

An investigation into the practice of teacher performance appraisal in secondary schools in Mubende District

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**ABSTRACT:**

The study to investigate the practice of teacher performance appraisal among secondary schools in Mubende district. The study was pre-empted by the apparent inadequacies in secondary schools teacher performance practices in Mubende district. It was hoped that the study would expose the inadequacies of the present performance appraisal practice and pave way for an improvement.

The study sought to answer three research questions:

1. How is the performance of teachers in secondary schools in Mubende district appraised?
2. What are the challenges encountered in the appraisal of teachers among secondary schools in Mubende district?
3. How can the teachers' performance system among secondary schools in Mubende district be made effective?

The study was descriptive and used survey, simple random sampling, and questionnaire. The study findings showed that appraisal practices in Mubende district are still inadequate. Problems like lack of training/sensitization, biased appraisers, absence of continuous feedback and failure by the Ministry of Education and Sports to supervise the program were identified.

It was therefore recommended that:

- i) Sensitization and training workshops of all teachers and head teachers on performance appraisal should be organized.

- ii) Appraisers should endeavor to give continuous- feedback on performance to the teachers.
- iii) The teachers (appraisees) should be involved at all stages of the appraisal process. This should include the setting of performance standards, targets and discussion of the performance report.
- iv) The teachers should appraise the head teachers and heads of departments in their respective schools. An official from the Ministry could countersign the appraisal.
- v) The Ministry of Education and Sports in conjunction with that of Public Service should closely monitor the implementation of teachers, performance appraisal in secondary schools.