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THE LA SALLE GREEN HILLS GRADE SCHOOL FACULTY
EVALUATION PROGRAM: AN ANALYSIS

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Juliana Caracta Alcanites

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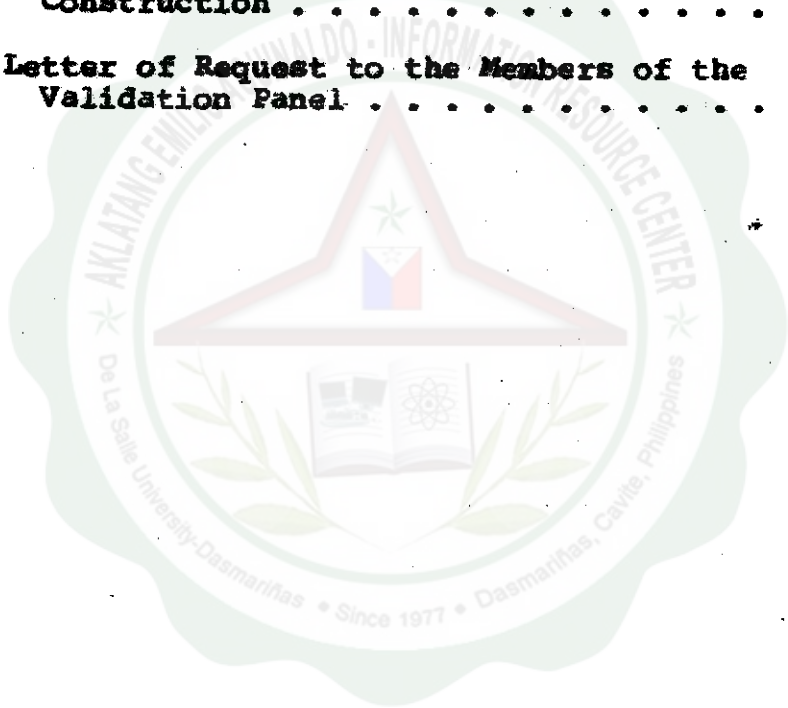
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Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Premised along the CIPP approach to evaluation profounded by Stufflebeam and Guba that the purpose of evaluation is "not to prove but to improve," this research study aimed at helping the grade school of La Salle Green Hills improve its faculty evaluation program by exploring on three basic related areas of concerns; to wit, program description, program awareness and perception, and instrument evaluation. These dimensions of this study formed the core of the document exploration, questionnaire administration and interpretation, and instrument analysis.

Summary

In describing the program, an exploratory analysis of pertinent school documents was made to determine the program rationale, objectives, assumptions, and evaluation procedures.

In determining the teachers' level of awareness of the faculty evaluation program and their degree of perception of its importance and effectivity, an original questionnaire was administered.



In evaluating the instrument currently used, an item analysis was conducted supported by an assessment of its content validity by recognized experts in faculty evaluation, test construction, and instrumentation.

Conclusions

Program Description. The La Salle Green Hills Faculty Evaluation Program is a systematized and organized process of recruiting, selecting, assigning, and evaluating teachers with the end in view of accomplishing these objectives:

1. To facilitate the improvement of instruction.
2. To assist the teachers in the enhancement of their personal and professional growth and development;
3. To provide a basis for administrative decisions.

It has been gathered from the exploratory documentary analysis made that data about the faculty evaluation program are contained in various school documents.

Program awareness and perception. Through a questionnaire administered to the grade school teachers, their level of awareness of the school's evaluation program

and their perception of its importance and effectivity were determined. Through the obtained data, evaluation practices and procedures which are currently implemented and which are not given due importance were likewise determined.

The salient results of this section in this study are the following:

1. Generally the teachers are well-informed of the evaluation practices and procedures. The highest percentage in a given item was 98.61% and the lowest was 72.33% in the yes-I-am-aware category while the only 20.83% registered as the highest and 0% as the lowest in the No-I-am-not-aware category.
2. The teachers perceived practically all items on evaluation practices and procedures as important to a great extent and implemented effectively to a great extent, too. However, using the Corrective Action Priority Index (CAPI) as an indicator of discrepancy between what is currently implemented and what is given due importance, the following items came out as warranting some degree of attention:
 - a. The pronounced objectives of the teacher



evaluation program especially along its being used as a basis for administrative decision, as a means of enhancing the teacher's personal and professional growth and development, and as a venue for instructional improvement.

- b. Some evaluation practices and procedures such as the teachers evaluating themselves in SPOM, goal-setting conferences at the start of the year, post conferences held to discuss teachers' strengths and areas for improvement. Related to these results are other suggestions regarding speedier release of evaluation results and evaluation of administrators, too.

Instrument Evaluation. The item analysis and validation made, including teacher-respondents' assessment, on the end-of-the-year evaluation instrument with four component scales used by the grade school revealed some interesting findings:

1. Some teachers believe that the SPOM which is regarded as subjective and idealistic should not be a part of the total instrument.

However, it can serve as a good guideline for



all teachers to enhance their personal and professional growth and development.

2. The instrument may not have encompassed all the aspects of teacher behavior and characteristics since the total instrument concentrates mainly on two basic areas: the traits of a Christian educator and professional/academic dimension. There are subscales, specifically SS_3 and SS_8 , having limited number of items which may not reflect valid and reliable assessment.
3. The entire instrument deals primarily on compliance and obedience and is found wanting in enhancing creativity, innovativeness, imagination, and self-fulfillment.
4. Except for three items, one found in CS_1 SS_1 , the second in CS_2 SS_5 , and the third in CS_4 SS_8 , all other items in the four component scales show negative skewness and high kurtosis which mean that the scores based on the merit ratings received by the teachers in SY 1982-83 are generally high.
5. The reliability coefficient of the total component is relatively high (.841). The



correlation of the second component scale (CS₂) to the total component is high (.932) while the correlation of the fourth component is moderate (.542). The first and third component scales reflect moderately high correlation (.770 and .736 respectively). However, a closer examination of the various items reveals varying degrees of correlation, others have either zero, low negative or low positive correlation which may be partly due to the way a particular item is structured or the subjective element or multiplicity of attributes being evaluated especially in the first component.

Recommendations

In the light of the foregoing results of this study, the following recommendations are being presented with the hope of improving the entire evaluation program of the grade school. The recommendations are categorized according to the three main areas of concern in this study.

Program Description

1. The school should come up with a Manual on the Grade School Faculty Evaluation Program which will



embody all pertinent information about teacher evaluation such as its rationale, assumptions, objectives, and procedures. It should contain also the evaluation instruments used and guidelines for their administration, scoring system, and interpretation.

Included in this Manual should be a section on "The Paragon of a La Salle Teacher" which shall serve as a model for all members of the teaching and administrative staff in meeting the school's expectations.

Program Awareness and Perception

1. The evaluation program is essentially the process of determining to what extent its objectives are being realized by those involved in the process of evaluation. It is, therefore, imperative that the school look critically into its evaluation practices and procedures to find out if they conform with the attainment of the objectives of its faculty evaluation program particularly those related to decision-making.

2. A speedy release of evaluation results is hereby recommended to enable the teachers to immediately know where each of them stands. The result should indicate not only the total merit rating received but a numerical or descriptive explanation of such rating.



Instrument Evaluation

1. The school should decide the inclusion or non-inclusion of the first component in the total evaluation scheme in the light of its thrust or mission statement. If it is included items should be formulated following the SPOM approach.

2. An ad hoc committee composed of representatives from the administration and faculty-at-large should be commissioned to study more closely the evaluation instruments that would be developed as a result of this study.

Likewise the committee should look into the development of an instrument for the evaluation of the administrators to continuously ensure the enhancement of their competence, professionalism, and excellence.

In the formulation of the instruments, the committee should consider item validation either through statistical method and/or through the opinions of experts in the field of test instrumentation.

