

Staff perceptions on institutionalized performance appraisal in Tanzania's public secondary schools: a case study of coast region

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This study determined the perceptions of members of staff on Institutionalised Performance Appraisal (IPA) in Tanzania's public secondary schools in Coast region. Four objectives guided the study in exploring staff perceptions on the IPA in public secondary schools. These are to (i) determine whether or not performance appraisal is undertaken in public secondary schools; (ii) establish staff attitudes towards the institutionalization of performance appraisal in public secondary schools; (iii) identify strategies used by secondary school managers in conducting and communicating feedback on the performance of their workers; and (iv) establish the challenges in the implementation of institutionalized performance appraisal of individual staff members. The study was guided by case study design and employed mainly the qualitative approach supplemented by the quantitative enquiry. Simple random and purposive sampling techniques were applied to select 113 respondents in the categories of heads of school, academic masters/mistresses, heads of department, teachers, and non-teaching staff from 10 secondary schools for data generation. Data generation methods included interviews (face to face and FGDs), observation and documentary review. All the data were coded manually. Qualitative data were subjected to thematic analysis whereas quantitative data were analysed manually. The findings revealed that the performance appraisal process was varyingly undertaken in almost all the schools under study, depending on the nature of the school. The study found that the appraisal exercise played a significant role in improving the quality of teaching and learning in schools. It was generally found that the performance appraisal benefited the overall schools. It was generally found that the performance appraisal benefited the overall school and individual members of staff by providing feedback on work performance through appropriate communication that helped to create a conducive environment for the teaching and learning processes. The study concludes that these schools appraisal are confronted by a shortage or lack of funds, inadequate teaching and learning requirements, lack of short courses, seminars and workshops for members of staff. Therefore, the IPA needs to be valued and prioritized in terms of budgetary allocation as other programmes in a bid to boost the schools' academic achievements. It is thus, recommended that efforts be made to ensure that the IPA in secondary schools is reviewed and reformed to enhances its efficiency and effectiveness to the benefit of Tanzania's public secondary schools staff and schools in general.