

# A Comparison of the Effectiveness of the Single-rater and the Multirater Procedure for Improving the Performance and Profile of Public Elementary School Teacher

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The study aimed to find out whether it was the traditional single-rater procedure or a new multirater procedure that was more effective in improving the job performance and morale of public elementary school teachers.

The basis of the comparison were the performance ratings and the scores on a morale questionnaire of the experimental and control groups before and after they had been subjected to the multirater and single-rater procedures, respectively.

Through covariance analysis and analysis of variance of the pretest and posttest data, it was found out that there was no significant difference in the performance ratings of the experimental and control groups. Both procedures improved the performance ratings of the teacher-subjects.

On the other hand, the morale scores of the control group were significantly higher than those of their counterparts. While their scores on the teachers' perception of the principal's supervisory behavior remained the same,

those of the experimental group deteriorated. Neither did the multirater procedure improve the experimental group's scores on teacher relationships as did the control group's through the use of the single-rater procedure.

The image is no difference in the effectiveness of the multirater and single-rater procedures for improving teachers' performance. Both are able to do this.

2. The single-rater procedure tends to be more effective in improving teachers' morale than the multirater procedures.

3. There tends to be a negative change in teachers' perception of the supervisory behavior of the principal when the multirater procedure is used. On the other hand, using the single-rater procedure does not seem to change teachers' perception of the principal's supervisory behavior.

4. There tends to be no improvement in teacher relationships when

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the multirater procedure is used. However, other factors that may influence teacher relationships were not taken into account in the present study.

It was recommended that school administrators may be given the option to choose which rating procedure to use in their schools. The multirater procedure is especially helpful when the principal has many teachers to rate or when he is not too sure of his own evaluation of the teachers' performances. However, this new rating

procedure should be taken with caution. Only when there exists a congruence between the principal's self-perception of his supervisory behavior and the teachers' perception of it, may he be able to use it to advantage.

On the other hand, the way the single-rater procedure is being used should be improved, especially the holding of an evaluation interview. Higher school officials should devise a means by which this step in the rating process is actually carried out.