

Results-based performance management system: Its implementation and challenges as perceived by public secondary teachers

Ramos, Sherwin 

Sto. Rosario Integrated School, Philippines (sherwin.ramos002@deped.gov)



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Abstract

The study sought to assess the implementation of the Results-Based Performance Management System in public secondary schools and the challenges encountered in its implementation as perceived by the public secondary teachers in Palauig District, Schools Division of Zambales during the school year 2022-2023. The respondents of the study were eighty-three (83) public secondary teachers occupying Teachers I, II, III and Master Teacher I positions. The descriptive method of research was employed with survey questionnaire-checklist as its main tool to gather data. The techniques of observation and informal interviews were likewise employed to validate findings. Statistical treatment of data was confined to the frequency count, percentage distribution, weighted mean and analysis of variance. Majority of the teacher-respondents were found to be high in their perceived implementation of the Results-Based Performance Management System in terms of the four (4) areas of RPMS. The top five (5) challenges rated by the teacher-respondents as moderately evident on their perceived implementation of the Results-Based Performance Management System (RPMS) were assessments are kept secret; high anxiety; cross comparisons are not required; disconnected from rewarding and no integration. There exist significant differences were established in the teacher-respondents perceived implementation of the Results-Based Performance Management System (RPMS) in terms of performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development planning across occupational rank.

Keywords: implementation, results-based performance system, performance management, public secondary teachers, challenges

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1. Introduction

The critical link between education and society cannot be denied and the same is true with the crucial link between teacher and learner in the educative process. Ogena et al. as cited by Bautista (2022) pointed out that the quality of learners a nation produces depends on the quality of teachers in the classroom. Teachers, being at the forefront of any learning endeavors are mandated to transform curriculum goals into actual learning outcomes and help children achieve their full potentials to live meaningfully, productively, and responsibly for themselves, for others, and for their country. As Bilbao et al. (2018) underscored, practically from his/her very title “teacher”, to teach well is what society primarily demands of teacher; the learning of the learner is the teacher’s main concern. Thus, teachers must prepare themselves to become the best and the brightest, the most caring, competent and compassionate teachers. However, demands for improving teacher quality and for holding teachers accountable for student achievement have increased over recent years. Many parents expectations for their children’s education have not been met as revealed by the relatively weak performance of our basic education students in the global as well as national assessments showing our learners lagging behind in reading comprehension, science and mathematics despite the introduction of the K to 12 curriculum in our education system.

In the 2018 result of the Program for International Student Assessment (PISA) our students aged 15 years from private and public schools landed at the bottom among 79 countries in Reading Comprehension and 78th in Science and Mathematics. Moreover, in the 2019 Trends in International Mathematics and Science Survey (TIMSS) our Grade 4 students scored the lowest among the 58 countries in Science and Mathematics. Further, the results of the national assessments administered to our basic education learners (elementary and secondary) showed our students’ performance were way down below the 75% proficiency level set by the Department of Education (DepEd). As the country’s basic education sector struggles with a major crisis: “Learners failing to master basic competencies and lagging behind in global assessments” some educators and policy makers claim that we need to identify indicators of effectiveness and to evaluate schools and teachers on the basis of these indicators to raise standards for teacher performance.

The RPMS is an organization-wide process of ensuring that employees focus work efforts towards achieving the DepEd vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance and identify human resource and organizational development needs (DepEd Order No. 2, s. 2015). It is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission which emphasizes the strategic alignment of the agency’s thrusts with the day-to-day operation of the units and the individual personnel within the organization. It focuses on measures of performance vis-à-vis realized target, employee output and collective performance of the group (CSC Memorandum Circular No. 06, s. 2012). Given this scenario, the researcher a public secondary teacher was thus motivated to undertake this study with the ardent desire to come up with valuable information on how important for teachers (rates) and school heads (raters) to understand that effective implementation of the RPMS could be key determinant to promote success in school performance and academic endeavors.

2. Literature Review

Performance management according to Armstrong and Baron (2014) is the continuous process of improving performance by setting individual and team goals which are aligned to the strategic goals of the organization, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skills and abilities of people. It is a tool for acquiring outcomes for the organization according to the standards that have been told by the management employer.

The performance management system tracks the performance of employees in a manner that is consistent and measurable. The system relies on a combination of technologies and methodologies to ensure people across the organization are aligned with- and contributing to- the strategic objectives of the organization. The system is collaborative, with managers and employees working together to set expectations, identify employee goals, define performance measurement, share employee performance review and appraisals, and provide feedback. When properly defined and consistently applied, a performance management system increases overall work productivity. Employees are more invested in their work and turnover is minimized while revenues per employee is maximized. It tracks the performance of employees in a manner that is consistent and measurable.

A key point is that performance management is a continuous process – not a once-a-year “on-off activity”. Quality performance management should, therefore, bring together a number of different integrated activities to form an on-going “performance management cycle”, namely: plan, act, track, and review. The first stage of Armstrong’s performance management cycle is the “Planning” phase for the forthcoming period. Planning should involve: 1) agreeing on SMART objectives; 2) a personal development plan; 3) actions to be taken in the coming months; 4) a review of the employee’s job requirements, updating the role profile when necessary. Historically, organization tended to carry out the planning stage once a year. However, with the environment becoming increasingly fact-moving, many organizations are adopting their processes to set “near” term “objectives” every three months. The organization’s goals and values should feed into performance planning to ensure that individual performance aligns with the overall strategy of the organization. Specifically, each SMART objective should contribute to achieving one or more of the organization’s goals.

Personal development planning meanwhile, should consider what behaviors, skills or knowledge the individual needs to develop to successfully achieve their objectives and upholds the organization’s values. Traditionally, organization have placed a lot of their emphasis on the “Review” part of the cycle – often because a performance assessment is required for reward purposes. However, the “Act” and “Track” stages are the most important. These stages are where performance is actually delivered and results achieved. Individuals need to be encouraged to schedule in regular time to work on achieving their objectives and personal development plans. Similarly, managers need to be checking in with their staff regularly. They must give frequent, effective feedback and use coaching skills to help their team members overcome challenges and identify opportunities for learning and performance improvement. If this is left until an end-of-year review, it is too late – objectives and development plans may end up only partially achieved. In reality, the four stages do not flow one after the other. Act and Track should be continuous throughout the year. Reviews may take place several times during the year and be revisited as the needs of the organizations change.

In the Department of Education (DepEd) the Results-Based Performance Management System (RPMS) is being used as a performance management tool for both teachers and the monitoring staff. Along this line, the Department issued DepEd Order No. 2, s. 2015 entitled “Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS)” to provide comprehensive guidelines for the adoption of the Civil Service Commission’s (CSC) Strategic Performance Management System (SPMS) in DepEd. The guidelines stipulate 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. Likewise, the RPMS is an organization-wide process of ensuring that employees focus work efforts towards achieving the DepEd vision, mission, values, goals and objectives and strategic priorities. It is also a mechanism to manage, monitor and measure performances, and identify human resource and organizational development needs (DepEd Order No. 2, s. 2015).

The said RPMS is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC), a government agency in the country with responsibility for the civil service. The CSC Memorandum Circular (MC) No. 06, s. 2012, sets the guidelines for the implementation of SPMS in all government agencies. The SPMS emphasizes the strategic alignment of the agency’s thrusts with the day-to-day operation of the units and individual personnel within the organization. It focuses on measures of performance vis-

à-vis realized target, employee output and collective performance of the group. Employee development is a continuous learning process that enables the ratee to achieve his/her personal objectives within the context of the organizational goals. Employee development shall be a shared responsibility of the rater and the ratee. Performance ratings shall be used as basis for promotion, training and scholarship grants and other personnel actions and other related matters.

The purpose of the study of Dadores (2022) is to assess the extent of implementation of Result-Based Performance Management System in the new normal education in Secondary Schools of Roxas Central District, Department of Education, Division of Palawan. Descriptive correlation design, frequency, mean, and Pearson Product moment correlation coefficient was employed to analyze the data collected. The school heads expressed their assessment of the implementation of Results-Based Performance Management to a very great extent. They showed moderately evident difficulty with the perceived challenges on content, knowledge, and pedagogy. The teacher-respondents have stated their assessment of the implementation of Results-Based Performance Management to a great extent and encountered moderately evident difficulty on the perceived challenges on all five key results in the Results-Based Performance Management. The finding also shows that the performance rating of the school administrators and teachers showed no significant relationship in their assessment of the Extent of Implementation of the Results-Based Performance Management System in the New Normal. Moreover, the results revealed that the performance rating of the school administrators and teachers demonstrated no significant relationship to their challenges encountered in the implementation of the Results-Based Performance Management System in the new normal.

Catalogo et al. (2022) study assessed the extent of RPMS implementation in selected schools in the Philippines. Using the questionnaire adopted from DepEd Order No. 2, series of 2015, data were collected from 862 assessors involving teachers, headteachers, and supervisors. Employing descriptive analysis, findings showed the great extent of RPMS implementation in general, and according to classification, school level, and position of assessors. It also revealed that the four RPMS phases are implemented to a great extent, though a subsidence of execution of the work processes is noted as the phases progress. Also, certain practices were superficially carried out and implementation challenges were apparent. This signify opportunities for improvement in the management system. Thus, the department should create cluster performance management teams, reassess the implementing guidelines, and organize technical assistance trainings to set foot towards total quality implementation and further actuate social change.

Mamauag et al. (2022) study was conducted in order to determine the implementation of RPMS in San Antonio Elementary School as well as its impact on the performance of the teachers. The study utilized descriptive correlational survey design and 14 totally enumerated respondent teachers. Results of the study showed that the RPMS is highly implemented in San Antonio Elementary School. This suggests that the school is highly compliant and adherent to the guiding principles of RPMS implementation. Good implementation of RPMS will lead to teachers' better understanding of the work expected of them: a concrete picture of their roles in the education system. The study also showed that the teachers have a very satisfactory overall performance which can be attributed to the school's excellent implementation of RPMS. The technical support and assistance extended among teachers and the provision of appropriate interventions created an environment that cultivated professional growth which yielded better performance outcomes. Further, the correlations analysis suggested a very high relationship between the implementation of RPMS and teachers' performance. Hence, it is recommended that schools have to implement the RPMS well as it has an impact on teachers' performance.

The main purpose of the study of Ormilla (2021) entitled "The Implementation of Results-Based performance Management System in Public Elementary Schools" was to identify the implementation of Results-Based Performance Management System (RPMS) in the public elementary schools in the Schools Division of Ifugao. The Stufflebeam's Context, Input and Process model was used to identify the implementation of RPMS. The respondents were randomly selected. A total of 466 individuals were the respondents of this study. Survey questionnaire was the main instrument of data collection. The analysis of quantitative data was carried out using a

weighted mean and Kruskal-Wallis test to achieve the objectives of the study. Results revealed that the Results-Based Performance Management System (RPMS) as a tool for performance management system in the public elementary schools in the Schools Division of Ifugao was highly implemented. Generally, the implementation of the four phases in RPMS were also highly implemented. Furthermore, there were significant differences in the perceived extent of implementation and the four phases of RPMS. It is then recommended that shared responsibility and agreement from both rater and ratee in tracking and recording important events through utilizing the Performance Monitoring and Coaching Form (PMCF) must be consistently observed and properly recorded. Mentoring and giving feedback should be a continuous process by the rater to improve the work and behavior of ratee. Likewise, strict and consistent compliance of DepEd Order No. 2, s. of 2015 shall be observed along the four phases of RPMS and the role of the Performance Management Team (PMT) should be underscored to ensure that ratee's performance is properly assessed without any biased.

Kaupa et al. (2020) study entitled "Challenges in the Implementation of Performance Management System in Namibian Public Sector" aimed to investigate the challenges faced by the public sector in the implementation of a performance management system in Namibia. The study used a qualitative research method and collected data through interviews. The sample consists of 42 participants. The data gathered was reviewed against the literature on the subject. The thematic data analysis technique was used to analyze the data, where core topics emerging from the discussion and interviews were grouped and analyzed. It identifies a lack of training and proper orientation in performance management as primary challenges in adopting a performance management system in the public sector. The other contributing factors include inadequate monitoring and evaluation, the shortage of policies supporting the implementation process, poor communication in performance planning, performance reviews, poor feedback on performance and lack of employee involvement in the implementation of the performance management system. Hence, management should provide training and workshops to sensitize the employees on the aims and benefits of a performance management system and develop policies to enforce compliance in the public sector.

The study of Dizon et al. (2018) measured the level of implementation of the Results-Based Performance Management System (RPMS) as a performance management tool. It focused on the teachers as well as the non-teaching employees of the Department of Education Division of Gapan City, Gapan City, Philippines. The study used the Control Theory of Performance Management System to measure the level of implementation of RPMS. The level of implementation of RPMS was measured in terms of the following phases: a) performance planning and commitment, b) performance monitoring and coaching, c) performance review and evaluation, and d) performance rewarding and development planning. The study used as a research tool the survey questionnaire divided into two parts, namely: 1) level of implementation of the RPMS, and 2) challenges in the implementation of the RPMS. The study showed the need for periodic evaluation of the implementation of the RPMS as well as the strict compliance with the RPMS Guidelines.

The study of Samkange et al. (2016) aimed at establishing the extent to which RBM had been used in performance management in education. It aimed at exploring the extent to which RBM could be used as a management tool in the civil service, with particular reference to the education sector in Zimbabwe as it sought to answer the question: To what extent has RBM contributed to an improvement in performance and service delivery in the civil service? The paper relied on different indicators of performance, and the views expressed by teachers who were studying with the Zimbabwe Open University at the time of the study. The study used the mixed methodology and the descriptive survey design. Data was generated from one hundred teachers in schools in Harare who responded to structured questionnaires and open-ended questionnaires. Data was quantitatively and qualitatively analyzed. A number of challenges that impacted negatively on the attitudes of teachers on RBM were identified. The study made conclusions and recommendations on the applicability of RBM as a management tool.

Using the IPO Model, the study of Alegado (2016) entitled "Initial Institutionalization of Results-Based Performance Management System In Public Higher Education: The Cagayan State University Experience" surveyed the physical targets and budget of the university(input) and determined the extent of compliance of the

university to Good Governance Conditions and the actual accomplishment of the physical targets (process). The output of the study is three-fold namely, the performance of the university along Good Governance Conditions and Major Final Output; identification of problems, issues and concerns in the implementation of RBPMS and; Identification of possible interventions to address the weaknesses of the university. Data were derived from the Management Accountability Report Card and Major Final Output Accountability Report Card duly validated by the Inter- Agency Task Force. Furthermore, survey instruments for client satisfaction, documentary analysis for the performance of the MFOs and focused group discussion for determining the problems, issues and concerns in the implementation of RBPMS were utilized. Findings of this study revealed that the different stakeholders of the university embraced this government's directive as a welcome change and as an effective catalyst to further improve its commitment to public service. This is very well articulated in its performance along the realization of its Major Final Outputs (MFOs) and its substantial compliance to good governance conditions. The study concludes that CSU as a publicly financed higher education institution judiciously spent public resources based on its laudable organizational outcomes which are contributory to the realization of the Philippine Development Plan, Social Contract of the Aquino Administration to the Filipino people and higher education reform agenda of the Commission on Higher Education. Thus, RBPMS is a promising strategy to overhaul the performance of Philippine bureaucracy particularly the SUCs in the country.

Gecolea (2016) study mainly focused on the observance of RPMS guidelines and the Calamba East District teachers' performance and the development of an action plan that can enrich the utilization of RPMS and eventually improve the performance of the teachers. The descriptive research was utilized wherein a survey questionnaire was the primary source of data provided by seven school heads and the 162 teachers of Calamba East District for School Year 2015 – 2016 using the simple random sampling technique. The findings revealed that the guidelines of the RPMS in its first phase which is performance planning and commitment are highly observed while in the latter phases which are performance monitoring and coaching; performance review and evaluation; and performance rewarding and development planning are only observed. The results showed that the assessments of the two groups of respondents on the observance of the guidelines of RPMS are not significantly different in the four phases/stages of RPMS. The teachers of Calamba East District obtain very satisfactory in their performance rating for S.Y 2014-2015. The study also revealed that the observance of the RPMS guidelines is not directly helpful in improving the performance of teachers of Calamba East District. 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; Calamba East District teachers have done 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.

Daing (2015) conducted a study to harmonize the Instructional Leadership Skills of the Department Heads and the Teachers' Rating using the Results-Based Performance Management System in an identified public high school in Caloocan City. The researcher looked into instructional leadership skills of the department heads in four areas such as resource provider, instructional resource, communicator, and visible leader and the teachers' rating based on results-based performance management system using descriptive correlational design for an in-depth analysis of the study. In this study, the researcher utilized standardized questionnaire to eight (8) department heads and to 246 teachers adapting the tool used by Ms. Rachele Balena and other researchers on instructional leadership skills. The gathered data are presented in textual and tabular form with the use of statistical treatments such as frequency, percentage, weighted mean, One-way Anova, and Multi-linear regression Analysis.

The researcher found out that most of the department heads and their teachers believe that the department heads instructional leadership skills are good as revealed in the indicators in each area. The instructional leadership skills of the department heads were rated Always. Likewise, it was found out there was a significant difference in the instructional leadership skills of department heads across subject/learning areas. The p- values are lower than the 0.05 level of significance which means that there was a significant difference in the instructional leadership skills of department heads across learning areas. Similarly, it was revealed that there was a significant relationship

between the instructional leadership skills of the department heads and the teachers' rating based on results-based performance management system. The computed p-values are lower than the 0.05 level of significance which means that the teachers' rating is greatly affected by the way the department heads employ their instructional leadership skills. And with these findings, he concluded that most of the respondents believe that the department heads perform their responsibilities properly as revealed in the Instructional Leadership Skills and Teachers' Rating. It also depicted that even though most of them rated their department heads high, they still have the chance to improve their teachers' rating from very satisfactory to outstanding, the highest rating scale description in the results-based performance management system. The researcher recommends that the results of the study be used by the school principal and department heads to seriously look into consideration all the indicators of the four areas of instructional leadership skills. Furthermore, the department heads and other school managers shall create new programs or strengthen existing leadership trainings and programs to sustain the level of instructional leadership skills and teachers' performance of the school. The gathered data from this study can also be used as resource material for an added information and enhancement.

The aim of the study of Muranda et al. (2015) is to assess the way how schools are executing the Result Based Management (RBM) system in Umuza District. The population comprised all the 1100 teachers in the District and the sample consisted of 120 randomly sampled teachers. The study employed the quantitative methodology and adopted the descriptive survey design. All the data was collected through a questionnaire which largely had close-ended questions and one open-ended question. The study revealed that teachers as one of the key stakeholders in the education system were not involved during the policy formulation of RBM. The study also reveals that heads of schools lacked the experience and expertise to guide teachers on this management system. There were very inadequate resources to implement the system. The study recommends that adequate resources should be provided in order to effectively implement RBM in schools. Heads of schools should be thoroughly trained so that they may better understand the system in order for them to effectively facilitate its full implementation.

The related readings and studies (foreign and local) reviewed, specifically the study of Dizon et al. (2018) helped the researcher, a public secondary teacher assigned in Palauig District, gained clear and beneficial insights on how to conduct the study until its completion.

3. Methodology

Research Design - The descriptive method of research was employed utilizing the techniques of informal interviews, observations, and the questionnaire-checklist. According to Best and Khan as cited by Siason (2017) the descriptive method "describes and interprets what is". It involves some type of comparison and contrast and attempts to discover relationships between non-manipulated variables. Some form of statistical analysis is used to describe the results of the study. Likewise, Calderon and Gonzales (2014) defined descriptive research as a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical method.

Respondents of the Study - The respondents of the study is presented in Table 1.

Table 1
Frequency and percentage distribution of the teacher-respondents

Name of School	Frequency			Percentage
	JHS	SHS	Total	
Rofulo M. Landa Memorial High School	37	12	49	59.04
Locloc National High School	27	7	34	40.96
Total	64	19	83	100.00

As revealed in Table 1, the respondents of the study were eighty-three (83) public secondary teachers of

Palauig District, Schools Division of Zambales during school year 2022-2023. Forty-nine (49) were from Rofulo M. Landa Memorial High School of whom thirty-seven (37) were Junior High School teachers and twelve (12) were Senior High School teachers and thirty-four (34) were from Locloc National High School with a total of twenty-seven (27) Junior High School teachers and seven (7) Senior High School teachers.

Instrumentation - The following instruments were used to gather data:

- *Information Sheet*. This instrument consists of item to draw significant information about the public secondary teachers in terms of occupational rank.
- *Level of Implementation of the Result-Based Performance Management System (RPMS) Checklist*. This instrument was adopted from Dizon et al. (2018). The checklist was designed to measure the level of implementation of the RPMS by the public elementary and secondary teachers. It consisted of forty (40) items, with ten (10) statements each for performance planning and commitment, performance monitoring and coaching, performance review and evaluation and performance rewarding and development planning. The teacher-respondents were requested to indicate the level of their implementation of the RPMS to each of the item-statements using the following response mode:
- *Challenges Encountered in the Implementation of the RPMS Checklist*. The checklist was adopted from Dizon et al. (2018) and was designed to describe the challenges faced by the teacher-respondents in the implementation of RPMS. It consisted of twenty (20) items.

Validity and Reliability of the Instruments - To ensure that the data-gathering instruments were valid and reliable, the checklists were subjected to a test-retest to Junior and Senior High School teachers of San Salvador High School in Masinloc District, Schools Division of Zambales who were not used as respondents of the study. The interval of the administration of the test was two (2) weeks. The scores obtained during the first administration were correlated with the scores obtained during the second administration. Employing Pearson Product Moment Correlation, obtained reliability index was .86 which was likewise, an indicator of its content validity.

Administration of Instruments - Permission from the Schools Division Superintendent of Schools Division of Zambales was sought by the researcher, through the Dean, Graduate School of Dr. Gloria D. Lacon Foundation Colleges, Inc. for the administration of the instruments to the teacher-respondents in the setting of the study. The checklists were personally administered by the researcher after seeking the permission and assistance from the Public Schools District Supervisor and concerned secondary school principal of Palauig District. This, afforded the researcher to do some observations and likewise, afforded him the opportunity to conduct informal interview with some of the teacher-respondents after the administration of the checklists relative to the implementation of RPMS and the challenges they encountered in its implementation.

4. Results and discussion

4.1 Teacher-Respondents' Demographic Profile

The demographic profile of teacher-respondents in terms of occupational rank is presented in Table 2.

Table 2
Frequency and percentage distribution of teacher-respondents in terms of occupational rank

Occupational Rank	Frequency	Percentage
Teacher I	34	40.96
Teacher II	13	15.66
Teacher III	33	39.76
Master Teacher I	3	3.62
Total	83	100

As shown in Table 2, there were thirty-four (34) or 40.96 percent Teacher I, thirteen (13) or 15.66 percent

were Teacher II, thirty-three (33) or 39.76 percent were teacher III, and three (3) or 3.62 percent were Master Teacher I. Evidently, most of the teacher-respondents were Teacher I and Teacher III. Only a few were Teacher II and no teacher was occupying a Master Teacher II position. Evidently, teacher-respondents need to attend continuing professional development program/trainings, pursue graduate education to upgrade their knowledge, skills and values and exert extra efforts in teaching to obtain outstanding performance for them to be promoted to higher occupational rank.

4.2 Teacher-Respondents' Perceptions on the Implementation of Results-Based Performance Management System (RPMS)

Tables 3 presents the degree, frequency distribution and weighted mean of the teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance planning and commitment; performance monitoring and coaching; performance review and evaluation; and performance rewarding and development planning.

Performance Planning and Commitment

Table 3

Degree and frequency distribution of the teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance planning and commitment

LIMITS	DEGREE	f	%	cum %
10 - 17	Very Low	2	2.41	2.41
18 - 25	Low	7	8.43	10.84
26 - 33	Moderate	15	18.07	28.91
34 - 41	High	35	42.17	71.08
42 - 50	Very High	24	28.92	100.00
TOTAL		83	100.00	

Two (2) or 2.41 percent of the teacher-respondents were very low in their perceptions on the implementation of the Results-Based Performance Management System (RPMS) in terms of performance planning and commitment; two (2) or 2.41 percent were very low; seven (7) or 8.43 were low; fifteen (15) or 18.07 were moderate; thirty-five (35) or 42.17 percent were high; and twenty-four (24) or 28.92 percent were very high. Majority of the teacher-respondents were observed to be high in their perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance planning and commitment. Finding implies that teacher-respondents have high regard on the capabilities of their raters in discussing the importance of the Results-Based Performance Management System (RPMS).

Table 4

Weighted means and verbal descriptions of teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance planning and commitment

No.	ITEM-STATEMENTS	Weighted Means	Verbal Descriptions
1	The rater explains thoroughly the importance of the Results-Based Performance Management System.	3.66	Highly Implemented
2	The rater discusses methodically the different steps in accomplishing the Individual Performance Review and Commitment Form.	3.66	Highly Implemented
3	The rater assists the ratee in the formulation of performance objectives.	3.67	Highly Implemented
4	The rater and the ratee both agree on the performance targets written in the Individual Performance Review and Commitment Form.	3.73	Highly Implemented
5	The rater checks analytically the performance indicators written in each key result area.	3.73	Highly Implemented
6	The rater sees to it that the performance objectives are aligned with the duties and responsibilities of the ratee.	3.75	Highly Implemented
7	The rater ensures that the performance targets can be measured by the performance indicators set.	3.75	Highly Implemented
8	The rater checks whether the performance objectives can be attained within the rating period.	3.73	Highly Implemented
9	The rater ensures that the performance objectives are given reasonable corresponding weights (percentage).	3.80	Highly Implemented
10	The rater ensures that the Individual Performance Commitment and Review Form is accomplished before the start of the rating period.	3.86	Highly Implemented
	Average Weighted Mean	3.73	Highly Implemented

Table 4 shows the teacher-respondents' obtained average weighted mean of 3.73 which was verbally described as "highly implemented" in their perceived implementation of Results-Based Performance management System (RPMS) in terms of performance planning and commitment. Obtained weighted means ranged from 3.66 (highly implemented) to 3.86 (highly implemented).

The teacher-respondents disclosed that their perceived implementation of all the item-statements under performance planning and commitment were all verbally described as "highly implemented". They claimed that their rater ensured that their Individual Performance Commitment and Review Form (IPCRF) were accomplished before the start of the rating period and likewise ensured that the performance objectives were given compounding weights (percentage); were aligned with the duties and responsibilities of the ratee and that the performance targets can be measured by the performance indicators set. Moreover, the rater and rates both agreed on the performance targets written in the Individual Performance Commitment and Review Form (IPCRF); checked analytically by the rater the performance indicators written in each key result area and ensured that the performance objectives can be attained within the rating period. Furthermore, in the formulation of performance objectives, the rater assisted the ratee; explained thoroughly the importance of the Results-Based Performance Management System (RPMS) and discussed methodically the different steps in accomplishing the Individual Performance Commitment and Review Form.

As could be gleaned further in Table 4, the item-statement "the rater ensures that the Individual Performance Commitment and Review Form is accomplished before the start of the rating period" obtained the highest weighted mean which was verbally described as "highly implemented". The item-statement with the lowest weighted mean verbally described as "highly implemented" was "the rater discusses methodically the different steps in accomplishing the Individual Performance Review and Commitment Form" which indicates that this item rated as the least among the item-statements in terms of performance planning and commitment as perceived by the teacher-respondents.

Performance Monitoring and Coaching

Table 5

Degree and frequency distribution of the teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance monitoring and coaching

LIMITS	DEGREE	f	%	cum %
10 - 17	Very Low	1	1.20	1.20
18 - 25	Low	4	7.23	8.43
26 - 33	Moderate	24	30.12	38.55
34 - 41	High	30	37.35	75.90
42 - 50	Very High	24	24.10	100.00
TOTAL		83	100.00	

One (1) or 1.20 percent of the teacher-respondents was very low in their perceived implementation of the Results-Based Performance Management in terms of performance monitoring and coaching; four (4) or 4.82 percent were low; twenty-four (24) or 28.92 percent were moderate; thirty (30) or 36.14 percent were high and twenty-four (24) or 28.92 percent were very high. Majority of the teacher-respondents were observed to be high in their perceived implementation of the Results-Based Performance Management in terms of performance monitoring and coaching. Results suggests that the teacher-respondents see their rater to highly possess the necessary knowledge, skills and attitudes in implementing the guidelines of the Results-Based Performance Management in terms of performance monitoring and coaching.

Table 6 shows the obtained average weighted mean of 3.67 verbally described as "highly implemented" along the area of performance monitoring and coaching as perceived by the teacher-respondents. Obtained weighted means ranged from 3.49 (highly implemented) to 3.94 (highly implemented). The teacher-respondents on their perceived implementation of the guidelines of the Results-Based Performance Management System in terms of performance monitoring and coaching admitted that said implementation was highly implemented, namely: the

rater asks from the ratee the evidence supporting the latter's performance; provides key inputs about the ratee's performance during the performance monitoring; records the critical incidences of the ratee on the Performance Monitoring and Coaching Form; clearly defines opportunities for improvement of the ratee; and provides coaching to the ratee to improve work performance and behavior. Moreover, the teacher-respondents perceived to be highly implemented the implementation of the following statements, namely; the rater ensures that there is the two-way discussion between him and the ratee; practices the STAR (Situation, Task, Action and Results) approach; directs the ratee's performance on certain frequencies; not just once; asks the ratee to track the targets; and explains the impact of the critical incidences on the job/action plan of the ratee.

Table 6

Weighted means and verbal descriptions of teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance monitoring and coaching

No.	ITEM-STATEMENTS	Weighted Means	Verbal Descriptions
1	The rater provides key inputs about the ratee's performance during the performance monitoring.	3.70	Highly Implemented
2	The rater directs the ratee's performance on certain frequencies; not just once.	3.63	Highly Implemented
3	The rater clearly defines opportunities for improvement of the ratee.	3.67	Highly Implemented
4	The rater asks from the ratee the evidence supporting the latter's performance.	3.94	Highly Implemented
5	The rater practices the STAR (Situation, Task, Action and Results) Approach.	3.64	Highly Implemented
6	The rater asks the ratee to track the latter's performance against the targets.	3.61	Highly Implemented
7	The rater provides coaching to the ratee to improve work performance and behavior.	3.66	Highly Implemented
8	The rater records the critical incidences of the ratee on the Performance Monitoring and Coaching Form.	3.70	Highly Implemented
9	The rater explains the impact of the critical incidences on the job / action plan of the ratee.	3.49	Highly Implemented
10	The rater ensures that there is the two-way discussion between him and the ratee.	3.65	Highly Implemented
	Average Weighted Mean	3.67	Highly Implemented

Performance Review and Evaluation

Table 7

Degree and frequency distribution of the teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance review and evaluation

LIMITS	DEGREE	f	%	cum %
10 - 17	Very Low	1	1.21	1.21
18 - 25	Low	6	7.23	8.44
26 - 33	Moderate	17	20.48	28.92
34 - 41	High	31	37.35	66.27
42 - 50	Very High	28	33.73	100.00
TOTAL		83	100.00	

One (1) or 1.21 percent of the teacher-respondents scored very low in their perceived implementation of the Results-Based Performance Management System in terms of performance review and evaluation; six (6) or 7.23 percent were low; seventeen (17) or 20.48 percent were high; and twenty-eight (28) or 33.73 percent were very high. Majority of the teacher-respondents were found to be high in their perceived implementation of the Results-Based Performance Management System in terms of performance review and evaluation. Result implies that the teacher-respondents have high regard on their rater's capabilities on the implementation of the guidelines on the Results-Based Performance Management System in terms of performance review and evaluation where their rater ensured that the evaluation was based on evidences and that their rates was fair and objective in evaluating their performance.

As evidently shown in Table 8, the teacher-respondents' obtained average weighted mean of 3.74 was verbally described as highly implemented on the implementation of the Results-Based Performance Management System in terms of performance review and evaluation. Obtained weighted means ranged from 3.66 (highly implemented) to 3.92 (highly implemented). The teacher-respondents admitted that their rater ensured that the evaluation was based on evidence and that said evaluation of their performance was fair and objective were highly implemented. Likewise, the revealed that their rater highly implemented the following item-statements: evaluated the

manifestations of each of their competency; encouraged them to do self-appraisal; focused on solving problems or correcting a behavior; managed meeting with them; focused on the performance issue not on the person; created the right atmosphere during the meeting; adopted a joint problem solving approach; and discussed their strengths and improvement needs.

Table 8

Weighted means and verbal descriptions of teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance review and evaluation

No.	ITEM-STATEMENTS	Weighted Means	Verbal Descriptions
1	The rater manages meeting with the ratee.	3.70	Highly Implemented
2	The rater creates the right atmosphere during the meeting.	3.66	Highly Implemented
3	The rater focuses on the performance issue, not on the person.	3.69	Highly Implemented
4	The rater encourages the ratee to do self-appraisal.	3.75	Highly Implemented
5	The rater is fair and objective in evaluating the performance of the ratee.	3.86	Highly Implemented
6	The rater ensures that the evaluation is based on evidences.	3.92	Highly Implemented
7	The rater focuses on solving problems or correcting a behavior.	3.72	Highly Implemented
8	The rater and the ratee adopt a joint problem-solving approach.	3.66	Highly Implemented
9	The rater evaluates the manifestations of each of the ratee's competency.	3.78	Highly Implemented
10	The rater discusses strengths and improvement needs.	3.66	Highly Implemented
	Average Weighted Mean	3.74	Highly Implemented

The item-statement “the rater ensures that the evaluation is based on evidences” obtained the highest weighted mean of 3.92 verbally described as “highly implemented”. This implies that the rater evaluates the performance of the ratee based on supporting evidences presented by the ratee. On the other hand, the item-statement “the rater discusses strengths and improvement needs” although verbally described as “highly implemented” got the lowest weighted mean which indicates that this was the least among the item-statements perceived by the teacher-respondents in terms of performance review and evaluation. According to many teacher-respondents, the rater must discuss judiciously with the ratee on how to sustain his/her strengths and improve his/her identified weakness/professional development needs.

Performance Rewarding and Development Planning

Table 9

Degree and frequency distribution of the teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance rewarding and development planning

LIMITS	DEGREE	f	%	cum %
11 - 18	Very Low	1	1.21	1.21
19 - 26	Low	6	7.23	8.44
27 - 34	Moderate	17	20.48	28.92
35 - 42	High	34	40.96	69.88
43 - 50	Very High	25	30.12	100.00
TOTAL		83	100.00	

One (1) or 1.21 percent of the teacher-respondents scored very low in their perceived implementation of the Results-Based Performance Management System in terms of performance rewarding and development planning; six (6) or 7.23 percent scored low; seventeen (17) or 20.48 percent scored moderate; thirty-four (34) or 40.96 percent scored high and twenty-five (25) or 30.12 percent scored very high. Majority of the teacher-respondents were observed to be high in their perceived implementation of the Results-Based Performance Management System in terms of performance rewarding and development planning. This finding suggests that the teacher-respondents see their rater to possess high capability to implement the guidelines on the implementation of the Results-Based Performance Management System in terms of performance rewarding and development planning where their rater assist them in preparing action plan to meet their identified development needs to enhance their job performance through continuing professional development program which will likewise, serve as their key to promotion to higher position.

Table 10

Weighted means and verbal descriptions of teacher-respondents' perceptions on the implementation of Results-Based Performance Management System (RPMS) in terms of performance rewarding and development planning

No.	ITEM-STATEMENTS	Weighted Means	Verbal Descriptions
1	The rater and the ratee identify development needs.	3.77	Highly Implemented
2	The rater asks the ratee to prepare action plans in order to meet the development needs.	3.81	Highly Implemented
3	The rater links the ratee's performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment.	3.72	Highly Implemented
4	The rater sends the ratee to seminars and workshops for professional development.	3.63	Highly Implemented
5	The rater discusses and provides qualitative comments, observations, and recommendations to the ratee.	3.69	Highly Implemented
6	The rater considers the rates with high performance as a candidate for promotion.	3.57	Highly Implemented
7	The rater assigns the ratee with high performance rating to task forces, committees or special projects.	3.78	Highly Implemented
8	The rater introduces enhancements to the job of the ratee.	3.69	Highly Implemented
9	The rater employs appropriate developmental intervention.	3.70	Highly Implemented
10	The rater commends the high-performance rating of the ratee.	3.71	Highly Implemented
	Average Weighted Mean	3.71	Highly Implemented

As presented in Table 10, the average weighted mean obtained was 3.71 verbally described as "highly implemented". Obtained weighted means ranged from 3.57 (highly implemented) to 3.81 (highly implemented). The teacher-respondents disclosed that "highly implemented" was their perceived implementation of the Results-Based Performance Management System in terms of performance rewarding and development planning. "Highly implemented" was their description on their rater's implementation of the following item-statements, namely: asks the ratee to prepare action plans in order to meet their identified development needs; assigns the ratee with high performance rating to task forces, committees or special projects; both the rater and the ratee identify development needs; links the ratee's performance rating to the Performance-Based incentive System specifically to the Performance-Based Bonus and Step Increment; and commends the high performance rating of the ratee. Moreover, the rater, highly implement the following: employs appropriate developmental intervention; discusses and provides qualitative comments, observations, and recommendations to the ratee; introduce enhancements to the jobs of the ratee; sends the ratee to seminars and workshops for professional development; and consider the ratee with high performance as a candidate for promotion.

4.3 Teacher-Respondents' Perceived Challenges on the Implementation of the Results-Based Performance Management System (RPMS)

Table 11

Degree and frequency distribution of the teacher-respondents' perceived challenges on the implementation of Results-Based Performance Management System (RPMS)

LIMITS	DEGREE	f	%	cum %
20 - 35	Very Low	15	18.07	19.28
36 - 51	Low	18	21.69	46.99
52 - 67	Moderate	31	37.35	84.34
68 - 83	High	14	16.87	95.18
54 - 100	Very High	5	6.02	100.00
TOTAL		83	100.00	

Fifteen (15) or 18.07 percent of the teacher-respondents were very low in their perceived challenges encountered on the implementation of the Results-Based Performance Management System (RPMS). Eighteen (18) or 21.69 percent were low; thirty-one (31) or 37.35 percent were moderate; fourteen (14) or 16.87 percent were high; and five (5) or 6.02 percent were very high. Majority of the teacher-respondents were moderate in their perceived challenges encountered on the implementation of the Results-Based Performance Management System which suggests that the perceived challenges moderately intensify their determination to implement said guidelines for quality learning outcomes.

Table 12

Weighted means and verbal descriptions of teacher-respondents' perceived challenges on the implementation of the Results-Based Performance Management System (RPMS)

No.	ITEM-STATEMENTS	Weighted Means	Verbal Descriptions
1	Infrequent feedback - no formal feedback is given to the ratee periodically.	2.76	Moderately Evident
2	Lack of accountability - raters are not measured or held accountable for providing accurate feedback.	2.77	Moderately Evident
3	No comprehensive team assessment - although ratees on the school are assessed, there is no simultaneous overall assessment of the team.	2.75	Moderately Evident
4	Disconnected from rewarding - getting a merit raise, bonus, or promotion is completely disconnected from an employee's performance appraisal scores.	2.82	Moderately Evident
5	No integration - the process is not fully integrated with compensation, development, or staffing (internal movement).	2.82	Moderately Evident
6	A focus on the squeaky wheel - the system focuses on weak performers.	2.69	Moderately Evident
7	No second review - even though the process may have impacts on salary, job security, and promotion, the assessment is done by a single rater only.	2.57	Slightly Evident
8	Cross-comparisons are not required - the system does not require raters to do a side-by-side comparison, comparing each ratee with one another.	2.83	Moderately Evident
9	Assessments are kept secret - although a ratee's performance rating may be posted on a wall, performance appraisals are often kept secret. An overemphasis on privacy concerns might allow raters to play favorites, to discriminate, and to be extremely subjective. Keeping ratings secret allows raters to avoid open conversations about equity.	2.94	Moderately Evident
10	The process is managed by raters who have no complete understanding of performance and productivity.	2.60	Moderately Evident
11	Managers are not trained - raters are not trained on how to assess and give honest feedback.	2.58	Slightly Evident
12	Recency errors - raters, especially those who don't consult employee files and data, have a tendency to evaluate based primarily on events that occurred during the last few months (rather than over the entire year).	2.55	Slightly Evident
13	Inconsistency across raters - some raters are naturally "easy raters" while others are not. As a result, employees working under easy managers have a better chance of promotion due to their higher scores. Without "benchmark" numbers to set as a standard, inconsistency may be possible.	2.63	Moderately Evident
14	High anxiety - uncertainty can cause many employees high levels of anxiety weeks before the evaluation process.	2.86	Moderately Evident
15	One-way communication - some raters simply give the employee the form to quickly sign, and they don't even solicit feedback. Ratees are intimidated by raters and the process, and as a result, they say nothing during or after the appraisal.	2.46	Slightly Evident
16	No alerts - the ratees are not notified midstream should their performance change to the point where it was suddenly dramatically below standards.	2.49	Slightly Evident
17	No appeal process - a ratee who disagrees with his appraisal is seldom given the opportunity to challenge the results with a neutral party.	2.57	Slightly Evident
18	Many possible emotional consequences - if performance appraisal is blotched, there is a possibility of decrease in rate engagement, trust, rater brand strength, teamwork, and innovation contribution.	2.63	Moderately Evident
19	A time-consuming process - most of the forms are incredibly long and time consuming. As a result, some raters routinely recycle "last year's" evaluations.	2.57	Slightly Evident
20	It is historical - the focus is on feedback in the past.	2.45	Slightly Evident
	Average Weighted Mean	2.67	Moderately Evident

Table 12 shows that the following were the top five (5) challenges encountered by the teacher-respondents on the implementation of the Results-Based Performance Management System (RPMS), namely: "assessments are kept secret"; "high anxiety"; "cross comparison are not required", "disconnected from rewarding", and "no integration".

The item "assessments are kept secret" obtained a weighted mean of 2.94 interpreted as "moderately evident". The results can be attributed to the fact that although a ratee's performance rating may be posted on a wall, performance appraisals are often kept secret. An overemphasis on privacy concerns might allow raters to play favorites, to discriminate, and to be extremely subjective. Keeping ratings secret allows raters to avoid open conversation about equity. The item "high anxiety" got a weighted mean of 2.86 verbally described as "moderately evident". Given the many paper works including the preparation of evidences and documents to support their accomplishments, a majority of the respondents feel moderately nervous weeks before the evaluation process. This can be attributed to the fact that a majority of teacher-respondents attach their supporting evidences/documents for every accomplishment they have undertaken which indicates that they are not pressured in preparing said

documents for the performance review and evaluation cycle. The item “cross comparisons are not required” obtained a weighted mean of 2.83 verbally interpreted as “moderately evident”. Although raters are not required to do a side-by-side comparison, comparing each ratee with one another, a majority of the teacher-respondents rated the item as moderately evident, indicating they observed that some ratees tend to compare the results of their assessment with one another, though this is not required.

The item “disconnected from rewarding”, got a weighted mean of 2.82 verbally interpreted as “moderately evident”. Majority of the teacher-respondents observed that getting a merit raise, bonus, or promotion is completely disconnected from an employee’s performance appraisal scores. This result can be attributed to the fact that outstanding performance does not guarantee that the employee be promoted to higher occupational rank. There are other criteria in addition to performance to be promoted or getting a merit raise, or bonus. Lastly, The item “no integration” got a 2.81 weighted mean verbally interpreted as “moderately evident”. Majority of the teacher-respondents observed that although the process is not fully integrated with compensation, development or staffing (internal movement) still, they consider this item as a challenge in the implementation of the Results-Based Performance Management System as their share of commitment to fully realize DepEd’s vision, mission, goals and objectives for the benefit of our school children.

4.4 *Difference in the Teacher-Respondents’ Perceptions on the Implementation of Results-Based Performance Management System Across Occupational Rank*

Performance Planning and Commitment

Table 13

F-ratio for the analysis of variance on teacher-respondents’ perceptions on the implementation of Results-Based Performance Management System in terms of performance planning and commitment across occupational rank

Source	SS	df	MS	F	Decision
Between Treatments	4.6631	3	1.5544	112.241	Rejected (significant)
Within Treatments	0.4985	36	0.0138		
Total	5.1617	39			

The teacher-respondents’ perceptions on the implementation of Results-Based Performance management System (RPMS) differ in terms of performance planning and commitment across occupational rank with an observed F-ratio of 112.241 which is statistically significant at .05 level. Findings disclosed that whatever occupational rank teacher-respondents are in, they differ in their perceived implementation of Results-Based Performance Management System in public schools along performance planning and commitment. The derived mean scores disclosed that teacher-respondents whose occupational rank is Teacher II tend to be more pronounced in their perceived implementation of Results-Based Performance Management System (RPMS) in terms of performance planning and commitment. They are more inclined to subscribe to the idea that their rater discussed thoroughly the importance of the of Results-Based Performance Management System in their organization and ensured that the performance objectives/targets written in their Individual Performance review and Commitment Form is accomplished before the start of the rating period. Hence, the hypothesis that teacher-respondents’ perceptions on the implementation of Results-Based Performance Management System (RPMS) do not differ in terms of performance planning and commitment was rejected.

Performance Monitoring and Coaching

Table 14

F-ratio for the analysis of variance on teacher-respondents’ perceptions on the implementation of Results-Based Performance Management System in terms of performance monitoring and coaching across occupational rank

Source	SS	df	MS	F	Decision
Between Treatments	1.4696	3	0.4899	24.208	Rejected (significant)
Within Treatments	0.7285	36	0.0202		
Total	2.1981	39			

The teacher-respondents’ perceptions on the implementation of Results-Based Performance Management

System (RPMS) differ in terms of performance monitoring and coaching across occupational rank with an observed F-ratio of 24.208 which is statistically significant at .05 level. Obtained mean score disclosed that teacher-respondents whose occupational rank is Teacher I tend to take more the initiative to present to their rater evidences supporting their performance and ask their rater to coach them on how to improve their work performance and behavior. Likewise, they tend to take more interest on inputs provided by their rater about their performance during the performance monitoring. The hypothesis that teacher-respondents across occupational rank do not differ in their perceived implementation of Results-Based Performance Management System (RPMS) in terms of performance monitoring and coaching was rejected.

Performance Review and Evaluation

Table 15

F-ratio for the analysis of variance on teacher-respondents' perceptions on the implementation of Results-Based Performance Management System in terms of performance review and evaluation across occupational rank

Source	SS	df	MS	F	Decision
Between Treatments	4.529	3	1.5097	29.774	Rejected (significant)
Within Treatments	1.8254	36	0.0507		
Total	6.3544	39			

As evidently shown in Table 15 the obtained F-ratio of 29.774 is statistically significant at .05 level which disclosed that teacher-respondents across occupational rank differ in their perceptions on the implementation of Results-Based Performance Management System in terms of performance review and evaluation. The obtained mean scores revealed that teacher-respondents whose occupational rank is Teacher II tend to perceive more favorably said implementation along performance review and evaluation. In an interview of one (1) teacher-respondent whose occupational rank is Teacher II, she disclosed that the teachers under this occupational rank tend to be more expressive on the idea that in evaluating their performance by their rater evaluation must be based on evidences. Likewise, their strengths and improvement needs must be discussed by the ratee during the performance review and evaluation. Hence, the hypothesis that teacher-respondents do not differ in their perceptions on the implementation of Results-Based Performance Management System in terms of performance review and evaluation across occupational rank was rejected.

Performance Rewarding and Development Planning

Table 16

F-ratio for the analysis of variance on teacher-respondents' perceptions on the implementation of Results-Based Performance Management System in terms of performance rewarding and development planning across occupational rank

Source	SS	df	MS	F	Decision
Between Treatments	3.6182	3	1.2061	51.521	Rejected (significant)
Within Treatments	0.8427	36	0.0234		
Total	4.4609	39			

The teacher-respondents' perceptions on the implementation of the Results-Based Performance Management System in terms of performance rewarding and development planning differ across occupational rank with an observed F-ratio of 51.521 which is statistically significant at .05 level. The derived mean score disclosed that teacher-respondents occupying Teacher II position tend to resort more in preparing action plans to meet their identified development needs as suggested by their rater during the performance review and evaluation phase. Likewise, they tend to be more creative and imaginative in the utilization of approaches and strategies for their continuing professional development which will ultimately redound to the realization of DepEd vision, mission, goals and objectives, and likewise, promotion of teacher-respondents for higher position. The hypothesis that teacher-respondents' perceptions on the implementation of Results-Based Performance Management System in terms of performance rewarding, and development planning across occupational rank was rejected.

5. Conclusions

Careful deliberations of the findings led to the following conclusions:

- Majority of the teacher-respondents were Teacher I in terms of their occupational rank followed by Teacher III; then by Teacher II and lastly by Master Teacher I. No Master Teacher II occupational rank was assigned in the two (2) public secondary schools.
- Majority of the teacher-respondents were found to be high in their perceived implementation of the Results-Based Performance Management System (RPMS) in terms of performance planning and commitment; performance monitoring and coaching; performance review and evaluation; and performance rewarding and development planning. Likewise, the perceived implementation of the Results-Based Performance Management System (RPMS) were generally described as “highly implemented” in all the four-phases of the system.
- The top five (5) challenges rated by the teacher-respondents as moderately evident on their perceived implementation of the Results-Based Performance Management System (RPMS) were “assessments are kept secret”; “high anxiety”; “cross comparisons are not required”; “disconnected from rewarding” and “no integration”. Likewise, they were described as moderately evident.
- Significant Differences were established among teacher-respondents’ perceived implementation of the Results-Based Performance Management System (RPMS) in terms of performance planning and commitment; performance monitoring and coaching; performance review and evaluation; and performance rewarding and development planning.
- A proposed “School-Based Intervention Program on Effective Implementation of the Results-Based Performance Management System (RPMS) for Teachers” which school heads can employ to intensify teachers’ efficiency and productivity.

Recommendations - Based from the findings and conclusions, the following recommendations were offered.

- School heads should provide the teacher-respondents regardless of their occupational rank opportunities/interventions/strategies/activities that may encourage/motivate them to improve/enhance their knowledge, skills and values on how to implement effectively the Results-Based Performance Management System guidelines.
- School heads should focus on how to address the essential development needs of teacher-respondents specifically those who were observed to be very low, low and moderate in their perceived implementation of the Results-Based Performance Management System guidelines along the areas of performance planning and commitment; performance mentoring and coaching; performance review and evaluation; and performance rewarding and development needs through continuing professional development program, namely: attendance to trainings, workshops, school-based Learning Action Cell (LAC) sessions, etc. to improve/enhance their efficiency and productivity.
- The top five (5) challenges encountered by the teacher-respondents on the implementation of the Results-Based Performance Management System be addressed so as to take away the barriers on the effective implementation of the Results-Based Performance Management System.
- The significant findings of differences of teacher-respondents in their perceived implementation of the Results-Based Performance Management System along its four (4) phases across occupational rank should be taken seriously by the school heads. Intensive training of all teacher-respondents regardless of their occupational rank be conducted so that the system could be well-understood and appreciated by all. Adherence to the guidelines of Results-Based Performance Management System could go a long

way in addressing some of the performance issues raised by teacher-respondents.

- The proposed School-Based Intervention Program for Teachers on effective implementation of the Results-Based Performance Management System for teachers be submitted and discussed to school head concerned which the school head can employ to intensify public secondary teachers' efficiency and productivity that will redound to improved learning outcomes.

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