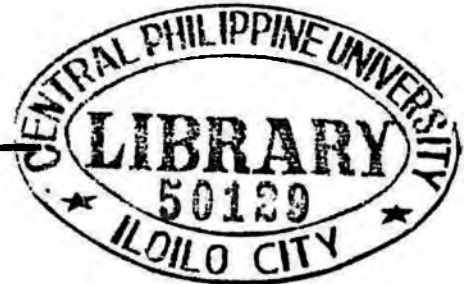


**A COMPARISON OF THE EFFECTIVENESS OF THE SINGLE-RATER
AND THE MULTIRATER PROCEDURES FOR IMPROVING
THE PERFORMANCE AND MORALE OF PUBLIC
ELEMENTARY SCHOOL TEACHERS**

**A Dissertation
Presented to
the Faculty of the School of Graduate Studies
Central Philippine University**



**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

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January, 1979**

CHAPTER I

INTRODUCTION

Rating teachers is practiced in most educational systems to meet three needs, namely: (1) they provide systematic judgments to support recommendations for salary increases, promotions, transfers, demotions, and terminations; (2) they are a means of telling a teacher how he is doing, and suggesting needed changes in his performance; they let him know 'where he stands' with his superior; (3) they also are being increasingly used as a basis for counseling the teacher.

In the Philippine public school system the rating form has been changed three times since the end of World War II. For many years the teacher's efficiency report consisted of 18 items under the two broad criteria of instructional skills and personal and social qualities. Each item was rated on a four-point scale with the descriptive ratings of Excellent, Above Average, Average, and Below Average. The over-all rating was the point on the scale that predominated.

In 1964 a new teacher's performance rating scale was introduced. It contained 12 items under the three broad criteria of instructional skills, educational

leadership and executive ability, and personal and social qualities. Each item was rated on a four-point scale with numerical and descriptive values, namely: 40 points, Outstanding; 30 points, Very Satisfactory; 20 points, Satisfactory; 10 points, Unsatisfactory. Each item had a weight of either 5 or 10 per cent. The highest number of points was 40.

The present form was adopted in 1975. It contains 40 items classified under the five broad criteria of teaching skills, guidance skills, management skills, evaluation skills, and personal and social competencies. Each item is rated on a five-point scale with numerical and descriptive values, namely: 5, Outstanding; 4, Very Satisfactory; 3, Satisfactory; 2, Moderately Satisfactory; 1, Needs Improvement. The highest number of points is 200.

The rating procedure as specified by Civil Service rules is for the teacher to be rated by her immediate superior, the school head. Shortly before the rating is due, the school head discusses with each teacher her performance evaluation. After the discussion, the teacher signs the form to indicate that her rating has been shown to her. After the school head and the teacher have signed the performance rating report, it is forwarded to the district supervisor for review and to the superintendent for approval.

Studies here and abroad tend to show that the aims and purposes of performance appraisal are seldom adequately met by existing performance appraisal systems. In 1974 the Development Academy of the Philippines reported a study of the performance appraisal systems of five government financial institutions which showed how the objectives of performance appraisal were being implemented.¹ It was reported that in these five institutions the appraisal procedure has become so threatening to the individuals appraised that it cannot function to serve the motivating purpose. This threatening element of the appraisal is a natural consequence of using the results of appraisal as a major determinant of personnel decisions on rewards or censure, e. g., promotions, increases, lay-offs, terminations. To many individuals who do the appraisal and to individuals who are appraised, the sole purpose of appraisal is to determine rewards or censure.

The report further stated that the appraisal task has become so highly disliked by those responsible for conducting the appraisal that it is done in such a manner as to raise serious doubts about the validity of its

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Development Academy of the Philippines, "Management and Organizational Development" (Manila, 1974).

results. Some of the institutions admittedly do not make use of the results of their appraisal systems. Appraisal is done merely as a token compliance of Civil Service rules. Those institutions that make use of the results of their appraisal systems have encountered grave problems in implementation and have had serious misgivings about its continued use. It seems that in attempting to meet the purpose of providing bases for personnel decisions, the other purpose of providing motivation feedback has been defeated. In actual practice, however, even the former purpose is not adequately met.

The problems pointed out in the above-mentioned study are also found in the public school system. The findings are verified in the researcher's casual observation of the practices of school heads in rating teachers. Like the rating officials in government corporations, school heads are often bogged down with the practical problem of having to fill out complicated forms for quite a number of teachers, usually under time pressure. They often resort to copying past ratings of teachers, or they tend to be extremely lenient. It is difficult to discriminate between the good and the poor teacher simply by examining their performance rating reports because almost everybody gets Very Satisfactory ratings. The practice is so common that teachers expect to be given

high ratings by their superiors. They complain when they are marked only Satisfactory. The researcher while working as academic supervisor for four years, received complaints from teachers who were rated 'only Satisfactory.' Unless pacified these teachers usually develop a negative attitude toward their work.

Lucio and McNeil² reported a number of studies which showed the weaknesses of having only the immediate superior rate the teacher.

In one such studies³ it was reported that high ratings, especially those assessed by authority figures, do not necessarily mean superior teaching performance. Principals' ratings, reported as scores on rating indices, have been shown to correlate significantly only with the socio-economic status of teachers.⁴ Lucio says, "It might be said that authority figures such as principals or

² William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action (New York: McGraw-Hill Book Company, Inc., 1962), pp. 208-212.

³ J. C. Gowan, "Prediction of Teaching Success, Rating of Authority Figures," California Journal of Educational Research, 6:147-152, September, 1955.

⁴ J. C. Gowan, "Summary of the Intensive Study of Twenty Highly Selected Women Elementary Teachers," Journal of Experimental Education, 26:115-124, December, 1957.

supervisors tend to rate in inverse order of social distance; that is, to confuse personal closeness or the teacher's position in the status hierarchy with teaching skill. Just as some people photograph well, others appear to rate well."⁵

According to the same author,⁶ ratings given by peer figures and by pupils under proper circumstances appear to be somewhat better indicators of teacher effectiveness.

Lawler reported several studies on the ability of peer ratings to predict success and they will give favorable evidences.⁷ The first of these studies, which was by William and Leavitt (1947), found peer ratings were better indicators of long-term success in the Marine Corps than were superiors' ratings. Another study, by Roadman (1964), found that peer ratings have validity as predictors of promotion in the IBM. Weitz's study (1958) found that peer ratings of salesmen during training correlated about .40 with superiors' ratings once the salesmen began to work. The last two studies, those by Hollander (1965) and Wherry and Fryer

⁵ Lucio, op. cit., p. 209.

⁶ Ibid.

⁷ Edward E. Lawler, III, "The Multitrait-Multirater Approach to Measuring Job Performance," Journal of Applied Psychology, 51, No. 5, Part I, pp. 369-381, October, 1967.

(1949), established that peer ratings do not tend to become popularity contests.

Since the aims and purposes of performance appraisal are seldom adequately met by existing appraisal systems as reported in the studies mentioned above, it may be suggested that other rating procedures should be tried out. For example, instead of only the school head rating the teacher, how about letting the teacher herself and her fellow teachers participate in the rating process? How will it affect the teacher's performance and morale if she is rated by other significant persons such as: (1) her immediate superior, the school head, (2) her peers, the other teachers in the same grade, and (3) her own self? These were the provoking questions that led the researcher to choose the present study.

Statement of the Problem

The study attempted to find out which of two rating procedures is more effective in improving the performance and morale of public elementary school teachers.

More specifically, the study tried to find out the answers to the following questions.

1. Is there a difference between the job performance of teachers who are rated by their principals only and those who are rated by other significant persons besides the

principal?

2. Is there a difference between the morale of teachers who are rated by their principals only and those who are rated by other significant persons besides the principal?

3. Is there a change in the teachers' perception of the supervisory behavior of the principals after the treatment? How do the principals of the experimental and control groups compare as to supervisory behavior after the treatment?

4. Is there a significant difference in teacher relationship noted in the groups receiving the treatment? How do experimental and control groups compare as to teacher relationships after the treatment?