

PERFORMANCE ASSESSMENT AND EVALUATION: MEASURING SUCCESS AND ACHIEVEMENT

Geronimo S. Obaob, Jr., Ed. D.

Cebu Normal University, Cebu City, Philippines

Jerald Cano-og Moneva, Ed. D.

University of the Visayas, Cebu City, Philippines

Abstract

This study used the quantitative approach in order to explore and focus on the preparation of appropriate and valid assessment tools relative to one's teaching. The tri – dimensional work competence of man involves this particular competence in terms of the product or outcome of his effort. His action is ultimately directed to the learning of the students which need to be assessed as part of evaluation purposes and decision – making which requires immediate action in terms of instructional intervention and changes in order to cater to the needs of the students. A researcher – made questionnaire was formulated and distributed to the respondents to describe the general idea of what the teachers have done. The questionnaires consisted of ten statements were retrieved and the data were collated purposively. The data gathered were analyzed and subjected to statistical treatment such as average means and one – way ANOVA. Based on the results, the information reveals that preparation of appropriate and valid assessment tools matters in association with teacher performance.

Keywords: Instructional Intervention, Teacher Performance, Tri-dimensional Work Competence, Valid Assessment

Introduction

According to Jala (2013), without evaluation and measurement, it is impossible to know the student's needs and preferences. To ask, "How far does a teacher achieve his goal?" equates with the question "How far do students have learned.?" In public secondary schools, it is already a common place to give a formative test after an instruction, a summative test to cover a definite number of relevant lessons, and a periodic test which consisted the four grading period of the school year. Eventually, the results become the primary bases for the computation of grades of the students. Looking into the

process of the assessment shall justify the effort of the teachers in doing their respective tasks in the classroom, at the same time the effort of the students to learn the daily lessons. When the teachers are truly performing their tasks, that ensures learning of the students. No matter how big or insignificant is the unperceived learning, still it worth for an assessment for student performance.

As government employees who are subjected to the rigorous performance evaluation, the researchers decided to undergo this research study in order to reveal the true feelings of the teachers who were subjects of the study towards performance evaluation. This also unravels the true purpose of evaluation that is for measuring success and achievement.

Methodology

This study had utilized the descriptive normative survey method utilizing quantitative-qualitative analysis. Rating scales were used to determine the level of responses on the attitudes and values of the teachers and their community interactions. The researcher – made tool was distributed to the respondents purposively to at least fifty respondents from elementary and secondary public schools. The average mean of the responses of each item was taken in order to evaluate the aspect of significance of the traits, values and attitudes; and, community interactions in relation to teacher competence. The tool was prepared accordingly to the perception of the researcher with items that coincided and related with the theory generated. The weighted mean of the responses was subjected to statistical treatment using analysis of variance (ANOVA) The study purposively involved at least fifty (50) or more teacher respondents , from the elementary public school teachers. Researcher – made questionnaires were distributed and collected by the researcher. The data and results were analyzed and interpreted afterwards with conclusions. Responses in the questionnaire were validated through a focus group discussion in a form of a personal interview.

Results and Discussion

According to Lucas and Corpuz (2011), to find out whether both teacher and his learners are successful in the learning process is a crucial part. This presents how competent teachers in the preparation of appropriate and valid assessment tools are hereto discussed.

Teacher Competence and Appropriate and Valid Assessment Tool

Assessment (Salandanan, 2012) is a process of gathering information on how instructional objective or purpose is being achieved. With the result of the appropriate and valid assessment tool administered to the students, a teacher will be able to know further input or discussion in order to meet the

learning needs of the students as well as the development of the students with another enhancement exercise. Likewise, teachers must possess the skills in preparing appropriate and valid assessment tools in order to measure student achievements precisely. Teachers must continue to monitor student's achievements and make effective and suitable changes in their approaches, instructional strategies and techniques. Being based on the instructional objectives, the assessment tools must contain the criteria that emphasize the desired outcomes or skills that the student need to develop and shall be flexible to the relevant and special skills manifested by the students. On the other hand, students must be aware of the objectives of the lesson so that they will know what action they have accomplished. The table below shows the correlation between teacher competence and appropriate and valid assessment tool.

Teaching Competence

Teacher competence in elementary and secondary public schools is based on the result of Revised Performance Assessment Test. The following table shows the average means and the description of the teacher performance of the sixty – four respondents.

Table 1. Teacher Competence of the Teacher – Respondents with the Average Means of each Performance Indicators

PERFORMANCE INDICATORS		Final Rating	DESCRIPTIVE
Instructional Competence			RATING
1.	Formulates / adopts objectives of lesson plan	4.02	Very Satisfactory
2.	Selects content and prepares appropriate instructional materials / teaching aids	3.97	Very Satisfactory
3.	Selects teaching methods / strategies	3.84	Very Satisfactory
4.	Relates new lesson with previous knowledge / skills	3.84	Very Satisfactory
5.	Provides appropriate motivation	3.95	Very Satisfactory
6.	Presents and develops lessons	4.08	Very Satisfactory
7.	Conveys ideas clearly	4.52	Outstanding
8.	Utilizes the art of questioning to develop higher level of thinking	4.52	Outstanding
9.	Ensures pupils / students participation	3.97	Very Satisfactory
10.	Addresses individual differences	3.83	Very Satisfactory
11.	Shows mastery of the subject matter	4.25	Outstanding
12.	Diagnoses learner's needs	3.88	Very Satisfactory
13.	Evaluates learning outcomes	3.98	Very Satisfactory
14.	Assesses lesson to determine desired outcomes within the allotted time	3.86	Very Satisfactory

15.	Maintains clean and orderly classroom	4.23	Outstanding
16.	Maintains classroom conducive to learning	4.31	Outstanding
Learner's Achievement			
17.	Improves learners achievement level over pretest	3.08	Satisfactory
School, Home and Community Involvement			
18.	Organizes and maintains functional homeroom / PTCA	4.28	Outstanding
19.	Conducts Homeroom / PTCA meetings to report learners' progress	4.22	Outstanding
20.	Disseminate school policies / plans / programs / accomplishments to the school clientele	4.00	Very Satisfactory
21.	Participates in community projects and in civic organization	3.91	Very Satisfactory
22.	Encourages involvement of parents in school programs and activities	3.88	Very Satisfactory
Professional and Personal Characteristics			
23.	Decisiveness	4.33	Outstanding
24.	Honesty / Integrity	4.81	Outstanding
25.	Dedication / Commitment	4.42	Outstanding
26.	Initiative / Resourcefulness	3.73	Very Satisfactory
27.	Courtesy	4.05	Very Satisfactory
28.	Human Relations	4.08	Very Satisfactory
29.	Leadership	3.58	Very Satisfactory
30.	Stress Tolerance	3.94	Very Satisfactory
31.	Fairness / Justice	4.34	Outstanding
32.	Proper Attire / Good Grooming	4.52	Outstanding
Punctuality and Attendance			
33.	Punctuality - Number of times TARDY during the rating period	4.64	Outstanding
34.	Attendance - Number of times ABSENT during the rating period	4.77	Outstanding
TOTAL AVERAGE		4.11	Very Satisfactory

Legend

4.21	-	5.00	=	Outstanding
3.41	-	4.20	=	Very Satisfactory
2.61	-	3.40	=	Satisfactory
1.81	-	2.60	=	Unsatisfactory
1.00	-	1.80	=	Poor

The table 1 above shows the total average of 4.11 with a description of Very Satisfactory which entails that the overall teaching competence of the teachers is quite remarkable. Comes first as the highest among the performance indicators is the “Attendance” of the respondents with an average mean of 4.77 and described as Outstanding while “Improvement of learners over pretest” comes last with the average means of 3.08. It can be inferred that teachers tend to do their work well every day while absences could be due to some valid and inevitable circumstances. They told ,

“Kung naay job, atong jabor. Lisod bya pagpangaplay sa public school.”

(If we have the job to work, let's work the job. Application in the public school was difficult.”

“Mao naman jud ni atong trabaho.(This is already our job)”.

With the above statements, it implies that teachers will tend to work even at certain unfavorable consequences. A good implication is that teachers need only a little push with a positive motivation and encouragement so that they can continue their work.

On the other hand, student improvement must have been hampered by some other factors uncontrollable by the teachers. In fact there are teachers who argued it to be teacher factor. They conveyed that

“When students perform low, school administrators blame it to teachers”.

“We don't control the students who have recurrent reasons of absences like broken family, financial related issues involving fare and transportation, meal allowance and school supplies”.

“Mugara ang mga istudyante kay di man pwede manghagbong, mao na mag sige na lang pud ug palta kay papasaron ra man.(Students become abusive in making absences because we are not allowed to fail them so they keep on making absences knowing that they can be promoted after all. ”

Some relevant comments to teaching competence are:

“Dili gyud na mao ra ang makasukod sa commitment nato sa pagtudlo sa atong manga istudyante. (It does not really measure entirely our commitment to teach our students.)”

“Dili nalang ko maghunahuna gyud ug dako o gamay ako performance. Maningkamut nalang gyud ta.(I don't bother to think that I have earned small or great my performance. We will just have to strive.”

One has to look at the positive implication of these statements. The statements denote that teachers bear sentiments in some particular instances which are significant to the formulation of a suitable and friendly approach of the administrators to their teachers to resolve these petty issues. For instance, instead of blaming teachers on the low performance of students, administrators must be able to identify what are the most possible causes in which absences due to uncontrollable conditions, inadequate facilities and equipment, number of students in the classroom and classroom size, teacher's instructional methods and strategies, and the needs to provide personnel development such as training and seminars. Afterwards, just and

reasonable solution or agreement can be attained. On the other hand, administrators should have given the teachers a concrete solution with regards to promotion issues of the students and leave no unanswered questions and unresolved dilemma. At the end, guidelines must be established for teacher reference.

From these results and in line with the tri – dimensional work competence of man, it reveals that teachers believe in themselves, that they can do something better while filled with so much work. Yet, there can be conflicts, pressure, burdens, heartaches at work; teachers remain to be docile to their school administrators, perform their tasks in teaching and take responsibility of the students.

Preparation of Appropriate and Valid Assessment Tools

Quoted by Jala (2013), all tests are assessments but not all assessments are tests. Such statement pertains to various ways of evaluating and measuring the learning of the students not only in terms of mental ability or intellect but the level of hands – on or actual performance of the students. Thus, every classroom needs an appropriate and valid assessment tools. The following table showcases the related statements to preparation of appropriate and valid assessment tools and the mean average of the responses of the teachers.

Table 2. Preparation of Appropriate and Valid Assessment Tools

Item No.	Statements	Mean Average	Description
1	I assess student learning with proper evaluation tool.	3.50	Proficient
2	I inform student in their performance and improvement	3.50	Proficient
3	I conduct ACTION RESEARCH on learning performance whose findings and recommendations have been adopted by the school	2.73	Approaching to Proficiency
4	I show recording and proper computation of grades	3.56	Proficient
5	I use varied and proper criteria of assessment	3.50	Proficient
6	I assess student learning every after teaching - learning instruction	3.50	Proficient
7	I prepare and administer summative and periodic exams	3.81	Proficient
8	I prepare and administer comprehensive and standardized test	3.52	Proficient
9	I prepare hands – on practical exams/tests	3.59	Proficient
10	I use rubrics and authentic assessments on outputs and projects	3.42	Proficient
Total		3.46	Proficient

Rating Scale:	1.00 – 1.75	Beginner
	1.76 - 2.50	Developing
	2.51 - 3.25	Approaching to Proficiency
	3.26 – 4.00	Proficient

Table 12 above portrays the proficiency of the teachers about the concept of preparing and using appropriate and valid assessment tools with a average total of 3.46 corresponds to Proficient. It is also noticeable that still teachers prefer the easiest conventional way of assessing students based on the statement, *“I prepare and administer summative and periodic exams”* with an average mean of 3.81. Similarly, the researcher noted the comments of many respondents that:

“Magleksyon ko. Quiz dayon inig kahuman. (I deliver the lesson and give a short quiz afterwards).”

“Ang paghatag ug test inig kahuman sa leksyon ang pinakadali. (Giving a formative test after the lesson is the easiest way).”

“We always have periodical exams it corresponds to four grading period in the whole year.”

“Muhatag ko ug summative test kaduha sulod sa usa ka grading period o human sa usa ka chapter. (I give summative twice every grading period or every after a chapter lesson).”

Based on the statements above, it deliberates a routine of some teachers in the classroom every after a lesson. It is a good practice but perhaps teachers need to consider another way of evaluating students in their performance. He could devise a unique set of criteria for a unique but effective method of assessment because not all learning is measured through paper – and – pen assessment.

Likewise, some relevant comments were on the statements, *“I use rubrics and authentic assessments on outputs and projects”* and *“I prepare hands – on practical exams/tests”* with average means of 3.59 and 3.42, respectively, both described as Proficient . Some of these comments are:

“Naay nmga istudyante nga maayu gyud nga mubuhat kaysa pagmemorize or problem solving. (There are students who are better in doing things than in memorizing or problem solving).”

“Muhatag ko ug ativities unya graduhan base sa akong criteria ug standards. (I give activities and give them grades based on my formulated criteria and standards).”

“Makalimot ran a sila information pero dili ang ilang gibuhat. (Students can forget the information but remembers the action).

The statements above implicated the need to provide teachers with the skills and hands – on activities which they can involve their students and so students participate. There must be a constant goal of achieving sustainability, further innovations and improvements in teacher skills and knowledge in classroom activities with adequate provisions of the materials needed in order to suit activities to the needs of the students and to the trends of the current times. At the same time, this requires teachers to be more

effective in assessing student learning by using sets of criteria to measure student learning. Most probably, teachers are encouraged to devise and to modify assessment tools otherwise, the department has to intervene by providing and training teachers with assessment techniques and tools so that teachers will be guided better and their work will be lighter and in accordance with what the department intends the teacher to do.

Finally, the statement “ *I conduct ACTION RESEARCH on learning performance whose findings and recommendations have been adopted by the school*” has an average mean of 2.73 described as Approaching to Proficiency. From this, it can be inferred that teachers don’t give much concern about research. It follows with some of the following statements of the respondents:

“Dili ko kamao magresearch. (I don’t know how to conduct research).”

“Simple ra gyud na ato statistics. Compute ra gyud ug MPS. (We have only simple statistical treatment on scores like computing the MPS (Mean Percentage Score) for our teaching performance.”

“ Naa koy pretest ug post – test sauna kay giingnan man me. Naka obserbar ra me motaas o mumubo ang score sa istudyante pero dili gyud magstatistics. (I have pre - test and post – test in my earlier years of teaching because we are instructed to. We only observe if the score of students have increased or not but not exactly to do statistical analysis.)”

“Apektado ko sa low performance sa manga estudyante base sa MPS kada grading period so mangita nalang ko ug paagi para maimprove. (I am affected with low performance of my students based on the MPS of every grading period so I would find ways to improve student performance).”

If this is the case that educational statistics is taken lightly in school, the educational system in schools is incomplete. Perhaps, there has been student evaluation among students, but there seems to be a failure in analysing student performance which actually affected the rating of the teachers in their performance. Educational research requires time, effort, money, facilities and knowledgeable personnel to conduct the research at the same time, can interpret results, and make findings, conclusions and recommendations. It is obvious that student and teachers performance is measured in MPS (Mean Percentage Score) which is only partial and unreliable for judgment or decision – making for an action. At the same time, it cannot justify teacher performance of a responsible teacher to

compare a sample population to the performance of another sample in other schools especially if the proper process of conducting the research is not followed. This entails training and educating teachers with educational statistics and research.

Conducting educational research must be encouraged among teachers in schools. It shall be given with ample support, most probably, financially in order to improve academic and non – academic instruction as well as student performance and student productivity. In line with the tri – dimensional work – competence of man, preparation of appropriate and valid assessment tool involves physical action, mental processes and the passion of making assessment tools effective.

Table 3 shows that significance level at $\alpha = .05$ is greater than p – value (.023). This suggests the researcher not to reject the null hypothesis that every classroom needs appropriate and valid assessment tools. Assuming that teacher competence has an impact on the validity of the assessment tool, the researcher could associate the art of questioning, teacher methodology, styles and techniques thru effective and relevant instructional objectives of the teacher in preparing the assessment tool religiously.

Table 3. Correlation between Teacher Competence and Appropriate and Valid Assessment Tool

Source of Variations	Sum of Squares	df	Mean Square	F	Sig.	Description
Between Groups	5.234	29	.180	2.050	.023	Significant
Within Groups	2.993	34	.088			
Total	8.227	63				

Effective use of classroom assessment techniques (Obaob, 2009; Casinto and Cuizon, 2004) begins with a clear understanding of its purpose and its expected outcome. Teachers must understand the aspects to develop such as the cognitive domain, affective domain and psychomotor domain of a learner.

Stressed out by Gutierrez (2008), learning outcomes refer to thinking, feeling and doing aspect of the student thus considering three aspects of a develop learner, the head for thinking, the hands for doing and the heart for feeling which corresponds to the work – competence theory of man which includes the three dimensions, the mind, the body and the heart. Students need to be prepared to develop not only formal skills but also functional skills through effective and related instructional objectives that shall change student behavior to desirable ones. Teachers themselves must be a product of such intricate and complicated process of becoming a teacher.

According to Neil Salkind (2013), what all these professionals have in common is that in order for them to take action to help other people with

whom they work, they need to assess a particular behavior or set of behavior. Teachers must realize the role of making changes in the life of their students. Most likely, they should intend to know through assessment, the behavior or set of behaviors their student has in order to consider the things to be done and to be successful in their effort. It is inevitable and true indeed that teaching is (Reynolds, Livingstone, Welson, 2006) conceptualized as a straightforward process whereby teachers provide instruction and facilitate student assessment. Alastair Irons (2008) said that providing feedback to students is an important aspect of teacher's role in higher education. Furthermore, quality and timeliness of feedback to students are key features in the student learning processes and in the teacher and student processes.

Conclusion

Preparing appropriate and valid assessment tool is manifested among teachers in the performance of their duties and responsibilities which is prevailing at *approaching to proficiency* and *proficiency* levels. This denotes that manifestation is in congruence with the tri – dimensional work – competence and with the teachers preparation in their own appropriate and valid assessment tools in assessing student development. It conforms to the tri – dimensional work competence of man in way that teachers are able to assess cognitive, affective and psychomotor aspect of learning which can be equated also to the use of the three dimensions of work – competence namely the body, the mind and the heart. It approves the proposition that teachers prepare their own appropriate and valid assessment tools for assessing student development. Such preparation takes time, effort, knowledge, skills and several considerations. Consequently, a competent teacher is prepared in doing appropriate and valid assessment tools, a good quality of the 21st century teacher

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