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Evaluation of the Key Result Area Performance of Santa Teresita National High School Teachers School Year 2018-2019: Bases for Performance Enhancement Plan

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Abstract

The evaluation of the Key Result Area Performance of Santa Teresita National High School Teachers School Year 2018-2019 was conducted to realize the Department of Education's goal to continuously provide quality instruction amidst volatile, uncertain, and ambiguous learning environments. The result of this study also intends to come up with a proposal for a performance enhancement plan that aims to improve the teaching performance and capabilities of teachers above the standards expected of them. This study made use of the mixed method type of research with the researcher-made questionnaire as the main instrument in gathering data and unstructured interviews to substantiate the needed information about the teachers, it also involved all the 63 junior and senior high school teachers and the statistical tools used to treat the data was weighted mean and t-test. Analysis of the results revealed that there was no significant relationship between the profile of the teachers and the KRA on content, learning & pedagogy, and curriculum & planning. However, the analysis results also showed that there was a significant relationship between the profile of the teachers and the KRA on learning environment and diversity of learners and assessment. From the findings and conclusions of the study the researchers offered the recommendations which can be advocated in the end of achieving the optimum quality learners equipped with eligible knowledge, skills and attitudes competitive across and beyond borders. Needless to say the principal players of the academe the   Education 4.0 teachers in the making.

Keywords: KRA – Key Result Area. It refers to a short list of overall goals that guide how an individual does their job; NCBTS – National Competency-Based Teacher Standards; It is an integrated theoretical framework that defines the different dimensions of teaching PPST – Philippine Professional Standards for Teachers; It is used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 program; PIA - Priority Improvement Areas; The refer to selected areas in school management, operations and service delivery that needs to be changed to improve the school; Education 4.0 - a purposeful approach to learning that lines up with the fourth industrial revolution and about transforming the future of education using advanced technology and automation.

1. Introduction

1.1. Context and Rationale

It is undeniable that the teachers are instrumental in the success of the teaching-learning process because they propel and hone the skills of the learners entrusted to them to develop holistic learners steeped in values and equipped with 21st-century skills which would guarantee global competitiveness. Further, these teachers will help produce Filipino learners who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation (Department of Education Order no 36, 2013). Evidence shows that performing teachers necessitate raising student's achievement that coincides with quality learning contingent upon quality teaching. It is safe to say that enhancing teachers' performance becomes of the utmost importance for long-term and sustainable nation-building.

The K to 12 reform (R.A. 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. This reform warrants an equivalent supportive focus on teachers' performance which demands high-quality teachers properly equipped and prepared to assume the roles and functions of a K to 12 teachers. Thus, the Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives from pre-service to in-service training. It articulates what constitutes the K to 12 reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value, to achieve competence and improved student learning outcomes.

To ensure success in any teaching and learning process, leverage is used to measure how the teachers performed the much-needed expectations from them for sustainability or grounds for improvement. The Key Result Performance Areas or (KRA) are powerful tools for the teachers to be guided in the delivery of quality and relevant instruction for the learners. Based on the PPST, these KRA's shall be the basis for all learning and development to ensure that the teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers and that all performance appraisals for teachers shall be based on this set of standards.

The domains comprise strands that refer to more specific dimensions of teacher practices. These are Content, Knowledge, and Pedagogy which is composed of strands in the use of teaching strategies within and across the curriculum, with the inclusion of research, ICT, literacy, and numeracy. Further higher-order thinking skills, effective use of mother tongue and second language effectively with classroom communication strategies roll in one as parameters to sound pedagogy. Learning Environment and Diversity learners ensure that the teacher makes use of a facilitating, and fair learning environment with inclusivity to guarantee that every learner is counted and privilege for access to basic education. Curriculum and planning account for the relevance and responsiveness of learning programs where intended learning outcomes would possibly emanate. Lastly, assessment and reporting are composed of the utilization of assessment strategies to improve learning and utilization of assessment data for enhancement purposes.

It is no exception that in this Division, Santa Teresita National High School is an academic institution mandated to perform the teachers' task and responsibilities in achieving the utmost students' performance in all levels of learning while adopting the PPST indicators as tools for improvement and enhancement for the teachers' performance. It is also hoped that upon analyzing the key result performance of the teachers, a proposed performance enhancement plan would guarantee development and enhancement in the whole academic community of Santa Teresita NHS and that this plan would be an avenue of benchmarking other schools at the district level, congressional area, and even in the division level.

2. Literature Review

This presents literature on gathered information from books, electronic and other sources that support the underlying concepts on the present research.

The K to 12 Reform (R.A. 10533) in 2013 has eventually changed the landscape of teacher quality performance standards as a requirement in the Philippines. The reform warrants focus on teacher quality who are properly equipped and assume the roles and functions of a digital learner. Corollary to this, RA 10533 otherwise known as Enhanced Basic Education Act of 2013 and its IRR (Implementing Rules and Regulations, Sec 5 states that the challenges are expressed in the development of the curriculum which should be learner-centered, inclusive, and developmentally appropriate, relevant, responsive and research-based; culture-sensitive, contextualized and global, uses pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.

Fiore (2011), identified styles of leadership that are important for leaders. The directive style is clear in establishing the performance objective of the team. Such a leader is adept in providing structure and is skilled at clarifying employees' perceptions of their roles when needed. Participative leadership, therefore, is a needed style in soliciting employees' input, encouraging decision-making skills, and ensuring what they know and their views and perceptions will be considered (Drucker, 2010).

Teachers play vital roles in the lives of the students in their classrooms. They are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble (Marzano *et al.*, 2001). Classroom instruction that works. Alexandria, VA: ASCD.

Teachers perform roles that can pursue them to be in their best fit as to develop learners to their fullest, it can be manifested as a wide range of roles to support the school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. They can be Resource Provider who help their colleagues by sharing instructional resources. An instructional specialist helps colleagues implement effective teaching strategies. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Teachers can also be learning facilitators, mentors, school leaders, data coaches, a catalyst for change, and learners (Blase and Blase, 2006)**. Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers. Thousand Oaks, CA: Corwin Press.**

3. Research Questions

This study aimed to determine the Key Result Area performance of Santa Teresita National High School SY 2108-2019 and thus proposing a performance enhancement plan to improve teachers 'productivity and growth.

Specifically, it sought answers to the following questions.
1. How may the teacher be describe in terms of
1.1 age
1.2 civil status

1.3 educational attainment
1.4 training/seminar attended
1.5 length of service
2. To what extent do the teachers' perform in school as assessed by themselves in the following Key Result Area (KRA):
2.1 content, knowledge, and pedagogy
2.2 learning environment and diversity of learners
2.3 curriculum and planning
2.4 assessment and reporting
3. Is there a significant relationship between the profile of the teachers and their performance in the KRA?
4. What are the challenges met by the teachers?
5. Based on the analysis, what performance enhancement plan may be proposed?

4. Scope and Limitation

This study was conducted at Santa Teresita National High School during the Academic Year 2018 – 2019. The focus was on the Performance of the Teachers based on the RPMS PPST Key Result Area.

Furthermore, the study was limited to 60 JHS and SHS Faculty of Santa Teresita National High School.

5. Research Methodology

This part presents the research design, subjects of the study, description of the instrument, the procedure employed in accumulating data, and statistical tool utilized in this study.

5.1. Sampling

The participants of this study were forty-two junior high school teachers and eighteen senior high school teachers from a population of sixty-two in the school.

5.2. Data Collection

The study utilized a survey questionnaire adopted from the domains and indicators of the Philippine Professional Standards for Teachers (PPST) to identify the key result area performance of a proficient to a distinguished teacher in the field of work. The instrument was tried at other schools in Area III where the Santa Teresita NHS belongs.

Construction of Instrument. The researchers worked collaboratively to internalize the conduct of this research and come up with a consensus of analyzing the Key Result Area Performance of the teachers where the School Priority Improvement Area or PIA is the highest contributing factor. In writing the survey questionnaire, the researchers read Deped issuances on PPST, NCBTS, and BESRA as the framework in devising the questionnaire.

Validation of Instrument. Extended assistance from research experts of teachers to reevaluate and revalidate the items in the questionnaire help a lot in the improvement of the study.

Administration of Instrument. After revalidation and try out the questionnaires to other teachers in Area 3 who are selected randomly. The researchers after class personally administered such to all teacher respondents after explaining the value and purpose of this study. The researchers requested the respondents to answer the items in all honesty and that the result of the study is treated confidentially.

Scoring of instrument. The following continuum was used

Options	Scale / Range	Verbal Interpretation
4	3.25 – 4.00	Very Great Extent
3	2.50 – 3.24	Great Extent
2	1.75 – 2.49	Least Extent
1	1.00 – 1.74	Not At All

5.3. Statistical Treatment of Data

The following statistical tools were used to treat the data in the study

Weighted Mean-This was used to assess the extent of performance of the teachers with reference to the Key Result Area Performance.

T-test. This was used to compare the significant relationship between the profile of the respondents and the level of performance of teachers.

6. Discussion of Results and Recommendation

Table-1.1. Age of the Respondents

Age	Percentage
30 years old and younger	26.67
31 – 35 years old	26.67
36 – 40 years old	13.33
41 – 45 years old	20
46 -50 years old	5
51 – 55 years old	6.67
56 – 60 years old	1.66
61 – 65 years old	0
	100

Table 1.1 presents the age of the teachers, based on the data, most teachers fall under 30 to 35 years of age which indicates that teachers are from the new breed of generation. It can also be gleaned from the table that no teacher exceeds 60 years of age. This indicates that teachers are still vibrant and flexible to any work or stints as a teacher.

Table-1.2. Civil Status of the Respondents

Civil Status	Percentage
Single	26.67
Married	71.67
Divorced	0
Legally Separated	1.66
Living-in without the vanity of the Holy Spirit	0
	100

Table 1.2 presents the civil status of the teachers. It can be gleaned from the table that most teachers are married with 71.67 percent followed by 26.67 percent which comprises the single marital status. This shows that married teachers are preoccupied with other duties and tasks as parents compare to those single teachers who can stay at school even after class hours.

Table-1.3. Educational Attainment of the Respondents

Educational Attainment	Percentage
Bachelor's Degree Graduate	53.33
Completed Academic Requirement (CARMA)	20.00
Master of Education Graduate Non-Thesis Program	3.33
Master of Arts in Education Graduate	11.67
Completed Academic Requirements in Doctoral Program (CARDO)	0
Ed. D / Ph. D. Graduate	0
Graduate of other Courses	11.67
	100

Table 1.3 presents the educational attainment of the teachers. Based on the data 53.33 percent finished their bachelor's degree, There are teachers who completed their academic requirement in MA. Further MA graduates and graduates of other courses gain an equal share of percentage. And no one is an E.D. or Ph. D. graduate. The aforementioned trend could be attributed to the fact that teachers do not pursue post-graduate studies after they landed in the teaching profession.

Table-1.4. Training / Seminars Attended of the Respondents

Training / Seminars Attended	Percentage
District	34
Division	34
Regional	23
National	7
International	3

Table 1.4 revealed that the training and seminars attended by the teachers mostly fall in the division and district levels respectively. This assumes 34 percent of the respondents. On the other hand, few were attendees of international and national conducted seminars which indicates that these teachers need to be exposed to a higher level of seminars to be updated with the trending teaching-learning scenarios.

Table-1.5. Years in Service of the Respondents

Years	Percentage
1 – 5	27
6 – 10	12
11 – 15	7
16 – 20	9
20 Above	5
	60

The data showed that the majority of the teachers had been in the teaching industry for almost 5 years and above. This indicates that most of them were new teacher entrants and still learning the in and outs of the teaching-learning process. It can also be gleaned from the table that only 5 teachers had been serving the Dep ED for twenty years and above.

6.1. Extent of Teacher's Performance Concerning the Key Result Area

Responsive to the relevance and quality instruction reforms must focus on teacher's quality that is high-quality teachers equipped and prepare to assume tasks, roles, and functions of a K to 12 teachers. In this regard teacher's performance must be aligned with the Key result areas focusing on content, knowledge, and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting.

Table-2.1. Content, Knowledge, and Pedagogy

	Weighted Mean	Verbal Interpretation
As a Teacher, I		
Apply knowledge of content within and across curriculum teaching areas.	3.13	Great Extent
Use research-based knowledge and principles of teaching and learning to enhance professional practice.	2.00	Least Extent
Collaborate with colleagues in the conduct and application of research to enrich knowledge of content and pedagogy.	2.50	Great Extent
Ensure positive use of ICT to facilitate the teaching/learning process.	2.00	Least Extent
Apply and use varied strategies that enhance learner's achievement in literacy and numeracy skill.	3.12	Great Extent
Display proficient use of MT/Filipino and English to facilitate teaching and learning.	1.90	Least Extent
Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	3.08	Great Extent
Composite Mean	2.51	Great Extent

Table 2.1 reflects the assessment of the teachers regarding the extent of teacher's performance concerning content, knowledge, and pedagogy. As shown in the table the teachers perform to a great extent with a weighted mean of 2.51. Further, perform to the least extent in the display of proficient use of Mother Tongue (Filipino) and English to facilitate teaching and learning that garnered a weighted mean of 1.90. It can be noted that teachers use the vernacular in teaching to be understood by the students, to this effect proficient use of English suffered because students learn faster if the MT is used freely. These findings support the findings of the British Study Center 2019 which cited that English is not only useful, it gives a lot of satisfaction thus making progress feels great as learning and using English is enjoying and worthwhile remembering that every hour spend get closer to perfection.

It can also be gleaned from the table that the teachers perform to the least extent on the use of research-based knowledge in teaching with a weighted mean of 2.00 equally consider with ensuring use of ICT in facilitating the pedagogy. This is attributed to the fact that learning problems and difficulties encountered by the teachers were not due to the pressing problems which could be remedied thru research outputs. Co equally important is the use of ICT wherein students must manipulate the technology to enhance education. These premises were supported by Joseph Rowntree Foundation, 2000 which reiterates that research is one of the main functions of educational institutions and remains one of the fundamental rationales of their existence, that the academe is expected to generate research to advance knowledge for more and better information.

Table-2.2. Learning Environment and Diversity of Learners

	Weighted Mean	Verbal Interpretation
Establish safe and secure learning environment thru consistent implementation of policies, guidelines and procedures.	1.41	Least Extent
Manage classrooms meaningfully thru exploration, discovery and hands-on activities.	3.05	Great Extent
Collaborate with colleagues to share successful strategies that sustain support in learning environment in continued learning.	2.90	Great Extent
Apply strategies that motivate learners to work productively by assuming responsibility for their learning.	3.08	Great Extent
Manage learning behavior by applying positive and non-violent discipline to ensure focused learning environment.	3.12	Great Extent
Composite Mean	2.71	Great Extent

Table 2.2 shows the learning environment and diversity of learners which is an important indicator to ensure a meaningful and engaging teaching-learning environment. It can be gleaned from the table that establishing a safe and secure learning environment thru the consistent implementation of policies, guidelines, and procedures is manifested to the least extent with a weighted mean of 1.41. This emanates from the application of policies yet maintaining and sustaining it was failing. It can be made possible thru constant supervision and monitoring of policy implementation to achieve better results.

Table-2.3. Curriculum and Planning

	Weighted mean	Verbal interpretation
Plan, manage and implement sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	3.00	Great Extent
Set achievable and appropriate learning outcomes that are aligned to learning competencies.	3.12	Great Extent
Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	1.90	Least Extent
Participate in collegial discussions that use teacher and learner feedback to enrich teaching practices.	1.92	Least Extent
Select, develop, organize and use appropriate teaching and learning resources including ICT, to address learning goal.	2.92	Great Extent
Composite Mean	2.56	Great Extent

Table 2.3 reveals curriculum and planning as a vital Key Result Area wherein teachers must outshine for them to get better in their craft as teachers. It can be noted they could hardly adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners. This is manifested with a weighted mean of 1.90 verbally interpreted as the least extent. Further, participation in collegial discussions that utilize learner feedback to improve teaching performance is manifested to the least extent with 1.92 as its weighted mean. These two indicators were side by side with each other since teachers do not utilize the results or findings of learning assessments for improvement of the least mastered areas of improvement. These findings resemble that of Fiore 2011 which states that participative and collegial discussion involves everyone in the organization in decision making and ensuring that their view will be and had been considered.

Table-2.4. Assessment and Reporting

	Weighted Mean	Verbal Interpretation
Design, select, organize, and use diagnostic, formative and summative assessment strategies consistent with curriculum requirement.	3.20	Great Extent
Monitor and evaluate learner's progress and achievement using learner attainment data.	3.23	Great Extent
Use strategies for providing timely, accurate and constructive feedback to improve learner performance.	3.12	Great Extent
Communicate promptly and clearly the learner's needs, progress and achievement to stakeholders.	3.10	Great Extent
Utilize assessment data to inform the modification of teaching and learning practices and program.	1.60	Least Extent
Composite Mean	2.83	Great Extent

Table 2.4 manifests assessment and reporting as Key Result Area Performance of teachers. It can be shown from the table that utilizing data to inform the modification of teaching and learning practices and the program is

manifested to the least extent with a weighted mean of 1.60. Because teachers were not utilizing the assessment data to inform the modification of the teaching and learning practices, there are tendencies that what areas that need to be addressed were not taken into full consideration. The modification must be made to align what would be the best teaching practices for the learning styles and needs of the clienteles.

6.2. Relationship of the Profile of the Teachers and Their Performance in the KRA

There is a **significant relationship** between the profile of Teachers and KRA 4 regarding assessment and reporting.

Key Result Area	WM	Standard Deviation	Verbal Interpretation
KRA 1	1.9738	0.5310	Not Significant
KRA 2	**2.1467**	**0.6552**	**Significant**
KRA 3	1.4820	0.5444	Not Significant
KRA 4	**1.9668**	**0.6272**	**Significant**

6.3. Challenges Met

Based on the interview, the researchers ascertain that teaching is not an easy employment opportunity, it is rigorous and had the widest scope of tasks, duties, and responsibilities to make and unmake the students who were entrusted to their care. The teachers further cited that providing instruction alone doesn't matter but the escalating changes in reform brought about by the digital age of technology is an everyday challenge. Insufficient and weak infrastructure couple with limited access to the internet added to their dilemma. Sufficient textbooks and other learning materials that are practically aligned to their subjects matter most to them.

In the delivery of formal instruction, they confessed that the use of vernacular made learning easier, this is tantamount to the proficiency of using the second language because when the teachers use the English language there is an assurance of least understanding and comprehension. Accordingly, this is deeply rooted in the dynamics of achieving a 100% passing rate among the learners.

Diversity of students is another pressing challenge, they confer that the attitude of students nowadays is frustrating hence, constant linkages and parental cooperation must be treated very well. They further pronounced that media and technology influences were factors in fast and performing students. Students' attention was preoccupied with the attractions of technology, gadget, and media.

They concluded that the student's immediate family must be sincere in helping and cooperating with the school to achieve more, do more, and perform more.

Performance Enhancement Plan Excellence in academic performance and enhancement is as old as age. This had been the outcry of most educational leaders. But haven't we achieved most? Pressing issues and lapses had been brought to the table for arguments and discussions yet still, everyone contested to achieve it. Some claim that the government had to blame, others pinpointed that the educational top management contributed a lot to the dismay aura of the educative process, but it was the teachers who were put into the cold waters of being the sole implementers of the teaching-learning process who need to address this education menace. It has been divulged that a performance enhancement plan undertaken by the school authorities must be offered for the learning mentors that would be exposed and tailor them into a more competent and competitive teacher.

Performance Enhancement Plan To Improve Key Result Area Performance of Teachers

Areas of Concern	Objectives	Strategies/Activities	Key Players	Resources	Success Indicators
KRA 1 Content, Knowledge and Pedagogy **KRA 2** Learning Environment and Diversity of Learners **KRA 3** Curriculum and Planning **KRA 4** Assessment and Reporting	Allocate and allign existing funds to support and sustain innovation and technology Modify and contextualize curriculum focus on language and reading skills Strengthen school based research undertakings Develop responsive, participatory and accountable implementation of all policies, programs and projects. Involve teachers in decision making and crafting of learning interventions Ensure regular records and data keeping	Project Proficiency in English Language (PEL) • Allow teachers attend seminars and trainings on improving communication and an language proficiency skills Project English Please Mam (PEP) • Observe religiously the English speaking campaign in all subjects taught in English Project School Based Research Compendium • Present classroom based action researches and guarantee school based research utilization Project IT (Individual Tracking) • Monitor thru checklist and interview and individual mapping and enhanced implementation, assessment and monitoring of policies Project COD (Collegial and Online Discussion) • Meet co teachers with the same major subjects and discuss the issues and concerns thru suggesting capable interventions • ConductRoundtable discussions and focus group discussion Project DAR (Direct and Analyze Results) • Maintain safe and organize record keeping. • Periodic analysis of results and data • Provide doable solutions and interventions • Feedbacking • Apply interventions • Assess and monitor • Reconcile with objectives	School Head Finance Staff Administrative Assistants School Head Head Teachers Subject Coordinators All Teachers SH All Teachers Research Enthusiasts All other concerned SH All Teachers PTA SH All Teachers SH All Teachers	MOOE Local Fund MOOE Local Fund MOOE Local Fund MOOE Local Fund MOOE Local Fund MOOE Local Fund	Sufficient funds for trainings, seminar and educational technology Proficient use of both the MT and the second language inside the classroom All teachers crafted, presented and utilized research results 100% implementation and sustainability of all programs and projects Established collaborative decision making esp on learning interventions 100% data driven utilized for learning and other non curricular undertakings of the students

Recommendations

Based on the result, the following recommendations are offered:

1. Performance enhancement plan upon review was suggested to be utilized to improve the competencies of the teachers in the Key Result Area.
2. Regular monitoring, assessment, and review of policies and other advocacies for the sustainability of implementation.
3. A similar study should be conducted in different subject areas in the curriculum.

Dissemination and Advocacy Plans

This part presents the ways how the performance enhancement plan be utilized in the school that would guide the researchers to lobby the plan.

The research findings will be disseminated to all teachers during LAC sessions and INSET to address problems as well as for the district level through presentation of the research and conducting related studies. This could also be tried out in the district and division levels thru benchmarking or Appreciative Inquiry

Acknowledgement

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