

PERCEPTIONS ON THE PASKO: THEIR RELATION TO THE
PERFORMANCE OF KEY OFFICIALS IN THE
DIVISION OF SAMAR



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APPROVAL SHEET

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ABSTRACT

This study is an attempt to assess the perceptions of the key officials and the ratees on the PASKO (Performance Appraisal System for Key Officials) in the Division of Samar during the school year 1984-1985. More key officials obtained outstanding and very satisfactory performance under the PASKO than under the NPAS. There is a significant relationship between the performance ratings of the key officials under the PASKO and those under the NPAS. There is a significant relationship between the general perception of the respondents on the PASKO and the performance of the key officials. The PASKO is more objective and critical than the NPAS because the ratees have to work harder and considerably satisfy the indicators in order to obtain very satisfactory or outstanding performance ratings, which is not under the NPAS. The extent to which the indicators in the PASKO are satisfied by the key officials as perceived by the raters reflects the degree of performance of the key officials as evidenced by the significant relationship between the perceptions of the raters on the PASKO and the actual performance of the key officials. Target-setting negotiations and performance appraisal should be done on the time to help the key officials achieve better. The subordinates and the non-MECS raters should be well acquainted with the indicators in the PASKO.

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CHAPTER I

THE PROBLEM

Introduction

Man is composed of physiological and psychological components which need to be satisfied. As he grows older his physiological needs become more prominent so that provisions should be made to satisfy such needs. When he is fully grown and ready to assume certain responsibilities he is prompted to aspire for recognition parallel to such responsibilities set before him. The recognition due the individual is certainly based upon his performance, which tells how much should be accomplished, and to what extent it should be done. Performance depends on the kind of job and how it should be done and the capacity of the individual to accomplish the task laid before him.

As man assumes certain responsibilities, he starts measuring how far he has accomplished and assesses the quality of his achievement. He continues appraising, or valuing anything he does, and while doing this he judges and evaluates it as it relates to himself.

One type of evaluation can be made largely on the basis of introspection. Such internal standards of criticism are the most part concerned with tests of the accuracy of the work as judged by consistency, logical accuracy

and the absence of internal flaws. It is recognized that even when a document, product or work is perfectly accurate or consistent on the basis of internal standards, it does not necessarily constitute a work which can be valued highly unless it also satisfies certain external standards. A second type of evaluation may be based on the use of external standards or criteria derived from a consideration of the ends served and the appropriateness of specific means of achieving these ends.¹

Personnel evaluation has, for sometime, been associated with promotion, separation, transfer or demotion. It is precisely because of this associations that the aspect of the administrative and supervisory function has been most sensitive.

The legal basis of personnel rating is the Philippine Constitution. Article XII, Section 1 of the Constitution of the Philippines, provides among other things, that all appointments in Civil Service, except for confidential positions, shall be made only according to merit and fitness. Section 26 of Republic Act No. 2260, otherwise known as the Civil Service Act of 1959 provides that a rating system shall be administered in accordance with

¹Benjamin S. Bloom et al., Taxonomy of Educational Objectives, (New York: David McKay Co., 1975) p. 185.

the rules and regulations by the Civil Service Commission for officers and employees.²

Presidential Decree number 807, known as the Civil Service Decree of the Philippines, was issued to support this Constitutional provision. Section 1 of this decree provides that appointments in the Civil Service, except those which are policy-determining, highly confidential and highly technical in nature, shall be made only according to merit and fitness to be determined as far as possible by competitive examination.³ In compliance with the law, the then Ministry of Education and Culture issued to the field, MEC Order No. 2, s. 1979, establishing the policies and purposes of the rating system for all personnel of the Ministry of Education and Culture, including new performance rating scale for classroom teachers.⁴

The use of the new performance appraisal system (NPAS) was shortlived (1979-1982) and the sudden shift from this rating system to the new appraisal system, the performance appraisal system for key officials (PASKO)

²Macario B. Ruiz, Foundations of Administration and Supervision for Philippine Schools, (Manila: Abiva Publishing House, 1972) pp. 396.

³Amado C. Dizon, Presidential Decrees on Education and Related Laws, (Manila: Philippines: Rex Printing Co.) p. 232.

⁴MEC Order No. 2, s. 1979, Implementation of the New Performance Appraisal System, January 9, 1979.

aroused curiosities and queries from among the various sectors of the Ministry affected by this rating system. These questions from administrators and supervisors in the field prompted the researcher to venture into this study.

The PASKO has been designed to rate the achievement of assistant secretaries, bureau directors, assistant bureau directors, executive directors, regional directors, assistant regional directors, superintendents, assistant superintendents, vocational school administrators and principals, district supervisors and elementary school principals. School head teachers may set their targets or choose to be rated either as a teacher or as an administrator, whichever duty is preponderant.⁵

Performance appraisal has been considered primarily as a means for personal development. Since incentive is fundamental to this development, it is not completely possible to divorce performance from compensation.

Merit rating provides an objective and systematic basis for the various personnel action such as promotion and increase in pay. Ratings help the management identify and select employees for promotion to supervisory or administrative positions. They help uncover hidden talents

⁵MEC Order No. 19, s. 1982, Performance Appraisal System for Key Officials.

and potential abilities. A properly developed and administered performance rating program can aid in determining which individuals in the organization should be considered for promotion. Ratings furnish a good basis for granting salary increase within the limits of the salary range as a reward for very satisfactory or exceptional performance.

Indeed, the recognition of exceptional performance gives the high achievers a feeling of satisfaction and the impetus to continue their good work. Likewise, it establishes standards worthy of emulation by the low-achievers under similar circumstances.

Theoretical Framework

This study adopts Maslow's theory of human needs. Maslow characterizes man as a perpetually "wanting animal". Generally, though not always, the individual strives to satisfy his desires in the order of this hierarchy. The lowest unsatisfied level generally dominates the organism and when that motive is reasonably well satisfied, the next prepotent one emerges.⁶

⁶N. Munn et al., Introduction to Psychology, (New York: Houghton Mifflin Co., 1969) p. 335.

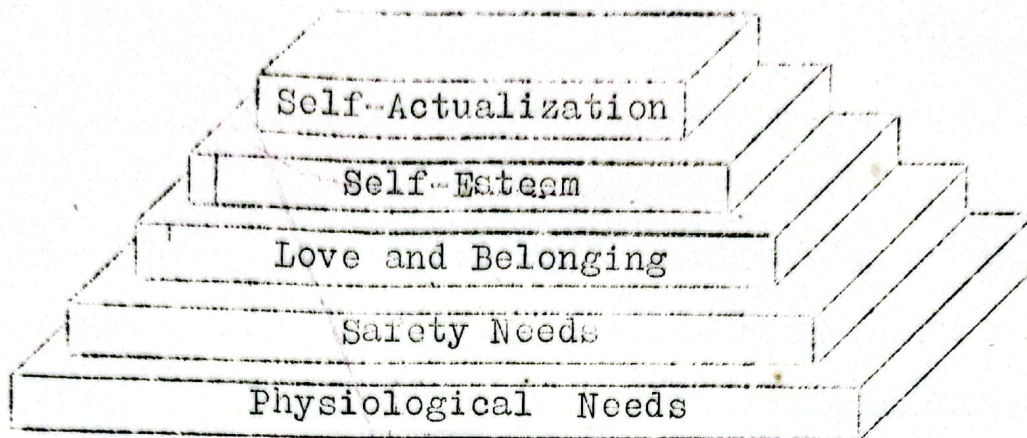


Figure 1. Maslow's hierarchy of Needs

Maslow's hierarchy of prepotency of human needs assumes that the physiological needs such as thirst, hunger and sleep are the lowest or most basic aspects of human motivation. When needs at all levels are unsatisfied, these are the strongest, but if the physiological requirements are met, then the safety needs emerge, such as the desire for security, protection and freedom from danger. Love and belonging, next in the hierarchy, include the motivation to have friends, companions, a family and an identification with a group. As these needs are satisfied, self-esteem motives become important, involving the desire for respect, confidence, admiration and social approval. At the esteem level, presumably the desire for affectionate relationships has been fulfilled; and then achievement;

superiority and prestige motives become important. At the highest level is the desire to fulfill one's personal capacities, to develop his potential, and to do what he is best suited for as well as he can.⁷

It is noted by the writer that Maslow's conception of self-actualization is difficult to describe. This concept could include a person with leadership qualities who assumes a role in government, such as an artist devoted to his painting, or even a spontaneous, unrestrained individual who is not encumbered by the superficial restrictions of his culture yet is not at odds with its basic prohibitions. Needless to say among the people who may be appropriately called self-actualizing, most of them self-actualize only from time to time. The concept is closer to ideal than actuality. Adjustment is temporary and motivations change.

Maslow's hierarchy of human needs encouraged the researcher to conduct an in-depth study of the PASKO. Self-actualization, which is the highest peak in the hierarchy, is, no doubt, the dream and aspiration of every key official; and one of the factors that contribute to one's success is his performance -- high performance. One can achieve a high performance if he works diligently

⁷Ibid. p. 334.

and accomplishes his task as demanded by the job he holds. When a key official works at his best and comes up with the requirements and criteria required of a job, he will certainly get the chance of increasing his salary to satisfy his basic needs; maybe promotion in rank and recognition from his co-workers and friends, which will eventually raise him to self-actualization.

Conceptual Framework

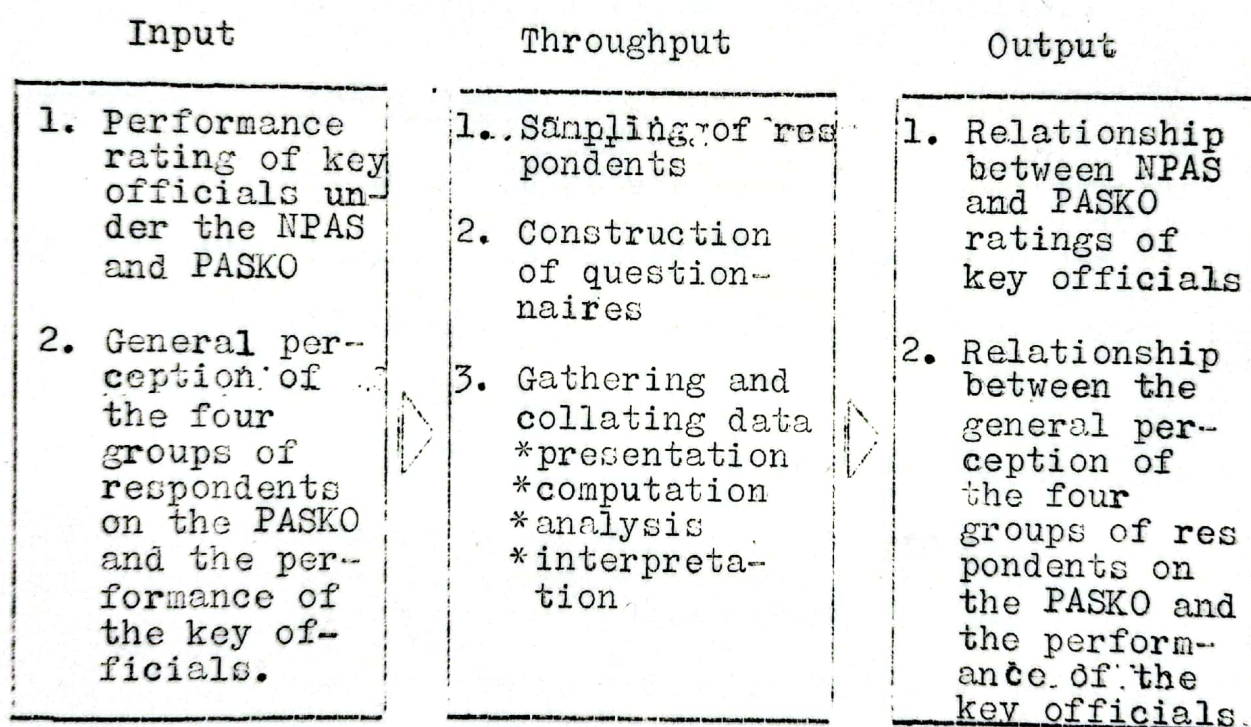


Figure 2. Conceptual paradigm showing the input variables, the throughput and the expected output of the study.

The conceptual paradigm presents the performance ratings of the key officials under the NPAS and PASKO and the general perception of the four groups of respondents

on the PASKO and the performance of the key officials as input variables; sampling of respondents, construction of questionnaires, gathering and collation of data and treatment of data -- presentation, computation, analysis and interpretation as throughput variables; and the relationship between the NPAS and the PASKO ratings of the key officials and relationship between the general perceptions of the four groups of respondents on the PASKO and the performance of the key officials as output variables.

Statement of the Problem

This study is an attempt to assess the perceptions of the key officials and raters about the PASKO during the school year 1984-1985. Specifically, it seeks answers to the following questions:

1. What is the profile of the performance of key officials in the division of Samar under the:

- 1.1 PASKO

- 1.2 NPAS

2. What is the relationship between the performance ratings of key officials under the PASKO and those under the NPAS?

3. What is the relationship between the general perception of four groups of respondents on the PASKO to the performance of the key officials?

Hypotheses

This study will test the research hypothesis that:

1. The performance ratings of key officials under the PASKO and those under the NPAS are significantly related.

2. The general perception of the four groups of respondents on the PASKO is significantly related to the performance of key officials.

Importance of the Study

Performance evaluation is one of the most important aspects of personnel management because from it hinges an objective base for personnel actions such as promotions, transfers, assignments, salary increase, reduction in force and retention.

The ultimate aim of this study is to assess the perceptions of the key officials and the raters on the PASKO and how these perceptions relate to the performance of the key officials in the Division of Samar.

The findings of this study will guide raters and ratees on how the ratees themselves can improve their performance through proper target-setting based on the criteria or indicators set by the rating system. There are times when the administrators who are more diligent and efficient in their work get lower performance than

those who achieve less. When promotions, either in position or salary are available, those who are good will certainly benefit from this system. On the other hand, those who are weak in their achievement can be assisted and encouraged to come up with expected performance.

Scope and Delimitation

This study on the perceptions on the PASKO and their relationship to the performance of key officials is limited to the Division of Samar covering the school year 1984-1985.

The respondents of this study included 54 ratees - - 19 district supervisors and 35 elementary school principals; and 362 raters broken down as follows: five members of the division rating team; 47 head teachers and 260 teachers from the 10 selected sample districts and 50 non-MECS raters. The non-MECS raters group was composed of five members of the community from each of the 10 selected sample districts.

Definition of Terms

In order to establish a common frame of reference and understanding, the following terms are defined as used in this study.

Administrator. This term refers to a person responsible for the total administration of an educational

institution, system or division.⁸

In this particular study, administrator includes the principals of elementary and secondary schools.

District. This applies to a division of a territory marked off for administrative, electoral or other purposes.⁹

As used in this study, district refers to the territorial division of the province of Samar into 19 school districts consisting of one or more municipalities for administrative purposes.

District supervisor. For the purpose of this study, a district supervisor is a school official in-charge of a school district with one or more municipalities and devotes full time in the supervision of instruction and other administrative purposes.

Key officials. This includes the district supervisors and the principals referred to in this study.

MECS raters. This is the division rating team composed of schools division superintendent, schools administrative officer and three general education supervisors I.

⁸Carter V. Good, Dictionary of Education, (New York: McGraw-Hill Book Company, 1959) p. 15.

⁹The New Lexicon Webster International Dictionary, (USA: The English Language Institute of America, Inc. 1976) p. 291.

Non-MECS raters. These are the members of the community, but not employed in the MECS either as supervisor, administrator, head teacher or classroom teacher, requested to rate the key officials.

NPAS. New Performance Appraisal System.¹⁰

PASKO. Performance Appraisal System for Key Officials.¹¹

Perceptions. This is the act of comprehending, discerning, understanding awareness of by the senses.¹²

In this study, it refers to the concepts/opinions/beliefs of the ratees and raters about the PASKO as a rating system.

Performance. This term applies to the actual accomplishment as distinguished from potential ability.¹³

For the purpose of this study, it refers to the achievement of the key officials for a given rating period.

Subordinate. This is an individual place in or belonging to a lower order or rank; subject to or under the authority of a superior.¹⁴

¹⁰MEC Order No. 2, loc. cit.

¹¹MEC Order No. 19, loc. cit.

¹²Lexicon Webster, op. cit. p. 702

¹³Good, op. cit. p. 414.

¹⁴Lexicon, op. cit. p. 976.

In this particular study, it refers to the head teachers and classroom teachers under the supervision of key officials.

Supervisor. This term refers to a person who devotes full time or more than half of his time to the supervision of instruction in one or more elementary schools.¹⁵

In this study, a supervisor is a school official in-charge of supervision of a school district with one or more municipalities.

¹⁵Good, op.cit. p. 374.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

In order to give more substance to this study, vital documents, unpublished master's theses, dissertations, books, magazines and journals were availed of and reviewed. These materials provided the researcher impetus in the conduct of this study, especially on the construction of questionnaires, organization, presentation, analysis and treatment of data. These materials further gave the researcher an insight into the mechanics of the study.

RELATED LITERATURE

The Appraisal Program

One of the best bulwarks against the increasing utilization of seniority in business is the development and administration of a sound philosophy and program of performance appraisal. A philosophy or system that recognizes and compensates performance not only provides the stimulus to develop and improve potentials but also results in a superior performance in the long run.

All supervisors appraise the performance of their subordinates. It also suggested that a better job appraisal be effected through the adoption of some conscious and systematic approaches. After eliminating the casual and

haphazard approach, formal appraisal can be classified into two categories: (1) traditional assessment using such methods as ranking, man-to-man comparison, grading graphic scales, checklists, forced-choice descriptions, and critical incidents, and (2) behavioral evaluation which emphasizes mutually established goals and goal accomplishment. Often an organization uses multiple system in attempting to adapt varying types of people, jobs, and objectives.¹⁶

More important than the rating system is the rater--his training and his acceptance of the merit-rating process. A comprehensive program must be established and administered to ensure the continued success of performance appraisal. Among the basic elements of such a program are: (1) determination of who is to rate; (2) determination of when ratings are to be made; (3) training and indoctrination of the raters, particularly in avoiding such errors as the halo error, the central tendency, constant errors and errors of bias and prejudices; (4) maintaining the accuracy of ratings through checks on their reliability and validity; and (5) conducting the appraisal interview.¹⁷

¹⁶Edwin O. Flipppo, Principles of Personnel Management, (New York: McGraw-Hill Book Co. 2nd ed. 1966) p.267.

¹⁷Ibid. p. 268

The present study considers the appraisal program relevant. Both this related literature and this study deal with the types of formal appraisal and pay particular attention not only to the ratees, but to the raters as well -- who will rate, what to rate, when to rate and how to rate. Both also consider performance appraisal primarily as a means of personnel management.

Basic Philosophy Behind Performance Appraisal Review

Any program should have a basic philosophy upon which it stands for its foundations. This philosophy helps administrators and managers run the program as effectively and as efficiently as possible. Performance appraisal has its own basic philosophy from which evolve the objectives and activities purported for the performance appraisal review. Lewis¹⁸ outlined certain basic philosophies behind performance appraisal review to wit:

1. The administrator can improve the achievement of his team, department and school building system by periodically appraising the performance of his staff, and by appraising, directing, guiding, counseling and assisting it at various appropriate times.

¹⁸James Lewis Jr., School Management by Objectives, (West Nyack, New York: Parker Publishing Co. Reprinted in Q.C. Philippines: Phoenix Press Inc. 1974) pp. 98-99.

2. The administrator should manage and maintain the performance appraisal program as systematically as any other program. He must plan, organize, guide and control the activities of the program.

3. Each educator should know: (a) what is expected of him; (b) how he is doing, and (c) that he will be provided with assistance.

4. The logical and most appropriate approach to the performance appraisal program is to assess performance in relation to results expected as previously agreed upon by the administrator and his staff.

5. For the purpose of improving the personal development of educators, it is necessary to determine why the performance was satisfactory.

6. There is much value in the performance appraisal program since it is a system based on a mutual or joint process during which the educator evaluates himself and the administrator evaluates the educator.

7. The administrator should be familiar with the educator's achievement; however, it is possible that the educator can also enlighten the administrator on some points.

8. A great deal of the educator's performance development can be accomplished on the job.

9. All professional development is self-develop-

ment.

10. The performance appraisal review should not only include assessment of the performance of the educator but also include a review of the services provided by the administrator to assist the educator in achieving his objectives, just as the educator is self-appraising his own performance with respect to his contributions to his results.

11. A great deal of researches have been performed which indicates that the performance appraisal review conference is of paramount importance for improving performance.. The feedback which is exchanged between the supervisor and the educator is the basis upon which performance is achieved above or below par.

In conducting performance appraisal review, the administrator plans, organizes, guides and controls the activities of the program, since agreements are arrived at by the ratee and the rater, thus making it clear to the ratee how much he had achieved. While performance appraisal review is geared at the development of the educator, it also helps the management discern the quality of service rendered by the department or agency.

The basic philosophy behind performance appraisal review gave more substance to this study. It provided the researcher a background on how appraisal program should be

managed. This idea has bearing on the present study because from it evolved some concepts on why this study was undertaken. It further enlightened the researcher on how raters and ratees should perceive performance appraisal review.

Objectives of Performance Appraisal

Any program has its objectives to guide the implementors on what to do and how to go about to attain such objectives. The performance appraisal review has its own objectives to guide evaluators and educators on how to obtain performance as required by the job on hand. Sison¹⁹ gave some objectives of the performance appraisal review outlined as follows:

1. Provide feedback on employee performance.
2. Basis for personnel action.
 - a. Potentials and promotions. Ratings help management identify and select employees for promotion to supervisory or administrative positions.
 - b. Transfer, demotions, lay-off and discharge. Ratings provide a basis for determining if the employee would be better suited for

¹⁹Perfecto S. Sison, Personnel and Human Resource Management, (Philippines: Rex Printing Co., 1981) pp. 232-233.

another job or could not perform his present job satisfactorily.

- c. Salary increase. Ratings furnish a good basis for granting salary increases within the limits of the salary ranges as a reward for very satisfactory or exceptional performance.

3. Management guides in employee counseling and discipline.
4. Promotion of better employee-employer relationship.
5. Improvement of supervision by making the supervisor better aware of his duties.
6. Development of employees and supervisors.
7. As an agent of change.
8. Identification of training needs and management development.

In addition to the objectives of appraising performance given by Sison, Glen²⁰ cites four purposes for evaluating and reporting performance:

1. Clarification of what is expected, i.e. to

²⁰Monserat C. Barbaran, "Concepts and Issues on Appraising the Performance of Teachers", PASUC BALIHAM, Vol. III NO.3, a Quarterly Publication of the Philippine Association of State Colleges and Universities, July-September 1983, p. 17.

establish standards of performance, setting forth the quantity and quality of work that are acceptable and adequate.

2. Fortifying and improving employee performance, i.e. appraisal data become a means of improving performance.

3. Refinement and validation of personnel technique -- serving as a check on qualification requirements, examinations, placement, training needs, etc.

4. Establishment of objective base for personnel actions such as promotions, transfers, assignments, reduction in force, retention, etc.

If performance is done carefully and objectively, performance ratings can help raise employee efficiency because it provides a feedback of the employee's strong and weak points, thereby enabling both supervisor and employee to take the necessary measures to correct their defects.

Performance ratings promote better employee-employer relations because the employee is informed about what his superior expects of him, how he accomplishes his task in terms of job performance and takes measures to improve his performance. It further develops both the employer and supervisors, since the supervisors must know the strong and weak points of a worker, so he must improve his methods of instruction and supervision. By discover-

ing the weak points of the workers, training needs are identified thereby enabling the supervisor to provide measures to meet these needs of workers thereby improving their performance.

The perceptions of the key officials and raters on the PASKO and the relationship of these perceptions of key officials relate with the objectives of performance appraisal review because one of the purposes of this study is to determine the relationship of the perceptions of the raters to the performance of key officials and in turn identify if the objectives of the PASKO conform to the objectives just described.

Methods Used in Performance Appraisal

There are several methods used in evaluating the performance of administrators, supervisors and other employees. Sison²¹ outlines the following methods used in performance appraisal.

Rank order method. This method provides a comparison of the qualities of performance among all the employees in a group or unit. The employees to be rated are ranked from the most efficient to the least capable on each trait or quality to be used in judging the employee's performance.

Advantage: Simple. It facilitates the comparison

²¹Sison, loc. cit. pp. 235-239.

of employees by placing them on a spectrum from the best to the poorest in terms of performance. It simplifies the problem of maintaining specific standards for each quality.

Disadvantages: It is unwieldy if many workers are to be rated and many traits are improved. The degree of differentiation in performance between employees is not established making it difficult for the supervisor to justify the ranking, especially for the employees who are placed toward the center and at the bottom of the scale. The ranking of employees in one unit cannot be compared with those of the employees in other units. This method is good only for small groups of employees.

The paired comparison method. Under this method, the name of each employee who is to be rated is written on a card. Each employee to be rated is then paired with every other employee in the same unit. In the process, the person rating the employees determines which of the two employees in each pair is superior in terms of the trait being considered and underlines his name. The pairing is repeated for each trait and for all employees in the unit. When the comparisons are completed, the rater determines the ranking of the employees by counting the number of times an employee had been ranked higher than another, that is, the number of times each name was underlined.

Advantages and disadvantages: Same as the ranking method.

Forced distribution method. This system uses a five-point job performance scale in rating employees who do similar work in the firm. Under this method, it is assumed that the ratings of a group of workers doing similar jobs will normally fall into some such levels as Superior, Above Average, Average, Below Average and Poor. It is also assumed that the relative percentage would be approximately 2-18-160-18-2, following a normal distribution scores.

By charting the distribution in this manner, the job of integrating the ratings of different supervisors is simplified since all those who rate the employees use the same percentage of distribution.

The weakness of this system lies in the fact that only two characteristics are used to rate the employees, i.e. over all job performance and promotability. These force a lumping up of all traits that make up these two characteristics.

Another weakness of this method is that the rater is forced to rate 18 percent of the employees in the group as "Below Average" and two percent as "poor" even if these employees may have actually been doing satisfactory work. Since the rater is forced to follow the distribution strict-

ly, some employees suffer because every rating period at least two percent of the employees must be rated "poor".

Graphic rating scale. This scale uses the chart or graph containing a list of traits to be considered in rating the employees. The traits or qualities on which the employees are to be evaluated are printed on the left hand column of the form. Opposite each trait is a horizontal line divided into parts or blocks, usually five, each with a corresponding descriptive statement of the trait in varying degrees. When a connecting line is drawn between the marks in the finished rating form, a profile of the employee's performance appear.

A graphic rating scale may be converted into a numerical scale if desired. This is done by assigning arbitrary numerical values to the relative positions although no such numerical values are printed on the form. This is sometimes used in checking the accuracy of ratings.

Checklist method. This method is sometimes called the forced choice checklist method, preference checklist of the descriptive scale.

The rating method provides a number of traits for factors with their corresponding definitions written at the left hand corner of the form, such as quantity of work, quality of work, attitude towards the job, judgment, reliability, cooperation, and punctuality. After each trait

or factor, a horizontal line is drawn. This line represents a scale divided into four or five parts, each containing a statement of description of the degree of the corresponding trait indicating varying degrees of performance.

A well-constructed checklist has advantages:

1. The criteria are quite specific. The tendency to rate an employee on the basis of the overall general impression of the ratee is reduced, thereby minimizing the "halo-error", a common error in rating.

2. Each statement maybe assigned a set of weighted points. The sum of the weighted points, corresponding to the statements checked, constitutes the employee's score. It is however advisable not to indicate or print the weighted points on the rating form to avoid influencing the rater.

3. The specific statements checked can be the basis for counseling and discussion between supervisor and employees.

4. This method makes comparison of performance ratings between groups of employees possible.

Disadvantages: The same word may not mean the same to all the raters. There is a likelihood of committing the error of central tendency.

Rater scale method. This method of performance

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evaluation is a variation of the checklist method. The scale provides a number of traits or factors to be used in evaluating the employee with or without their corresponding definitions.

There are two general types:

The continuous type: Each factor is followed by a straight line, one end of which represents the maximum degrees and the other end, the minimum degrees. In describing the employee being rated, the rater merely checks on the scale the point indicating the degree best describing the employee's performance on the particular trait being rated. Because of the fine distinctions of the degrees of the traits which are arranged from poor to excellent or vice versa, the rater is likely to commit the error of "halo-effect" or central tendency.

The discontinuous type: To avoid committing the error of "halo-effect" or central tendency, the discontinuous arrangement of the traits is used to alternately reversing, jumbling the poor and the excellent degree progressions.

The different methods of appraising performance given by Sison gave the researcher an idea on how to discern the different methods used in this study in relation to the methods used in the PASKO. He described the self-rating and checklist rating scale methods better than the

other methods because there are more advantages than disadvantages.

Performance Appraisal

Performance appraisal²² is one of the most important tasks any manager has, yet it is one that most managers freely admit they have difficulty handling adequately. It is not always easy to judge a subordinate's performance accurately, and it is often harder still to convey that judgment to the subordinate in a painless or helpful manner.

Performance appraisal means the continuous process of feeding back to subordinates information about how well they are doing their work for the organization. This process occurs both informally and systematically.

Informal appraisal²³ is conducted on a day-to-day basis. The manager spontaneously mentions that a particular piece was performed well or poorly; or the subordinates stop by the manager's office to find out how a particular piece of work was received. Because of the close connection between the behavior and the feedback on it, informal appraisal quickly encourages desirable per-

²²James A. F. Stoner, Management, (New Jersey, USA: Englewood Cliffs, Printice-Hall Inc. 1980) p. 518.

²³Ibid.

formance and discourages undesirable performance before it becomes engrained.

Systematic appraisal occurs semi-annually or annually on a formalized scale. Such appraisal has four major purposes: (1) it lets subordinates know formally how their current performance is being rated; (2) it identifies those subordinates who deserve merit raises; (3) it locates those subordinates who require additional training; and (4) it plays an important role in pinpointing those subordinates who are candidates for promotion.

Formal appraisal approaches. Formal evaluation of employee's performance is done either of the following:

1. A supervisor rating subordinates, is by far the most common.

2. A group of superiors rating subordinates. Subordinates are rated by a managerial committee or by a series of managers who must accomplish separate forms. This is more often effective than appraisal by a single superior because it relies on the view of a number of people. However, it is time consuming and often dilutes subordinates' feelings of accountability to their immediate superior.

3. A group of peers rating a colleague - the individual is rated separately and on paper by his or her co-workers on the same organizational level. This approach

is least common in business organizations because of the difficulty of asking employees to make appraisal on which raise or promotion decisions can be based. It is used mainly in the military, particularly in military academies, to identify leadership potentials.

4. Subordinate's rating of bosses. Subordinates rate their superior's performance. This approach is common in college where students are often asked to evaluate their teacher on a number of performance measures. This approach is becoming a more common method of evaluating managers and helping them improve their performance.²⁴

Rating Administrators and Supervisors

Rating administrators and supervisors will help establish in the minds of the teachers the major purposes of administration and supervision. The rating of administrators and supervisors by the teachers is valuable when initiated by those who are rated. Besides, the rating scale if properly and sensibly interpreted, gives information that cannot be obtained in any other way. They have their places in any plan for the evaluation or improvement of teaching and learning. Administrators and supervisors who wish to improve themselves should not

²⁴Ibid. p. 519

object having the teachers rate them when it is done fairly.²⁵

Appraising the performance of administrators and supervisors will assist them in improving their supervisory administrative and counseling functions. It is by evaluating their performance where they also strive to assist their subordinates improve their work thereby promoting quality output.

This literature has relation to the present study because both deal with performance appraisal of the administrators and supervisors who are considered as key officials under the PASKO. Both involve the teachers and other subordinates to rate the supervisors so that they will also improve their supervisory and administrative functions.

Basic Characteristics of Appraisal System

Performance appraisal system has certain characteristics which make it more effective and fair. Barbaran²⁶ cites some of these characteristics:

1. Its effectiveness depends on establishing real-

²⁵Herman C. Gregorio, School Administration and Supervision, (Quezon City, Philippines: R.P. Garcia Publishing Co., 1978) pp. 476-477.

²⁶Barbaran, loc. cit.

istic performance standards for each position. Jobs should be analyzed, descriptions should be developed and performance standards set.

2. Individual ratees should be informed about the specific types of work and levels of performance expected.

3. In the process, individual behavior needs to be monitored, corrective action planned and future plans for improvement, satisfactory performance spelled out.

4. To be effective, a performance appraisal system requires support of top management.

5. The appraisal must focus on behavior, not traits. Behavior-oriented appraisal feedback minimizes defensiveness and leads to improvement.

Problems of Appraisal

In studies of the performance appraisal process, conducted by Robert²⁷ Meyer and his colleagues, they found that formal appraisal by managers are often ineffective in improving the performance of subordinates. Individuals who were formally given criticism about their performance once or twice a year tended to become defensive and resentful. Their performance after the appraisal in-

²⁷Robert B. Meyer, "Split Roles in Performance Appraisal", (Harvard Business Review, January-February 1965) pp. 125-126.

terview tended to decline.

Meyer and his colleagues suggest that the goal of appraisal should be to improve the future performance of subordinates, and that this goal is difficult to achieve if managers act in their traditional role as judge. Instead, Meyer and his colleagues argue, managers and each of their subordinates should set performance goals together -- and then together evaluate progress toward those goals. They found that participatory appraisal leads to both greater satisfaction and performance on the job. Meyer and his co-workers also suggest that the appraisal process should be a continuous one; that is, it should become part of the day-to-day interaction between managers and subordinates, rather than imposed on subordinates once or twice a year.

Aside from the tendency to judge subordinates, there are a number of other pitfalls managers need to avoid in order to make their formal and informal appraisal progress effectively.

Shifting standards. Some managers rate each subordinate by different standards and expectations. A low-performing but motivated employee, for example, might be rated higher than a top-performing but seemingly indifferent employee. To be effective, the appraisal method must be perceived by subordinates as based on uniform, fair

standards.

Rater bias. Some managers allow their personal biases to distort the ratings they give subordinates. These biases may be gross prejudices regarding not only sex, color, race or religion, but also their personal characteristics such as age, style of clothing, or political viewpoint. An increasing number of organizations try to deal with this problem by requiring documentation or explanations for rating reports.

Different rater bias. Managers (like teachers) differ in their rating style. Some managers rate harshly, others rate easily. The lack of uniform rating standards is unfair to employees, who will become confused about where they stand; it is also unfair to the organization, since it will become difficult to decide which employee should be rewarded. Differences in rater patterns can be avoided through precise definitions of each item on the rating form.

The halo effect. There is a common tendency, known as the halo effect, to rate subordinates high or low on all performance measures based on one of their characteristics. For example, an employee who works late constantly might be rated high on productivity and quality of output as well as motivation. Similarly, an attractive or popular employee might be given a high overall rating. Rating em-

ployees separately on each number of performance measures and encouraging raters to guard against the halo effect, are two ways the halo effect can be reduced.

The New Performance Appraisal System

The new performance appraisal system is an evaluation instrument for head teachers, principals, district supervisors, department heads, and principals of vocational high schools, assistant superintendents, superintendents, assistant directors, and regional directors and other employees.

Rating period. Employees shall be rated for the periods from January to June and July to December of each year, effective January 1, 1979, except teachers and other school personnel on the teacher's leave basis who shall be rated at the end of each school semester beginning the school year 1979-1980.²⁸

Who shall rate. In school districts - each elementary school teacher, guidance counselor and coordinator or school personnel shall be rated by the school principal or head teacher as the case maybe, subject to review by the district supervisor.²⁹

Each elementary school principal, head teacher or

²⁸MEC Order No. 2, loc. cit.

²⁹Ibid.

district coordinator shall be rated by the district supervisor, subject to review by the schools division superintendent.

Each district supervisor shall be rated by the assistant schools division superintendents, subject to review by the schools division superintendent.

The performance appraisal system is one of the references of the PASKO. Both are result/output oriented and have defined performance indicators. Target setting is the cooperative efforts of the rater and the ratees.

All the related literature discussed in this manuscript have bearing on this study being undertaken. They all treat the evaluation or assessment of performance of administrators and managers based on indicators or criteria.

Both the related literature and this study discuss the need for evaluating the performance of administrators and managers and the involvement of the subordinates in rating them.

RELATED STUDIES

Several studies conducted earlier by administrators and teachers like dissertations and master's theses lent support and substance to this study. Some of these studies are treated here in relation to the present study.

A study on teacher's performance evaluation was

conducted by Cananua.³⁰ His study revealed that teacher's performance evaluation was viewed by teachers as a "prod-ing stick" to make them continue improving their instructional, personal and social competencies. Cananua's study revealed 11 purposes of performance evaluation ranked according to their degree of preference, as reflected in the teachers' and administrators' responses:

1. To stimulate teachers to continue improving their instructional competencies;
- (2) to improve teaching-learning situations;
- (3) for continuous self-improvement;
- (4) to determine the strength and weaknesses of teachers;
- (5) to provide basis for improving teacher's work;
- (6) to develop satisfactory teaching standards;
- (7) for ranking purposes;
- (8) to strengthen teacher-administrator relationship;
- (9) to raise the morale and prestige of teachers;
- (10) for salary increases;
- (11) for promotion.

Cananua gave the following recommendations:

1. Inasmuch as both teachers and administrators of trade-technical schools in Samar commonly recognized teacher's performance evaluation as a means of improving instructional, personal and social competencies of teachers,

³⁰Alejandro E. Cananua, "Teacher's Performance Evaluation in Trade Technical Schools in Samar" (unpublished master's thesis, Marikina Institute of Science and Technology, 1978) pp. 104, 31, 105.

they should continue using the present performance rating system in order to maintain the effectiveness and efficiency of the good performers and improve the performance of the weaker one.

2. School administrators should orient new teachers with the criteria in rating their performance so that they will be aware of what they are expected to perform and that credit can be given to whom credit is due. In so doing objectivity can be fully achieved.

3. Teachers and administrators, especially in Tiburcio Tancinco Memorial Vocational School should rate teacher's performance a little higher so that the teachers will feel that they have a higher standard of performance to maintain. The stubborn ones should be dealt with as tactfully as possible in order not to embarrass or antagonize them. Teachers' complaints about dissatisfaction with ratings should not irk the administrators so that harmonious relationship between the two groups will be maintained.

Cananua's study further revealed that evaluating performance made the ratees work harder to improve their performance. This has relation to the present study because the perceptions of the raters as related to the performance of key officials find a way of improving the key official's performance because they have to considerably

satisfy the criteria and/or indicators prescribed by the rating system. In this way, key officials will strive to meet the indicators or even go beyond in order to obtain higher performance ratings.

Umacob³¹ in her critical study of the performance rating system, implied that the employee or teacher must be rated accordingly. This implies that for every maximum performance an employee may show, there must be a corresponding rating given. As cited by Umacob:

The performance appraisal of each school superintendent, supervisor, principal, classroom teacher instructor or any other employee shall be fairly evaluated by the rating official on the basis of the performance requirements of the officer's or employee's position.³²

Generally, a rating device is adjudged desirable if it is valid, reliable and objective and if definite amount of units are provided for each rate:

a. Validity. A rating device to be valid should be composed of items describing traits or qualities over which the teacher has control, for these are characteristics in which improvement maybe expected through the teacher's efforts.

³¹Dolores P. Umacob, "A Critical Study of the Bureau of Public Schools Performance Rating System to Classroom Teachers of Tolosa District, 1964-1965", (unpublished master's thesis, Leyte Normal School, 1967) pp.77-78.

³²BPS Circular No. 31, s. 1964, as cited by Umacob.

b. Reliability. The rating device should be so constructed that it is realistic, that is, so that the same rater will obtain similar ratings at different times, so that different raters may obtain similar ratings at different times.

c. Objectivity. The rating device should be objective, that is, it should contain careful definition of traits. The definitions of traits should be comparable, clear and concise. It is essential for a rating device to contain really observable characteristics as they tend to be accurately evaluated than intangible traits.

The study of Umacob implied that the employee or teacher must be rated accordingly - that for every maximum performance an employee may show, there must be a corresponding rating given. The present study recommends that the key official be rated accordingly based on the targets as stipulated in the performance indicators of the rating system.

Uy³³ in her study of the administrative performance of the public general secondary school administrators in the division of Leyte during the school year 1976-1977

³³Estrella Pulga-Uy, "A Study of the Administrators in the Division of Leyte During the School Year 1976-1977" (unpublished master's thesis, Leyte Institute of Technology, March 1977) pp. 95-98.

included principals, head teachers or teachers-in-charge and obtained the following results:

The fifty public general secondary school administrators in the Division of Leyte during the school year 1976-1977 performed their administrative duties and responsibilities effectively, in general, as perceived by the teachers, administrators themselves, and the superintendent. The following were the findings of Uy's study:

1. Relationship between competencies and basic personality traits. Competencies and basic personality traits do not have any relationship at all in bringing about an effective administrative performance.

2. Relationship between the administrative performance and competencies. Administrative performance and competencies have a very high and significant relationship in bringing about effective administrative performance, in general.

3. Relationship between administrative performance and basic personality traits. Administrative performance and basic personality traits are significantly related in bringing about effective administrative performance.

4. Status of administrative performance in general. This study revealed that the administrative performance of the public general secondary school administrators in the Division of Leyte during the school year 1976-1977 is

effective.

In her study, Uy gave the following recommendations:

1. Since competencies and administrative performance are significantly related, it is a necessity that prospective administrators as well as administrators in the field should undergo, from time to time, series of adequate and functional in-service trainings in administratorship, thereby, giving them exposure and develop in them competencies necessary for effective administrative performance.

2. Since administrative performance is very significantly associated with basic personality traits, it is necessary that basic personality traits be one of the criteria in the selection of prospective administrators.

The study of Uy was centered on the relationship between competencies and basic personality traits; relationship between the administrators' performance and competencies and relationship between the administrative performance and basic personality traits. The present study concentrated on the relationship between the perceptions of the ratees and raters about the PASKO as a rating system and the performance ratings of key officials. These perceptions focused on how the key officials accomplished their task based on their targets as required in the performance indicators of the rating system.

Another study conducted to determine the factors related to job performance of teachers in the seven agricultural schools of Eastern Samar, school year 1980-1981 was that of Espinosa³⁴. It sought to find answers as to whether: (1) there are significant differences of the respondent's personal attributes toward their job performance, (2) there is significant relationship between the favorable factors of job performance and the high performance ratings of teachers, and (3) there is significant relationship between the restraining factors of the job performance and the low performance ratings of teachers.

The following were the findings of Espinosa's study:

1. There were no significant differences in the personal attributes of the respondents toward their job performance.
2. There was a "highly" significant difference in the respondent's length of services and educational attainment toward their job performance. Teachers who stayed longer in the service and earned more than 20 units in post graduate degree were better job performers compared to teachers with less than 14 years in the service and

³⁴Oscar O. Espinosa, "Factors Related to Job Performance of Teachers in Agricultural Schools of Eastern Samar" (unpublished master's thesis, Leyte Institute of Technology, March 1983) pp. 101-102.

those with less than 20 units earned toward a masteral degree.

3. The factors of job performance that revealed a significant/highly significant relationship toward high performance ratings of the respondents were job security, opportunity for promotion, social recognition, and retirement benefits; while financial security, unwarranted contributions, various school activities and school environment were highly and significantly related to the low performance ratings of the teachers.

4. There was ~~no~~ significant relationship between the high performance ratings of the teachers to financial security, unwarranted contributions, various school activities and school environment. No significant relationship also existed between the low performance ratings of the teachers to job security, opportunity for promotions, social recognition and retirement benefits.

5. There is significant relationship between the favorable factors of job performance, (job security, opportunity for promotion, social recognition and retirement benefits) and high performance ratings of teachers.

6. There is significant relationship between the restraining factors of job performance (financial security, unwarranted contributions, various school activities and school environment) and low performance ratings of teachers.

In relation to his findings, Espinosa gave the following recommendations:

1. To keep pace with the changing programs of the ministry, school administrators, school heads and school supervisors should make subsequent observations and periodic evaluation of the teachers' performance.

2. Promotions should come from within the rank and file based on meritorious accomplishments of the local organization. Those who are affected should be notified earlier rather than when the position for promotion is already filled up. Worthy accomplishments should be given corresponding reward.

3. Feeling of indifference should not be shown by school administrators and heads whenever their teachers and subordinates present problems especially affecting their work. Teachers should be treated equally and fairly well and be given opportunity to participate in policy making especially those affecting their job.

The studies just reviewed dealt on studies of performance evaluation of teachers in the elementary and secondary schools. Their respondents and ratees were teachers ; the emphasis of the studies was on analysis of their performance evaluation and their implications for personnel action.

The valuable ideas derived from the foregoing re-

lated studies and literature lent support to the development and critical analysis of the contents particularly the framework and directions of the on-going study.

The present study on the perceptions on the PASKO determined the relationship between the performance ratings of the key officials under the NPAS and those under the PASKO. It further assessed the perceptions of the different respondents, both raters and ratees, about the PASKO and how these perceptions related to the performance ratings of the key officials in the Division of Samar. All the reviewed related studies were about performance evaluation of teachers and administrators, while the present study was on the latest performance evaluation for administrators and supervisors known as the PASKO or Performance Appraisal System for Key Officials.

CHAPTER III

METHODOLOGY

The research design, the procedures used in gathering data, the construction and distribution of the questionnaires, respondents and statistical method are discussed in this chapter.

Research Design

The normative type of descriptive research method was employed in this study using the questionnaire as the major instrument in gathering the data. This method was supplemented by an interview of the respondents to cross-check the initial responses. Documentary analysis was also done to obtain the performance ratings of the key officials under the PASKO and NPAS. Different reading materials like books, dissertations, unpublished master's theses, periodicals, and vital documents were availed of and reviewed to strengthen the contents of this study. Sampling of the districts was done through randomization by fishbowl method. The respondents were selected through purposive random sampling.

Instrumentation

The main instrument used in this study was the questionnaire. It was the most appropriate device because of the nature of the data and information needed. It was

designed and structured so as to facilitate the gathering of data and information required. A set of questionnaires was structured by the researcher for the four sets of respondents based on the performance indicators on the PASKO. This was supplemented by an interview guide.

Before the questionnaires were fielded, a dry-run was made with five general education supervisors, three district supervisors and six principals in the City Schools Division of Calbayog for MECS raters and key officials, after a permit was secured from the city Schools Division Superintendent. Another dry-run was also conducted in Catbalogan I for the teachers and head teachers; and for the non-MECS raters, a dry-run was conducted in the municipality of Wright. The try out respondents were requested to indicate their comments and suggestions for further improvement of the instruments. After the validation, the final draft of the questionnaires was reproduced with the appropriate suggestions properly incorporated.

Distribution of the questionnaire. A permission from the Schools Division Superintendent was sought before the distribution of the questionnaires. The questionnaire for the key officials was personally distributed during an administrators' conference to ensure a more or less 100 percent retrieval. The questionnaire for the division rating team was distributed by the researcher in the divi-

sion office. Questionnaires for the subordinates and non-MECS raters, chosen from the 10 sample districts/municipalities were personally distributed by the investigator in the different sample districts.

The Respondents

The respondents of this study were the 54 ratees - 19 district supervisors and 35 elementary school principals as key officials. Included in the respondents were the 362 raters broken down as follows: five members of the division rating team; 47 head teachers and 260 teachers from the 10 selected sample districts and 50 non-MECS raters.

The subordinate raters composed of 20 percent of the teachers in each of the 10 sample districts randomly selected from the Form 3. From this list were chosen the teachers with odd numbers until the desired 20 percent was obtained. All the head teachers in the 10 sample districts were involved as respondents.

The five non-MECS raters from each district/municipality were selected from the 10 sample districts. They were randomly selected from the 15 non-MECS raters involved in rating the key officials by the division rating team. The 10 sample districts with the corresponding respondent raters are shown in Table 1 on page 51.

Table 1

Sample Districts with the Corresponding Number of Respondents

Sample Districts/ Municipalities	:Number. : of : Teachers	:Number of: : Head Tea- : chers	:Number of : Non-MECS : Raters
1. Calbiga	21	3	5
2. Catbalogan II	30	1	5
3. Catbalogan III	32	6	5
4. Gandara	28	7	5
5. Hinabangan	16	1	5
6. Motiong-Jiabong	28	6	5
7. Pinabacdao	21	3	5
8. Sta. Margarita	27	4	5
9. Sto. Niño-Almagro	28	11	5
10. Tarangnan	29	5	5
<u>T o t a l</u>	<u>260</u>	<u>47</u>	<u>50</u>

Statistical Methods

The data gathered in response to the questionnaires were recorded and tabulated separately in a master sheet. These were later presented, analyzed and interpreted quantitatively and qualitatively in accordance with the most appropriate statistical measures within the grasp of the

researcher.

To determine the relationship between the performance ratings of the key officials under the NPAS and the PASKO, both ratings were paired and laid in a matrix in a scatter-gram. In distributing the ratings in the matrix, the ratings were plotted on the nearest whole number. The coefficient of Correlation, using the Pearson-Product Moment (r) was computed using the following formula:³⁵

$$r = \frac{\frac{\sum xy}{N} - c_x c_y}{\sigma_x \sigma_y}$$

where: $\sum xy$ = sum of x and y variables

N = number of respondents

$$c_x = \frac{\sum fx}{N}$$

$$c_y = \frac{\sum fy}{N}$$

σ_x = deviation of the x variables (PASKO)

σ_y = deviation of the y variables (NPAS)

To obtain the perceptions of the four groups of respondents the responses were summated and the weighted mean computed. The summated ratings for each indicator

³⁵Henry E. Garrette, Statistics in Psychology and Education. (New York: Longmans, Green and Co. 1951) p. 297.

was obtained by multiplying the scale value of a response by the total number of responses indicating it. The weighted mean of each indicator was obtained by dividing the total weighted points by the number of responses. To quantify and interpret the weighted mean of each indicator, the researcher adopted the following arbitrary scale.

<u>Adjective Rating</u>	<u>Numerical Rating</u>
Fully satisfied (FS)	4.51 - 5.00
Highly satisfied (HS)	3.51 - 4.50
Satisfied (S)	2.51 - 3.50
Slightly satisfied (SS)	1.51 - 2.50
Not satisfied (NS)	1.00 - 1.50

To determine the relationship between the general perceptions of the four groups of respondents on the PASKO and the performance of key officials, the weighted mean of the general perceptions of the four respondents by indicator and the average mean performance of key officials by indicator were tabulated, ranked and computed using the Spearman Rank Correlation, as follows:

$$r_s = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The discussions on this chapter are premised on the following questions:

1. What is the profile of the performance of the key officials in the Division of Samar under the:

1.1 NPAS

1.2 PASKO

2. What is the relationship between the performance ratings of key officials under the PASKO and those under the NPAS?

3. What is the relationship between the general perception of the four groups of respondents on the PASKO and the performance ratings of the key officials?

The data gathered are presented in figure and table form for easy reference of analysis and interpretations.

Profile of the Performance of the Key Officials

The performance profile of the key officials in the Division of Samar under the NPAS and PASKO is presented in Figure 3.

A cursory look at the figure reveals that under the NPAS, 16 key officials obtained ratings ranging from 9.3 to 10 or "outstanding"; 36 obtained ratings ranging from 7.5 to 9.299 or "very satisfactory"; and two obtained

The equivalent descriptive ratings representing the performance profile in figure 3 are the following:

Adjective Rating	Equivalent Numerical rating under the:	
	<u>NPAS</u>	<u>PASKO</u>
O - Outstanding	9.3-10	87-100
VS - Very Satisfactory	7.5- 9.299	73-86
S - Satisfactory	4.7- 7.499	53-72
US - Unsatisfactory	2.9- 4.699	35-52
P - Poor	2 - 2.899	34-below

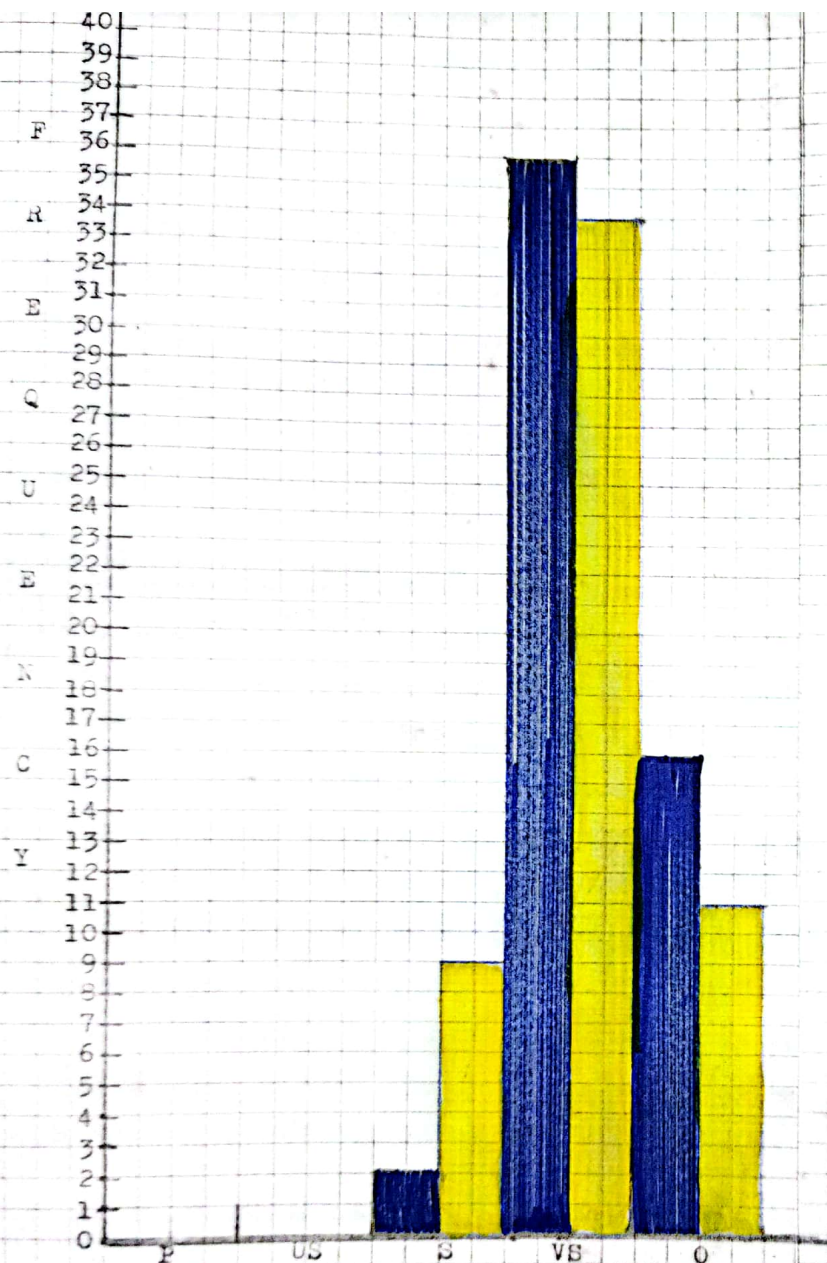


Figure 3. A histogram showing the performance profile of the key officials under the NPAS and PASKO.

Legend:

Blue - NPAS
Yellow - PASKO

ratings ranging from 4.7 to 7.499 or "satisfactory". Nobody obtained a rating below 4.7. Under the PASKO, 11 key officials obtained ratings ranging from 87 to 100 or "outstanding"; 34 obtained ratings from 73 to 86 or "very satisfactory" and nine obtained ratings ranging from 53 to 72 or "satisfactory". Nobody obtained ratings below 53.

Relationship Between the Performance Ratings of Key Officials
Under the PASKO and those
Under the NPAS

The computed r was matched against the tabular value of r at 52 Degrees of Freedom and at .05 level of significance. The obtained r of .48 is greater than .268 which is the tabular value of r at 52 Degrees of Freedom and at .05 level of significance. Therefore, the null hypothesis that "the performance ratings of the key officials under the PASKO and those under the NPAS are significantly related", is rejected. This means that there is no significant relationship between the performance ratings of key officials under the PASKO and those under the NPAS.

Perceptions of the Respondents
on the PASKO

Tables 2-A, B, C, and D present the extent to which the indicators in the PASKO were satisfied by the key officials or ratees as perceived by themselves and the other groups of respondents.

Key officials. As shown in Table 2-A, three indicators were "highly satisfied" by the key officials as perceived by themselves. These indicators are: "planning and organizing work", with a weighted mean of 3.93; "promptness and accuracy in submission of reports/statistics", with a weighted mean of 3.65; and "problem analysis and decision making", with a weighted mean of 3.53. Perceived as "satisfied" are: "leadership and personnel management", "utilization/allocation of resources", and "public relations and community involvement" with weighted means of 3.48, 3.36 and 3.35, respectively.

MECS raters. Table 2-B reveals the perceptions of the MECS raters on the PASKO. "Planning and organizing work" is the only indicator "fully satisfied" by key officials. However, all the other indicators were "highly satisfied" with weighted means ranging from 4.21 to 4.40. If compared with the self-perception of the key officials which has a grand mean of 3.57, there is a difference of .83 which means that the key officials underrated themselves by .83 in relation to the perceptions of the MECS raters. This difference maybe attributed to the consciousness of the key officials over the objectivity of the PASKO as a rating system, thereby encouraging them to rate themselves as critically as possible in order to preserve their sincerity, honesty and integrity in assessing their performance.

Table 2

Perceptions of the Respondents
on the PASKO

A. Key Officials Themselves

	FS (5)	HS (4)	S (3)	SS (2)	NS (1)	Total	Weight- ed Mean
Planning/organiz- ing work	8 (40)	26 (104)	11 (33)			45 (177)	HS 3.93
Utilization/allo- cation of re- sources	2 (10)	26 (104)	15 (45)	9 (18)	1 (1)	53 (178)	S 3.36
Promptness/accu- racy in submis- sion of reports/ statistics	6 (30)	28 (111)	16 (48)	3 (6)	1 (1)	54 (201)	HS 3.65
Problem analysis and decision making	6 (30)	23 (92)	18 (54)	5 (10)	1 (1)	53 (187)	HS 3.53
Leadership and per- sonnel management	5 (25)	21 (84)	21 (63)	4 (8)	1 (1)	52 (181)	S 3.48
Public relations and community in- volvement	6 (30)	18 (72)	20 (60)	9 (18)	1 (1)	54 (181)	S 3.35
T o t a l	33 (165)	142 (567)	101 (303)	30 (60)	5 (5)	311 (1105)	HS 3.55

B. MECS Raters

Indicators	FS (5)	HS (4)	S (3)	SS (2)	NS (1)	Total	Weight- ed Mean
Planning/organiz- ing work	4 (20)	1 (4)				5 (24)	FS 4.80
Utilization/allo- cation of re- sources	2 (10)	2 (8)	1 (3)			5 (21)	HS 4.21
Promptness/accu- racy in submis- sion of reports/ statistics	3 (15)	1 (4)	1 (3)			5 (22)	HS 4.40
Problem analysis and decision making	3 (15)	1 (4)	1 (1)			5 (22)	HS 4.40
Leadership and personnel man- agement	1 (5)	4 (16)				5 (21)	HS 4.21
Public relations and community involvement	3 (15)	1 (4)	1 (3)			5 (22)	HS 4.40
T o t a l	16 (80)	10 (40)	4 (12)			30 (132)	HS 4.40

Subordinate raters. The subordinate raters' perceptions in Table 2-C shows that four of the six indicators were "highly satisfied" by the key officials as revealed by the weighted means ranging from 3.65 to 3.79. These indicators are: "Planning and organizing work", "Public relations and community involvement", "Utilization/allocation of resources", and "Promptness/accuracy in submission of reports/statistics". "Problem analysis and decision making" and "Leadership and personnel management", with weighted means of 3.26 and 3.47, respectively, were perceived by the subordinate raters as "satisfied" by the ratees. The grand weighted mean of 3.59 generally indicates that the key officials "highly satisfied" the indicators as perceived by their subordinates. However, the indicators perceived by the subordinates as "satisfied" should create awareness on the key officials to improve "problem solving and decision making" as well as "leadership and personnel management".

Non-MECS raters. Table 2-D presents the Non-MECS raters' perceptions on the PASKO, which generally reveals that all the indicators were "highly satisfied" by the key officials, as shown by the weighted means ranging from 3.51 to 3.98, thus yielding a grand weighted mean of 3.77 which indicates more consciousness and better participation in community activities on the part of the key officials.

C. Subordinate Raters

Indicators	FS (5)	HS (4)	S (3)	SS (2)	NS (1)	Total	Weight- ed Mean
Planning/organiz- ing work	34 (170)	104 (416)	68 (208)	18 (36)	3 (3)	227 (829)	HS 3.65
Utilization/alloca- tion of re- sources	32 (160)	111 (444)	61 (183)	12 (24)	1 (1)	217 (812)	HS 3.74
Promptness/accura- cy in submission of reports/sta- tistics	44 (220)	102 (408)	52 (156)	18 (36)		216 (820)	HS 3.79
Problem analysis and decision making	35 (175)	125 (420)	50 (150)	31 (62)	9 (9)	250 (816)	S 3.26
Leadership and personnel man- agement	41 (205)	129 (436)	69 (207)	12 (24)		251 (872)	S 3.47
Public relations and community involvement	42 (210)	99 (396)	60 (180)	25 (50)	1 (1)	227 (837)	HS 3.68
T o t a l	228 (1140)	670 (2520)	360 (1080)	116 (232)	14 (14)	1388 (4986)	HS 3.59

D. Non-MECS Raters

Indicators	FS (5)	HS (4)	S (3)	SS (2)	NS (1)	Total	Weight- ed Mean
Planning/organiz- ing work	18 (90)	16 (64)	8 (24)	4 (8)	3 (3)	49 (189)	HS 3.85
Utilization/allo- cation or re- sources	20 (100)	15 (60)	7 (21)	2 (4)	4 (4)	48 (189)	HS 3.93
Promptness/accura- cy in submis- sion of reports/ statistics	18 (90)	20 (80)	4 (12)	3 (6)	3 (3)	48 (191)	HS 3.98
Problem analysis and decision making	12 (60)	22 (88)	7 (21)	4 (8)	3 (3)	48 (180)	HS 3.75
Leadership and personnel man- agement	10 (50)	20 (80)	9 (27)	5 (10)	5 (5)	49 (172)	HS 3.51
Public relations and community involvement	12 (60)	20 (80)	8 (24)	6 (12)	3 (3)	49 (179)	HS 3.65
T o t a l	90 (450)	113 (452)	43 (129)	24 (48)	21 (21)	291 (1100)	HS 3.77

General Perceptions on the
PASKO by the Four Groups
of Respondents

As gleaned from Table 3, the general perceptions on the PASKO by the four groups of respondents indicate that the key officials "highly satisfied" all the indicators as evidenced by the weighted means ranging from 3.67 to 4.06 or a grand weighted mean of 3.83.

Table 3

General Perceptions on the PASKO by
 the Four Groups of Respondents

Indicators	Respondents' Perceptions (Weighted Mean)				Total	Grand
	Key Officials	MECS Raters	Subordinate Raters	Non-MECS Raters		Weighted Mean
1	3.93	4.80	3.65	3.85	16.23	4.06 HS
2	3.36	4.21	3.74	3.93	15.24	3.81 HS
3	3.65	4.40	3.79	3.98	15.81	3.96 HS
4	3.53	4.40	3.26	3.75	14.94	3.74 HS
5	3.48	4.21	3.47	3.51	14.67	3.67 HS
6	3.35	4.40	3.68	3.65	15.08	3.77 HS
Total	21.3	26.42	21.59	22.67	91.97	23.01 HS
Grand Weighted Mean	3.55	4.40	3.60	3.79	15.32	3.83

Relationship Between the
General Perceptions of the
Respondents and the Per-
formance of Key Officials

Table 4 shows the relationship between the general perceptions of the respondents and the performance of the key officials which was determined through the Spearman Rank Correlation. With the obtained r_s of 0.09 which is less than the tabular value of .829 at 0.05 level of significance, the hypothesis that "the general perception of the four groups of respondents on the PASKO is significantly related to the performance of key officials" is accepted. Therefore, there is a significant relationship between the general perceptions of the respondents and the performance of key officials.

Reactions of the Raters to the
PASKO

An informal interview with some of the respondents was conducted and the following reactions were gathered. Among the 30 key officials, 10 district supervisors and 20 principals, all district supervisors had positive answers about being acquainted with the performance indicators while five of the 20 principals did not know much about the performance indicators in the rating system. They were unanimous that salary increase is dependent on national policies, while promotions follow commendable per-

Table 4

Relationship Between the General Perceptions of the Four Groups of Respondents and the Performance of Key Officials

Indicators:	General Perceptions (X)	Average Mean Performance of Key Officials (Y)	Rank: X	Rank: Y	D	D ²
1	4.06	22.54	1	1	0	0
2	3.81	8.59	3	4	-1	1
3	3.96	8.26	2	6	-4	16
4	3.74	12.33	5	3	-2	4
5	3.67	20.66	6	2	4	14
6	3.77	8.44	4	5	-1	$\frac{1}{38} = D^2$

$$r_s = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$= 1 - \frac{6 \times 38}{6(6^2-1)}$$

$$= 1 - \frac{228}{6(36-1)}$$

$$= 1 - \frac{228}{6 \times 35}$$

$$r_s = 1 - \frac{228}{210}$$

$$= 1 - 1.09$$

$$r_s = -0.09$$

Table value of r_s at 0.05 level of significance = .829

formance. Two district supervisors and five principals expressed bitterly that the PASKO does not promote better personal and professional relationship between the ratee and the rating officials. The ten district supervisors favored the rating system for succeeding rating periods while eight of the 20 principals did not favor the same.

The MECS raters agreed that the performance indicators are relevant to the duties of the ratees. They considered target dates as realistic and the suggestions given were intended for the improvement of the ratee's performance. They all agreed that the PASKO should be used for succeeding rating periods.

An interview with 50 subordinate raters revealed that 15 did not know the performance indicators in the PASKO; 35 agreed that the PASKO made the key officials improve his relations with subordinates; 38 admitted that the rating system drew more trust and confidence of subordinates in his leadership; and 35 agreed that the PASKO should be used for succeeding rating periods.

Forty non-MECS raters were interviewed and only 33 were acquainted with the performance indicators in the PASKO; 35 signified that the rating system improved the key official's concern for the community and made them more cooperative with community officials. All agreed that the PASKO should be used for succeeding rating periods.

Comments and/or Suggestions
of Respondents

There were positive as well as negative comments and suggestions of the respondents, both raters and ratees. Similar comments were consolidated and written as one. The following discussions start with the positive comments.

The key officials. "The PASKO is a good instrument to objectively assess the performance of key officials. However, there are performance indicators which could not be met, not through the fault of the administrator but by circumstance", some principals commented. Another principal had this to say: "The PASKO is good because the rating is done by the teachers and the community." Some district supervisors suggested: "Only MECS personnel should be involved as raters for the administrators and supervisors." Another district supervisor suggested: "Any work performed outside of the official time of the ratee must be considered as a "PLUS FACTOR".

The MECS raters. Four of the five members of the division rating team expressed their comments and suggestions as follows: "The PASKO as an instrument should be maximally utilized by MECS personnel concerned if only to improve the performance of key officials aside from providing direction in their work."

"The composition of the PASKO rating team must be

those occupying positions higher than those to be rated." commented one member.

"The ratees should be open-minded to accept whatever result will come out during the accounting of their performance and should use the results for the redirection of his management in terms of strategies and targets."

"Membership in the Division PASKO Rating Team should be rotated among the different division supervisors."

"Despite the previous experiences on the evaluation through the PASKO, there are still some district supervisors who have not learned lessons relative to documentation of indicators. They insist on their own way and refer always to their 'excellent' or 'outstanding' performance for the past three to four years."

The subordinate raters. The following were the comments of the head teachers and teachers who are considered as subordinate raters. A head teacher commented: "The PASKO is very useful for key officials, only that I am not acquainted with this system because we are rated under the PAST." Another head teacher had this comment: "The PASKO answers a long-felt need of rating officials in the government. Its objectivity, reliability, and validity frees it from subjectively rating an official devoid of the human element. Although it is new, it can withstand the test of the times in spite of the series of

innovations in rating key officials."

Some teachers had the following comments: "The PASKO is an effective way of rating key officials if it is really implemented. The PASKO is effective if the supervisors and principals will really follow the indicators religiously and effectively."

The non-MECS raters. One of the non-MECS raters, a businessman, had this to say: "The PASKO system of rating district supervisors and principals is good and should always be used so that we can be assured of good leaders. The administrators are made aware of what they should do and accomplish better."

A municipal mayor said: "I believe that this system of rating key officials will improve their leadership style and a frequent reminder of their collective responsibility to the educational system and its clientele for which they are committed to serve."

The negative comments came from the key officials and subordinate raters. Some of the district supervisors had this to say: "PASKO should not be continued. The old rating system was a better one. Involvement of lay people and teachers in the evaluation can be subjective rather than performance-wise. The PASKO is very subjective, sampling in the interview was not good. The PASKO as a rating system should be discouraged for future use because

it encouraged biased evaluation by persons who are not aware of the performance indicators and the ratee's accomplishment."

Another district supervisor said: "With the PASKO, one's performance is reduced if non-MECS raters interviewed are against the ratee because of personal grudge. Some of the non-MECS raters did not even know the ratee."

Still another district supervisor commented: "The targets set by higher office should not be the basis for district targets because it is difficult for the districts to achieve such targets due to circumstances beyond the ratee's control."

One district supervisor commented: Pictures of different activities mentioned in the PASKO indicators must no longer be required as success indicators because they are very costly; in addition, with this rating system, the ratee is heavily pounded and enslaved by figures."

A principal commented: "The rating team should be fair in rating the person that he or she is rating, should avoid asking reports that are not important. I suggest that the rating team should announce before coming to rate the persons concerned."

The subordinate raters. A head teacher had this to say: "The PASKO requires much time for the evaluators and there is a tendency for the evaluators just to pick out

few or rather limited raters. They usually get from the central and nearby barangay schools not considering the total number of schools in the district. I suggest to return to the old ranking system." Several teachers said: "Teachers were not well apprised of the PASKO as a rating system and they need more information about it."

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to assess the perceptions of the key officials and the raters about the PASKO and how these perceptions relate to the performance of the key officials in the Division of Samar during the school year 1984-1985. The ultimate aim of this study was to evaluate the extent to which the performance indicators in the PASKO were satisfied by the key officials as perceived by the respondents so that they would reflect the degree of performance they have achieved. The performance indicators in the PASKO were reviewed and analyzed, then made as basis for the data gathering instrument in the form of a questionnaire which was tested for applicability and adequacy through a dry-run, then revised and finalized. The respondents to the final questionnaire consisted of the ratees -- district supervisors and principals; and the raters were composed of the division rating team, subordinate raters, non-MECS raters and the key officials themselves. The responses were classified according to respondents and were analyzed and interpreted.

The Coefficient of Correlation, using the Pearson-Product Moment was used to determine the relationship between the performance ratings under the PASKO and NPAS.

Comparing the critical value of r of 0.268 at a $Df = 52$ and a level of significance at 0.05, the result showed that there is no significant relationship between the performance ratings of key officials under the PASKO and those under the NPAS.

Under the New Performance Appraisal System (NPAS) 16 key officials obtained outstanding, 36 very satisfactory and two satisfactory performance ratings. Under the Performance Appraisal System for Key Officials (PASKO), 11 key officials obtained outstanding, 34 with very satisfactory and nine got satisfactory performance ratings.

As to the extent of satisfaction of the performance indicators in the PASKO by the key officials, the following is the summary of the perceptions given by the different respondents.

The respondents were asked to rate the extent of satisfaction of the performance indicators in the PASKO by the key officials using the following guide: "fully satisfied", "highly satisfied", "satisfied", "slightly satisfied", and "not satisfied". The responses of the four groups of respondents were summated and the weighted mean computed.

As perceived by the key officials themselves, "Planning/organizing work", was "highly satisfied"; "Utilization/allocation of resources", "satisfied"; "Promptness/accu-

racy in submission of reports/statistics", "highly satisfied"; "Problem analysis and decision making", "satisfied"; "Leadership and personnel management", "satisfied"; "Public relations and community involvement", "satisfied".

As perceived by the MECS raters, the key officials "Fully satisfied" "Planning and organizing work." All the rest were "highly satisfied". These indicators are as follows: "Utilization/allocation of resources"; "Promptness/accuracy in submission of reports/statistics;" "Problem analysis and decision making", "Leadership and personnel management", and "Public relations and community involvement".

The subordinate raters had the following perceptions: "Planning/organizing work", "Utilization/allocation of resources", "Promptness/accuracy in submission of reports", and "Public relations and community involvement" were "highly satisfied"; "Problem analysis and decision making" and "Leadership and personnel management" were "satisfied".

The extent of satisfaction of the performance indicators by the key officials as perceived by the non-MECS raters are as follows: "Planning/organizing work", "Utilization/allocation of resources", "Promptness/accuracy in submission of reports/statistics", "Problem analysis and decision making", Leadership and personnel management",

and "Public relations and community involvement" were "highly satisfied".

The summated ratings for each indicator was obtained by multiplying the scale value of a response by the total number of responses indicating it. The weighted mean of each indicator was obtained by dividing the total weighted points by the number of responses.

The general perceptions of the respondents and the average mean performance of key officials were ranked and their relationship was computed using the Spearman Rank Correlation. The results showed that with the obtained r_s of 0.09 which is less than the tabular value of r_s of 0.829 at 0.05 level of significance, the hypothesis is accepted. Therefore, there is a significant relationship between the perceptions of the respondents and the performance of key officials.

Conclusions

In the light of the findings, the following conclusions are drawn:

1. The PASKO is more objective and critical than the NPAS because the ratees have to work harder under the PASKO and considerably satisfy the indicators in order to obtain very satisfactory or outstanding performance ratings, which is not true under the NPAS. Hence, the significant

relationship between the PASKO and the NPAS ratings.

2. The extent to which the indicators in the PASKO are satisfied by the key officials reflects the degree of performance of the key officials as evidenced by the significant relationship between the perceptions of the raters on the PASKO and the actual performance of the key officials.

Recommendations

Based on the conclusions drawn, the following recommendations are made:

1. Target-setting negotiations and performance appraisal should be done on time to help the key officials achieve better.

2. Subordinate and non-MECS raters should be well acquainted with the performance indicators in the PASKO. The school head should take this responsibility. This will also make the evaluation more objective and valid.

3. As recommended by the respondents, the PASKO should be used for succeeding rating periods.

4. A further study about the effectiveness of the PASKO should be conducted on a regional or national level.

I I

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I

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 25, 1984

The Acting Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems, preferably number 1:

1. PERCEPTIONS ON THE PASKO: THEIR RELATION TO THE PERFORMANCE OF KEY OFFICIALS IN THE DIVISION OF SAMAR
2. REACTIONS OF DISTRICT SUPERVISORS AND PRINCIPALS IN THE DIVISION OF SAMAR TOWARDS THE PERFORMANCE APPRAISAL SYSTEM FOR KEY OFFICIALS
3. EVALUATION OF HEALTH EDUCATION PROGRAM IN THE DIVISION OF SAMAR 1981-1985

I hope for your early and favorable action.

Very truly yours,

(SGD) HERMOGENES N. CAIRO
(Researcher)

Recommending Approval:

(SGD) ALEJANDRO E. CANANUA
Head, Research and Dev.

APPROVED:

(SGD) DOMINADOR Q. CABANGANAN
Dean of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 23, 1984

The City Schools Division Superintendent
Division of Calbayog City
Calbayog City

S i r :

In order to improve and validate my survey instrument for key MECS officials intended for my study entitled "Perceptions on the PASKO: Their Relation to the Performance of Key Officials in the Division of Samar", I have the honor to request permission from that Office to conduct a dry-run of my questionnaire to the division rating team, district supervisors and principals of that division. I wish I can make it before classes in December 1984 end, but whatever date that Office may deem appropriate, I am amenable to it.

Anticipating with gratitude your consideration and favorable action on this request.

Very truly yours,

(SGD) HERMOGENES N. CAIRO
(Researcher)

APPENDIX C

1st Indorsement
DIVISION OF CALBAYOG CITY
Calbayog City, November 27, 1984

Respectfully returned to MRS. HERMOGENES N. CAIRO,
Graduate Student, Samar State Polytechnic College,
Catbalogan, Samar approving the request stated in the
basic communication and suggesting that said question-
naires be distributed between December 10-14, 1984.

(SGD) AMADO A. YANGZON
Asst. Schools Division Superintendent
Officer In-Charge

/as-06

APPENDIX D
Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 23, 1985

The Schools Division Superintendent
Division of Samar
Catbalogan

S i r :

In order to improve and validate the survey instrument intended for my study entitled "Perceptions on the PASKO: Their Relations to the Performance of Key Officials in the Division of Samar", I have the honor to request permission to conduct a dry-run of my questionnaires to the Catbalogan I elementary school head teachers and teachers.

Anticipating with gratitude your consideration and favorable action.

Very truly yours,

(SGD) HERMOGENES N. CAIRO
(Graduate Student)

APPROVED:

(SGD) LEOVIGILDO T. GELI
Assistant Schools Division Superintendent
Officer-In-Charge

NOTED: May be done during the District Seminar on Guidance, December 20-21, 1984.

(SGD) RAFAEL SEVILLA
District Supervisor

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 5, 1985

The Schools Division Superintendent
Division of Samar
Catbalogan

S i r :

I have the honor to request permission to administer survey questionnaire, during the months of February, March and April 1985, to the members of the Division rating team, district supervisors, principals in-charge, and elementary school principals; head teachers and 20 percent of teachers in each of the 10 selected sample districts namely: Calbiga, Catbalogan II, Catbalogan III, Gandara, Hinabangan, Jiabong, Pinabacdao, Sta. Margarita, Sto. Niño and Tarangnan. I further request permission to refer to the performance ratings of the district supervisors and principals during the rating period 1982-1983 under the NPAS and 1984-1985 under the PASKO.

The essential data and information which the respondents can furnish through this instrument will be treated statistically and the corresponding results will be made known in conformity with the ethics of research. These will be used in writing my thesis entitled "Perceptions on the PASKO: Their Relation to the Performance of Key Officials in the Division of Samar". This is in connection with the partial requirement for the degree of Master of Arts in Education, major in Administration and Supervision at the Samar State Polytechnic College, Catbalogan, Samar, which I hope to complete very soon.

My grateful appreciation for your generous consideration and favorable action on this matter.

Very truly yours,

(SGD) HERMOGENES N. CAIRO
Graduate Student

APPROVED:

(SGD) LEOVIGILDO T. GELI
Schools Division Superintendent

APPENDIX F

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

January 9, 1979

MEC O R D E R
No. 2, s. 1979

IMPLEMENTATION OF THE NEW PERFORMANCE
APPRAISAL SYSTEM

To: Bureau Directors
Regional Directors
Cultural Agency Directors
Chiefs of Services and Heads of Units
Coordinator, State Colleges and
Universities
Schools Superintendents

1. Inclosed is Memorandum Circular No. 2, s. 1978, of the Civil Service Commission entitled "Implementation of the New Performance Appraisal System", which is self-explanatory. Also enclosed are the Performance Appraisal Report form and instructions on the proper accomplishment thereof.

2. Conformably thereto it is hereby directed that the performance appraisal system herein prescribed be adopted for all positions in this Ministry, following the guidelines enumerated below:

A. Rating Period

(1) Employees shall be rated for the periods from January to June and July to December of each year effective January 1, 1979, except teachers and other school personnel on the teacher's leave basis who shall be rated at the end of each school semester beginning the school year 1979-1980.

(2) A probationary period rating shall also be made at the end of the one (1) year of employment in the case of provisional classroom teachers and instructors and at the end of the sixth month for newly appointed employees whose positions do not belong to the classroom teachers and instructors group.

- (3) A copy of the performance rating report of the employees shall be furnished the Personnel Officer, School Administrative Officer or Administrative Assistant of the Office or school concerned within fifteen (15) days after rating period.

B. Who Shall Rate

(1) In School Districts -

- (a) Each elementary school teacher, guidance counselor and coordinator, or school personnel shall be rated by the school principal or head teacher as the case maybe, subject to review by the district supervisor.
- (b) Each elementary school principal, head teacher, or district coordinator shall be rated by the district supervisor, subject to review by the schools division superintendent.
- (c) Each district supervisor shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.

(2) In national, provincial or barangay high schools-

- (a) Each teacher shall be rated by the head of the department, subject to review by the school principal. In the case of schools with no heads of department, the ratings shall be made by the assistant principal subject to review by the school principal. If there is no assistant principal, the ratings shall be made by the school principal, subject to review by the schools division superintendent.
- (b) Each head of department shall be rated by the assistant principal. If there is no assistant principal, the ratings shall be made by the schools principal, subject to review by the schools division superintendent.
- (c) Each school principal shall be rated by the assistant schools division superintendent,

(d) In schools with administrative clerical personnel such clerical personnel shall be rated by the administrative assistant, subject to review by the school principal.

(3) In vocational, (fishery, trade, agricultural) schools/colleges -

(a) Each teacher shall be rated by the head of department, subject to review by the school principal or administrative, as the case may be.

(b) Each head of department shall be rated by the assistant principal, subject to review by the school principal or administrator, as the case may be. In schools headed by vocational administrators, the ratings shall be made by the school administrators subject to review by the schools division superintendent.

(c) Each assistant principal shall be rated by the school principal, subject to review by the vocational school superintendent. In schools headed by vocational administrators the ratings shall be made by the school administrator, subject to review by the schools division superintendent.

(d) Administrative personnel shall be rated by the Administrative assistant, subject to review by the head of the school.

(e) Each vocational school administrator shall be rated by the schools division superintendent, subject to review by the regional director.

(f) Each vocational schools superintendent shall be rated by the assistant regional director, subject to review by the regional director.

(4) In division offices -

(a) Each general education supervisor shall be rated by the assistant schools division superintendent, subject to review by the schools division superintendent.

(b) Each administrative personnel shall be rated

by the schools administrative officer, subject to review by the schools division superintendent.

- (c) Each assistant schools division superintendent shall be rated by the schools division superintendent, subject to review by the regional director.
- (d) Each schools division superintendent shall be rated by the assistant regional director, subject to review by the regional director.

(5) In regional offices -

- (a) Each supervisor or employees shall be rated by the assistant chief of division, subject to review by the chief of division.
- (b) Each assistant chief of division shall be rated by the chief of division, subject to review by the assistant regional director.
- (c) Each chief of division shall be rated by the assistant regional director, subject to review by the regional director.
- (d) Each regional director shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the ministers.

(6) In cultural offices/agencies -

- (a) Each employee shall be rated by the chief section, subject to review by the chief division.
- (b) Each chief of section shall be rated by the assistant director, subject to review by the director.
- (c) Each chief of division shall be rated by the assistant director, subject to review by the director.
- (d) Each assistant director shall be rated by the director, subject to review by the Deputy Minister.
- (e) Each director shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the Minister.

(7) In staff bureaus, centers, units -

- (a) Each employee shall be rated by the chief of section, subject to review by the chief of division.
- (b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.
- (c) Each chief of division shall be rated by the assistant director or assistant chief of units, subject to review by the director or the chief of unit.
- (d) Each assistant director or assistant chief of unit shall be rated by the director or chief of unit, subject to review by the Deputy Ministers.
- (e) Each director or chief of unit shall be rated by the Deputy Minister with the assistance of the assistant ministers subject to review by the Minister.

(8) In the Ministry (Proper) -

- (a) Each employee shall be rated by the chief of section, subject to review by the chief of division.
- (b) Each chief of section shall be rated by the assistant chief of division, subject to review by the chief of division.
- (c) Each assistant chief of division shall be rated by the chief of division, subject to review by the chief of services.
- (d) Each chief of division shall be rated by the chief of service, subject to review by the Deputy Minister.
- (e) Each chief of service shall be rated by the Deputy Minister with the assistance of the assistant ministers, subject to review by the ministers.

C. Rating Procedure -

- (1) The manner of rating shall be according to the

instruction given in the aforementioned Memorandum Circular No. 2 of the Civil Service Commission. After the rating officials has accomplished the performance rating report, the same shall be forwarded in triplicate to the reviewing official who likewise signs the report.

- (2) After the reviewing official has signed the report, a copy of each shall be furnished the ratee and the rater. The third copy of the report shall for the files of the office, division of school concerned.
- (3) In case a reviewing official decides to make the changes in the performance rating of an employee he shall indicate such changes in red ink, in the report and properly initial them. Any performance rating changed by the reviewing official shall be considered final unless an appeal for consideration of the same has been properly submitted.

D. Relationship Between Performance Rating and Personnel Action

The performance rating of employee shall be considered in connection with the following personnel action:

- (1) Placement-- the strong performance qualities of an employee shall be utilized to advantage in duty assignments..
- (2) Promotion and step or merit-increase in payment. A rating of at least satisfactory shall be a requirement for promotion as well as for step or merit-increase in pay.
- (3) Incentive award - An employee for whom an "outstanding" rating is given shall be recommended for an incentive award or merit increase.
- (4) Reduction in force -- when reduction in force is to be affected, the performance rating shall be one of the factors to be considered in determining retention. Decisions in this regard shall be based on the rating of the employee concerned, notwithstanding any pending appeal of the employee with regard to such rating. Should any change resulting from the appeal alter the employee's standing on the retention register, the necessary

corrective steps shall be taken in accordance therewith.

- (5) Disciplinary action - An employee whose performance rating is "unsatisfactory" shall be subject to administrative disciplinary action under the Civil Service law and rules.

E. Appeals -

- (1) Any employee who who believes that his performance has not been fairly or properly rated may appeal for a review of his performance rating in the manner prescribed in Circular No. 20, s. 1964, "Adjustment of Complaints and "Grievances", of the defunct Bureau of Public Schools.
- (2) The employee shall submit his appeal within five (5) days from receipt of his copy of the performance rating report duly reviewed by the proper official. Failure to do so shall be deemed a waiver of his right to appeal and no appeal shall therefore be entertained.

F. Training -

Regional directors, superintendents, district supervisors and principals shall plan and carry out suitable programs for the training of supervisors in the proper and effective implementation of the New Performance Appraisal System. This may be taken up in teachers' meetings, conferences or workshops. In this regard, the assistance of the Civil Service Commission or regional offices or this office may be availed of in the preparation and conduct of such training.

3. The necessary forms should be printed or reproduced by the offices or schools concerned.
4. All previous rules and regulations on the performance rating system are superseded by this Order effective upon the implementation.
5. It is desired that this Order be disseminated to all officials, teachers and employees concerned for implementation and guidance.

(SGD) JUAN L. MANUEL
Minister of Education and Culture

PERFORMANCE APPRAISAL REPORT

_____ to _____ 19____

READ THE INSTRUCTIONS VERY CAREFULLY BEFORE EVALUATING
THE EMPLOYEE

I N S T R U C T I O N S

PART I. PERFORMANCE

1. Evaluate the performance of the ratee on the basis of:
 - (a) his actual achievement on his performance targets, planned (PT) and intervening (IT), as checked and listed therein after these were duly established, discussed with and approved by you.
2. Evaluate the ratee by observing the following procedures:
 - (a) determine how the ratee met each of the requirements of his performance targets as enumerated therein. If he exceeds his performance targets by at least twenty five percent (25%), he should be given a point score of 10 under the performance standards therein specified; i.e. Quality, Quantity and Time. If also exceeds his performance targets but falls short of outstanding performance, a point score of 8 shall be given. If he meets his performance targets he should be given a point score of 6. If he fails to meet his performance targets but show potential for improvement, he should be given a point score of 4. If he fails to meet his performance targets and there is no evidence that he can improve his performance, he should be given a point score of 2.
 - (b) Add all the point scores under the 3 measures of results namely: Quality, Quantity and Time. Then divide by the number of point scores. Enter the total Average Point Score on the space provided for.

- (c) Multiply the point score by 75% and enter in the space for equivalent point score.

PART II. CRITICAL FACTORS AFFECTING JOB PERFORMANCE

1. Evaluate the ratee on the 3 critical factors: Public Relations, Punctuality and Attendance, and Potential. Give the corresponding point score and remarks for each.
2. Get the average point of the 3 factors and enter in the space provided for.
3. Multiply the point score by 25% and enter in the space for equivalent point score.

PART III. PERFORMANCE RATING

A. Overall Point Score

1. Add the equivalent point score of Par I and Part II. The total obtained in this process constitutes the employee's Overall Point Score.
2. Convert the overall point score into the Equivalent Numerical Rating and indicated in the conversion table below:

Range of Expected Overall Point Score	Equivalent Numerical Rating
2 - 2.899	2
2.9 - 4.699	4
4.7 - 7.499	6
7.5 - 9.299	8
9.3 - 10.000	10

3. If the employee was able to achieve both his planned and intervening assignments, he is given an additional point score of 2.
4. Determine his adjectival rating by matching numerical rating with the corresponding adjectival rating below:

- 2 - Unsatisfactory
- 4 - Fair
- 6 - Satisfactory
- 8 - Very Satisfactory
- 10 - Outstanding

B. Supervisor's Recommendations:

Write down your suggestions for improving employee performance under Supervisor's Recommendations. They may include suggestions for training on specific fields such as human relations, concepts of discipline, etc., as well as proposals for such personnel actions as job rotations, reassignment, promotions, etc.

C. Accomplish the Performance Appraisal Report on Triplicate -- 1 copy for the ratee, 1 copy for the rater and 1 copy for the Personnel Officer.

APPENDIX G

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

May 24, 1982

MEC O R D E R
No. 19, s.1982

PERFORMANCE APPRAISAL SYSTEM KEY MEC OFFICIAL

To: Bureau Directors
Regional Directors
Cultural Agency Directors
Chiefs of Services and Heads of Units
Schools Superintendents
Vocational School Superintendents/Administrators

1. Enclosed is a copy of the Performance Appraisal System for Key Central and Field Officials of this Ministry approved by the Civil Service Commission in its Resolution No. 81-1175.
2. This instrument will be used for evaluating the performance of assistant secretaries, bureau directors and assistant directors, and assistant regional directors, superintendents, assistant superintendents, supervisors, district supervisors, and school principals starting school year 1983-1984.
3. It is desired that this instrument be thoroughly studied and discussed by all concerned. Orientation meetings should be conducted extensively this school year to insure proper understanding of the use of this instrument. Where feasible, regions/divisions may implement this system on a pilot/try-out basis.
4. Regional directors are requested to identify members of the rating teams as soon as possible. An orientation/training program for members of regional rating teams will be conducted in August this year. Regional training teams will conduct similar programs for division rating teams subsequently.

5. Any queries, requests for clarification, or suggestions regarding the instrument or the guidelines may be sent to this office, attention: The Assistant Secretary for Personnel Management and Development.

(SGD.) ONOERE D. CORPUZ
Minister

Incl. As stated.

Reference:

MEC Order No. 2, s. 1979

Allotment: 1-2-(D.). 1-76

To be indicated in the Perpetual Index
under the following subjects:

BUREAUS & OFFICES

OFFICIALS

RATING

RULES & REGULATIONS

INSTRUCTION ON THE USE OF THE PERFORMANCE APPRAISAL SYSTEM FOR KEY MEC OFFICIAL

Introductory statement

The Performance Appraisal System for Key MEC Officials stresses the output/results concept prescribed by the Civil Service Commission. However, since there are factors which should be considered in determining the overall performance of an official and which cannot be measured in terms of quantifiable results, this system makes use of appropriate indicators.

Officials will be rated on the basis of the following:

- | | |
|--|----|
| 1. Planning and Organizing work | 30 |
| 2. Utilization/Allocation of Resources. | 10 |
| 3. Promptness/Accuracy, in Submission of Required Reports/Statistics | 10 |
| 4. Problem Analysis and Decision Making | 15 |
| 5. Leadership and Personnel Management. | 25 |
| 6. Public Relations and Community Involvement | 10 |
| 7. Plus Factor | |

Procedure

Central, Regional and Division Office Rating Teams shall be formed, the composition of which is at the discretion of the rating officials.

At the start of the rating period, performance targets shall be set by the rating team and the ratee, covering the major concerns for the rating period. Sample targets are given in the guidelines. The rating team should see to it that the targets are reasonable, not too low or too high, taking into account the resources available and the conditions obtaining in the ratee's area of service.

These targets will be the basis for the rating in the item Planning and Organizing Work. Rating for the other

20

items may be determined on the basis of the indicators listed in the guidelines.

A ratee may earn a bonus of five points as a Plus Factor for certain distinctive or outstanding accomplishments. Basis for the Plus Factor bonus is given in the Guidelines.

Also attached as annexes A and B are suggested instruments for getting inputs for ratings in Leadership and Public Relations and Community Involvement. Similar forms may be designed by the raters for determining rating in Leadership and Personnel Management, if deemed necessary.

Evaluation shall be yearly - to cover the period from June of base year to May of the succeeding year.

The ratings for each item as well as for the Plus Factor, if any, shall be added and shall constitute the final numerical rating of the rated official.

The equivalent descriptive ratings are as follows:

87 - 100	Outstanding
73 - 86	Very Satisfactory
53 - 72	Satisfactory
35 - 52	Fair
34 - or below	Unsatisfactory

The rating recommended by the rating team shall be subject to review and final approval by the rating official. The rating shall be shown to the ratee who shall then sign on the space provided.

N.B.

For rating those performing principally supervisory work, indicators not applicable may be disregarded such as, for example, the item on personnel actions under Leadership and Personnel Management. An alternative indicator sheet on Utilization of Resources, copy inclosed, may be used for supervisors.

RATING SHEET FOR KEY MEC OFFICIALS
(Central Office and Field)

Name _____ Rating Period _____

Position _____

I t e m s Rating

- A. Planning and Organizing work, getting
work done at specified time.
(maximum pts. - 30)

Targets: a.

b.

c.

d.

e.

f.

Accomplishments:

a.

b.

c.

d.

e.

f.

- B. Utilization/allocation of resources
(maximum pts. 10)

Explanatory statement:

I t e m s	Rating
C. Promptness and accuracy in submission of required reports/statistics, budget proposals. (maximum pts. 10)	
Explanatory statement:	
D. Problem Analysis and decision making (maximum pts. - 15)	
Explanatory statement:	
E. Leadership and Personnel Management (maximum pts. - 25)	
Explanatory statement:	
F. Public Relations and Community Involvement (maximum pts. - 25)	
Explanatory statement:	
T o t a l	
PLUS FACTOR	
Explanatory statement:	
Final rating	

SUMMARY OF RATINGS

- A. Planning and organizing work _____
- B. Utilization/allocation of resources _____
- C. Promptness and accuracy in submission
of required reports _____
- D. Problem analysis and decision making _____
- E. Leadership and personnel management _____
- F. Public Relations and Community Involvement _____
- PLUS FACTOR _____

T O T A L _____

Numerical Rating _____ Rater/s _____

Descriptive Rating _____

Shown to me

Reviewed and approved by:

Ratee

Rating Official

Key to Descriptive Rating

87 - 100	- Outstanding
73 - 86	- Very satisfactory
53 - 72	- Satisfactory
35 - 52	- Fair
34 - or below	- Unsatisfactory

GUIDELINES FOR RATING KEY MEC OFFICIALS
(Central Office and Field)

For Item A - Planning and Organizing Work
(maximum pts. - 30)

Targets, in accordance with a work plan, will be set at the start of the rating period. The targets should reflect the major thrust of the division/region, such as for example, in the area of raising pupil achievement, school sites development, teacher development and special projects. The targets shall represent what is deemed as a satisfactory of performance and shall be agreed upon by both the rater and the ratee.

Targets should, as much as possible, be quantifiable and time-bounded.

Actual accomplishments at the end of the rating period shall be recorded and compared with the target. Rating will be in accordance with the following:

- | | |
|---|----|
| a. Actual accomplishments exceed by 25% in quantity, quality and time. | 30 |
| b. Accomplishments exceed targets by 10% in quantity, quality and time or by 25% in either quality, quantity or time. | 24 |
| c. Accomplishments meet targets as set (Satisfactory) | 18 |
| d. Accomplishments fall short of targets by 10% as to quantity, quality or time | 12 |
| e. Accomplishments fall short of targets by 25% as to quality, quantity or time | 6 |

Example 1.

Target: Increase division reading proficiency of at least 80% of elementary school pupils by one level by March 1982.

Actual Accomplishment:

(Determined on the basis of division evaluation like division test, etc.)

Reading proficiency of all elementary school pupils increased by two levels by March 1982. (Quality target exceeded by 100%)

or

Reading proficiency of all elementary school pupils increased by two levels by January 1982. (Quantity, quality and time exceeded by 25%).

Rating is 30

Example 2. Start of Rating period - January 1981.

Target: 10 Learning Centers operational by December 31, 1981.

Actual Accomplishment:

13 Learning Centers operational by September 30.

Rating for this activity is 30.

A rating of 24 may be given if the accomplishment will be any of the following:

- (a) 13 Learning Centers operational by December 1981;
- (b) 10 Learning Centers operational by September 1981; or
- (c) 11 Learning Centers operational by November 1981

Each target shall be rated. If five targets have been set, the ratings of each of the items shall be added and divided by 5. The result shall be the rating for Planning and Organizing Work.

For Item B - Utilization and Management of Resources

Indicators

Rating

1. All funds, supplies, materials and other resources maximally utilized toward not only achieving planned targets but exceeding such

targets without additional resources. Efforts seen to generate resources legitimately toward attainment of goals. Every opportunity taken to tap expertise in the field toward attainment of project goals. Schedule of activities/field visits well planned to maximize time so that targets for areas to be covered are exceeded. 10

(NOTE: All these indicators should be present to merit a rating of 10).

2. All funds, supplies, materials and other resources maximally utilized toward exceeding target set. Expertise in the field tapped to attain project goals. Schedule of activities/field visits well planned to maximize time available, but not effort seen to legitimately generate resources. 8
3. Funds, supplies, materials and other resources fully utilized to achieve target set. Schedule of activities/travels observed as planned; no additional accomplishments beyond those actually planned. 6
4. A want of care and judiciousness seen in the use of resources, funds or supplies so that targets are not set. Wasteful of the time and funds in the planning and schedule of visits or trips. 4
5. Resources, funds or supplies fritted away on non-priority activities. Time not maximally utilized so that performance achievement is low. 2

For Item B - Utilization of Resources

- | <u>Indicators</u> | <u>Rating</u> |
|--|---------------|
| 1. All funds judiciously observing priorities in the purchase of equipment and supplies; no non-priority items purchased; fairness observed in allocation of travel funds so that all officials requiring travel funds enabled to perform work efficiently; buildings fairly allocated; all needs of office/region/division provided for with minimum of 10% savings realized. No excess of personnel noted and basic needs attended to even with scant resources. | 10 |

(NOTE: all these indicators would be present to deserve a rating of 10).

2. All funds judiciously utilized observing priorities in the purchase of equipment and supplies; no non-priority items purchased; fairness observed in allocation of travel funds so that all officials enabled to perform work efficiently; all needs of personnel, units provided satisfactorily; no excess of personnel but no savings realized.

8

3. All funds judiciously utilized observing priorities in the purchase of supplies and equipment but evidence of either some unfairness in allocation of travel funds or non-maximization of existing positions or personnel

or

Travel funds allocated fairly and existing positions/personnel maximally utilized but cases of one or two purchases of non-priority equipment/supplies noted.

6

4. A want of fairness seen in allocation of travel funds so that certain personnel have not been enabled to perform their functions

or

Cases of 2 or more purchases of non-priority items noted; a number of under-utilized personnel/positions noted without sufficient justification.

4

5. Gross mis-allocation of funds; items purchased of no immediate use; activities like supervision hampered by lack of funds; critical supplies requirement not provided for.

2

For Item C - Promptness/Accuracy in Submission of Required Reports/Statistics

Indicators

Rating

1. All required reports, statistics, budget proposals submitted before due date with all required information, accurately given, no revision necessary; no discrepancies or inconsistencies noted.

10

2. All required reports, statistics, budget proposals submitted on the date due with not more than one instance of inaccuracy,

incompleteness, or necessity for revision.

8

3. All required reports, statistics, budget proposals submitted on time with not more than 4 instances incompleteness, in inaccuracy, or discrepancies or two instances requiring revision.

or

All required reports complete and accurate requiring no revision in not more than 3 cases, did not meet deadline set, without however being subjected to a callup.

6

4. Given not more than 3 call-ups for reports or report not submitted on time but with 5 or more instances (but not exceeding 8) of necessity for review, revision or rechecking due to inaccuracies or incompleteness.

4

5. Given more than 3 call-ups for over due reports or attention called more than 8 times for inaccuracies in or incompleteness of reports.

2

For Item D - Problem Analysis and Decision Making

Indicators

Rating

1. All problematic matters that can be resolved at their level satisfactorily acted on; on such matters elevated to a higher office. Evidence of workable solutions attempted on critical, urgent matters generally beyond their level of decision at least to minimize effects of the problem; absence of any problems in the division/region left without corrective action; no complaints submitted to higher offices regarding problems in the area.

15

(NOTE: All these factors should be present to merit a rating of 15).

2. All problems that can be resolved at their level satisfactorily acted on; no problems left without corrective action; no complaints that could be settled at their level elevated to higher office; but no evidence of attempts at workable solution on critical, urgent matters usually beyond their level of decision.

12

3. Not more than two cases of problems that can be resolved at their level elevated to a higher office; or not more than two instances of faulty recommendations; or not more than two instances of complaints elevated to higher office for non-action on the part of the ratee's office; but evidence seen of effort to resolve problems that emerge in the area of service.

9

4. More than two but not more than five cases of problems that can be resolved at their level elevated to a higher office; or more than two but not more than five or more than two but not more than five instances of complaints elevated to higher office, for non-action on the part of the ratee's office. Problems in the area, generally beyond their level of decision, allowed to remain or become more acute by non-action such as bringing the matter to the attention of authorities concerned.

6

5. More than five cases of problems that can be resolved at their level elevated to a higher office; or more than five instances of complaints elevated to higher office for non-action on the part of the ratee's office for non-action on the part of the ratee.

3

For Item E - Leadership and Personnel Management

Indicators

Rating

1. Personnel matters like appointments, salary adjustments, promotions, etc. promptly attended to. No complaints on unjustified delays in salary;

5

Work targets/policies clearly communicated to subordinate units or personnel;

Motivation/incentives and support provided at all times to enable subordinates to achieve targets effectively; support given in terms of advice, ideas, structures or process;

Systematic programs to develop personnel instituted/implemented such as training

programs, scholarship, special assignment for those with potential counseling or coaching to those who need it;

Efficiently control mechanism set up to check or monitor progress of subordinate's work; feedback provided to units on the quality of their work;

Employ welfare programs instituted;

20

Has full confidence and support of subordinates.

25

(All these indicators should be present to merit a rating of 25).

2. Personnel matters like appointments, adjustments in salaries, promotions, etc. promptly attended to; no complaints on unjustified delays in salaries especially of teachers;

5

Work targets/policies clearly communicated to subordinate units or personnel;

A program of development set up for personnel such as training, coaching, apprenticeships but no welfare programs for employees instituted. Generally, except in one or two instances, motivation, incentives and support provided as well as assistance in terms of advice or mechanism to enable subordinates to achieve performance goals;

Efficient management control system set up to check on or monitor programs of subordinates work but feedback not always provided.

Has full confidence and support of subordinates.

20

3. All personnel matters like appointments, adjustments in salaries, promotions promptly and properly attendant to; no complaints on justifiable delays in salaries as teachers;

5

Not more than two instances of failure to communicate clearly targets, policies, goals, clearly to subordinate personnel;

Implemented a program for development of personnel or provided leadership for development programs for certain groups;

Not more than three instances of failure to provide motivation, incentives, or assistance in terms of ideas or support mechanics, to enable subordinates to achieve their goals;

Only sometimes institutes management control mechanism to check or monitor programs of subordinate's work;

Has full trust and confidence of most of his subordinates.

15

4. Generally, all personnel matters like appointments, adjustments in salaries, promotions, transfers promptly and properly attended to but cases of at least three justified complaints on personnel matters such as delays or unfairness in appointments, delays in salaries, etc.

8

Policies, targets or goals seldom clearly communicated to subordinate personnel;

Minimal measures for employee development or welfare;

Subordinates only sometimes provided motivation, incentives or support measures to enable them to achieve target;

Very seldom utilizes feedback or monitoring mechanism to check on progress of work of subordinates;

Enjoys only partially, the trust and confidence of most of his subordinates.

10

5. A number of justified complaints from the division/region on personnel matters like adjustments in salaries, promotions, assignments, etc.

No systematic effort to communicate targets policies to subordinates;

No measures instituted for employee development and welfare;

Seldom provides incentives, motivation or assistance in the form of advice or support mechanism to enable subordinates to achieve targets.

No control or monitoring mechanism on programs of work of subordinates;

Majority of subordinates do not have faith or confidence in his leadership.

(NOTE: For rating this portion, the attached questionnaire may be used to obtain inputs from subordinates, in addition to other sources such as observations, etc.)

EVALUATION ON LEADERSHIP
(To be accomplished by subordinates)

Instruction: Using a scale of 1 to 10, 1 for every poor and 10 for outstanding, please rate _____
(Name)
on the following items.

I t e m s

Rating Scale
of 1 - 10

Targets

How effectively did he communicate work targets/requirements to you? _____

Motivation

To what extent did he provide ideas for more effective output on your part? How effectively did he provide motivations and incentives to you and your unit to enable you to work more efficiently? _____

Work Structure

How effectively did he set up structures processes so that targets could be efficiently realized? _____

Controls

How effectively did he implement management control mechanism like indicating target dates, checking or monitoring progress of your unit, giving you feedback, etc. to support your unit's work?

Development of Subordinates

To what extent did he provide opportunities for your development - e.g. through delegations, training programs, assignment to task force, special assignment, coaching, counseling, job review?

Overall Rating (Add)

How would you rate your superior/supervisor on his overall leadership and managerial effectiveness?

Code: _____

For Item F - Public Relations and Community Involvement

<u>Indicators</u>	<u>Rating</u>
1. Has excellent public image in the community as well as among peers in other agencies. Gives full cooperation in implementation of regional programs of government? Is held in highest regard by leaders in the socio-economic agencies and by members of his various publics, including parents, religious leaders, etc.; Facilitative in action.	10
(NOTE: All these indicators should be present to merit a rating of 10).	
2. Has very good image in the community; Most of the peers in various agencies hold him in high regard for his cooperation in various government programs;	

Generally in high regard by most of the leaders in socio-civic agencies and organizations; teachers, parents and other sectors.

8

3. Has good image, generally, in the community;

Peers from other agencies satisfied with his cooperation in the implementation of government thrusts and programs;

Most of the leaders of socio-civic agencies regard him as average in his public relations.

6

4. Although generally has good image in the community, there were at least two instances of adverse observations in his behaviors;

A number of peers from other agencies not satisfied with his environment or cooperation in the implementation of certain government programs;

Not very well regarded by socio-civic leaders parents and other agencies.

4

5. Very poor public image in the community. Has been the subject of a number of complaints from peers or socio-civic leaders, or parents relating to his professional conduct;

Peers from other agencies see him as uncooperative and a difficult person to deal with;

Cannot get the cooperation of other agencies sectors in activities of education.

2

(NOTE: The attached questionnaire/rating sheet may be used for obtaining inputs from community on the ratee's public relations and community involvement).

RATING FOR PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT
(To be accomplished by Non-MEC Raters)

Instructions to Raters

Using a scale of 1 to 10, 10 for outstanding and 1 for very poor, please rate _____ on the following items: (Name)

I t e m s

Rating Scale
of 1 to 10

Cooperation

Extent to which he supported regional/provincial programs and cooperated in their implementation as well as quality of participation. _____

Political Sensitivity

Skills in perceiving effects of his action on other sectors of government/community, or other sectors of the population. _____

Public Relations

Degree of participation/involvement in social activities, civic programs, association, etc. Skills in dealing with various publics. _____

Integrity and Morality

Level of his integrity and morality as perceived by the public. _____

Overall rating in public relations, political sensitivity and community involvement. _____

CODE: _____

Claims for the PLUS FACTOR should be supported by Documents of Justifications.

PLUS FACTOR .. 5 pts.

A ratee may be given additional five points for any one of these:

- a. Decisive judicious action in a crisis or emergency situation where such action had significant effects.
- b. The criteria of seriousness of situation and extent of effect on performance may be used as guide.
- c. Introducing innovations in curricular programs, delivery system, curriculum materials, cost-saving methodologies, where such innovations contributed significantly to the efficiency of the system.
- d. Acts of heroism and courage beyond the normal call of duty.
- e. Distinguished contribution/involvement in activities of other agencies of the government or the socio-civic organizations.

APPENDIX H

Survey Questionnaire (For Key Officials, MECS, Subordinate and Non-MECS Raters)

Position/Designation _____

Direction: Please encircle the number which corresponds to what extent were the indicators in the PASKO satisfied by the key officials; 5 for Fully Satisfied; 4 for Highly Satisfied; 3 for Satisfied; 2 for Slightly Satisfied and 1 for Not Satisfied.

Indicators	:FS :	HS :	S :	SS :	NS :
	: 5 :	4 :	3 :	2 :	1 :
1. Planning/organizing work	5	4	3	2	1
2. Utilization/allocation of resources	5	4	3	2	1
3. Promptness/accuracy in submission of reports/ statistics	5	4	3	2	1
4. Problem analysis and decision making	5	4	3	2	1
5. Leadership and Personnel Management	5	4	3	2	1
6. Public Relations and community involvement	5	4	3	2	1

Comments/Recommendations:

APPENDIX I

INTERVIEW GUIDE

For Key Officials

1. Are you acquainted with the performance indicators in the PASKO?
2. Does the rating system promote better personal and professional relationship between you and your rating official?
3. Do you perform your work well because of material reward like salary increase, promotion, etc?
4. Do you favor the PASKO as a rating system for succeeding rating periods?

For MECS Raters

1. Are the performance indicators relevant to the duties of the ratees?
2. Are target dates realistic?
3. Are suggestions denoted for improving performance?
4. Do you favor the PASKO as a rating system for succeeding rating periods?

For Subordinates

1. Are you acquainted with the performance indicators in the PASKO?
2. Does the PASKO make the key official improve his

his relations with subordinates?

3. Does the PASKO draw more trust and confidence of subordinates in his leadership?
4. Do you agree that the PASKO should be used for succeeding rating periods?

Non-MECS Raters

1. Are you acquainted with the performance indicators in the PASKO?
2. Does the rating system improve the key officials' concern for the community?
3. Does it make the key official more cooperative with community officials?
4. Do you favor that the PASKO should be used for succeeding rating periods?

APPENDIX J

Calculation of the Coefficient of Correlation Between
the Performance Ratings of the Key Officials
Under the PASKO and Under the NPAS

P A S K O (X)

+

	58-60	61-63	64-66	67-69	70-72	73-75	76-78	79-81	82-84	85-87	88-90	91-93	94-96	f	y ¹	f y ¹	f y ²	x ¹	x ¹ y ¹	
																			+	-
N	9.6 -9.7											30) 1 ³⁰		1	6	6	36	5	30	
	9.4 -9.5									15) 1 ¹⁵				1	5	5	25	3	15	
	9.2 -9.3									12) 1 ¹²	32) 2 ¹⁶	60) 3 ²⁰	48) 2 ²⁴	8	4	32	128	38	152	
F	9 -9.1							3) 1 ³	12) 2 ⁶	9) 1 ⁹	24) 2 ¹²	15) 1 ¹⁵		7	3	21	63	21	63	
	8.8 -8.9	12) 1 ¹²	8) 1 ⁸		4) 1 ⁴	2) 1 ²		4) 2 ²	4) 1 ⁴	24) 4 ⁶	8) 1 ⁸			12	2	24	48	7	40	26
	8.6 -8.7		8) 2 ⁴		2) 1 ²	1) 1 ¹	1	2) 2 ¹	4) 2 ²	9) 3 ³	4) 1 ⁴			13	1	13	13	8	19	11
A	8.4 -8.5					1		2	2	1				6				8		
	8.2 -8.3													0	-1					
	8 -8.1				4) 1 ⁴	2) 1 ²		2) 1 ²						3	-2	-6	12	-2	6	2
S	7.8 -7.9		12) 1 ¹²											1	-3	-3	9	-4	12	
	7.6 -7.7													0	-4					
	7.4 -7.5		+				1		10) 1 ¹⁰		-			2	-5	-10	50	2	10	
(Y)	f	1	0	4	0	3	4	2	8	8	11	6	5	2	54		82	384	86	337-49
	x ¹	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6			f y ¹	f y ²	x ¹	288
	f x ¹	-6	0	-16	0	-6	-4	0	8	16	33	24	25	12	= 86	x ¹				
	f x ²	36	0	64	0	12	4	0	8	32	99	96	125	72	= 548	x ²				
	f y ¹	2	0	2	0	2	-1	-4	7	5	23	17	21	8	= 82	y ¹				
	f x ¹ y ¹	+		12		4	2	0	9	20	69	68	105	48	= 337					
	-	12		16		6	3	0	2	10					-49					

$$\frac{\sum fy}{N} = \frac{82}{54} = 1.52$$

$$\frac{\sum fy^2}{N} = \frac{384}{54} = 7.11$$

$$\left(\frac{\sum fy}{N}\right)^2 = (1.52)^2 = 2.31$$

$$\frac{\sum xy}{N} = \frac{288}{54} = 5.33$$

$$\frac{\sum fx}{N} = \frac{86}{54} = 1.59$$

$$\frac{\sum fx^2}{N} = \frac{548}{54} = 10.15$$

$$\left(\frac{\sum fx}{N}\right)^2 = (1.59)^2 = 2.53$$

$$\sigma_x = i \sqrt{\frac{fx^2}{N} - \left(\frac{fx}{N}\right)^2}$$

$$\sigma_y = i \sqrt{\frac{fy^2}{N} - \left(\frac{fy}{N}\right)^2}$$

$$= 3 \sqrt{\frac{548}{54} - \left(\frac{86}{54}\right)^2}$$

$$= .2 \sqrt{\frac{384}{54} - \left(\frac{82}{54}\right)^2}$$

$$= 3 \sqrt{10.15 - 2.53}$$

$$= .2 \sqrt{7.11 - 2.31}$$

$$= 3 \sqrt{7.62}$$

$$= .2 \sqrt{4.8}$$

$$= 3 \times 2.76$$

$$= .2 \times 2.19$$

$$\sigma_x = 8.28$$

$$\sigma_y = 0.44$$

$$r = \frac{\frac{\sum xy}{N} - C_x C_y}{\sigma_x \sigma_y}$$

$$r = \frac{5.33 - (1.59)(1.52)}{(2.76)(2.19)}$$

$$r = \frac{2.91}{6.04}$$

$$r = \frac{5.33 - 2.42}{6.04}$$

$$r = .48$$

Note that C_x , C_y , O_x and O_y used in the computation of r were not multiplied by i (interval), because the product deviation (xy 's) were not multiplied by i and it is desirable to have all the terms in the formula in the same unit.³⁶

Tabular value of $r = 0.268$

Df = $54 - 2 = 52$

Significance level = 0.05

The obtained r of .48 is greater than .268 which is the tabular value of r at 52 Degrees of Freedom and at a significance level of 0.05. This means that there is a significant relationship between the performance ratings of key officials under the PASKO and those under the NPAS.

³⁶Ibid. p. 297.

Appendix K

Performance Ratings of Key Officials Under the Pasko Based on Performance Indicators

Key Officials :	:Planning/ :organizing :work	:Utiliza- :tion/allo- :cation of :resources :	:Promptness/ :accuracy in: :submission :of reports/ :statistics	:Problem :analysis :and deci- :sion mak- :ing	:Leadership :and person- :nel man- :agement ;	:Public re- :lations :and commun- :ity involve- :ment :	:Total
1	19.97	10	10	15	23.13	8.69	86.79
2	21.4	10	10	15	20.97	7.7	85.07
3	22.91	10	10	15	23.87	9.45	91.23
4	21	10	10	12	18.73	7.66	79.39
5	24.16	10	10	15	21.3	9.69	95.15
6	25.75	8	8	12	22	9.74	85.49
7	16.69	10	8	9	16.6	4.21	64.50
8	25.19	10	10	14	20.33	8.63	93.15
9	25.26	10	10	14	21.6	8.73	94.59
10	26.06	6	6	9	20.8	5.83	73.69
11	19.10	6	6	9	20.63	9.37	70.10
12	23.28	10	10	15	24.67	9.03	91.98
13	16.69	8	8	9	21.07	7.22	69.98
14	24.63	10	10	15	22.73	9.51	91.87
15	24.21	8	8	12	21.33	9.79	83.33
16	14.94	6	6	9	17.63	5.41	58.98
17	16.69	10	8	12	18.96	8.89	74.54
18	23.88	10	10	12	20.93	8.94	85.75
19	22.38	8	8	13	20.05	7.35	78.78
20	22	8	8	12	20	8	78
21.	20.5	8	6	12	20	8	74.5
22	27.5	8	8	12	24	8	87.5
23	25.5	8	10	12	22	10	92.5
24	27.5	8	8	12	24	8	87.5
25	24	8	10	12	20	10	84
26	24.75	8	8	13	23.20	9	85.95
27	23	8	10	15	20	10	86
28	23.5	8	8	12	20.83	8.85	81.18
29	20.93	10	8	15	20	10	87.93
30	23.	10	8	10	21	10	86

31	22.09	10	6	15	20	8	85.09
32	25	8	6	13	20	10	86
33	23.53	10	8	13	21	10	85.53
34	23.84	8	8	12	21	8	84.84
35	21.3	8	8	12	18	8	75.3
36	23.56	8	8	12	20	8	83.56
37	20.78	8	8	12	20	10	82.78
38	20.62	10	8	8	22	10	78.62
39	22.62	8	8	15	20	10	83.62
40	20	8	8	12	22.58	10	80.58
41	25	10	8	15	20	8	86
42	23.33	8	8	12	20	8	79.33
43	16.60	10	10	10	16.55	5	66.15
44	24.24	8	8	13	22	8	83.24
45	23.55	8	8	12	21	8	80.55
46	18.77	8	8	12	17	6	69.77
47	16.95	8	8	12	15	5	64.95
48	20.39	8	8	12	21	10	79.39
49	27.93	8	10	12	23	10	90.93
50	16.84	6	6	10	16	4	58.84
51	25.69	8	8	13	23	10	87.69
52	23.95	8	8	10	20	8	77.95
53	27.18	10	8	13	22	10	90.18
54	27.3	8	8	13	22	8	86.3
Total 1217.43		464	446	666	1115.49	455.69	4412.61
Mean	22.54	8.59	8.26	12.33	20.66	8.44	81.71

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CURRICULUM VITAE

NAME :HERMOGENES MACARIO CAIRO
PLACE OF BIRTH :Zumarrage, Samar
DATE OF BIRTH :April 19, 1935
PRESENT POSITION :General Education Supervisor I
(Health Education)
STATION :Division Office, Catbalogan, Samar
CIVIL STATUS :Married
HUSBAND :Augusto D. Cairo

EDUCATIONAL BACKGROUND

ElementaryCalbiga Elementary School,
Calbiga, Samar
Grades I - III, 1944-1947
Catbalogan Elementary School, Samar
Grades IV - VI, 1947 - 1950
SecondarySamar High School, Catbalogan,
Samar, 1950-1954
CollegeUniversity of Santo Tomas, Manila
Bachelor of Science in Nursing
1954-1958
Samar College, Catbalogan, BSE -
18 units, summer 1962; 1st semester
1962-1963
Philippine College of Arts and
Trades, Manila, BSIE- 9 units,
Summer 1963
University of the Philippines,
Diliman, Quezon City, 1967-1968
Master of Arts in Teaching Health
Education, (Academic Requirements)
Samar State Polytechnic College
Catbalogan, Samar, 1984-1985;
1985-1986
Curriculum PursuedMASTER OF ARTS IN EDUCATION . . .
(M.A.Ed.)
MajorAdministration and Supervision

CIVIL SERVICE ELIGIBILITY

1. Board Examination for Nurses : April 30, 1958, 83.56%
2. C.S. Examination for Teachers : August 24, 1969, 75.25%

POSITIONS HELD

Government:

1. Surgical Nurse, G.B. Tan Memorial Hospital, Lacang, Samar, February 1, 1960 to July 31, 1960.
2. School Nurse, Division of Samar, August 1, 1960 to June 2, 1962.
3. Public Health Nurse, Samar School of Arts and Trades, Catbalogan, Samar, June 3, 1962 to June 25, 1975;
Health Education Teacher, 3rd and 4th year girls, school year 1962-1963 to school year 1969-1970.
4. General Education Supervisor I (Health Education) Division of Samar, June 26, 1975 to date.

Private:

1. Surgical Nurse, University of Santo Tomas Hospital, Manila, May 1958 to October 1959.

HONORS AND AWARDS RECEIVED

Third Honors, Class 1954, Samar High School, Catbalogan

Recognition for MERITORIOUS AND OUTSTANDING PERFORMANCE
RENDERED AS CONSULTANT AND FACILITATOR AT THE LEVEL III
TEACHER DEVELOPMENT TRAINING INSTITUTE, Catbalogan,
Samar, June 1 - 10, 1977.

Regional Award for MERITORIOUS AND OUTSTANDING PERFORMANCE
In the Implementation of the School Health Guardian
Program from 1978 to 1980, September 11, 1980.

Regional Award for MERITORIOUS AND OUTSTANDING PERFORMANCE
In the Implementation of the School Health Guardian
Program, 1981.

Regional Service Award in RECOGNITION FOR 23 YEARS OF LOYAL SERVICE AND DEVOTION FOR THE CAUSE OF THE NURSING PROFESSION, 1981.

SCHOLARSHIP/STUDY GRANT

BPS/BVE/UNICEF-WHO Assisted Training Program on Health Education, 1967-68, University of the Philippines, Diliman Quezon City, M.A.T. (Health Education, Academic requirements)

Magna Carta for Teachers (RA 4670), Samar State Polytechnic College, Catbalogan, Samar, 1984-1985, Graduate Studies

TRAININGS, SEMINARS AND WORKSHOPS

1. First UNICEF-WHO Joint Work-Conference on School Health Education for Bureau of Public Schools and Vocational Schools, May 5 - 18, 1986, University of the Philippines, Diliman, Quezon City.
2. In-service Training Seminar for Public Health Nurses of Vocational Schools, Sudlon Agricultural School, Cebu City, April 14 - 18, 1975.
3. Junior Executive Training (JET) Program, CSC-DEC, Catbalogan, Samar, April 19-29, 1976.
4. National Work Conference of School Health Personnel, May 10-14, 1977, Philippine Normal College, Manila.
5. Level II Training Course on Teacher Development Program, CSC-DEC Region VIII, Tacloban City, May 22-27, 1977.
6. Regional Orientation of Division Supervisors on the Effective Utilization of the Elementary Learning Continuum, July 11-14, 1977, Catbalogan, Samar.
7. First Regional Work Conference of Public Health Nurses DEC, Region VIII, Tacloban City, October 24-28, 1977, (Resource Speaker).
8. Level II Mass Orientation of Elementary School Supervisors and Administrators on the Effective Utilization of DEC Textbook Project, January 16-20, 1978, Tacloban City.

9. Level II Trainers' Course on the Mass Training of Grade III Teachers on the Effective Utilization of DEC Text-book Project, DWU-RSDC Tacloban City, April 11-15, 1978.
10. First Regional Workshop on Educational Management, May 8-17, 1978, University of the Philippines, Tacloban City.
11. Regional Work-Conference of Regional and Division Supervisors, Ormoc City, November 22-25, 1978.
12. Integrated YDT Training Course, May 5-24, 1980, Teachers' Camp, Baguio City.
13. Regional Work-Conference on the School Health Guardian Program, Tacloban City, August 18-21, 1980.
14. Regional Executives Educational Congress, Tacloban City, July 6-7, 1981.
15. Regional Conference-Workshop of Regional and Division Supervisors of Elementary Education, Mercedes Elementary School, July 27-31, 1981.
16. Development of Curriculum Materials in Population Education for Secondary Level, Tacloban City, January 11-18, 1982.
17. Regional Seminar-Workshop on the School Health Guardian Program for Regional and Division Working Committee on Health and Nutrition, Dulag, Leyte, January 18-22, 1982.
18. National Work Conference of School Health Personnel, Teachers' Camp, Baguio City, June 7-11, 1982.
19. Regional Workshop on the ADAPTATION OF THE TEACHERS' GUIDE IN POPULATION EDUCATION FOR SECONDARY LEVEL, FTC-RD, Sab-a Basin, Tacloban City, August 9-15, 1982.
20. Workshop on the DEVELOPMENT AND PRODUCTION OF LOW-COST TEACHING DEVICES IN POPULATION EDUCATION, Secondary, Leyte State College, Tacloban City, September 14-16, 1982.
21. National Workshop on the Revision of SCHOOL HEALTH POLICIES AND DEVELOPMENT OF TRAINING MANUALS FOR SCHOOL HEALTH PERSONNEL, Applied Nutrition Center, Banilad, Cebu City, April 18-22, 1983.

22. Training Course for Division Trainers in Population Education, Secondary Level, Tacloban City, August 8-17, 1983.
23. Educational Systems Management Program for Division Subject Area Supervisors, February 23-28, 1985. Tacloban City.
24. Regional Staff Orientation Workshop III, March 16-22, 1985, Tacloban City.
25. Regional Staff Orientation Workshop IV on PRODED Educational Orientation Program, November 8-11, 1985, Tacloban City.
26. Live-in Seminar-Workshop on the Intensified School-Based Community -Oriented Drug Abuse Prevention and Control Program, Baluarte Resort, Tacloban City, November 24-30, 1985.
27. Regional Seminar-Workshop in YDT-CAT, MECS Regional Office, Tacloban City, March 10-14, 1986.
28. Regional Staff Orientation Workshop IV on PRODED, September 17-21, 1986, Tacloban City.

CO-CURRICULAR ACTIVITIES

- President . . . Philippine Nurses Association, Samar Chapter, 1980, to date
- Member . . . a. Supervisors' Association of Samar
- b. U.S.T. Nurses Alumni Association
- c. Samar High School/Samar National School Alumni Association

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