Abstract in English of the Role of Performance Evaluation in Determining Training Needs
"An Empirical Study of Teachers at the Technical and Vocational Directorate at the Ministry of Education in the Kingdom of Bahrain”.

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Abstract

This research aims at identifying the role of performance evaluation in determining training needs. It also aims to determining differences –in role of performance evaluation– that can be attributed to the career changes for the teachers at the technical and vocational schools in the Kingdom of Bahrain.

The sample was randomly given to two hundred and fifty eight teachers from technical and vocational schools in the Kingdom of Bahrain. For this purpose, the researcher distributed a questionnaire entitled “The Role of Evaluating Training Needs”. A one-way ANOVA and analytical analysis were employed to seek answers; which were as follows:

1. The awareness of teachers at the technical and vocational schools in the Kingdom of Bahrain with regard to evaluating the performance in determining their training needs was (agreed upon).
2. Teachers’ awareness of training and incentives was (neutral).
3. There were no significant statistical differences at the level (0.05) among the average of teachers response, was attributed to their career change.
4. There are significant statistical differences at the (0.05) level among the average of teachers’ response according to their experience (fifteen years and above) compared with (five years and less) and (between six and fourteen).
5. There are no statistical differences at the level of (0.05) among the average of teachers who responded to the questions and could be attributed to the change of the number of training courses.

The researcher suggests the following recommendations:

1. Employees at the technical and vocational schools should participate in developing their training criteria.
2. Regular evaluation should be well organized officially. It also should include unofficial upon need.
3. Training systems should be designed with flexibility according to the constant changes of evaluation criteria.
4. Supervisors at the technical and vocational schools should be trained to use the latest training methods and link them to their results.
5. Establishing specialized centers in school campuses supervised by the center of excellence for technical and vocational education. The centers will benefit from the potentials and develop teachers’ performance.
6. Link the impact of training needs with the evaluation of supervisors of the teachers at the technical and vocational schools.