

Appraiser - Appraisee Perception of Teacher Performance Appraisal in Senior Secondary Schools of Addis Ababa

M.A. Thesis in Educational Administration, Addis
Ababa University, 1992.

Melaku Yimam

Abstract

This exploratory study was designed to identify the major problems of the current system of TPA operating in senior secondary schools of Addis Ababa; and hence, to discover if relationships existed between appraisers and appraisees in perceiving the problems thus identified. To this end, answers to basic questions pertaining to the purposes and criteria of TPA, skill and competence of appraisers, timing and frequency of appraisal, and process and procedures involved in appraisal were sought.

Following a review of the literature related to the problem under study, a survey questionnaire was developed, field-tested and modified, and distributed to a sample of 154 appraisers and 356 appraisees drawn from 13 senior secondary schools of Addis Ababa. Of the respective total sample size of the two study groups, 144 (93.51 per cent) appraisers and 324 (91.01 per cent) appraisees filled in and returned the questionnaire.

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study groups perceived the primary purpose of a system of TPA to be formative rather than summative. On the contrary, summative purposes were reported to be the primary concern of the current system of TPA; and the effectiveness of the system in achieving its purposes was rated a little more than average. Moreover, the validity, reliability, and utility levels of the performance criteria under use were rated far below the maximum high; and the level of satisfaction of appraisers and appraisees with the criteria was a little more than average.

Responses from the majority of the appraisers and appraisees revealed that no pre-appraisal meetings and post-appraisal conferences were held in senior secondary schools under study. CRO, on the other hand, was reported to be widely practised in most of these schools; but, on average, once in a semester and not for more than 40 minutes.

Appraising the performance of teachers was, by and large, the responsibility of assistant principals and department heads. However, as perceived by most of the two study groups, teachers would prefer department heads to be designated appraisers of teachers' performance. Moreover, most of the appraisees had no trust and confidence in their appraisers' skill and competence in appraisal.

It was confirmed by almost all appraisers and appraisees that performance ratings of most senior secondary school teachers were above 3.00 points. However, reports revealed that while high performance ratings proved ineffective to stimulate teachers to improve performance, low ratings obsessed teachers and they often antagonized their appraisers and

negatively affected their job.

In general, the level of satisfaction of appraisers and appraisees with the system of TPA currently operating in senior secondary schools was below average. Nevertheless, almost all appraisers and appraisees perceived the potential value of the system; but for it to function effectively, they recommended necessary revisions in the design and operation of the system in which teachers would have meaningful participation.