

PERFORMANCE APPRAISAL PRACTICES TO PROFESSIONAL ATTRIBUTES AND COMMITMENT AMONG ELEMENTARY SCHOOL TEACHERS

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**Abstract:** The purpose of this study was to determine the perception of Lucena North District teachers to performance appraisal practices on professional attributes and commitment. The study was conducted in 5 selected schools in Lucena North District namely; Lucena North I Elementary School, Lucena North II Elementary School, Lucena North III Elementary School, Zaballero Elementary School and Gulang-Gulang Elementary School. The respondents were composed of one hundred thirty six (136) teachers. It sought to determine the level of perception of Lucena North District teachers to performance appraisal practices on professional attributes and commitment. This study used descriptive correlational research design with the use of researcher-made instrument, and a statistical tool employing mean and standard deviation and spearman rho coefficient. Total Enumeration Sampling was used to select the sample respondents. The findings of the study revealed that there is a significant relationship between the performance appraisal practices and professional attributes namely; creativity, innovation, passion, collaboration and adaptability of teachers. There is also a significant relationship between performance appraisal practices and commitment among teachers namely; long term career-planning, active school participation and professional development. Based on the results, all variables under professional attributes and commitment conform to the significant difference of 0.00 level. The researcher recommends the school heads to develop a stronger school-based and supportive appraisal system that empowers teachers, promotes professional growth. They should also provide a clear and transparent criterion for evaluation, including teaching effectiveness, student outcomes, professional development, collaboration, and contributions to the school community.

**Keywords:** Performance Appraisal Practices, Professional Attributes and Commitment

INTRODUCTION

One of the fundamental responsibilities of the organization's management, performance appraisals are an essential component of human resource management and are meant to improve employee performance. Employers select employees based on their performance, and the assessment procedure identifies discrepancies between the expected and actual levels of performance. The development of employees is related to performance appraisal. A method for evaluating skill, knowledge, ability, attitude, and job perception is the performance appraisal system. The aforementioned characteristics are factors that affect employee productivity. One of the organization's most precious assets is its workforce, and performance appraisals highlight their development. The management regards the time, funds, and labor put on enhancing their expertise, proficiency, and capacities as the most effective means of enhancing the organization's overall functioning.

The performance appraisal is anticipated to fulfill several purposes as an assessment instrument. Finding out what training employees need to address their weaknesses and boost productivity in the best interests of the institution is the main goal. Therefore, a well-functioning performance appraisal system aids in staff growth and boosts output.

Research has shown that when teachers' professional and personal needs and expectations are satisfied, they will be motivated enough to work hard and do a create remarkable job. It is true that teachers require both internal and external resources. An example of an intrinsically driven instructor would be someone who takes on a task for its own sake, either for the personal fulfillment it offers or the sense of appreciation it gives, in order to achieve success and self-actualization. Conversely, a teacher who is driven by external factors might carry out the task in order to receive compensation, incentives, honors, or recognition. In order that a teacher could establish

change, development and progress, an award, an incentive or a recognition should be given if he or she had exhibit exemplary achievement that contribute to the quality performance of the learners as well as the school and to verify such an exemplary achievement teacher must document the accomplished achievement and pass through an appraisal system to acquire performance rating for awards and recognition.

Appraisal may involve formative aspects that focus on developing performance, such as career development, professional attributes and commitment. Summative aspects, on the other hand, evaluate performance for career progression, possible promotion or demotion and termination purposes. Teacher appraisal can be a key lever for increasing the focus on teaching quality.

Therefore, this research will analyze performance appraisal practices in terms of realization of this core objective and perspective associated professional attributes and commitment among teachers. This will play a pivotal role in developing the human resources of an organization in crafting a stronger school-based manual for performance appraisal of teacher's work

### **OBJECTIVES OF THE STUDY**

This study determined the relationship between performance appraisal practices, professional attributes and commitment among teachers

The study described the perception of teachers to performance appraisal practices such as incentive system, performance assessment and awards and recognition. . Second, to describe the perception of teachers to professional attributes namely; creativity, innovation, passion, collaboration and adaptability. Third, it determined the perception of teachers to professional commitment in terms of long-term career planning, active school participation, and professional development. Fourth, the relationship between performance appraisal practices, professional attributes and commitment among teachers.

### **METHODOLOGY**

#### **Research Design**

The researcher used a descriptive-correlational design. Descriptive design was used to describe and interpret the data in the questionnaire, which is one of the primary sources of information intended to provide data concerning with teachers' profile, perception to performance appraisal, professional attributes and commitment. Correlational method on the other hand, was utilized to determine if there is an existing relationship between school learning action cell and innovative work behaviour.

This study used quantitative approach in the research. The quantitative data analysis was based upon quantifiable data, evidence which were numerically evaluated through inferential and/or descriptive statistics (Bernardez, 2011).

#### **Respondents of the Study and Locale**

The respondents for the present study were the one hundred thirty six (136) public school teachers, these 136 respondents are the total number of population from 5 selected schools in Lucena North District

#### **Research Instrument**

This study used a survey questionnaire. The questionnaire contains four parts that help the researcher to gather data and to answer the research problem. The first part of the questionnaire sought to answer demographic profile of the respondents which help the researcher for the profiling of the respondents. The second part determine the perception of teachers to performance appraisal practices. Part three was used to gather perception of teachers to professional attributes. Part four describe the perception of teachers to professional commitment.

**Statistical Treatment**

Several statistical tools were used to analyse and interpret the data that were gathered in the study. The weighted mean on the different variables were tallied, and tabulated.

Simple descriptive statistics like frequency distribution, percent count, standard deviation, and mean were utilized to describe the perception of the respondents on the variables of the study.

To determine the relationship of phases of school learning action cell such as planning, implementation, monitoring and evaluation, and innovative work behavior in terms of opportunity exploration, idea generation, idea championing, Pearson Product - Moment Correlation Coefficient were utilized.

**RESULTS AND DISCUSSION**

The tabulated data and the results of the study were presented, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

**Table 1: Perception of the Respondent to Incentive System**

Indicators	Mean	SD	VI
1. I am delightful whenever I received monetary incentive.	4.28	0.66	<i>Agree</i>
2. I feel productive whenever I received non-monetary awards.	4.17	0.62	<i>Agree</i>
3. I feel more committed whenever I am acknowledged	4.43	3.53	<i>Agree</i>
4. I feel more competent whenever I have a high Performance-Based Bonus	4.04	0.47	<i>Agree</i>
5. I am happy whenever I am given a school-based incentive/reward from my school head	3.94	0.56	<i>Agree</i>
6. I take initiative whenever given incentive	4.04	0.67	<i>Agree</i>
7. I demonstrate a strong work ethics and dedication when given an incentive	4.12	0.62	<i>Agree</i>
<b>Overall</b>	<b>4.15</b>	<b>0.73</b>	<i>Agree</i>

**Legend:** 4.50-5.00 (Strongly Agree) 3.50-4.49 (Agree) 2.50-3.49 (Neutral) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)

The table 1 shows the perceptions of the respondents to Incentive System. Based on the results presented, the respondents agreed that they feel more committed whenever acknowledge which has the highest mean of 4.28 and a standard deviation of 0.66 indicating that acknowledgement to teachers makes them more committed at work. This result implies that when teachers feel appreciated and supported, they are more likely to be engaged, passionate, and committed to their students' success. This, in turn, positively impacts the overall learning environment and student outcomes. This is also shown in the overall mean of 4.15 and a standard deviation of 0.73 indicates that incentive system plays a crucial role in supporting, motivating, and retaining teachers, ultimately contributing to the quality of education provided to students. However, it's important to design incentive programs thoughtfully, ensuring they align with the goals and values of the school community while promoting fairness and equity.

In addition, teachers are also happy when given a school-based incentive or reward from the school head . Despite getting the lowest mean of 3. 94 and a standard deviation of 0.56 among the indicators, it shows that school-based incentives and rewards provided by school leaders can have a significant positive impact on teachers' morale, motivation, and overall job satisfaction. By fostering a culture of appreciation and recognition, schools can create a supportive environment where teachers feel valued and empowered to success.

**Table 2: Perception of the Respondent to Performance Assessment**

Indicators	Mean	SD	VI
1. Good performance rating boosts my morale	4.23	0.66	<i>Agree</i>
2. Good performance rating encourages me to attend more trainings and workshop for professional development	4.10	0.61	<i>Agree</i>
3. Good performance rating increases my productivity	4.09	0.64	<i>Agree</i>
4. Good performance rating increases my school engagement in school activities and projects	4.00	0.47	<i>Agree</i>
5. Good performance rating increases my motivation.	4.00	0.54	<i>Agree</i>
6. Good performance rating makes me more passionate in teaching	4.14	0.61	<i>Agree</i>
7. Good performance rating makes me eager to pursue career development and professional growth	4.15	0.58	<i>Agree</i>
<b>Overall</b>	<b>4.10</b>	<b>0.46</b>	<i>Agree</i>

**Legend:** 4.50-5.00 (Strongly Agree) 3.50-4.49 (Agree) 2.50-3.49 (Neutral) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)

Table 2 shows the perceptions of the respondents to Performance Assessment. Based on the results presented, the respondents agreed that good performance rating boost my morale which has the highest mean of 4.23 and a standard deviation of 0.66 indicating that good performance rating can significantly boost a teacher's morale. This result implies that a good performance rating serves as a powerful motivator and morale booster for teachers, reinforcing their sense of worth, competence, and commitment to their profession. It contributes to a positive school culture where excellence is recognized, celebrated, and encouraged. This is also shown in the overall mean of 4.10 and a standard deviation of 0.46 indicates that positive feedback through a good performance rating can motivate teachers to maintain high standards of performance and continue striving for excellence in their teaching practice. It reinforces their commitment to ongoing professional growth and improvement.

In addition, good performance rating increases teachers' engagement in school activities and projects. Despite getting the lowest mean of 4.00 and a standard deviation of 0.47 among the indicators, It shows that good performance rating can serve as a catalyst for increased engagement in school activities and projects, benefiting not only the individual teacher but also the entire school community. It creates a positive cycle where recognition leads to increased engagement, which, in turn, leads to greater success and satisfaction for everyone involved.

**Table 3. Perception of the Respondent to Awards and Recognition**

Indicators	Mean	SD	VI
1. I feel productive whenever given awards and	4.17	0.63	<i>Agree</i>

recognition			
2. I feel committed whenever given awards and recognition	4.12	0.53	<i>Agree</i>
3. I feel inspired whenever given awards and recognition	4.09	0.57	<i>Agree</i>
4. I feel dedicated whenever given awards and recognition	3.99	0.49	<i>Agree</i>
5. I feel motivated whenever I made an impact on my students and have given awards and recognition	3.94	0.52	<i>Agree</i>
6. I feel participative in school activities whenever given awards and recognition	4.01	0.63	<i>Agree</i>
7. I feel to be more passionate in teaching whenever given awards and recognition.	4.07	0.59	<i>Agree</i>
<b>Overall</b>	<b>4.06</b>	<b>0.45</b>	<b><i>Agree</i></b>

**Legend:** 4.50-5.00 (Strongly Agree) 3.50-4.49 (Agree) 2.50-3.49 (Neutral) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)

Presented in Table 3 presented the perceptions of the respondents to Awards and Recognition. Based on the results presented, the respondents agreed that they feel more productive when given awards and recognition which has the highest mean of 4.17 and a standard deviation of 0.63 indicating that awards and recognitions has a great impact on the teacher’s productivity. This result implies that when teachers had given awards and recognition serve as powerful motivators for teachers to excel in their roles. The desire to earn such accolades can drive them to set and achieve ambitious goals, innovate in their teaching methods, and continually seek opportunities for growth and improvement. This is also shown in the overall mean of 4.06 and a standard deviation of 0.45 indicates that awards and recognition play a crucial role in fostering a culture of productivity and excellence among teachers. By acknowledging and celebrating their accomplishments, schools can inspire greater dedication, innovation, and effectiveness in the teaching profession, ultimately benefiting students and the entire educational community.

In addition, teachers feel motivated whenever made an impact on students and have given awards and recognition. Despite getting the lowest mean of 3.94 and a standard deviation of 0.56 among the indicators, It shows that awards and recognition reinforces teacher’s sense of purpose and reminds them of the meaningful difference they are making in their students' lives.

**Table 4: Perception of the Respondent to Awards and Recognition**

Indicators	Mean	SD	VI
1. I feel productive whenever given awards and recognition	4.17	0.63	<i>Agree</i>
2. I feel committed whenever given awards and recognition	4.12	0.53	<i>Agree</i>
3. I feel inspired whenever given awards and recognition	4.09	0.57	<i>Agree</i>
4. I feel dedicated whenever given awards and recognition	3.99	0.49	<i>Agree</i>
5. I feel motivated whenever I made an impact on my students and have given awards and recognition	3.94	0.52	<i>Agree</i>

6. I feel participative in school activities whenever given awards and recognition	4.01	0.63	<i>Agree</i>
7. I feel to be more passionate in teaching whenever given awards and recognition.	4.07	0.59	<i>Agree</i>
<b>Overall</b>	4.06	0.45	<i>Agree</i>

**Legend:** 4.50-5.00 (Strongly Agree) 3.50-4.49 (Agree) 2.50-3.49 (Neutral) 1.50-2.49 (Disagree) 1.00-1.49 (Strongly Disagree)

The table 4 presents the perceptions of the respondents to Awards and Recognition. Based on the results presented, the respondents agreed that they feel more productive when given awards and recognition which has the highest mean of 4.17 and a standard deviation of 0.63 indicating that awards and recognitions has a great impact on the teacher’s productivity. This result implies that when teachers had given awards and recognition serve as powerful motivators for teachers to excel in their roles. The desire to earn such accolades can drive them to set and achieve ambitious goals, innovate in their teaching methods, and continually seek opportunities for growth and improvement. This is also shown in the overall mean of 4.06 and a standard deviation of 0.45 indicates that awards and recognition play a crucial role in fostering a culture of productivity and excellence among teachers. By acknowledging and celebrating their accomplishments, schools can inspire greater dedication, innovation, and effectiveness in the teaching profession, ultimately benefiting students and the entire educational community.

In addition, teachers feel motivated whenever made an impact on students and have given awards and recognition. Despite getting the lowest mean of 3.94 and a standard deviation of 0.56 among the indicators, It shows that awards and recognition reinforces teacher’s sense of purpose and reminds them of the meaningful difference they are making in their students' lives.

**Table 5: Summary Table in Performances Appraisal Practices**

Variable	Mean	SD	Verbal Interpretation
Incentive System	4.15	0.73	Agree
Performance Assessment	4.10	0.46	Agree
Awards and Recognition	4.06	0.45	Agree
Overall	4.10	0.54	Agree
Variable	Mean	SD	Verbal Interpretation
Incentive System	4.15	0.73	Agree
Performance Assessment	4.10	0.46	Agree
Awards and Recognition	4.06	0.45	Agree

Table 5 shows the summary table in performance appraisal practices, based on the result incentive system has the highest mean with a 0.73 standard deviation. The overall mean was 4.10 and a standard deviation of 0.54. Teachers work hard to educate and support their students, and an incentive system provides a way to recognize and appreciate their efforts. Monetary rewards, awards, or public acknowledgment can boost morale and motivation among educators. Incentives tied to performance metrics can motivate teachers to strive for excellence in their teaching practices. Incentives can support school improvement efforts by encouraging collaboration, teamwork, and collective responsibility among teachers. Incentives tied to school-wide goals or initiatives can align educators' efforts towards common objectives, leading to overall improvement in school performance.

Table 6: Perceived Level of the Respondent to Professional Attributes in terms of Creativity

Statements	Mean	SD	VI
1. design my own localized materials that suits to my students need.	4.13	0.59	<i>Often</i>
2. write my learning objectives locally and accordingly	4.04	0.60	<i>Often</i>
3. plan and execute teaching strategies that are responsive to my learner’s diversity.	4.01	0.50	<i>Often</i>
4. design and implement intervention for my learners need.	4.04	0.58	<i>Often</i>
5. incorporate strategic use of digital technologies to connect, collaborate, create and share learning.	4.07	0.61	<i>Often</i>
<b>Overall</b>	4.06	0.46	<i>Often</i>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table 6 shows the perceptions of the respondents to Professional Attributes of Teachers in terms of Creativity. Based on the results presented, the respondents designed their own localized materials that suits their students’ needs which has the highest mean of 4. 13 and a standard deviation of 0.59 indicating that performance appraisal systems that encourage teachers to boost their creativity in designing their own localized materials tailored to student needs can be highly beneficial to the learning outcomes and enhancement of learning engagement. This result implies that teachers can adapt and modify localized materials in real-time based on student progress and evolving instructional goals. This flexibility enables them to respond dynamically to student needs and learning challenges, promoting a more responsive and student-centered approach to teaching.

This is also shown in the overall mean of 4.06 and a standard deviation of 0.46 indicates that performance appraisal practices empower teachers to design their own localized materials. It helps them cater and meet the diverse needs of their students, promote professional growth and creativity, and ultimately enhance student engagement and learning outcomes.



**Table 7: Perception of the Respondent to Professional Attributes in terms of Innovation**

Indicators	Mean	SD	VI
1. discover innovative teaching strategies to increase my students’ engagement and improve academic outcome.	4.18	0.59	<i>Often</i>
2. create my own instructional materials that will help the learners’ improvement.	4.07	0.49	<i>Often</i>
3. produce my intervention materials that will help and promote good academic outcome	3.96	0.57	<i>Often</i>
4. design my own lessons that will cater to the needs of the learners	4.11	0.65	<i>Often</i>
5. introduce new ideas and techniques to actively engage my learners..	4.13	0.61	<i>Often</i>
<b>Overall</b>	4.09	0.47	<i>Often</i>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above shows the perceptions of the respondents to Professional Attributes of Teachers in terms of Innovation. Based on the results presented, the respondents tried to discover innovative teaching strategies to increase my students’ engagement and improve academic outcome which has the highest mean of 4. 18 and a standard deviation of 0.59. This result implies that in today's rapidly changing educational landscape, innovation is essential for teachers to discover and adapt to new technologies, pedagogical trends, and learning environments.

This is also shown in the overall mean of 4.09 and a standard deviation of 0.47 indicates that performance appraisal practices make teachers innovative by continually exploring and implementing innovative teaching strategies, creating dynamic and engaging learning environments that support student success and improve academic outcomes for all learners.

**Table 8: Perception Level of the Respondent to Professional Attributes in terms of Passion**

Indicators	Mean	SD	VI
1. often go beyond to help my learners	4.12	0.61	<i>Often</i>
2. establish strong connection with my learners	4.05	0.56	<i>Often</i>



3. inspire my student to learn, engaging curiosity and love for the subject	3.96	0.52	<i>Often</i>
4. adapt teaching methods to engage diverse learning styles and abilities	3.94	0.48	<i>Often</i>
5. cultivate a safe, inclusive and respectful classroom atmosphere	4.01	0.57	<i>Often</i>
<b>Overall</b>	<b>4.02</b>	<b>0.44</b>	<i>Often</i>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above shows the perceptions of the respondents to Professional Attributes of Teachers in terms of Passion. Based on the results presented, the respondents often go beyond to help learners which has the highest mean of 4.12 and a standard deviation of 0.61. This result implies that teachers often go above and beyond to help their learners succeed, demonstrating a deep commitment to their students' well-being and academic growth.

This is also shown in the overall mean of 4.02 and a standard deviation of 0.44 indicates that performance appraisal practices affect the passion of teachers, their unwavering commitment to students' success goes beyond the classroom walls, shaping the lives of learners in profound and meaningful ways. Their dedication and compassion leave a lasting impact on students, empowering them to thrive academically, socially, and emotionally both in school and beyond.

**Table 9: Perception Level of the Respondent to Professional Attributes in terms of Collaboration**

Indicators	Mean	SD	VI
1. work effectively with other teachers and educators to share ideas, resources and best practices	4.15	0.67	<i>Often</i>
2. willing to share my expertise and learn from others in a cooperative spirit	4.06	0.55	<i>Often</i>
3. encourage inter-disciplinary collaboration to provide a more holistic education	4.04	0.59	<i>Often</i>
4. focus on ongoing improvement both for myself and educational community	4.01	0.59	<i>Often</i>
5. create a positive educational environment and promote a culture of shared learning and growth among all stakeholders	3.99	0.62	<i>Often</i>

<b>Overall</b>	4.05	0.48	<i>Often</i>
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Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above presents the perceptions of the respondents to Professional Attributes of Teachers in terms of collaboration. Based on the results presented, the respondents often work effectively with other teachers and educators to share ideas, resources and best practices which has the highest mean of 4.15 and a standard deviation of 0.67. This result implies that collaboration among teachers and educators is crucial for fostering a supportive and dynamic learning environment while create a positive educational environment and promote a culture of shared learning and growth among all stakeholders got the lowest mean of 3.99 and a standard deviation of 0.62 and a verbal interpretation as often. Still, teachers tend to collaborate among stakeholders in order to provide the needs and sake of their learners.

This is also shown in the overall mean of 4.05 and a standard deviation of 0.48 indicates that performance appraisal practices make effective collaboration among teachers and educators. It strengthens teaching practice, enhances student learning outcomes, and fosters a culture of continuous improvement and innovation within the school community. By sharing ideas, resources, and best practices, teachers empower each other to thrive and succeed in their professional roles.

**Table 10: Perceived Level of the Respondent to Professional Attributes in terms of Adaptability**

Indicators	Mean	SD	VI
1. responsive to diverse learning styles	4.03	0.67	<i>Often</i>
2. willing to embrace and integrate new technologies into the classroom to enhance teaching and engage students in modern learning tools.	3.96	0.63	<i>Often</i>
3. actively seeks and values feedback from students, adjusting teaching methods based on their input to enhance the learning experience	3.94	0.55	<i>Often</i>
4. adjust the pace of instruction to ensure that all students have the opportunity to grasp and master the material without feeling rushed or overwhelmed	3.97	0.66	<i>Often</i>
5. Adapts communication styles to effectively connect with different students, ensuring clear and meaningful interactions	4.01	0.67	<i>Often</i>
<b>Overall</b>	3.98	0.52	<i>Often</i>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above shows the perceptions of the respondents to Professional Attributes of Teachers in terms of adaptability. Based on the results presented, the respondents often responsive to diverse learning styles which has the highest mean of 4.03 and a standard deviation of 0.67. This result implies that teachers strive to be responsive to diverse learning styles to ensure that all students have the opportunity to succeed. Teachers remain flexible and responsive to the evolving needs of their students, adjusting their instruction as needed to accommodate individual learning styles and preferences. They build relationships with their students, actively listen to their feedback, and adapt their teaching methods to better meet their needs and interests.

This is also shown in the overall mean of 3.98 and a standard deviation of 0.52 indicates that performance appraisal practices makes teachers responsive to diverse learning styles, invaluable in creating inclusive and effective learning environments. They recognize that students have different ways of processing information and understanding concepts.

**Table 11: Summary Table in Professional Attributes**

Variable	Mean	S.D	Verbal Interpretation
Creativity	4.06	0.46	Often
Innovation	4.09	0.47	Often
Passion	4.02	0.44	Often
Collaboration	4.05	0.48	Often
Adaptability	3.98	0.52	Often
Overall	4.04	0.47	Often

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

Table 11 presented the summary of professional attributes, based on the data, Innovation has the highest mean among all the variable of professional attributes. It has a 0.47 standard deviation and a verbal interpretation as often. The overall mean is 4.04 and a standard deviation of 0.47. Embracing innovation allows teachers to continually grow and develop as educators. Trying out new strategies, technologies, and approaches keeps teaching fresh and exciting, fostering a sense of fulfilment and professional satisfaction. Teachers are motivated to be innovative because they care about their students' success, are committed to their own professional growth, and understand the transformative power of education. By embracing innovation, teachers can create dynamic and effective learning environments that prepare students for the challenges and opportunities of the future.

**Table 12: Perception of the Respondent to Professional Commitment in terms of Long-Term Career Planning**

Indicators	Mean	SD	VI
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1. continue to pursue advanced degrees certifications and professional development opportunities to stay current in the field.	4.10	0.65	<i>Often</i>
2. gain a wide range of teaching experiences to expand my skill set	3.99	0.48	<i>Often</i>
3. seek out mentors and mentorship opportunities to guide my career growth	3.91	0.55	<i>Often</i>
4. connect with colleagues, attend education conferences and join professional organizations to build a professional network	4.07	0.63	<i>Often</i>
5. regularly assess my progress adjust my goals and adapt to changes in education	4.14	0.59	<i>Often</i>
<b>Overall</b>	<b>4.04</b>	<b>0.46</b>	<b><i>Often</i></b>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above shows the perceptions of the respondents to Professional Commitment of Teachers in terms of Long-Term Career Planning. Based on the results presented, the respondents often continue to pursue advanced degrees certifications and professional development opportunities to stay current in the field which has the highest mean of 4.10 and a standard deviation of 0.65. This result implies that continuing education is crucial for teachers to stay current in their field, refine their skills, and keep up with advancements in education.

This is also shown in the overall mean of 4.04 and a standard deviation of 0.46 indicates that performance appraisal practices serve as a catalyst for teachers' lifelong career planning by providing feedback, identifying development needs, facilitating career advancement, promoting reflective practice, fostering accountability and recognition, aligning with career goals, and cultivating a continuous improvement mindset.

**Table 13: Perceived Level of the Respondent to Professional Commitment in terms of Active School Participation**

Indicators	Mean	SD	VI
1. participate mostly in our school activities	4.09	0.57	<i>Often</i>
2. engaged myself in school planning of activities	4.10	0.61	<i>Often</i>
3. initiated a school program for better opportunities among learners	4.00	0.45	<i>Often</i>
4. encouraged other teachers to join school programs	3.98	0.57	<i>Often</i>
5. promote school activities to parents, stakeholders and social media flat forms	4.13	0.63	<i>Often</i>
<b>Overall</b>	<b>4.06</b>	<b>0.44</b>	<b><i>Often</i></b>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above presents the perceptions of the respondents to Professional Commitment of Teachers in terms of Active School Participation. Based on the results presented, the respondents often engaged themselves in school planning of activities which has the highest mean of 4.10 and a standard deviation of 0.61. This result implies that teachers tend to engage themselves in school planning activities contribute to a student-centered learning environment by advocating for student needs, tailoring instructional strategies, aligning activities with curriculum goals, fostering collaboration and teamwork, promoting ownership and buy-in, facilitating communication and coordination, and fostering innovation and creativity.

This is also shown in the overall mean of 4.06 and a standard deviation of 0.44 indicates that performance appraisal practices make teachers to actively participate in school activities. When teachers actively engage in the teaching process, it has a positive impact on student learning and classroom dynamics. Active participation of teachers is not only beneficial for student learning but also for the overall school environment. It fosters a culture of continuous improvement, collaboration, and student-centered education, ultimately leading to better educational outcomes and a positive learning experience for students.

**Table 14: Perceived Level of the Respondent to Professional Commitment in terms of Professional Development**

Indicators	Mean	SD	VI
1. engaged myself in attending educational conferences and webinars	4.19	0.67	<i>Often</i>
2. enroll or plan to enroll in academic degrees or formal course work	4.09	0.58	<i>Often</i>
3. seek coaching, mentoring and consultation from experts	4.07	0.62	<i>Often</i>
4. intend to attend in a variety of specialized training for skills development	4.28	0.66	<i>Often</i>
5. join team-researches for professional development	4.17	0.61	<i>Often</i>
<b>Overall</b>	4.16	0.48	<i>Often</i>

Legend:4.50-5.00(Always)3.50-4.49(Often)2.50-3.49(Sometimes)1.50-2.49(Rarely)1.00-1.49(Never)

The table above shows of perceptions of the respondents to Professional Commitment of Teachers in terms of Professional Development. Based on the results presented, the respondents often engaged themselves in attending educational conferences and webinars which has the highest mean of 4.19 and a standard deviation of 0.67. This result implies that Professional development serves educators as a tools and skills to stay modern with the needs of students and allows them to plan ahead for changing trends in education

This is also shown in the overall mean of 4.16 and a standard deviation of 0.48 indicates that performance appraisal practices make teachers engage themselves in professional development to go beyond maintenance and to create sustainability and professional longevity. Professionally, teachers want to grow more and be updated with the skills and knowledge needed to be more effective in the teaching profession

**Table 15: Summary Table of Professional Commitment**

Variable	Mean	SD	Verbal Interpretation
Long-Term Career Planning	4.04	0.46	Often
Active School Participation	4.06	0.44	Often
Professional Development	4.16	0.48	Often
Overall	4.08	0.46	Often

Legend: 4.50-5.00(Always) 3.50-4.49(Often) 2.50-3.49(Sometimes) 1.50-2.49(Rarely) 1.00-1.49(Never)

The table shows the summary of professional commitment. The professional development got the highest mean and has 0.46 standard deviation. The overall mean was 4.08 and a standard deviation of 0.46. It only indicates that professional development is essential for teachers to stay current, improve their practice, and provide the best possible learning experiences for their students. By investing in professional development, teachers can enhance their teaching skills, address challenges effectively, and promote student success. Professional development can provide teachers with strategies for adapting instruction, providing targeted interventions, and supporting diverse learners in their classrooms. It often involves opportunities for teachers to collaborate with their colleagues, share ideas, and learn from each other's experiences.

**Table 16: Correlation between Performance Appraisal Practices, Professional Attributes**

Performance Appraisal Practices	Professional Attributes				
	Creativity	Innovation	Passion	Collaboration	Adaptability
Incentive System	.509**	.577**	.442**	.501**	.426**
Performance Assessment	.570**	.527**	.514**	.559**	.694**
Professional Development	.609**	.845**	.717**	.546**	.476**

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Table 16 shows the results of the correlation between performance appraisal practices to professional attributes. Based on the figures above, Performance appraisal practices variables found to be significantly correlated at 0.01 level of significance with all the professional attributes variables such as incentive system, performance assessment, awards and recognition.

It only indicates that when teachers had given performance appraisal and recognition can significantly enhance a teacher's professional attributes. When teachers are acknowledged for their hard work, dedication, and effectiveness in the classroom, it not only boosts their morale but also validates their efforts. This recognition can serve as positive reinforcement, motivating them to continue striving for excellence in their teaching practices.

Performance Appraisal provides teachers with valuable feedback on their performance, highlighting areas of strength and areas for improvement such as creativity, innovation, collaboration, passion and adaptability. This allows them to reflect on their teaching methods, refine their strategies, and continuously grow as educators.

In addition, positive appraisal can foster a supportive and collaborative school culture, where teachers feel empowered to share best practices, seek guidance from colleagues, and work together to achieve common goals. This sense of camaraderie and collective achievement further reinforces their dedication to their profession and the students they serve. Acknowledgment contributes to teacher retention and job satisfaction. Teachers who feel appreciated and valued are more likely to stay in the profession long-term, reducing turnover rates and ensuring continuity in educational quality. (Mandave, 2022)

According to Alizi, 2019, By implementing performance appraisal practices, educational institutions can positively impact the professional attributes and commitment of teachers, ultimately leading to improved student outcomes and a stronger school community.

Overall, acknowledgment plays a crucial role in reinforcing teacher commitment by affirming their value, boosting morale, and fostering a supportive school culture where dedication is recognized and celebrated. Enhancing the professional attributes and commitment of teachers, ultimately benefiting both educators and students alike.

**Table 17: Correlation between Performance Appraisal Practices and Commitment of Teachers**

Performance Appraisal Practices	Professional Commitment		
	Long-Term Career Planning	Active Participation	School Professional Development
Incentive System	.877**	.490**	.725**
Performance Assessment	.475**	.893**	.474**
Awards and Recognition	.725**	.527**	.811**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 17 shows the results of the correlation between performance appraisal practices to professional commitment among teachers. Based on the figures above performance appraisal practices found to be significantly correlated at 0.01 level of significance with all the professional commitment variables; long-term career planning, active school participation and professional development. It indicates that performance appraisals can serve as a basis for considering teachers for career advancement opportunities within the school or district. Effective performance appraisal practices can serve as powerful tools for supporting teachers in their long-term career planning, promoting active participation in school life, and facilitating continuous professional development. Performance appraisal systems incorporate incentives for active participation in school activities and initiatives. Teachers who demonstrate a high level of engagement in extracurricular programs, committees, or professional learning communities may receive recognition or rewards. These incentives motivate teachers to contribute positively to the school community and enhance their sense of belonging and commitment.

**CONCLUSION AND RECOMMENDATION**

The study found that performance appraisal practices, such as incentives, assessments, and awards, significantly impact teachers' perception of their profession. Positive appraisals foster creativity, innovation, passion, collaboration, and adaptability among teachers, encouraging experimentation and fostering a culture of collaboration. They also influence professional commitment, such as life-long career planning, active school



participation, and professional development. These practices encourage teachers to stay updated on best practices and pedagogical advancements. However, the study concluded that the hypotheses presented earlier are not supported by evidence and are not acceptable.

The study suggests that teachers need feedback and reflection on their performance to improve their skills. It suggests that school heads and superintendents should establish a stronger school-based appraisal system for promotion. Teachers should engage in continuous professional development, further education, workshops, conferences, and peer collaboration to enhance knowledge and skills. The Lucena North District should adapt an action plan for awarding and recognition to teachers.

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