

Improving Teaching Performance Development: The Implementation of Results-Based Performance Management System (RPMS)

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ABSTRACT

This is quantitative descriptive research that analyzes the Results-Based Performance Management System (RPMS) used as performance management tool for the teachers. The Results-Based Performance Management System was gathered through survey questionnaire. The assessment focused on the extent of implementation in terms of Performance Planning and Commitment; Performance Monitoring and Coaching; Performance Review and Evaluation; and Performance Rewards and Development Planning. There are 161 teacher respondents from the four (4) public elementary schools of District III in the Division of Makati City. The extent of implementation of the Results-Based Performance Management System in terms of Performance Planning and Commitment and Performance Monitoring and Coaching were interpreted to a great extent with a weighted mean of 4.13 and 4.05 respectively. Meanwhile, in terms of Performance Rewarding and Planning and Performance Review and Evaluation, the respondents assessed as a great extent with the same weighted mean of 4.09. It was evident that the implementation of Results-Based Performance Management System (RPMS) improves teachers personally and professionally, there is a need that this program must be enhanced. Moreover, implementing such program helps teachers improve their practice in the teaching-learning process which will drive them to achieve better performance. There should be proper review to develop a program plan that addresses the challenges of the performance.

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1. INTRODUCTION

All high-performance organizations, whether public or private, are and must be, interest in developing an effective and efficient performance measurement and performance management system, since it is only through such systems that they can remain as a high-performance organization. Mayne (2007) believe that the implementation of results-based management-type initiatives is difficult.

In the Department of Education (DepEd), a government agency in the Philippines responsible for ensuring access to, promoting equity in, and improving the quality of basic education, the Results-Based Performance Management System (RPMS) is being used a performance management tool for the teachers. The RPMS is an organization-wide process of ensuring that employees focus work efforts towards achieving the DepEd vision, mission, values, and strategic priorities. The said performance management system is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC), a government agency in the Philippines with responsibility for the civil service. With the RPMS as its SPMS, DepEd strengthens the culture of performance and accountability in the agency while upholding its organizational mandate, vision, and mission. The Department believes that there is a need to link corporate goal and performance measurement. The system of measurement is important to track individual performance and its contribution to overall goals. Moreover, by cascading the accountabilities to the entire agency, units, department, and own employees, creates a factual basis for performance target. The SPMS is linked with the RPMS to ensure adherence to the principle of performance-based tenure and incentives.

As mandated by DepEd Order No. 2, s. 2015 titled Guidelines on the Establishment and Implementation of the Results-Based Performance Management System in the Department of Education, the Department is scheduled to conduct Phase III: Performance Review and Evaluation and Phase IV: Performance Rewarding and Development Planning of the Results-Based Performance Management System (RPMS) Cycle, School Year (SY) 2019–2020 for school-based personnel in April 2020. These phases include yearend review and assessment, evaluation of portfolio and computation of final rating, ways forward and development planning. Also stipulates the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning for schools and offices, covering all officials and employees, school-based in the Department holding regular plantilla positions. It is also emphasized that the preparation and organization of the RPMS Portfolio shall have started during the start of the SY, and only a sample of each Means of Verification (MOV), excluding those MOVs with the specified required number of pieces, is expected to be submitted. All RPMS-Philippine Professional Standards for Teachers (PPST) Materials, including tools, forms, and other support materials, for SY 2019-2020. Due to the COVID-19 situation, the Year-end Review shall be postponed temporarily and shall resume when authorities issue a declaration of safety for all DepEd employees. The adjusted schedule of RPMS Portfolio submission and evaluation, data collection and consolidation of IPCRF rating will be released through a separate memorandum.

In the findings of Dizon et al. (2018) using the Control Theory of Performance Management System, they measured the level of implementation of the Results-Based Performance Management (RPMS) as a performance management tool of the teaching and non-teaching employees. It was found out that that there is a need of periodic evaluation and strict of the implementation of the RPMS which will help the respondents in in assessing their performance in terms in terms of the following phases: a) performance planning and commitment, b) performance monitoring and coaching, c) performance review and evaluation, and d) performance rewards and development planning.

Meanwhile ,Gecolea (2019) on her study of the Observance of RPMS Guidelines and Calamba East District Teacher's Performance found out that the implementation of the RPMS in Calamba East District is still ineffective since the observance of its guidelines is still vague for some school heads and teachers;hence the the guidelines in RPMS is not directly helpful in the performance of the teachers. The teachers are doing their best to earn a very satisfactory rating in teaching performance but still lack certain competencies to perform more expertly; and school heads and teachers both agree that the implementation of RPMS still needs improvement and a series of orientations are still needed in order

to appreciate the entire system are the conclusions drawn based on the findings of the study.

In the explanatory sequential mixed research of Sumpay (2019) revealed that there is a very satisfactory level of teaching performance of the teachers in the Key Result Areas specifically on Community Involvement and Plus Factor, and between Professional Growth and Development and Plus Factor resulting to the significant difference in the level of teaching performance of Calabanga District. Meanwhile, there are also theme in responses as indicated in the Guidelines on the Establishment and Implementation of the RPMS which were not clearly disseminated, defined and explained among teacher respondents.

Ormilla (2021) mentioned in her study that Results-Based Performance Management System (RPMS) was highly implemented in public elementary schools in the Schools Division of Ifugao. It is recommended in her study that the assessment of RPMS should not be bias. Furthermore responsibility and agreement both rater and rate should be consistently observed. On the other hand, in the descriptive analysis of Catalogo e.at (2022) it shows a great extent of the implementation if of RPMS. These four phases of RPMS progress in the execution of the work processes. Catalogo, & Doromal (2022) "Changes in the perspective, attitude and social interaction transpired during the processes the persons directly involved become sensitive of its quality implementation, conscious of documentation, allow constructive behavior modification, and open the line of constant communication" (p.190).

Given the above concern, the reason why the researcher conducted the study is to emphasize that performance management should be an important step in the organization's human resource management system as it can influence employee performance and organizational performance. Thus, performance management and appraisal system are indispensable in achieving productivity.

Moreover, by cascading the accountabilities to the entire agency, units, department, and own employees, creates a factual basis for performance target. The SPMS is linked with the RPMS to ensure adherence to the principle of performance-based tenure and incentives. The RPMS undergoes four (4) phases namely: performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and planning. Each phase has a given timeline. One cycle is equivalent to one school year.

This study emphasized that the performance management should be an important step in the organization's human resource management system as it can influence employee performance and organizational performance. In addition, this research undertaken to determine the perceive assessment of the respondent's profile in their Educational Attainment, Teaching Position and Length of Service on the extent of implementation of RPMS focusing in its four cycles in terms of: Performance Planning and Commitment; Performance Monitoring and Coaching; Performance Review and Evaluation; and Performance Rewards and Development Planning.

This study gave insights to teacher's quality performance. It also directs them to develop further with their instructional skills and make them analyzed and assess the importance in the effective teaching-learning process using the RPMS as a tool.

Based on the research problem the hypothesis was formulated to wit: there is no significant difference between respondents mean assessment on the extent of implementation of Results-Based Management System when group according to their educational attainment, length of service and teaching position.

2. METHOD

This study used the quantitative descriptive method. It involves the description, collation analysis and interpretation of the present nature, composition, or process of phenomena. The focus was on prevailing conditions, or how a person or group behaves or functions in the present.

The respondents were the teachers from the four (4) public elementary schools of District III in the Division of Makati City. The researcher made used of random sampling to determine the respondents of the study. Eighty percent (80%) of the total population in each school are selected as the respondents of the study. Out of 202 teachers, the researcher got 161 respondents as the sample

size of the study. The 161 teachers answered the survey questionnaire.

The data and information needed to describe quantitatively the extent of implementation of Results-Based Performance Management System was gathered by means of the survey questionnaire. The assessment focused on the extent of implementation in terms of: Performance Planning and Commitment; Performance Monitoring and Coaching; Performance Review and Evaluation; and Performance Rewards and Development Planning. Moreover, this also assess Extent Implementation of Results-Based Performance Management System when the respondents were grouped according to their Educational Attainment, Teaching Position and Length of Service.

3. FINDINGS AND DISCUSSION

This study was conducted with the purpose of determining the mean assessment on the implementation of Results-Based Performance Management System in the District III, Division of Makati City.

Educational Attainment

Table 1. Significant Difference on the Extent Implementation of Results-Based Performance Management System when the respondents were grouped according to their Educational Attainment

| Variable | Test Statistics | F-Value | F-Critical | Decision |
|-------------------------------------|-----------------|---------|------------|------------------------|
| Performance Planning and Commitment | F-Test | 1.92 | 2.01 | Accept Null Hypothesis |
| Performance Monitoring and Coaching | Fest | 3.31 | 2.01 | Reject Null Hypothesis |
| Performance Rewarding and Planning | F-Test | 3.75 | 2.01 | Reject Null Hypothesis |
| Performance Review and Evaluation | F-Test | 1.28 | 1.89 | Accept Null Hypothesis |

As shown in the table 1, the performance planning and commitment, the computed f-value of 1.92 was lower than the f-critical value of 2.01. Thus, the null hypothesis is accepted. This implies that there is no significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance planning and commitment when they are grouped according to their educational attainment.

Meanwhile, in terms of performance monitoring and coaching the computed f-value of 3.31 was higher than the f-critical value of 2.01. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance monitoring and coaching when they are group according to their educational attainment.

This means that the respondents in this group need enough guidance and coaching for them to be able to promote their professional and personal growth.

In addition, in terms of performance rewarding and planning the computed f-value of 3.75 was higher than the f-critical value of 2.01. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance rewarding and planning when they are group according to their educational attainment.

This means that the respondents in this group need sufficient time frame to accomplish the required

means of verifications that need to be done in this phase. Giving recognition is a must so that teachers will be motivated in doing their assigned task correctly.

On the other hand, in terms of performance review and evaluation the computed f -value of 1.28 was lower than the f -critical value of 1.89. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance review and evaluation when they are grouped according to their educational attainment.

This means that regular review and evaluation should be done regularly to be able to know the ability of the teachers in delivering quality education.

Teaching Position

Table 2. Significant Difference on the Extent Implementation of Results-Based Performance Management System when the respondents were grouped according to their Teaching Position

| Variable | Test Statistics | F-Value | F-Critical | Decision |
|-------------------------------------|-----------------|---------|------------|------------------------|
| Performance Planning and Commitment | F-Test | 1.85 | 2.01 | Accept Null Hypothesis |
| Performance Monitoring and Coaching | F-Test | 2.31 | 2.01 | Reject Null Hypothesis |
| Performance Rewarding and Planning | F-Test | 2.75 | 2.01 | Reject Null Hypothesis |
| Performance Review and Evaluation | F-Test | 1.08 | 1.89 | Accept Null Hypothesis |

As shown from table 2, in terms of performance planning and commitment, the computed f -value of 1.85 was lower than the f -critical value of 2.01. Thus, the null hypothesis is accepted. This implies that there is no significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance planning and commitment when they are group according to their teaching position.

Meanwhile, in terms of performance monitoring and coaching the computed f -value of 2.31 was higher than the f -critical value. 2.01. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance monitoring and coaching when they are group according to their teaching position.

This means that the respondents in this group need enough guidance and coaching for them to be able to enhance their teaching strategies in a way they can make simple but effective ways of teaching.

In addition, in terms of performance rewarding and planning the computed f -value of 2.75 was higher than the f -critical value. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance rewarding and planning when they are group according to their teaching position. This means that when it comes to praising others for their hard work, you need to apply the fundamental principles of employee recognition.

On the other hand, in terms of performance review and evaluation the computed f -value of 1.08 was lower than the f -critical value of 1.89. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance review and evaluation when they are

group according to their teaching position.

This means that the respondents in this group need enough review and evaluation to be able to improve the overall performance. One of the clearest benefits of regular review is the opportunity to improve the overall performance in the workplace.

Length of Service

Table 3. Significant Difference on the Extent Implementation of Results-Based Performance Management System when the respondents were grouped according to their Length of Service.

| Variable | Test Statistics | F-Value | F-Critical | Decision |
|-------------------------------------|-----------------|---------|------------|------------------------|
| Performance Planning and Commitment | F-Test | 1.45 | 2.01 | Accept Null Hypothesis |
| Performance Monitoring and Coaching | F-Test | 2.25 | 2.01 | Reject Null Hypothesis |
| Performance Rewarding and Planning | F-Test | 2.63 | 2.01 | Reject Null Hypothesis |
| Performance Review and Evaluation | F-Test | 1.43 | 1.89 | Accept Null Hypothesis |

Meanwhile in the table 3, in terms of performance planning and commitment, the computed f-value of 1.45 was lower than the f-critical value of 2.01. Thus, the null hypothesis is accepted. This implies that there is no significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance planning and commitment when they are group according to their length of service.

Meanwhile, in terms of performance monitoring and coaching the computed f-value of 2.25 was higher than the f-critical value of 2.01. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance monitoring and coaching when they are group according to their length of service.

This means that the respondent in this group is a must to give the ability to assess employee efficacy, identify who is working hard and who is not, and how to improve the workplace overall productivity.

In addition, in terms of performance rewarding and planning the computed f-value of 2.63 was higher than the f-critical value of 2.01. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance rewarding and planning when they are group according to their length of service.

On the other hand, in terms of performance review and evaluation the computed f-value of 1.43 was lower than the f-critical value of 1.89. Thus, the null hypothesis is rejected. This implies that there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance review and evaluation when they are group according to their length of service.

This means that the respondents in this group must increase employee engagement activities, identify promotion opportunities, and strengthen relationships and loyalty.

Findings of the Study

The extent of implementation of the Results-Based Performance Management System in terms of

Performance Planning and Commitment was interpreted to a great extent as supported by the obtained average weighted mean of 4.13. In terms of Performance Monitoring and Coaching the respondents assessed as a great extent as supported by the obtained average weighted mean of 4.05. Meanwhile, in terms of Performance Rewarding and Planning, the respondents assessed as a great extent as supported by the obtained average weighted mean of 4.09. On the other hand, in terms of Performance Review and Evaluation, the respondents assessed as a great extent as supported by the obtained average weighted mean of 4.09. In the descriptive correlational study of Mamauag (2022) the implementation of RPMS affects the better understanding of the teachers and workplace, thus, a very satisfactory overall performance can be attributed to the school's excellent implementation of RPMS.

There is no significant difference exists on the assessment of the respondents on the extent of implementation of Results- Based Performance Management System in terms of performance planning and commitment, and rewards and development planning. Meanwhile, in terms of performance monitoring and coaching, and performance rewards and evaluation, there is a significant difference on the assessment of the respondents on the implementation of Results-Based Performance Management System when the respondents were grouped according to their demographic profile as seen on the result of the ANOVA-test. It was found out in the case study design by Machingambi (2013) poor articulation of the system, lack of training, shortage of resources in schools, absence of professional development programmes in schools as well as insufficient funding plays an imperative role of the implementation of the performance management system. The revitalization of training support among stakeholders could help enhance the effectiveness of the system. De Waal and Counet (2009) on point that lack of goals and insufficient resources could primarily lead to the poor performance of management system.

4. CONCLUSION

The respondents' assessment were interpreted to a great extent in all the phases of the Results-Based Performance Management System such as Performance Planning and Commitment, Performance Monitoring and Coaching, Performance Rewards and Evaluation, and Performance Review and Development Planning. Moreover, there is no significant difference exist on assessment of the respondents on the implementation of Results-Based Performance Management System in terms of performance planning and commitment and performance review and development planning. However, in terms of performance monitoring and coaching and performance rewards and evaluation, significant difference exist on their assessment when they were grouped according to their profile.

As to the experiences encountered by the respondents, although it was evident that the implementation of Results-Based Performance Management System (RPMS) improves teachers personally and professionally, there is a need that this program must be enhanced. Moreover, implementing such program helps teachers improve their practice in the teaching-learning process which will drive them to achieve better performance. There should be proper review to develop a program plan that addresses the challenges that identified in the study.

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