
Performance Assessment and Feedback, Non-Performance of Administrative-Related Tasks and Their Relationship with Teaching Performance of Junior High School Teachers

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Abstract — The researcher aimed to determine the performance assessment and feedback, non performance of administrative-related tasks and their relationship with teaching performance of junior high school teachers in Cluster 6, Division of Pampanga during the School Year 2024-2025. Quantitative approach was utilized for this research endeavor. To be more specific, a correlational design was implemented. There were 89 junior high school teachers who were requested to be the respondents. These teachers were selected randomly. Questionnaires and documentary analysis were utilized as instruments. Weighted mean, frequency and percentage and Pearson r were used for interpretation. Results tell junior high school teachers generally rated the performance assessments and feedback as effective based on its grand mean of 3.35. Respondents rated satisfaction the non-performance of administrative-related tasks recorded a mean of 2.82 (SD=0.37) or satisfied. 100.00% of the teachers have outstanding rating, which range from 4.50-5.00. The relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers recorded an r-value of 0.6534 and p-value of 0.0000. The relationship between satisfaction with the non-performance of administrative-related

tasks and teaching performance of junior high school teachers recorded an r-value of 0.6219 and p-value of 0.0000. An action plan is crafted based on the findings of the study.

Keywords: teaching performance, performance assessment, feedback, satisfaction

I. INTRODUCTION

The process of performance assessment functions as the fundamental component which enables organizations to achieve their performance management objectives. Performance assessment functions as an essential component which delivers the proof needed to assess how much an individual worker contributes to organizational objectives. Moreover, it will surface evident indicators that will affirm any deviation from the set direction and performance targets.

The necessity for performance assessment implementation and its assessment process stands as an unbreakable requirement. The organization needs formative assessments which show results at fixed times because these assessments help staff members achieve their work objectives. The process ensures all organizational members participate while maintaining their performance standards.

Palm (2018) stated that performance assessment needs to deliver feedback which requires complete communication. Performance assessments and feedback are two elements which connect with each other because they depend on each other for proper functioning. The manager and personnel must create a shared understanding of performance assessment results according to Khattri (2019).

The assessment method called performance assessment evaluates how well a learner can use their knowledge and skills for practical tasks beyond standard examination methods (Bezem, 2023; Halagatti et al., 2023). The assessment method requires students to show their skills through project work and presentation delivery and through their ability to solve actual problems (Bezem, 2023). The method evaluates student's skills through practical application, which creates a complete assessment of their knowledge, while providing educators and students with essential assessment information (Zin Oo, Alonzo, & O'Neill, 2023). Educators should use performance assessments because they create real-world situations that help students learn and study more

effectively (Bezem, 2023; Halagatti et al., 2023). Educators use artificial intelligence (AI) as a new technology to help them assess student performance while providing individual feedback to students (Halagatti et al., 2023). The performance assessment method assesses learning results, which helps develop critical thinking abilities and creative skills and teamwork abilities that students need for 21st-century employment (Zin Oo, Alonzo, & O'Neill, 2023).

The process of assessing employee performance requires an evaluation system that assesses their competencies together with their abilities and their capacity to achieve company objectives. The assessment process enables organizations to measure employee performance while advancing their business objectives. Recent research shows that performance assessment has evolved from traditional evaluation ways into the implementation of active assessment methods which provide ongoing assessment results. The modern systems use ongoing assessment processes together with self-evaluation and peer evaluation methods to create comprehensive performance assessments. According to Lee 2022 and Ramos 2021 and Davidson and Clark 2023 employees can receive instant evaluation results which they can use to enhance their performance and contribute to their personal and organizational success. Recent trends in employee performance evaluation emphasize the importance of personalization and developmental focus. Performance assessments no longer serve to rank employees because they now function as tools that help employees develop their abilities to reach their maximum potential. The element of goal-setting which connects personal development and professional development needs to be internalized by employees because it will increase their work engagement according to Ramos 2021. The advancement of performance data collection and analysis has been transformed by technology which enables organizations to gather real-time analytic data that delivers useful information about employee productivity and improvement areas (Frost & Carr, 2023; Lee, 2022; Davidson & Clark, 2023).

The performance assessment process has evolved because organizations increasingly allow employees to handle their own performance assessments. The assessment process now requires employees to take an active role in evaluating their work instead of requiring managers to conduct assessments alone. According to Frost and Carr (2023) organizations now spend money on systems which enable workers to monitor their development while requesting feedback whenever they need it. Organizations now allow workers to regulate their progress tracking through performance management systems because they want to give their employees better control over their career

advancement. Organizations need performance assessment systems which can provide flexible and rapid assessment procedures because they now require ongoing assessments instead of annual evaluations (Frost & Carr, 2023; Davidson & Clark, 2023).

The performance management process in organizations with hybrid or distributed teams has started to use team-based assessments as an emerging assessment method. The evaluation process assesses team performance through different methods which examine team dynamics and inclusiveness and accountability and project results. Remote work environments especially need this trend because effective teamwork and strong collaboration among employees become essential for completing organizational objectives (Ramos, 2021; Lee, 2022; Davidson & Clark, 2023). The creation of a workplace where workers can freely share their personal and professional aspirations results in better performance for both individuals and teams (Lee, 2022).

The assessment of employee performance through technology tools proves to be an essential component for accurate evaluation. The combination of automated systems together with AI technology has enabled organizations to use continuous performance monitoring and instant feedback systems as standard practice. Organizations use these systems to monitor employee progress because they deliver essential performance data which identifies areas where staff members need additional training and development (Ramos, 2021). Automated systems help managers to provide data-backed feedback, ensuring a more accurate and fair assessment process (Frost & Carr, 2023). The critical aspect of modern performance assessment requires organizations to establish programs that advance their employees' mental health. The pandemic has caused organizations to change their work priorities because they now use employee well-being metrics for performance evaluation purposes. Ramos (2021) determined that employee performance depends on their well-being because organizations should assess this factor to obtain precise performance evaluations. The evaluation of employee performance now includes personal development objectives which encompass mental health and work-life balance as organizations adopt a comprehensive evaluation method for employee performance (Lee, 2022).

The assessment system establishes links between employee dedication and organizational performance through its evaluation method which assesses both personal and work-related goals of employees. Lee (2022) showed that employees require both their work objectives and personal

needs to achieve optimal job performance. Employees experience higher work dedication and better performance results when they identify their job tasks as essential for their professional development. The organizational success of an organization depends on this method which generates better results for each employee (Davidson & Clark, 2023). The U.S. educational system uses teacher performance assessment as an essential method to maintain academic standards through its evaluation process. The system establishes a standardized method to assess how effectively teachers deliver their lessons, which determines student academic performance. The research shows that complete teacher assessments enable educators and educational institutions to identify their strengths and areas needing development. The research shows that performance assessments enable teachers to develop teaching methods which match educational standards and objectives (Smith & Collins, 2021; Martinez, 2020; Howard, 2022).

The new method of evaluating teachers through ongoing feedback systems shows evolution from traditional assessment methods used by employers throughout various industries. The educational system used student test scores as the main standard for measuring teacher performance in past evaluations. The current evaluation methods require multiple sources of data that include classroom observations and peer assessments and self-assessments to determine a teacher's total impact. The multi-dimensional approach provides teachers with immediate feedback that helps them improve their teaching techniques (Jones & Hartman, 2022; Davis & Clarke, 2021; Henderson, 2023).

Professional development programs depend on teacher performance assessments for their essential functions. Evaluations no longer operate as simple performance assessments because they now function as the basis for organizational development and enhancement. Teachers use personalized development plans that assessment results create to improve their abilities in classroom management and teaching methods and student participation. The performance evaluation system that uses developmental methods creates an educational environment where teachers keep learning throughout their careers which helps both educators and their students (Turner, 2021; Martinez, 2020; Lee, 2022).

Another important element of teacher performance evaluation affects the results students achieve. Research has shown that when teachers receive both regular evaluations and professional

development support, their students achieve better results. Teacher evaluations which schools use as a basis for their staff's professional development create a connection which enhances student outcomes because teachers adopt better teaching methods. Schools need regular performance evaluations which deliver assessment results to develop customized teaching methods which help all students succeed according to their different learning requirements (Wilson & Young, 2021; Anderson, 2022; Carter, 2023).

Teacher performance evaluation demonstrates its value through its positive impact on educational equity. Schools can use comprehensive evaluation systems to detect and remedy teaching quality discrepancies which exist among their various classrooms. This system guarantees all students receive top-notch educational opportunities. Performance assessments serve to identify the requirements of teachers who work in underserved communities, which enables them to obtain the essential tools and support that will boost their professional abilities (Hamilton & Rivera, 2021; Lewis & Jackson, 2022; Carter, 2023).

The evaluation process for teachers has undergone a complete transformation because of technological advancements. Schools can now use data-driven evaluation tools to examine all teaching and student performance data continuously throughout the school day. The systems enable schools to assess teacher performance through better accuracy while delivering specific results which schools can use to organize their instructor training. The use of digital platforms enables schools to monitor their instructors' development throughout time while delivering specific evaluations which meet both personal and institutional objectives (Perez & Walsh, 2021; Smith, 2022; Robertson & Taylor, 2023).

High-quality teacher retention depends on performance assessments which help schools evaluate their teaching staff. Teachers who receive regular, constructive feedback and feel supported in their professional growth are more likely to remain in the profession. The absence of development options and excessive punishment in assessment methods leads educators to become disconnected from their work, resulting in their professional departure. The United States educational system can maintain effective teacher staffing through the implementation of assessments which provide teachers with system support and evaluation methods that function as effective assessment tools (Watson & Kim, 2021; Peterson, 2022; Brown & Edwards, 2023).

Educational systems have started to acknowledge performance assessment feedback as a critical factor needed to improve both educational standards and teacher performance. The study investigates how feedback functions in teacher performance assessments because it affects their professional development and teaching methods and student academic performance.

Recent studies emphasize that feedback serves as a crucial tool for teacher development. Effective feedback, according to Swaffield (2020), enables teachers to obtain detailed guidance which helps them achieve their professional development goals. Swaffield explains that feedback enables educators to discover their strengths and weaknesses which creates an environment that supports self-assessment and ongoing professional development.

The process of giving feedback directly supports teachers as they develop their teaching abilities. Black and Wiliam (2021) state that teachers can modify their instructional methods during classroom time after they receive formative feedback through performance assessments. The researchers discovered that educators who received feedback in a timely manner which included specific details about their performance could enhance their teaching methods which resulted in better student learning outcomes and increased participation in class activities.

Teachers who receive feedback about their work performance help students attain better academic results. Hattie and Timperley (2021) found that feedback delivers benefits to educators while it simultaneously drives student academic progress. The authors show that when teachers receive constructive feedback they become more competent in using effective teaching methods which leads to better student results and academic achievement.

The feedback process creates a collaborative environment that exists between schools. Feedback on performance assessments enables teachers to establish a collaborative culture which allows them to exchange their best teaching methods and assist each other according to Robinson and Aronica 2022. The network created through this partnership system enables educators to work together more efficiently thus building a welcoming environment which enhances their teaching abilities.

Teachers need feedback systems because they help them gain independence while building their self-assurance. A study by Cumming and Maxwell 2023 shows that teachers obtain power

through constructive feedback which confirms their professional assessment skills and helps them practise independent development. Professionals need this independence because it helps them maintain their drive while they learn new skills for growth.

Feedback quality needs to reach two standards which include feedback needs to deliver particular details about its content. Research by Andrade and Brookhart 2021 shows that feedback must be specific clear and actionable to be useful. The study shows that general feedback without specific details leads to negative results which makes it essential to create precise assessment methods and particular guidelines for performance assessments.

Feedback also serves as a mechanism for achieving equity in educational delivery. According to Chan and Koo (2022), performance assessments with integrated feedback help identify and address disparities in teaching quality. The feedback system delivers targeted support which helps all teachers achieve professional development regardless of their experience level. Performance assessments and feedback exist to achieve performance effectiveness as their primary function. Hattie (2021) shows that performance assessments together with feedback create specific performance paths which help achieve desired results.

Performance assessments and feedback serve as essential components which lead to successful performance outcomes in multiple areas of work especially educational settings and professional development programs. The literature review investigates recent studies which demonstrate how performance assessments and feedback systems improve performance outcomes through their research conducted from 2020 onwards. Recent research demonstrates that performance assessments have the power to transform organizations through their ability to enhance operational efficiency. Dunn and Mulvenon (2021) state that performance assessments deliver a complete assessment of participants abilities which enables evaluators to understand their competencies better than they would through standard tests. The comprehensive method enables organizations to provide specific feedback which helps employees develop their competencies while working on identified weaknesses.

The performance results of an assessment improve when feedback gets applied to the assessment process. Stiggins (2022) highlights that feedback serves as a crucial mechanism for guiding individuals towards improved performance. His research shows that learners and

professionals achieve better performance results when they receive timely feedback which explains their strengths and areas for improvement.

The current research demonstrates how feedback loops interact with feedback to enhance performance results. Hargreaves and Fullan (2021) argue that a continuous feedback loop which includes regular feedback delivery and subsequent action helps create a culture that supports ongoing development. The study shows that individuals who receive continuous feedback and can apply it will accomplish better performance results.

The effectiveness of feedback to improve performance outcomes depends on how clearly and specifically feedback information gets delivered to recipients. Black and Wiliam (2021) assert that specific, clear, and actionable feedback is essential for driving performance improvements. The research shows that vague feedback which lacks specificity creates barriers to advancement while precise feedback enables people to direct their efforts toward the correct areas which results in better performance improvements.

The integration of performance assessments and feedback also plays a critical role in fostering a growth mindset. Dweck (2020) shows that positive feedback tells people to treat their difficulties as chances to develop. Her research shows that feedback which focuses on effort and learning creates resilience and persistence which constitute essential components needed to achieve lasting performance success. The effectiveness of performance assessments and feedback depends on the assessment tools and feedback systems which assess their quality. Hattie and Timperley (2021) state that high-quality performance assessments together with feedback systems which provide relevant information enable users to enhance their performance through direct application of the insights. The study demonstrates that organizations need to utilize effective tools and methods which help them achieve their goals through successful feedback systems.

The role of feedback in performance effectiveness demonstrates its professional development impact. According to Leahy and Wiliam (2021), feedback received through performance assessments is vital for professional growth and skill enhancement. Their research demonstrates that feedback helps people perform better while also building their professional abilities and skills in various fields. Teachers who receive immediate feedback during their performance evaluation process achieve better results when they remain focused on their teaching

responsibilities. Marzano (2020) argued that teachers who do not complete their administrative duties will spend more time preparing instructional materials which will lead to better teaching outcomes.

Recent studies have shown that decreasing administrative work requirements leads to better teaching results. Carter and Reardon (2021) found that teachers who spent fewer hours on administrative work dedicated more effort toward planning lessons and interacting with students. The research shows that teachers who dedicate their work time to teaching activities develop better learning experiences for students which lead to improved academic results. The research from Schaefer and Peters (2022) shows how administrative work affects teaching performance. The authors show that teachers who have to complete extensive administrative work will develop exhaustion which will result in lower work contentment. The research shows that teachers who face excessive administrative work and paperwork will lose their capacity to deliver excellent instruction which results in reduced teaching effectiveness.

Teaching activities which teachers conduct require their complete focus because this approach improves their interactions with students. Brown and Green (2023) found that teachers who are less burdened by administrative duties have more time to build meaningful relationships with their students. The study demonstrates that effective teacher-student relationships serve as an essential component which helps students develop better learning outcomes through improved classroom participation and academic success.

When teachers dedicate their time to teaching students the results show better student performance while teachers experience increased job satisfaction. A study by Williams and Johnson (2021) highlights that teachers who are relieved of excessive administrative tasks report higher levels of job satisfaction and lower levels of stress. Teachers who experience improved well-being teach more successfully because their reduced stress levels allow them to better connect with students during lessons.

The design of professional development programs demonstrates that teaching should remain their primary focus. According to Kim and Lee (2022) effective professional development programs need to improve teaching methods instead of increasing administrative responsibilities. The research shows that teachers who receive professional development about teaching strategies

and pedagogical skills will successfully implement new teaching methods which will improve their overall teaching performance.

The distribution of time between teaching activities and administrative work activities contributes to ongoing professional development. According to Thompson and Morgan (2023) teachers who receive dedicated time together with necessary resources to enhance their teaching methods will participate more in both reflective activities and continuous professional growth. This approach enables teachers to maintain their knowledge of current educational best practices while they adjust their teaching methods according to student performance changes.

Teachers lose their ability to create new teaching methods because administrative work takes away their time for creative work. Miller and Davis (2021) found that teachers who handle administrative work have less time available to learn about new teaching methods. The research demonstrates that when teachers receive relief from administrative tasks they gain capacity to test new teaching methods which result in superior teaching outcomes. The study conducted by Goe, Bell, and Little (2021) investigates the influence of feedback on teaching effectiveness. Teachers can improve their classroom performance through specific feedback which provides them with actionable steps to follow. Goe et al. (2021) demonstrate that structured feedback systems help teachers understand their performance. Teachers use this information to create specific plans for improvement which leads to better student learning results.

Researchers from Hattie and Yates (2022) conducted their research about educational feedback methods in various countries through their extensive investigation which they performed. The researchers demonstrate that feedback serves as an effective mechanism for professional development when it delivers evaluation results in a timely manner and offers useful details about performance. Hattie and Yates discovered that teachers who received feedback which contained explicit and pertinent information about teaching objectives could identify their teaching strengths and necessary growth areas. The method helps teachers to enhance their skills while it leads to superior teaching methods which result in improved student participation.

Sadler (2021) conducted a study which demonstrates how important feedback is by examining its effects on teachers' confidence in their professional abilities. Sadler shows that teachers who receive regular detailed feedback develop higher confidence levels which leads them

to implement new teaching strategies. According to Sadler, when teachers receive feedback that is both supportive and critical, it fosters a growth mindset and encourages continuous professional development, leading to enhanced teaching effectiveness.

The research by Schimmer and Ferguson (2021) demonstrates how administrative tasks affect teachers' professional growth. Schimmer and Ferguson found that teachers who spend less time on non-instructional tasks report higher levels of job satisfaction and are more likely to engage in professional learning opportunities. The research demonstrates that teachers can enhance their teaching capabilities through better administrative support because teachers can dedicate their time to developing their teaching skills and strategies.

The research by Muñoz and Álvarez (2023) demonstrates that teaching which teachers focus on leads to better educational results for students. The study shows that teachers can concentrate better on curriculum delivery and student assessment when they receive relief from their administrative work. The research shows that this educational transition creates an environment where students learn more effectively because teachers can modify their teaching styles to fit students' needs. The research shows that schools need to decrease teachers' administrative work in order to create more effective educational environments which allow teachers to perform better.

Fisher and Hattie (2020) examined how administrative responsibilities affect teacher performance and student academic success. Their research shows that when teachers must complete too much administrative work their teaching abilities decrease because they experience burnout. Fisher and Hattie demonstrate that teachers need to concentrate on their teaching duties instead of administrative responsibilities because this approach enables them to provide personalized student support and apply successful teaching methods. Their research demonstrates that efficient administrative systems will help teachers to achieve better results with their teaching which will benefit both teachers and students. The Philippine education system has faced ongoing problems with its administrative requirements which burden teachers throughout the system. A study conducted by Navarro et al. (2021) found that Filipino teachers face administrative responsibilities which create excessive work demands that prevent them from delivering effective classroom instruction. The study found that teachers who dedicate extensive time to handling

paperwork and creating reports and performing non-instructional responsibilities, experience a decline in their ability to teach effectively. Navarro et al. (2021) demonstrated that better educational results would occur when schools decreased administrative responsibilities because this change enabled teachers to dedicate more time to preparing lessons and interacting with students.

The researchers examined how teacher workloads affected public school educational quality across all Philippine schools. The study found that teachers who dedicate themselves to administrative work which includes report writing and meeting attendance face difficulties in handling their teaching duties. Dela Cruz and Santos argue that teaching should receive priority because this approach enables teachers to create valuable educational experiences which meet their students' various learning needs and results in enhanced classroom management and student academic achievement.

Reyes and Martinez (2023) studied how administrative responsibilities affect teacher mental health in rural areas. The research demonstrates that teachers experience stress and burnout from their excessive administrative work which results in both professional dissatisfaction and decreased classroom effectiveness. Teachers who received teaching as their primary focus demonstrated increased job satisfaction while achieving better lesson delivery according to Reyes and Martinez. The researchers demonstrate that schools need to implement policy reforms which will lessen administrative workload while establishing better working conditions for teachers who work in low resource areas.

The study of Mendoza and Torres (2020) showed that reducing administrative work leads to improved teacher development and retention rates in the Philippines. The research showed that teachers who spent more time teaching showed better classroom performance and higher rates of staying in their jobs. Mendoza and Torres state that teachers in the Philippines leave their jobs because they have to complete too much administrative work. The study found that when teachers receive necessary support and resources which enable them to focus on their teaching activities their retention rates increase while their professional development continues uninterrupted.

The Results-Based Performance Management System (RPMS) has been a cornerstone of teacher evaluation and development in the Philippines under the Department of Education

(DepEd). Alvarado and Del Rosario (2021) investigated how the RPMS framework establishes structured and continuous feedback to assist teachers with their performance development. The study discovered that RPMS feedback goes beyond assessment purposes because it functions as a developmental resource which enables teachers to understand their strengths and areas needing improvement. Alvarado and Del Rosario stressed that educators need to receive feedback at appropriate times because this allows them to adjust their classroom methods according to DepEd requirements which promotes their own development and enhances student learning.

The researchers Villanueva and Gonzales (2022) found that RPMS system assessments which provided continuous feedback resulted in better teaching outcomes for public school educators. The research results showed that educational quality improvement occurred through scheduled feedback meetings which used RPMS assessment data. The performance assessment system establishes performance benchmarks and achievement targets, which enables more precise evaluation, while feedback mechanisms promote ongoing development, according to Villanueva and Gonzales. The system operates through its feedback system, which promotes teacher responsibility, while it raises educational standards throughout the entire educational system, according to their findings. Mercado et al. (2023) investigated the RPMS system, which establishes a process of feedback, which teachers and administrators use to create collaborative work environments. The RPMS framework of their research establishes a school system, which promotes open communication between school leaders and teachers, thus creating a professional development support system. Mercado et al. (2023) discovered that teachers, who received RPMS feedback, found it useful because it presented them with precise evaluation standards, which described the complete professional development process. The process creates a school environment where teachers experience increased motivation because they receive feedback that functions as a learning tool, which teachers can use for ongoing development.

The research conducted by Ramos and Bautista (2020) demonstrated that RPMS implementation faces difficulties in rural regions because of problems with delivering feedback and conducting follow-up activities. The teachers received RPMS feedback which most teachers accepted but Ramos and Bautista discovered that teachers who worked in remote areas faced problems when they tried to receive feedback because of logistical challenges. The research demonstrated that timely personalized feedback transforms RPMS into an essential professional

development resource. They emphasized that DepEd must create equal feedback access through RPMS for all teachers present in different educational locations.

The findings showed that all RPMS implementation stages received complete operational success. The teachers obtained a teaching performance rating of "very satisfactory" which their IPCRF assessments confirmed. The study showed that effective performance planning and commitment together with performance monitoring and coaching activities represented the most important factors which predicted better teaching outcomes. The final analysis of the factors discovered that "Purposive and Professional Deliberations" operated as a key element which enabled sustained successful execution of the RPMS implementation phases.

Narisma (2020) conducted research to identify the professional life elements which influence teaching effectiveness of Edukasyong Pantahanan at Pangkabuhayan (EPP) educators who worked in the North Sector of Pampanga during the school year 2019-2020. The study used a quantitative research method which involved descriptive-correlational design. The research involved 208 EPP teachers whose data was gathered through questionnaires and documentary analysis.

The research showed that work motivation which forms a basic part of teachers' professional existence created major impact on their work performance. Teachers encountered multiple professional life elements which included work motivation and learning and development and school head instructional leadership. The EPP teachers demonstrated very satisfactory teaching performance based on their RPMS-IPCRF final ratings which confirmed their teaching abilities. The analysis determined that work motivation together with learning and development and instructional leadership serve as vital elements which determine teaching effectiveness. The study results established an action plan which the researchers developed to support teacher professional development because this aspect directly impacts their teaching effectiveness.

The research conducted by Lacsina (2020) investigated how retooling professional development support impacts the teaching effectiveness of public elementary Grade One teachers in Pampanga Division during the academic year 2019-2020. The study employed a quantitative descriptive-correlational design to include 101 Grade One teachers as study participants. The researchers collected data through a questionnaire that they developed themselves which experts

validated and which they used to analyze documentary evidence. The researchers applied weighted mean, mean, and multiple regression to perform statistical analysis.

The research results demonstrated that different retooling professional development support programs achieved a very effective evaluation rating. The following mean scores demonstrated this result: SLACs ($M=3.87$), Seminars and Trainings ($M=3.83$), IPPD ($M=3.86$), Mentoring ($M=3.86$), Coaching ($M=3.89$), and RPMS monitoring ($M=3.84$). The teachers received a very satisfactory evaluation of their teaching performance that generated a mean rating of 4.46. The analysis revealed that the only significant predictor of teaching performance was empowering teachers through IPPD because it was supported by a beta coefficient of 0.253 and a p-value of 0.014. The research findings led to the creation of a Proposed School-Based Plan which aims to maintain retooling professional development support for teachers.

The presentation of literature and studies highlighted that there is a need to conduct a study that would determine the performance assessment and feedback, non performance of administrative-related tasks and their relationship with teaching performance of junior high school teachers in Cluster 6, Division of Pampanga during the School Year 2024-2025.

Conceptual Framework

The study used the IV-DV model to have a graphical presentation of the study as shown in Figure 1.

The independent variables of this study were performance assessment and feedback and non-performance of administrative-related tasks, while the dependent variable was the teaching performance.

The arrow in the middle reflected the hypothesized relationship between variables.

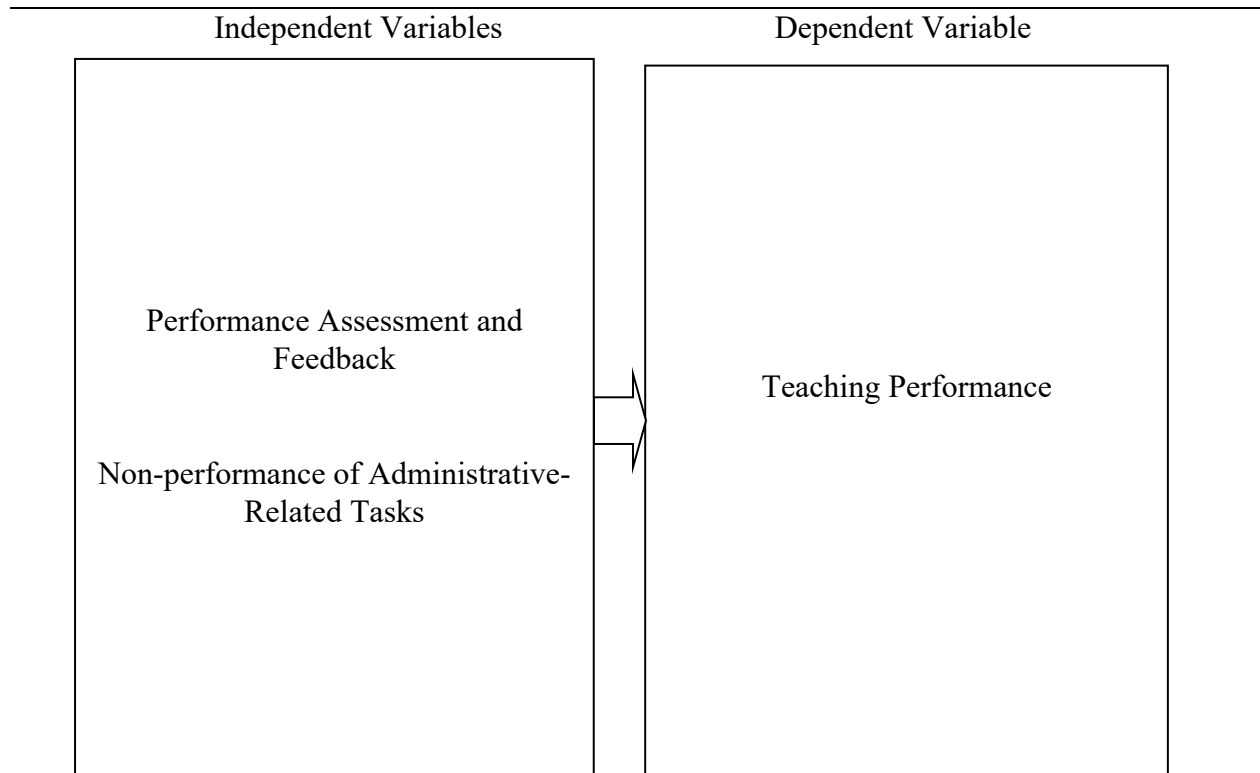


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to determine the performance assessment and feedback, non performance of administrative-related tasks and their relationship with teaching performance of junior high school teachers in Cluster 6, Division of Pampanga during the School Year 2024-2025.

Specifically, the following questions were answered:

1. How do the junior high school describe the effectiveness of the performance assessments and feedback that is extended to them by their school heads?
2. How do the junior high school describe their satisfaction with the non-performance of administrative-related tasks?
3. What is the level of the teachers' teaching performance based on IPCRF?

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4. Is there a significant relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers?
 5. Is there a significant relationship between satisfaction with the non-performance of administrative-related tasks and teaching performance of junior high school teachers?
 6. Based on the findings of the study, what action plan may be developed?

Hypotheses

The following were the null hypotheses:

1. There is no significant relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers.
2. There is no significant relationship between satisfaction with the non-performance of administrative-related tasks and teaching performance of junior high school teachers.

Significance of the Study

The final outcome of the research will be of great help to the following:

The Chiefs of the School Governance and Operations Division. They do analysis of the performance management of school not to simply look into ratings but on the effectiveness of the processes. Their efforts to ensure the effectiveness of the processes can be optimally actualized if they will consider research findings that will provide them inputs in their plans and other guidelines. Thus, this study will provide them the empirical data and use them in the formulation of other guidelines down the school level.

School Heads. The school heads directly manage the performance management of teachers. Their main aim is to ensure the effective conduct of the different processes and identify contributing factors to the performance of the teachers. The findings in this research will serve the aim of the school heads and will provide them the valuable inputs in their initiatives to redefine their processes towards greater effectiveness.

Teachers. They can take the findings of this study as basis in relating with their school heads in terms of performance assessments and feedback and coaching. Given the confirmation of their significance to their performance, they can inform their school heads on the performance management be improved which in the end may be advantageous in obtaining the desired level of teaching performance.

Future Researchers. Other researchers can conduct further studies by integrating other variables that are in the literature and not yet investigated. This will lessen the existing research gap regarding performance assessment and feedback.

Scope and Delimitation

It was the main purpose of this study to determine the performance assessment and feedback, non performance of administrative-related tasks and their relationship with teaching performance of junior high school teachers in Cluster 6, Division of Pampanga during the School Year 2024-2025.

To materialize the study, the researcher focused on describing the effectiveness of the performance assessments and feedback. In addition, satisfaction with the non-performance of administrative-related tasks of the respondents was tackled.

The teaching performance was based on IPCRF.

Definition of Terms

To have a richer understanding, the following terms are defined:

Non-Performance of Administrative-Related Tasks. This refers to the total removal of the non-teaching related tasks given to the teachers which provides the teachers the full six (6) hours in their teaching.

Performance Assessment and Feedback. This refers to analysis conducted on the performance output of the junior high school Science teachers vis-à-vis their performance targets and the result of which is immediately and directly address to the concerned teacher.

Satisfaction. This refers to the acceptance and happiness of the teachers because of the total removal of the non-teaching related tasks as part of their work assignment,

Teaching Performance. It refers to the rating that the teachers have in their IPCRF as combined scores from classroom observable and non-classroom observable indicators.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

Research Design

In order to accomplish this research endeavor, a quantitative approach was utilized. In Benny's (2016) definition, a quantitative approach is a method that is formal, objective, and methodical, and it is characterized by the utilization of numerical data for the purpose of acquiring

information about the world. In his article, he provided further explanation of this term. In addition to being able to explain and evaluate relationships, it can also study the connection between cause and effect. The fact that it is unique is due to this. When applying this strategy, the researcher focusses on acquiring data in the form of numerical and figurative information. It is possible that these statistics do not include all of the contextual information, despite the fact that they are more efficient.

In order to provide a closer level of detail, a correlational design was utilized. According to Phyllis (2014), this type of study places a greater emphasis on the investigation of the relations that exist between the variables. It is important to note that this type of research is not experimental; nonetheless, it does provide the researcher with the option to measure two specific variables. Following the completion of the measurements, the two variables will be subjected to statistical relationship analysis in order to ascertain the degree of effect that exists between the two of them. Depending on the circumstances, the value of the correlation metric could either have a positive or a negative sign. It means that the dependent variable is influenced anytime one of the independent variables undergoes a change, regardless of whether the change is a rise or a reduction on the part of the independent variable.

This was the most suited type of research because of its objective of determining the performance assessment and feedback, non performance of administrative-related tasks and their relationship with teaching performance of junior high school teachers in Cluster 6, Division of Pampanga during the School Year 2024-2025.

Respondents of the Study

Respondents of the study came from the Cluster 6, Division of Pampanga. As a big cluster, it is noted that there are a lot of schools in the district. To know the exact number of teachers, the researcher requested the information from the Schools Division Office, specifically from School Governance Operations Division.

After getting the population, the researcher used a sample size. In computation, G power with 0.05 level of significance was adopted. Using it, there were 89 teachers who were requested to be the respondents.

Following the completion of the computation to determine the size of the sample, the following step was to select the teachers. The method of sampling was a stratified version of random sampling that the researcher used. This indicates that each and every member of the population had the potential to be chosen as a respondent in the survey. Because of this, the researcher had the opportunity to reduce the amount of bias that was caused by the randomization process.

TABLE 1
RESPONDENTS OF THE STUDY

Schools	Frequency	Percentage
School 1	5	5.62
School 2	4	4.49
School 3	4	4.49
School 4	2	2.25
School 5	3	3.37
School 6	3	3.37
School 7	4	4.49
School 8	4	4.49
School 9	2	2.25

School 10	3	3.37
School 11	3	3.37
School 12	2	2.25
School 13	3	3.37
School 14	5	5.62
School 15	5	5.62
School 16	4	4.49
School 17	3	3.37
School 18	4	4.49
School 19	4	4.49
School 20	1	1.12
School 21	4	4.49
School 22	2	2.25
School 23	5	5.62
School 24	6	6.74
School 25	4	4.49
Total	89	100.00

As shown in Table 1, the researcher considered 89 teachers from the locale as the respondents of the study.

Research Instruments

The following were the instruments of the study”

Performance Assessment and Feedback Survey. This was intended for the teachers and they assessed the effectiveness of the performance assessments with feedback that is conducted by their school heads. Their assessments were confined on the specific indicators and the numerical assessments were guided by the Four-Point Likert Scale.

Teacher’s Satisfaction on Non-Performance of Administrative-Related Tasks. This was also intended for the teacher-respondents and undertake their own assessments on their level of satisfaction on the non-performance of administrative-related tasks. Similarly, the indicators were assessed by the teachers using the Four-Point Likert Scale.

One important aspect that should be assured was the validity of the developed questionnaires. A group of five experts were involved in the content validation of the questionnaires composed of the following: Professor of Research in the Graduate School, Human Resource Management Officer of the Schools Division Office, School Principal IV who are full-fledged doctorate degree holder and a Master Teacher II in English. They made their own assessments guided by the Four-Point Likert Scale from Not relevant to Highly Relevant.

The second instrument was documentary analysis for teaching performance. The researcher requested the data from the school heads.

Data Collection

Gathering of data started with a letter of request to be sent to the Schools Division Superintendent. It was also stated in the letters that the schools and teachers were the target respondents. After which, the researcher sent a copy of the approval to the school heads of the district before the actual data collection.

The distribution of the questionnaire was done systematically. The copy of the school class program was analyzed to check the vacant time of the respondents. This was done to make sure

that classes would not be affected for the sake of research. With the assistance of the school heads, the researcher explained personally the purpose of the research during the actual distribution. Ten weeks was spent for distribution. After which, to increase the retrieval rate, the researcher personally collected the answered survey. In this current time, data collection may be done through online platform. Survey was given through messenger application, google form and other available means.

Ethical Considerations

In any research, it is very important that ethical consideration is being practice. To do this, protocols on visiting schools were reviewed by the researchers and were done religiously. Also, the right of the teachers to withdraw anytime during the research undertaking was respected. Before answering the survey, the purpose of this research was explained among the teachers. They were given the chance not to right their name to protect their identity. All of the information that were collected were only used for the purpose of this study.

Statistical Treatment of Data

The data collected were tabulated and were subjected to statistical treatment through the assistance of the licensed statistician of the graduate school.

To interpret the data, the following statistical techniques were applied:

1. Weighted Mean, to describe the level of effectiveness of the performance assessments with feedback and non-performance of their administrative-related tasks. The following were the guide for interpretations:

Effectiveness of Performance Assessments with Feedback

Scale Value	Verbal Interpretations	Range of the Weighted Means
4	Very Much Effective	3.50-4.00
3	Effective	2.50-3.49
2	Fairly Effective	1.50-2.49
1	Least Effective	1.00-1.49

Level of Satisfaction on the Nonperformance of Administrative Related Tasks

Scale Value	Verbal Interpretations	Range of the Weighted Means
4	Very Much Satisfied	3.50-4.00
3	Satisfied	2.50-3.49
2	Fairly Satisfied	1.50-2.49
1	Least Satisfied	1.00-1.49

2. Frequency and percentage, to summarize the teaching performance

3. Pearson R Moment of Correlation, to examine the relationship of variables

III. RESULTS AND DISCUSSION

This chapter provides details about the results of application of statistical treatment on the gathered data.

1. Effectiveness of the Performance Assessments and Feedback of School Heads

The effectiveness of the performance assessments and feedback that is extended to the teachers by school head was assessed using questionnaire.

Junior high school teachers generally rated the performance assessments and feedback as effective based on its grand mean of 3.35 and standard deviation of 0.33. The table also tells that “maintains open communication to discuss performance” listed a mean of 3.39 (SD=0.32), while “maintains the belief of concern and respect” had a mean of 3.32 (SD=0.28). Data tells that teachers see that performance assessment is helping them with their work to improve their craft as public school teachers.

The assessment process for teacher performance holds significance because it serves as the basic element which helps enhance educational standards. The systematic evaluation process enables schools to assess their teachers' ability to provide instruction while handling classrooms and assisting students with their learning needs. Performance assessment delivers research-based information which shows teachers' professional strengths and developmental needs, which enables school administrators to create specific training programs for their staff members. The system creates teaching methods which remain in accordance with educational standards while meeting the changing requirements of students. The system establishes standards which educational institutions must follow to achieve their objectives while maintaining high-quality teaching methods (Ammasi, 2024).

Performance assessment helps teachers develop professionally while increasing their motivation to work. Feedback which shows both strengths and weaknesses of teachers helps them develop their skills through self-evaluation. The system enables organizations to evaluate employees for job promotions, performance bonuses, and formal acknowledgment, which creates

positive work environments that enhance employee happiness. The assessment system which evaluates teacher performance leads to positive outcomes because it enables teachers to develop their skills, which creates meaningful learning environments that improve student performance.

TABLE 2
ASSESSMENT ON THE PERFORMANCE ASSESSMENT AND FEEDBACK

The Performance assessment with feedback...	Mean	SD	Description
1. maintains open communication to discuss performance	3.39	0.32	Effective
2. maintains the belief of concern and respect	3.32	0.28	Effective
3. sustains the trust through the feedback given	3.37	0.29	Effective
4. strengthens capability to perform better because of the feedback	3.36	0.24	Effective
5. provides the clear guide on are/s for improvement	3.35	0.34	Effective
6. sustains the on-track performance as guided by the performance assessments with feedback	3.33	0.38	Effective
7. ensures that performance is in focused to attain targets	3.35	0.36	Effective
8. prevents poor performance during the summative assessment	3.36	0.29	Effective
9. maintains the competence and exemplary performance	3.36	0.30	Effective
Grand Mean	3.35	0.33	Effective

2. Assessment of Satisfaction with the Non-performance of Administrative-Related Tasks of Junior High School Teachers

Table 3 magnified that satisfaction with the non-performance of administrative-related tasks recorded a mean of 2.82 (SD=0.37) or satisfied. Despite the results that all of the indicators are given a rating of satisfied, third indicator “More time is dedicated to actual teaching” accumulated the highest mean of 2.98 (SD=0.1), while the lowest mean of 2.67 (SD=0.43) is on second indicator “Clear indication of the great concern to the well-being of teachers”.

Based on the findings, it appears that respondents do somehow see the reduction of administrative tasks given to them. Teachers need fewer non-teaching assignments because this change helps them concentrate on their main duty which involves teaching and helping students learn. Teachers need to complete multiple clerical tasks and handle paperwork together with their non-teaching duties because this work consumes their time and energy which they need for lesson planning and instructional delivery and student engagement activities. Teachers need to complete fewer tasks because this change enables them to spend their time creating educational activities and checking student development and offering feedback which results in better educational outcomes (Pacaldo & Loquere, 2025).

The decrease of non-administrative tasks leads to improvements in teachers' mental health and their happiness with work. When teachers have to handle too many tasks which do not involve classroom duties they experience stress and burnout which results in them losing motivation. When schools improve their administrative systems while delegating administrative work to support staff members teachers can achieve better boundaries between work and personal life which boosts their workplace satisfaction. The system increases their efficiency while creating better conditions for teaching. Non-teaching work reduction results in better teacher retention because it keeps skilled educators in their positions while they provide high-quality educational services to students.

TABLE 3

ASSESSMENT ON SATISFACTION WITH THE NON-PERFORMANCE OF ADMINISTRATIVE-RELATED TASKS OF JUNIOR HIGH SCHOOL TEACHERS

Indicators	Mean	SD	Description
1. Policy addressing wellness and welfare of teachers	2.78	0.38	Satisfied
2. Clear indication of the great concern to the well-being of teachers	2.67	0.43	Satisfied
3. More time is dedicated to actual teaching	2.98	0.41	Satisfied
4. Greater capability of the teacher to attend to the needs of the learners	2.78	0.39	Satisfied
5. Time for preparations is greater	2.69	0.35	Satisfied
Grand Mean	2.82	0.37	Satisfied

3. Teaching Performance of Junior High School Teachers

The study also gathered data on the teaching performance of junior high school teachers. 100.00% of the teachers have outstanding rating. This means that teachers were able to go beyond the minimum expectations in teaching and they have a huge chance to be promoted.

The effectiveness of teachers is a crucial factor to examine when assessing students' overall performance and the type of education they receive. It is crucial to have a thorough grasp of the elements that affect teachers' performance in order to guarantee that they are provided with the support, knowledge, and tools necessary to fulfill their duties (Viray & Olalia, 2022; Empasis & Alcopra, 2025). Teachers must acquire this knowledge in order to ensure that they can carry out their duties effectively.

TABLE 4
SUMMARY OF PERFORMANCE RATING

Rating	Frequency	Percentage
Outstanding	89	100.00
Very Satisfactory	0	0.00
Total	89	100.00

4. Relationship between Effectiveness of the Performance Assessments and Feedback and Teaching Performance

Another goal of the study is to look on the relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers. The researcher subjected the previous data to another statistical treatment and was able to have this result.

Table 5 shows that relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers recorded an r-value of 0.6534 and p-value of 0.0000. This means that the relationship is statistically significant. When performance assessment effectiveness improves, the teaching performance is also expected to improve. Performance assessment serves as a tool for measuring and improving teaching performance. When teachers undergo evaluation according to established assessment standards they obtain feedback which identifies their strengths together with their development requirements. The feedback system helps teachers to assess their teaching methods while implementing the essential changes which result in improved classroom teaching (Levy-Feldman, 2025).

TABLE 5
RELATIONSHIP BETWEEN EFFECTIVENESS OF THE PERFORMANCE ASSESSMENTS AND FEEDBACK AND TEACHING PERFORMANCE

Variables	r-value	p-value	Description
Effectiveness of the Performance Assessments and Feedback and Teaching Performance	0.6534	0.0000	Significant

5. Relationship between Satisfaction with the Non-performance of Administrative-Related Tasks and Teaching Performance

Another goal of the study is to look on the relationship between satisfaction with the non-performance of administrative-related tasks and teaching performance of junior high school teachers.

Table 6 shows that relationship between satisfaction with the non-performance of administrative-related tasks and teaching performance of junior high school teachers recorded an r-value of 0.6219 and p-value of 0.0000.

This denotes that removal of administrative tasks will lead to improve teaching performance. Teachers need fewer non-teaching assignments because this change helps them concentrate on their main duty which involves teaching and helping students learn. Teachers need to complete multiple clerical tasks and handle paperwork together with their non-teaching duties because this work consumes their time and energy which they need for lesson planning and instructional delivery and student engagement activities. Teachers need to complete fewer tasks because this change enables them to spend their time creating educational activities and checking student development and offering feedback which results in better educational outcomes (Cornista, 2025).

The decrease of non-administrative tasks leads to improvements in teachers' mental health and their happiness with work. When teachers have to handle too many tasks which do not involve

classroom duties they experience stress and burnout which results in them losing motivation. When schools improve their administrative systems while delegating administrative work to support staff members teachers can achieve better boundaries between work and personal life which boosts their workplace satisfaction. The system increases their efficiency while creating better conditions for teaching. Non-teaching work reduction results in better teacher retention because it keeps skilled teachers in their positions while they provide high-quality educational services to students.

TABLE 6
RELATIONSHIP BETWEEN SATISFACTION WITH THE NON-PERFORMANCE OF ADMINISTRATIVE-RELATED TASKS AND TEACHING PERFORMANCE

Variables	r-value	p-value	Description
Satisfaction with the Non-performance of Administrative-Related Tasks and Teaching Performance	0.6219	0.0000	Significant

6. Proposed Action Plan

Using the findings of the study, the researcher conceptualized this action plan.

Objectives	Strategies/Activities	Persons Responsible	Timeline	Success Indicators	Means of Verification (MOVs)
Enhance performance assessment and feedback	Conduct quarterly classroom observations with structured feedback sessions	School Head, Master Teachers	Quarterly	Improved teaching strategies and classroom practices	Observation reports, feedback forms
	Implement peer coaching and mentoring program	Master Teachers, Department Heads	Monthly	Increased collaboration and improved instruction	Coaching logs, mentoring records

Objectives	Strategies/Activities	Persons Responsible	Timeline	Success Indicators	Means of Verification (MOVs)
	Provide individualized feedback with clear action plans	School Head	Quarterly	Teachers apply feedback in teaching	Individual performance reports
Promote continuous professional development	Conduct LAC sessions on innovative teaching strategies	Master Teachers	Monthly	Improved instructional practices	LAC session reports
	Organize trainings on differentiated instruction and assessment	School Head	Semi-annual	Enhanced learner engagement	Training certificates, reports
	Encourage participation in webinars/workshops	School Head, Teachers	Ongoing	Increased teacher competencies	Certificates of participation
Promote reflective teaching practices	Require reflective journals among teachers	Teachers	Weekly	Increased self-awareness and improvement	Reflection journals
	Conduct post-observation reflection conferences	School Head	Quarterly	Improved teaching adjustments	Conference notes
	Share best practices during meetings	Department Heads	Monthly	Adoption of effective strategies	Meeting minutes

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains details on summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. Junior high school teachers generally rated the performance assessments and feedback as effective based on its grand mean of 3.35.
2. Respondents rated satisfaction the non-performance of administrative-related tasks recorded a mean of 2.82 (SD=0.37) or satisfied.
3. 100.00% of the teachers have outstanding rating, which range from 4.50-5.00.
4. The relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers recorded an r-value of 0.6534 and p-value of 0.0000.
5. The relationship between satisfaction with the non-performance of administrative-related tasks and teaching performance of junior high school teachers recorded an r-value of 0.6219 and p-value of 0.0000.
6. An action plan is crafted based on the findings of the study.

Conclusions

The following were the conclusions based on the summary of findings:

1. Teachers see that performance assessment is helping them with their work to improve their craft as public school teachers.

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2. Teacher-respondents do somehow see the reduction of administrative tasks given to them. Teachers need fewer non-teaching assignments because this change helps them concentrate on their main duty which involves teaching and helping students learn
 3. Teachers were able to go beyond the minimum expectations in teaching and they have a huge chance to be promoted.
 4. The relationship between effectiveness of the performance assessments and feedback and teaching performance of junior high school teachers is statistically significant. When performance assessment effectiveness improves, the teaching performance is also expected to improve.
 5. The relationship between satisfaction with the non-performance of administrative-related tasks and teaching performance of junior high school teachers is statistically significant. When satisfaction with the non-performance of administrative-related tasks increases, the teaching performance is also expected to improve.
 6. The proposed action plan aims to help teachers improve their teaching performance through performance assessment and feedback and non-performance of administrative tasks.

Recommendations

The following are the recommendations of the study based on the conclusions:

1. School heads may continue using the performance assessment and feedback to their teachers because they see its benefits. In addition, school heads may look into the indicators that have low ratings and seek to improve them further by having a dialogue with teachers and have a plan together.

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2. The non-performance of administrative-related tasks of teachers may be continuously monitor by supervisors so teachers will continue to experience having more time in teaching and preparation of materials.
 3. Best practices of teachers may be shared with one another through festival of teaching to further enrich their teaching competence based on PPST indicators.
 4. School heads and teachers may work together to come up with schedule and agreement on performance assessment and feedback since teachers are expected to improve their performance using feedback.
 5. School heads may further minimize teachers' involvement in non-teaching administrative duties. Schools should consider assigning clerical tasks to non-teaching personnel, streamlining documentation processes through digital systems, and implementing policies that protect teachers' instructional time.
 6. The proposed action plan may be adopted in one school to test its effectiveness.
 7. Future researchers may dwell on having qualitative study on how school heads provide feedback to their teachers to help them improve their performance.

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