SUCCESSIVE FOUR-LEVEL MODEL OF PERFORMANCE EVALUATION IN MODULAR DISTANCE LEARNING MODALITY OF INSTRUCTION: INDICATORS OF TEACHERS' PERFORMANCE

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ABSTRACT

The art of teaching puts the students at the heart of the learning process or instruction. Instructional strategy is aligned with the current situation happening in the real world. Blended instruction referred to as blended learning by the Department of Education (DepEd) is not a new concept. It is the type of instruction employing several strategies such as online and modular instruction to ensure learning continuity. Malindog-Uy (2020) cited that it is a kind of hybrid learning in the virus-hit Philippines as it is a fusion of "online distant learning" and "modular instruction."Thus, the researcher aimed to determine the mean performance of public elementary school teachers and its relationship with blended learning instruction and levels of performance evaluation among teachers. The researcher made use of the descriptive correlational research design using a survey questionnaire which has undergone validation and pilot-testing. After data gathering the results were subjected to statistical analysis. The salient findings of the study are: (1) Majority of the teachers are relatively young in terms of age, most are females, most are married and with a bachelor's degree, (2) Modular Distance Learning Modality is Highly Practiced in by teachers in elementary schools, (3) Most teachers see themselves reflecting (True of Me to Very True of Me) with the statements to measure perception on performance evaluation, (4) Elementary teacher respondents possess Highly Proficiency to Very High Proficiency in the different domains of teaching and (5) Profile of respondents is not significantly related to mean rating; Perception on modular distance learning is significantly related to mean rating; Perception on performance evaluation is significantly related to mean rating. However, based on the findings of the study, the following conclusions are drawn: (1) Perception on modular distance learning is significantly related to the mean performance rating of teachers. Thus, the hypothesis stating that there is no significant relationship between perception on modular distance learning and mean performance rating is rejected, (2) Perception on performance evaluation is significantly related to the mean performance rating of teachers. Thus, the hypothesis stating that there is no significant relationship between perception on performance evaluation and mean performance rating is rejected. Appropriate recommendations were set forth such as crafting training seminar to improve learning modalities, fine tuning of teacher evaluation practices and comparative studies between private and public schools in the future.

Keywords: Reaction, Learning, Behavior and Result