

Appraisal System and Job Performance of Public Secondary School Principals in Region XII, Philippines

Principe O. Olino

Sultan Kudarat State University – ACCESS Campus, Tacurong City, Philippines

Author Email: principe.olino@deped.gov.ph

Date received: May 7, 2025

Date revised: June 4, 2025

Date accepted: June 30, 2025

Originality: 94%

Grammarly Score: 99%

Similarity: 6%

Recommended citation:

Olino, P. (2025). Appraisal system and job performance of public secondary school principals in Region XII, Philippines. *Journal of Interdisciplinary Perspectives*, 3(7), 892–902. <https://doi.org/10.69569/jip.2025.365>

Abstract. This study examines the relationship between the implementation of the school principals' appraisal system and their job performance in DepEd Region XII, as measured by Office Performance Commitment and Review (OPCR) results and teacher assessments. The research involved 8 Assistant School Division Superintendents, 32 secondary school principals, and 343 teachers for the 2024-2025 school year, focusing on appraisal indicators such as performance planning and evaluation. Both principals and ASDS rated the appraisal system high, though ASDS perceptions were significantly higher. Principals' self-assessed OPCR results were also higher than those of teachers, highlighting a gap in performance perceptions. A weak positive correlation was found between the implementation of the appraisal system and job performance, suggesting a limited direct impact. Challenges such as documentation burdens and time constraints emerged as barriers to effective implementation. The study concludes that while school leaders and superiors value the appraisal system, its effectiveness is weakened due to problems with the implementation process and because different groups involved, such as principals, assistant superintendents, and teachers, perceive it differently. A key recommendation is to revise the appraisal system to address the excessive number of tasks for principals and the excessive paperwork associated with performance reviews, ensuring more straightforward guidelines and realistic timelines for principals. This aligns with broader research advocating for transparent and objective evaluations to maximize system credibility.

Keywords: Appraisal system; Job performance; Public secondary school; Region XII.

1.0 Introduction

Effective leadership is crucial for shaping educational quality and improving student outcomes, particularly through the role of school principals. However, existing appraisal systems excluded teacher input, leading to biased evaluations of school principals. This gap highlights the need for research on how integrating teachers' feedback into these systems could enhance the job performance of secondary school principals. Addressing this issue could significantly improve the region's educational leadership and overall quality. Globally, educational leaders, particularly school principals, played a pivotal role in shaping the quality of education. They provided direction, support, and assistance to teachers, which are essential for improving teaching methods and enhancing student outcomes (MacLeod, 2020). A study by Cortina (2016) showed that strong leadership can drive systemic change and improve the quality of education in various regions, including Latin America, Africa, and Asia.

In the Philippines, the Department of Education (DepEd) has acknowledged the importance of effective leadership in schools. The educational system has undergone various reforms aimed at improving the quality of education and ensuring that students are well-prepared for the challenges of the 21st century. These reforms underscore the importance of effective school leaders who can deliver engaging learning experiences and cultivate an

environment that promotes academic excellence (Baylon, 2024). However, the current appraisal process excludes teachers from the evaluation, which could limit its effectiveness. Typically, school heads conducted self-assessments or were evaluated by their superiors, such as the Assistant Schools Division Superintendent, without input from the teachers who worked directly under them. This lack of teacher involvement could result in biased evaluations, as self-assessments may not fully reflect the school head's performance (Soni, 2017).

Region XII, also known as SOCCSKSARGEN, is one of the regions in the Philippines actively working to improve its educational standards. Educational leaders in this region face unique challenges, including diverse cultural backgrounds and varying levels of resource availability. Despite these challenges, there is a strong commitment to enhancing the quality of education through effective leadership and innovative practices (Om, 2022). However, the exclusion of teachers from the appraisal process limits the effectiveness of evaluations and the potential for growth among school heads (Irada, 2024).

Despite the recognized importance of appraisal systems in enhancing job performance, there was limited research focusing specifically on the appraisal system and job performance of secondary school heads in Region XII. Existing studies have primarily concentrated on the general impact of leadership on educational outcomes, with less emphasis on the specific mechanisms through which appraisal systems influenced the performance of school heads. Ilaguison (2024) synthesized evidence on the impact of different types of leadership on student outcomes but did not delve into the specific mechanisms by which appraisal systems affect school heads.

This study aims to fill the identified research gap by examining the relationship between the appraisal system and the job performance of secondary school heads, based on the results of their Office Performance Commitment and Rating Form (OPCRF) and assessments by teachers in Region XII. By doing so, it seeks to provide insights that can inform policy and practice, ultimately contributing to the improvement of educational leadership and the overall quality of education in the region.

2.0 Methodology

2.1 Research Design

This study used a mixed-methods design with a sequential explanatory approach. First, quantitative data were collected through structured surveys to examine the relationship between the implementation of the secondary principals' appraisal system and their job performance in Region XII. This phase focused on principals' demographic profiles, appraisal implementation levels, and job performance based on Office Performance Commitment and Review results. The quantitative approach helped identify relationships among these variables without manipulation. Following this, qualitative data were gathered through in-depth interviews with selected principals to explore their experiences and challenges in achieving outstanding performance. This qualitative phase provided deeper insights to explain the quantitative findings. Combining these methods allowed for a more comprehensive understanding of the appraisal system's impact on job performance.

2.2 Research Locale

The study was conducted in Region XII, Philippines. This region comprises the provinces of South Cotabato, Cotabato, Sultan Kudarat, Sarangani, and General Santos City. Region XII was chosen due to its active efforts to improve educational standards and address the unique challenges faced by school leaders. The Department of Education (DepEd) in this region has implemented reforms emphasizing effective school leadership, particularly the role of principals in guiding and supporting teachers. These reforms highlight the crucial role of principals in guiding, supporting, and developing teachers (Galdames-Calderon, 2023). Educational leaders in Region XII face diverse cultures, resource disparities, and community expectations, creating a complex context that needs study. Despite the importance of appraisal systems for improving job performance, research on secondary principals' appraisals and performance in this region is limited, underscoring the need for a focused investigation (Kempkes et al., 2023).

2.3 Research Respondents and Participants

The study's respondents include full-fledged secondary school principals from various schools in Region XII (SOCCSKSARGEN), Philippines, who directly implement the appraisal system and influence their schools' educational environment. Teachers were also surveyed to assess principals' job performance, providing valuable insights due to their close daily interactions and firsthand knowledge of leadership effectiveness (Barman et al., 2022). Additionally, the Assistant Schools Division Superintendent (ASDS) participated, offering a broader perspective on appraisal system implementation and its impact on school accountability. Thirty-two public

secondary school principals were surveyed regarding their demographics, the implementation of the appraisal system based on the Philippine Professional Standards for Principals (PPSSH), and job performance indicators from the Office Performance Commitment and Review. Meanwhile, 343 teachers out of 2,406 were surveyed to evaluate principals' job performance, ensuring robust data analysis. In-depth interviews were conducted with 12 principals to explore the benefits and challenges of the appraisal system and its effect on their performance. This sample size aligns with standards for data saturation, allowing for rich and diverse insights (Finkbeiner, 2016). Teacher feedback is crucial for identifying principals' strengths and areas for growth, supporting targeted professional development (Steele & Whitaker, 2019).

2.4 Research Instrument

The data-gathering instrument for this study consists of four main parts designed to comprehensively assess the relationship between the implementation of the secondary principals' appraisal system and their job performance. The first part of the instrument focuses on the Demographic Profile of the Secondary Principals. This section collected essential information, including age, sex, length of service as an administrator, educational attainment, civil status, economic status, and salary grade. The second part of the instrument is a Survey Questionnaire on the Implementation of the Secondary Principals Appraisal System adopted from Dizon et al. (2018). This survey questionnaire encompasses four key phases: performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewards and development planning. Each domain is designed to assess the level of implementation of the appraisal system, providing insights into how effectively these standards are being met in practice.

The third part of the instrument evaluates the Job Performance of Principals using the Office Performance Commitment and Review (OPCR) results. This section assessed various indicators of job performance, including instructional leadership, learning environment, human resource management and development, parental involvement, community partnerships, school leadership, management, and operations. Utilizing the OPCR as a basis for this assessment, the study ensures that the evaluation of job performance is grounded in established criteria recognized by the Department of Education (DepEd). The fourth part of the instrument, which evaluates the Job Performance of School Principals, was crafted by the Department of Education (DepEd) and is anchored on the Philippine Professional Standards for School Heads (PPSSH). This covers various indicators of job performance, including instructional leadership, learning environment, human resource management and development, parent involvement and community partnership, school leadership, management, and operations. The tool is designed to provide a comprehensive assessment of principals' effectiveness across these domains, ensuring a structured and reliable evaluation process. The PPSSH framework, institutionalized through DepEd Order No. 24, s. 2020 serves as the foundation for performance appraisal and professional development of school heads in the Philippines. In addition to these four components, interview guide questions were included to gather qualitative data necessary to address one of the problem statements, explicitly focusing on the challenges faced by school principals in achieving outstanding performance. The interview guide contained open-ended questions designed to elicit detailed responses from participants about their experiences and perceptions regarding the appraisal system and its implementation. To facilitate qualitative data collection, the necessary research instruments included audio recording devices to accurately capture interview sessions, ensuring that responses were documented verbatim for thorough analysis and interpretation. Additionally, consent forms were utilized to ensure ethical considerations in data collection, informing participants of their rights and the purpose of the study.

2.5 Data Gathering Procedure

Data collection procedures involved finalizing the instruments, securing necessary permissions from educational authorities, administering surveys, and conducting interviews. Quantitative data were analyzed using descriptive statistics and correlational analysis to identify relationships among variables. In contrast, qualitative data were examined through thematic analysis to uncover recurring themes and insights regarding the challenges faced by principals.

2.6 Ethical Considerations

Ethical considerations were vital in this study to protect the rights and well-being of all participants. Prior to participation, all participants were provided with clear information about the purpose of the research, their role in the study, and any potential risks associated with it. They were asked to give informed consent by signing a consent form, ensuring they understood the study and voluntarily agreed to participate. Confidentiality was

strictly maintained throughout the research process; participants' identities were kept private, and their responses were anonymized and aggregated in reports to ensure their privacy was safeguarded. Participation was entirely voluntary, allowing individuals to withdraw at any time without any negative repercussions, thus fostering a comfortable and pressure-free environment. The researcher treated all participants with respect and sensitivity, carefully selecting settings that valued their input and handling any sensitive topics with care. Additionally, the researcher acknowledged their positionality, recognizing how personal background, beliefs, and experiences might influence data interpretation. To ensure the trustworthiness of the findings, the study emphasized four key indicators: credibility was enhanced by triangulating multiple data sources such as interviews and observations; transferability was supported through detailed descriptions of the research context and participants; dependability was maintained by thorough documentation of data collection and analysis procedures; and confirmability was strengthened by member checking, allowing participants to review and validate the findings. These ethical measures collectively ensured that the study was conducted with integrity, respect, and rigor.

3.0 Results and Discussion

3.1 Demographic Profile of the School Principal

Table 1. *Demographic Profile of the School Principal*

Demographic Profile	Frequency	Percentage (%)
A. Age		
25 – 34	3	9
35 – 44	4	13
45 – 54	7	22
55 above	18	56
B. Sex		
Male	13	41
Female	19	59
C. Length of Service as Administrator		
1 to 5 years	8	25
6 to 10 years	3	9
11 to 15 years	2	6
16 to 20 years	5	16
21 to 25 years	1	3
26 to 30 years	3	9
31 to 35 years	5	16
36 to 40 years	5	16
D. Civil Status		
Single	3	9
Married	22	69
Widowed	7	22
E. Economic Status		
Middle-Income Class	32	100
F. Salary Grade		
SG 19	20	62
SG 20	7	22
SG 22	5	16

The results showed that most school principals are 55 years old and above (56%). This means that the leadership in schools is more likely to be experienced, with many principals who have held the position for an extended period. There are more female principals than male principals, at 59%. There is a high prevalence of women in management positions in the schools. Furthermore, principals have varied lengths of service; 25% of them have been working for 1-5 years, and many have been principals for 31-40 years. Combining new and experienced principals can be a strong point for bringing in new ideas and achieving quality education. Most of them are married, 69%, and the remaining are widowed at 22%. This demographic feature may have implications for their personal and professional robustness. Moreover, all principals belonged to the middle-income class. Hence, there is no variation in the economic status of the school leaders. Public school principals in the Philippines are classified as middle-income earners based on the Salary Standardization Law (SSL) under National Budget Circular No. 597 (2025), which sets their salaries at Salary Grade 19–24 (₱56,390–₱98,185/month). The results also showed that the

highest number of principals have a Salary Grade of 19, which is 62% of the total population. It means that most principals have the same compensation, indicating a clear salary structure in the educational sector. The demographic profile revealed a combination of experience, gender, and socioeconomic status of school principals that can impact school leadership.

3.2 Implementation of the Appraisal System as Assessed by Public Secondary School Principals

Table 2. Consolidated Findings of the Extent of the Implementation of the Appraisal System as Assessed by Public Secondary School Principals

Indicators	Mean	SD	Interpretation
A. Performance Planning and Commitment	4.46	0.78	Outstanding
B. Performance Monitoring and Coaching	4.47	0.74	Outstanding
C. Performance Review and Evaluation	4.51	0.64	Outstanding
D. Performance Rewards and Development Planning	4.48	0.65	Outstanding
Overall Mean	4.48	0.70	Outstanding

As shown in Table 2, all indicators are rated as Outstanding, with an overall mean of 4.48 (SD = 0.70), indicating a strong perception among principals that the appraisal system is effectively implemented within their schools. The Performance Review and Evaluation indicators showed the highest mean at 4.51 (SD = 0.64), suggesting that principals view this aspect of the appraisal system as particularly well-executed. This aligns with the study by Gaur and Shendge (2021) and Groenewald et al. (2023), which highlight the importance of fair, transparent, and constructive evaluations in fostering trust and promoting engagement with the appraisal system. The Performance Planning and Commitment indicator has the lowest mean score among the four indicators, with a mean of 4.46 (SD = 0.78). While still rated as outstanding, this result suggests there might be areas where strengthening the planning and commitment phase could enhance overall effectiveness. This finding is supported by a study from Alainati et al. (2024), which found that the effective implementation of RPMS in a school setting requires the system to be perceived as fair, transparent, and objective. Overall, the consistent Outstanding ratings across all indicators suggest a robust and well-received appraisal system from the perspective of public secondary school principals. The policies and standards mandated by the Department of Education through DO 24. The 2020 and DO 25s. 2020 appeared to be effectively implemented in supporting school leaders in their roles, which aligned with the stated goal of improving teacher quality and learner achievement. The findings generally align with Ofori (2020), who emphasized the importance of strategic planning and policy implementation, as reflected in the high ratings for performance planning. However, it is crucial to acknowledge potential challenges and limitations. Despite the high ratings, some literature suggested that appraisal systems may not always result in improved outcomes for school leaders (Alainati et al., 2024).

3.3 Implementation of the Appraisal System as Assessed by Assistant Schools Division Superintendent

Table 3. Consolidated Findings of the Extent of the Implementation of the Appraisal System as Assessed by Assistant Schools Division Superintendent

Indicators	Mean	SD	Interpretation
A. Performance Planning and Commitment	4.89	0.29	Outstanding
B. Performance Monitoring and Coaching	4.83	0.37	Outstanding
C. Performance Review and Evaluation	4.76	0.42	Outstanding
D. Performance Rewards and Development Planning	4.83	0.37	Outstanding
Overall Mean	4.84	0.36	Outstanding

The data provided a summary of the appraisal system's implementation extent, as assessed by the Assistant Schools Division Superintendents (ASDS), revealing Outstanding ratings across all indicators. This assessment, with an overall mean of 4.84 (SD = 0.36), signifies a strong perception among ASDS that the appraisal system is being implemented effectively. This aligns with the Department of Education's (DepEd) commitment, as highlighted in DO 24 s.2020 and DO 25 s.2020, to support school leaders and enhance the quality of education through professional standards and accountability. Performance Planning and Commitment exhibits the highest mean at 4.89 (SD = 0.29). This suggests that ASDS perceived the initial stages of the appraisal system, which involve goal setting and establishing commitment, as particularly robust. As supported by Ko and Sammons (2016), who stated that effective planning helps school leaders align their objectives with the overall goals of the educational institution, which can lead to improved student outcomes. Meanwhile, Performance Review and Evaluation presents a slightly lower mean of 4.76 (SD = 0.42). While also considered Outstanding, this suggests a

potential area where the appraisal system could be further refined to ensure consistent application of evaluation criteria and feedback mechanisms. This finding aligns with the study by Alainati et al. (2024), who found that performance appraisals are perceived as ineffective due to concerns about fairness and transparency. Luo and Huang (2023) also suggested that performance reviews are perceived as punitive, and school leaders lead to anxiety. The findings are consistent with research on effective coaching relationships and the value of performance reviews (Magnusen et al., 2020). Conversely, caution is warranted, given that findings suggest performance appraisal systems may not always lead to improved outcomes and are perceived as ineffective due to concerns about fairness and transparency among employees (Alainati et al., 2024).

3.4 School Principal Performance Based on Their Office Performance Commitment and Review (OPCR) Result

Table 4. School Principal Performance Based on Their Office Performance Commitment and Review (OPCR) Result

Indicators	Mean	SD	Interpretation
A. Instructional Leadership	4.75	0.33	Outstanding
B. Learning Environment	4.91	0.30	Outstanding
C. Human Resource Management and Development	4.80	0.36	Outstanding
D. Parents' Involvement and Community Partnership	4.91	0.24	Outstanding
E. School Leadership, Management and Operations	4.93	0.22	Outstanding
Overall Mean	4.86	0.21	Outstanding

Table 4 presents the extent of school principals' performance based on their Office Performance Commitment and Review (OPCR) results. The overall mean of 4.86 (SD = 0.21), interpreted as "Outstanding," signifies a high level of achievement across key performance areas, as formally documented within the OPCR framework. This suggests that principals are consistently meeting or exceeding the expectations outlined in their performance commitments. Notably, School Leadership, Management, and Operations achieved the highest mean score at 4.93 (SD = 0.22), followed closely by Parents' Involvement and Community Partnership and Learning Environment, both scoring 4.91 (SD = 0.24 and 0.30, respectively). These results indicate exceptional strength in organizing and directing school activities, fostering external relationships, and establishing a positive school atmosphere. Given that the OPCR framework likely includes metrics related to resource allocation, community engagement initiatives, and safety protocols, these high scores suggest strong performance in these tangible areas. These findings align with those of Leithwood et al. (2019), who emphasized the importance of strong leadership in driving the school's mission and vision. Instructional Leadership has the lowest mean of 4.75. While consistently rated as Outstanding, it suggests an opportunity for principals to deepen their direct involvement in teaching and learning processes. Effective instructional leaders monitor classroom practices, provide constructive feedback, and foster a culture of continuous improvement, which is essential for enhancing educational outcomes (Vogel, 2018). The OPCR results indicate that school principals are demonstrating high levels of competence across a broad spectrum of responsibilities. The results strongly support the effectiveness of established systems and procedures within the schools, particularly for the school heads. This finding aligns with Ali et al. (2024).

3.5 School Principal Performance as Assessed by the Teachers

Table 5. School Principal Performance as Assessed by the Teachers

Indicators	Mean	SD	Interpretation
A. Instructional Leadership	4.53	0.61	Outstanding
B. Learning Environment	4.74	0.53	Outstanding
C. Human Resource Management and Development	4.66	0.58	Outstanding
D. Parents' Involvement and Community Partnership	4.76	0.45	Outstanding
E. School Leadership, Management and Operations	4.69	0.55	Outstanding
Overall Mean	4.68	0.54	Outstanding

Table 5 presents the extent of school principal performance, as assessed by the teachers. The data reveals an Outstanding overall mean of 4.68 (SD = 0.54), indicating that teachers generally perceive their principals as highly effective across key performance indicators. The highest-rated indicator is Parents' Involvement and Community Partnership, with a mean of 4.76 (SD = 0.45). This suggests teachers believe their principals are particularly successful in fostering positive relationships with parents and the broader community. This observation is supported by Stelmach (2020), who emphasized the beneficial impact of engaged parents and community members on student learning and school effectiveness. The indicator with the lowest, though still Outstanding, rating is Instructional Leadership (Mean = 4.53, SD = 0.61). This suggests that while principals are performing well, teachers may see room for improvement in the direct support and guidance they receive related to teaching

practices and curriculum implementation. This aligns with the challenges highlighted regarding principals balancing administrative duties with instructional leadership (Berkovich & Eyal, 2020). The fact that teachers rated all areas as Outstanding suggests that, in their view, principals are generally fulfilling their responsibilities effectively. The literature supports this by tying school leader performance to instructional quality and positive learning environments (Boals, 2020). The DepEd also emphasized this by acknowledging the need for competent leaders (Urbano & Gurat, 2023).

3.6 Difference between the Extent of Implementation of Appraisal System Assessed by School Principals and Assistant Schools Division Superintendent

Table 6. *Difference between the Extent of Implementation of Appraisal System Assessed by School Principals and the Assistant Schools Division Superintendent*

Implementation of Appraisal System	Mean	SD	t-computed	p-value
School Principal	4.50	0.44		
Assistant Schools Division Superintendent	4.83	0.24	2.80	0.010
Mean Difference	0.33			

Significant at $\alpha = 0.05$

Table 6 presents the results of a paired t-test comparing the mean scores for the level of implementation of the appraisal system as assessed by school principals and Assistant Schools Division Superintendents (ASDS). The analysis reveals a statistically significant difference between the two groups (t -computed = 2.80, p -value = 0.010, significant at $\alpha = 0.05$). Since the p -value is less than the significance threshold (0.05), the null hypothesis is rejected, and the alternative hypothesis is accepted. This outcome strongly suggests that the observed discrepancy in appraisal system implementation scores is not due to random chance. However, it reflects a meaningful, real-world distinction between the assessments of principals and ASDS. Specifically, the results indicate that the ASDS has a significantly higher assessment of the level of implementation of the appraisal system compared to the school principal. Specifically, the ASDS group reported a higher mean (4.83, $SD = 0.24$) compared to the school principal group (4.50, $SD = 0.44$), resulting in a mean difference of 0.33. This suggests that ASDS perceives the appraisal system as being implemented at a higher level than the school principals themselves do. ASDS are likely to have a broader overview of the system's intended design and may focus more on policy compliance and overall program effectiveness. Studies have shown that school heads must formulate all possible means of ensuring school policies, aims, and values are implemented (Panganiban, 2018). In contrast, school principals, being directly involved in the day-to-day implementation, may be more aware of the practical challenges and nuances that affect the system's perceived effectiveness, as well as the effectiveness of human resource management (Vican et al., 2016). In addition, Alainati et al. (2024) highlighted that performance appraisal systems are often viewed as ineffective due to concerns about fairness and transparency, which can undermine their intended purpose. Alternatively, the higher scores from ASDS might be influenced by a desire to present a positive image of the system's implementation. Moreover, Abebe and Singh (2023) highlighted that clear performance expectations are linked to higher job satisfaction; however, if the expectations are unrealistic, they may lead to frustration. It is also noted by Alainati et al. (2024) that the implementation of performance appraisal systems may not lead to improved outcomes for school leaders.

3.7 Difference in the School Principal Performance as Assessed by the School Principals and Teachers

Table 7. *Difference in the School Principal Performance as Assessed by the School Principals and Teachers*

Performance of the School Principal	Mean	SD	t-computed	p-value
OPCR result	4.86	0.21	4.14	0.000
Teachers' Evaluation	4.68	0.48		
Mean Difference	0.18			

Significant at $\alpha = 0.05$

Presented in Table 7 are the results of a paired t-test comparing the mean scores of secondary school principals' performance as measured by their Office Performance Commitment and Review (OPCR) results and as assessed by their teachers. The analysis reveals a statistically significant difference ($t = 4.14$, $p = 0.000$), with principals' OPCR ratings (Mean = 4.86, $SD = 0.21$) notably higher than those of teachers (Mean = 4.68, $SD = 0.48$). This significant disparity suggests that the difference is substantive and not due to random variation. This divergence may be explained by the differing perspectives and evaluation criteria of the two groups. The OPCR, evaluated by the Assistant Schools Division Superintendent (ASDS), is a formal, structured appraisal emphasizing

measurable objectives, compliance with policies, and broader administrative responsibilities (DepEd Order No. 2, s. 2015). ASDS likely focuses on strategic leadership, policy implementation, and overall school management, which are critical for institutional success but may be less visible to teachers. In contrast, teachers' assessments are grounded in their daily interactions with principals and reflect the principals' leadership as experienced in the classroom and immediate school environment. Teachers may prioritize relational leadership qualities such as approachability, support, collaboration, and responsiveness to classroom needs (Lee et al., 2024; Sari & Lestari, 2025). Their slightly lower ratings could indicate areas where principals' leadership is less perceptible or impactful from the teachers' viewpoint, especially in fostering a favorable professional climate and shared decision-making. The significant gap between these perceptions highlights a potential misalignment in how leadership effectiveness is defined and experienced by different stakeholders. While the OPCR captures formal achievements and compliance, teacher feedback underscores the importance of interpersonal and instructional leadership. This suggests that appraisal systems might benefit from integrating multiple perspectives more holistically to ensure a balanced evaluation that reflects both administrative success and the lived experiences of teachers. Despite this gap, it is worth noting that teachers still rated principals highly overall, indicating a general satisfaction with their performance. This alignment on positive performance underscores the principals' effective management practices, which are essential for smooth school operation and addressing challenges (Vargas & Fontanilla, 2025). Future efforts should focus on bridging perception gaps through enhanced communication and collaborative leadership development, ensuring that principals' strengths are recognized and areas for growth are addressed from all stakeholder perspectives.

3.8 Relationship between Implementation of the Appraisal System and the Job Performance of the School Principal

Table 8. Relationship between Implementation of the Appraisal System and the Job Performance of the School Principal

Variables	r	t-computed	p-value	Interpretation
Implementation of the Appraisal System and the Job Performance of the School Principal	0.09	2.13	0.039	Significant

Significant at $\alpha = 0.05$

Table 8 demonstrates a statistically significant positive relationship between the implementation of appraisal systems and principals' job performance ($r = 0.09$, $t = 2.13$, $p = 0.039$), leading to the rejection of the null hypothesis. However, despite its statistical significance ($p < 0.05$), the weak correlation coefficient ($r = 0.09$) suggests that the appraisal system accounts for only a small portion of the variance in job performance. This suggests that while appraisal systems do have a measurable effect, they are just one of many factors influencing principals' effectiveness and cannot be viewed as the sole or dominant driver of performance. The practical implication of this weak correlation is that relying solely on appraisal systems to improve principals' job performance may be insufficient. To enhance leadership effectiveness, appraisal systems should be complemented by other strategies, such as targeted professional development, effective resource allocation, and a supportive organizational culture. This aligns with Lian (2020), who found that well-implemented appraisal systems contribute to principals' task execution and leadership but require integration with broader support mechanisms. Moreover, effective school heads play a critical role in formulating and implementing policies to meet school objectives (Aguilar, 2023), and principals can influence instructional practices through ongoing teacher assessments and dialogue, fostering greater commitment to school goals. Nevertheless, limitations exist in the practical application of appraisal systems. Research shows that many employees perceive performance appraisals as ineffective due to concerns over fairness and transparency (Alainati et al., 2024). Additionally, performance planning processes may contribute to overwhelm and burnout among principals (Al Thawadi & Hadi, 2024), and systemic constraints such as limited resources can undermine the effectiveness of performance monitoring. While appraisal systems have a positive influence on principals' job performance, their weak correlation highlights the need for a multifaceted approach that addresses systemic challenges and incorporates complementary strategies to realize improvements in school leadership fully.

3.9 Result of Regression Analysis of the Demographic Factors and Job Performance of Secondary School Principals

Table 9 reveals that age, length of service, salary grade, and economic status are statistically significant predictors of job performance among secondary school principals. Specifically, older principals, those with longer tenure, higher salary grades, and greater economic status demonstrate better performance.

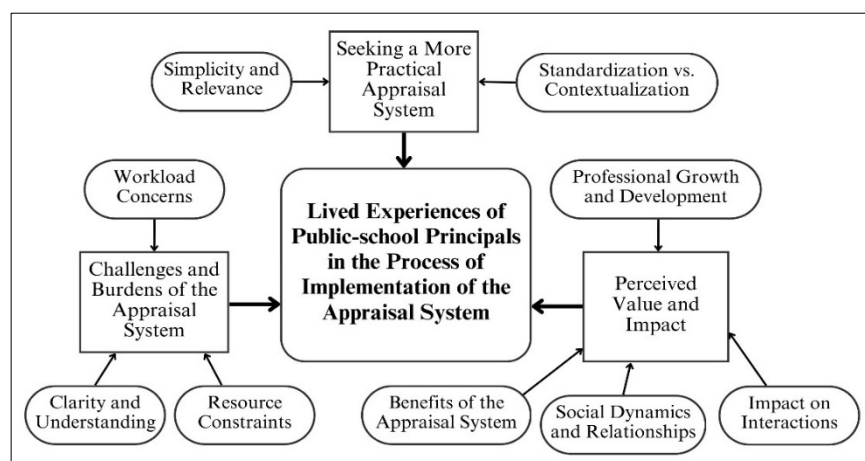
Table 9. *Result of Regression Analysis of the Demographic Factors and Job Performance of Secondary School Principals*

Factors	B	SE	t Stat	P-value
Age	0.01	0.00	2.99	0.006
Sex	-0.02	0.06	0.39	0.699
Length of Service	0.00	0.00	0.98	0.035
Civil Status	0.13	0.06	2.02	0.054
Salary Grade	0.35	0.15	2.31	0.029
Economic Status	0.00	0.00	2.54	0.018

Notes: $R^2=0.49$, $F=4.07$

In contrast, sex and civil status show no significant influence. Specifically, the positive coefficients for age ($B=0.01$), length of service ($B=0.00$), salary grade ($B=0.35$), and economic status ($B=0.00$) suggest that experience, financial incentives, and socioeconomic advantages contribute to enhanced effectiveness, whereas sex ($p=0.699$) does not predict performance differences between male and female principals. The result explains 49.4% of performance variance ($R^2 = 0.49$), indicating that these demographic factors play a notable role; other factors not included in this study may also have an effect on job performance. These results are supported by the fact that instructional leadership has emerged as a vital component of effective school management, significantly impacting teaching quality and student outcomes, which in turn leads to improved teaching quality and ultimately benefits student learning (Hallinger, 2018). School administrators are responsible for creating a safe, supportive, and engaging atmosphere that is conducive to learning. A favorable school climate has been linked to increased student motivation and academic success. Recent studies emphasize the crucial role of school leaders in creating a positive learning environment that promotes student engagement and fosters academic excellence (Culduz, 2023).

3.10 Lived Experiences of Public School Principals in the Process of Implementation of the Appraisal System

**Figure 1.** *Lived Experiences of Public-School Principals in the Process of Implementation of the Appraisal System*

The study identified three major themes: (1) Challenges and Burdens of the Appraisal System, (2) Perceived Value and Impact, and (3) Seeking a More Practical Appraisal System. Principals reported that the appraisal system significantly increased their workload and caused confusion due to unclear guidelines and time constraints, echoing findings by Dangol (2021), who noted that excessive demands can lead to burnout rather than motivation. They expressed difficulties in document preparation and managing appraisal requirements alongside other school responsibilities, suggesting the need for simplified procedures and more transparent communication. Despite these challenges, principals acknowledged the appraisal system's role in promoting professional growth and self-reflection, consistent with Perla et al.'s (2023) assertion that the appraisal system serves as a tool for professional accountability and development. Some principals highlighted the system's positive impact on school operations and teacher motivation, especially when feedback was collaborative and supportive, aligning with Cemaloglu and Savas (2018), who emphasized the importance of fostering trust and collective responsibility through effective leadership. Finally, principals advocated for a more practical and context-sensitive appraisal system that balances standardization with flexibility to fit diverse school settings. While some preferred a standardized approach to ensure quality and fairness, others favored adaptable indicators that reflect their unique school realities. This tension reflects the strategic leadership domain outlined by Shaked (2024), which calls for alignment of appraisal tools with institutional goals and local contexts. The need for timely, relevant, and respectful feedback was also

underscored, supporting Kutasi's (2023) view that effective feedback facilitates teacher learning and continuous improvement.

4.0 Conclusion

The study reveals that secondary school principals are predominantly experienced female professionals nearing retirement age, with most holding middle-income status and Salary Grade 19 positions. Both principals and Assistant Schools Division Superintendents (ASDS) perceive the appraisal system as highly effective, though ASDS report significantly higher ratings, highlighting a perception gap. Principals demonstrate outstanding performance in leadership, stakeholder engagement, and learning environments, as evidenced by OPCR results (mean: 4.86) and teacher assessments (mean: 4.68). However, slight discrepancies between these evaluations suggest opportunities for alignment. While a weak positive correlation exists between the implementation of appraisals and job performance, demographic factors such as age, tenure, and salary grade have a significant influence on the outcomes. Principals face challenges such as excessive documentation and time constraints, but recognize the system's potential for professional growth. To enhance efficacy, reforms may simplify the appraisal process, address ASDS-principal perception gaps through structured dialogues, and tailor professional development to principals' demographic needs, ensuring the system balances standardization with contextual adaptability. Future research may conduct longitudinal studies to examine how appraisal systems impact principals' professional growth and school outcomes over time. Additionally, it is recommended that future studies incorporate comprehensive teacher feedback and explore the effectiveness of targeted interventions designed to reduce documentation burdens and improve appraisal alignment between principals and ASDS.

5.0 Contributions of Authors

The author contributed to the study by conducting data analysis, drafting the manuscript, and overseeing the research implementation.

6.0 Funding

This research paper received no specific grant from any funding agency.

7.0 Conflict of Interests

The author asserts no conflicts of interest regarding the publication of this paper.

8.0 Acknowledgment

The researcher expresses sincere gratitude to the individuals whose time, encouragement, guidance, and support made this study possible.

9.0 References

- Abebe, D. W., & Singh, D. P. (2023). The relationship between emotional intelligence, job satisfaction, and job performance: Empirical evidence from public higher education institutions. *European Journal of Business and Management Research*, 8(3), 45–52. <https://doi.org/10.24018/ejbmr.2023.8.3.1928>
- Aguilar, J. (2023). Management competency of school heads: Basis for effective and improved school leadership. *International Journal of Applied Science and Research*, 6(5), 87–125. <https://doi.org/10.56293/ijasr.2022.5565>
- Al Thawadi, M. M., & Hadi, D. P. (2024). Exploring the relationship between performance assessment and employee performance: The role of performance planning and performance review. *Studies in Systems, Decision and Control*, 523–531. https://doi.org/10.1007/978-3-031-50939-1_39
- Alainati, S., AlKhatib, H., Al Ajmi, M., & Al-Duaij, M. (2024). Investigating the effectiveness of employees' performance appraisal system: Kuwait case study. *International Journal of Professional Business Review*, 9(3), e04453. <https://doi.org/10.26668/businessreview/2024.v9i3.4453>
- Ali, M., Anshori, F. A., Watson, W., Aryani, S. A., An, A. N., Muthoifin, M., & Elbanna, M. (2024). The effectiveness of boarding school-based principals' social competence on school environment welfare at Islamic junior high schools. *Journal of Management World*, 2024(4), 777–784. <https://doi.org/10.53935/jomw.v2024i4.527>
- Barman, L., McGrath, C., Josephson, S., Silén, C., & Bolander Laksov, K. (2022). Safeguarding fairness in assessments – How teachers develop joint practices. *Medical Education*, 56(6), 651–659. <https://doi.org/10.1111/medu.14789>
- Baylon, V. I. (2024). Grounding quality education from the experiences of high school students in selected secondary schools in the Philippines. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4856313>
- Berkovich, I., & Eyal, O. (2020). Principals' communication practices and teachers' emotional distress. *A Model of Emotional Leadership in Schools*, 98–113. <https://doi.org/10.4324/9780429344442-9>
- Boals, B. (2020). Instructional coaching and its importance in positive behavior intervention supports. Iowa State University. <https://doi.org/10.31274/cc-20240624-904>
- Cemaloğlu, N., & Savaş, G. (2018). Examining the relationship between supportive behaviors of school principals and teacher leadership. *International Online Journal of Educational Sciences*, 10(1), 244–258. <https://tinyurl.com/vckzfyvd>
- Cortina, R. (2016). How to improve quality education for indigenous children in Latin America. *Indigenous Education Policy, Equity, and Intercultural Understanding in Latin America*, 3–25. https://doi.org/10.1057/978-1-137-59532-4_1
- Culduz, M. (2023). The impact of educational leadership in improving the learning experience. *Advances in Educational Marketing, Administration, and Leadership*, 168–189. <https://doi.org/10.4018/978-1-6684-8332-9.ch008>
- Dangol, P. (2021). Role of performance appraisal system and its impact on employees' motivation. *Quantitative Economics and Management Studies*, 2(1), 13–26. <https://doi.org/10.35877/454ri.qems119>
- Department of Budget and Management. (2025). National Budget Circular No. 597: Implementation of the second tranche of the updated salary schedule for civilian government personnel. Retrieved from <https://tinyurl.com/59wj6y5h>
- Department of Education (DepEd) Order No. 024 s. 2020. National adoption and implementation of the Philippine Professional Standards for School Heads. Retrieved from <https://tinyurl.com/48m77r6k>
- Department of Education (DepEd) Order No. 2 s. 2015. Guidelines on the performance appraisal system for school heads. Retrieved from <https://tinyurl.com/y3wjxxps>
- Dizon, A. D., San Pedro, A. B., Munsayac, M. M., Padilla, J., & Pascual, M. C. (2018). Level of implementation of the results-based performance management system in the Department of Education division of Gapan City, Philippines. *International Journal of Research-GRANTHAALAYAH*, 6(1), 484–503. <https://doi.org/10.29121/granthaalayah.v6.i1.2018.1658>
- Finkbeiner, P. (2016). Qualitative research: Semi-structured expert interview. *Social Media for Knowledge Sharing in Automotive Repair*, 141–181. https://doi.org/10.1007/978-3-319-48544-7_6
- Galdames-Calderón, M. (2023). Distributed leadership: School principals' practices to promote teachers' professional development for school improvement. *Education Sciences*, 13(7), 715. <https://doi.org/10.3390/educsci13070715>

- Hallinger, P. (2018). Principal instructional leadership. *The Wiley Handbook of Teaching and Learning*, 505–528. <https://doi.org/10.1002/9781118955901.ch21>
- Ilaguison, G. F. (2024). Transformational leadership qualities of school heads and organizational outcomes of senior high school teachers. *International Journal of Research Publication and Reviews*, 5(7), 3122–3128. <https://doi.org/10.55248/gengpi.5.0724.1902>
- Irada, A. M. (2024). Path goal leadership of school heads and team effectiveness among public secondary teachers in Digos City Division. *International Journal of Research Publication and Reviews*, 4378–4383. <https://doi.org/10.55248/gengpi.5.0624.1562>
- Kempkes, J. A., Suprano, F., & Wömpener, A. (2023). How management support systems affect job performance: A systematic literature review and research agenda. *Management Review Quarterly*, 74(4), 2013–2086. <https://doi.org/10.1007/s11301-023-00353-5>
- Kutasi, R. (2023). Feedback: Unveiling its impact and enhancing its effectiveness in education. *Journal of Pedagogy-Revista de Pedagogie*, 71(2), 7–32. <https://doi.org/10.26755/revped/2023.2/7>
- Lee, C., Camburn, E. M., & Sebastian, J. (2024). School context, school leaders' data-informed decision making, and student achievement: Evidence from Florida. *School Effectiveness and School Improvement*, 36(1), 45–70. <https://doi.org/10.1080/09243453.2024.2436889>
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Lian, B. (2020). The influence of principal's situational leadership and teacher's professionalism on teacher's performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 135–143. <https://doi.org/10.31219/osf.io/t7cha>
- Luo, Y., & Huang, J. (2023). The effect of university teachers' perceived inclusive leadership on their job performance: The serial mediation effect of perceived school support and teachers' psychological empowerment. *Higher Education Studies*, 13(3), 18. <https://doi.org/10.5539/hes.v13n3p18>
- MacLeod, L. (2020). Shaping professional development of educators: The role of school leaders. In M. A. White & F. McCallum (Eds.), *Critical Perspectives on Teaching, Learning and Leadership* (pp. 189–217). Springer Singapore. https://doi.org/10.1007/978-981-15-6667-7_10
- Magnusen, M., Kim, J. W., & Robinson, M. (2020). Coaching and effective leaders: An overview and recommended research agenda. *Coaching for Human Development and Performance in Sports*, 441–465. https://doi.org/10.1007/978-3-030-63912-9_21
- Ofori, S. C. (2020). Regional plans and programmes and strategic planning processes and general implementation impacts. *Endogenous Regional Policy and Development Planning in Ghana*, 133–164. <https://doi.org/10.4324/9780367814892-5>
- Om, S. (2022). School directorship: Effective leadership and management practices and challenges in primary schools in Cambodia. *International Journal of Leadership in Education*, 1–19. <https://doi.org/10.1080/13603124.2022.2042857>
- Panganiban, A. C. (2018). Practices and techniques of school heads of region IV-A (Calabarzon) in influencing people: Towards school leader program/course design. *KnE Social Sciences*, 3(6), 98. <https://doi.org/10.18502/kss.v3i6.2376>
- Perla, L., Agrati, L. S., Vinci, V., & Soleti, P. (2023). Teacher appraisal system and professional learning. Insights from Italian school principals' and teachers' views on multiple sources of data and indicators. *Professional Development in Education*, 49(6), 1183–1196. <https://doi.org/10.1080/19415257.2023.2266912>
- Sari, Y., & Lestari, S. (2025). Ethical leadership strategies of school principals: Fostering a harmonious and productive teacher work environment. *AL-ISHLAH: Jurnal Pendidikan*, 17(1), 489–499. <https://doi.org/10.35445/alishlah.v17i1.6090>
- Shaked, H. (2024). How principals' instructional leadership impacts schools' middle leadership. *Educational Management Administration & Leadership*, 17411432241238888. <https://doi.org/10.1177/17411432241238888>
- Soni, P. D. (2017). Teacher effectiveness among secondary school teachers from government and private schools. *International Journal of Indian Psychology*, 4(4). <https://doi.org/10.25215/0404.160>
- Steele, D., & Whitaker, T. (2019). Instructional leadership is not about improving teachers; It is about creating the conditions where teachers can improve themselves. In *Essential truths for principals* (1st ed., p. 2). Routledge. <https://doi.org/10.4324/9780429028649>
- Stelmach, B. (2020). Rural, secondary school parents' discourses about feeling in community in their children's schools: Insights to shape teachers' and principals' questions. *Rural Teacher Education*, 203–224. https://doi.org/10.1007/978-981-15-2560-5_10
- Urbano, D. P., & Gurat, M. G. (2023). Level of practice in the implementation of DepEd's results-based performance management system (RPMs). *International Journal of Research Publication and Reviews*, 4(8), 1078–1090. <https://doi.org/10.55248/gengpi.4.823.50165>
- Vargas, A., & Fontanilla, M. (2025). School management practices in addressing issues and challenges of teachers-in-charge: A management primer. *International Journal of Research Publications*, 168(1). <https://doi.org/10.47119/ijrp1001681320257643>
- Vican, D., Relja, R., & Popović, T. (2016). Principals' educational leadership. *School Effectiveness and Educational Management*, 87–106. https://doi.org/10.1007/978-3-319-29880-1_6
- Vogel, L. R. (2018). Learning outside the classroom: How principals define and prepare to be instructional leaders. *Education Research International*, 2018, 1–14. <https://doi.org/10.1155/2018/8034270>