

Understanding and Attainability of the School Administrators' Performance Framework in Zamboanga del Norte Division

Robert I. Poculan III

Senior Education Program Specialist, HRD
Division of Zamboanga del Norte, Philippines
robert.poculan@deped.gov.ph

Abstract: The education system has just recovered from the adversities brought on by the pandemic. Still, despite those unforgettable experiences, the school heads had established a complete understanding of the Office Performance Commitment and Review Form (OPCRF) and could provide evidence for this rating. This study used a descriptive-correlational design in which means and correlation coefficients are presented and interpreted. The questionnaire under understanding yielded an overall WM=4.53, with VD-Extremely Aware, while the attainability has an overall WM=4.47, with VD-Very Probable. The coefficient correlation obtained $r_s(165)=r .819, p=.000$. Thus, the null hypothesis of no significant relationship is rejected. This implies that the greater the understanding of the Office Performance Commitment and Review Form, the higher the probability that the Means of Verification (MOV's) are attainable. Based on the study's findings, the school heads, during their compliance with this form, did not encounter any difficulty, especially in securing different documents to attach to their final submission, as the results show everything was feasible.

Keywords: Administrators' Performance, Attainability, Office Performance Commitment and Review Form, Performance Framework, Understanding

Main Text

I- Introduction

Globally speaking, the most catastrophic effects of COVID-19's challenges were seen. Coronavirus illness, also known as Covid-19, is a severe health issue currently affecting many aspects of society, including daily living, employment, and the global educational system. Covid-19 first surfaced in Wuhan City, China, in December 2019. On January 30, 2020, and March 11, 2020, the World Health Organization (WHO) proclaimed Covid-19 a worldwide emergency (Özüdoğru, 2021). This phenomenon negatively impacts all other concerns, specifically the education system. For nations with quick Internet connectivity and to better serve learners who rely primarily on this accessibility, the traditional face-to-face learning approach can be transformed into a blended learning model. One is distance learning. The idea of distance learning relates to raising educational standards and developing students' learning (Burns, 2011). Distance education is a structured teaching and learning process that takes place somewhere other than a traditional classroom and calls for technological connection and specialized corporate organization (Moore & Kearsley, 2012). However, some commonly adopted modular because they needed more technological resources

especially in the Philippines. However, the ability of each student to attend to the need for learning time must be a fundamental factor in how learning will be delivered in the middle of this crisis.

Nothing has changed in terms of educational administration because the Department of Education has mandated that school leaders undertake a variety of strict health protocol implementations during the pandemic. Just like the school's instructional and physical preparations for the return of face-to-face instruction, it just requires a realignment of roles and accountabilities. The effectiveness of a principal according to the Daily Inquirer (2010) as cited in Canete (2010), in this new educational era will therefore require complex knowledge and skills related to organizational culture and management in addition to effective instructional leadership skills. The heads of the schools continue to be committed to harmonizing performance goals and successes throughout the whole school year, regardless of any unusual circumstances. High self-efficacy administrators are confident in their capacity to bring about positive change and encourage others to take on more responsibility in a school's decision-making processes (Schunk, 2012). The D.O. # 2 s. 2015, titled "Guidelines on the Establishment and Implementation of the Result-Based Performance Management System (PMS) in the Department of Education," continues to serve as the foundation in this case. Before the ratee is officially given the final rating, it goes through several steps. The rater would provide technical help to accomplish each aim within this area at the coaching stage if, at any time, there were some significant concerns that were not addressed by the school heads as specified by the Key Result Area (KRA) came to light. Sergioivanni (2009) agrees that school administrators have a busy schedule filled with obligations that take a lot of their time and energy. Hence, all the actions ensure that each performance can be attributed to meeting the objectives and clearly displayed through the Means of Verification (MOV) reflected in the performance framework.

The current research study examined how well school leaders understood the entirety of the OPCR as well as whether it would actually be possible to produce sufficient reliable evidence in the form of MOVs. The presentation of socio-demographic data, including age, sex, length of service, school being handled, and position, was one of the study's variables. The frequency alone was used to illustrate these characteristics. All of the responders were administrators of elementary, junior high, or senior high schools in the Zamboanga del Norte Division.

The Division Human Resource Development Office has the chance to revisit the findings if there were challenges depicted in the form or sustained to the wider applicability if it sounds feasible and very fulfilling to satisfy at the end of the school year.

2- Framework

PRAISE (Performance Review, Analysis, and Improvement System for Educators) is a formative evaluation tool developed to help school leaders improve their performance. The system looks to be trustworthy and genuine, and it is adaptable enough to meet the demands of a wide range of users (Knoop, et al., 1985). They further accorded that problem solving and decision-making are among the many items and categories on the test, as are curriculum and program creation, relationships with teachers, relationships with parents and the community, and professional characteristics and competences. Setting and attaining goals and objectives, guiding and leading, managing change and innovations, and delegating and

encouraging participation are some of the categories and elements in the inventory system for key performance indicators.

In a recent research on instructional leadership, Ruffin (2007) as cited in Al- Ghanabousi and Idris (2010) discovered that principals saw themselves as the instructional leader of their school, a job that is significant, difficult, and diverse. Furthermore, Ruffin (2007) discovered that principals regard themselves as instructional leaders when they provide professional development, supervise instruction, and form connections. According to Cheng (2006) study, strong leadership entails a principal being supportive of teachers and encouraging participation, developing clear goals and policies and holding people accountable for results, being persuasive in forming alliances and resolving conflicts, being inspirational and charismatic, and encouraging professional development and teaching improvement. Strong leadership has been linked to higher organizational effectiveness, a positive principal-teacher relationship, more participation in decision-making, higher teacher esprit and professionalism, less teacher disengagement and hindrance, higher teacher job satisfaction and commitment, and higher student performance, particularly in terms of attitudes toward their schools and learning.

Principals are in charge of their schools' general operations. Some of their roles and obligations are outlined in state legislation. The capacity of a school to succeed is determined by its ability to forge a coalition aimed at improving academic performance (Eberhard, 2013). Principal assessment standards and methods have also been established by states and school districts to set expectations for principals. As schools became increasingly accountable for their students' performance on national and state examinations in the later half of the twentieth century, principals' duties and responsibilities shifted. Principals were given additional responsibility for their schools' teaching and learning. Their obligation to oversee instruction, as well as to assist instructors in improving their teaching, grew in particular. Principals realized the need to more effectively evaluate education and aid instructors as they strove to enhance their instructional skills as a result of this shift in duties. In certain places, the principal's responsibility to enhance the school's educational program is mandated by law. When schools are labeled as low performing (children do not reach performance objectives) for a set period of time, some state legislation mandates the dismissal of administrators.

With rising demand on schools to enhance teaching and learning, administrators' roles and responsibilities have grown to include the leadership of school change that would improve student accomplishment. A principal's capacity to build a common vision across the school community and execute new organizational structures that engage teachers in shared decision-making were key factors in driving changes to improve student achievement. Determining what function our schools must serve in this day of constantly shifting (Eberhard, 2013). Principals have learned that including the whole school personnel in decision-making increases commitment to school reform efforts.

III- Objectives

The study aims to measure the school heads' understanding on the Office Commitment and Review Form (OPCRF) and whether this group of respondents can attain to the MOV's set for this purpose. It is one way of recognizing the reliability of the form prior

to the approval of ratees' ratings. Specifically, it seeks to attain the following objectives. (1) determine the socio-demographic of profiles of the school heads in terms of sex; age; length of service; and position. (2). determine the OPCRF's understanding level of the respondents. (3) determine the level of attainability in the context of providing the Means Of Verifications (MOV's) (4). determine the significant relationship between the understanding and attainability of the respondents. (5). To test the null hypothesis of there is no significant relationship between understanding and attainability of the respondents' performance framework.

IV-Methodology

This part of the study presents the research design, sampling, data collection, ethical issues, and statistical treatment of the data.

Sampling

The population of the study was composed of head teachers (I-VI) and principals (I- VI). By principle, the inclusion of the entire subjects of the study is quite tricky, so a sampling technique for taking a sample is undertaken. The researcher employed the 95% confidence level in determining that the sample is representative. It is unavoidable that one never falls below the specified percentage level for the dependability of the result. To collect the sample, the researcher must first determine the total population units and then calculate the number of actual samples that adhered to a 95% confidence level and a 5% margin of error. It is called a probability sample, and simple random was used to choose the people who took part in the study.

Data Collection

It was presumed that before this stage, the number of sampled respondents had already been identified. Since the researcher proposed to utilize the Google form, there would be proper identification of the respondents, and to be more reliable, asked the data from the division planning section. One week was set for data collection through this form. A link was distributed to the respondents, and the results were tabulated a week after. Although it had automated consolidation as a built-in program, it was necessary to adopt the Initial Data Analysis (IDA) before treating them to the statistical calculation to identify outliers that may affect the entire data. For confidentiality purposes, a deletion of the created file is enjoined once done.

Ethical Issues

The study's coverage was the entire Division of Zamboanga del Norte. Thus, a letter to ask permission for the conduct was secured from the office of the Schools Division Superintendent through the Human Resource Development Office for evaluation. It was approved, and the letter to the respondent was made to at least inform them about the purpose of the research study and the significant implications the findings can have. It is a must that the data being gathered be confidential and anonymously represented. However, the respondents have some rights, such as the right to refuse to be the respondents and the right to stop responding to the tool even in the middle of the conduct.

Plan for Data Analysis

The study used descriptive- correlational. The weighted means and verbal descriptions were presented, particularly on the utilized scales for each statement. The aggregate mean was also revealed with its corresponding description that warranted them as part of the descriptive statistics. For the relationship between understanding and sustainability, the Spearman Rank Order Correlation Coefficient was used. This part opted not reflect the formula since they are already in a standard form and their illustrations are no longer required.

V- Results Discussions

This section presents the results of each objective with the corresponding discussions and interpretations.

Objective 1: Determine the socio-demographic of profiles of the school heads in terms of sex, age, school being handled, and position.

Table 1 presents the socio-demographic profile of the respondents, with a total of 166. The males make up 55.42% of the respondents, while the females make up only 44.58%. In terms of age, 41 and above recorded the highest number, which presents 73.49%, and none of them belongs to anyone below 30 years old. Most of the respondents are elementary school heads (72.89%). The positions are mostly head teachers I–VI, reflecting 50.60 %.

Table 1
The Socio-demographic Profiles of the Respondents

| Socio-Demographic | Frequency (f) | Percentage (%) |
|---------------------------------|------------------|-------------------|
| Sex | | |
| Male | 92 | 55.42 |
| Female | 74 | 44.58 |
| Total | 166 | 100 |
| Age | | |
| 30 & below | 0 | 0 |
| 31-40 years old | 44 | 26.51 |
| 41 & Above | 122 | 73.49 |
| Total | 166 | 100 |
| School Being Handled | | |
| Elementary | 121 | 72.89 |
| Secondary (With or Without SHS) | 45 | 27.11 |
| Total | 166 | 100 |
| Position | | |
| Teacher In-Charge | 22 | 13.25 |
| Head Teacher I-VI | 84 | 50.60 |

| | | |
|----------------|-----|-------|
| Principal I-IV | 60 | 36.14 |
| | 166 | 99.99 |

Objective 2: Determine the *OPCRF*'s understanding level of the respondents.

The understanding level of the respondents on the Office Performance Commitment and Review Form (OPCRF) is displayed in Table 2 in descending order. The statement 14, with a weighted mean (WM) of 4.63 and a verbal description (VD) of "extremely aware," is the first in rank. The second is statement 15: "The rater and ratee must discuss and agree on the actual accomplishments and outcomes based on the performance commitments and measurements agreed upon at the start of the rating period." VD = Extremely Aware, and WM = 4.62. The statement with the lowest mean is "When should performance planning and commitment be completed, and what cycle should be completed at the end of the performance cycle?" (WM = 4.37, VD = Extremely Aware). Noting that all of the statements obtained a verbal description of "extremely aware," with the overall mean of 4.53 which means the school heads know everything about the performance framework of the Department of Education, particularly the OPCRf. According to Clark et al. (2009), gifted educators ought to be given promotions if they are deemed capable of running schools. This citation explains that if the ratings are very appreciative, the school heads have the opportunity to seek any promotion based on merit and fitness in DepEd.

Table 2

The OPCRf's Understanding Level of the Respondents

| Statement | Weighted Mean (WM) | Verbal Description (VD) |
|---|--------------------|-------------------------|
| 14. Once the overall rating for the actual accomplishments and outcomes has been determined, the rater and ratee will reach an agreement by signing the OPCRf. | 4.63 | Extremely Aware |
| 15. The rater and ratee must discuss and agree on the actual accomplishments and outcomes based on the performance commitments and measurements agreed upon at the start of the rating period. | 4.62 | Extremely Aware |
| 11. Performance monitoring and coaching will begin once the rater and ratee have agreed on the KRAs, Objectives, and Performance Indicators and signed the OPCRf. This will be carried out throughout the year. | 4.61 | Extremely Aware |
| 17. The rater and ratee must identify and discuss the individual's strengths and development requirements, and | 4.61 | |

| | | |
|--|------|-----------------|
| they must be reflected in the OPCRf's Part IV-Development Plans. | | Extremely Aware |
| 3. The mandate or function of the office and/or individual employee is referred to as the Key Result Area (KRA). KRA is the reason for the existence of an office and/or a job. | 4.60 | Extremely Aware |
| 10. The rater's role is to discuss the competencies with the ratee (school head). | 4.59 | Extremely Aware |
| 4. A performance indicator (PI) is a precise quantification of objectives that serves as an assessment tool for determining whether a performance is positive or negative. | 4.56 | Extremely Aware |
| 16. The outcomes of the performance review and evaluation will be used in performance rewarding and development planning. | 4.56 | Extremely Aware |
| 8. Setting three targets per KRA must adhere to the SMART criterion, which stands for Specific, Measurable, Attainable, Relevant, and Time-Bound must be used. | 4.54 | Extremely Aware |
| 12. At the end of the performance cycle, the office and individual employees' performance levels will be reviewed and evaluated in accordance with the commitments and measures contained in the signed OPCRf. | 4.60 | Extremely Aware |
| 6. The role of the rater in each stage of the performance management system cycle. | 4.53 | Extremely Aware |
| 1. The development of the Office Performance Commitment and Review Form (OPCRf) is based on Deped Order 2. S, 2015. | 4.51 | Extremely Aware |
| 9. The performance indicators employed a five-point rating scale to assure objectivity, impartiality, and verifiability. | 4.50 | Extremely Aware |
| 2. Adoption of the SPMS in Deped promotes the agency's culture of performance and accountability, with the Deped's mandate, vision, and mission at its core. | 4.49 | Extremely Aware |
| 13. The procedure for calculating points and assigning adjectival rating. | 4.50 | Extremely Aware |
| 19. The average rating of individual staff members should not be higher than the office's overall performance rating. | 4.48 | Extremely Aware |

| | | |
|---|------|-----------------|
| 20. The School Performance Management Team's roles and responsibilities. | 4.43 | Extremely Aware |
| 18. The performance rating is used because the rater will offer the types of interventions required based on the development requirements identified. | 4.42 | Extremely Aware |
| 5. The CSC's four-stage performance management system cycle, which includes phases I to IV. | 4.39 | Extremely Aware |
| 7. When should performance planning and commitment be completed, and what cycle should be completed at the end of the performance cycle? | 4.37 | Extremely Aware |
| Overall Mean | 4.53 | Extremely Aware |

Scale: 1.00-1.80- Not at all Aware, 1.81-2.60- Slightly Aware, 2.61-3.40- Somewhat Aware, 3.41-4.20- Moderately Aware, 4.21-5.00- Extremely Aware

Objective 3: Determine the level of attainability in the context of providing the Means of Verifications (*MOV's*).

Table 3 presents the Means of Verifications (*MOV's*) attainability among the school heads based on the given performance framework-the OPCRF. Statement 10 shows the highest mean of 4.67 with the VD-very probable, stating, "Assisted the teachers in the management & maintenance of conducive learning environment and sound classroom discipline." It follows with the same VD the statement "Provided school safety & disaster preparedness to ensure a child-friendly & safe learning environment for learners." All the items except 4 with the statement "Conduct research for this school year" has a WM=3.30 with VD- neutral. Among the stipulated array of attainability, the study's findings show that conducting the research could be more challenging for them. However, despite this, the overall WM = 4.47, VD- Very Probable. Explaining further the importance of research for the school heads since they must foresee what learning experiences to anticipate in the future that are promising and effective, and this can be done only through research. Reflection is a "learning process that examines current or past practices, behaviors, or thoughts to make conscious decisions about future actions," according to Barnett and O'Mahony (2006). (p. 501).

Table 3

The level of attainability in the context of providing the Means Of Verifications (*MOV's*)

| Statement | Weighted Mean (WM) | Verbal Description (VD) |
|-----------|--------------------|-------------------------|
|-----------|--------------------|-------------------------|

| | | |
|---|------|---------------|
| 10. Assisted the teachers in the management & maintenance of conducive learning environment and sound classroom discipline. | 4.67 | Very Probable |
| 8. Provided school safety & disaster preparedness to ensure a child-friendly & safe learning environment for learners | 4.63 | Very Probable |
| 9. Supervised teachers' delivery of instruction including compliance to contextualization, learning standards, pedagogies and assessment. | 4.62 | Very Probable |
| 20. Provided assistance to 100% of the teachers based on the needs in maintaining conducive classrooms and classroom discipline | 4.62 | Very Probable |
| 18. Performed various related tasks/activities that contributed to school administration and supervision. | 4.58 | Very Probable |
| 11. Utilized learners' achievements and other performance indicators in planning and in career awareness/ guidance. | 4.56 | Very Probable |
| 2. Led in the development of a comprehensive SIP & AIP and Enhanced BE-LCP that integrates VMC & captures priority PAPs with the following requirements | 4.56 | Very Probable |
| 16. Implemented plan for the management of school organizations | 4.52 | Very Probable |
| 17. Implemented plans that promoted gender sensitivity, physical and mental health awareness, and culture responsiveness. | 4.51 | Very Probable |
| 1. 1. Accepted the Enhanced SIP/AIP and LRC under the MOV's of KRA 1. | 4.50 | Very Probable |
| 14. Implemented awards, recognition, benefits, welfare, and incentives for school personnel, learners, and other stakeholders based on existing guidelines. | 4.49 | Very Probable |
| 15. Implemented plan with the involvement of different groups of internal and external stakeholders | 4.48 | Very Probable |
| 19. Complete documents of the following: 1.EBEIS 2.LIS, 3.NSBI, 4.SFs, 5.PPE Inventory results 6.CDR & Subsidiary Ledger 7.SBM Assessment Result | 4.45 | Very Probable |

| | | |
|---|------|---------------|
| 12. Prepared and implemented personal and professional development plan and built networks in the implementation. | 4.42 | Very Probable |
| 13. Prepared staff development plan based on needs that surfaced in the performance review, observation and analysis. | 4.40 | Very Probable |
| 5. Demonstrate knowledge in the utilization & institutionalization of effective monitoring & evaluation processes & tools to gather accurate information on the implementation of policy, projects & activities in the AIP as bases for continuous improvement & policy recommendation. | 4.39 | Very Probable |
| 6. Applied knowledge on records management, financial management, and management of school facilities and equipment | 4.39 | Very Probable |
| 7. Demonstrated skills & understanding in managing & monitoring school data using technology, school facilities & equipment to ensure effective & efficient school operations | 4.39 | Very Probable |
| 3. Applied knowledge in the preparation & conduct of action research to improve school performance | 4.31 | Very Probable |
| 4. Conduct research for this school year. | 3.30 | Neutral |
| Overall Mean | 4.47 | Very Probable |

Scale:1.00-1.80- Not Probable, 1.81-2.60-Somewhat Improbable, 2.61-3.40-Neutral, 3.41-4.20- Somewhat Probable, 4.21-5.00- Very Probable

Objective 4: Determine the significant relationship between the understanding and attainability of the respondents.

The relationship between understanding and attainability is presented in Table 4. The computation's result shows $r_s(165) = r .819, p = .000$. Thus, the null hypothesis of no significant relationship is rejected. This implies that the greater the understanding of the Office Performance Commitment and Review Form, the higher the probability that the Means of Verification (MOV's) are attainable. Although this compliance with the documents is not new, the objectives are arranged according to the KRA, which needs more attachments than the allotted percentage. As teachers, their versatility keeps them productive no matter what challenges they meet, particularly in producing evidence to support performance. According to Guven et al. (2012), teachers who are capable of integrating theory and practice in a rapidly evolving and changing informational context are needed in our educational system.

Table 4

The Relationship Between Understanding and Attainability

| Variables | Coefficient of Correlation | p-value |
|---------------------------------|----------------------------|---------|
| Understanding and attainability | $r_s=.819$ | .000* |

* $p < .05$, significant**VI- Conclusions**

More males are recorded as compared with female respondents. The majority of them are over the age of 41 and work in elementary schools. Head teachers I–VI held dominant positions. With regards to their understanding in the context of the Office Performance Commitment and Review Form (OPCRF), they are extremely aware of everything as to its content and cycle. On the other hand, the attainability of providing Means of Verification in each Key Result Area (KRA) is very probable, which means that, despite the arrays of possible documents to secure, they are able to produce them and attach them to their OPCRf. It is also found that the greater their understanding of the entirety of the DepEd Order portraying their school performance, the higher their attainability of having those documents for evaluation and rating.

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