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SKIA ANNUAL PERFORMANCE EVALUATION ON TEACHER QUALITY

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ABSTRACT

This study investigated the annual performance evaluation (APE) system of Sultan Kudarat Islamic Academy (SKIA) and its connection to teacher quality. The research sought to: (1) assess teachers' performance in terms of personality and punctuality, teaching preparation and delivery, relationships with students and peers, and classroom management; (2) evaluate teacher quality based on proficiency, effectiveness, policy compliance, social skills, and advising; and (3) analyze the correlation between APE results and teacher quality. A quantitative design was employed, involving thirty-five teachers with at least three years of service. Data were collected through survey questionnaires and analyzed using descriptive statistics and correlation tests. Findings revealed that teachers consistently achieved outstanding or very satisfactory ratings across performance indicators, while teacher quality standards were likewise evident. Notably, a strong positive correlation ((r = 0.84)) was found between APE scores and teacher quality. The study concludes that SKIA's evaluation system successfully reflects teacher quality. However, revisions are recommended to ensure the system remains responsive to the evolving demands of contemporary education.

Introduction

Teacher performance evaluation plays a vital role in maintaining the quality of education. At Sultan Kudarat Islamic Academy (SKIA), the Annual Performance Evaluation (APE) has been in place for over a decade, yet it has seen little revision. The system uses a 360-degree feedback approach, drawing input from students, peers, parents, administrators, and the teachers themselves. While this method offers a broad perspective, concerns have emerged about outdated criteria, subjectivity, and the qualifications of evaluators. This study seeks to determine whether SKIA's APE system remains aligned with teacher quality standards, especially under the requirements of the K to 12 curriculum. Its distinct contribution lies in examining the correlation between institutional evaluation practices and teacher quality outcomes within a private higher education institution in BARMM.

Literature Review

Performance evaluation has long been recognized as a tool for motivation and accountability (Obasi, 2011). The 360-degree feedback system, as described by Hurley (1998) and Robertson (2008), promotes fairness by incorporating multiple perspectives. However, peer and self-assessments can introduce bias, reducing reliability (Liden & Maslyn, 1993).

Teacher quality, as outlined in the Philippine Professional Standards for Teachers (DepEd, 2013), emphasizes continuous professional growth, adaptability, and the integration of ICT. Santiago and Benavides (2009) argue that teacher quality directly shapes educa-

tional standards. With recent reforms demanding 21st-century skills, evaluation tools must evolve to capture more complex and dynamic aspects of teaching.

Method

This research employed a quantitative design. Thirty-five SKIA teachers with at least three years of service participated. Data were gathered through structured survey questionnaires covering four domains of APE and four dimensions of teacher quality. Descriptive statistics and Spearman rho correlation were used to analyze the relationship between the two.

Table 1. Distribution of Evaluators in SKIA Annual Performance Evaluation
This table shows how different stakeholders contribute to the teacher's overall rating, highlighting the strong role of students in the evaluation process.

Evaluator	Percentage Contribution
Students	40%
School Head	14%
Registrar	13%
Attendance	14%
Parents	6%
Peers	5%
Self	5%
Accountant	3%
Total	100%

Results and Discussion

1. Annual Performance Evaluation: Teachers consistently earned ratings of outstanding or very satisfactory across domains such as personality, punctuality, preparation, presentation, relationships, and management.

Table 2. Interpretation Scale for Annual Performance Evaluation
This scale provides the benchmarks used to classify teacher performance, making the evaluation results easy to interpret.

Scale Value	Interpretation
4.50–5.00	Outstanding
3.50–4.49	Very Satisfactory
2.50–3.49	Satisfactory
1.50–2.49	Unsatisfactory
1.00–1.49	Poor

2. Teacher Quality: Standards of proficiency, effectiveness, policy compliance, social skills, and advising were consistently evident.

3. Correlation: A strong positive correlation ((r = 0.84)) was found between APE scores and teacher quality, confirming that SKIA's evaluation system reliably reflects teacher outcomes.

Table 3. Strength of Correlation Between APE and Teacher Quality
This table contextualizes the statistical results, showing how correlation values are interpreted in terms of relationship strength.

Correlation Coefficient (ρ)	Strength of Relationship
0.00–0.19	Very Low
0.20–0.39	Low
0.40–0.59	Moderate
0.60–0.79	High
0.80–1.00	Very High

Table 4. Summary of Major Findings
This table synthesizes the study's key outcomes, making it easy for readers to grasp the overall picture.

Variable	Result/Interpretation
Annual Performance Eval.	Indicators consistently observed and practiced
Teacher Quality	Standards consistently evident in teacher performance
Relationship (APE vs. TQ)	Strong positive correlation (ρ = 0.84)

The findings affirm the effectiveness of SKIA's evaluation tool in capturing teacher performance. However, its unchanged format over the past decade raises questions about its adaptability to current educational contexts. Literature supports the need for continuous revision of evaluation instruments, incorporating indicators beyond classroom performance, professional development measures, and ICT integration.

Conclusion

This study demonstrates that the Annual Performance Evaluation (APE) system at SKIA has been effective in aligning teacher performance with established quality standards, reinforcing the institution's culture of accountability and excellence. Yet, the findings also reveal that evaluation must remain dynamic to keep pace with the evolving demands of education. Revising the tool to include evidence-based indicators, professional development components, and authentic measures such as classroom observations and teacher portfolios will ensure that evaluation reflects both practice and growth. Such enhancements position the APE not only as a mechanism for assessment but also as a framework for continuous improvement and innovation. Ultimately, the value of this work lies in its reminder that performance evaluation is not simply about measurement—it is about transformation. When responsive and future-oriented, evaluation becomes a powerful instrument for cultivating teachers who are adaptive, innovative, and prepared to meet the challenges of contemporary education.

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