

INFLUENCES OF THE PAST ON THE ACHIEVEMENT  
OF TEACHERS IN WRIGHT DISTRICT

\* DIVISION OF SAMAR



A Thesis

presented to

The Faculty of the Graduate School  
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In partial Fulfillment  
of the Requirements for the Degree of  
Master of Arts in Education

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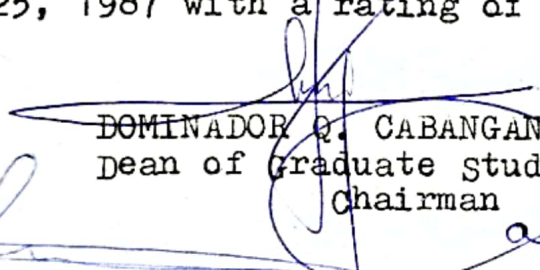
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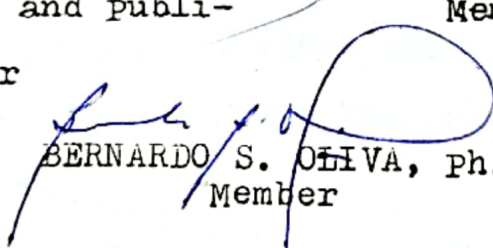
  
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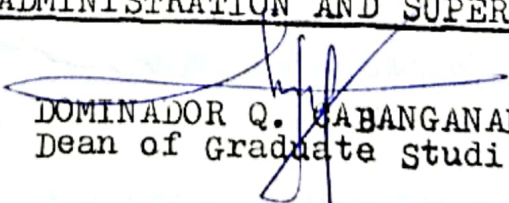
  
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## **ABSTRACT**

This study attempted to determine the influence of the Performance Appraisal System for Teacher (PAST) on the achievement of teachers in the District of Wright, Division of Samar. For the findings, more teachers obtained outstanding and very satisfactory performance ratings under the PAST than under the NPAS. There is a marked or substantial relationship between the performance ratings of teachers under the PAST and those under the NPAS. There is no significant difference in the perception of the PAST between the teachers and school administrators. For the conclusion, the PAST is more objective and critical than the NPAS because the rates have to work harder under the PAST and considerably satisfy each of the indicators to obtain very satisfactory or outstanding performance ratings. It can be noted from the study that the teachers' ratings under the PAST were higher than the NPAS. Generally, the indicators in the PAST "very much" influenced the teacher's achievement. There is no significant difference in the perception of the PAST between the teachers and school administrators. The performance ratings of teachers under the NPAS and PAST are significantly related. There is a marked or substantial relationship between the performance ratings of teachers under the NPAS and PAST.



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## Chapter 1

### THE PROBLEM

#### Introduction

In any profession, occupation or trade, man knowingly or unknowingly makes evaluation as a part of his activities. The teacher evaluates the result of the test. The farmer finds out the probable causes of the success or failure of his harvest. The housewife analyzes the family budget. The merchant has his inventory of goods. The supervisor appraises his teacher's work. In all disciplines and in practically all walks of life, people continuously assess their work; hence the need for evaluation. Without evaluation a person is not motivated to work well thus making him less productive. This strengthens even more the need for evaluation in man's daily living.

performance appraisal is a systematic approach to employee motivation and the development of merit consciousness. It has been adopted to help supervisors evaluate the work of each employee and this has been of great value to any organization. Any management that attempts to raise the work standard in the firm resorts to an evaluative process. Nothing challenges men more effectively to improve their per-



formance than a job that makes high demand on them.

The Getzels-Guba model (Ruiz, 1970: 111) which is used as a framework in the evaluation of the performance of the staff shows effectiveness rating to be related to staff behavior insofar as it implements organizational expectations. Such effectiveness varies because different persons have different expectations of the same role, so that a given behavior may be effective or ineffective depending on the rater's perception or expectation. It is conceivable that a teacher's performance may be effective when rated by her peers and ineffective when rated by the principal. Teacher's work should be evaluated not only on the basis of effectiveness but also on efficiency (Ruiz, 1970: 87).

Evaluation of teachers' performance is a vital concern of the school system where the functions of teaching, guiding, managing and evaluating go hand in hand with the personal and social competencies of teachers in the attainment of educational goals. Evaluation is used to determine various conditions in the school and the strengths and weaknesses of instruction which are often made as the bases for further improvement (Cananua, 1978: 2).

Cananua further disclosed that teachers' per-

formance has various effects upon the whole person of the teacher being evaluated depending upon the purpose of evaluation and the manner it is administered. Oftentimes, it encourages teachers to achieve a high level of performance in order to measure up to the requirements of the merit-based benefits like promotions and selective salary increments (Cananua, 1978: 2).

Because of high prices of prime commodities, teachers can no longer make both ends meet, hence the need to augment their income. How to augment their income is provided for in MECS Order No. 32, s. 1984 (Socias, 1984: 29), which will be given only to deserving teachers. These teachers concerned should have exemplary performance as prevailed in the performance appraisal system. Because the appraisal system is very important for salary increment as well as for promotion, the PAST and NPAS were made as tools of the study to determine their influences on the achievement of teachers in the District of Wright, Division of Samar.

### Theoretical Framework

The legal basis of personnel rating in the Philippines is found in Article IX, paragraph 2 of section 2 of the New Constitution of the Philippines



as amended, providing among other things that all appointments in the Civil Service shall be made only according to merit and fitness to be determined, as far as practicable, and except positions which are policy determining, primarily confidential or highly technical. Republic Act No. 2260, otherwise known as the Civil Service Act of 1959, Section 26, provides that a rating system shall be established which shall be administered with rules, regulations and standards established by the Commission of Civil Service for all officers and employees. In compliance with the law, Circular No. 31, s. 1964 established the policies and the purpose of the rating system for all personnel of the Bureau of public Schools including a new performance rating scale (Form 8-c) for classroom teachers and instructors (Ruiz, 1970: 397-398).

Rule IX-4 of the Civil Service Rule, states that the rating of all public and private school teaching personnel is a legal requirement in this country. All public school teachers, supervisors and administrators on regular status are rated annually and those on temporary basis are rated twice a year (Gregorio, 1961: 356).

According to Garcia (1976: 64) classroom performance of public school teacher is usually rated

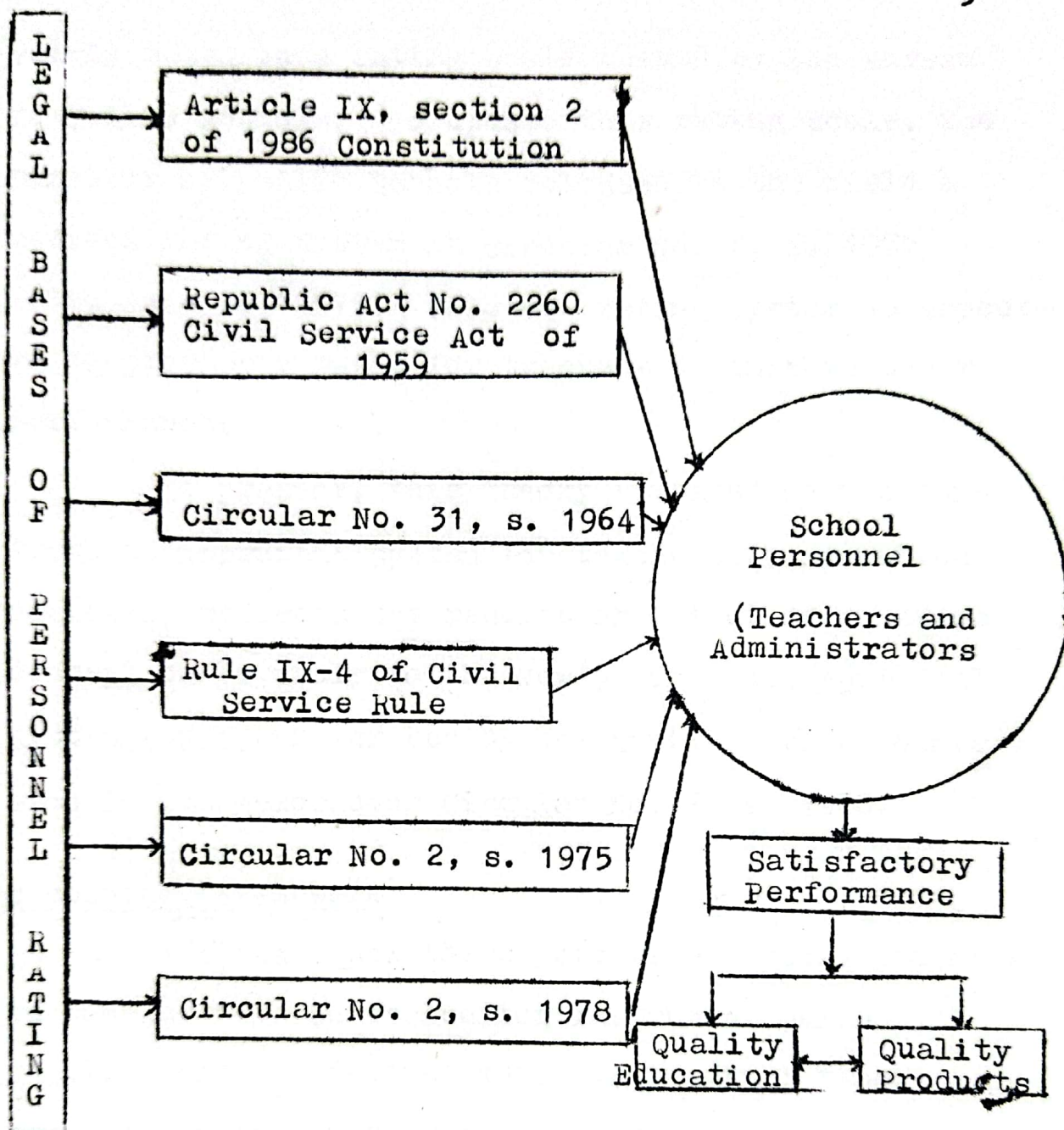


Figure 1. A theoretical paradigm illustrating the bases of personnel rating, the persons to be rated and the output of satisfactory performance which are quality education and quality products.



yearly based on a rating scale issued by the Bureau of Public Schools. To update this rating scale, the Director of Public Schools released to the field a revised rating system in Circular No. 2, s. 1975 dated June 18, 1975. This new rating system is expected to provide a basis for teachers to improve their performance.

At present, this theory is based on the Performance Appraisal System for teachers (PAST) which basically reflects the results or output orientation concept conformably to the New Performance Appraisal System (NPAS) prescribed by the Civil Service Commission in its Memorandum Circular No. 2, s. 1978.

### Conceptual Framework

For years now there have been several attempts to come up with an evaluation instrument which will really yield out factual data about actual teaching performance and which will, at the same time, pinpoint the areas where teachers need help. This is, indeed, an idealistic move of the Department of Education, Culture and Sports for hopefully, this will improve teaching performance which in turn will result in better output, better quality education and finally, better pupils.

This study lends special focus on the influences of the PAST, the most recent performance evaluation instrument of teachers. Hopefully, the outcome of this research work will give teachers and school administrators a clear picture of the extent of influence that the PAST has on teaching performance. Aside from this, it is hoped that realistic feedbacks of the PAST can be obtained so that they can be the valid bases in improving as maximally utilizing this rating device as the case may be.

The schema on page 8 points out that the influence of the Performance Appraisal System for Teachers (PAST) on the performance of teachers and paramount to this, the achievement of pupils as perceived by teachers and school administrators. The three indicators under the PAST namely Pupil Development, Teaching Competence, and Human Relations are treated extensively through the responses obtained from the questionnaires sent to the respondents to determine the extent of influence each had on the performance of teachers. Of course these three indicators also play an important roles in the achievement of pupil/pupils. They are the factors that determine the kind of achievement the pupil has especially after a lesson has been taught or after the teaching-learning situation. The degree of the effect, of course, is dependent on the responses



that will be obtained from the questionnaires sent to the field.

The conceptual framework of this study is shown in the following schema.

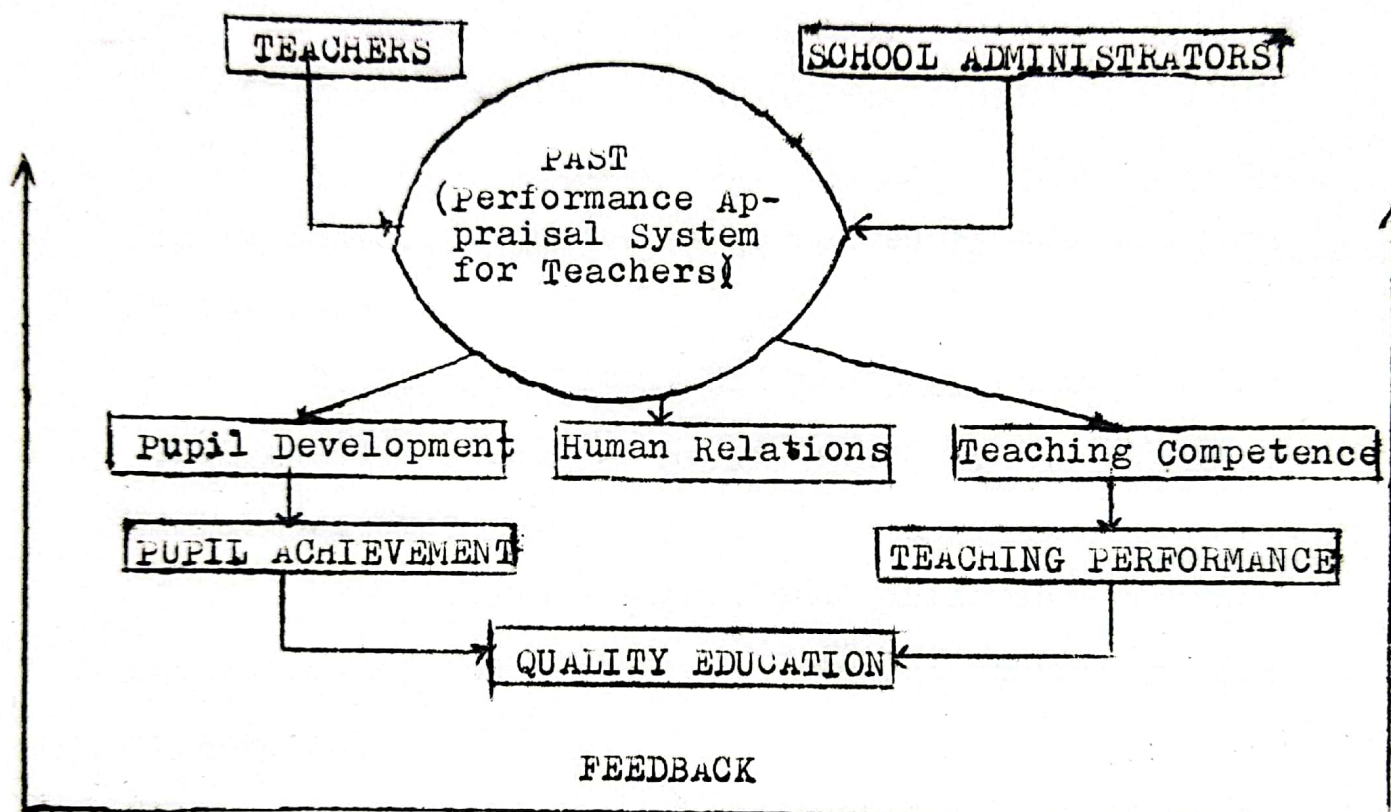


Figure 2. A schematic diagram illustrating the PAST as a rating device as perceived by teachers and school administrators on how it affects pupil achievement and teaching performance. The feedback may be provided by other teachers, school administrators and even laymen in the community.

statement of the problem

This study attempted to determine influence of the performance Appraisal system for Teachers (PAST) on the achievement of teachers in the District of Wright, Division of Samar. Specifically, it sought answers to the following questions:

1. To what extent did the PAST influence the achievement of teachers as perceived by the teachers themselves?
2. To what extent did the PAST influence the achievement of teachers as perceived by the school administrators?
3. Is there a significant difference in the perception of the teachers and school administrators of the PAST?
4. What is the achievement level of the performance ratings of the teachers in the District of Wright, Division of Samar under the New performance Appraisal System (NPAS) for the school years 1980-1981? 1981-1982?
5. What is the achievement level of the performance ratings of the same group of teachers under the performance Appraisal system for Teachers (PAST) for the school years 1982-1983? 1983-1984?
6. Is there a significant difference between the achievement level of teachers in Wright District



under the NPAS and under the PAST?

7. Is there a significant correlation in the performance ratings of teachers in the District of Wright under the NPAS and PAST?

### Null Hypotheses

1. There is no significant difference in the perception of the PAST between the teachers and school administrators.

2. There is no significant relation between the performance ratings of the teachers in the District of Wright under the NPAS and PAST.

### Importance of the Study

In appraising the teachers' performance, one of the problems usually met is the absence of an objective appraisal instrument which will effectively measure their achievement. The evaluative process or procedure for the measurement and appraisal of teacher's performance has not been developed to a level of efficiency; hence, it is amazing to note that school surveys and evaluative criteria have not really gone further into the problem of appraising teachers' work. At times teachers who are more dedicated and efficient in their work get lower performance ratings than those who do less.

The researcher therefore deemed it wise to conduct a study of this nature for the purpose of appraising the PAST as an evaluative instrument and discovering the extent of its influence on the achievement of teachers.

The findings of this research study will prove significant to the following:

Teachers. By knowing how the PAST as an evaluative device influences their performance, teachers will be motivated to work more for better performance ratings. On the other hand, they will also try to improve along the areas where they are spotted to be weak.

School Administrators. The result of this study will pave a way towards a better relationship between administrators and teachers. The school administrators will know the weak areas where their teachers need assistance. They will also know the areas where the teachers excel and make the most of this towards improved output.

pupils. Since pupil development is one of the criteria included in the PAST, focus therefore, is made on actual achievement of pupils where teachers' ratings are partly based. This will be beneficial to pupils because through the PAST their im-



provement in academic achievement is assured.

Parents. There will be a better understanding of the children on the part of the parents. Knowing that their children have to do more home assignments to cope with the requirements posed by the teacher, the parents will try to temper the home chores required of their children. Most of them may encourage their children to establish regular study habits.

No study of similar nature has yet been conducted in the District of Wright, Division of Samar; therefore, it is hoped that the findings of this study will greatly help the administrators in assessing objectively the teachers' performance.

Finally, the result of this study would hopefully enable the school personnel to attain the national goals of the school system, in particular, and the national goals, in general.

#### Scope and Delimitation

This study on the influences of the Performance Appraisal System for Teachers (PAST) on the achievement of teachers was limited to the teachers of the District of Wright, Division of Samar which is comprised of two municipalities -- San Jose de Buan and Wright. It specifically included only the ~~teachers~~ who were rated under the NPAS during the

school years 1980-1981 and 1981-1982 and under the PAST during the school years 1982-1983 and 1983-1984 respectively.

The respondents were 129 teachers and five school administrators of the district. Not all teachers were taken as respondents because not all were rated under these rating schemes.

#### Definition of Terms

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

Achievement. The actual accomplishments as distinguished from potential ability, capacity or attitude (Good, 1959:7).

In this particular study, this refers to the accomplishments of teachers as perceived in the NPAS and PAST.

Administrator. A person responsible for the total administration of an educational institution, system, division or district (Good, 1959: 15).

As used in this study, this refers to the Elementary School Head Teachers.

Effectiveness. State or quality of producing a desirable result (Webster, 1976: 725).



As used in this study, this refers to the condition brought about by the PAST on the teachers' performance in order to raise their morale and prestige.

Efficiency. The ability of the teacher to perform his job in order to achieve the desired result with economy of time and effort in relation to the amount of work accomplished (Webster, 1976; 707).

Influence. To affect or alter the conduct, thought or character of by indirect or intangible means (Webster, 1976: 1160).

In this study, it means the effect of the new rating scheme (PAST) on the performance of teachers.

Merit increase. In this particular study, this refers to the increase in the salary or wage of teachers on the basis of performance or merit.

NPAS. New Performance Appraisal System.

PAST. Performance Appraisal System for Teachers.

perceptions. The act of comprehending, discerning, understanding awareness of by the senses (Lexicon Webster, 1976: 702).

In this study, it refers to the concepts/ opinions/ beliefs of the teachers and administra-

tors about the PAST as a rating system.

performance evaluation. The process of measuring school accomplishments as distinguished from potential ability, capacity or attitude. This also means an orderly systematic method of administering a continuing appraisal, accurate reading and periodic reporting of employee performance (Good, 1959: 230).

Rating. A marked indication of one's standing in relation to a prescribed criterion for the evaluation of achievement (Webster, 1976: 1185).

Rating period. This refers to the time when teachers are rated in their performance.

Teacher. As used in this study, this refers to an Elementary Grades Teacher who was rated under the two rating schemes. The school years to be considered for NPAS were 1980-1981 and 1981-1982 and for PAST 1982-1983 and 1983-1984, respectively. Teachers who were rated under the two rating schemes were not included.

Teachers' morale. As used in this study, this refers to the collective feelings and attitudes of teachers related to their duties and responsibilities, goals, supervisors, fellow workers and environment.



## chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

To enrich this investigation on the achievement of teachers under the PAST in the District of Wright, Division of Samar, the researcher patiently reviewed several books, unpublished theses, periodicals and other reading materials, both foreign and local, to obtain relevant information. To supplement her research, she carefully scrutinized vital documents and records and interviewed a good number of people to verify and cross-check her initial findings.

### LITERATURE

In every organization, some managers including those at the top do a good job of evaluating the performance of subordinates and of discussing the evaluation with them as a means of helping them improve their work thus increasing their chances for promotion and other merit-based benefits. Frequently, however, there is uniformity of evaluation trends among school districts brought about by humanitarian considerations which reduce the objectivity of the rating procedures. Therefore, a systematic way of appraising management performance throughout the system is desirable. Cri-

tical evaluation will help supervisors and managers improve performance through an appraisal system that would objectively identify individuals who show the greatest potential and drive for higher managerial positions (Pigors and Myers, 1978: 47).

Efficiency according to Gison (1972: 526) has become the watch word of modern industry and the most efficient results are attained when the worker not only has definite goals towards which he directs his efforts but also has dependable instruments to determine the quality of his work as well as his progress.

This can be perceived through a rating scale, hence, evaluating performance is a crucial dimension of educational administration. This assessment role the school administration must perform in an honest straight-forward fashion is an objective emotion-free approach to the task of evaluating performance with utmost care and accuracy (Naval-Aquino, 1967:180).

Evaluation is an exciting part of the teacher's activities because of the challenges and because of the satisfaction that comes from meeting the challenge. Since the process of evaluating teachers' performance involve many concepts, that even experts are not in complete agreement as to which particular activities should properly be included in the eval-



uation, it is undoubtedly true that there are many obstacles which are encountered by teachers whenever the matter of performance evaluation comes to the field. Evaluation of teachers is something of a misnomer because it is based upon deep involvement of the teacher evaluated (Armstrong, 1974: 104).

Wolansky (1976: 81-96) in his study on multiple approach to faculty evaluation said that when evaluation policies and procedures are clearly understood and accepted by the faculty members, the process of evaluation can continually improve the teaching and learning process and contribute to professional growth and rewards.

It was also cited by Cananua (1978: 105) that it is a common knowledge that teachers differ in ability, accomplishments and personal and social characteristics. From time to time, they are compared and contrasted. Students, parents, administrators, the public and other groups of people have classified teachers according to their methods of assessment. Such evaluation is based upon general impressions which are often biased and inaccurate; nevertheless no matter how unreliable they may be, they constitute evaluation and the teachers have been and are being paid, upgraded, transferred, demoted, retired and even dis-

missed on the basis of the evaluation made (Reeder, 1941: 216).

There are many difficulties involved in measuring performance. An enterprise may be evaluated in terms of profit, return of investment, satisfaction, well-being and development of personnel and a host of other variables. The effectiveness and efficiency of an educational institution may be assessed according to the output of the students, the stature of the alumni, the perceived quality of faculty, the research output of the school and the services provided to the community (Kast and Rosenzweig, 1974: 174).

As stated earlier, DEC Order No. 6 issued in February, 1973 set the policy that "recruitment, appointment and promotion shall be based strictly on merit and fitness. Past performance, qualification and capacity in terms of technical, conceptual, and human skills requirements of the job shall be considered in the appointment and promotion of personnel (Boquiren, 1975: 139).

The aforesaid literature taken from different sources are relevant to this study. All of the discussions on evaluation -- their effects on the employees and the possible result of efficient work on the individual's promotion are also the main focus of this



research work. The importance of having an evaluation device which will truly measure the performance of teachers is primarily considered in this study.

### Work Attitude

School administrators deem to be faced with the problem of coming to terms with their own attitudes towards the work attitudes of school personnel. Work attitudes are important indicators of school performance. They can serve as one basis for gauging personal and organizational efficiency and effectiveness. They can also provide a framework for diagnosing organizational problems and needs, and for designing programs of organizational improvement and staff development in school. Thus we feel, they merit the serious attention and consideration of administrators, evaluators and commentators (Welberg, 1974; 295).

This study of Walberg is related to this research work because one of the indicators of the PAST work attitudes is work attitudes. This, in a way, influences the performance of teachers in school. School administrators deem to be faced with the problem of coming to terms with their own attitudes towards the work attitudes of school personnel.

### Performance and Merit

Performance and merit are the most common targets of every evaluation process. It is always safe and justifiable to grant favors and benefits to those who perform well. They can also provide a framework for diagnosing organizational problems and needs, and for designing programs of organizational improvement and staff development in school.

the basis of performance.

Concepts of performance and merit are incorporated in this study in order to stimulate awareness among teachers and administrators on the most recent issues affecting civil service. Many teachers and administrators do not realize the importance of merits as the basic ingredients in the improvement of human life, be it physically, mentally, socially and economically.

MECS Order No. 32, s. 1984, entitled "Measures Adopted to Augment the Compensation of Deserving School Teachers" is a welcome response to underpaid teachers in the whole country. According to the MECS Order the following instructions are hereby issued:

1. Equivalent Records Form (ERF) Salary Adjustment

2. Merit Increase Program. For the information and guidance of all concerned, the following are used to determine increases: (a) Exemplary performance -- every satisfactory rating as noted in the new PAST, (b) cost-saving innovation (idea, suggestion, invention, authorship, publication), (c) efficiency - enhancing innovations, (d) Scholastic/Education Accomplishment.

3. Master Teacher program. As regards the



master program, attention is invited to National Compensation Circular No. 24 dated May 20, 1983, further implementing the Career progression system for Public School Teachers (Master Teaching Plan) (Socias, 1984: 295-296).

Aside from the given facts, Executive Order No. 50 of the president of the Philippines dated March 21, 1978, entitled "Establishing a New System of Career Progression for the public School Teachers" as implemented by MECS Order No. 10, s. 1979 dated January 31, 1979 was indeed a morale booster to teachers. But its purpose to inspire the teachers to do their work well has on the contrary caused frustration (Lucas, 1983: 290).

This is somehow related to the present study because this deals with the benefits which can be possibly derived from high performance ratings of teachers. This study also discusses the importance of high ratings under the PAST.

#### Purpose of Rating

Circular No. 31, s. 1984 established the policies and purpose of the rating system for all personnel of the Bureau of Public School including a new performance rating system (Form 8-o) for classroom teachers and instructors. The prime purpose of the

evaluation of teacher's performance is to determine the strength and weaknesses of a teacher so that a plan of in-service education may be designed for her. On the other hand, the supervisory purpose of evaluation is to develop standards for satisfactory performance for which Rule XVIII Section 8, Revised Civil Service Rules of the Commission of Civil Service prohibits teachers from soliciting recommendation by persons outside of the school system where promotions are involved. The reason behind this rule is to ensure the merit system in the appointment of employees for promotion in the classified civil service. Another purpose of teacher rating is to strengthen principal-teacher relation. The items in the Performance Rating Scale (Form 8-c) provide a point of reference for the principal's appraisal of teacher performance (Ruiz, 1970: 398-401).

Ruiz further implied that the qualified related to success in teaching are; intelligence, aptitude for teaching, character, health, emotional stability and attractiveness. Another criterion for success in teaching is teacher performance. The rationale of this approach is that good performance should result in good achievement (Ruiz, 1970: 413-416).

Wholesome morale makes teachers and employees



eager to work hard and to fight indifference. High morale stimulates loyalty, cooperation and teamwork all of which are essential in the teaching profession. If a teacher is worried because of perennial problems at home, the morale in the profession is naturally low since he brings his personal problems to the classroom unfortunately. An important element in boosting morale among the rank and file of teachers is the confidence in the integrity and intention of the supervisor. Thus, morale rests upon recognition for which teachers like other people crave notice of their achievement and respond to public or peer recognition to the success of their efforts (Ruiz, 1970: 435-455). Therefore he contends that evaluation is essentially one aspect of human relation between superior and subordinate that may affect teacher morale.

Viray (1970: 214) writes on the effect of morale upon the efficiency of teachers, thus:

With high morale teachers work well; they put in an excellent performance. Teachers' morale affects proportionally the quality of service they render. A teacher who is not happy in this job, who feels he is unfairly treated, who feels there is nothing worthwhile in teaching will not perform effectively.

Furthermore, B.P.S. Circular No. 31, s. 1964 entitled "Bureau of public School performance Rating



System" embodied specific policies regarding procedures to be followed in such school personnel administration as selection, placement, promotion, and reduction in force.

In determining candidates for promotion, weight is given to performance rating of the candidate.

The purposes of this rating scale are:

1. To assist the administrators and supervisors on the elements found in competent teachers.
2. To assist the administrators or supervisors to stimulate teachers to improve their work in service.
3. To help the administrator or supervisor to identify those who merit promotion (Gregorio, 1961: 463-465).

The foregoing circular is related to the present study because this, too, deals with the objectives or purposes of performance which are very important to employees so that they can provide bases in raising their morale and prestige.

#### Appraising Employee performance

The performance Rating Report records the supervisor's evaluation of the employees' progress on his job and measures the employees potential value, his capacity for growth and his possibilities for advancement. It therefore provides management with the information

essential in making decisions involving the individual employee and in developing good supervisors (Sison, 1981: 232).

Objectives of performance Appraisal:

1. Providing feedback on employee performance. If done carefully, the performance rating can help raise employee efficiency because it provides a feedback of the employee's strong and weak points, thus enabling both the supervisor and the employee to take the necessary measures to correct the defects. Supervisors can pinpoint trouble spots and correct poor work habits when necessary.

2. Basis for personnel action. Merit rating provides an objective and systematic basis for the various personnel actions such as promotion, transfers, demotions, lay-offs, discharge and increase in pay.

a. potentials and promotions. Ratings help management identify and select employees for promotion to supervisory and administrative positions. They help uncover hidden talents and potentials abilities. A properly developed and administered performance rating program can aid in determining which individuals in the organization should be considered for promotion.

b, Transfer, demotion, lay-offs and discharge.



Ratings also provide a basis for determining if the employees would be better suited for another job or could not perform his present job satisfactorily. They also determine priorities in lay-offs or reinstatements.

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

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3. Management guides in employee counselling and discipline. Ratings may reveal certain shortcomings which an employee is unaware of and which he can and will be glad to do something. It is a means of communicating the standards of performance required by the jobs and what are expected of him.

4. promotion of better employee-employer relationships. performance ratings promote better employee-employer relations because the employee is informed about what his superior expects of him, how he performs his task in terms of job requirements and what to do in case he needs to improve his performance and increase his value to the company.

5. Improvement of supervision by making the



supervisors better aware of his duties. Supervisors cannot avoid making judgments of their subordinates. By requiring the supervisor to formally evaluate the performance of his men, he becomes aware of the need to observe closely the work of employees in his unit to be able to make a fair and equitable evaluation of the work of each employee. Evaluation of the performance of the employees makes the supervisor do his job more effectively.

6. Development of employees and supervisors. While performance rating is used for the development of employees, it is likewise useful in the development of supervisors. Since the supervisor must know the strong and weak points of a worker, he must improve his methods of instruction and supervision. This means interpreting the appraisal programs with the supervisors basic management job of improving operating results by utilizing the talents of the supervisor and his subordinates.

7. As an agent of change. Periodic employee performance evaluation may reveal the existence of certain factors preventing efficient performance of the employee such as physical or interpersonal and social restraints. The review will therefore enable management to remove such restraints or to restruct-

ture the job to make it more meaningful and motivate the employee for better achievement.

8. Identification of training needs and management development. Performance appraisal reveals the employee's weaknesses and thereby helps identify the supervisors who have leadership potential and who may be recommended for higher management positions.

A sound rating plan can also reveal weaknesses of errors in the selection, hiring, placement, training and other personnel actions (Sison, 1981: 233).

The aforecited article is related to the study since it specifically cites the appraisal of employee performance which will ultimately provide basis for personnel action. This, too, is cited in the present study.

### 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 in the long run also results in a superior performance.

All supervisors appraise the performance of



their subordinates. It is 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 systems in attempting to adapt varying types of people, jobs and objectives (Flipppo, 1966: 267).

More important than the rating system is the rater, his training and his acceptance of the merit-rating system/process. A comprehensive program must be established and administered to ensure the continued success of performance appraisal. Among the basic elements of such program are: (1) determination of who is to rate; (2) determination of when ratings are made; (3) training and indoctrination of the raters, particularly in avoiding errors of bias and prejudices; (4) maintaining the accuracy of ratings through checks on their reliability and validity; and (5) conducting the appraisal interview (Flipppo, 1966: 268).



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

### Performance Appraisal

Performance appraisal is one of the most important tasks any manager has, yet it is one that most managers freely admit they have difficulty in handling adequately. It is not always easy to judge a subordinate performance accurately, and it is often harder still to convey that judgment to the subordinate in a painless or helpful manner (Stoner, 1980: 518).

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

Informal appraisal is conducted on a day-to-day basis. The manager spontaneously mentions that a particular place has performed well or poorly; or the subordinate stops by the managers 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 performance and discourages undesirable performance before it becomes ingrained.

Systematic appraisal occurs semi-annually or annually on a formalized basis. 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 (Stoner, 1980: 519).

This place of literature is related to this study because it also deals with the candid appraisal of the performance of employees, so that this may be the valid basis for promotion, salary increase, etc.

### Objectives of Evaluating Performance

As cited by Barbaran (1983: 17) the following are the purposes for evaluating and reporting performance:

- (1) Clarification of what is expected, i.e. to 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-saving as a check on qualification requirements, examinations, placement, training needs, etc.
- (4) Establishment of objectives base for personnel actions, such as promotions, transfers, assignments, reduction in force, retention, etc.

One of the purposes of this study is to determine the relationship in the perceptions of the PAST by the teachers and by the administrators. Furthermore, it investigates whether the objectives of the PAST conform to the objectives of evaluation as cited by Barbaran. This, therefore, makes the aforesaid study relevant.

#### problems of Appraisal

In studies of the performance appraisal process, conducted by Robert Meyer (1965: 123-129) and his colleagues they found that formal appraisal by managers are often ineffective in improving the performance of subordinates. Individuals who were form-



ally given criticism about their job performance once or twice a year tended to become defensive and resentful. Their performance after appraisal interview tended to decline.

Meyers and his colleagues suggest that the goals 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 of judge. Instead, Meyer and his colleagues argue, managers and the subordinates should set performance goals together and then together evaluate the progress towards these goals. Participatory appraisal, they found, leads to both greater satisfaction and performance on the job. Meyer and his colleagues also suggest 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 programs effective.

1. shifting standards. Some managers rate each subordinates by different standards and ex-

pectations. Allow performing but motivated employees, 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.

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

Different rater patterns. Managers (like teachers) differ in their rating easily. The lack of uniform rating standards is unfair to employees, who will become confused about where they stand; but it is also unfair to the organization, since it will become difficult to decide which employee should be rewarded. Difference in raters' patterns can be avoided through precise definitions of each in terms of the rating form.

4. The halo effect to rate subordinates high or low on all performance measures are 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 on motivation. Similarly, an attractive or popular employee might be given his overall rating. Rating employees separately on each of a number of performance measures and encouraging rates to guard against the halo effect, are two ways the halo effect can be reduced.

All the related literature discussed in this manuscript have bearing on this study. They all treat the evaluation or assessment of performance of teachers and administrators based on certain indicators or criteria. This study primarily centers its discussion on the need for evaluating the performance of teachers to provide basis for promotion in position or salary.

#### 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 conducted by Merca (1975: 81) revealed that teacher



evaluation provides facts to serve as basis for promoting and maintaining competencies of teachers, particularly in the instructional, personal and social levels which serve to improve teacher-supervisor relationship, provides effective leadership, and increase the morale of teachers through the adequate recognition of the world that is well. Merca cited Reeder who said:

Merit is a characteristic which should be rewarded and our urgent needs in school administration today is method of evaluation that should ascertain the merit of each teacher. Such merit having been discovered would remain only to give the teacher his salary increase of his promotion on the basis of performance. What a mighty plan would be to good teaching profession, then every teacher would know that he would be rewarded according to the results secured.

In a study conducted by Valeriano (1966: 25), it was revealed that teacher rating should afford each person a definite and concrete basis for the improvement of his or her efficiency as a teacher.

Umacob (1967: 21) in her critical study of the performance rating system, implied that the employee or teacher must be rated accordingly. This means that for every maximum performance an employee may show a corresponding rating must be given. In this connection,

The performance 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 officers or employee's position.

According to Umacob, performance rating has become a familiar feature of the teacher's life. It is a record of capabilities and actual achievement of teachers in their respective tasks. It is a form of determining strengths and weaknesses so that teachers may find ways and means to develop their talents and abilities, and improve their behavior, methods and teaching competence. Aside from being a device for measuring teacher's effectiveness, it is also a means of discovering whether supervision or other ways of improvement are being carried on effectively.

A study conducted by Avelino (1968: 38) revealed that the factors favoring high teachers' morale are: satisfaction, participant's recognition, teacher assignment, tenure, salary scale and promotion.

Koplay (1967: 27) also conducted a study to determine the morale level of schools in relation with organizational climate. His findings revealed that the morale level of schools should be a function of the particular organizational climate found in school. The study further revealed that the school where administrators adhere to the use of merit ratings salary policies tend to have higher morale than schools



that disregard such policies.

Cananua's (1978: 31) study revealed that the majority of teachers and administrators commonly recognized 11 purposes arranged in aggregate rank:

(a) to stimulate the teachers to continue improving their instructional competence; (b) to improve teaching-learning situations; (c) for continuous self-improvement; (d) to determine the strength and weaknesses of teachers; (e) to provide basis for improving teachers' work; (f) to develop satisfactory teaching standards; (g) for ranking; (h) to strengthen teacher-administrator relationships; (i) to raise the morale and prestige of teachers; (j) for salary increase; and (k) for promotion.

Cananua gave the following recommendations:

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

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 further implied that teacher performance evaluation is generally regarded as a form of disciplinary measure. It ultimately strengthens teacher-administrator relationship. The results of performance evaluation provides a reliable bases for improving teaching-learning situation through the development of satisfactory teacher standards which are needed in boosting the morale and prestige of the teaching profession.

His study further revealed that teacher's per-

formance evaluation was viewed as a "prodding stick" to make them continue improving their instructional competence, as well as their personal and social qualities. The recognition of the teachers' performance will give them a feeling of satisfaction and impetus to continue their good work. This has relation to the present study because the perceptions of the teachers as related to the performance of a teacher show a way of improving the teachers performance because they have considerably satisfied the indicators prescribed by the rating system. In this way, teachers will strive to meet the indicators or even go beyond in order to obtain high performance ratings.

In an analysis of job performance of teachers brought about by job performance factors which may result in either job satisfaction or dissatisfaction. Gatton (1976: 55) revealed:

There was a set of factors that satisfied teaching and another set that did not satisfy them. The factors which accounted for high job satisfaction were achievement and recognition. While those accounted for low job satisfaction were fairness and unfairness, interpersonal relations with superiors.

The study of Gaasi (1974: 111-117) showed that teachers with higher salaries got high performance ratings. An increase in the performance ratings corresponded to an increase in instructional mater-



ials possessed by the teachers. However, the same author noted that the performance ratings of teachers were affected by their problems; hence, teachers with less problems performed better than their counterpart.

The findings of Bacang (1976: 65) revealed that the causes of low rating level given to the teachers by their immediate superiors were personal and financial problems, lack of interest in the teaching profession, poor professional attitude, frustration, poor public relation, lack of mastery of subject matter, poor classroom management and insufficient teaching techniques or competencies.

Juan (1975: 85) disclosed that teaching performance was greatly affected by a number of determinants such as: professional maturity, personal qualities and attitudes toward teaching preparedness. Teaching performance was also correlated to the teachers' scholastic rating, in-service training, membership in professional organizations, as well as command of English, personality and childhood experiences.

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 Espinoza (1983: 102-103).



His findings showed that job performance factors (both favorable restraining) were significantly related to the teachers' performance ratings. School officials should perceive their teachers' problems and at the same time find ways and means to remedy them so that teachers can rightfully claim teaching as one of the noblest profession.

Espinoza further revealed that favorable factors of job performance were significantly related to the high performance ratings of teachers in the same manner that there was a highly significant relationship between the restraining factors of job performance ratings.

The studies just reviewed dealt on studies on the evaluation of teachers' performance in the elementary and secondary levels. The respondents were teachers, the emphasis was on the analysis of performance evaluation of teachers, as well as their implications for personnel actions.

This study is somehow related to the aforecited researches in the sense that it utilized the performance appraisal system of teachers and took into consideration the purpose of such rating to the teachers and administrators. It differs from the aforecited studies because it dealt more on the recent evalua-

tion scheme, the PAST as well as its influence on the achievement of teachers.

The valuable ideas derived from the foregoing literature and studies lent support to the critical analysis of the contents particularly the framework and the direction of this study.

## Chapter 3

### METHODS AND PROCEDURES

In the researcher's desire to appraise the achievement of the teachers of Wright District under the PAST, she employed the following research design, data-gathering procedure, construction and distribution of the questionnaires, respondents and the statistical method in the conduct of the study.

#### Research Design

The normative type of descriptive research method was utilized in this study, which dealt mainly with problems about the achievement of teachers under the PAST. This was directed towards ascertaining facts that prevailed among the respondents or cases sampled. The questionnaire was the major instrument in data-gathering supplemented by interview to cross-check the initial responses. Documentary analysis was also done to obtain the performance ratings of the teachers under the PAST 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.



## procedures

Sampling procedure. The determination of the samples in this study was based on their location using the purposive sampling. The respondents were 129 teachers of the district who have been rated both under the PAST and NPAS. Also included as respondents were five Head Teachers in the district.

Data gathering. Different techniques were utilized by the researcher in gathering data. The principal instrument was the questionnaire. Other instruments used were documentary analysis, observation and interview.

Survey questionnaire. The main instrument used in this study was the questionnaire. It was the most appropriate device because of the nature of the study as well as the data and information needed. It was designed and structured so as to facilitate the gathering of data and information required. There were two sets of questionnaires prepared for the purpose. These were numbered SQ-1 and SQ-2 respectively. SQ-1 was for the teachers and SQ-2 was for the school administrators. Both forms were designed to elicit information on the influences of the Performance Appraisal System for Teachers (PAST) upon the

achievement of teachers. These questionnaires were submitted to the adviser for review and correction.

Before the questionnaires were fielded, a dry-run was conducted among the teachers and administrators in Motiong, a nearby district. They were asked to indicate their comments and suggestions to improve the instrument. After the dry-run and the validation, the final draft of the questionnaire was constructed with the appropriate suggestions properly incorporated.

A permission from the Schools Division Superintendent was sought before the distribution of the questionnaires. The questionnaires for teachers were personally distributed during a district meeting to ensure a more or less 100 percent retrieval. Those for the administrators were also distributed personally during a staff meeting.

Documentary analysis. The second step done in the procedure was the analysis of data gathered. The performance records of the teachers under the PAST and NPAS were scrutinized. These performance ratings of teachers were taken from the division and district files. Likewise, research papers, theses, books and other publications both local and foreign were scanned to gather substantial information relevant



to the study.

Interview and observation. The unstructured interview and direct observation were the other tools used in this study. They were utilized to supplement and cross-check the responses made by the respondents. The respondents were interviewed occasionally to verify the ideas not expressly provided in their responses to the questionnaires. Impressions, reactions and supplementary responses were used in formulating the hypotheses.

### The Respondents

The respondents of this study were 129 teachers and five school administrators in the District of Wright. These teachers were rated in both the PAST and NPAS.

The district was divided into six zones. The first zone was composed of Wright Central Elem. School, Wright South Elem. School and Lipata Brgy. School. Zone II was composed of Lokilokon, Casandig Elementary School and and Tabucan; Cantaguic; San Isidro and Tenani Brgy. School. Zone III was composed of Lawaan Elem. School and the nearby barangay schools: Tapul, Maylobe, Pagsanghan, Anagasi, Nawi, Tula and Jose Roño. Zone IV was composed of Pabanog Elem. School and four barangay schools: Tigbawon, Bato,



Apolonia and Pagsaogan. Zone V was composed of Pequit Elem. School and nearby barangay schools: Binogho, Bagsa, Cantao-an, Kawayan, Mangcal, Minarog, Patag, Salay and Sulopan. Zone VI was composed of San Jose de Buan Elem. School and the barangay schools of Babaclayon and Cataydungan. The respondents could not be equally divided by zone because some of them were transferred to other schools. The six zones with their corresponding respondents are shown in table 1.

Table 1

## Number of Respondents by Zone

Z o n e	: Number of : Teachers	: Number of : Administrators
I (Wright Central)	39	: 1
II (Casandig zone):	20	: 1
III (Lawaan zone) :	14	: 1
IV (Pabanog zone) :	24	: 1
V (Pequit zone) :	22	: 1
VI (San Jose de Buan Zone) :	10	
T O T A L	: 129	: 5

### Statistical Methods

The data gathered in responses to the two sets of questionnaires were recorded and tabulated in a master sheet separately from those obtained as a result of documentary analysis. They were later presented, analyzed and interpreted quantitatively and qualitatively in accordance with the most appropriate statistical devices. The statistical measures used in this study were the frequency counts, percentages, t-test and the coefficient of correlation based on the obtained mean under the NPAS and PAST. The ratings under the NPAS for school years 1980-1981 to 1981-1982 were averaged. The ratings under the PAST for school years 1982-1983 to 1983-1984 were also averaged.

To determine the relationship between the performance ratings of teachers under the NPAS and PAST, both ratings were paired and laid in a scattergram. In distributing the ratings in a matrix, the ratings were plotted to the nearest thousandths place or nearest decimal number. The coefficient of correlation using the pearson-product Moment ( $r$ ) was computed using Garrett's (1951: 297) formula as:

$$r = \frac{\frac{\sum XY}{N} - \bar{cx} \bar{cy}}{\sigma_x \sigma_y}$$

Where;

$\Sigma xy$  = sum of x and y variables

$N$  = number of respondents

$\Sigma cx = \Sigma fx/N$

$\Sigma oy = \Sigma fy/N$

$\Sigma x$  = deviation of the x variables (PAST)

$\Sigma y$  = deviation of the y variables (NPAS)

To obtain the perception of the two groups of respondents the responses were summated and weighted mean computed. The summated rating 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 mean by the number of responses. To quantify and interpret the weighted mean of each indicator, the researcher adopted the following arbitrary scale:

Adjective Rating	Numerical Value
Fully (F)	4.51 - 5.00
Very Much (VM)	3.51 - 4.50
Much (M)	2.51 - 3.50
Not Much (NM)	1.51 - 2.50
Not at All (NA)	1.00 - 1.50

To determine the relationship between the general perceptions of the two groups of respondents on the PAST and on the performance of teachers, the



weighted mean of the general perceptions of the two respondents by indicator was utilized. The t-test was used to find out whether there was a significant difference in the perceptions of the teachers and school administrators of the PAST as a performance evaluation device. This was also used to prove whether there was a significant difference between the achievement level of teachers under the PAST and NPAS. The .05 percent level of significance was used in testing the null hypotheses. A typical formula for t-test is as follows:

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{(N_x-1)(SD_x)^2 + (N_y-1)(SD_y)^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

where:

$\bar{X}$  = mean of the PAST (x)

$\bar{Y}$  = mean of the NPAS (y)

$N_x$  = number of cases of x

$N_y$  = number of cases of y

$$\sqrt{\left( \frac{\sum X^2}{N_x} \right) - \left( \frac{\sum X}{N_x} \right)^2}$$

$$\sqrt{\left( \frac{\sum Y^2}{N_y} \right) - \left( \frac{\sum Y}{N_y} \right)^2}$$

A typical computation of this formula is also found in Appendices M and N on pages 143-144

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

1. To what extent did the NPAS influence the achievement of teachers as perceived by the teachers themselves?
2. To what extent did the PAST influence the achievement of teachers as perceived by the school administrators?
3. Is there a difference in the perceptions of the teachers and school administrators of the PAST?
4. What is the achievement level of the performance ratings of teachers in the District of Wright, Division of Samar under the New performance Appraisal System (NPAS) for school years 1980-1981 and 1981-1982?
5. What is the achievement level of the performance ratings of the teachers in the District of Wright under the performance Appraisal System for Teachers (PAST) for school years 1982-1983 and 1983-1984?
6. Is there a significant difference between the achievement level of the teachers in the District of Wright under the PAST and NPAS?



7. Is there a significant correlation in the performance rating of teachers in the District of Wright under the PAST and NPAS?

All the data in this chapter are presented in figure and table form for a more comprehensive analysis and interpretations.

The Influence of the PAST on the Achievement of Teachers as perceived by the Teachers Themselves

The influence of the PAST on the achievement of teachers as perceived by the teachers themselves is presented in Table 2 which is divided into three sub-tables: Sub-table A - On Pupil Development, Sub-table B - On Teaching Competence and Sub-table C - On Teacher personality and Human Relations.

In sub-table A - under Pupil Development, the weighted means range from 3.74 to 3.94. Three indicators show that these have influenced "very much" the respondents. These indicators are: "Maximize the utilization of the skills contained in ELC and MLC" with a weighted mean of 3.94; "provide maximum involvement of pupil in the varied learning activities", with a weighted mean of 3.88 and "achieve goals on pupil development more vigorously", with a weighted mean of 3.74. On the whole, sub-table A has a weighted mean of 3.86 which signifies that the indicators in this particular

table have "very much" influenced the respondents.

Table 2

Weighted Means on the Influence of the PAST on the  
Achievement of Teachers as perceived  
by the Teacher Respondents

A. On Pupil Development

Indicators	F	VM	M	NM	NA	Total	Weighted Mean	Degree of Influence
	5	4	3	2	1			
1. Maximize the utilization of the skills contained in ELC and MLC	22 (110)	82 (328)	20 (60)	5 (10)		129 (508)	3.94	VM
2. provide maximum involvement of pupil in the varied learning activities.	18 (90)	80 (320)	29 (87)	2 (4)		129 (501)	3.88	VM
3. Achieve goals on pupil development more vigorously.	14 (70)	71 (284)	41 (123)	3 (6)		129 (483)	3.74	VM
Sub-totals	54 (270)	233 (932)	90 (270)	10 (20)		387 (1492)	3.86	VM

B. On Teaching Competence

1. Develop in the lessons national consciousness and patriotism.	29 (145)	70 (280)	25 (75)	4 (8)	1 (1)	129 (509)	3.95	VM
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## B. On Teaching Competence (Cont'd.)

Indicators	F	VM	M	NM	NA	Total	Weighted Mean	Degree of In-Fluence
	5	4	3	2	1			
2. Institute measures and adopt strategies for the application and internalization of values and attitudes among pupils.	19 (95)	79 (316)	26 (78)	5 (10)		129 (499)	3.87	VM
3. Select, prepare and use materials & other teaching aids in order to effectively achieve your goals.	28 (140)	75 (300)	25 (75)	1 (2)		129 (517)	4.01	VM
4. Evaluate and interpret individual pupil performance so as to provide basis and direction on the measures to be undertaken.	17 (85)	79 (316)	29 (87)	4 (8)		129 (496)	3.84	VM
5. Upgrade yourself professionally.	19 (95)	72 (288)	29 (87)	7 (14)	2 (2)	129 (486)	3.77	VM
6. Be more efficient and effective in your work as a teacher.	30 (150)	78 (312)	20 (60)	1 (2)		129 (524)	4.06	VM
Sub-totals	142 (710)	455 (1812)	154 (462)	22 (44)		774 (3031)	3.92	VM



### C. On Teacher Personality and Human Relations

Indicators	F	VM	M	NM	NA	Total	Weighted Mean	Degree of Influence
	5	4	3	2	1			
1. Adhere to the teachers code of Ethics and other pertinent rules and regulations of the school service.	34 (170)	73 (282)	22 (66)			129 (528)	4.09	VM
2. Be a model in moral & ethical behavior both in school and community.	40 (200)	70 (280)	17 (51)	1 (2)	1 (1)	129 (534)	4.14	VM
3. Accept and perform leadership role competently in school and community.	33 (165)	79 (316)	16 (48)	1 (2)		129 (531)	4.12	VM
4. Be more creative and resourceful in your work as a teacher.	24 (120)	86 (344)	17 (51)	2 (4)		129 (519)	4.02	VM
5. Develop and maintain your love and concern for pupils.	34 (170)	76 (304)	17 (51)	2 (4)		129 (529)	4.10	VM
6. Maintain harmonious relations with your colleagues.	33 (165)	73 (292)	20 (60)	3 (6)		129 (523)	4.05	VM

## C. On Teacher Personality ... (Cont'd.)

Indicators	F	VM	M	NM	NA	Total	Weighted Mean	Degree of Influence
	5	4	3	2	1			
7. Maintain harmonious relations with the people in the community.	38 (190)	75 (300)	14 (42)	2 (4)		129 (536)	4.16	VM
Sub-totals	236 (1180)	332 (2128)	123 (369)	11 (122)	1 (1)	903 (370)	4.10	VM

## Legend:

Adjective Rating	Numerical Value
Fully (F)	4.51 - 5.00
Very Much (VM)	3.51 - 4.50
Much (M)	2.51 - 3.50
Not Much (NM)	1.51 - 2.50
Not at All (NA)	1.00 - 1.50

Sub-table B - On Teaching Competence reveals that all the six indicators have "very much" influenced the achievement of teachers. These indicators are: "develop in the lessons national consciousness and patriotism", "initiate measures and adopt strategies for the application and internalization of values and attitudes among pupils", "select, prepare and use materials and other teaching aids in order to effectively achieve your goals", "evaluate and interpret individual pupil



performance so as to provide basis and direction on the measures to be undertaken", "upgrade yourself professionally" and "be more efficient and effective in your work as a teacher". The weighted means are: 3.95, 3.87, 4.01, 3.84, 3.77 and 4.06 respectively. The grand mean for this sub-table is 3.92 which signifies that all the indicators have "very much" influenced the respondents as perceived by the teachers themselves.

A cursory glance at sub-table C - On Teacher personality and Human Relations reveals that the weighted means range from 4.02 to 4.16. All the seven indicators have "very much" influenced the respondents. Indicators 1, 2, and 3 have weighted means of 4.09, 4.14 and 4.12 respectively. While indicators 4, 5, 6 and 7 have weighted means of 4.02, 4.10, 4.05 and 4.16. The grand mean for this sub-table is 4.10 which shows that all the indicators have "very much" influenced the achievement of teachers as perceived by the respondents themselves.

All the weighted means in sub-tables A, B, and C show that the weighted means are 3.86, 3.92 and 4.10 respectively. Summing up all these sub-tables, a weighted mean of 3.96 is arrived at which signifies that the indicators in the PAST have "very much" in-



fluenced the achievement of teachers in the District of Wright as perceived by the teacher-respondents themselves.

The Influence of the PAST on the  
Achievement of Teachers as  
perceived by the School  
Administrators

Only five school administrators in the district were taken as respondents to the second set of questionnaire. Table 3 reveals the perceptions of the school administrators on the influence of the PAST on the achievement of teachers in the District of Wright.

Sub-table A - On Pupil Development reveals that indicators 1 and 2 both have weighted means of 3.8 which means that these have "very much" influenced the performance of the teachers. Indicators 3 has a weighted mean of 3.4 which signifies that this has influenced "much" the achievement of teachers. The grand mean on this sub-table is 3.67 which signifies that all the indicators have "very much" influenced the performance of teachers as perceived by the school administrators.

Sub-table B - On Teachers Competence has weighted means ranging from 3.2 to 4.0. Indicators 1, 3 and 6 have the same weighted mean of 3.8 which

Table 3

Weighted Means on Influence of the PAST on the  
Teachers' Achievement as perceived by the  
School Administrators

A. On Pupil Development

Indicators	F : 5	VM : 4	M : 3	NM : 2	NA : 1	Total :	Weighted Mean	Degree of In- fluence
1. Maximize the utilization of the skills contained in the ELC & MLC.	4	4 (16)	1 (3)			5 (19)	3.8	VM
2. provide maximum involvement of pupils in the varied learning activities.		4 (16)	1 (3)			5 (19)	3.8	VM
3. Achieve their goals on pupil development more vigorously.		2 (8)	3 (9)			5 (17)	3.4	VM
Sub-totals	10 (40)	5 (15)				15 (55)	3.67	VM

B. On Teaching Competence

1. Develop in the learners national consciousness and patriotism.	1 (5)	3 (12)		1 (2)		5 (19)	3.8	VM
& MLC.		4 (16)	1 (3)			5 (19)	3.8	VM



B. On Teaching Competence ... (cont'd.)

Indicators	F	VM	M	NM	NA	Total	Weighted Mean	Degree of Influence
	5	4	3	2	1			
2. Institute measures and adopt strategies for the application and internalization of desirable values	1 (5)	3 (12)	1 (3)			5 (20)	4.0	VM
3. Select, prepare and use materials and other teaching aids in order to effectively achieve their goals		4 (16)	1 (3)			5 (19)	3.8	VM
4. Evaluate and interpret individual pupil performance so as to provide basis and measures to be undertaken.		1 (4)	4 (12)			5 (16)	3.2	VM
5. Upgrade themselves professionally.	1 (5)	2 (8)	1 (3)	1 (2)		5 (18)	3.6	VM
6. Be more efficient and effective in their work as a teacher.	1 (5)	2 (8)	2 (6)			5 (19)	3.8	VM
Sub-totals	4 (20)	15 (60)	19 (27)	2 (4)		30 (111)	3.7	VM



### C. On Teacher personality and Human Relations

Indicators	:F	: VM	: M	: NM	: NA	: Total	: Weigh- : ted : Mean	: Deg- : ree : of In- : fluence
	: 5	: 4	: 3	: 2	: 1	:	:	:
1. Adhere to the teachers code of ethics and other pertinent rules and regulations of the sch. service.		3 (12)	2 (6)			5 (18)	3.6	VM
2. Be a model and ethical behavior both in school and in the com- munity.	2 (10)	2 (8)	1 (3)			5 (21)	4.2	VM
3. Accept and perform leadership role competently in school and in com- munity.	1 (5)	2 (8)	2 (6)			5 (19)	3.8	VM
4. Be more creative and resource- ful in their work as a teacher.	1 (5)	2 (8)	2 (6)			5 (19)	3.8	VM
5. Develop and maintain their love & concern for pupils.	1 (5)	3 (12)	1 (3)			5 (20)	4.0	VM

C. On Teacher Personality ... (cont'd.)

Indicators	F	VM	M	NM	NA	Total	Weighted Mean	Degree of Influence
	5	4	3	2	1			
6. Maintain harmonious relations with their colleagues.	1 (5)	3 (12)	1 (3)			5 (20)	4.0	VM
7. Maintain harmonious relations with the people in the community.	1 (5)	2 (8)	2 (6)			5 (19)	3.8	VM
&&								
Sub-totals	7 (35)	17 (68)	11 (33)			35 (19)	3.89	VM

Legend:

Adjective Rating	Numerical Value
Fully (F)	4.51-5.00
Very Much (VM)	3.51-4.50
Much (M)	2.51-3.50
Not Much (NM)	1.51-2.50
Not at All (NA)	1.00-1.50

signifies that these have "very much" influenced the teachers' performance. Only indicator 4 has a weighted mean of 3.2 which signifies "much" while the rest of the indicators have weighted means of 4.0 and 3.6 respectively signifying "very much" thus, showing that these have "very much" influenced the achievement of teachers.

In sub-table C - On Teacher personality and



Human Relations, the weighted means of all indicators fall on scale of "very much". This, therefore, implies that all the indicators have influenced "very much" the achievement of teacher. Indicators 3, 4 and 7 have the same weighted mean of 3.8 while indicators 5 and 6 have the same weighted mean of 4.0. The grand mean for this sub-table is 3.89 signifying that these indicators have "very much" influenced the performance of teachers.

As a whole, sub-table A, B, and C of Table 3 reveal a weighted mean of 3.75 which signifies that all the indicators have "very much" influenced the achievement of teachers in the District of Wright as perceived by the school administrators.

#### General perceptions of the PAST by the Teachers and School Administrators

Table 4 reveals the general perceptions of the PAST by the two groups of respondents. All the indicators in the three aspects have "very much" influenced the performance of teachers as evidenced by the weighted means ranging from 3.77 to 4.00 and a grand mean of 3.86.

#### Difference in the perceptions of the PAST Between the Teachers and Administrators

The t-test was used to find out if there was



Table 4

General Perceptions of the PAST by the two  
Groups of Respondents

Aspects	: Respondents' perception: (Weighted Mean)		Total	Grand Weighted Mean	: Degree of In- fluence
	: Teachers	: Administrators			
A	3.86	3.67	7.53	3.77	VM
B	3.92	3.7	7.62	3.81	VM
C	4.10	3.89	7.99	4.00	VM
Total	11.98	11.26	23.14	11.58	
Grand Weighted Mean	3.96	3.75	7.71	3.86	

a significant difference in the perceptions of the PAST between the teachers and the school administrators. The obtained  $t$  of 1.56 is **very** much lower than 2.776 which is the tabular value of  $t$  at 4 df and at .05 level of significance. Therefore, the null hypothesis that "there is no significant difference in the perceptions of the PAST between the teachers and school administrators" is accepted. It is safe to say that the perceptions of the PAST by the teacher-respondents and the school administrators are the same. The computations for  $t$  are found in Appendix N on page 144.

Profile of the Performance of the Teachers  
under the NPAS and PAST

The performance profile of the teachers in the District of Wright, Division of Samar under the NPAS for the school years 1980-1981 and 1981-1982 and the teachers performance under the PAST, school years 1982-1983 and 1983-1984 respectively are presented in Figure 3.

A cursory glance at the figures reveal that under the NPAS, one teacher obtained ratings ranging from 9.3 to 10 or "Outstanding"; 115, obtained ratings from 7.5 to 9.299 or "Very Satisfactory"; and 13 obtained ratings ranging from 4.7 to 7.499 or "Satisfactory". Nobody obtained a rating from 9.3 and above or "Outstanding"; 118 obtained ratings ranging from 7.5 to 9.2 or "Very satisfactory" and three obtained ratings ranging from 5.00 to 7.4 or "Satisfactory". Nobody obtained a rating below 5.00

Achievement Levels of Teachers under  
the NPAS and PAST by Zone

Table 5 presents the achievement levels of teachers in the District of Wright under the NPAS, school years 1980-1981 and 1981-1982 and under the PAST, school years 1982-1983 and 1983-1984 respectively. The district was divided into zones or



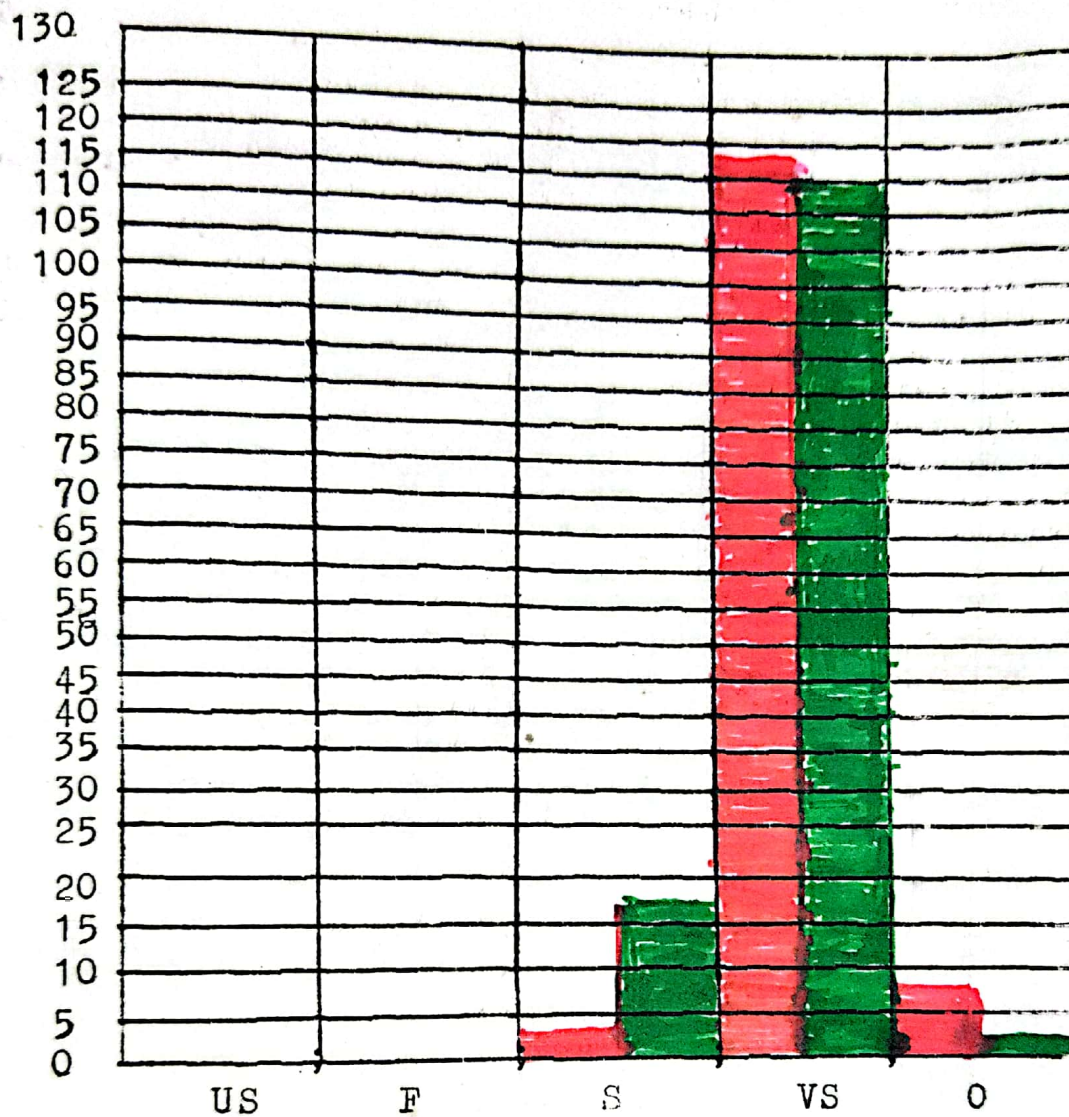


Figure 3. A histogram showing the performance profile of the teachers under the NPAS and PAST.

Legend:

Green - NPAS

Red - PAST



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

Adjective Rating	Equivalent Numerical Rating under the:	
	NPAS	PAST
O - Outstanding	9.3 - 10	9.3 - above
VS - Very Satisfactory	7.5 - 9.299	7.5 - 9.2
S - Satisfactory	4.7 - 7.499	5.0 - 7.4
F - Fair	2.9 - 4.699	3.0 - 4.9
US - Unsatisfactory	2.0 - 2.899	2.0 - 2.9

regions. Seventy to eighty percent of the teachers in each zone were taken as respondents. Zone I with 42 teachers had 39 respondents; Zone II with 25 teachers had 20 respondents; Zone III with 18 teachers had 14 respondents; Zone IV with 27 teachers, 24 respondents; Zone V with 25 teachers, 22 respondents and Zone VI with 13 teachers had 10 respondents.

A cursory glance at table 5 reveals that the combined mean for NPAS is 7.7526 while that of the PAST is 8.47. This shows that the achievement levels of teachers under these two ratings are both "very satisfactory" hence, there is not much difference in the performance ratings of teachers under the two evaluation schemes. The noted increase of .7174 in the overall mean under the PAST means that the teachers have improved in their performance under the said rating scheme.

#### Difference between the Achievement Levels of Teachers under the NPAS and PAST

The computed  $t$  found on Appendix O page 146 was matched against the tabular value of  $t$  at 10 degrees of freedom and .05 level of significance. The obtained  $t$  of -3.6317 is greater than the tabular value of  $t$  which is -2.228; therefore the null hypothesis that "there is no significant difference in

Table 5

Achievement Levels Under the NPAS  
and PAST by Zones

Z o n e	: Number:		No. of :percent-		Average	
	: of :Respon-		age of : Mean		: NPAS:PAST	
	: Teachers	: dents	: Respon-	: dents	:	:
I (Wright Cen- tral)	: 42	39		93%	7.9835	8.95
II(Casandig zone):	25	20		80%	7.871	8.33
III (Lawaan zone):	18	14		78%	7.599	8.22
IV (Pabanog zone):	27	24		89%	7.535	8.13
V (Pequit zone) :	25	22		88%	7.7748	8.37
VI (San Jose de Buan)	: 13	10		77%	7.3038	8.22
Totals	150	129		86%	7.7526	8.47

the performance ratings of teachers in the district of Wright under the NPAS and under the PAST" is rejected. It can therefore be said that there is a significant difference in the performance of teachers under the NPAS and under the PAST. The teachers performed better under the PAST.

Relationship between the performance  
Rating of Teachers under the  
NPAS and PAST

The relationship of the performance ratings under the NPAS and PAST of the same group of teachers



was carefully treated through the pearson product Moment. Since the obtained  $r$  of .552 is greater than the tabular value of .173; therefore the null hypothesis that "there is no significant relationship between the NPAS and PAST" is rejected; so the alternative hypothesis that "there is significant relationship between the NPAS and PAST" is accepted. Hence, it can be said that there is a marked or substantial relationship between these two variables. The actual computation of the pearson  $r$  through the scattergram is shown in Appendix J on page 134

#### Rating Tendencies of Teachers about the PAST

Table 6 presents the different rating tendencies of teachers about the PAST. The choices include overrated (OR), underrated (UR) and objectively rated (OB). The respondents were the 129 teachers involved in this study.

A cursory glance of this table reveals that the average number of respondents for every tendency are the following: overrated - 28 or 21.70%; underrated - 19 or 14.73% and objectively rated are 82 or 63.57%. This means that majority of the respondents have been objectively rated under the PAST. Therefore, it can be said that as an evaluation instru-

ment, PAST objectively rated the teachers in their performance.

Table 6

Rating Tendencies of Teachers About the PAST

Aspects;	R a t i n g   T e n d e n c i e s							
	OR		UR		OB		Total	
	Raw	%	Raw	%	Raw	%	No.of	%
	Score	Rat.	Score	Rat.	Score	Rat.	Respondents	
A. On pupil Deve- lopment	25	19.38	24	18.60	80	62.02	129	100
B. On Teach- ing Com- petence	28	21.71	16	12.40	85	65.89	129	100
C. On Teach- er per- sonality and Hu- man Rela- tions	35	27.13	13	10.08	81	62.79	129	100
plus Factor	25	19.38	22	17.05	82	63.57	129	100
Total	113	21.90	75	14.53	328	63.57	516	100
Average	28	21.70	19	14.73	82	63.57	129	100

Reactions of the Raters to the PAST

An informal interview with some respondents was conducted and the following reactions were gathered. Among the 129 teachers, 115 or 89% had positive answers about being acquainted with the performance indicators while 14 or 11% did not know about the performance indicators in the rating system. They



were unanimous that salary increase is dependent on national policies while promotions follow commendable performance. The PAST promotes personal and professional relationship between the ratee and the rating official because the ratee is being interfaced. All agreed to use the PAST as a rating system in succeeding rating periods.

An interview with the five school administrators specifically Head Teachers, reveal that they knew very well the performance indicators in the PAST. The raters agreed that the performance indicators are relevant to the duties of the teachers. They said that the rating system draw more trust and confidence of teachers in leadership and this also improves the teachers' concern for the community. They all agreed that the PAST should be used in the succeeding rating period.

#### Comments and/or Suggestions of Respondents

There were positive as well as negative comments and suggestions of the respondents, both the teachers and school administrators. Similar comments and suggestions were consolidated and written as one. The following discussion start with the positive comments.



### The Teachers

"The PAST is a good instrument to objectively assess the performance of teachers. All the indicators in each aspect are attainable by the teachers."

"The PAST is good because the rating is done by the teacher and revealed by the rating officials".

"Any work performed outside official time of the teachers must be considered under plus factors".

### The Head Teachers

"The PAST as an instrument should be maximally utilized by DECS personnel concerned if only to improve the performance of teachers aside from providing direction in their work.

"The PAST answers a long felt-need of supervision. Its objectivity, reliability and validity free it from subjectivity rating a teacher devoid of humaneness.

As to the negative comments coming from teachers and school administrators some of the teachers had this to say:

"The PAST as a rating system should be discouraged for future use because it disregards biased evaluation where the raters prove unfair in giving the rating to the ratee".

"PAST is good but teachers are discouraged to give high ratings even if they deserve it because

of the rating official who reviews and at times change the ratings of the teachers."

"With the PAST, one's performance ratings is reduced because of personal grudge."

A Head Teacher commented, "With the PAST a ratee may be given a high rating even if she is not capable. The targets set by the teachers are not realistic because they are set at the time when the performance form is accomplished so that the actual achievement is sometimes guessed because the ratee wants to get a high rating. Besides, one or two class observations are not sufficient enough to speak of the true performance of teachers".

## Chapter 5

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This study was conducted to determine the influence of the performance Appraisal system for Teachers (PAST) on the achievement of the teachers in the District of Wright, Division of Samar during the school years 1982-1983 and 1983-1984. The ultimate aim of this study was to appraise the PAST as an evaluation instrument and to discover the extent of its influence on the achievement of teachers thus reflecting the degree of performance which the teachers have achieved. The performance indicators in the PAST were reviewed and analyzed, then made as bases for the data-gathering instrument in the form of questionnaires which were tested for applicability and adequacy through a dry-run, then revised and finalized. The respondents to the final questionnaires consisted of 129 teachers and five school administrators (Elementary school Head Teachers) who were rated both under the NPAS and PAST. The responses were classified according to respondent, then analyzed and interpreted.

The Coefficient of Correlation, using the



Pearson product Moment Method was used to determine the extent of relationship between the performance ratings of teachers under the PAST and the NPAS. Comparing the critical value of  $r$  of .552, the result showed that there is a substantial or marked correlation between the performance ratings of teachers under the PAST and under the NPAS.

As to the extent of influence of the indicators in the PAST on the performance of teachers, the following is the summary of the perceptions given by the two groups of respondents.

The respondents were asked to rate the extent of the influence of the indicators in the PAST using the following guide: "Fully", "Very Much", "Much", "Not Much", and "Not At All". The responses of the two groups of respondents were summated and the weighted means computed.

As perceived by the teachers, Aspect A - On Pupil Development with three indicators received a rating of "Very Much", Aspect B - On Teaching Competence with six indicators were rated "Very Much" and Aspect C - On Teacher personality and Human Relations with seven indicators was also rated "Very Much".

As perceived by the school administrators, Aspect A - On Pupil Development, indicators 1 and 2 which were "maximize the utilization of the skills contained in ELC and MLC" and "provide maximum involvement of pupils in varied learning activities" were given a rating of "very much". Indicator 3, "achieve their goals on pupil development more vigorously" was rated "Much". For aspect B - On Teacher Competence, indicators 1, 2, 3, 5, and 6 were rated "Very Much" and indicator 4 was rated "Much". For Aspect C - On Teacher personality and Human Relations, all the indicators were rated "Very Much".

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

The general perceptions of the PAST by the two groups of respondents showed that all the indicators have "very much" influenced the achievement of teachers.

As to the difference in the perceptions of the PAST between the teachers and administrators, the re-



sult showed that the obtained value of  $t$  which is 1.56 is less than the tabular value of 2.77 at 4 df and .05 level of significance. Thus, the null hypothesis is accepted. Therefore, it can be said that there is no significant difference between the perceptions of the PAST by the teacher and by the school administrators.

Under the New Performance Appraisal System (NPAS) one teacher obtained "Outstanding": 115 obtained "Very Satisfactory"; and 13 obtained "Satisfactory" ratings. Under the performance Appraisal System for Teachers (PAST), eight teachers obtained "Outstanding": 18 obtained "Very Satisfactory" and three obtained "Satisfactory" performance ratings.

As regards the achievement of teachers under the NPAS and PAST, the obtained  $t$  which is -3.6317 is greater than the tabular value of  $t$  which is -2.228 at 10 df and .05 level of significance, hence, the null hypothesis is rejected. It can therefore be said that there is a significant difference in the performance of teachers under the PAST and under the NPAS. The teachers had better performance under the PAST than under the NPAS.

Finally with regard to the relationship of the performance ratings under the NPAS and PAST the



responses of the same group of teachers showed that the obtained  $r$  of .552 denotes substantial or marked relationship. Therefore, it can be said that there is a marked correlation between the performance ratings of teachers under the two variables, the NPAS and the PAST.

### Conclusions

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

1. The PAST is more objective and critical than the NPAS because the ratees have to work harder under the PAST and considerably satisfy each of the indicators to obtain "very satisfactory" or "outstanding" performance ratings. The ratings of the teachers under the PAST were higher than under the NPAS.
2. Generally, the indicators in the PAST "very much" influenced the teachers' achievement. It can be further concluded that there is no significant difference in the perceptions of the PAST between the teachers and school administrators.
3. There is a marked or substantial relationship between the performance ratings of teachers under the PAST and NPAS.

### Recommendations

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

1. In order ~~to help teachers achieve better,~~ ~~target-setting negotiations~~ between the ratee and the school head should be scheduled before the beginning of the school year ~~and the performance appraisal~~ should be done immediately ~~at the end of the school~~ year.

2. Inasmuch as the perceptions of the PAST by both the teachers and school administrators are significantly related and ~~since it has influenced~~ "very much" the achievement of teachers, the present performance rating system ~~should be used continuously~~ for succeeding rating periods in order to maintain the effectiveness and efficiency of the good performers and to improve the performance of the weaker ones.

3. School administrators should regularly orient new teachers with each of the indicators in the PAST so that they will be aware of what they are expected to perform and that credit can be given fairly. With this, objectivity can be fully achieved.

4. A further study about the effectiveness of the PAST should be conducted in other districts or, if possible, in the division level.

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## APPENDIX A

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

April 30, 1985

The 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 your approval one of the following research problems, preferably No. 1:

1. INFLUENCES OF THE PAST ON THE ACHIEVEMENT OF TEACHERS IN WRIGHT DISTRICT DIVISION OF SAMAR
2. REACTIONS OF TEACHERS AND ADMINISTRATORS IN THE DIVISION OF SAMAR TOWARDS THE PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS
3. DISCIPLINARY PROBLEMS OF PUPILS IN PEQUIT ELEMENTARY SCHOOL, WRIGHT, SAMAR

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) GEMMA D. ILLAUDER  
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA, M.Ed.  
Head EMIS, SSPC

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.  
Dean of Graduate Studies



## APPENDIX B

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

April 2, 1986

The Schools Division Superintendent  
Division of Samar  
Catbalogan, Samar

S i r :

In order to improve and validate the survey instrument intended for my study entitled "INFLUENCES OF THE PAST ON THE ACHIEVEMENT OF TEACHERS IN THE DISTRICT OF WRIGHT, DIVISION OF SAMAR", I have the honor to request permission to conduct a dry-run of my questionnaires among the Motiong Teachers and head teachers.

Anticipating with gratitude your consideration and favorable action.

Very truly yours,

(SGD.) GEMMA D. LLAJDER  
Graduate Student

APPROVED:

(SGD.) LEOVIGILDO T. GELI  
Schools Division Superintendent

## APPENDIX C

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

September 2, 1986

The Schools Division Superintendent  
Division of Samar  
Catbalogan, Samar  
(Through Channels)

S i r :

I have the honor to request permission to administer questionnaires, conduct interview and observations among the administrators and teachers in the District of Wright, during the early part of October 1986.

This request is made in connection with the study I am undertaking entitled: "INFLUENCES OF THE PAST ON THE ACHIEVEMENT OF TEACHERS IN THE DISTRICT OF WRIGHT, DIVISION OF SAMAR" in partial fulfillment of the requirements of the degree of Master of Arts in Education at the Samar State Polytechnic College Graduate School.

I am hoping for a kind and favorable consideration on this request and assuring you of my highest esteem and gratitude.

Very truly yours,

(SGD.) GEMMA D. LLAUDER  
Elem. Grade Teacher



## APPENDIX D

2nd Indorsement  
DIVISION OF SAMAR  
Catbalogan, September 8, 1986

Respectfully returned to the District Supervisor, Wright, Samar, approving the request of Mrs. Gemma D. Llauder, Elementary Grades Teacher, to administer questionnaires, conduct interviews and observations to the administrators and teachers in the District of Wright in connection with her research study. This, however, should be done outside Office hours.

(SGD.) LEVI T. REJUSO, SR.  
Schools Division Superintendent



## APPENDIX E

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

January 4, 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 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 employee shall be furnished the Personnel Officer, School Administrative Officer or Administrative Assistant of the Office or school concerned within fifteen days after their 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, subjects 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 of the teachers 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 re-



view 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 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 or administrative officer, as the case may be. In schools head 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 administrators, subject to the 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 re-



view by the regional director.

- (f) Each vocational 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 employee 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 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 the 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, Center, 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 the 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 the review by the Minister.

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 file of the office, division of school concerned.



- (3) In case a reviewing official decides to make changes in the performance rating of an employee shall be indicated 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 submitted.

D. Relationship Between Performance Rating and Personnel Action

The performance rating of the 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 and for step or merit-increase in
- (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 in "unsatisfactory" shall be subject to administrative disciplinary action under the Civil Service law and rules.

### E. Appeals -

- (1) Any employee 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' meeting, conferences or workshops. In this regard, the assistance of the Civil Service Commission or regional offices or this office may be availed of in 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



three 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 Part I and part II. The total obtained in this process constitute 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, reassignments, promotion, etc.

- C. Accomplish the performance Appraisal Report on a triplicate - 1 copy for the ratee, 1 copy for the rater and 1 copy for personnel officer.



## APPENDIX F

## PERFORMANCE APPRAISAL SYSTEM

**Introduction:**

The Performance Appraisal system for Teachers (PAST) basically reflects the results or output orientation concept conformably to the New Performance Appraisal System (NPAS) prescribed by the Civil Service Commission in its Memorandum Circular No. 2 s. 1978.

This instrument considers three aspects, namely: (1) learner's achievement which is the terminal goal of instruction; (2) teacher competence which can be evaluated on the basis of indicators or observable performance such as provision of appropriate lessons and activities for the development of national consciousness and desirable values and habits, development and use of instructional materials and teaching strategies, records management, punctuality, professional growth, community and allied services; and (3) teacher personality and human relations.

To provide added incentives to teachers, credits for outstanding services rendered outside official time are given credit as plus factor.

In many of the items under Teacher Competence, the use of indicators or observable factors has been availed for considering that, in the teaching/learning process, there are performance standards which cannot easily be stated in terms of measurable results.

This performance appraisal system is intended for elementary and secondary classroom teachers.

Rating period

Teachers shall be rated by their immediate supervisor as follows:

1. All teachers in elementary schools



shall be rated by the principal or by the head teacher, if the school is headed by a head teacher.

2. Teachers in secondary schools shall be rated by the principal assisted by the assistant principal and the department heads or head teachers if there are such officials in the school.

3. Teachers in elementary school headed by a teacher in-charge shall be rated by the district supervisor or the principal or the head teacher who has administrative supervision over such schools.

4. In a vocational school headed by the vocational school superintendent/vocational school administrator with department heads/vocational instruction supervisors, the teachers shall be rated by their respective department heads/vocational instruction supervisors, to be reviewed by the superintendent/vocational school administrator.

The performance ratings of the teachers shall be reviewed by the next higher school official in line concerned and approved by the superintendent.

### Procedure

#### A. Rating under pupil/Student Achievement

To determine the rating A, Pupil/Student Achievement in skills and knowledge, at the start of the rating period, targets shall be set by the teachers and the rater on the number of pupil/students attaining the proficiency level indicated. The mastery level for each subject area in the elementary level maybe derived from the criteria listed in MEC Order No. 25, s. 1978. On the secondary level, this maybe determined by a division committee composed of division supervisors and heads/coordinators of subject areas pending issuance of the curriculum continuum for secondary schools. The targets should reflect what is deemed as a satisfactory level of performance for a teacher considering various factors.



In setting the targets, a number of factors like proficiency level of the class, books, or instructional materials available to the class, and general conditions in the school or community shall be taken into account. The targets, therefore of a Grade II teacher teaching in a school provided with all necessary support materials with a class of selected top-section pupils, will be very much higher both in number and in proficiency level, than the targets of a Grade II teacher teaching in a remote DDU school in an economically disadvantaged community.

The rating is based on the comparison of the actual achievement with the targets. If the accomplishment exceeds the targets, the rating is VS (8) or outstanding (10) depending on the percentage of increase.

The guidelines give in detail the computation of rating under this factor.

#### B. Rating under Teacher Competence

To determine the rating for items under Teacher Competence as well as Teacher personality and Human Relations, reference shall be made to the indicators given in the Guidelines. It will be necessary for the rating official, in this regard, to keep records of classroom observations, attendance, and other observable activities of the teacher.

#### C. Explanatory Statement

The rating official shall give a statement in the appropriate space in the rating sheet to explain why the teacher was given such a rating. For example, if a teacher was rated 4 in punctuality and Attendance, his support statement maybe: Had absent 7 times totalling 14 days during the year.



#### D. Weighting

The rating for each item shall be multiplied by the weight and the weighted rating entered in the column indicated. The sum of the ratings shall be taken to be divided by 10 to give the average weighted rating. The descriptive equivalent is given in the rating sheet.

#### E. Plus Factor

A new feature of this rating system is the bonus or plus factor which a teacher may gain for distinctive performance or activity accomplished in addition to or beyond his normal functions. Items creditable under plus factors are given in the guidelines. Maximum points for plus factor, however, is only 1. Credits shall be given only to achievements during the rating period. A teacher may not use excess points earned in 1981-1982 for credit for his performance rating for 1982-1983.

#### F. Final Rating

If credit has been earned under the Plus Factor, this is added to the overall weighted rating to get the final rating of the teacher.

#### G. Teacher's Concurrence

The rating shall be shown to the teacher who shall indicate his concurrence by signing the rating sheet out. If the teacher does not concur with the rating official, he should indicate his non-concurrence but he should sign the rating sheet as an indication that it was shown to him.

#### H. Remarks

The rating official may indicate in the space under remarks any entry about the teacher which maybe useful for future reference. Such remarks may indicate certain desirable behaviors or qualities demonstrated by the teacher



not otherwise included in any of the items for rating, or certain accomplishments that were notable but did not meet the standards for plus factors.

Guidelines for Rating Item A, Pupil Development Indicators

- A. Attained at least 25% increase over the targeted number of class and at least 10% increase over the proficiency level in the minimum essential for a grade/subject ~~that~~ the end of school year - - - - - 10

Example 1.

Target: 29 pupils out of 40 achieve 75% proficiency.

Accomp: 35 pupils out of 40 achieved 85% proficiency.

This accomplishment shows an increase over the target number by ~~for 25%~~ and in proficiency by 10%.

However, if the targeted number for a class is very high such that 25% increase is not possible, attaining the 100% number is sufficient for a rating of 10, provided the increase in proficiency is more than 10%.

Example 2:

Target: 35 pupils out of 40 achieve 85% proficiency.

Accomp: 40 pupils out of 40 achieve 95% proficiency.

This accomplishment shows an increase over the target number by 5 or 14% and in proficiency by 10%.

Example 3:

Target: 40 pupils out of 40 achieve 75% proficiency.

Accomp: 40 pupils out of 40 achieved 95% proficiency.

This accomplishment shows target in number only met, increase was not attained but an increase in proficiency by 20% was noted.

- B. Attained at least 10% increase over a targetted number of class and/or a 10% increase over the 75% proficiency level.

Example 1:

Target: 28 pupils out of 40 achieve 75% proficiency.

Accomp: 31 pupils out of 40 achieved 75% proficiency.

Increase: 3 pupils or 10% and 0% proficiency.

Example 2:

Target: 28 pupils out of 40 achieve 75% proficiency.

Accomp: 28 pupils out of 40 achieved 85% proficiency.

Increase: 0 pupils and 10% proficiency.

Example 3:

Target: 30 pupils out of 40 achieve 75% proficiency.

Accomp: 33 pupils out of 40 achieve 85% proficiency.

Increase: 3 pupils or 10% and 10% proficiency.

- C. Attained the targetted number in the class and the targetted proficiency level in the minimum requirements of the grade/subject - - - - - 6

Example 1:

Target: 24 pupils out of 40 achieve 33% pro-



iciency.

Accomp: 24 pupils out of 40 achieved 75% proficiency.

Increase: 0 pupils and 0% proficiency

Example 2:

Targets 30 pupils out of 40 achieve 85% proficiency

Accomp: 30 pupils out of 40 achieve 85% proficiency

Increase: 0 pupils and 0% proficiency

- D. Failed to attain the targetted number of a class and/or the targetted proficiency level in the minimum essentials for the grade/subject by at least 5% - - - - - 4

Example 1:

Target: 30 pupils out of 40 achieve 75% proficiency

Accomp: 28 pupils out of 40 achieve 75% proficiency

Deficiency: 2 pupils or 5% and 0% proficiency

Example 2:

Target: 30 pupils out of 40 achieve 85% proficiency

Accomp: 30 pupils out of 40 achieve 80% proficiency

Deficiency: 0 pupils and 5% proficiency

- E. Failed to attain the targetted number of the class and/or the targetted proficiency level by at least 20% - - - - - P - - 2

Example 1:

Target: 24 pupils out of 40 achieve 75% pro-



iciency

Accomp: 16 pupils out of 40 achieve 75% proficiency

Deficiency: 8 pupils or 20% and 0% proficiency

Example 2:

Target: 30 pupils out of 40 achieve 85% proficiency

Accomp: 30 pupils out of 40 achieve 80% proficiency

Deficiency: 0 pupil and 5% proficiency

Example 3:

Target: 30 pupils out of 40 achieve 75% proficiency

Accomp: 28 pupils out of 40 achieve 70% proficiency

Deficiency: 2 pupils or 3% and 5% proficiency

### Guidelines for Rating Item B (Teacher Competence)

#### No. 1. Development of National Consciousness and Desirable Values and Habits

The following indicators should be noted:

A. provided lessons and/or activities appropriate for the grade/year level of learners for the development of national consciousness such as:

1. Lessons/activities on development of love for one's country.
2. Lessons/activities on development of a deep sense of commitment to use one's talents and capabilities to advance the country's progress.
3. Study of the lives of national heroes and other Filipino worthy of emulation, particularly those who have made significant

contribution to the country's development such as scientists, inventors, successful farmers, cottage industry, workers, etc.

4. Observance of significant national celebrations and events.
5. Appreciation and preservation of Filipino cultural heritage (e.g. folk arts, music, and literature), national symbols and desirable customs and traditions.
6. Utilization and preservation of natural resources.
7. Patronizing Philippine-made products and promotion of local industries.
8. Inculcation of brotherhood and understanding as well as sharing with fellowmen regardless of status, religion and cultural differences.
9. Visitation to and observation of local historical places and shrines within the municipality, city or province.
10. Construction/undertaking of activities or projects with historical or socio-economic significance.
11. Tie-up lessons with current local/national situations/problems and thrusts.
12. Provision of story/situational problems particularly in mathematics and science, related to national development.

Undertook the following activities within the level and experience of the learners:

1. provided lessons/opportunities/situations for the development and practice of self-discipline, self-reliance, self-control and tolerance.
2. provided lessons/opportunities/situations for the development and practice of courtesy and respect for instituted authority, elders and peers.



3. provided lessons/opportunities/situations for the development and practice of sense of responsibility, leadership/fellowship and dependability.
4. provided lessons/opportunities/situations for the development and practice of cooperation, helpfulness and industry.
5. provided lessons/opportunities/situations for the development and practice of honesty and truthfulness.
6. provided lessons/opportunities/situations for the development and practice of initiative, creativity, resourcefulness and productivity.
7. provided lessons/opportunities/situations for the development and practice of habits of personal cleanliness, thrift and wise use of leisure.
8. provided lessons/opportunities/situations for the development and practice of performance of civic duties and obligations.

Instituted measures and adopted strategies for the application and internalization of desirable values and habits particularly national consciousness and those listed in B, inside and outside of the classroom, such as:

1. demonstrating desirable values and habits and example to the learners.
2. Setting standards of pupil/student behavior.
3. Consistent follow up of learner's behavior particularly through consultation with parents/guardians, other teachers and peers.
4. Adopting a system of rewards for good behavior and sanctions for misbehavior.
5. Keeping a profile of learner's behavior and checklist of habits.
6. Displaying maxims, proverbs, mottoes, adages, posters and other visuals with focus on desi-



rable values and habits.

7. Adapting a system of peaceful and orderly conduct of routinary and other activities in the classroom.
8. Providing opportunities/situations for values clarification.

Rating shall be in accordance with the following.

	<u>Rating</u>
1. Demonstration of at least 6 items each in A, B, C . . . . .	10
2. Demonstration of 5 items each in A, B and C . . . . .	8
3. Demonstration of 4 items each in A, B and C . . . . .	6
4. Demonstration of 3 items each in A, B and C . . . . .	4
5. Demonstration of less than 3 items in each in A, B and C . . . . .	2

#### Guidelines for Rating Item B (Teacher Competence)

No. 2, Preparation and Utilization of Instructional Materials

<u>Indicators</u>	<u>Rating</u>
A. Always had well prepared lesson plan availed of appropriate teaching techniques, and utilized necessary support teaching aids/materials -v-	10
B. Had well prepared lesson plans availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed twice in any or all of these - - - - -	8

<u>Indicators</u>	<u>Rating</u>
C. Generally had well prepared lesson plan or availed of appropriate teaching aids/materials but was noted to have failed three or four times in any or all of these - - - - -	6
D. Had well prepared lesson plans, complete or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed five times in any of the items or all of theses - - -	4
E. Prepared complete lessons plans or availed of appropriate teaching techniques or utilized necessary support teaching aids/materials but was noted to have failed more than seven times in any or all of these - - - - -	2

Guidelines for Rating Item B (Teacher Competence)

No. 3, Pupil/Student Evaluation

<u>Indicators</u>	<u>Rating</u>
In addition to various forms of daily evaluation, the teacher administered:	
A. One periodic test and at least ten other written performance tests every rating period for each class/subject and with at least three evidences of utilization of test results, such as:	
1. presented graphically pupil's/ students' progress.	
2. utilized multi-level instructional materials.	
3. provided remedial instruction to overcome weaknesses discovered - - - - -	10



<u>Indicators</u>	<u>Rating</u>
B. One periodic test and at least eight other written/performance tests every rating period for each class/subject and with two evidences of utilization of test results as indicated in A above - - -	8
C. Other periodic test and at least six other written/performance tests every rating period for each class/subject and with one evidence of utilization of test results as indicated in A above - - - - -	6
D. One periodic test and at least four other written/performance tests every rating period for each class/subject - - - - -	4
E. No periodic test and less than four other written/performance tests every rating period for each class/subject - - - - -	2

#### Guidelines for Rating Item B (Teacher Competence)

##### No. 4, professional growth

<u>Indicators</u>	<u>Rating</u>
A. participated in all required in-service trainings plus any of the following:	
1. Earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal	
2. participated in relevant in-service trainings activities of not less than 24 hours	
3. Attended special courses relevant to his teaching assignment with an aggregate of at	

IndicatorsRating

least 162 hours.

4. Shared or discussed educational article/professional book review in a district meeting at least two times a year. (This is particularly for those who have no opportunities to enrol in graduate courses) - - - - - 10

B. participated in 90% of all required in-service trainings plus any of the items 1 to 4 listed in A.

1. Earned at least nine (9) units in relevant undergraduate/graduate/post graduate courses.
2. participated in relevant in-service training activities of not less than 24 hours.
3. Attended special courses of not less than one year related to his teaching assignment.
4. Shared or discussed educational article/professional book review in a district meeting at least two times a year - - - - - 8

C. participated in not less than 70% of all required in-service trainings, plus any of the following:

1. earned at least six (6) units in relevant undergraduate/graduate/post graduate courses provided all expenses are personal.
2. participated in relevant in-service trainings/activities not less than 15 hours.
3. Attended special courses relevant to his teaching assignment with an



IndicatorsRating

- aggregate of not less than 108 hours.
4. Shared or discussed educational article/professional book review in a district meeting at least two times a year - - - - - 6
- D. Participated in not less than 50% of all required in-service training plus any of the following:
1. Earned at least three (3) units in relevant undergraduate/graduate/post graduate courses
  2. Participated in relevant in-service activities of not less than 12 hours - - - - - 4
- E. Participated in less than 50% of all required in-service trainings - - - 2

Guidelines for Rating Item B (Teacher Competence)

## No. 5, Records and Reports Management

IndicatorsRating

Keeps complete, accurate, neat and up-to-date records and submits neat and accurate reports and forms before the due dates - - - 10

Keeps complete, and up-to-date records except for one or 2 instances of delayed entries and submits neat reports on dates due with not more than 2 errors in all forms/reports during the year - - - 8

Keeps complete and up-to-date records except for not more than 4 instances of delayed entries and submits reports on dates

<u>Indicators</u>	<u>Rating</u>
due with not more than one instance of report delayed by one day, and one revision of reports and 4 times or errors in all forms/reports during the school year - - - - -	6
Records generally up-to-date with 5 or 6 instances of delayed entries and reports submitted 2-4 days after due dates and with a total of 2-3 revisions and 5-10 errors in all forms/reports during the school year - - -	4
Does not keep up-to-date records with 8 or more instance of delayed entries and submits reports/one week later with more than 10 errors in all forms/reports during the school year - - - - -	2

Guidelines for Rating Item B (Teacher Competence)

No. 6, Community and Allied Services

<u>Indicators</u>	<u>Rating</u>
A. participated actively in at least four activities with a role as chairman/coordinator in one - - - - -	10
B. participated actively in at least three (3) activities - - -	8
C. participated actively in at least two (2) activities - - - - -	6
D. participated actively in at least one (1) activity - - - - -	4
E. did not participate in any activity - - - - -	2



# Guidelines for Rating Item B (Teacher Competence)

## No. 7. Punctuality and Attendance

<u>Indicators</u>	<u>Rating</u>
A. Had no absences, leaves, tardiness or undertime, during the year, in class or other required school activities like meetings, programs or assemblies - - - - -	10

Arrived in school or in place of activity at least 15 minutes before official time and left only after the end of the class or school activity.

voluntarily rendered service beyond official time whenever there was a need for such services.

Note: All these indicators should be present to merit a rating of 10.

B. Did not have more than 2 instances of absence the total number of days not to exceed 5 and not more than 5 instances of tardiness during the year; or had one instance of justified leave of absence such as maternity or sick leave provided such maternity leave did not exceed 20 working days - - - - -	8
--	---

was not leaving classes or other school activities at least two times before they were over.

C. Did not have more than 3 instances of absence, the total number of days not to exceed 20 and not more than 10 instances of tardiness/undertime, during the school year, in class or other school activities where attendance was required; or, had one instance or justified leave of absence such as maternity leave	
--	--

IndicatorsRating

where such leave exceeded 60 days  
but not beyond 70 days; or sick  
leave not exceeding 30 working  
days - - - - - 6

Was noted leaving classes and/or  
other school activities at least  
4 times before they were over.

Failed or refused to render needed  
service beyond official time at  
least once during the year.

- D. Did not have more than 4 instances  
of absences than the total number  
of days not exceeding 12 or not  
more than 12 tardiness/undertime,  
during the school year, in class  
or other school activities in  
which attendance was required; or  
had an instance of justified  
leave of absence (maternity or  
sick leave) with such maternity  
leave 70 calendar days but not  
beyond 80, or such sick leave  
exceeding 30 but not beyond 40  
working days - - - - - 4

- E. Had 5 or more instances of absence  
the total number of days exceed-  
ing 12 and more than 12 instances  
of tardiness/undertime, during  
the school year, in class, or other  
required school activities; or had  
one instance of justified leave  
(maternity or sick) with such mater-  
nity leave exceeding 80 calendar  
days or such sick leave exceeding  
40 calendar days - - - - - 2

Was noted leaving classes and/or  
school activities more than 5  
times before they were over.

Failed or refused to render service  
more than 3 times during the school year.



### Guidelines for Rating Item C (Teacher personality and Human Relations)

The following indicators shall be considered in rating under this item:

#### Morality and Integrity

1. Observes the highest standard of morality.
2. Strictly observe rules and regulations affecting public service.
3. Is of unquestioned honesty and integrity.

#### Personal characteristics

1. Exemplifies sound physical and mental health.
2. Observe proper grooming and attire.
3. Demonstrates a sense of responsibility, self-confidence and self-reliance.
4. Demonstrates stress and frustration tolerance.
5. Exercises self control.
6. Makes sound decisions.
7. Displays reasonable independence of mind and conviction.

#### Human Relations

1. Exhibits open-mindedness to suggestions and criticisms.
2. Maintains harmonious relationships with people he deals with.
3. Enjoys the esteem and respect of the community of his service area.
4. Manifests love and concern for pupils/ students

Rating Scale

<u>Description</u>	<u>Rating</u>
Manifestations of items 1-3 and eight (8) others	10
Manifestations of items 1-3 and at least six others	8
Manifestation of items 1-3 and at least four others	6
With an infraction of any of the items 1-3 but with manifestations of any four (4) others	4
With an infraction of any of the items 1-3 but with manifestations of at least two (2) others	2

Note: It should be noted here that items 1-3 are must and should be observed for a satisfactory rating. Even if items 4-14 are observed if an infraction of any of items 1-3 has been noted, no satisfactory rating under this item may be given.

Guidelines for Giving Credits under plus factors  
 (Maximum number of point - 1.00).

In addition to the teacher's average weighted rating, the teacher may earn additional points not exceeding 1.00 for his achievement in any of the following items:

<u>Items</u>	<u>Point</u>
<u>Research</u>	
a. Conducted at least one case study on a behavioral problem in his class - - - - -	0.25
b. Analyzed test results and utilized data to plan and out at least one action research to overcome an iden-	



- tified teaching-learning problem in the class - - - - - 0.50
- c. Introduced at least one innovative technique of teaching which has been tried out in the whole class/school, kept records and made a formal report of the results for publication - - - - - 0.00

### Leadership

- a. Organized, ~~trained~~ and conducted at least one cultural and/or sports group (e.g. rondalla, choir, dramatic club, dance troupe, writers club) with at least two presentations and won any of the first three major prizes in a competition - - - - - 1.00
- b. Organized at least one youth/adult organization such as community scouting and undertook at least one activity ~~resulting in an~~ improvement of community - - - - - 0.50
- c. Served at least 5 times during the year in any of the following roles: resource speaker, discussant, demonstration teacher, or trainor of community activities, in the school, barangay, municipality, city, provincial level - - - - - 0.50
- d. Assumed leadership in the production of at least one workbook/set of practice exercise for one subject area - - - - - 0.50

PERFORMANCE APPRAISAL REPORT  
(Performance Rating Sheet for Teachers)

Name \_\_\_\_\_ School \_\_\_\_\_  
Rating period \_\_\_\_\_ District \_\_\_\_\_  
(School Year) \_\_\_\_\_ Division \_\_\_\_\_

I T E M S		Rating	Weight	Weighted Rating
A. PUPIL/STUDENT ACHIEVEMENT (Skills and Knowledge)				
1. Achievement of knowledge skills and objectives			4.00	
Target:				
Actual Achievement				
B. TEACHER COMPETENCE				
1. Development of national consciousness desirable values & habits.			2.00	
Support statement for rating given				



I t e m s		Rating	Weight	W Rating
2. Instructional materials development				
<u>Support statement for ratings given</u>	_____	1.00	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
3. Pupil Evaluation				
<u>Support statement for rating given</u>	_____	1.00	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
4. Professional Growth				
<u>Support statement for rating given</u>	_____	0.25	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
5. Records and Report Management				
<u>Support statement for rating given</u>	_____	0.25	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
6. Community and Allied Services				
<u>Support statement for rating given</u>	_____	0.25	_____	_____
_____	_____	_____	_____	_____

I	t	e	m	s	Rating	Weight	Weighted Rating
---	---	---	---	---	--------	--------	--------------------

ting given

_____	:
_____	:
_____	:
_____	:
_____	:
_____	:

7. Punctuality and Attendance

: \_\_\_\_\_ : 0.25 : \_\_\_\_\_

Support statement for  
rating given

_____	:
_____	:
_____	:
_____	:
_____	:
_____	:

C. TEACHER PERSONALITY  
AND HUMAN RELATIONS

: \_\_\_\_\_ : 1.00 : \_\_\_\_\_

Overall Weighted Rating . . . . .  
(Sum of Column under Weighted Rating)

Average Weighted Rating . . . . .  
(Overall Weighted rating divided by 10)

D. PLUS FACTOR (Total not to exceed 1.00)

Enter here whatever activities or accomplishments maybe credited under plus factor and the corresponding credit points:

<u>Items</u>	<u>points credit</u>
_____	_____
_____	_____
_____	_____

Total for credit under plus factors . . . \_\_\_\_\_

Final Numerical Rating . . . . . \_\_\_\_\_



# Descriptive equivalents of Numerical Ratings

9.3 - above	Outstanding (O)
7.5 - 9.2	Very satisfactory (VS)
5.0 - 7.4	Satisfactory (S)
3.0 - 4.9	Fair (F)
2.0 - 2.9	Unsatisfactory (US)

## SUMMARY

Final Numerical Rating . . . \_\_\_\_\_

Descriptive Rating . . . . . \_\_\_\_\_

Rated by:

\_\_\_\_\_  
Principal/Head Teacher

Shown to me and concurred  
in:

Reviewed by:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
District Supervisor

\_\_\_\_\_  
Date

Note: All signatures should be above printed name.

Any additional remarks:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX G

SURVEY QUESTIONNAIRE NO. 1  
(For Teacher)

Dear Respondents,

This questionnaire is designed to elicit information on the influences of the performance Appraisal System for Teachers (PAST) upon the achievement of teachers of Wright District, Division of Samar. please feel free to answer the questions by putting a check mark on the appropriate spaces provided for. please don't leave any question unanswered. Rest assured that all responses will be held highly confidential.

Very sincerely yours,

GEMMA D. LLAUDER  
Researcher

I. Personal Data:

Name \_\_\_\_\_ (optional) Age \_\_\_\_\_ Sex \_\_\_\_\_  
Position \_\_\_\_\_ Monthly Salary \_\_\_\_\_  
School \_\_\_\_\_ Location of school \_\_\_\_\_  
Highest Educational Attainment \_\_\_\_\_  
Teaching Experience \_\_\_\_\_  
Administrative and Supervisory Experience \_\_\_\_\_

II. To what extent do the indicators in the PAST influence the teachers achievement? Please check under the appropriate column:

Legend:

F - Fully  
VM - Very Much  
M - Much  
NM - Not Much  
NA - Not at All



## A. On Pupil Development

Indicators	F	VM	M	NM	NA
	5	4	3	2	1
1. Maximize the utilization of the skills contained in the ELC and MLC?	:	:	:	:	:
2. Provide maximum involvement of pupils in the varied learning activities?	:	:	:	:	:
3. Achieve your goals on pupil development more vigorously?	:	:	:	:	:

## B. On Teaching Competence

1. Develop in the learner's national consciousness and patriotism?	:	:	:	:	:
2. Institute measures and adopt strategies for the application & internalization of desirable values?	:	:	:	:	:
3. Select, prepare and use materials and other teaching in order to effectively achieve your goals?	:	:	:	:	:
4. Evaluate and interpret individual pupil performance so as to provide basis and direction on the measures to be undertaken?	:	:	:	:	:
5. Upgrade yourself professionally?	:	:	:	:	:
6. Be more efficient and effective in your work as a teacher?	:	:	:	:	:

## C. On Teacher personality and Human Relations

1. Adhere to the teachers code of Ethics &	:	:	:	:	:
--	---	---	---	---	---



## On Teacher Personality...

Indicators	F	VM	M	NM	NA
	5	4	3	2	1
other pertinent rules and regulations of the school service?	:	:	:	:	:
2. Be model in moral and ethical behavior both in school and community?	:	:	:	:	:
3. Accept and perform leadership role competently in school and in the community?	:	:	:	:	:
4. Be more creative and resourceful in your wk. as a teacher?	:	:	:	:	:
5. Develop and maintain your love and concern for pupils?	:	:	:	:	:
6. Maintain harmonious relations with your colleagues?	:	:	:	:	:
7. Maintain harmonious relations with the people in the community?	:	:	:	:	:

III. How do you feel you were rated in the following aspects? check under the appropriate column: OR, if overrated; UR, if underrated and OB, if objectively rated.

A s p e c t s	Rating	Tendency	
	OR	UR	OB
Pupil Development	:	:	:
Teacher Competence	:	:	:
Teacher personality and Human Relations	:	:	:
Plus factor	:	:	:

THANK YOU VERY MUCH!

GEMMA D. LLAUDER



## APPENDIX H

SURVEY QUESTIONNAIRE NO. 2  
(For Administrators)

Dear Respondents,

This questionnaire is designed to elicit information on the influences of the Performance Appraisal System for Teachers (PAST) upon the achievement of Teachers of Wright District, Division of Samar. Please feel free to answer the questions by putting a check mark on the appropriate spaces provided for. Please don't leave any question unanswered. Rest assured that all your responses will be held highly confidential.

Very sincerely yours,

GEMMA D. LLAUDER  
Researcher

I. Personal Data:

Name \_\_\_\_\_ (optional) Age \_\_\_\_\_ Sex \_\_\_\_\_  
Position \_\_\_\_\_ Monthly Salary \_\_\_\_\_  
School \_\_\_\_\_ Location of School \_\_\_\_\_  
Highest Educational Attainment \_\_\_\_\_  
Teaching Experience \_\_\_\_\_  
Administrative and Supervisory Experience \_\_\_\_\_

II. To what extent do the indicators in the PAST influence the teachers' achievement? Please check under the appropriate column:

Legend:

F - Fully  
VM - Very Much  
M - Much  
NM - Not Much  
NA - Not at All



## A. On pupil development

Indicators	F	VM	M	NM	NA
	5	4	3	2	1
1. Maximize the utilization of the skills contained in ELC and MLC?	:	:	:	:	:
2. Provide maximum involvement of pupils in the varied learning activities?	:	:	:	:	:
3. Achieve their goals on pupil development more vigorously?	:	:	:	:	:

## B. On Teaching Competence

1. Develop in the learners national consciousness and patriotism?	:	:	:	:	:
2. Provide maximum involvement of pupils in the varied learning activities?	:	:	:	:	:
3. Achieve their goals on pupil development more vigorously?	:	:	:	:	:

## B. On Teacher Competence

1. Develop in the learners national consciousness and patriotism?	:	:	:	:	:
2. Institute measures and adopt strategies for the application and internalization of desirable values?	:	:	:	:	:
3. Select, prepare and use materials and other teaching aids in order to effectively achieve their goals?	:	:	:	:	:
4. Evaluate and interpret individual pupil performance so as to provide basis and direction on the measures to be undertaken?	:	:	:	:	:



## B. On Teaching Competence... (Cont'd.)

Indicators	F	VM	M	NM	NA
	5	4	3	2	1
5. Upgrade themselves professionally?	:	:	:	:	:
6. Be more efficient and effective in their work as a teacher?	:	:	:	:	:

## C. On Teacher Personality and Human Relations

1. Adhere to the teachers' Code of Ethics and other pertinent rules and regulations of the school service?	:	:	:	:	:
2. Be a model in moral and ethical behavior both in school and in the community?	:	:	:	:	:
3. Accept and perform leadership role competently in school and community?	:	:	:	:	:
4. Be more creative and resourceful in their work as a teacher?	:	:	:	:	:
5. Develop and maintain their love and concern for pupils?	:	:	:	:	:
6. Maintain harmonious relations with their colleagues?	:	:	:	:	:
7. Maintain harmonious relations with the people in the community?	:	:	:	:	:

THANK YOU VERY MUCH!

GEMMA D. LLANDER  
Researcher

## APPENDIX I

## INTERVIEW GUIDE

For Teachers

1. Are the performance indicators relevant to your duties?
2. Are target dates realistic?
3. Do you perform your work well because of material reward like salary increase, promotion, etc.?
4. Does the rating system promote better personal and professional relationship between you and your rating official?
5. Do you favor the PAST as a rating system for succeeding rating period?

For School Administrators

1. Are you acquainted with the performance indicators in the PAST and NPAS?
2. Does the rating system improve the teachers in their performance?
3. Does the PAST draw more trust and confidence of teachers in leadership?
4. Do you favor that the PAST should be used for succeeding rating periods?
5. Does the rating system improve the teachers' concern for the community?



# APPENDIX

134

Calculation of the Coefficient of Correlation Between the Performance  
Ratings of the Teaching under the NPAS and PAST

	7.07- 7.29	7.30- 7.52	7.53- 7.75	7.76- 7.98	7.99- 8.21	8.22- 8.44	8.45- 8.67	8.68- 8.90	8.91- 9.13	9.14- 9.36	9.37- 9.59	$f_y$	$y^1$	$f_y^1$	$f_y^2$	$f_y^3$	$Ex^1y^1$
9.404-9.745											1 <sup>(25)</sup>	1	5	5	25	5	25
9.063-9.403											0	0	0	0	0	0	
8.722-9.062											0	0	0	0	0	0	
8.381-8.721				1 <sup>(-4)</sup> (-4)				2 <sup>(4)</sup> (8)	5 <sup>(6)</sup> (30)	1 <sup>(8)</sup> (8)	1 <sup>(10)</sup> (10)	10	2	20	40	26	56 4
8.040-8.380				1 <sup>(-2)</sup> (-2)	1 <sup>(-1)</sup> (-1)	2	6 <sup>(1)</sup> (6)	1 <sup>(2)</sup> (2)	5 <sup>(3)</sup> (15)	3 <sup>(4)</sup> (12)	3 <sup>(5)</sup> (15)	32	1	32	32	67	70 3
7.699-8.039			1		10	11	6	6	2	5	1	42	0	0	0	36	0
7.358-7.698		1 <sup>(4)</sup> (4) <sup>2</sup>	2 <sup>(3)</sup> (6)	2 <sup>(2)</sup> (2)	1 <sup>(1)</sup> (10)	13	1 <sup>(-1)</sup> (-4)		1 <sup>(-3)</sup> (-3)			33	-1	-33	33	19	26 37
7.017-7.357	1 <sup>(10)</sup> (10)				3 <sup>(2)</sup> (6)	2						8	-2	-12	24	-8	16
6.676-7.015				1 <sup>(6)</sup> (6)	1 <sup>(3)</sup> (3)	2						4	-3	-12	36	-3	9
6.335-6.675												0	-4	0	0	0	
5.994-6.334					5 <sup>(5)</sup> (5)							1	-5	-5	25	-1	5
$f_x$	1	2	3	4	26	30	16	19	-13	9	6	129		-5	215	103	207 -14
$x$	-5	-4	-3	-2	-1	0	1	2	3	4	5			$Efy^1$	$Efy^2$	$Ex^1$	193
$f_x^1$	-5	-8	-9	-8	-26	0	16	38	39	36	30	103	$Efx^1$				
$f_x^2$	25	32	27	16	26	0	16	76	117	144	150	629	$Efx^2$				
$Ey^1$	-2	-2	-2	-1	-23	-21	2	15	14	5	10	-5	$Ey^1$				
$Ex^1y^1$	10	8	6	8	24	0	6	30	45	20	50	-14					

$$C_y = \frac{Efy}{N} = \frac{-55}{129} = (-.040)$$

$$C_x = \frac{Efx}{N} = \frac{103}{129} = (.798)$$

$$\frac{(Efy)^2}{N} = (-.040)^2 = .007600$$

$$\frac{(Efx)^2}{N} = (.798)^2 = .636804$$

$$\frac{Efy^2}{N} = \frac{215}{129} = 1.67$$

$$\frac{Efx^2}{N} = \frac{629}{129} = 4.88$$

$$\frac{Exy}{N} = \frac{193}{129} = 1.50$$

$$\begin{aligned} C_x &= i \frac{fx^2}{N} - \left(\frac{fx}{N}\right)^2 \\ &= .341 \frac{629}{129} - \left(\frac{103}{129}\right)^2 \\ &= .341 \quad 4.88 - (.798)^2 \\ &= .341 \quad 4.88 - .636804 \\ &= .341 \quad 4.243196 \\ &= .341 \times 2.06 \end{aligned}$$

$$\begin{aligned} C_y &= i \frac{fy^2}{N} - \left(\frac{fy}{N}\right)^2 \\ &= .23 \frac{215}{129} - \left(\frac{-5}{129}\right)^2 \\ &= .23 \quad 1.67 - (-.040)^2 \\ &= .23 \quad 1.67 - .001600 \\ &= .23 \quad 1.668400 \\ &= .23 \times 1.292 \end{aligned}$$

$$O_x = .70246 \text{ or } .70$$

$$O_y = .29716 \text{ or } .30$$

$$\begin{aligned} r &= \frac{\frac{xy}{N} - C_x C_y}{C_x C_y} = \frac{\frac{193}{129} - (.798)(-.040)}{(2.06)(1.292)} \\ &= \frac{1.50 - .031920}{2.66152} = \frac{1.468080}{2.66152} \end{aligned}$$

$$r = .552$$

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



**Legend:**

r is obtained from:

- .00 -  $\pm 0.20$  denotes indifferent or negligible relationship
- $\pm 0.20$  -  $\pm 0.40$  denotes low or there is correlation present but slight
- $\pm 0.40$  -  $\pm 0.70$  denotes substantial or marked relationship
- $\pm 0.70$  -  $\pm 1.00$  denotes high or very high correlation

The obtained r of .552 denotes substantial or marked relationship between the two variables. Therefore, it can be said that there is substantial correlation between the performance rating of teachers under the NPAS and PAST.

Table K

Correlation Coefficient at the 5%  
and 1% levels of Significance

Degrees of freedom : (N-2) :	.05 :	.01 :	Degrees of freedom : (N-2) :	.05 :	.01 :
1	.997	1.000	24	.388	.496
2	.950	.990	25	.381	.487
3	.878	.959	26	.374	.478
4	.811	.917	27	.367	.470
5	.754	.874	28	.361	.463
6	.707	.834	29	.355	.456
7	.666	.798	30	.349	.449
8	.632	.765	35	.325	.418
9	.602	.735	40	.304	.393
10	.576	.708	45	.288	.372
11	.553	.684	50	.273	.354
12	.532	.661	60	.250	.325
13	.514	.641	70	.232	.302
14	.497	.623	80	.217	.283
15	.482	.606	90	.205	.267
16	.468	.590	100	.195	.254
17	.456	.575	125	.174	.228
18	.444	.561	150	.159	.208
19	.433	.549	200	.138	.181
20	.423	.537	300	.113	.148
21	.413	.526	400	.098	.128
22	.404	.515	500	.088	.115
23	.396	.505	1000	.062	.081

### Interpolation

$$\begin{array}{r}
 25 \left[ \begin{array}{l} 2 \left\{ \begin{array}{l} 125 \\ 127 \\ 150 \end{array} \right. \right. \\ \\ \\
 \end{array} \right.
 \end{array}
 \begin{array}{l}
 .174 \\
 .001 \\
 \hline
 .173 \\
 .159
 \end{array}
 = \text{Tabular value } .015$$



$$\frac{x}{.015} = \frac{2}{25}$$

$$25x = 2 \times .015$$

$$25x = .030$$

$$x = \frac{.030}{25} = .001$$

**Interpretation:**

The obtained  $r$  of .552 is higher than the tabular value of  $r$  at 127 degrees of freedom at .05 level of significance which is .173. Therefore, the null hypothesis that "there is no significant relationship between the teachers ratings under the NPAS and under the PAST" is rejected. Hence, it can be said that there is a significant relationship between the teachers performance ratings under the NPAS and PAST.

## APPENDIX I

List of Teachers by zones with Averaged  
Ratings under the NPAS & PAST

Z o n e I	NPAS	PAST
	1980-1982	1982-1984
Aban, Ma. Corazon	8.1675	9.05
Abasolo, Bernardina	8.167	9.15
Abasolo, Delfina	7.7525	8.70
Abawag, Rosario	8.000	9.05
Abayan, Pablo	8.08	9.05
Abegonia, Josefina	8.332	8.55
Aquino, Lydia	7.917	8.65
Aquino, Rogelio	7.917	8.52
Aragon, Adela	8.000	9.33
Aragon, Dolores	8.579	8.97
Babon, Alfredo	7.778	9.6
Bru, Anunciacion	8.579	9.12
Cabasaan, Teofila	8.579	8.95
Caguioa, Ester	8.414	9.13
Dabuet, Carmen	8.502	8.87
Dabuet, Concepcion	8.084	9.2
Dacanay, Marina	8.579	8.87
Dacuro, Rosario	8.502	9.35
Davantes, Sofronia	8.000	8.55
Davantes, Ma. Corazon	9.745	9.45
Fabular, Corazon	8.332	8.78
Gadian, Sofronia	8.252	8.97
Mahansag, Emeliana	8.252	8.67
Mabulay, Lucrecia	8.579	9.45
Mabulay, Rodrigo	8.167	9.45
Mahinay, Felicidad	8.332	9.57
Menda, Paz	8.332	8.95
Pacadaljen, Lucena	8.000	8.82
Pabilona, Teresita	8.332	8.75
Piczon, Iluminada	8.579	8.97
Quilapio, Elisa	8.332	8.65
Quimbo, Winefreda	8.415	9.08
Rama, Emilio Jr.	8.08	9.5
Rama, Saturnina	7.7525	8.70
Ramos, Alicia	8.1	8.97
Sison, Maria	8.000	8.30
Tabones, Virginia	8.249	8.78



## APPENDIX I... Cont'd.

Z o n e I	NPAS	PAST
	1980-1982	1982-1984
Tubal, Primitiva	8.167	8.80

N = 39

Ex = 347.3555 Ey = 348.90

 $\bar{x} = 7.9835$   $\bar{y} = 8.95$ 

Z O N E II	NPAS	PAST
	1980-1982	1982-1984
Alega, Aida	7.835	8.6
Babailan, Fe	8.000	8.7
Babali, Bartolome	7.582	8.25
Ballena, Paciencia	8.332	8.42
Balunan, Lolita	7.835	7.75
Delnatar, Linda	7.835	8.28
Dioneza, Maria	7.835	8.35
Ebias, Lourdes	7.670	8.10
Gabia, Maria	8.333	8.80
Gelera, Aida	7.558	7.55
Gonzaga, Anita	7.835	8.10
Irene, Jovita	7.670	7.65
Mayo, Fe de	8.332	8.25
Pabunan, Salvacion	7.752	8.25
Paconio, Socorro	7.666	7.48
Obiena, Agapita	8.584	7.98
Obiena, Felipe	7.584	8.22
Radaza, Anacleto	8.000	8.70
Rebato, Salvacion	8.167	8.68
Quimada, Roque	7.002	8.30

N = 20

Ex = 157.414 Ey = 166.66

 $\bar{x} = 7.871$   $\bar{y} = 8.33$ 

Z o n e III		
Abayare, Vivencia	7.25	8.05
Abalos, Arcadia	8.00	8.7
Agegonia, Rodolfo	8.00	8.22
Agudo, Marcelina	7.497	8.4
Caballa, Aurora	7.67	8.08
Cecilio, Fe	7.58	8.48
Dacles, Margarita	7.58	8.40
Diola, Dionesia	7.558	8.25
Gabiana, Delia	7.329	7.28
Gabon, Francisco	7.00	7.95
Montejo, Corazon	7.835	8.15

Zone III (cont'd.)	NPAS	FAST
	1980-1982	1982-1984
Montejo, Remegio	8.000	9.22
Nawar, Lucia	7.502	8.02
Roma, Loreta	7.580	8.22
N = 14	$E_x = 106.381$ $\bar{x} = 7.599$	$E_y = 115.09$ $\bar{y} = 8.22$

Zone IV		
Abantao, Victor	7.835	8.15
Abantao, Teresita	8.167	8.30
Abawag, Luz	8.000	8.42
Abayan, Loreta	8.332	8.57
Adobo, Milagros	7.502	8.20
Alega, Epifania	7.67	8.45
Aleaga, Hilario	7.58	8.15
Babali, Sylvia	7.58	8.22
Baben, Esperanza	8.00	8.15
Baccol, Salud	7.670	8.22
Baston, Buenaventura	7.837	8.55
Cabadcan, Francisca	8.084	8.70
Cañelas, Helen	7.502	8.22
Cobriros, Purificacion	8.000	8.15
Dabuet, Manuel	8.000	9.20
Dabuet, Priscilla	7.752	8.22
Duque, Fermina	8.167	8.2
Gabiana, Teresita	8.332	8.75
Juario, Norma	8.167	8.70
Loquias, Edith	7.832	9.20
Pejana, Cristina	7.502	8.2
Radomes, Hulita	7.502	8.30
Ramos, Pablo	7.584	8.62
Uy, Leonora	8.167	8.55
N = 24	$E_x = 180.848$ $\bar{x} = 7.533$	$E_y = 195.02$ $\bar{y} = 8.13$

Zone V		
Abadiano, Virginia	7.002	8.10
Abantao, Cayetano	7.58	8.65
Abawag, Roque	7.7525	9.01
Abegonia, Manuela	8.167	8.72
Babaon, Francisco	7.502	8.00
Baco, Trinidad	7.752	8.30
Baculot, Roman	7.416	7.48
Borja, Corazon	7.502	8.20



Z o n e V (Cont'd.)	NPAS	PAST
	1980-1982	1982-1984
Fabrao, Corazon	7.502	8.20
Gabon, Victoria	7.7585	8.35
Lazarra, Lilia	7.749	8.28
Llauder, Gemma	8.252	8.97
Lominoque, Lucrecia	7.58	8.22
Lontes, Juanita	8.167	7.95
Macairan, Simeon	8.00	8.20
Navales, Salvacion	8.332	8.80
Pacanan, Vicente	8.167	8.62
Radomes, Gloria	7.917	8.10
Radomes, Tito	7.917	8.35
Sabong, Ligaya	7.502	8.22
Tizon, Teresa	7.835	8.10
Zartiga, Antonio	7.584	8.32

N = 22

$$Ex=171.0460 \quad Ey=184.19$$

$$\bar{x}=7.7748 \quad \bar{y}=8.37$$

Z o n e VI		
Baccol, Virginia	7.8	8.10
Bautista, Enriqueta	6.999	8.22
Dacles, Constancio	7.25	8.28
Ebalde, Benita	7.8	8.10
Mabansag, Maria	7.197	8.10
Mabulay, Trinidad	6.332	8.05
Pabua, Corifina	7.25	8.35
Pacle, Catalina	7.580	8.00
Tobojan, Lourdes	7.25	8.08
Ventabal, Ligaya	7.580	7.90

N = 10

$$Ex=73.038 \quad Ey=82.18$$

$$\bar{x}=7.3038 \quad \bar{y}=8.218 \text{ or } 8.22$$

## APPENDIX M

COMPUTATION OF THE COMBINED MEAN OF THE TEACHERS  
UNDER THE NPAS AND FAST

$$\begin{aligned}
 M_{\text{comb}}(\text{NPAS}) &= \frac{N_1 M_1 + N_2 M_2 + N_3 M_3 + N_4 M_4 + N_5 M_5 + N_6 M_6}{N_1 + N_2 + N_3 + N_4 + N_5 + N_6} \\
 &= \frac{39(7.9835) + 20(7.871) + 14(7.599) + 24(7.535) + 22(7.77) + 10(7.3038)}{39 + 20 + 14 + 24 + 22 + 10} \\
 &= \frac{311.3565 + 157.420 + 106.386 + 180.840 + 171.0456 + 73.0380}{129} \\
 &= \frac{1000.0861}{129} \\
 &= 7.7526
 \end{aligned}$$

$$\begin{aligned}
 M_{\text{comb}}(\text{FAST}) &= \frac{N_1 M_1 + N_2 M_2 + N_3 M_3 + N_4 M_4 + N_5 M_5 + N_6 M_6}{N_1 + N_2 + N_3 + N_4 + N_5 + N_6} \\
 &= \frac{39(8.95) + 20(8.33) + 14(8.22) + 24(8.13) + 22(8.37) + 10(8.218)}{39 + 20 + 14 + 24 + 22 + 10} \\
 &= \frac{349.05 + 165.60 + 115.08 + 195.12 + 184.14 + 82.180}{129} \\
 &= \frac{1097.17}{129} \\
 &= 8.47
 \end{aligned}$$



## APPENDIX N

COMPUTATION OF THE PERCEPTION ABOUT THE PAST  
BETWEEN THE TEACHERS AND ADMINISTRATORS

Weighted Mean	Teacher		Administrator	
	$x$	$x^2$	$y$	$y^2$
Indicator A	3.86	14.8996	3.67	13.4689
Indicator B	3.92	15.3664	3.7	13.69
Indicator C	4.10	16.81	3.89	15.1321

$$Ex = 11.88$$

$$Ex^2 = 47.0760$$

$$Ey = 11.26$$

$$Ey^2 = 42.291$$

$$\bar{x} = 3.96$$

$$N_x = 3$$

$$\bar{y} = 3.75$$

$$N_y = 3$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{Ex^2}{N_x} - \left(\frac{Ex}{N_x}\right)^2} \\
 &= \sqrt{\frac{47.0760}{3} - \left(\frac{11.88}{3}\right)^2} \\
 &= \sqrt{15.692 - (3.96)^2} \\
 &= \sqrt{15.692 - 15.6816} \\
 &= \sqrt{.0104} \\
 &= .10198 \text{ or } .102
 \end{aligned}$$

$$\begin{aligned}
 SD_y &= \sqrt{\frac{Ey^2}{N_y} - \left(\frac{Ey}{N_y}\right)^2} \\
 &= \sqrt{\frac{42.291}{3} - \left(\frac{11.26}{3}\right)^2} \\
 &= \sqrt{14.097 - (3.75)^2} \\
 &= \sqrt{14.097 - 14.0625} \\
 &= \sqrt{.0345} \\
 &= .1857
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\bar{x} - \bar{y}}{\sqrt{\frac{(N_x - 1)(SD_x)^2 + (N_y - 1)(SD_y)^2}{N_x + N_y - 2}} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}} \\
 &= \frac{3.96 - 3.75}{\sqrt{\frac{(3-1)(.102)^2 + (3-1)(.1857)^2}{3 + 3 - 2}} \sqrt{\frac{1}{3} + \frac{1}{3}}} \\
 &= \frac{.21}{\sqrt{\frac{2(.0104) + 2(.0345)}{6 - 2}} \sqrt{.33 + .33}}
 \end{aligned}$$

$$= \frac{.21}{\sqrt{\frac{.0208 + .069}{4}} \sqrt{.66}}$$

$$= \frac{.21}{\sqrt{\frac{.0898}{4}} \times .8124}$$

$$= \frac{.21}{\sqrt{.0224} \times .8124}$$

$$= \frac{.21}{.134899}$$

$$= 1.556 \text{ or } 1.56$$

Interpretation: The computed  $t$  of 1.56 is less than the tabular value of  $t$  which is 2.776 at 4 df and .05 level of significance, hence  $H_0$  is accepted.

There is no significant difference in the perceptions of the PAST between the teachers and administrators.



## APPENDIX O

COMPUTATION OF THE PERFORMANCE RATINGS OF  
TEACHERS UNDER THE NPAS AND PAST

Zone	NPAS x	x <sup>2</sup>	PAST y	y <sup>2</sup>
I (Wright Central)	7.9835	63.7363	8.95	80.1025
II (Casandig)	7.871	61.9526	8.33	69.3889
III (Lawaan)	7.599	57.7448	8.22	67.5684
IV (Pabanog)	7.535	56.7762	8.13	66.0969
V (Requit)	7.7743	60.4475	8.37	70.0569
VI (San Jose de Buan)	7.3038	53.3455	8.22	67.5684

$$x = 46.0671$$

$$y = 50.22$$

$$\bar{x} = 7.6778 \quad x^2 = 354.0029 \quad \bar{y} = 8.37 \quad y^2 = 420.782$$

$$SD_x = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2}$$

$$= \sqrt{\frac{354.0029}{6} - \left(\frac{46.0671}{6}\right)^2}$$

$$= \sqrt{\frac{420.782}{6} - \left(\frac{50.22}{6}\right)^2}$$

$$= \sqrt{59.000483 - (7.6778)^2}$$

$$= \sqrt{70.1303 - (8.37)^2}$$

$$= \sqrt{59.000483 - 58.948612}$$

$$= \sqrt{70.1303 - 70.0569}$$

$$= \sqrt{.051871}$$

$$= \sqrt{.0734}$$

$$= .2278$$

$$SD_y = .2709$$

$$\begin{aligned}
 t &= \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{(N_x - 1)(SD_x)^2 + (N_y - 1)(SD_y)^2}{N_x + N_y - 2}} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}} \\
 &= \frac{7.6778 - 8.37}{\sqrt{\frac{(6-1)(.2278)^2 + (6-1)(.2709)^2}{6+6-2}} \sqrt{\frac{1}{6} + \frac{1}{6}}} \\
 &= \frac{-0.6922}{\sqrt{\frac{(5)(.0519) + (5)(.0734)}{12-2}} \sqrt{.17 + .17}} \\
 &= \frac{-0.6922}{\sqrt{\frac{.2595 + .367}{10}} \sqrt{.34}} \\
 &= \frac{-0.6922}{\sqrt{\frac{.6265}{10}} \times .58} \\
 &= \frac{-0.6922}{.1906}
 \end{aligned}$$

$$t = -3.63168 \text{ or } -3.6317$$

Interpretation: The computed  $t$  of  $-3.6317$  is greater than the tabular value of  $t$  which is  $2.228$  at  $10$  df and  $.05$  level of significance, hence, the  $H_0$  is rejected. It can therefore be said that there is a significant difference in the performance of teachers under the NPAS and PAST.



## CURRICULUM VITAE

NAME : GEMMA D. LLAUDER  
 ADDRESS : Wright, Samar  
 DATE OF BIRTH : April 12, 1948  
 PRESENT POSITION : Elementary Grades Teacher  
 STATION : Pequit Elementary School

## EDUCATIONAL BACKGROUND

Elementary . . . . . Wright Central Elem. Sch.  
 Wright, Samar  
 1954-1960  
 Secondary . . . . . Samar National School  
 Catbalogan, Samar  
 1961-1964  
 College . . . . . Samar College  
 Catbalogan, Samar  
 November 1967  
 Graduate Studies . . . . . Leyte State College  
 Tacloban City  
 Leyte Institute of Tech.  
 External Studies  
 Samar State polytechnic  
 College, Catbalogan,  
 Samar  
 Curriculum pursued . . . . Master of Arts in Educ.  
 Major . . . . . Administration and Super-  
 vision

## CIVIL SERVICE ELIGIBILITY

Civil Service Exam. for Teachers, Sept. 24, 1967,  
 Catbalogan, Samar

## SCHOLARSHIPS AND STUDY GRANTS

R.A. No. 4670 (Magna Carta Study Leave for Teachers)  
 Second Semester, 1984-1985, First Sem., 1985-1986

## HONORS AND AWARDS RECEIVED

Honor Pupil . . . . . Wright Central Elem. School  
 Wright, Samar  
 1960

Bronze Service Awards . Boy Scout of the Philippines  
 October 1974

Bronze Medal of Merit - Boy Scout of the Philippines  
 October 1975

Silver Medal of Merit - Boy Scout of the Philippines  
 October 1985

Certificate of Proficiency . . . . . - Master of Arts in Teaching  
 Elem. Agriculture (MATEA)  
 Leyte State College  
 Tacloban City  
 February 2, 1980

Certificate of Achievement . . . . . Seminar Workshop on Science  
 Campus Journalism and Technical Writing, Feb. 23-25, '81

Certificate of Graduate Study . . . . . Master of Arts in Educ.  
 (Academic Requirements)  
 Leyte State College  
 Tacloban City  
 May 1983

Certificate of Completion . . . . . Personal Support Training  
 (Phase 2) Unit Leader Trng.  
 Scheme of the Boy Scout of  
 the Philippines, Oct. 31,  
 1984



Certificate of Appreciation - As Demonstration Teacher in Integrating English with Nutrition

Certificate of Appreciation - As Demonstration Teacher in Music Educ.

#### SEMINARS AND WORKSHOPS ATTENDED

Trainers' Seminar on Attitude Motivation and Methodology as Factors in Language Learning, Regional, October 21-23, 1980

Regional Seminar Workshop on Campus Science Journalism and Technical Writing, February 23-25, 1981

Regional Seminar on physical Fitness Testing, Gymnastic, Athletics, August 22-26, 1983

Regional Summer Institute on Communication Skills (English and Pilipino) April 22-May 31, 1985

Division Orientation Conference on the Effectiveness of Utilization of the Elementary Learning Continuum, August 18-22, 1977

Pansangay na Gawaing Kapulungan sa Sining ng Pakikipagtalastasan (Pilipino at Ingles) Nov. 13-17, 1978

Division Seminar Workshop in Elem. Science, October 8-9, 1979

Division Training Workshop on Special Teaching Program for the Potential Drop-outs, March 30-5, 1980

Division Work Conference on Communication Arts (English) December 9-15, 1981

Division Seminar Workshop on the Integrated School Health Guardian for Elementary School Teachers and Administrators, November 8-12, 1982

Division Training Program for Grades 5 and 6 English and Pilipino Teachers on Effective Utilization of Project Textbook and Instructional Materials, April 8-12, 1985

Junior Executive Training, June 6-9, 1976

Level IV Teachers Training Course, June 26 to Aug. 13, 1977

District Seminar on Evaluation of Learning Outcomes in Elementary Education, December 12-14, 1983

District Seminar Workshop on Guidance, August 16, 1983

#### POSITIONS HELD

Elementary Grades Teacher 3, Oct. 1968 to Aug. 1983

Elementary Grades Teacher 5, Sep. 1983 to the present

Teacher-In-Charge, November 1985 to March 1986

#### CO-CURRICULAR ACTIVITIES

Chairman . . . . . Board of Election Inspectors/  
Citizen Election Committee

KAB Scout Leader. . Kawan No. 20, Pequit Elem.  
School

Secretary-Treasurer-Confraternity of Our Lady of  
Perpetual Help

Kalihim . . . . . Pampurok na Samahan ng Pilipino

Director - Wright District Teachers Asso.  
Pequit Elem. Sch. Teachers  
PTA Organization

Member . . . . . Catholic Women's League  
Paranas Summertime Club



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