

Effectiveness of performance appraisal practices in public secondary school in Tanzania: a case of Public Secondary Schools in Dodoma Municipal Council

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This study investigated the effectiveness of Performance Appraisal Practices in Public Secondary Schools in Dodoma Municipal Council. The major concern was to see whether the practices were properly administered and whether the process yields the expected results. To achieve this objective, interviews, questionnaires and documentary review were used as data collection techniques. The research data were gathered from 90 respondents and data were coded and analyzed using statistical Package for the Social Science (SPSS) software.

The study revealed that performance appraisal was carried out secretly by supervisors contrary to what is expected of the procedure for open performance appraisal. The study also found out that performance appraisal process was viewed by the majority of the respondents as ineffective and wastage of time due to the failure by the performance appraisal body in the municipality to involve teachers in the entire process. Supervisors use performance appraisals as a punitive rather than a developmental tool, and there is a lack of professional performance appraisal experts.

This study concludes that; teachers are not involved in the whole process of performance appraisal; this is partly because municipal council lacks experts to carry out the process. Therefore, we recommend to the council and the Ministry of Education and Vocational Training to involve the teachers in the whole process so that the process can become meaningful and productive.