

BIBLIOGRAPHY

AMALIA K. MICKLAY, October 2006. *The Performance Appraisal System for Teachers: An Assessment*. Benguet State University, La Trinidad, Benguet.

Adviser: Tomasa P. Buasen, Ed. D.

ABSTRACT

The study determined the socio-economic profile of the respondents; perceptions of teachers on the extent of effectiveness of the Performance Appraisal System for Teachers; the differences on the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for Teachers according to gender, civil status, age, highest educational attainment, current position and number of years in teaching; the extent of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the Performance Appraisal System for Teachers, the conduct of the evaluation and some suggestions to further improve the Performance Appraisal System for Teachers and on the manner of the conduct of the evaluation.

Findings show that majority of the respondents is married females. For the age range, teachers aged 46 years and above represent the greatest number while the least number of respondents are aged 24-30 years old.. Highest

educational attainment for the great majority of teachers is BS with MA units followed by Bachelor of Science Degree holders. Most of the teachers are Teacher I and Teacher III. Very few are able to become Master Teachers. As to the number of years in teaching, most teachers served for 6-10 and 11-15 years as teachers.

Teachers perceived the Performance Appraisal System for teachers as highly effective. However, the performance indicators on participates in community projects and in civic organizations and plus factors are perceived to be effective.

Gender, educational attainment and current position do not significantly affect the perception of teachers with regards to the extent of effectiveness of the Performance Appraisal System for Teachers. However, age, civil status and years in teaching significantly affect the perception of teachers with regards to the extent of effectiveness of the Performance Appraisal System for Teachers.

The problems encountered by the teachers in self-rating and in the conduct of the evaluation are perceived to be serious. Some suggestions given to be included in the Performance Appraisal System for Teachers are included in the job description of teachers. In the manner of the conduct of the evaluation, teachers prefer that they rate themselves but a committee will be assigned to validate the rating based on the targets prepared at the beginning of the school year.

Finally, it is further suggested that continuous information, dissemination through seminars and trainings on the Performance Appraisal System for Teachers (PAST) should update teachers on their basic roles. In addition, feedbacks regarding the work performance should be discussed among the faculty to ensure continued awareness on matters of performance evaluation.



TABLE OF CONTENTS

	Page
Bibliography - - - - -	i
Abstract - - - - -	i
Table of Contents - - - - -	iv
INTRODUCTION	
Background of the Study- - - - -	1
Statement of the Problem- - - - -	3
Objectives of the Study - - - - -	4
Importance of the Study - - - - -	4
Scope and Delimitation of the Study - - - - -	5
REVIEW OF LITERATURE	
Importance of Appraising Employee Performance - - - - -	7
Characteristics of an Evaluation Tool - - - - -	11
Measures to Improve Teacher Performance - - - - -	14
Professional and Personal Characteristics - - - - -	16
Problems Encountered During Evaluation - - - - -	18
Teaching Performance in Relation to Certain Variables - - - - -	22
Conceptual Framework - - - - -	22
Definition of Terms - - - - -	26
Research Hypotheses - - - - -	29

METHODOLOGY

Location of the Study - - - - -	30
Respondents of the Study - - - - -	30
Instrumentation - - - - -	33
Data Gathering Procedure - - - - -	33
Statistical Treatment Data - - - - -	34
Validity of the Instrument - - - - -	34

RESULTS AND DISCUSSION

Socio-Economic Profile of the Respondents - - - - -	35
Perceptions of Teachers on the Extent of Effectiveness of the Performance Appraisal System for Teachers - - - - -	40
Perceptions of the Respondents on the Extent of Effectiveness of the Performance Appraisal System for Teachers According to Gender - - - - -	48
Perceptions of the Respondents on the Extent of Effectiveness of the Performance Appraisal System for Teachers According to Age - - - - -	52
Perceptions of the Respondents on the Extent of Effectiveness of the Performance Appraisal System for Teachers According to Civil Status - - - - -	54
Perceptions of the Respondents on the Extent of Effectiveness of the Performance System for Teachers According to Educational Attainment - - - - -	57
Perceptions of the Respondents on the Extent of Effectiveness of the Performance System for Teachers According to Current Position - - - - -	62

Perceptions of the Respondents on the Extent of Effectiveness of the Performance System for Teachers According to Number of Years in Teaching -----	64
Degree of Seriousness of the Problems Encountered by the Teachers in Rating Themselves According to the Indicators of the Performance Appraisal System for Teachers -----	68
Suggestions for the Improvement of the Performance Appraisal System for Teachers -----	72
Suggestions for the Conduct of the Evaluation -----	75
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary -----	78
Conclusions -----	80
Recommendations -----	82
LITERATURE CITED -----	84
APPENDICES	
A. Communications -----	90
B. PAST Forms (B-1 and B-2) -----	94
C. Questionnaire -----	107
BIOGRAPHICAL SKETCH -----	112

INTRODUCTION

Background of the Study

Appraisal is a significant part of any worthwhile undertaking. It is a reaffirmation of objectives; gives direction, support to actions taken, or it suggests changes to be made if goals are to be re-examined.

Appraising employee's performance is a management tool which aims to measure the outputs and results of employee's accomplishments in line with organizational goals and objectives. Appraising performance assumes that performance standards have been set, and that one will give the employee feedback to help him or her eliminate performance deficiencies or continue to perform above par (Dessler 2001).

In non-government schools whose students are educated at considerable expense to the parents, and which rely on what might be termed "customer satisfaction" for continued viability and an enhanced reputation for growth, the concepts of accountability and productivity might be expected to be at the core of an appraisal program, and the professional development of the teaching staff, leading, one might assume, to high quality teaching and learning, to be an equally important consideration. In government schools, although in the climate of "restructure" which prevailed at the time of introduction of the appraisal process, the notion of productivity was an important consideration, the primary focus of appraisal would appear to have been the professional development of teaching



and non-teaching staff, this to be accomplished by means of self-reflection, assisted by peers and by superiors, and planning for future development (Credlin 1984).

The current practice in the process of preparing the performance rating of mentors is the teacher sets his/her performance target which is to be discussed with and approved by his/her immediate supervisor. This performance target is set by the rater and the ratee every start of the school year.

The performance targets are based specifically on the guidelines for rating teachers in the Performance Appraisal System for Teachers (PAST) Form B-1. The criteria used for evaluating teacher's performance are suited to the goals of instruction in the Philippine context used by all public elementary and high schools.

The Performance Appraisal System for Teachers was revised and implemented in June 2002 pursuant to Dep. Ed. Order number 27 is composed of three major components (with weight assignments in parenthesis) as follows: I- Instructional Competence (70%), II-Professional and Personal Characteristics (20%) and III Punctuality and Attendance (10%). Plus factors will be given only to the teachers who have conducted a research whose findings and recommendations have been adopted by the school or district and technical assistance rendered to co- teachers, leadership and special projects.

At the end of the school year, the teacher and the rater meet for the final



rating of the teacher. The rater and the ratee will reflect on the performance rating to be given to the ratee.

With this as a framework, the researcher was inspired to conduct an assessment on the Performance Appraisal System for Teachers (PAST) to look into its strengths and weaknesses and come up with options on how to improve the instrument coming from the suggestions of the teachers.

Statement of the Problem

This study dealt with assessing the Performance Appraisal System for Teachers as a tool in gauging teachers' performance as perceived by the teachers in the public elementary schools of Baguio City. Specifically, this study attempted to answer the following questions:

1. What is the socio-economic profile of the respondents?
2. What is the extent of effectiveness of the performance appraisal system for teachers?
3. Are there significant differences on the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for Teachers along, gender, civil status, age, highest educational attainment, current position and number of years in service?
4. What is the degree of seriousness of the problems encountered by the teachers in:



a. rating themselves according to the indicators in the Performance Appraisal System for Teachers?

b. on the conduct of the evaluation?

5. What are some suggestions:

a. to further improve the Performance Appraisal System for Teachers?

b. on the manner of the conduct of the evaluation?

Objectives of the Study

The objectives of the study are the following:

1. To find out the socio-economic profile of the respondents.
2. To determine the extent of effectiveness of the Performance Appraisal System for Teachers.
3. To find out the difference of the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for Teachers according to gender, civil status, age, highest educational attainment, current position and number of years in service.
4. To find out the degree of seriousness of the problems encountered by the teachers in:
 - a. rating themselves according to the indicators in the Performance Appraisal system for Teachers.
 - b. the conduct of the evaluation.



5. To find some suggestions to further improve the Performance Appraisal System for Teachers and the manner of conducting the evaluation.

Importance of the Study

Through evaluation, further improvements in the system maybe suggested, problems will be identified, and solutions will be implemented.

The outcome of this study will help teachers to identify their strengths and weaknesses as they perform their duties and responsibilities and to conduct overtime on what they have failed or neglected to do.

Moreover, the pupils who are the recipient of instruction will benefit because the better the performance of the teachers, the more they will learn from them.

This study will also assess how the Performance Appraisal System for Teachers can still be improved to cater to the needs of the teachers of Baguio City.

Finally, other researchers who will conduct a similar study may use the findings as their related literature.

Scope and Delimitation of the Study

This study focused on the assessment of the content of the Performance Appraisal System for Teachers. The contents are subdivided into four major areas:

1. Instructional Competence which includes four items: (A.)Lesson Planning and Delivery, (B) Technical Assistance (*for master teachers only*) (C) Learner's



Achievement and (D) School, Home and Community Involvement II. Professional and Personal Characteristics, III. Punctuality and Attendance and IV. Plus Factors.

This study tried to establish the socio-economic profile of the respondents: the extent of effectiveness of the Performance Appraisal System for Teachers, the differences of the perceptions the respondents on the extent of effectiveness of the performance appraisal system for teachers according to gender, civil status, age, highest educational attainment, current position and number of years in teaching, It also sought to find out the extent of seriousness of the problems encountered by the teachers in rating themselves according to the performance indicators in the performance appraisal system for teachers and it sought to determine the suggestions to improve the performance evaluation system.

This study made use of the teachers (teacher I, teacher II, teacher III and master teachers) in some schools of Baguio City. These schools are Lucban Elementary School, Quezon Elementary School, Baguio Central School, Bonifacio Elementary School, Fort Del Pilar Elementary School and Pacday Quiño Elementary School.



REVIEW OF LITERATURE

This chapter presents related researches and articles reviewed by the researcher which are found relevant to the present study.

Importance of Appraising Employee Performance

According to Peterson (2000), teacher evaluation is a necessary step in ensuring good schooling. However, poor evaluation is commonly accepted and in too many cases according to teachers, administrators and researchers, teacher evaluation is disparaged or even ignored altogether.

Dessler (2001) states that there are three main reasons bosses appraise their subordinates' performance. First, appraisals provide important input on which promotion and salary raise decisions can be made. Second, the appraisal lets the boss and subordinates develop and plan for correcting deficiencies, the appraisal might have unearthed and to reinforce the things the subordinates do correctly. Finally, appraisals can serve as useful career-planning purpose by providing the opportunity to review the employee's career plans in the light of his or her exhibited strengths and weaknesses.

Dessler states further that appraisal by the immediate supervisor is still at the heart of most appraisal processes. Getting a supervisor's appraisal is relatively straight forward and also makes sense. The supervisor should be and usually is in the best position to observe his or her subordinates' performance and is also



responsible for the person's performance.

Yet, although widely used, supervisors' ratings are no panacea and sole reliance on them is not always advisable. One or more options are therefore sometimes used to obtain appraisal data such as (1) peer appraisals, (2) rating committees, (3) self-rating, (4) appraisal by subordinates, (5) 360 degree feedback where performance information is collected all around an employee, from his or her supervisors, subordinates, peers, and internal or external customers.

Sison (1991) said that employee self-development is one of the objectives of good employer-employee relations. This can be made possible only when management has created a healthy climate for individual growth and development in the company. Employees have varied talent, character traits, abilities, which should be considered and utilized to advantage by management. How these talents are used by the employee on his job can be appraised by the supervisor through periodic performance appraisal following the objectives like: (1) providing feedback on employee performance, (2) basis for personnel action like potentials and promotions, transfer, demotion, lay off and discharge, salary increase, (3) management guide in employee counseling and discipline, (4) promotion of better employee and employer relations, (5) improvement of supervision by making the superior better aware of his duties.

Zulueta, et.al. (2002) said that teachers are often viewed as the most important variable in the learner's environment. Hence, anything that concerns



them must have an intelligent appraisal.

Alimba (2002) from her study on teacher Performance and School Effectiveness in the Public Secondary Schools in the Cordillera Administrative Region found out that (1) Proper bases of selecting strategies for improving teaching performance were the main reason for the effectiveness of strategies used by the administrators.(2) Motivating factors are of great importance as consideration in truly propelling teachers to better performance and greater accomplishments which school administrators and supervisors should not take for granted. (3) Good teacher performance is not only a key but also an indispensable factor in attaining school effectiveness due to the crucial role played by the teacher in educating the youth. (4) The problems encountered in improving the performance of teachers are seriously affecting their performance and the effectiveness of the schools.

Furthermore, Sanchez (1990) said that performance appraisal is here to stay. Throughout the world today, complex organizations with their compulsion for efficiency, already have installed their performance appraisal systems. Most of such organizations have adopted performance appraisal mainly for management control purposes, others for employee development, while still others have recognized both reasons as their objectives.

Zulueta, et. al. (2002) mentioned that the teacher is considered the most important variable in the learner's educational environment. Perhaps, without the



teacher, the other related elements of the teaching-learning process would be ineffective for he motivates guides and directs the learners in their quest for knowledge.

In addition, Zulueta further enumerates the desirable characteristics a teacher should possess like (1) emotional stability and sound mental health (2) physical health and dynamic personality (3) above average intelligence (4) creativity, imagination and resourcefulness (5) good grooming, poise, and refinement in word and action (6) courtesy, kindness and tact (7) patience and perseverance (8) sincerity and honesty (9) firmness (10) promptness, efficiency and ability to organize (11) positive outlook and encouraging attitude (12) democratic leadership (13) systematic (14) friendly and sociable (15) value in academic upgrading and professional development

Dessler (2001) states that there are three main reasons bosses appraise their subordinates' performance. First, appraisals provide important input on which promotion and salary raise decisions can be made. Second, the appraisal lets the boss and subordinates develop a plan for correcting deficiencies the appraisal might have unearthed and to reinforce the things the subordinates do correctly. Finally, appraisals can serve a useful career-planning purpose by providing the opportunity to review the employee's career plans in the light of his or her exhibited strengths and weaknesses.



Characteristics of an Effective Evaluation Tool

Vicentino (2002) in his article on the performance appraisal for teachers states that evaluation can make or break a performance. In not a few cases, after an employee receives his performance rating, he is discontented which results in his discouragement. He added further that some teachers are not interested in knowing their performance rating. Vicentino emphasized then that the appraisal of a worker's performance should aim at keeping him informed of the level of achievement he has attained in accordance with the target set for him within a period as observed by the rater. It should challenge him constructively to improve his performance by informing him how far he has gone and how much he has to do to cope with the goal, in case his pace leaves much to be desired.

There are two ways to make the rating effective according to Vicentino. First, make the instrument valid and reliable. Second, make the instrument fair and just. The performance rating form should include all the items that can adequately measure the aspects of the outputs of the employee as expected in accordance with his job description and targets. The rating must be done in such a way that each employee will make it a reason to exert efforts to perform his job well. The evaluation of employee performance is an annual occurrence in nearly all human service agencies and the consequences of this evaluation for the individual being evaluated, the evaluator, and the organization can be quite profound. According to Matheson, et. al. (1995), a well-conducted performance



appraisal may (1) Increase the person's motivation to perform effectively. (2) Increase the self-esteem of the person or persons doing the appraisal. (3) Result in more clarification and better definition of the job of the person being evaluated. (4) Promote better understanding among participants, of themselves, and of the kind of development activities that are of value. (5) Allow the organization to engage in human resource planning, test validation, and develop training programs.

On the other hand, a poorly conducted performance evaluation may (1) cause individuals to quit as a result of the way they were treated, (2) create false and misleading data, (3) damage the self-esteem of the person being appraised and the person conducting the appraisal and (4) lower performance motivation

Chumacog (1997) pointed out that evaluation of the faculty performance attempts to assess the effectiveness of the faculty member and to determine his strengths and weaknesses. Such strengths are to be shared and weaknesses are to be corrected so that the effectiveness can be rewarded and incompetence will eventually be eliminated.

According to Learned and Bagley as cited by Imig (2006), the results of the teacher's work should be measured by the growth of pupils. It is in the terms of such growth that the outcomes of teaching must ultimately be evaluated, and the young teacher should be accustomed from the onset to think of his work as measured finally by this standard.

Daft (2003) pointed out that if performance is to be rated accurately, the



performance appraisal system should require the rater to assess its relevant performance dimension. A multi-dimensional form increases the usefulness of the performance appraisal and facilitates employee growth and development.

More performance measures and teacher's choice about which measurement to use can improve the evaluation process for both teachers and administrators as mentioned by Peterson, et. al. (2001) in their article on Educational Leadership. They further mentioned that good teachers are good for a variety of reasons, and they want evaluation data to reflect on teachers' individual strengths.

Chumacog (1997) states that performance evaluation system perceived to be effective is one that involves many persons such as students, department heads, deans, and peer using varied instruments. It is one that is done once a semester before finals.

The Dinwiddie Country Public School's teacher evaluation system incorporates a process for collecting and presenting data to document performance that is based on well-defined job expectations. In this evaluation system, teachers and their evaluations share responsibility for presenting evidence or quality work. The evaluation system provides a balance between structure and flexibility. It is prescriptive enough to define common purposes and expectations, thereby guiding effective practice. It is also flexible enough to allow for creativity and individual initiative. The goal is to support the continuous growth and



development of each teacher by monitoring, analyzing, and applying pertinent data that are compiled within a system of meaningful feedback.

Measures to Improve Teacher Performance

Needs and demands of the fast changing society necessitate the continuous efforts of all concerned to improve the teachers' performance to make their teaching relevant and responsive to the needs of the present-day students. Measures should be determined and implemented to solve the problems and constraints to poor performance.

Guillermo (1996) stated that authorities concerned should organize training programs, seminars and in-service training programs for teachers to be re-oriented and updated on their roles as teachers to improve teachers' performance. He further mentioned that school principals and other administrators should strengthen their leadership style and supervisory practices. They should support the teachers in terms of adequate physical facilities and should give moral boosters, incentives and other performance appraisal systems.

Pursuing graduate studies and possessing good communication skills are the positive factors that affect very much the teaching competences of instructors from Baguio and Benguet as concluded by Sameon(2002) . Factors affecting competence much are teaching experience, relevance of degree obtained, educational qualification, reading books, magazines and journals to uplift knowledge, conducive classroom atmosphere, and attendance in seminar-



workshops, professional conferences and intra-school trainings and symposia. On the other hand, instructors from Metro Cebu perceived that all the positive factors have much effect on their competence. They pointed out relevance of degree obtained, educational qualification, teaching experience and good communication skills as the top aspects and competence on budgeting as the lowest. On the positive factors, affecting much teaching competence according to the instructors is obtaining relevant degree, having high educational qualification and having teaching experience.

The theological instructors and students of Baguio- Benguet and Metro Cebu perceive the performance very satisfactory, affect instruction, classroom management, evaluation, guidance, research, extension services and public and human relations.

The most pressing problems encountered by the theological instructors from Baguio-Benguet in relation to their teaching competence and performance are (1) insufficient facilities and equipment, (2) inadequate knowledge of teaching strategies and approaches, (3) teaching subjects not directly related to field of specialization, (4) lacks teaching experience, (5) limited in-service trainings related to field of specialization, (6) non- mastery of subject matter.

Mitra (1998) recommends that (1) employees should take note that a critical factor in measuring their work performance is the completion of their work within the allowable time given. This will also indicate their efficiency and



effectiveness in their work. (2) There must be continuous communication and feedback regarding the work performance of employees. Effective communication can be achieved by conducting prior meetings to performance of work or performance appraisal to ensure continued awareness of employees on matters of performance evaluation. Post conferences and interviews are conducted to provide employees with feedback about their work performance.

Professional and Personal Characteristics of Teachers

According to Slavin (1997), in addition to being critical thinkers and creative decision makers, good teachers are lifelong learners. They practice self-regulation which means they take responsibility for their knowledge and skills. Further, they have set learning goals, motivate themselves to learn, monitor their own progress, assess their own mastery of new knowledge and skills, and continually redirect the course of their own learning as well as teach their students the study skills, thinking skills and strategies that promote self-regulated learning.

The work values are regarded as important by teachers as concluded by Puday (1997) on her study on Correlates of Teaching performance of the Elementary School Teachers of Southern Tabuk. Top five work values lean towards intrinsic value orientedness. There is still room for improvement for strengthening the work values of the teachers. Teachers are knowledgeable about their roles, functions and responsibilities. The level of job knowledge can further be improved to a very knowledgeable level.



Puday further recommends that (1) faculty development sessions should include a discussion on work values to strengthen the work values of the teacher. Internalization of the values can be effected through in-service training activities. (2). Strengthening of job knowledge can be done through faculty development programs focused on teacher roles, functions and responsibilities. (3). The level of job satisfaction can be raised through increased teacher participation in decision making on matters directly affecting their job. (4). The level of job performance can be improved to the level of understanding through functional in-service training programs. (5). Since work values, job knowledge and job satisfaction significantly/highly correlate with job performance, the three independent variables should be strengthened /improved in order to maintain or improve a high level of job performance.

Andres (1985) added that the work values of Filipinos are affected by four basic factors: (1) the economic environment wherein most Filipinos belong to a low income group, (2) culture aspect wherein societal expectations pressure Filipinos to maintain certain level of status, (3) education, which plays a vital role in the development of Filipinos' work values, and (4) politics which involves an individual's relationship in a group.

As cited by Puday (1997), Rillorta (1986) conducted a study among the faculty of the University of Baguio as regards to their work values, job dimensions and job satisfaction. The following are the top five work values of the



college faculty: (1) job achievement, (2) independence, (3) relationship with associates (4) intellectual stimulation, (5) economic returns.

Lasam (1988) as cited by Puday mentioned that the teacher is not merely a classroom mentor. He is also a community leader. The teacher' tasks are varied. As such, he should be knowledgeable about matters pertaining to her job.

According to Lardizabal (1989), knowledge of the duties and responsibilities of a teacher will help one realize the demanding nature of the teaching profession. The community environment is an important factor in the development of children. Today's teacher is expected to become familiar with the community and to work with people to improve community conditions. He teaches important responsibilities in the establishment of harmonious relationship between the school and the community. To perform this responsibility, the teacher interprets the work and that of the school to parents by conferring with them about their children at school and at home, cooperates actively in community organizations and participates in various PTA activities and in community activities for social, economic and political improvement.

Problems Encountered During Evaluation

No matter how well a rating procedure or instrument may have been made; the performance appraisal may be attended by errors in its use. Dessler (2001) stated that few of the manager's jobs are fraught, with more peril than appraising subordinates' performance. Employees in general tend to be overly optimistic



about what their ratings are, and also know that their raises, career progress, and peace of mind may hinge on how they are rated. Thus alone should make it somewhat difficult to rate performance, even more problematic, however, are the numerous structural problems that can cast doubt on just how fair the process is.

Sison (1991) states that the evaluation of the employee's performance on the job is one of the oldest and most universal practices of management in employees' relations. In many cases, the evaluation is informal, unsystematic, and unrecorded. Good employees generally want to know how they are doing, what is expected of them, how well they are meeting those expectations, how they can improve, and what their supervisors think about the way they are doing their work. Workers consciously or unconsciously evaluate themselves and their co-workers and compare themselves with their colleagues.

Without a systematic method of evaluating employee performance, there is a danger that the judgment of supervisors might be based upon incomplete knowledge or be influenced by prejudice.

While there is a general acceptance of the objectives of performance appraisal, there still exists widespread resistance against the traditional method, ranging from apathy to complaints

.According to Richard Henderson as cited by Sanchez (1990), the numerous specific errors that have resulted in such resistance are (1) Halo effect. This is the tendency of raters to generalize the excellence along one performance



factor by increasing ratings along most if not all other factors. (2) Horn effect. This is the opposite of halo effect, when raters are influenced by unsatisfactory or unacceptable performance along one factor, to the extent that the rater is likewise be given low ratings in other factors.(3) Central Tendency. This refers to the tendency of some raters to judge performance of most of their subordinates within the average rating range. Supervisors who have to rate several subordinates at the same time and have to meet a deadline also often commit this error because of haste. (4) Leniency. This is a case where the level of tolerance of the rater is high such that he or she also gives usually high grades even to average performers. (5) Strict rating. This on the other hand, is a case where the standards of the rater are higher than normal or too high. (6) Latest behavior. During the scheduled rating time, there are possibilities that ratings given to a subordinate are based on latest observed behavior or impressions. (7) Initial impression. Some raters are often influenced by their first impression of the ratee to the extent that the formers performance appraisal of the latter maybe colored by initial impression. (8) Prejudice or bias.(9) Politics. Some supervisors are prone to communicate to their boss's only conformation that the latter want to hear. (10) Embarrassment avoidance. Many raters may have the need to avoid embarrassment by giving to their superiors only such information that is favorable about the formers' unit. (11) Indecisiveness. One of the most common problems in appraisal is the rater's inability to make a categorical judgment on the level of acceptability of a rater's



performance, whether satisfactory or not. Such indecisiveness often results in the “central tendency error”.

The structures and formats used in many performance appraisal systems today are themselves the sources of significant problems in rating as Ambrose (1990) said. There should be more differentiation in order to make criteria more applicable to specific jobs.

Some problems in the implementation of the PAST as found by Ocampo (1987) are: difficulty of teachers to justify their ratings with the use of explanatory statement, the setting up of performance targets involves many paper work and it is time consuming on the part of the administrators, inability of teachers to work out their performance appraisal rating sheets and the inadequate background of knowledge and information on the PAST and negative attitude toward the evaluation instrument.

Toyoken (2002) found in her study that both teachers and administrators perceived the contents of the performance rating tool as much understood. The perception of teachers and administrators do not differ significantly. The rating tool is accomplished through self-rating with review but without post conference. There are no follow-ups done after the accomplishment of the rating form. Setting up targets was perceived to be a difficulty, however, majority perceived it to be moderately difficult. This study is different from the present study in terms of respondents and locale of the study. Toyoken looked into how the respondents



perceive the performance rating form as a tool in gauging the performance of teachers while the present study looks into the perceptions of the teachers on the extent of effectiveness of the Performance Appraisal System for teachers.

Teaching Performance in Relation to Certain Variables

Previous studies conducted carry valuable insights on the variables used in this research which are age, sex, civil status, educational qualification and length of service.

The findings of Palma (1999) showed that the teachers differ in age, sex, civil status, educational attainment, length of service; number of children and ages of children. The ratio of socio-economic profile of teachers does not affect their teaching performance except in the number of children which has a significant effect.

Guillermo (1996) in her analysis of the performance ratings of elementary school teachers in Laoag City found that performance rating was closely related or dependent upon educational attainment. Other variables like age, sex, length of service did not affect performance ratings of the teachers.

Conceptual Framework

The research is based on the concept that teachers engage in a myriad of activities which are specifically involved in directing or facilitating learning in the classroom. But they also perform activities outside the classroom; help plan



curricula and curriculum guides, take part in the supervision of activities, participate in parent-teacher organizations, be involved in committee assignments, attend conferences and teachers' meetings and so on. (Aquino 1988)

According to Zulueta, F. M. and Guimbatan, K. L. (2002), teachers are often viewed as the most important variable in the classroom. Hence, anything that concerns them must have an intelligent appraisal.

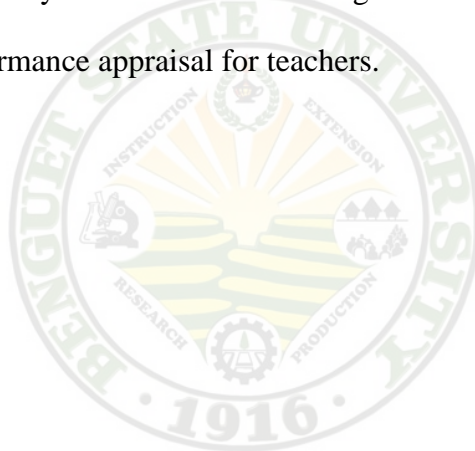
This study on the assessment of the Performance Appraisal System for Teachers in the Division of Baguio City has been conceived to focus particularly on the teachers' perceptions on the extent of effectiveness, the degree of seriousness of the problems encountered by the teachers as they rate themselves and suggestions in order to further improve the rating tool. It presents a conceptual framework in Figure 1 which will provide the direction for the study. This operational paradigm includes three sets of variables. These are the independent, dependent and intervening variables.

The independent variables which are presumed to influence the dependent variables include the (1) Instructional Competence which is composed of four major components which are (A) Lesson Planning and Delivery, (B) Technical Assistance (for master teachers only), (C) Learner's Achievement and (D) School, Home and Community Involvement. (2) Professional and Personal Characteristics, (3) Punctuality and Attendance, (4) Plus Factors and suggestions to improve the Performance Appraisal System for Teachers (PAST) and the



conduct of the evaluation.

This study assumes that the intervening variables such as (A) the teachers' profile as to gender, civil status, age, educational qualification, current position, and number of years in the service and (B) problems encountered in rating themselves according to the performance indicators produce the impact upon the dependent variables. These dependent variables are: (A) extent of effectiveness of the performance appraisal system for teachers and level of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the performance appraisal for teachers.



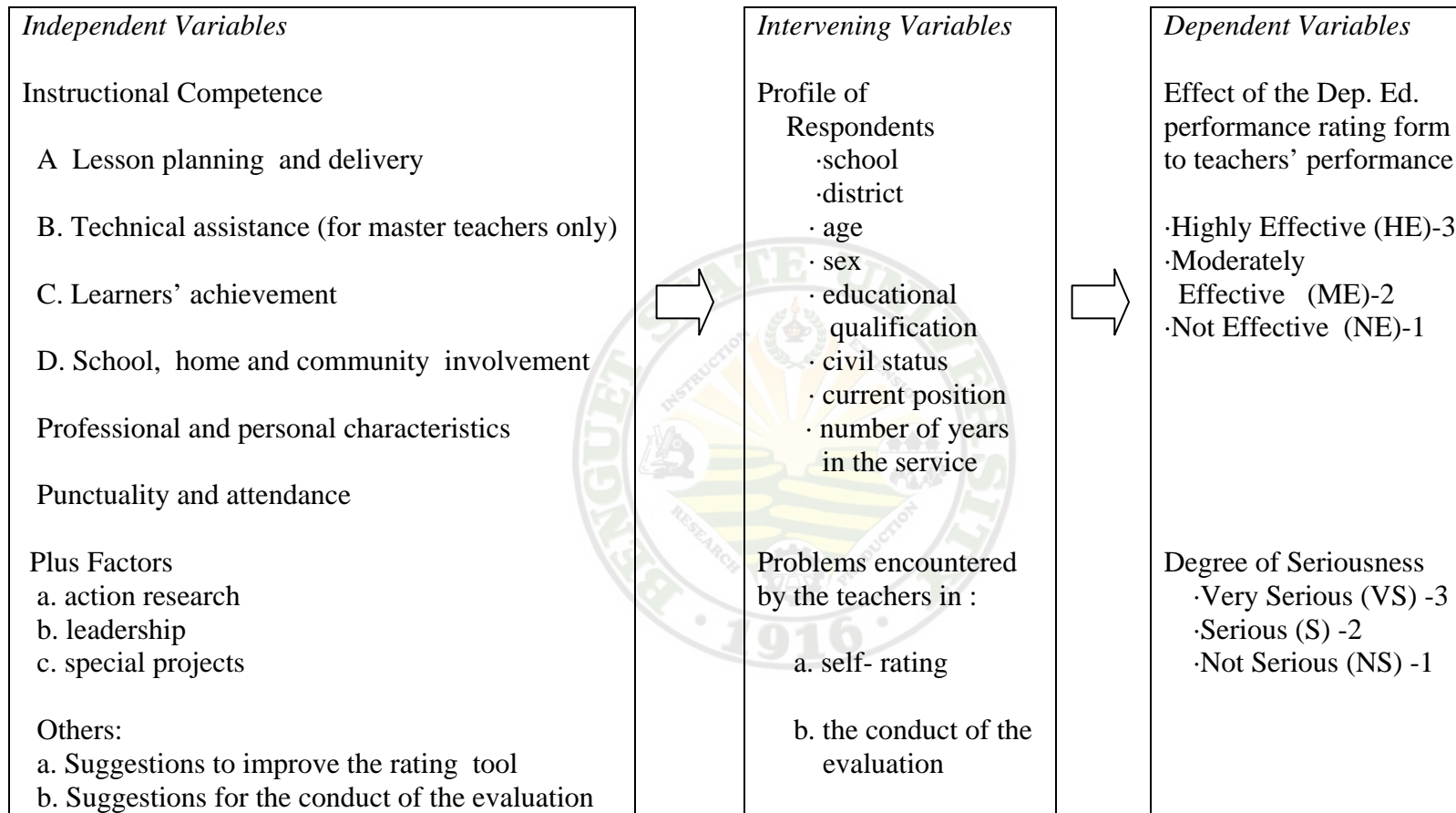


Figure 1. Paradigm showing the relationships of variables

Definition of Terms

For the purpose of clarification and better understanding of the study, the following terms are defined as used in the study.

Central Schools. These are schools located in main parts of the city where the schools are located. .

Current Position. It is the academic status presently occupied by the respondents. They maybe Teacher I, Teacher II, Teacher III, or Master Teacher,

Degree of effectiveness. This refers to how well Dep. Ed's Performance Appraisal System can gauge the performance of a teacher as to either highly effective (3), effective (2), not effective (1).

Educational Qualification. It is the highest degree obtained by the respondent. The degree maybe Bachelor of Arts, Bachelor of Science, Master of Arts, Doctor of Education or Doctor of Philosophy.

Instructional Competence. This refers to the ability of the teacher to prepare and deliver lesson plans, improve learner's achievement and involve herself/himself in school, home and community activities.

Leadership. These are the activities done by the teachers such as providing assistance to co- teachers in improving their teaching competence, serving as consultant in the preparation of supplementary instructional materials, assisting school administrators in planning and managing in-service trainings and serving as demonstration teachers.

Learner's Achievement. This refers to the number of percentage of pupils who reached the target or even surpassed it.

Master Teachers. They are the teachers next in rank to Teacher III. These teachers provide assistance to teachers in improving their teaching experiences, assists in the preparation of instructional materials and in the conduct of in-service trainings and serves as models to the other teachers in their school.

Number of Years in Teaching. It refers to how long the respondents have been teaching. They might have taught for 1-5 years, 6-10 years, 11-15 years, 16-20 years or 21 years and above.

Non-Central Schools. It refers to schools which are located in the different barrios but far from the business central district.

Outstanding. It refers to a rating with a numerical value of 8.60-10 based on the performance rating tool.

Performance Appraisal. It is the process of observing and evaluating an employee's performance, recording the assessment, and providing feedback to the employee.

Performance Appraisal System for Teachers. The term is abbreviated (PAST). It refers to the evaluation instrument issued for determining the performance of teachers based on the guidelines of Dep. Ed. Order Number 27, Series 2002.

Performance Rating Form. It refers to the form accomplished by teachers at the end of each term (November and April). The form includes instructional competence, professional and personal characteristics, punctuality and attendance and plus factors.

Plus Factor. This refers to the activities or accomplishments not included in the first three areas of concern; this includes researches conducted, leadership and special projects.

Poor. This refers to the numerical grade of the teachers with its descriptive equivalent.

Punctuality and Attendance. It means how well the teacher follows the working hours set by the department of Education.

Satisfactory. It refers to the rating with a numerical value of 4.60-6.59.

Socio-economic Profile. This refers to the gender, civil status, age, highest educational attainment, current position and number of years of the respondent in teaching.

Suggestions. This refers to the opinions and ideas of the respondents which will help improve the rating tool.

Target. It means the number of percentage of pupils aimed by the teacher to attain or even surpass a certain grade. It is usually done at the beginning of the school year.

Teacher. A Dep. Ed. employee whose major job is to teach the subject required by Dep. Ed. He/She may be Teacher I, Teacher II, Teacher III or Master Teacher.

Technical Assistance. This refers to any help given by the master teachers to their co teachers in improving teaching competence, preparing prototype instructional materials for use, assisting in the conduct of in-service trainings/conferences and serving as demonstration teachers.

Unsatisfactory. This is the rating with a numerical value of 2.60- 4.59.

Very Satisfactory. It is the rating with a numerical value of 6.60-8.59.

Hypotheses of the Study

The research put forward the following hypotheses for verification.

1. The socio-economic profile of the respondents varies.
2. The extent of effectiveness of the Performance Appraisal System for Teachers is significant.
3. There is a significant difference on the perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers along gender, age, civil status, educational attainment, current position and years in teaching.
4. There is a significant effect on the degree of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the Performance Appraisal System for Teachers.

METHODOLOGY

Location of the Study

The study was conducted in three central and three non- central schools in the city of Baguio which are located in the midst of the mountainous province of Benguet. It is the lone city of the entire Region of Cordillera. The temperature in this city is cold and it is the main reason why it is called the Summer Capital of the Philippines. Figure 1 shows the map of the location of the schools under the study.

Respondents of the Study

The respondents of the study are 225 permanent teachers of public elementary schools of Baguio City. Baguio City has 36 complete public elementary schools with almost 750 permanent teachers. Two schools represented each district. One of which is a central school while the other, a non central school. Thirty percent of the total population of teachers provided the much needed information for the study. These teachers maybe Teacher I, Teacher II, Teacher III, or Master Teachers. All the teachers from the three central schools of Baguio and all the teachers from the selected three non central schools served as respondents of the study. The fish bowl technique was used to select which non-central school will represent each district.



Table 1. Respondents of the study

DISTRICT/SCHOOL	NUMBER OF TEACHERS
District I	
1. Baguio Central School	70
2. Pacday Quino Elem. School	20
District II	
1. Quezon Elem. School	25
2. Fort Del Pilar Elem. School	33
District III	
1. Lucban Elem. School	57
2. Bonifacio Elementary School	20
Total Number of Teachers	225



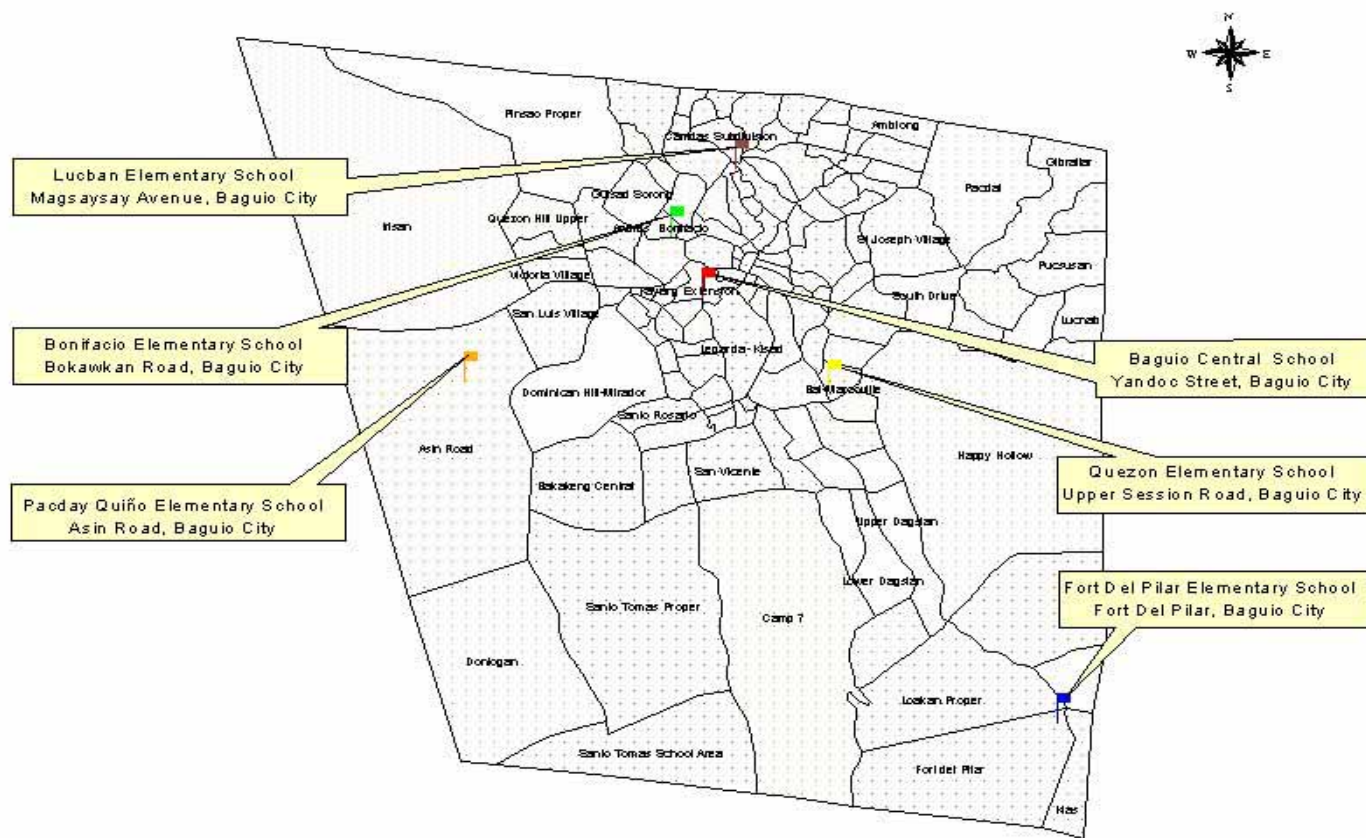


Figure 2. Map showing the location of the study

Instrumentation

The study made use of the descriptive-survey method with questionnaire as the main instrument in gathering the data. The questionnaire has four parts, namely; profile of the respondents, extent of effectiveness of the Performance Appraisal System for Teachers, level of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the Performance Appraisal System for Teachers, the conduct of the evaluation, and suggestions for the improvement of the rating tool. Part I, the personal profile includes, name (optional), school, district, gender, age, civil status, educational background, current position and number of years in teaching. Part II concerns the extent of effectiveness of the Performance Appraisal System for Teachers. Part III contains the level of seriousness of the problems encountered in rating themselves according to the performance indicators in the PAST and the conduct of the evaluation form. Part IV consists of some suggestions for the improvement of the PAST as well as the manner of the conduct of the same.

The performance appraisal system for teachers is composed of four major areas: instructional competence, professional and personal characteristics, punctuality and attendance, and plus factors.

Gathering of Data

The researcher asked permission from the City Schools Superintendent to conduct the study and distribute the questionnaires to the different schools. When



it was approved, she asked permission from the District Supervisors and principals to administer the questionnaires before she personally distributed the survey questionnaires to the teachers. She personally retrieved them.

Statistical Treatment of the Data

The data gathered in the study were presented in tables, classified and analyzed. The statistical treatments were presented according to the objectives of the study.

Frequency counts, weighted mean and chi-square test, t- test, Friedman-Rank test were used to analyze the data.

The 0.05 level of significance was used as the criterion point for the acceptance or rejection of the study.

Validity of the Instrument

Some items in the questionnaire were formulated by the researcher based on his experiences, readings from various materials pertaining to teaching performance, and interviews from other teachers.

The draft of the instrument was presented to the adviser and the members for comments and suggestions. Corrections were noted prior to its final draft. The questionnaire was pre-tested among all the teachers at Magsaysay Elementary School to test its validity.



RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the gathered data. Specifically, it presents the discussion on the socio-economic profile of the respondents; perception of teachers regarding the extent of effectiveness of the Performance Appraisal System for Teachers (PAST), the differences of the perceptions of the respondents on the extent of effectiveness of the PAST along gender, age, civil status, educational attainment, current position and years in teaching, the degree of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the performance appraisal, the conduct of the evaluation and some suggestions to improve the rating tool and on the conduct of the evaluation.

Socio – Economic Profile of the Respondents

Table 2 shows the socio-economic profile of the respondents that includes gender, civil status, age, educational attainment, current position and number of years in teaching.

Among the six schools of the Division of Baguio City, there are more female teachers over the male teachers as shown in the chi-square computed value of 129.96 as compared to the tabular value of 3.841 at five percent level of significance. It means that there is a significant difference of the gender of the respondents.



Table 2. Socio-economic profile of respondents

	Bonifacio Elem. School	Fort Del Pilar Elem. School	Pacday Quiño Elem.School	Baguio Central School	Lucban Elem. School	Quezon Elem. School	Total	Statistical Analysis
Gender								
Male	3	2	3	9	3	7	27	$X^2_c = 129.96$
Female	17	31	17	61	54	18	198	$X^2_{0.05} = 3.841$
Total	20	33	20	70	57	25	225	Significant
Civil Status								
Single	4	2	2	14	3	8	33	$X^2_c = 237.12$
Married	16	30	18	51	52	16	183	$X^2_{0.05} = 3.841$
Widowed/Separated	0	1	0	5	2	1	9	Significant
Total	20	33	20	70	57	25	225	
Age								
24-30	1	6	4	8	3	10	32	
31-35	9	7	3	12	3	6	40	
36-40	5	9	7	19	8	2	50	$X^2_c = 6.86$
41-45	0	8	5	9	25	3	50	$X^2_{0.05} = 9.488$
46 up	5	3	1	22	18	4	53	Not Significant
Total	20	33	20	70	57	25	225	
Educ'l. Attainment								
BS	6	11	7	17	7	6	54	
BS with MA	5	18	10	37	35	9	114	$X^2_c = 173.51$
MA/MS	7	3	2	11	13	8	44	$X^2_{0.05} = 9.488$
MA with Doc. Units	2	0	1	3	0	0	6	Significant
Ed. D./Ph.D.	0	1	0	2	2	2	7	
Total	20	33	20	70	57	25	225	
Current Position								
T-1	9	16	10	30	12	13	90	
T-2	4	9	4	15	5	7	44	$X^2_c = 130.23$
T-3	6	6	6	21	35	2	76	$X^2_{0.05} = 9.488$
MT-1	1	2	0	4	5	1	13	Significant
MT-II	0	0	0	0	0	2	2	
Total	20	33	20	70	57	25	225	
Years in Teaching								
1-5 yrs	4	5	3	19	5	12	48	
6-10 yrs	9	10	9	16	6	6	56	$X^2_c = 9.34$
11-15yrs	4	11	8	15	9	3	50	$X^2_{0.05} = 9.488$
16-20 yrs	1	2	0	8	18	0	29	Not Significant
21 yrs up	2	5	0	12	19	4	42	
Total	20	33	20	70	57	25	225	



Teaching in the public elementary schools of Baguio is dominated by females. The finding implies that male perspective is becoming a rarity among teachers.

The finding is in consonance with the article of Walden (2003) on “Up the Career Ladder” which states that even if men do go into a career in education, they don’t always stay in the classroom. Many choose to go into administration.

Castro (1996) however, revealed in his study that the male teachers were motivated to enter the teaching profession on four areas namely, psychological, social, intellectual and financial. Those whose parents have higher educational attainment and those with average high school grade, value more the teaching profession than the low and middle income groups and those whose parents attained elementary and high school level only and those who got a grade of outstanding, above average and fair.

Finally, Virgilia (1985) revealed in his study as cited by Castro that there are also reasons on the part of the female teachers why they remain in the teaching profession. The respondents rated love of teaching and because of stability with 100%, it helps and support the family and teaching has prestige and reputation with 98%, it is a dignified profession with 97%, very challenging job with 98%, wanting to serve the country with 90%, making the youth children of God with 88%, and for the satisfaction of fulfillment with only 82%.

Along civil status, teachers differ significantly as shown in the computed



chi-square value of 237.12 which is higher than the tabular value of 3.841 at 0.05 level of significance. The dominance of married teachers is true to all the six schools. The result can be attributed to the age of the teachers. As the table also shows, most of the teachers are within the age bracket of 24 and higher. As cited by Montemayor (2004), Erik and Erickson, a psychoanalytic theorist, describes this stage as generative and the sense of stagnation, where one of the social expectations is to be married and form his/her own family.

Majority of teachers range in age from 46 and above followed by 38 to 45 years. Teachers aged 24-30 years represent the least number. As shown in the table, the tabular value of 9.488 at five percent level of significance is greater than the computed chi square value of 6.96. It means that there is no significant relationship of the number of respondents per age bracket.

This findings imply that majority of the respondents are old. It could be inferred that most of the teachers grow old in their teaching profession. .

According to educational attainment, majority of the respondents have started working with their Masters Degree. Only a few are able to finish their Masters Degree. Those who finished their BS and did not pursue their graduate studies are these teachers who are new in the service. Still others have been in the service for a long time but have lost interest to go back to school. This finding supports the findings of Daodao (2000) in her study concerning the problems in the pursuit to higher education as added financial responsibility, feelings of



incompetence to meet requirements, tight and flexible work schedule and poor quality time to spend with family for not pursuing education.

It goes with the findings of Mina (2005) who believes that education is still needed after many years of teaching. This can be done through training, seminars, and pursuing higher education. From time to time, changes will occur in the educational system as people do in a changing world. It is worth knowing that educational development is the key to person's door to prosperity.

The teachers differ significantly in their academic rank. The difference is indicated by the computed value which is higher than the tabular value at five percent level of significance. This finding could be attributed to the educational attainment of the teachers that most of the teachers whether young or old have only complied with the minimum requirements to be promoted to the next academic rank. This finding refutes the study of Laureta (1999) on professional advancement of public elementary teachers of Santol, La union and La Trinidad which revealed that these teachers were highly motivated to upgrade their teaching skills. They were moderately motivated to prepare for promotion, by their peers, relatives and friends, to upgrade salary range, to acquire prestige, inspired by school head, to qualify to teach in colleges and universities and to avail of scholarship grants.

Meanwhile, few teachers are able to finish their graduate studies. This finding could be attributed to lack of support from family members and



administrators, high tuition fee rates and the high cost of living these days. In addition, the finding is supported by (Laureta 1999) who pointed out that lack of funds, heavy teaching loads, lack of time, little opportunity to pursue professional advancement, presence of schooling dependents, distance from school for graduate studies, loss of interest, and difficulty in thesis writing are some reasons for not pursuing graduate studies.

According to years in teaching there is a slight decrease for the number of teachers who taught for 16-20 years. This could be due to the opening of teaching jobs in other countries wherein recently, many of the teachers left the country to work as teachers abroad. As shown in the table, the tabular value of 9.488 at five percent level of significance is lesser than the tabular value at 9.34. The result implies that the number of years rendered by the respondents in teaching do not vary significantly. This finding could be attributed to the staffing pattern wherein when someone retires; the number of teachers to be hired will not be more than those who retired.

Perceptions of Teachers on the Extent
of Effectiveness of the Performance
Appraisal System for Teachers

The perceptions of the teachers on the extent of effectiveness of the Performance Appraisal System for Teachers are shown in Table 3. The result of the X^2_r test indicates that the respondents significantly differ in their



Table 3: Perceptions of teachers on the extent of effectiveness of the Performance Appraisal System for Teachers

PERFORMANCE INDICATORS	EXTENT OF EFFECTIVENESS				
	HE (3)	E (2)	NE (1)	WM	DE
<i>I. Instructional Competence</i>					
<i>A. Lesson Planning and Delivery</i>					
1. Formulates/adopts objective of lesson plan.	143	82	0	2.64	HE
2. Selects content and prepare instructional materials/teaching aids.	139	86	0	2.62	HE
3. Selects teaching methods/strategies	150	73	2	2.66	HE
4. Relates new lesson with previous knowledge/skills	155	70	0	2.69	HE
5. Provides appropriate motivation	153	128	0	2.81	HE
6. Presents and develops lessons	151	73	1	2.67	HE
7. Conveys ideas clearly	143	82	0	2.64	HE
8. Utilizes the art of questioning to develop higher level of thinking	134	91	0	2.59	HE
9. Ensures pupils/students' participation	148	77	0	2.68	HE
10. Addresses individual differences	133	90	2	2.58	HE
11. Shows mastery of the subject matter.	156	69	0	2.69	HE
<i>Assessment</i>					
12. Diagnosis learner's needs	142	82	1	2.63	HE
13. Evaluates learning outcomes	147	78	0	2.65	HE
14. Assesses lessons to determine desired outcomes within the allotted time	135	90	0	2.60	HE
<i>Management of Time and Learning Environment</i>					
15. Maintains clean and orderly classroom	158	67	0	2.70	HE
16. Maintains classroom conducive to learning	156	67	2	2.68	HE
Average				2.66	HE

Table 3. Continued. . .

PERFORMANCE INDICATORS	EXTENT OF EFFECTIVENESS				
	HE	E	NE	WM	DE
B. Technical Assistance (for master teachers only)					
1. Provides assistance to teacher in improving their teaching experiences	10	5	0	2.67	HE
2. Prepares prototype instructional materials for use	9	6	0	2.60	HE
3. Assists in the conduct of in-service trainings	8	7	0	2.53	HE
4. Serves as demonstration teacher on innovative teaching techniques, classroom management and materials development.	9	6	0	2.60	HE
Average				2.60	HE
C. Learner's Achievement					
1. Improves learner's achievement level	138	87	0	2.61	HE
D. School, Home and Community Involvement					
1. Organizes and maintains functional homeroom PTA	121	100	1	2.54	HE
2. Conducts homeroom PTA meetings to report learner's progress	122	99	4	2.52	HE
3. Disseminate policies, plans, programs and accomplishments to the schools' clientele	119	105	1	2.52	HE
4. Participates in community projects and in civic organizations	88	128	9	2.35	E
5. Encourages involvement of parents in school programs and activities	118	106	1	2.52	HE
Average				2.49	E

Table 3. Continued ...

PERFORMANCE INDICATORS	EXTENT OF EFFECTIVENESS				
	HE	E	NE	WM	DE
<i>II. Professional and Personal Characteristics</i>					
1. Decisiveness	162	63	0	2.72	HE
2. Honesty/Integrity	170	54	1	2.75	HE
3. Dedication/Commitment	171	53	1	2.76	HE
4. Initiative/Resourcefulness	166	58	1	2.73	HE
5. Courtesy	166	58	1	2.73	HE
6. Human Relations	173	51	1	2.76	HE
7. Leadership	145	79	1	2.64	HE
8. Stress Tolerance	143	79	3	2.62	HE
9. Fairness/Justice	170	54	1	2.75	HE
10. Proper Attire/Good Grooming	160	62	3	2.69	HE
Average				2.72	HE
<i>III. Punctuality and Attendance</i>					
Punctuality- Number of times tardy during the rating period	148	73	2	2.63	HE
Attendance- Number of days absent during the rating period	148	63	9	2.62	HE
Average				2.63	HE
<i>IV. Plus Factors</i>					
Researches Conducted, Leadership Special Projects	73	128	24	2.22	E

$$X^2_r = 12.286 *$$

$$X^2_{0.05} = 5.991$$

* Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.0 – 1.49	Not effective (NE)

perception of the extent of effectiveness of the Performance Appraisal System for Teachers as indicated by the higher computed value of 12.286 as compared to the tabular value of 5.991 at 0.05 level of significance. The hypothesis that the extent of effectiveness of the Performance Appraisal System for teachers is significant is therefore accepted. The finding means that teachers differ in their perceptions on the extent of effectiveness of the Performance Appraisal System for Teachers.

Instructional competence and provides appropriate motivation tops the average weighted mean. Coming up next is maintains clean and orderly classroom followed by relates new lesson with previous knowledge /skills and shows mastery of the subject matter. Participates in community projects and in civic organizations got the lowest weighted mean of 2.35. On the average, all performance indicators under instructional competence are perceived by the teachers to be highly effective with an average weighted mean of 2.66. This means that teachers are highly aware of their roles in attaining Dep Ed vision of providing a school system where teachers and principals achieve the desired learning outcome not only because they are empowered, competent and accountable but because they care.

The performance indicators under school, home, and community involvement were perceived by the teachers as effective with an average weighted mean of 2.49. This finding could be attributed to the problems encountered by teachers in parent involvement programs. Only few parents are actively involved

in school community activities. This finding is in consonance with the idea of Honig (1990) that some parents are uninvolved or disinterested due to personal problems, parental fears, difficulty in seeing self as educator and responsible person in the life of a child. The findings of Agnaonao (1999) on her study about the role of parent-teacher-community association on pupil development are in contrast with this finding. The home factor, pupil factor, teacher factor, and community factor have significant effect of the attainment of the objectives of the parent-teacher-community association.

Table 3 also reveals that teachers perceived the performance indicator on participates in community projects and in civic organizations the lowest in rank with an average weighted mean of 2.35. This finding could be attributed to the multifarious roles of teachers and they barely have time to participate in community projects and in civic organizations. Most teachers are overloaded, thus, they do not have much time for other activities. This study is in contrast with Lamug (2003) who said that educators must concern themselves not only with the psychology of children but also with the sociology of human behavior. The effect of the family, neighborhood and community upon young people is demanding more increasingly more attention. No individual develops apart from the culture in which he lives. Every man is the product of his time and place. In order to understand the children, to plan daily activities intelligently, and to work successfully with parents, teachers must know the social forces that shape the

community.

Under professional and personal characteristics of teachers, dedication/commitment tops the weighted mean followed by honesty/integrity and fairness/ justice. Stress tolerance got the lowest weighted mean followed by leadership and proper attire/good grooming. Expectedly, teachers perceived all the performance indicators to be highly effective with an average weighted mean of 2.72. The results could be attributed to the fact that the performance indicators under personal and professional characteristics are necessities for a teacher to be able to perform his functions and responsibilities as a teacher. This finding confirms the idea Danao (1991) when he talked about the tremendous impact of a teacher to the children considering the thousands of hours she spends with her pupils in the course of her professional career. Therefore, she must accept her role in sharing, knowledge and in giving insight into the possible guidance and experiences that will enable pupils to grow and develop toward intelligent and wholesome maturity.

Further, this finding supports the idea of Aquino (2002) in his article on Enhancing the Teacher's Personal Effectiveness for Effective Teaching and Learning that pleasing personality enhances the personal effectiveness of a teacher and commands the respect of her pupils, fellow teachers, superiors, and the community. Other factors such as good grooming, well-modulated voice, sense of humor, devotion to duty, professional growth and fairness also enhance

the teachers' personal effectiveness for effective teaching and learning.

Along punctuality and attendance, the average weighted mean of 2.63 reveals that teachers perceived this performance indicator as highly effective in gauging the performance of teachers. This implies that teachers play important roles in the teaching – learning process. Thus, their absence paralyzes the learning process.

The findings of this study supports the idea of Sabbaluca (2003) that unauthorized absences, early departures, extended breaks or slow downs redounds to low production and detergent in the quest for quality education.

Plus factors are perceived by teachers to be effective. Among all the performance indicators in the performance rating form, plus factors were given the lowest weighted mean of 2.22. This finding could be attributed to the number of pupils they have with a lot of activities other than teaching to attend to. Majority of the respondents is also married with families to attend to so they do not have much time to conduct researches, and perform special projects. This finding supports the finding of Surasak (2000) that in private schools, they have lesser number of pupils so they have more time to conduct researches. In the public schools, they cannot deny enrollment, and so, they have no time for research. Teachers pointed out that they recognize that research helps them discover new approaches, methods and techniques in teaching.

This study supports the idea of Bautista (1993) when he said that let the

teacher teach and teach: keep away from too much paper work and other intervening activities during teaching days, and provide her with technical assistance if necessary.

Furthermore, the findings of Toyoken (2002) revealed that the area on plus factors was fairly understood which indicates the lack of knowledge on plus factors, lack of time in earning plus factors due to additional activities and backing for special projects.

Respondents' Perceptions on the Extent
of Effectiveness of the Performance
Appraisal System for Teachers as
to their Socio-Economic Profile

Gender

Table 4 shows the differences of the perceptions of the respondents according to gender on the extent of effectiveness of the Performance Appraisal System for Teachers.

Based on the chi-square test, the computed value of 1.86 is lower than the tabular value of 2.145 at five percent level of significance. This proves that there is a significant difference on the extent of effectiveness of the Performance Appraisal System for Teachers. Therefore, the hypothesis that there is a significant difference on the perception of the respondents on the extent of effectiveness of the performance appraisal system for teachers along gender is rejected.

Table 4. Perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to gender

PERFORMANCE INDICATORS	GENDER		AWM	DE
	Male	Female		
I. Instructional Competence				
A. Lesson Planning and Delivery	2.51	2.73	2.62	HE
B. Technical Assistance (For Master Teachers Only)	2.75	2.60	2.68	HE
C. Learners' Achievement	2.33	2.70	2.52	HE
D. School, Home and Community Involvement	2.30	2.55	2.43	E
II. Professional and Personal Characteristics	2.54	2.76	2.65	HE
III. Punctuality and Attendance	2.56	2.76	2.66	HE
IV. Plus Factors	2.26	2.28	2.27	E

$t_c = 1.86^{ns}$

$t_{0.05} = 2.145$

Not Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.00 – 1.49	Not Effective (NE)

Professional and personal characteristics together with punctuality and attendance were rated by the females with the highest average weighted mean. Coming up next is technical assistance which was rated the highest by the males. Plus factors got the lowest weighted mean given by both males and females. The performance indicator on school, home and community involvement and learners' achievement was also perceived by the males to be effective while the females perceived them as highly effective.

These findings could be attributed to the subjects taught by the males such as industrial arts, agriculture and physical education. In these subject areas, pupils are usually taught hands on. Pupils usually do not finish their work within the allotted time due to lack of tools for industrial arts and agriculture.

On the other hand, females perceived all the items under instructional competence to be highly effective. The result implies that females are more receptive to suggestions and instructions than males. For technical assistance, the indicators are intended for master teachers only. The average weighted mean for males and females show that both perceive the indicators to be highly effective.

Along school, home and community involvement, males perceived the items to be effective with an average weighted mean of 2.30 while females perceived all the items to be highly effective with an average weighted mean of 2.55 except on the item on participates in community projects and civic organizations which was perceived to be effective.

This finding could be attributed to teachers' multifarious duties and responsibilities and do not have enough time to participate in community projects and civic organizations.

Expectedly, females believed the indicators under school, home and community involvement to be highly effective. This finding implies that female teachers believe that the parents in the home and the teachers in the schools should have a sympathetic understanding of one another's work. This is supported by the idea of Dela Peña (2005) that parents and teachers should labor together harmoniously to benefit the children physically, mentally, and spiritually.

Males and females perceived the performance indicators under professional and personal characteristics to be highly effective. Male teachers though, perceive initiative/resourcefulness, stress tolerance, and fairness/justice to be effective. This result could be attributed to the fact that females are more patient and resourceful than the males.

On punctuality and attendance, both males and females perceive these performance indicators to be highly effective. Attendance and punctuality are necessities for every employee in every agency. This finding supports the idea of Raymundo (1995) that teachers should be punctual for pupils expect their teachers to be models.

Male and female teachers perceived plus factors to be effective with an average weighted mean of 2.26 and 2.28 respectively. This implies that teachers

are engrossed with their roles inside the classroom and find less time for research and other extra curricular activities. The findings of this study supports the findings of Toyoken (2002) that the area on plus factors is fairly understood by the respondents. Furthermore, Ocampo's (1987) findings indicates the lack of knowledge on plus factors and the lack of time in earning points due to additional activities and backing for special projects.

Age

Table 5 shows the perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to age.

The result of the X^2_r test indicates that the respondents significantly differ on their perceptions on the extent of effectiveness of the performance appraisal system for teachers as shown by the higher computed value of 12.11 as compared to the tabular value of 9.488 at 0.05 level of significance. Thus, the hypothesis that there is a significant difference on the extent of effectiveness of the perceptions of teachers according to age is accepted. The findings imply that the age of the respondents affects their perception on the extent of effectiveness of the performance appraisal system for teachers. As one matures, he gains more experiences which will affect how he reacts and decides.

In addition, the result is similar to the idea of Anderson (1959) that in many cases the performance of older workers differed from that of the younger ones. They even differed in expectations as shown by Henricks (1959) as cited by

Table 5. Perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to age

PERFORMANCE INDICATORS	AGE RANGE					AWM	DE
	24-30	31-35	36-40	41-45	46-UP		
I. Instructional Competence							
A. Lesson Planning and Delivery	2.51	2.65	2.69	2.62	2.78	2.65	HE
B. Technical Assistance (For Master Teachers Only)	-	-	2.35	2.88	2.67	2.63	HE
C. Learners' Achievement	2.56	2.62	2.70	2.58	2.75	2.64	HE
D. School, Home and Community Involvement	2.41	2.49	2.60	2.50	2.54	2.51	HE
II. Professional and Personal Characteristics							
	2.60	2.77	2.74	2.71	2.82	2.73	HE
III. Punctuality and Attendance							
	2.75	2.78	2.66	2.60	2.63	2.63	HE
IV. Plus Factors							
	2.28	2.28	2.40	2.18	2.56	2.34	E

$X^2_r = 12.11^*$

$X^2_{0.05} = 9.488$

* Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.00 – 1.49	Not Effective (NE)

Anderson who found that younger employees had significantly higher expectations regarding salary increase than the older ones.

Civil Status

Table 6 shows the perceptions of teachers on the extent of effectiveness of the performance appraisal system for teachers according to civil status. The X^2_r test shows that the respondents differ significantly in their perceptions on the extent of effectiveness of the performance appraisal system for teachers as indicated by the higher computed value of 7.71 as compared to the tabular value of 5.991 at 0.05 level of significance. The hypothesis that there is a significant difference on the perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to civil status is therefore accepted.

The finding means that civil status affects the perceptions of the teachers regarding extent of effectiveness of the performance appraisal system for teachers. On the average, the performance indicators under instructional competence were perceived by the respondents whether single, married, widowed or separated to be highly effective. However, seven performance indicators under instructional competence were perceived by the single respondents to be effective. However, seven performance indicators under instructional competence were perceived by the single respondents to be effective. Selects content and prepare instructional materials or teaching aids, selects teaching methods or strategies, presents and

Table 6. Perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to civil status

PERFORMANCE INDICATORS	CIVIL STATUS				
	Single	Married	Widowed / Separated	AWM	DE
I. Instructional Competence					
A. Lesson Planning and Delivery	2.50	2.73	2.64	2.63	HE
B. Technical Assistance (for Master Teachers only)	2.17	2.82	3.00	2.66	HE
C. Learners' Achievement	2.58	2.69	2.67	2.65	HE
D. School, Home and Community Involvement	2.35	2.39	2.63	2.46	E
II. Professional and Personal Characteristics	2.69	2.78	2.89	2.79	HE
III. Punctuality and Attendance	2.68	2.71	2.67	2.69	HE
IV. Plus Factors	2.09	2.20	2.67	2.32	E

$$X^2_r = 7.71 *$$

$$X^2_{0.05} = 5.991$$

*Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.00 – 1.49	Not Effective (NE)

develops lessons, conveys ideas clearly, assesses lessons to determine desired outcomes within the allotted time and maintains a clean and orderly classroom were perceived by the single teachers to be effective. This finding could be attributed to the years in service of these respondents. Most of the single

respondents are new in the service. As one matures in the service, his experiences would play a great role in the realization of his goals. Expectedly, all married and widowed or separated respondents perceived all the performance indicators under instructional competence to be highly effective.

Along technical assistance which is intended for master teachers only, single master teachers perceived this indicator to be effective while the married teachers and widowed or separated perceived them as highly effective. The findings imply that married teachers and widowed or separated teachers are more aware of their role as master teachers.

Along school, home and community involvement, single and married teachers perceived the item to be effective while widowed/divorced teachers perceived the indicators to be highly effective. This finding could be attributed to the experiences of teachers with regards to homeroom parent-teachers' association. This finding supports the idea of Allen and Catron (1999) that the complexities of modern life, the presence of balancing work and family commitments, and the demands on parents' time are factors that contribute to an expanded view of parent participation.

Expectedly, all teachers regardless of civil status perceived all the performance indicators under professional and personal characteristics to be highly effective. This perception indicates that these respondents firmly believe that professional and personal characteristics play an important role

in becoming an efficient and effective teacher.

Educational Attainment

Table 7 presents the perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to educational attainment. The χ^2 test proves that the respondents regardless of educational attainment do not differ significantly in their perception on the extent of effectiveness of the performance appraisal system for teachers as indicated by the lower computed value of 5.51 compared to the tabular value of 9.488 at 0.05 level of significance. The hypothesis, that there is a significant difference of the perceptions of the respondents on the extent of effectiveness according to educational attainment is therefore rejected.

This finding could be attributed to the fact that most of the respondents belong to the same level of educational attainment. The result is negated by Carantes (1994) that educational attainment has a significant relationship on teacher performance.

On instructional competence, all teachers regardless of educational attainment perceived the performance indicators under instructional competence to be highly effective. Surprisingly “selects teaching methods/strategies” and “conveys ideas clearly” were perceived by teachers who are Bachelor of Science graduates to be effective as shown by the weighted mean of 2.49. From this finding, we could infer that most of these teachers were new in the service so they

Table 7. Perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to educational attainment

PERFORMANCE INDICATORS	EDUCATIONAL ATTAINMENT					AWM	DE
	BS	BS with MA units	MA	MA with Doc' Units	Ed. D. / Ph. D.		
I. Instructional Competence							
A. Lesson Planning and Delivery	2.57	2.69	2.58	2.68	2.76	2.66	HE
B. Technical Assistance (For Master Teachers Only)	2.75	2.68	2.60	-	-	2.68	HE
C. Learners' Achievement	2.58	2.68	2.50	2.50	2.75	2.60	HE
D. School, Home and Community Involvement	2.62	2.50	2.42	2.47	2.50	2.50	HE
II. Professional and Personal Characteristics	2.70	2.77	2.67	2.63	2.69	2.69	HE
III. Punctuality and Attendance	2.82	2.68	2.58	2.59	2.69	2.67	HE
IV. Plus Factors	2.06	2.20	2.34	2.20	2.62	2.28	E

$X^2_r = 5.51^{ns}$

$X^2_{0.05} = 9.488$

Not Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.00 – 1.49	Not Effective (NE)

have attended a few in – service trainings which were intended for teacher development. Navarro (1986) emphasized that one truism that has been proven time and again is that the teacher makes the difference. The qualities of the teacher’s interactions with his students determine to a large extent how successful or unsuccessful the results of his efforts are. It is therefore important that a teacher understands clearly what he should do to bring about desirable learning to the students. He should be proficient in the skills necessary to carry out his responsibilities and tasks.

Furthermore, Licuanan (2003) pointed out that teacher development is the concern of many groups committed to the improvements of standards of education in the country. At the Basic Education level, the Department of Education, higher education institutions with teacher education departments, non-governmental organizations and civic groups have become increasingly active in the in-service training of teachers in order that those already in the teaching profession can improve themselves as teachers and thus more effectively become a truly positive force in the development of students.

On technical assistance which is intended for master teachers only, the table shows that there are no teachers who finished their Master of Arts degree with doctoral units and those who finished their doctoral degree. It means that it is not a requirement for being a master teacher. On the average, the table shows that these master teachers perceived the performance indicators under technical

assistance to be highly effective except on assists in the conduct of in-service trainings which was perceived to be effective by the Bachelor of Science graduates and prepares prototype instructional materials for use which was perceived by the teachers who had some MA units to be effective. These could be attributed to the fact that most master teachers handle advisory classes and are engaged in much paperwork. This finding is different from Alimba (2002) where she found out that administrators perceived that utilization of master teachers in every school to assist other teachers in their instructional needs as one of the best strategies. Furthermore, she said that the master teachers' role is to provide assistance to their peer in their classroom work so they can improve the quality of their teaching.

Surprisingly, performance indicators under School, Home and Community Involvement got the lowest weighted mean given by all respondents. All respondents except those who had doctoral units and those who finished their doctoral degree perceived these indicators to be effective. The perceived difference in the extent of effectiveness of the performance indicator "Home, School, and Community Involvement" maybe attributed to the experiences of teachers with groups of parents that they have every year. Only few parents are responsive to information about parents' – teachers' meetings. This finding supports the study of Galaang (1999) on Instructional Management Skills to Primary Teachers in the Public Elementary Schools in Region I where she

mentioned the 13 problems encountered in the instructional management skills of primary teachers in the public elementary schools in region I. Lack of parents concern for the welfare of their school children in school ranked third. This finding further supports the finding of Chanao (1998) that there is no significant difference in the extent of involvement of parents and teachers in PTA activities.

Meanwhile, the average weighted mean of the perceived extent of effectiveness of the performance indicators under professional and personal characteristics ranges from 2.63 to 2.70. The results indicate that all the performance indicators are perceived by the respondents to be highly effective.

The result implies that there is no significant difference on the perceptions of the teachers in relation to educational attainment. However, teachers perceive it in different degrees. The difference is an indication that teachers' characteristics are associated problems affecting the educational system such as lack of school facilities, problems of pay scale of teachers, uncontrollable growth rate of school children, and low morale of teachers (Petilla 2003).

Meanwhile, the average weighted mean of the perceived extent of effectiveness of punctuality and attendance ranges from 2.58 - 2.98. The result implies that punctuality and attendance are highly effective in gauging the performance of teachers. This finding is the same with the idea of Dela Cruz (2006) when he said that time is so precious so teachers should stay in their classroom teaching their pupils.

The respondents perceived plus factors to be effective except those who finished their doctoral degree who perceived the indicator to be highly effective. The finding may be attributed to lack of knowledge on plus factors. Other reasons could be due to the fact that public school teachers handle big classes and are overloaded. These would hamper the teachers from doing extra work other than teaching. The finding supports the study of Ocampo (1987) where she found the area on plus factors were perceived by the teachers to be moderately effective. Further, she emphasized that some of the problems encountered are inadequate background and information as well as negative attitude towards evaluation.

Current Position

Table 8 reveals the perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to current position. The X^2_r shows that the respondents do not differ significantly on their perceptions as shown by the computed value of 3.86 which is lesser than the tabular value of 7.815 at 0.05 level of significance. The hypothesis that there is a significant difference of the extent of effectiveness of the performance appraisal system for teachers according to current position is therefore rejected. On the average, the result implies that current position of the respondents does not affect the perception of the respondents regarding the extent of effectiveness of the content of the performance appraisal system. Teacher III perceived the

Table 8. Perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to current position

PERFORMANCE INDICATORS	CURRENT POSITION					
	Teacher I	Teacher II	Teacher III	Master Teacher	AWM	DE
I. Instructional Competence						
A. Lesson Planning and Delivery	2.65	2.68	2.74	2.69	2.69	HE
B. Technical Assistance (For Master Teachers Only)	-	-	-	2.50	2.50	HE
C. Learners' Achievement	2.61	2.71	2.70	2.60	2.66	HE
D. School, Home and Community Involvement	2.50	2.59	2.46	2.61	2.54	HE
II. Professional and Personal Characteristics	2.67	2.76	2.79	2.85	2.77	HE
III. Punctuality and Attendance	2.75	2.56	2.63	2.78	2.68	HE
IV. Plus Factors	2.23	2.49	2.37	2.53	2.41	E

$$X^2_r = 3.86^{ns}$$

$$X^2_{0.05} = 7.815$$

Not Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.00 – 1.49	Not Effective (NE)

performance indicators under instructional competence to be highly effective and with the highest average weighted mean but the same group of teachers perceived the performance indicators under school, home and community involvement with 2.46 which means it is effective to them. This could be attributed to the attitude of most parents which could be due to the fact that most parents have to work and find less time to attend to PTA activities.

On punctuality and attendance and plus factors, Teacher II perceived the indicators to be effective while Teacher I, II and Master Teachers perceived the indicators to be highly effective. On the average, punctuality and attendance were perceived to be highly effective which means that teachers are aware of their roles that without them, teaching – learning process will be interrupted.

Years in Teaching

Table 9 shows the perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to number of years in teaching. The X^2 test proves that the respondents differ significantly on their perceptions on the extent of effectiveness of the performance appraisal system for teachers as shown by the higher computed value of 13.57 as compared to the tabular value of 9.49 at 0.05 level of significance. The hypothesis that there is a significant difference on the perceptions of the respondents on the extent of effectiveness of performance appraisal system for teachers is therefore accepted.

Table 9. Perceptions of the respondents on the extent of effectiveness of the performance appraisal system for teachers according to years in teaching

PERFORMANCE INDICATORS	YEARS IN TEACHING					AWM	DE
	1 – 5	6-10	11-15	16-20	21 UP		
I. Instructional Competence							
A. Lesson Planning and Delivery	2.67	2.66	2.64	2.64	2.80	2.68	HE
B. Technical Assistance (For Master Teachers Only)	-	2.50	2.94	2.00	2.73	2.54	HE
C. Learners' Achievement	2.68	2.57	2.62	2.51	2.83	2.64	HE
D. School, Home and Community Involvement	2.47	2.59	2.43	2.36	2.68	2.51	HE
II. Professional and Personal Characteristics	2.74	2.64	2.67	2.66	2.94	2.73	HE
III. Punctuality and Attendance	2.74	2.64	2.66	2.68	3.00	2.74	HE
IV. Plus Factors	2.23	2.23	2.40	2.31	2.57	2.35	HE

$$X^2_r = 13.57 *$$

$$X^2_{0.05} = 9.49$$

* Significant

Category	Statistical Limit	Description
3	2.50 – 3.00	Highly Effective (HE)
2	1.50 – 2.49	Effective (E)
1	1.00 – 1.49	Not Effective (NE)

The result implies that the number of years in teaching affects the perception of teachers regarding the extent of effectiveness of the performance appraisal system for teachers. Experience plays a great role in decision making in relation to teaching. This result supports the study of Parra (1990) as cited by Sameon II (2002) when he concluded that the greater the number of years in teaching perceived their level of teaching effectiveness better than those with fewer years in the field of teaching.

On the average, instructional competence was perceived by all respondents regardless of the number of years in teaching to be highly effective. This shows that teachers are highly aware of their roles in attaining the desired learning outcome. However, on technical assistance, it was perceived to be effective by the teachers who served 16-20 years. School, home and community involvement was perceived by teachers who served for 1-5 years, 11-15 years and 16-20 years to be effective. This finding could be attributed to too many school activities wherein teachers have to attend to. The finding is in contrast with the idea of Dela Peña (2005) that parents and teachers should continue working hand – in- hand so that school related projects be undertaken fully. Parents and teachers should always maintain open communication so that negative attitudes towards each other be settled or cleared, must be open - minded individuals so that acceptable measures be applied.

Along professional and personal characteristics, all performance indicators were perceived to be highly effective by all respondents. This shows that the

contents are necessary in order for learning to occur. Pupils, parents and co-workers would respect and trust any employee who is dedicated/committed, resourceful, courteous, fair, and can make good decisions, dresses properly and most of all with good human relations. The personality of the teacher greatly affects the teaching-learning process. This supports the findings of Toyoken (2002) that the area is accepted by the respondents in gauging the performance of teachers.

Furthermore, this finding agrees with the idea of Aquino (2002) that grooming enhances the personal effectiveness of a teacher. A well-groomed teacher is personally effective in and outside the classroom. Devotion to duty, fairness, physique, having well-modulated voice, smile, teachers' license and professional growth are among the ways of enhancing teachers' personal effectiveness.

Surprisingly, teachers who served 16-20 years in teaching perceived dedication/commitment to be effective with a weighted mean of 2.00. This is in contrast with Aquino (2002) who said that devotion to duty is a way of enhancing teachers' effectiveness. However, they perceived it to be effective and they still believed that the teaching-learning process is the greatest beneficiary in their devotion to duty.

The performance indicators on plus factors were perceived to be effective except teachers who had been teaching for 21 years and above who perceived it to

be highly effective. The finding implies that the performance indicators under plus factors should be explained thoroughly to the teachers.

Degree of Seriousness of the Problems
Encountered by the Teachers
In Self-Rating

The perceptions of teachers on the degree of seriousness of the problems encountered are presented in Table 10. The degree of seriousness of the problems encountered is expressed in the following scale: 3 – very serious, 2 – serious, 1 – not serious. As shown in the table, teachers perceived the problems to be serious.

Result of the Friedman Rank test indicates that the respondents differ significantly as to their perceptions on the degree of seriousness of the problems as shown by the computed value of 12.00 which is higher than the tabular value of 5.991 at 0.05 level of significance. Thus, the hypothesis that there is a significant effect on the degree of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the performance appraisal system for teachers and the conduct of the evaluation is accepted. The result could be attributed to the manner of the conduct of the evaluation and the attitude of the teachers in accomplishing the evaluation form.

This finding is in consonance with the idea of Dessler (2001) that no matter how well a rating procedure or instrument may have been made; the performance appraisal may be attended by errors in its use. Cabatu (1994) further emphasized that the process of evaluation especially the appraisal of performance

Table 10. Degree of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the performance appraisal system for teachers.

PROBLEMS ENCOUNTERED BY THE TEACHERS	DEGREE OF SERIOUSNESS					
	VS	S	NS	TOTAL	WM	DE
A. In self rating						
Clarity of objectives	43	94	81	218	1.83	S
Fairness of the process	46	95	82	223	1.84	S
Understanding the content of the Performance Appraisal System for Teachers	36	113	76	225	1.82	S
Subjective	33	110	82	225	1.78	S
B. The conduct of the evaluation						
Attitude in accomplishing the evaluation form	50	97	78	225	1.88	S
Manner of the conduct of the evaluation	42	106	77	225	1.84	S
$X^2_r = 12.00^*$		$X^2_{0.05} = 5.991$		* Significant		

Legend;

VS - Very Serious

S – Serious

NS – Not Serious

WM – Weighted Mean

Category	Statistical Limit	Description
3	2.50 – 3.00	Very Serious (VS)
2	1.50 – 2.49	Serious (S)
1	1.00 – 1.49	Not Serious (NS)

is a human endeavor and being a human activity at that it is frequently subject to certain errors and weaknesses. In this case, administrators should maintain objectivity to avoid faculty distrust towards evaluation.

The result shows that the degree of seriousness of the problems encountered by the teachers in rating themselves according to the indicators of the performance rating and the conduct of the same were perceived by the respondents to be serious. In addition, the result could be attributed to the manner of the conduct of the evaluation wherein regular feedback is not provided to the teachers which is intended for development purposes. It supports the findings of Toyoken (2002) that the respondents lack understanding on the process of accomplishing the rating form and not the content due to certain complexities in the manner of accomplishing the rating form. Moreover, the problem encountered is lack of orientation on the manner of accomplishing the rating form.

Furthermore, Toyoken's findings revealed that the respondents perceived the problem on subjectivity to be moderately serious, and the clarity of objectives to be fairly serious. The administrators perceived the problem on unclear objectives to be moderately serious since there were no post conferences or orientations conducted to clarify the objectives of the evaluation.

Many people attribute good performance to their own efforts and blame poor performance on other factors. These biases can be moderated if objective standards exist and the ratee is regularly provided genuine feedback. As these evaluations tend to focus on personal growth and motivation, they are best used

for developmental, rather than administrative purposes (Bowman, 1999).

These results support the study of Velasco (2006) that administrators perceived the degree of seriousness of the problems met in the evaluation of school administrators that some are not honest enough in filling in the performance rating form, neither objective nor subjective criteria for evaluation, negative attitude of the school administrators and too many portfolios to prepare. However, a bias in giving grades/evaluating school administrators is perceived not serious. Furthermore, fairness in giving of performance appraisal system for teachers is very much needed (Del Valle, 2005).

Teacher evaluation is a necessary step in ensuring good schooling. As shown, several authors have identified the importance of evaluation as well as characteristics of a good evaluation tool. Since they claim no evaluation tool is perfect, it is necessary to improve the evaluation tool, just as a person is evaluated in order to determine his strengths and weaknesses. As stated by Dessler (2001), appraisals provide the opportunity to review the employee's career plans in the light of his/her exhibited strengths and weaknesses, allows the boss and subordinates develop a plan for correcting deficiencies the appraisals might have unearthed and to reinforce the things the subordinates do correctly.

The suggestions are strengthened by Vicentino (2002) that the appraisal of a worker's performance should aim in keeping him informed of the level of achievement he has attained in accordance with the target set for him within a period as observed by the rater. It should challenge him constructively to improve

his performance by informing him how far he has gone and how much he has to do to cope with the goal, in case his pace leaves much to be desired.

Suggestions for the Improvement
of the Performance Appraisal
System for Teachers

Sixty two percent of the respondents agreed that demonstrates flexibility and being responsive are important characteristics of a good teacher. Teachers must seek to develop greater levels of understanding and to make changes when necessary. The finding supports Caluag (2003) who said that teachers should persevere in spite negative reactions and further states be flexible and learn from failure. One can always make a U – turn or build on criticism and disappointment. Another suggestion was conveys ideas clearly and accurately. A teacher must possess good communication skills and this can be enhanced through trainings, active participation during seminars and symposiums. Learning involves communication between teachers and learners. As a co-communicator, the teacher is tasked to develop student’s communicative skills for effective interaction. As shown in the table, seventy five percent of the respondents believed that positive attitude is a factor that should be rated since they believe that this is an important factors in the teaching-learning process. Further, seventy three percent of the respondents agreed that in-service trainings as part of professional development are important for every teacher. This is corroborated by the findings of (Alimba 2002) that teachers perceived that sending teachers to appropriate trainings to be

Table 11. Some suggestions to be included under each item to further improve the performance appraisal system for teachers

SUGGESTIONS	FREQUENCY	PERCENTAGE
1. Demonstrates flexibility and responsiveness	139	62%
2. Conveys ideas clearly and accurately	124	55%
II. Professional and Personal Characteristics		
3. Obedience	119	53%
4. Positive Attitude	168	75%
IV. Plus Factors		
5. Trained and coached a contestant in school level	139	62%
6. Subject area/coordinator in school	135	60%
7. In-service trainings	165	73%
Others:		
8. Functional/responsible faculty club officer	2	0.89%
9. Peacemaker teacher in the school and in the community	2	0.89%
$X^2_c = 15.024^*$	$X^2_{0.05} = 12.592$	* Significant

to be very effective.

An internet article entitled “Teachers for the 21ST Century Making the Difference” stresses the importance of professional development of teachers to quality education. It states that quality teachers are themselves learners and that

one of the eight key factors that explains differences in comparable rates of student achievement was the extent to which teachers have participated in recent intensive professional development programs. It points out a research that confirms the value of professional development where it is identified and implemented within the school context to meet the needs of their teachers and students for the continuous professional practice. Central to its effectiveness are: the support for education systems and schools to embed professional development effectively in conventional work practices; the extent to which professional development is centered on the curriculum and agreed student learning outcomes, and the willingness of teachers to take responsibility for their own professional growth, to reflect upon their practices, try new approaches and make collaborative decisions about future studies and priorities.

Furthermore, to be an effective teacher, he must be trustworthy, and can encourage good things in their co-teachers and administrators. He must have a positive attitude towards his work (Nolasco, 2006).

Trained and coached a contestant in school level and being a subject area coordinator/chairman in school level are perceived by sixty two and sixty percent respectively by the respondents as factor to be rated. These are added job assignments to teachers who work hard humbly doing their work in the classroom and are only too happy and grateful if their little deeds well done are recognized by their superiors. Praising them in the simplest way can work wonders in their attitudes toward their work. This corroborates with the finding of Alimba (2002)

that teachers are much inspired when their work is recognized because they find worth in the time, effort and even money invested in their work. Their morale is greatly located.

Moreover, fifty three percent of the teachers believed that obedience is a professional characteristic a teacher should possess. Teachers should comply with the norms of the system.

Some suggestions were given such as functional /responsible faculty club officer and peacemaker in the school and in the community were suggested by some teachers to be part of the performance appraisal. These suggestions could be attributed to the fact that being a faculty club officer would mean extra time and effort to be extended for the good of the association. Likewise, being a peacemaker at school and in the community is a part of the teachers' role in nation building. They serve as second parents and models at school. In addition, they must have respect for people, faith in their intelligence, and the willingness to enter into human relations on the basis of equality, the give and take relationships with peers and/or co-workers, parents and citizens (Sabbaluca, 2003).

Some Suggestions for the Conduct of the Evaluation

Table 12 presents the suggestions on the conduct of the evaluation. The same respondents ranked the suggestions on the conduct of the evaluation. Teachers rate themselves has an average weighted mean of 1.96. A committee

Table 12. Suggestions for the conduct of the evaluation

SUGGESTIONS	FREQUENCY			WM	DE
	1	2	3		
Teachers rate themselves.	82	70	73	1.96	P
A committee to be created to accomplish the performance rating form for the teacher instead of self-rating.	53	74	97	2.20	P
Teachers rate themselves but a committee should be assigned to validate the rating based on the performance targets prepared at the beginning of the school year.	86	85	53	1.85	P
Average Weighted Mean				2.00	

Category	Statistical Limit	Descriptive Equivalent
1	1.0 – 1.49	Very Much Preferred (VMP)
2	1.50 – 2.49	Preferred (P)
3	2.50 – 3.00	Least Preferred (LP)

should be created to accomplish the performance rating form for the teacher instead of self-rating has an average weighted mean of 2.20 while teachers rate themselves but a committee should be assigned to validate the rating based on the performance targets prepared at the beginning of the school year has a weighted mean of 1.85. Other suggestions such as teachers rate themselves with a group to assess, teachers rate themselves but the school head will validate it basing it from his records and observations. One teacher also suggests that the teacher and the principal will do the rating.

The findings imply that most public elementary school teachers of Baguio City prefer that teachers rate themselves but a committee should be assigned to validate the rating based on the performance targets prepared at the beginning of the school year.

Moreover, it supports De Leon L. and Ewen J.A. (1997) who said that appraisers other than the person's supervisor could include the employee himself/herself, peers or direct reports. Self appraisal does have problems, including a bias toward overstating personal contributions and a tendency for women to rate themselves comparable to men.

Furthermore, Chumacog (1997) found in her study that students as the direct beneficiaries of the academe and being directly in contact with teachers are observant of the behavior and capability of a teacher while the Department Head ranks second who comes as direct supervisor of the teacher while the Dean ranked 3rd, peer 4th and the teacher herself ranked the last. These persons as a whole contribute collectively in teacher evaluation where the findings would be the basis for faculty redirection and improvement for her capabilities for quality service.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was conducted primarily to assess the Performance Appraisal System for Teachers. Specifically, the study determined the present socio-economic profile of the respondents; determined the extent of effectiveness of the Performance Appraisal System for Teachers; found out the differences of the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for teachers along gender, civil status, age, highest educational attainment, current position and number of years in teaching ; found the degree of seriousness of the problems encountered by the teachers in rating themselves according to the indicators in the Performance Appraisal System for Teachers and the conduct of the evaluation; found some suggestions to further improve the Performance Appraisal System for Teachers and the manner of the conduct of the evaluation.

The study is delimited to public elementary teachers of selected schools of Baguio City during the school year 2006-2007. A total of 225 elementary school teachers of Baguio City participated in the study.

It made use of the descriptive survey method with the survey questionnaire as the main tool in data gathering.

The researcher made use of frequency count, weighted mean and ranking to describe the extent of effectiveness of the Performance Appraisal System for Teachers. To determine if there are significant differences in the perception of



teachers in the extent of effectiveness of the Performance Appraisal System for Teachers in the light of moderator variables along gender, civil status, age, educational attainment and length of service, the chi- square test of independence and Friedman-Rank test were used.

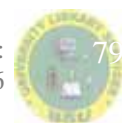
Salient findings of the study are as follows.

1. The socio-economic profile of the respondents as to gender, civil status, age, highest educational attainment, current position and number of years in teaching varies.

2. Teachers of Baguio City perceived the contents of the Performance Appraisal System for Teachers (PAST) as highly effective except for the performance indicators “participates in community projects and in civic organizations and plus factors” which were perceived by the teachers to be effective.

3. There are no significant differences on the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for Teachers according to gender, educational attainment, and current position whereas age, civil status, years in teaching, proved significant difference on the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for Teachers.

4. There is a significant effect on the degree of seriousness of the problems encountered by the teachers in rating themselves according to the performance



indicators in the Performance Appraisal System for Teachers, and in the conduct of the evaluation.

5. The following are suggestions for the improvement of the Performance Appraisal System for Teachers. In descending order according to the number of teachers who perceived the items as necessary are; positive attitude, in-service trainings, demonstrates flexibility and responsiveness, trained and coached a contestant in school level, subject area coordinator in school, and conveys ideas clearly and accurately. Other suggestions given were functional/responsible faculty club officer and peacemaker teacher in the school and in the community.

6. Suggestions for the conduct of the evaluation are: teachers rate themselves; a committee should be created to accomplish the performance rating form for the teacher instead of self-rating; teachers rate themselves but a committee should be assigned to validate the rating based on the performance targets prepared at the beginning of the school year. Another suggestion given was teachers rate themselves but the school head will validate it basing it in his records and observations.

Conclusions

Based on the findings, the following conclusions are drawn.

1. The socio-economic profile of the respondents as to gender, civil status, age, highest educational attainment, current position and number of years in teaching varies.



2. The public elementary school teachers of Baguio City perceived the Performance Appraisal System for Teachers to be highly effective. However, participates in community projects and in civic organizations and earning plus factors are perceived by the public elementary school teachers of Baguio City as effective.

3. Age, civil status, years in teaching proved to have a significant difference on the perceptions of the respondents on the extent of effectiveness of the Performance Appraisal System for Teachers. Profiles that are found to have no significant difference are gender, educational attainment and current position.

4. The problems encountered by the teachers in self- rating and in the conduct of the evaluation are perceived to be serious. The degree of seriousness of the problems encountered differed significantly as perceived by the teachers.

5. Suggestions to be included in the performance rating tool are; attendance to in-service trainings, positive attitude, demonstrates flexibility and responsiveness, trained and coached a contestant in school level, subject area/ coordinator in school level, conveys ideas clearly and accurately, obedience, functional/responsible faculty club officer and peacemaker teacher in the school and in the community.

6. Public elementary school teachers of Baguio City prefer that on the conduct of the evaluation, teachers rate themselves but a committee will be



assigned to validate the rating based on the performance targets prepared at the beginning of the school year.

Recommendations

The following recommendations are drawn from the findings and conclusions of the research study:

1. There should be continuous information, communication, explanation or seminars about the Performance Appraisal System for Teachers (PAST) so that they will be re-oriented and updated on their roles as teachers.

2. There are few teachers who finished their Master of Arts degree and Doctoral degree. All qualified and interested teachers to go on study leave should be given the chance to give them ample time to conduct their studies as stated in section 24 of the Magna Carta for public school teachers.

3. Administrators should provide opportunities for professional development to all teachers such as attendance to trainings and seminars more often.

4. A positive attitude towards ones work and towards the evaluation scheme can be developed among teachers through regular meetings or dialogues in the school level.

5. The performance rating form for teachers should include all the items that can adequately measure the aspects of the outputs of the employee as expected in accordance with his job description and targets.



6. Feedbacks regarding the work performance should be discussed among the faculty to ensure continued awareness on matters of performance evaluation.

7. Finally, a similar study with a wider scope can provide further insights and further investigations regarding the accuracy of the results of the study.



LITERATURE CITED

- AGNAONAO, M. P. 1999. The Parent-Teacher Community Association: Its Role in Pupil Development in Besao, Mountain Province. Unpublished Master's Thesis. Baguio Central University, Baguio City. P. 82.
- ALIMBA, R. S. 2002. Teacher Performance and School Effectiveness in the Public Secondary Schools in the Cordillera Region. Unpublished Dissertation. Baguio Central University, Baguio City. P. 65.
- ALLEN J. & CATRON, C. E. 1999. Early Childhood Curriculum. Upper Saddle River, New Jersey Prentice Hall, Inc. Pp. 76-77.
- ANDERSON, J. E. 1959. Psychological Aspects of Aging. Washington D.C. American Psychological Association. P. 158.
- ANDRES, T. D. 1985. Management by Filipino Values. Quezon City New Publishers. P. 198.
- AQUINO, G. V. 2000. Educational Management: Principles. Functions. Concepts. Rex Bookstore Inc.
- AQUINO, G. V. 1988. Principles and Methods of Effective Teaching. National Bookstore Inc. P. 6.
- AQUINO M. A. 2002. Enhancing the Teacher's Personal Effectiveness for Effective Teaching and Learning. The Modern Teacher. Vol. LXXXI No. 1 Pp. 9-10.
- AZANZA, P. A. 2000. Human Resources Management. JMC Press Inc. Pp. 100-111.
- BACANI, R. C. 2002. Implementation of the Revised Performance Appraisal System of the Department of Education. DepEd Order Number 27. P.1.
- BAUTISTA, G. N. 1993. Towards Quality Education in the Grade School. The Modern Teacher. Vol. XLI No. 9. P. 355.
- BOWMAN, J.S. 1999. Public Performance Management Information Access Co. <http://www.zigonperf.com/resources/pmnews/improve .pas.htm/>.



- CABATU, R. 1994. The Relationship Between Work Orientation and Employee Performance. Unpublished Master's Thesis. Saint Louis University, Baguio City.
- CALUAG, A. C. 2003. Planning a Responsive Development Program, Part 2. Philippine Journal of Education. Vol. LXXXII, No.5. P. 198.
- CARANTES, E. D. 1994. Factors Affecting Performance of Public Secondary School Teachers in Zambales. Unpublished Master's Thesis. Baguio Central University, Baguio City. P. 109.
- CASTRO, J. C. 1996. Males in the Teaching Profession: Their Motivation and Values. Unpublished Master's Thesis. Saint Louis University, Baguio City Pp. 15-17.
- CHANAO, E. A. 1998. The Role of Parent- Teacher Association in School and Community Development in Bokod District, Benguet Province. Unpublished Master's Thesis, Baguio Central University, Baguio City. P. 104.
- CHUMACOG, D. 1997. Towards Effective Faculty Performance Evaluation System for MPSPC. Unpublished Master's Thesis. Saint Louis University, Baguio City. P. 98.
- CIOCO, R.R. 2002. The Role of Teachers in Attaining DepEd Vision. The Modern Teacher . Vol. LI No.7. P.274.
- CORNEL, P. T. 2002. Teacher Development in the Elementary Schools of Region 1: It's Impact to Teacher's Performance. Unpublished Master's Thesis. Baguio Central University, Baguio City.
- CREDLIN, A. M. 1984. Case Study Research and Methods. Posted November 9,2006. <http://www.aare.edu.au/99pap/cre99398.htm>.
- DAFT, R. L. 2003. Management. 5th ed. South Western, Harcourt Inc. P. 423.
- DANAO, L. C. 1991. A System Towards Change and National Development. The Modern Teacher. Vol. XL No. 5. P. 170
- DAODAO, R. A. 2000. Factors in the Pursuit of Higher Education as Perceived by Government Nurses of Baguio-Benguet. Unpublished Master's Thesis, Benguet State University, La Trinidad, Benguet. Pp. 17-18.



- DELA CRUZ, J. A. 2006. Ten Ways on How to Become an Effective Professional Teacher. *The Modern Teacher* . Vol. LV No. 9. P. 316.
- DE LA CRUZ, S. P. 1998. Personality Traits of Teachers in the Public Elementary Schools in the Four Districts of San Carlos City. Unpublished Master's Thesis. Baguio Central University, Baguio City.
- DELA PENA, M.A. 2005. Home and School Partners in Education. *The Modern Teacher*. Vol. LIV No. 7. Pp 267-269.
- DE LEON, L. and EWEN, A.J.1997. Multisource PerformanceAppraisal: Perceptions of Fairness. Posted August 4, 2006. <http://Carbon.cudenver.edu/~Ideleon/pad5220/resources/papers/msa.htm/>.
- DEL VALLE, M.M., 2005. Quality of Performance of Elementary School Teachers of Pangasinan Elementary School. Unpublished Master's Thesis. Baguio Central University, Baguio City. P.110
- DESSLER, G. 2001. *A Framework for Human Resource Management*. 2nd ed. Pearson Education Inc. P. 165
- DOMANOG, L. E. 2005. Job Satisfaction and Work Values of Teachers in the Vicarate Schools of Mountain Province. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet. P. 56.
- GALAANG, F. P. 1999. Instructional Management Skills to Primary Teachers in the Public Elementary Schools in Region I. Unpublished Doctoral Dissertation, Baguio Central University, Baguio City.
- GUILLERMO, V. A. 1996. Factors Affecting Performance of Teachers in Western District, Tabuk. Unpublished Master's Thesis. Cordillera Career Development College, La Trinidad, Benguet. P. 75.
- HONIG, A. S. 1990. *Parent Involvement in Early Childhood Education*. Washington D.C: NAEYC.
- IMIG, D.G AND IMIG, S.R. 2006. The Teacher Effectiveness Movement. *Journal of Teacher Education*. Vo. 57. P. 167.
- LAMUG, F. A. 2003. The Role of Community in Child Development. *The Modern Teacher*. Vol. LII. No. 5. P. 179.



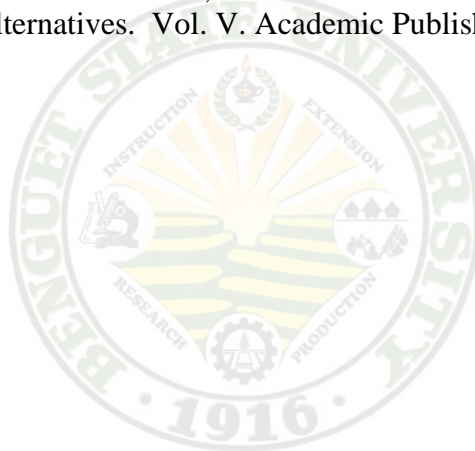
- LARDIZABAL, A. S. 1989. Principles and Methods of Teaching. Phoenix Publishing House. P. 3.
- LASLEY, T.J. 1980. As Cited by Castro. Pre- Service Teacher Beliefs About Teaching. Philippine Journal Of Education. Pp. 31-41.
- LAURETA, R. O. 1999. Professional Advancement of Public Elementary School Teachers in the Districts of Santol, La Union and La Trinidad, Benguet.
- LICUANAN, P. B. 2003. The Many Faces of Teacher Development. Philippine Journal of Education. Vol. LXXXII. P. 195.
- LOWMAN, J. Mastering the Techniques of Teaching. Posted August 14, 2006. <http://honolulu.hawaii/intrnr/committees/FocDevCom/guidableheachtip/evaluate.htm>.
- MATHESON, W.D., DYK, C. V. and MILLAR, K. 1995. Performance Evaluation in the Human Services. Haworth Press Inc. Pp. 1-2.
- MINA F. C. 2005. "Do Educators Need to be Educated". The Modern Teacher. Vol. IV No. 4. P. 138.
- MITRA, E. B. 1998. The Performance Appraisal Tool of National Power Corporation as Perceived by Section Heads and Employees. Unpublished Dissertation. Saint Louis University, Baguio City. P. 215.
- MONTEMAYOR, J. S. 2004. Teachers' Usage of Instructional technologies: Its Determinants and Effects on Learning. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet. P. 136
- NOLASCO, C. B. 2003. "The Many Faces of Teacher Development". Philippine Journal of Education. Vol. LXXXII. P. 195.
- OCAMPO, V. M. 1987. The Performance Appraisal System for Teachers as Implemented in the Division of Benguet. Unpublished Dissertation. Saint Louis University, Baguio City. P. 192.
- PALMA, M. J. 1999. Teaching Performance in Relation to Socio-economic Factors and Parenting Practices of Elementary Teachers in Buguias District. Unpublished Master's Thesis. Baguio Central University, Baguio City. P. 28.



- PARCASIO, I. G. 2005. Assessment of the Status of the Alternative Education Programs in the Cordillera Administrative Region. Unpublished Doctoral Dissertation. Cordillera Administrative Region. P. 17.
- PETERSON, K. 2000. TEACHER Evaluation: A Comprehensive Guide to New Directions and Practices. 2nd ed. California. Posted April 29, 2006. <http://www.TeacherEvaluation.net/>.
- PETILLA, J. L. 2003. A Closer Look: Problems Affecting the Educational System. *The Modern Teacher*. September . P. 138.
- PUDAY. T. C. 1997. Correlates of Teaching Performance of Teachers of Southern Tabuk. Unpublished Master's Thesis. University of Baguio, Baguio City. P. 15.
- PUTTI, J. M. 1998. *Essentials of Management: An Asian Perspective*. McGraw Hill Company Inc., Singapore. P. 429
- RAYMUNDO, A. 1995. " How to Become an Efficient and Effective Teacher". *Modern Teacher*. Vol. XLIV No. 2. July 1995. P. 56.
- SAMEON, S. B. II. 2002. Competence Performance of Instructors of Theological Schools of Baguio- Benguet and Metro Cebu. A Comparative Study. Unpublished Dissertation, Benguet State University. Pp. 169-171.
- SABBALUCA D. C. 2003. Teachers are Role Models. *The Modern Teacher*. Vol. LI No. 8. P. 313.
- SANCHEZ, A. G. 1990. *Critical Change Performance Management*. Milrose Printing Company. Pp. 33-38., P. 105.
- SISON, P. S. 1991. *Personnel and Human Resources Management*. 6th Ed. Rex Bookstore. Pp. 206-209.
- SLAVIN, R. E. 1997. 5th ed. *Educational Psychology: Theory and Practice*. Allyn and Bacon. P. 10.
- SURASAK, J. P. 2000. Teacher's Attitudes Towards the Teaching Profession in Some Selected Elem. Schools in Baguio City. Unpublished Master's Thesis. Saint Louis University, Baguio City. P.110.



- TOYOKEN, A. K. 2002. The Performance Rating Form as a Tool in Gauging the Performance of Teachers: An Assessment. Unpublished Master's Thesis. Benguet State University, La Trinidad, Benguet. P. 55
- VELASCO, W. B. 2006. Evaluation of School Administrators' Performance in the Public Elementary Schools of Pangasinan. Unpublished Master's Thesis. Baguio Central University, Baguio City. Pp. 86-87.
- VICENTINO, D. B. 2002. "Evaluation Can Make or Break a Performance." Philippine Journal of Education. Vol. LXXXI. P. 242.
- WALDEN, K. 2003. Up the Career Ladder. [http://www.gmtoday.com/news/localstories/Oct. 3, 2003.08.asp](http://www.gmtoday.com/news/localstories/Oct.3,2003.08.asp).
- ZULUETA, F. M., GUIMBATAN, K. L. 2002. Teaching Strategies and Educational Alternatives. Vol. V. Academic Publishing Corp. P. 3.



APPENDIX A

COMMUNICATIONS

Benguet State University
GRADUATE SCHOOL
La Trinidad, Benguet

June 2, 2006

ELLEN B. DONATO, CESO VI
Schools Division Superintendent
Baguio City Division, Baguio City

Dear Madam:

I am a classroom teacher at Lucban Elementary School and currently enrolled in the graduate school at Benguet State University. I am presently doing research work in connection with my thesis entitled "The Performance Appraisal System for Teachers: An Assessment".

In connection thereto, may I ask your permission to conduct the aforesaid study and distribute questionnaires to the following selected elementary schools? It is hoped that this study will contribute to the improvement of the Performance Appraisal System for Teachers.

A. District I

1. Baguio Central School
2. Pacday Quiño Elem. School

B. District II

1. Fort Del Pilar Elementary School
2. Quezon Elementary School

C. District III

1. Lucban Elementary School
2. Bonifacio Elementary School

Thank you very much in anticipation for your favorable action on this request.

Respectfully yours,

(Sgd.) **AMALIA K. MICKLAY**
Researcher

Noted:

(Sgd.) **TOMASA P. BUASEN, Ed. D.**
Adviser

(Sgd.) **TESSIE M. MERESTELA, D. Agr.**
Dean

Approved:

(Sgd.) **ELLEN B. DONATO, CESO VI**
Schools Division Superintendent



Republic of the Philippines
Graduate School
BENGUET STATE UNIVERSITY
La Trinidad, Benguet

June 3, 2006

The District Supervisor
District II
Baguio City Division
Baguio City

SIR:

The undersigned is a classroom teacher at Lucban Elementary School and presently conducting her thesis entitled: "The Performance Appraisal System for Teachers: An Assessment."

In connection thereto, she respectfully requests permission from your good office that she be allowed to administer the questionnaires to the teachers of Quezon Elem. School and Fort del Pilar Elementary School.

Thank you very much in anticipation for your favorable action on this request.

Respectfully yours,

(Sgd.) AMALIA K. MICKLAY
Researcher

Noted:

(Sgd.) TOMASA P. BUASEN, Ed. D.
Adviser

Approved:

(Sgd) ROMEO A. LINGDAS
District Supervisor



Republic of the Philippines
Graduate School
BENGUET STATE UNIVERSITY
La Trinidad, Benguet

June 3, 2006

The Principal

Baguio City

Sir/Madam:

The undersigned is a classroom teacher at Lucban Elementary School and presently conducting her thesis entitled: "The Performance Appraisal System for Teachers: An Assessment".

In connection thereto, she respectfully requests permission from your good office that she be allowed to administer the questionnaires to the teachers in your school. Hopefully, the findings of this study will help improve further the Performance Appraisal System for Teachers.

Your approval shall mean a lot in the completion and realization of this research.

Respectfully yours,

(Sgd.) AMALIA K. MICKLAY
Researcher

Noted:

(Sgd.) TOMASA P. BUASEN, Ed. D.
Adviser



June 2, 2006

Dear fellow teachers,

Blessings in Christ's name!

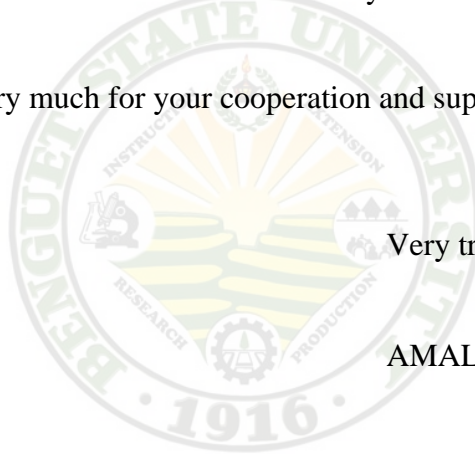
The undersigned is presently conducting a study entitled "The Performance Appraisal System for Teachers: An Assessment" as partial fulfillment of the requirements for the degree Master of Arts in Education major in Elementary Education.

She would like to enlist your help to kindly answer the attached questionnaire honestly, freely and sincerely. Rest assured that the information you provided will be treated with strict confidentiality and shall be used solely for research purposes.

I thank you very much for your cooperation and support.

Very truly yours,

AMALIA K. MICKLAY
Researcher



APPENDIX B

PAS FORM B-1

PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (PAST)

What to Rate

This Performance Appraisal System (PAS) for Teachers is a self-rating tool. It is composed of three major components (with weight assignments in parenthesis) as follows: I- Instructional Competence (70%). II – Professional and Personal Characteristics (20%) and III – Punctuality and attendance (10%).

How to Rate

Read each item carefully and rate yourself according to the specified performance indicators. Check the column corresponding to your level of performance in the accompanying Summary Rating Sheet (SRS)-PAS Form B-2. For example, in item no. I A, 'Formulates, adopts objectives of lesson plan...' when all were met, check under column 10. Do the same for the rest of the items. Enter your score under RATING.

How to Compute Rating

After rating yourself in the three major components, add all your ratings (r) for each component (c) and divide the sum by the total number of items rated (NI), and multiply by weight (w) assigned to the component ($\sum r \times w = Rc1$ or rating for component I). Do the same for components II and III. Get the total rating by adding the ratings for the three components.

The Final PAS Rating

What you did is your self-appraisal. Your over-all rating is the sum of all the ratings for the three components including the plus factor, if there is any, will be reviewed by your immediate supervisor/rater who will in turn recommend it for approval by the Schools Division Superintendent.

I – INSTRUCTIONAL COMPETENCE (70%)

A. Lesson Planning and Delivery (45% for teachers, 40% for Master Teachers)

1. Formulates /adopts objectives of lesson plan.

Objectives formulated /adopted were:

- a. specific
 - b. measurable
 - c. attainable
 - d. realistic
 - e. timely
- when all indicators were met
- when 4 indicators were met
- when 3 indicators were met
- when 2 indicators were met
- when only 1 indicator was met

10
8
6
4
2



2. Selects content and prepares appropriate instructional materials/teaching aids. Instructional materials/teaching aids and content prepared and selected were:
- a. adequate
 - b. congruent
 - c. appropriate
 - d. relevant
 - e. made of indigenous materials
- when all indicators were considered 10
 when 4 indicators were considered 8
 when 3 indicators were considered 6
 when 2 indicators were considered 4
 when only 1 indicator was considered 2
3. Selects teaching methods/strategies
 Methods/ strategies selected:
- a. were suitable to learning ability of pupils/students
 - b. provided opportunity for greater participation of the pupils/students
 - c. were varied and appropriate
 - d. maximized utilization of available audio-visual materials
 - e. generated teacher-learner/learner-teacher interaction
- when all indicators were met 10
 when 4 indicators were met 8
 when 3 indicators were met 6
 when 2 indicators were met 4
 when only 1 indicator were met 2
4. Relates new lesson with previous knowledge/skills
 New lessons were related with previous lessons/knowledge when:
- a. drill was conducted
 - b. a review/recall of previous lessons/knowledge was conducted
 - c. questions from the past and present lessons were included
 - d. informal assessment of learning was used
- when all activities were done 10
 when 4 activities were done 8
 when 3 activities were done 6
 when 2 activities were done 4
 when only 1 activity was done 2
5. Provides appropriate motivation
 Appropriate motivation was provided when:
- a. appropriate audio-visual/instructional materials were used
 - b. varied activities were utilized
 - c. pupils/students participation was enhanced
 - d. past and present lessons were related
 - e. interest of learners was sustained



when all indicators were provided	10
when 4 indicators were provided	8
when 3 indicators were provided	6
when 2 indicators were provided	4
when only 1 indicator was provided	2
6. Presents and develops lessons	
Presented and developed lessons:	
a. according to objectives	
b. using appropriate strategies	
c. utilizing varied teaching materials	
d. by relating previous lessons to present subject matter	
e. according to needs of the class	
when all indicators were met	10
when 4 indicators were met	8
when 3 indicators were met	6
when 2 indicators were met	4
when only 1 indicator was met	2
7. Conveys ideas clearly	
Ideas were clearly conveyed when:	
a. language vocabulary used within the level of pupils/students	
b. difficult new vocabulary was unlocked before the lesson proper	
c. varied examples and strategies were used	
d. pupils/students were responsive to questions asked	
e. pupils were able to use knowledge learned in other situations	
when all indicators were met	10
when 4 indicators were met	8
when 3 indicators were met	6
when 2 indicators were met	4
when only 1 indicator was met	2
8. Utilizes the art of questioning to develop higher level of thinking	
Questions used were:	
a. clear and simple	
b. focused on application/synthesis/generalization	
c. related to previous and present lessons	
d. were varied in type and level; and	
e. were directed towards the attainment of objectives	
when all indicators were met	10
when 4 indicators were met	8
when 3 indicators were met	6
when 2 indicators were met	4
when only 1 indicator was met	2



9. Ensures pupils/student participation

Pupils/students participation was ensured when:

- a. there was interactive involvement of learners
- b. conclusion of the lesson was pupil generated
- c. teacher acted as facilitator of learning
- d. teacher-pupil interaction was generated
- e. individual and or group learning was mobilized

when all indicators were met	10
when 4 indicators were met	8
when 3 indicators were met	6
when 2 indicators were met	4
when only 1 indicator was met	2

10. Addresses individual differences

Individual differences were addressed when:

- a. teaching materials/aids used were according to level of learners
- b. differentiated activities were provided
- c. activities/exercises were suited to learners' ability
- d. language used is clear and simple
- e. remedial teaching was conducted

when all indicators were met	10
when 4 indicators were met	8
when 3 indicators were met	6
when 2 indicators were met	4
when only 1 indicator was met	2

11. Shows mastery of the subject matter

Mastery of the subject matter was manifested when:

- a. varied examples were used
- b. varying levels of questions were asked
- c. pupils were provided with varied activities
- d. varied materials and strategies were used with ease
- e. knowledge from textbook was supplemented

when all indicators were used	10
when 4 indicators were used	8
when 3 indicators were used	6
when 2 indicators were used	4
when only 1 indicator was used	2

12. Assessment

1. Diagnoses learner's needs

Diagnosis of learner's needs was done using:

- a. questionnaire on the background of learners
- b. anecdotal record
- c. previous years' academic records
- d. pretest
- e. analysis of data generated from a to d



when all were done	10
when 4 were done	8
when 3 were done	6
when 2 were done	4
when only 1 was done	2
2. Evaluates learning outcomes	
Learning outcomes were evaluated through	
a. summative measure;	
b. formative measure;	
c. informal assessment;	
d. recitation; and	
e. on the spot questions/tests.	
when all were included	10
when 4 were included	8
when 3 were included	6
when 2 were included	4
when only 1 was included	2
3. Assesses lesson to determine desired outcomes within the allotted time.	
Desired outcomes of lessons were achieved when:	
a. at least 85% passed the summative test	10
b. at least 75% passed	8
c. at least 50% passed	6
d. at least 25 % passed	4
e. only 24 % passed	2
13. Management of Time and Learning Environment	
1. Maintains clean and orderly classroom	
Maintenance of clean and orderly classroom was done:	
a. all the time	10
b. most of the time	8
c. more often than not	6
d. sometimes	4
e. seldom	2
2. Maintains classroom conducive to learning	
Classroom was conducive to learning when:	
a. desks/chairs/tables were arranged according to activity	
b. the appropriate learning materials were displayed in the corresponding subject area/corner	
c. books/magazines/apparatus and related learning materials were accessible anytime	
d. classroom /facilities were clean and orderly	
e. discipline and proper behavior of pupils/students were observed	
when all characteristics were achieved	10
when 4 characteristics were achieved	8
when 3 characteristics were achieved	6
when 2 characteristics were achieved	4
when only 1 characteristics were observed	2



B. Technical Assistance

For Master Teachers Only(15%)

1. Provides assistance to teachers in improving their teaching competence

Assistance provided to improve teaching competence of teachers included:

- a. development of comprehensive lesson plan;
- b. selection of appropriate subject matter;
- c. selection of appropriate teaching method/technique/strategies;
- d. formulation of questions; and
- e. construction of assessment tool(formative/summative)

when all indicators were met	10
when 4 indicators were met	8
when 3 indicators were met	6
when 2 indicators were met	4
when only 1 was met	2

2. Prepare prototype instructional materials for use

Prepared:

- | | |
|---|----|
| a. improvised equipment /apparatus | 10 |
| b. at least two(2) samples of detailed lesson plans | 8 |
| c. sets of exercises/charts/pictures/posters | 6 |
| d. supplementary teaching devises for teachers | 4 |
| e. a sample assessment instrument | 2 |

3. Assists in the conduct of in-service trainings/ conferences

Assistance involved:

- a. preparation of training design
- b. preparation o session guides
- c. how to conduct training sessions
- d. preparation of evaluation/training instruments
- e. inclusion of new trends and development

when all indicators were done	10
when 4 indicators were done	8
when 3 indicators were done	6
when 2 indicators were done	4
when only 1 was done	2

4. Serves as demonstration teacher on innovative teaching techniques, classroom management, and materials development.

Served as demonstration teacher in the:

- | | |
|---------------|----|
| a. region | 10 |
| b. division | 8 |
| c. district | 6 |
| d. own school | 4 |
| e. never | 2 |

C. Learners' Achievement (20% for Teachers, 10% for Master teachers)

Improves learner's Achievement Level over Pretest

Achievement level in the post test was improved by ___% over pretest



a. 5% and above	10
b. 3.6% - 4.9%	8
c. 2.6% - 3.5%	6
d. 1.6% - 2.5%	4
e. 1.5 and below	2
D. School, Home and Community Involvement (5%)	
1. Organizes and maintains functional homeroom /PTA	
Functional homeroom PTA was organized and maintained:	
a. as a venue to report pupil progress periodically	
b. to serve as a link between the school and community –based projects	
c. as a means to disseminate school/policies/plans/programs and accomplishments	
d. in order to identify areas where parents can help in upgrading instruction	
e. to establish and maintain harmony of relationship between the school and the home	
when all purposes were achieved	10
when 4 purposes were achieved	8
when 3 purposes were achieved	6
when 2 purposes were achieved	4
when only 1 purpose was achieved	2
2. Conducts Homeroom/PTA meetings to report learners' progress	
Conducted Homeroom PTA meetings to report learner' progress at least once:	
a. a month	10
b. in two months	8
c. in three months	6
d. in four months	4
e. in five months or more	2
3. Disseminates school policies/plans/ programs/accomplishments to:	
a. 81% -100%	10
b. 61% -80%	8
c. 41% - 60%	6
d. 21% - 40%	4
e. 20% and below of schools' clientele	2
4. Participates effectively in community projects as chairman/co-chairman or member in community projects and in civic organizations	
Active participation in community projects involved:	
a. initiation of projects	
b. defining and operationalizing objectives of the project	
c. delineating functions and roles of persons concerned	
d. identifying resources as support to the project	
e. monitoring and evaluation of project progress	
when all indicators were done	10
when 4 purposes were done	8
when 3 purposes were done	6
when 2 purposes were done	4
when only 1 was done	2



5. Encourages involvement of parents in school programs and activities.
 Involvement of parents in school programs and activities
 was encouraged when there was:
- | | |
|---------------------------------|----|
| a. 81%-100% participation rate | 10 |
| b. 61%-80% participation rate | 8 |
| c. 41%- 60% participation rate | 6 |
| d. 21%-40% participation rate | 4 |
| e. 20% below participation rate | 2 |

II. PROFESSIONAL AND PERSONAL CHARACTERISTICS (20%)

1. Decisiveness
 - acts immediately on needs/requests in accordance with the prescribed rules and regulations and accepted norms of conduct and behavior
2. Honesty/Integrity
 - demonstrates truthfulness, candidness, uprightness and freedom from deceit
3. Dedication/Commitment
 - renders service over and above the regular functions and even beyond the regular time
4. Initiative/Resourcefulness
 - starts action, projects and performs task without being told and supervised
5. Courtesy
 - shows polite, kind and thoughtful behavior toward the public/clientele in manner of speech and actuations
6. Human Relations
 - Integrates concerns for people at work, office clientele, and supervisor- subordinate relationship into work situations
7. Leadership
 - the manner of guiding, influencing, motivating and developing confidence of subordinates to work as a team and accomplished assigned tasks, leading the organizational unit to achieve its goals and objectives enthusiastically
8. Stress Tolerance
 - stability to performance under pressure or opposition
9. Fairness/Justice
 - conforms to usual principles of law, is just and unbiased
10. Proper Attire/Good Grooming
 - dresses in accordance with proper decorum and/or prescribed rules and regulations and is neat in appearance.



Always	10
Most of the time	8
More often than not	6
Seldom	4
Never	2

III. PUNCTUALITY AND ATTENDANCE (10%)

(including division/regional meetings and other required activities)

Punctuality-No. of times tardy (5%)

not more than 3 times tardy/under time during the last 6 months	10
4-6 times tardy/under time	8
7-10 times tardy/under time	6
11-15 times tardy/under time	4
more than 15 times tardy/under time	2

Attendance- No. of times absent (5%)

not more than 4 days absent (absences applied for in accordance with regulations are not included)	10
5-8 days absent	8
9-12 days absent	6
13-16 days absent	4
more than 16 days absent	2

PLUS FACTORS (.5 for each indicator but not to exceed 2 points for the total)

For teachers:

1. Rendered any of the following technical assistance:
 - 1.1 provided assistance to co-teachers in improving their competence
 - 1.2 assisted school administrators in planning and managing in-service trainings
 - 1.3 served as consultant in the preparation of supplementary instructional materials
 - 1.4 served as demonstration teacher on innovative teaching techniques, classroom management
2. Conducted action research whose findings and recommendations have been adopted by the school
3. Subject area coordinator/chairman in district/division
4. Teacher-In-Charge of the school for one rating period

For Master Teachers

1. Published at least one (1) article in professional magazines and periodicals related to their field of specialization and useful in effective teaching.
2. Served as resource person/consultant in district/division/regional national level.
3. Conducted action research (es), the findings/results of which can be utilized in the improvement of instruction in the district
4. Designed evaluation and monitoring program for the district/division



Summary of Ratings		
	Teacher	Master Teacher
Instructional Competence (70%)		
Lesson Planning and Delivery	45%	40%
Technical Assistance	0%	15%
Learner's Achievement	20%	10%
School, Home and Community Involvement	5%	5%
Professional and Personal Characteristics	20%	20%
Punctuality and Attendance	10%	10%
	<hr/>	<hr/>
	100%	100%



PAS FORM B-2 PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (PAST)

Name: _____ School: _____
 District/Division: _____ Region: _____
 Rating Period: ____ First Semester: ____ Second Semester: ____ School Year: _____

Outstanding
 Very Satisfactory
 Satisfactory
 Unsatisfactory
 Poor
 Equivalent

Performance Indicators	10	8	6	4	2	Rating
I. INSTRUCTIONAL COMPETENCE (70%)						
A. Lesson Planning and Delivery (45% for Teachers, 40% for Master Teachers)						
1. Formulates/adopts objectives of lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Selects content and prepares instructional materials/teaching aids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Selects teaching methods/strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Relates new lesson with previous knowledge/skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Provides appropriate motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presents and develops lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Conveys ideas clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Utilizes the art of questioning to develop higher level of thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Ensures pupils/students' participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Addresses individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Shows mastery of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<i>Assessment</i>						
12. Diagnosis learner's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Evaluates learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. Assesses lessons to determine desired outcomes within the allotted time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<i>Management of Time and Learning Environment</i>						
15. Maintains clean and orderly classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Maintains classroom conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Total Score						
Sub-Rating [(Total Score/16) x 45% or 40%]						
B. Technical Assistance (for master teachers only – 15%)						
1. Provides assistance to teachers in improving their teaching experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Prepares prototype instructional materials for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Assists in the conduct of in-service trainings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Total Score						
Sub-Rating [(Total Score/4) x 15%]						
C. Learners' Achievement (20% for Teachers, 10% for Master Teachers)						
1. Improves learner's achievement level over pretest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Total Score						
Sub-Rating [(Total Score/16) x 45% or 40%]						
D. School, Home and Community Involvement (5%)						
1. Organizes and maintains functional homeroom PTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Conducts homeroom PTA meetings to report learner's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Disseminates policies/plans/programs/accomplishments to the schools' clientele	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Participates in community projects and in civic organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Encourages involvement of parents in school programs and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Total Score						



SUMMARY OF RATINGS

- I Instructional Competence (70%)
 - A. lesson planning and delivery (45% for teachers, 40% for MTs)
 - B. Technical Assistance (0% for teachers, 15% for MTs)
 - C. Learners' achievement (20% for teachers, 10% for MTs)
 - D. School, Home and Community Involvement (5%)
 - II Professional and Personal Characteristics (20%)
 - III Punctuality and Attendance (10%)
- Total
Overall Rating
Descriptive Rating

Remarks

RATEE

CONFERRED WITH

Elementary School Principal/
Secondary School Principal

CONFORME:

Signature of Ratee

RECOMMENDING APPROVAL

District Supervisor
Asst. Schools Division
Superintendent

APPROVED BY:

Schools Division Superintendent

KEY TO DESCRIPTIVE RATING

- 8.60 - 10.00 = Outstanding
- 6.60 - 5.59 = Very Satisfactory
- 4.60 - 6.59 = Satisfactory
- 2.69 - 4.59 = Unsatisfactory
- 2.59 & below = Poor



Appendix C

SURVEY QUESTIONNAIRE

I. Personal Information:

1. Name (optional) _____

2. School _____ 3. District _____

4. Gender
_____ Male _____ Female

5. Age _____

6. Civil Status:

_____ Single
_____ Married
_____ Widowed/Separated

5. Highest Educational Attainment:

_____ BS (AB/BSE, and others.)
_____ BS with MA units
_____ MA/MS(MAED, MPA, MSB, and others)
_____ MA with Doctoral units
_____ Ed. D./Ph. D.

6. Current Position:

_____ Teacher I
_____ Teacher II
_____ Teacher III
_____ Master Teacher

7. Number of Years in Teaching:

_____ 1-5 years
_____ 6-10 years
_____ 11-15 years
_____ 16-20 years
_____ 21 years and above



II. On Performance Rating:

With 3 as the highest value and one as the lowest, rate the extent of effectiveness of the Performance Appraisal System for Teachers.

Please put a check in the column corresponding to your answer.

Highly Effective (HE)	3
Effective (E)	2
Not Effective (NE)	1

Performance Indicators	Degree of Effectiveness		
	3	2	1
<i>I. Instructional Competence</i>			
A. Lesson Planning and Delivery	(HE)	(E)	(NE)
1. Formulates/adopts objective of lesson plan.			
2. Selects content and prepare instructional materials/teaching aids.			
3. Selects teaching methods/strategies			
4. Relates new lesson with previous knowledge/skills			
5. Provides appropriate motivation			
6. Presents and develops lessons			
7. Conveys ideas clearly			
8. Utilizes the art of questioning to develop higher level of thinking			
9. Ensures pupils/students' participation			
10. Addresses individual differences			
11. Shows mastery of the subject matter.			
<i>Assessment</i>			
12. Diagnosis learner's needs			
13. Evaluates learning outcomes			
14. Assesses lessons to determine desired outcomes within the allotted time			
<i>Management of Time and Learning Environment</i>			
15. Maintains clean and orderly classroom			
16. Maintains classroom conducive to learning			

B. Technical Assistance (for master teachers only)			
1. Provides assistance to teachers in improving their teaching experiences			
2. Prepares prototype instructional materials for use			
3. Assists in the conduct of in-servings trainings			
4. Serves as demonstration teacher on innovative teaching techniques, classroom management, and materials development.			
C. Learner's Achievement			
1. Improves learner's achievement level			
D. School, Home and Community Involvement			
1. Organizes and maintains functional homeroom PTA			
2. Conducts homeroom PTA meetings to report learner's progress			
3. Disseminates policies/plans/programs/ accomplishments to the schools' clientele			
4. Participates in community projects and in civic organizations			
5. Encourages involvement of parents in school programs and activities			
<i>II. Professional and Personal Characteristics</i>			
1. Decisiveness			
2. Honesty/Integrity			
3. Dedication/Commitment			
4. Initiative/Resourcefulness			
5. Courtesy			
6. Human Relations			
7. Leadership			
8. Stress Tolerance			
9. Fairness/Justice			
10. Proper Attire/Good Grooming			
<i>III. Punctuality and Attendance</i>			
Punctuality- Number of times tardy during the rating period			
Attendance- Number of days absent during the rating period			
<i>IV. Plus Factors</i>			
Researches Conducted			
Leadership			
Special Projects			

- Based on the Department of Education's Performance Rating Form B-2



III. A. Level of seriousness of the problems encountered by the teachers in rating themselves according to the performance indicators in the PAST

Rate the degree of seriousness of the problems which you have encountered. Use the scales below as your guide. Do not place any mark beside the problem which you have not encountered.

Very Serious (VS)	3
Serious (S)	2
Not Serious (NS)	1

	Degree of Seriousness		
	3 (VS)	2 (S)	1 (NS)
Problems encountered			
Clarity of objectives			
Fairness of the process			
Understanding the Content of the Performance Appraisal System for Teachers			
Subjective			
Others (please specify)			

B. The conduct of the evaluation

Attitude in accomplishing the evaluation form			
Manner of conducting the evaluation			
Others(please specify)			

IV. Below are some suggestions for the improvement of the performance appraisal system.

A. To further improve the rating tool (Please put a check mark beside each number which you think should be included in the performance indicators.)

I. Instructional Competence

___ 1. Demonstrates flexibility and responsiveness

___ 2. Conveys ideas clearly and accurately

Others _____



II. Professional and Personal Characteristics

___ 3. Obedience

___ 4. Positive attitude

Others _____

IV. Plus Factors

___ 5. Trained and coached a contestant in school level

___ 6. Subject area coordinator/chairman in school

___ 7. In-service trainings

Others _____

B. The Manner of the Conduct of the Evaluation (Please rank according to your preference on the manner of the conduct of the evaluation by writing 1, 2, 3 or 4 with 1 as the highest value.)

___ Teachers rate themselves.

___ A committee should be created to accomplish the performance rating form for the teacher instead of self-rating.

___ Teachers rate themselves but a committee should be assigned to validate the rating based on the performance targets prepared at the beginning of the school year.

Others (please specify) _____

Thank you very much. God bless...



BIOGRAPHICAL SKETCH

Amalia Kawi Micklay hails from Agawa, Besao, Mountain Province. She is the fourth and youngest child of Mr. Alexander Kawi and Rosaline Mayegayeg-Kawi. She is married to Simeon Micklay. They are blessed with four children namely: Grazielle, Lance Simon, Christian Zane and Kyle Simeon. Her family resides at Tawang, La Trinidad, Benguet.

She completed her elementary education at Agawa Elementary School, her secondary education at Saint James High School and her tertiary education at Mountain State Agricultural College, now Benguet State University.

She graduated in 1984 and passed the Licensure Examination for Teachers in the same year. She taught as a substitute teacher at Doña Aurora Elementary School, Rizal Elementary School and Roxas Elementary School. She was assigned as a permanent teacher at Pacday Quiño Elementary School but after two years she asked for transfer to a school nearer her residence. Luckily her request was granted. She was assigned as a grade four teacher at Lucban Elementary School. She taught grade four for twelve years. She now teaches grade five and at the same time the librarian of the said school.

Because of her desire for professional growth, she obtained her Master of Arts in Education, Major in Elementary Education, at Benguet State University.

