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AN ANALYTICAL STUDY OF THE IMPLEMENTATION OF TEACHER PERFORMANCE APPRAISAL IN SRI LANKA

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Teacher Performance Appraisal (TPA) has been implemented in Sri Lanka from the year 2000 to improve the efficiency and effectiveness of school teachers. Although, the TPA has been implemented in Sri Lankan schools since the year 2000, the co-authors of this paper who are teachers themselves are of the view that teacher performance is not properly assessed at the moment. Moreover, the use of TPA for the purpose of approval of annual salary increments of teachers has created many difficulties for the teachers. The main objective of the present study was to identify the appropriateness of the implementation of the TPA and linking it with the process of approving teachers' annual salary increments. To achieve the main objective, the following specific objectives have been set: (a) To examine the expected and actual implementation of the TPA at present, (b) to analyze the difficulties and the problems faced by the teachers and their attitudes towards the above process, (c) to suggest remedial measures for the development of TPA and to minimize the problems in its implementation.

We used multiple case studies in our research. The purposive sampling method was used to select schools. Accordingly, 160 teachers from four, type 1C Sinhala medium schools in which the TPA is implemented, were selected. The schools were selected from Kandy, Matale, Moneragala, and Kegalle districts. Questionnaires, interviews and documentary review were used as the methods of data collection.

In the study, it emerged that teachers' awareness and knowledge of the implementation of TPA and the guidelines provided by the MOE are both comparatively low. Furthermore, it was also notable that the teachers did not properly understand the objectives of implementation of TPA, which are specified in the relevant circulars and guidelines. Moreover, the four phased assessment process of the TPA which is prescribed in the guidelines was not implemented in the schools. The principals had not consulted teachers in appointing the assessors. Linking Teacher Performance Appraisal and the process of approval of salary increments has created difficulties and problems for the teachers. Furthermore it has emerged that the TPA has not achieved the objective of improving the professional development of the teachers. Therefore, it can be concluded that, it would be more useful for promoting professional development among teachers if the system of Teacher Performance Appraisal in Sri Lanka is reorganized and implemented while giving due consideration to the theoretical basis of teacher motivation and the lapses in current ways of implementation.