraisal elements feedback, appraisal criteria and appraisal goal are highly influenced the performance appraisal practices, hence to improve the current status of performance appraisal practices, feedback, appraisal criteria and appraisal goal needs to improved.

To improve performance appraisal implementation/ practice open-ended questionnaires participants recommended the following points. TVET College and their instructors amends some criteria (micro and small enterprise support, technology transfers) with open discussion and fully implemented all PA criteria on time , clearly and fairly.

Chapter five

Major findings, conclusion and recommendations

Introduction

This chapter contains summary of major finding, conclusion, and recommendations, future implication or suggestion of the study linked with current performance appraisal practice of government TVET instructors in Addis Ababa and their possible challenge to implement performance appraisal elements.

5.1 Summery

The main objective of the study was to assess current performance appraisal status, challenges and mechanism to improved performance appraisal practices. To meet the desired objective, the study used both qualitative and quantitative methods and also applied survey research. This research data were collected through primary data sources (interview and questionnaires) and secondary data source (published and unpublished) materials. In addition, purposive sampling technique was applied to collect the data and the data obtaining from General Winget and Tegbareid poly Technique College instructors. The data analyzed qualitatively and quantitatively. This point forward is the major finding of the study.

5.2 Major finding

This study used 226 sample respondent to conduct the study, among that, 70.8% of the respondents were male, 79.2% of the total respondents found 26-45 age range, 63.7% of the respondents' had five and above years' work experience, 76.5% of respondents were degree holder, 66.8% of respondents were level B instructors, 60.2% and 25.2% of respondents had an average and high knowledge about performance appraisal practice

As it can be seen the major findings performance appraisal practices of the organization were relatively good and it is found an encouraging level. out of 226 sampled respondents, 152 times (67.25%) of the participants agreed, COC qualified appraisals criteria measured actual performances of trainers then 103 times (45.57%) of the respondents believed trainee's evaluation measured the actual performances of trainers. In addition, 167 times (73.89%) and 140 times (61.95%) of the respondents confirmed that performance appraisals the organization helps to provide training and education opportunity and salary improvement

respectively. Also, 51.8% of the performance appraisal purpose was moderate, 50% of the respondents averagely agreed; TVET management commitment to implemented PA and 55.5% PA evaluators had average freedom to implement it.

However, the degree of key performance appraisal indicators (clear criteria, clear goal, reward, promotion and feedback) implementation varies within them, below this presenting the details information.

Firstly present criteria PA, half (51.7%) of the participants agreed performance evaluation criteria is well known but 56.2% of the respondents believed that, there is no clear and easily implemented PA procedure and also 57% of them agreed the occurrence of rating error and biases. As it can be seen, performance appraisal purpose, 37.6% of the respondents confirmed PA goals are easily measurable, 47.2% of participants believed, there is clearly defined PA procedure and 36.3% of the respondents agreed for the alignment of PA system and vision and mission of college.

Then, nearly half 46.5% of respondents agreed, reward program does not linked with performance appraisal, 57.1% of the respondents replied, there is no reward based performance appraisal practiced in TVET collages, 60.5% of the respondents disagreed for the provision of reward for high achiever instructors and 46.5% of the respondent's replied, high achiever instructors give first priority during training and education.

Moreover, performance appraisal practices of promotion are relatively good particularly, half (50.4%) of the respondents agreed, there is strong relationship between PA and promotion, 35.8% of them replied best performer instructors gives first priority during promotion and 48.2% of the research participants believed that, performance based promotion implemented in my college.

As it can be seen PA feedback, 38.5% of the respondents replied most of performance appraisal feedback are not trusted and 35.4% of them had doubted about it, 45.2% of the participants agreed, PA does not helps to enhance performance instructors and 46.9% them replied PA corrective measure does follow legal procedures.

The current PA practices of the organization, equitability level of PA practice was moderate and 60.11% of the respondents responded it. Furthermore, 59.7% of the respondents replied, the overall PA implementation status was found in average level and 54.4% of them agreed,

PA result level of importance also found an average level. Similarly, 51.8% of the respondents are averagely satisfied for implemented performance appraisal practices.

Moreover, 34.5% of the respondents replied, performance appraisal carry out timely, 42.5% of the research participants agreed the linkage between performance appraisal and regular activities of instructors, nearly half (47.8%) of the respondents believed, performance appraisal evaluators have necessary knowledge, skill and experience and 39.4% of the respondents agreed, PA implementation enhances instructor's performance.

According to the open ended questionnaire and interview participant's performance appraisals practice relatively good; most of the performance appraisals result significance limited with provision of promotion and training and education opportunity only. Similarly, COC qualification performance appraisals and trainees evaluations are good criteria to measuring actual performance of instructor and also fairly implemented as compared to others established criteria.

On the other hand, some open- ended questionnaire participants mention some points relate to PA practices. Participants said that, absence of PA criteria clarity, poor linkage of PA criteria and regular activities of instructor, incomplete PA implementations, unfair and unclear PA criteria (micro and small enterprise, department head and technology transfer criteria), pretend PA practices, work burden of instructors (they are trainers, technology adaptors, enterprise supporter, saving facilitators e.t.c.), and absence of on time evaluation are the factors to influence the overall performances of the organization.

5.3 Conclusion

This study focused on the assessment of the current performance appraisal practice of government TVET instructors in Addis Ababa, emphasizing on in General Winget and Tegbareid poly Technique College.

Regarding to the finding, performance appraisals practice relatively good but needs more attention because; some key performance appraisal indicators implementation were never exceeds for an average level and faced problems. Along this, COC qualification performance appraisals and trainees evaluations are good criteria to measuring actual performance of instructor and also fairly implemented as compared to others established criteria. Also, most of the performance appraisals result significance limited with provision of promotion

and training and education opportunity. However, some PA criteria and regular activities of instructor are poorly links and criteria are incompletely carryout during PA and also some criteria and its PA procedures are not clear and fair. This is highly influenced the overall PA implementation of the organization.

Furthermore, poor feed experience, absence of reward and PA linkage, pretend PA practices, work burden of instructors (they are trainers, technology adaptors, enterprise supporter, saving facilitators), and absence of on time evaluation are the factors to influence the overall performances of the organization.

As a result, to improve performance appraisal implementation/ practice TVET College and their instructors highly argued and amends some criteria (micro and small enterprise support, technology transfers) with open discussion and fully implemented all PA criteria on time , clearly and fairly.

In general, this research finding indicates, performance appraisal practice of the organization relatively good and encouraging but needs more attention hence, all key actors (instructors, department head, school dean, technology transfers and micro and small enterprise supporter managers, managers, trainees and others important bodies) have more synergy to improved performance appraisal practice of the organization.

5.4 Recommendations

The existence of good performance appraisal practice helps to enhance employees and their organization performance hence this research try to shows the current status of Addis Ababa poly technique collage performance appraisal practice and its challenge. Regarding with research findings; the following suggestions are forwarded.

In general, the current status performance appraisals practices are relatively good. However, responsible bodies and evaluators need more effort to realizing and met performance appraisal intended objectives.

For TVET Collages

To improved PA practices TVET collages fully communicate the established criteria, set time of appraisals and carryout on time and also evaluate established criteria critically and identifying challenging, unrelated criteria and recommended for responsible body to amend it.

College administrators worked to create strong linkage between reward system and performance appraisal, because this linkage encouraged instructors. In addition, collage leaders supervised during PA to reduced pretend evaluation and fulfilled necessary technology inputs.

Moreover, collage leaders evaluate instructors feedback and gives support to enhanced the productivity of feedback and also create awareness to improved feedback accepting culture of instructors.

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

Every appraisers avoided pretend and unfair performance appraisal discriminatory evaluation and evaluate the actual performance of instructors based on established standards. Department head and vice dean should provide constructive feedback timely to improve feedback accepting culture of instructors. Moreover, human resources department, provide training regarding with the importance of performance appraisal to reduced pretend practices.

For trainers/instructors

Instructors, gives time for performance appraisals system and understand all PA criteria and goals for effective implementation. In addition, instructors should evaluate actual performances of them and their peers during PA and also properly applied their rights and duties regarding with performance appraisals practice. Also, instructors should communicate school leaders on time to get challenges during micro and small enterprise support, COC assessment, and technology adaptation.

Policy makers and researchers

Policy makers, analysts and others researchers, may get additional knowledge regarding to performance appraisals practices, their challenge and possible mechanism to alleviate challenge.

5.5 Further research

The researcher recommends for further investigation in-depth regarding with instructors performance appraisal practices including with COC center and micro and small enterprise to gives more attention by 3rd parties.

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Annex I: English version Questionnaire



ST. MARY'S UNIVERSITY COLLEGE OF GRADUATE STUDIES

Dear Respondents: - The main objective of this questionnaire is to examine the Assessment of Instructors' Performance Appraisal practices in Selected Polytechnic Colleges of Addis Ababa. 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

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 male Female
2. Age 18-25 26-35 36-45 46-55 56 and above
3. Level of education that you have completed:
 - 1) Diploma or equivalent
 - 2) First Degree
 - 3) Second degree and above
4. you are: 1.) Level C instructors 2.), Level B instructors
3.) Level A instructors
5. Work experience in years: 1) 1- 4 years 2) 5-8 years
3) 9-12 years 4) More than 12 years

6. Place of work, 1.) General Wingate polytechnic College
 2.) Tegbareid polytechnic college

Part two, Performance Appraisal practice

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

7. Which Performance appraisals purposes predominate practice in yours collage currently. Tick all if that is most applicable.

- To identify strengths and weaknesses of teachers
- Helps for salary improvement
- Helps to provide training and education opportunity
- To serve as a basis for reward and punishment
- To link instructors activity with the organizational goal

8. Which performance appraisal requirements measured yours actual performances?

- Technology transfers evaluation,
- Producing of COC competent and qualified trainees,
- Provision of micro and small enterprise support,
- Department head (supervisor) evaluations
- Peer group evaluation,
- Trainee's evaluation

9. To what extent /degree instructor " performance appraisal system met its intended purpose /s A. Very high B. high C. Moderate D. Low E. very low

6. Yours knowledge about performance appraisal practice?

A, high B, medium C, low

10. To what extent yours collage implemented performance appraisal system as a plan?

A, very high B, high C, medium D, low E, very low

12. Yours collage management commitment to implemented performance appraisal?

A, very high B, high C, medium D, low E, very low

13. Evaluators freedom during performance appraisal implementation?

A, very high B, high C, medium D, low E, very low

Instruction Two: Please look at performance appraisal practice related statements and show the extent of agreement by putting "√" in relation to your college in accordance with the scale

given alongside of the question below 1= strongly disagree (SD), 2=disagree (D), 3=Neutral (N), 4=agree (A), and 5=strongly agree (SA)

Performance appraisal 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 There is 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					
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 Performance Appraisal intended purpose					
2.4 Performance appraisal system is aligned with the vision and mission of the college.					
3. Reward (Incentives)	1	2	3	4	5
3.1 My organization reward program linked with Performance Appraisal					
3.2 reward based Performance Appraisal practiced in yours collage					
3.3 My organization provides reward (incentive) for high achiever instructors					
3.4. 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 college.					
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. PA helps to enhance performance					
5.4. Organization's corrective measure follows legal procedures in Performance Appraisal					
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. Challenge indicators performance appraisal	1	2	3	4	5
7.1. Performance Appraisal carry out timely					
7.2. Performance Appraisal criteria linked with yours regular activities					
7.3. Evaluators lacks necessary knowledge, skill and experience					
7.4. performance appraisal lost transparency					
7.5. Performance appraisal implementation enhances instructors performance					

Instruction three: Please considered the current status and overall performance appraisal practice of yours college and indicate the extent of agreement by putting “√”in relation to your college in accordance with the scale given alongside of the question below 1= Very low (VL), 2=Low (L), 3=Medium (M), 4=High (H), and 5=Very high (VH)

Performance appraisal practice and its item description	Very low (1)	Low (2)	Medium (3)	High (4)	Very high (5)
1.1. The equitability level of performance appraisal practice in yours college					
1.2. current status of performance appraisal implementation in yours college					
7.6 performance appraisal result level of important in yours collage					
1.4. satisfaction level of instructors with implemented performance appraisal					

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

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

2. Discuss the important of Performance Appraisal implementation in yours college? -----

3. Which Performance Appraisal criteria are important for you and which are fairly implemented? 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. -----

-----::

4. What are the major challenges during the implementation of Performance Appraisal practice in yours College? Please discussed the practice briefly? -----

-----::

5. What remedial action should be taken to improved performance appraisal practice? Discuss it briefly?-----

-----::

Thank you!

Annex II Interview questions

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

Interview questions

1. How do you see performance appraisal practice of yours College? Please discuss in details? Performance appraisal issues are properly addressed for you? How do you see performance appraisal purpose and criteria? Please discuss in details?
2. Discuss the importance of Performance Appraisal implementation in your college? and also discuss your college performance appraisal appraisers and appraisees/instructors understanding towards it?
3. Which performance appraisal elements effectively practice for you? Please discuss briefly?
4. What are the major challenges in your colleges to implementation or practice performance appraisal? Please discuss in details?
5. What are the possible mechanisms to improved performance appraisal practices? Please discuss in details?

Thank you!

Annex III: Amharic version Questionnaire



በቅድስት ማሪያም ዩኒቨርሲቲ የቢዝነስ አድሚኒስትሬሽን ትምህርት ክፍል ድህረ ምረቃ ፕሮግራም

የዚህ መጠይቅ ዋና አላማ በአዲስ አበባ ከተማ አስተዳደር በተግባረድና በጅኔራል ዊንጌት ፖሊ ቴክኒክ ኮሌጅ ምህራን/ አሰልጣኞች ላይ ተግባራዊ እየተደረገ የሚገኘው የስራ አፈፃፀም ምዘና ስርዓት ልምድ ምን እንደሚመስል “Assessment of Instructors’ Performance Appraisal practices” 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 በሚሰጡር ይጠበቃል። ስለዚህ እባክዎ ሁሉንም ጥያቄዎች በጥሞና በማንበብ እንዲመልሱ በአክብሮት እንጠይቃለን። በማንኛውም ገጽ ላይ ስምዎን መጻፍ አያስፈልግዎትም።

ለትብብርዎ አስቀድመን አናመሰግናለን!

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. ያታ: 1.) ወንድ 2.) ሴት
- 2. እድሜ: 1) 18- 25 2) 26-335 3) 36-45

4) 46-55

5) 55 እና ከዚያ በላይ

3. ያጠናቀቁት የትምህርት ደረጃ:

1.) ዲፕሎማ ወይም ተመሳሳይ ደረጃ

3.) የመጀመሪያ ዲግሪ

3.) ሁለተኛ ዲግሪ/ ማስተርና ከዚያ በላይ

4. ያጠናቀቁበትና ስልጠና እየሰጡ የሚገኙበት የስልጠና ደረጃ:

1.) ደረጃ C አሰልጣኝ

2.) ደረጃ B አሰልጣኝ

3.) ደረጃ A

አሰልጣኝ

6. የስራ ልምድ በዓመት: 1.) ከ1- 4

2.) ከ5-8

3.) ከ9-12

4.) ከ12 ዓመት በላይ

6. የስራ ቦታ

1.) የጅኔራል ዊንጌት ፖሊ ቴክኒክ ኮሌጅ

2.) የተግባረድ ፖሊ ቴክኒክ ኮሌጅ

ክፍል ሁለት:- ከስራ አፈፃፀም ምዘና ስርዓትና ልምድ ጋር የተያያዙ መጠይቆች

መመሪያ አንድ:- የሚከተሉትን ጥያቄዎች በጥሞና ካነበቡ በኋላ እንደአጠያያቂ ተገቢ ምላሽ ይስጡ

7. ከስራ አፈፃፀም ምዘና ግቦች ውስጥ በተሻለ ሁኔታ ተግባራዊ እየተደረጉ የሚገኙትን በመለየት የ(✓) ምልክት በማስቀመጥ ይመልሱ

• ምዘናው የአሰልጣኞችን ጠንካራና ደካማ ጎን የመለየት ስራ ይሰራ

• ምዘናው የደመወዝ ማሻሻያ ለማድረግ ያግዛል

• ምዘናው የትምህርት እድልና ስልጠና ለመስጠት ያግዛል

• ምዘናው ሽልማት ለመስጠት/ የእርምጃ እርምጃ ለመውሰድ ያግዛል

• ምዘናው የተቋሙን ግብና የአሰልጣኞችን ተግባራት ለማስተሳሰር ያግዛል

8. ከተቀመጡ የስራ አፈፃፀም ምዘና መስፈሪቶች ውስጥ በተሻለ ሁኔታ የአሰልጣኞችን ትክክለኛ አቅም (actual performances) ሊለኩ የሚችሉ መስፈርቶችን በመለየት የ(✓) ምልክት በማስቀመጥ ይመልሱ

• የቴክኖሎጂ ሽግግር መመዘኛ፣

- በCOC ብቃታቸው የተረጋገጠ ሰልጣኝ ማፍራት መመዘኛ
- የጥቃቅንና አነስተኛ ድጋፍ መመዘኛ
- የዲፓርትመንት ኃላፊ መመዘኛ
- የሰልጣኞች መመዘኛ
- የእርስበርስ (peer group) መመዘኛ

9. የአሰልጣኞች የስራ አፈፃፀም ምዘና ስርዓት የተቀመጠለትን ግብ ከማሳካት አንፃር የሚገኝበት ደረጃ

- 1, በጣም ከፍተኛ 2, ከፍተኛ 3, መካከለኛ 4, ዝቅተኛ 5,

በጣም ዝቅተኛ

10. በስራ አፈፃፀም ምዘና ላይ ያለዎት ግንዛቤ ምን ያህል ነው?

- 1, ከፍተኛ 2, መካከለኛ 3, ዝቅተኛ

11. ኮሌጅዎ የስራ አፈፃፀም ምዘናን በእቅዱ መሰረት ተግባራዊ በማድረግ የሚገኝበት ደረጃ

- 1, በጣም ከፍተኛ 2, ከፍተኛ 3, መካከለኛ 4, ዝቅተኛ 5,

በጣም ዝቅተኛ

12. የኮሌጅዎ የአመራር አካላት የስራ አፈፃፀም ምዘናን ተግባራዊ ማድረግ ላይ ያላቸው ቁርጠኝነት የሚገኝበት ደረጃ

- 1, በጣም ከፍተኛ 2, ከፍተኛ 3, መካከለኛ 4, ዝቅተኛ 5, በጣም ዝቅተኛ

13. በስራ አፈፃፀም ምዘና ወቅት የመዛኞች ነፃነት የሚገኝበት ደረጃ

- 1, በጣም ከፍተኛ 2, ከፍተኛ 3, መካከለኛ 4, ዝቅተኛ 5, በጣም ዝቅተኛ

መመሪያ ሁለት: እባክዎን የስራ አፈፃፀም ምዘና ስርዓት ልምድ (performance appraisal practice) 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 አልሰማም (1)	አልሰማም (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 የምዘና መስፈርቶች ላይ በቂ ግንዛቤ ተፈጥሯል					
1.3. የኮሌጁ የስራ አፈፃፀም ምዘና ሂደት ግልጽና ቀላል ነው					
1.4. የምዘናው ደረጃ አሰጣጥ (Rating) ከስህተትና አድልዎ ነፃ ነው					
1.5. መዛኞች የአሰልጠኞችን ትክክለኛ አፈፃፀም ይመዘናሉ					
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. ኮሌጁ ያስቀመጣቸውን ግቦች መዛኞች በቀላሉ ይረዷቸዋል					
2.4. የስራ አፈፃፀም ምዘና ስርዓቱ ከኮሌጁ ግብና ተልዕኮ ጋር ተመጋጋቢ ነው					
3. ሽልማት (ማበረታቻዎች) (Reward (Incentives))	1	2	3	4	5
3.1. የኮሌጁ የማበረታቻ ፕሮግራም ከስራ አፈፃፀም ምዘናው ጋር ከፍተኛ ትስስር አላቸው					
3.2. በኮሌጁ ማበረታቻ/ሽልማትን መሰረት ያደረገ የአፈፃፀም ምዘና ተግባራዊ ይደረጋል					
3.3. ኮሌጁ ከፍተኛ አፈፃፀም ላስመዘገቡ አሰልጣኞች ሽልማት (ማበረታቻ) ይሰጣል					
3.4. ከፍተኛ አፈፃፀም ያስመዘገቡ አሰልጣኞች በትምህርት እድልና ስልጠና አሰጣጥ ላይ ቅድሚያ ይሰጣቸዋል					
4. የደረጃ እድገት/የእርከን ጭማሪ (Promotion/career)	1	2	3	4	5
4.1. ኮሌጁ የሚሰጣቸው የደረጃ እድገቶች ከስራ አፈፃፀም ምዘናው ጋር ከፍተኛ ትስስር አላቸው					

4.2. በደረጃ እድገት አሰጣጥ ወቅት ምርጥ ፈፃሚ አሰልጣኞች ቅድሚያ ይሰጣቸዋል					
4.3. በኮሌጁ አፈፃፀምን መሰረት ያደረገ የደረጃ እድገት ተግባራዊ ይደረጋል					
5. ግብረ መልስ (Feedback)	1	2	3	4	5
5.1. በብዛኛው የስራ አፈፃፀም ምዘናዎች ታማኝ ናቸው					
5.2. አብዛኛዎቹ የስራ አፈፃፀም ምዘና ግብረ መልሶች ገንቢዎች ናቸው					
5.3. የሚሰጡ ግብረ መልሶች የስራ አፈፃፀምን እዲያድግ አግዘኛል ይላሉ					
5.4. ከምዘና ውጤት ጋር በተያያዘ ኮሌጁ የሚወስዳቸው የእርምጃ/የማስተካከያ እርምጃዎች የህግ አግባብን የተከተሉ ናቸው					
5.5. የአሰልጣኞች ግብረ መልስ የመቀበል ልምድ ጥሩ ነው					
5.6. ወቅቱን የጠበቀ ግብረ መልስ ከሚመለከታቸው ኃላፊዎች ይሰጣል					
6. የስራ አፈፃፀም ምዘና ተግዳሮቶች (Challenge of performance appraisal)	1	2	3	4	5
6.1 በኮሌጁ ወቅቱን የጠበቀ የስራ አፈፃፀም ምዘና ተግባራዊ ይደረጋል					
6.2. የስራ አፈፃፀም መመዘኛ መስፈርቶች ከእለት እለት የአሰልጣኞች ተግባራት ጋር ቁርኝት አላቸው					
6.3. መዘኞች የስራ አፈፃፀም ምዘናን በትክክል መመዘን የሚያስችል አውቀት፣ ክህሎትና ልምድ የላቸውም					
6.4. የኮሌጁ የስራ አፈፃፀም ምዘና ግልፅነት ይጎድለዋል					
6.5. በእርስዎ እይታ የስራ አፈፃፀም ምዘና ተግባራዊ መደረጉ የአሰልጣኞችን የመፈፀም አቅም አሳድጎታል					

መመሪያ ሶስት: እባክዎን የኮሌጅዎን አጠቃላይ የስራ አፈፃፀም ምዘና ስርዓት ልምድና የሚገኝበትን ደረጃ (overall performance appraisal practice) ከግምት በማስገባት ከዚህ በታች የቀረቡት ጥያቄዎች በማንበብ ከጎን ስምምነትዎን በሚያመለክተው መለኪያ (Scale) ላይ የ“√” ምልክት በማስቀመጥ የስምምነትዎን መጠን ያሳዩ (1 = በጣም ዝቅተኛ 2 = ዝቅተኛ 3 = መካከለኛ 4 = ከፍተኛ 5 = በጣም ከፍተኛ)

የስራ አፈፃፀም ምዘና የሚገኝበት ደረጃ መግለጫዎች	በጣም ዝቅተኛ (1)	ዝቅተኛ (2)	መካከለኛ (3)	ከፍተኛ (4)	በጣም ከፍተኛ (5)
1.1. በኮሌጅዎ ተግባራዊ እየተደረገ የሚገኘው የስራ አፈፃፀም ምዘና ፍትሃዊነት					
1.2. በኮሌጅዎ ተግባራዊ እየተደረገ የሚገኘው የስራ አፈፃፀም ምዘና የሚገኝበት ደረጃ					
7.7 በኮሌጅዎ ተግባራዊ እየተደረገ የሚገኘው የስራ አፈፃፀም ምዘና ፋይዳ					
1.4. በኮሌጅዎ ተግባራዊ እየተደረገ የሚገኘው የስራ አፈፃፀም ምዘና ላይ ያልዎት እርካታ					

ክፍል አራት:- 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. በኮሌጅዎ የስራ አፈፃፀም ምዘና ስርዓት ተግባራዊ መደረጉ ምን ፋይዳ አለው? እባክዎት በዝርዝር ያብራሩልን ?

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

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5. በኮሌጅዎ የስራ አፈፃፀም ምዘና ወቅት የሚስተዋሉ ተግዳሮቶች እንዲፈቱና የተሻለ የስራ አፈፃፀም ምዘና ተግባራዊ እንዲሆን ምን ምን የመፍትሔ እርምጃ መወሰድ አለበት? እባክዎት በዝርዝር ይግለጹ

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አመሠግናለሁ!