

# Challenges in the Implementation of Results-Based Performance Management System – Philippine Professional Standards for Teachers

Laurene Anne R. Caparas, LPT, MAE

Barasoain Memorial Integrated School  
laureneanne.caparas@deped.gov.ph

**Abstract:** *This study aimed at investigating the Challenges in the Implementation of Results-Based Performance Management System Philippine Professional Standards for Teachers. To attain this aim, the researcher used a sample of ninety-five (95) teachers in District One (1) SDO-Malolos during the academic year 2019-2020. The challenges in the implementation of the results-based performance management system obtained an over-all mean of 2.55. Five main challenges were noted: “Assessments are kept secret”, “High anxiety”, “Cross-comparisons are not required”, “Infrequent feedback”, “No integration”. School leadership indeed play pivotal role in actualizing the schools’ vision-mission statement. The collaborations between teachers and school administrators are important since they are the main agents of transformation in the school system. The excellence in the implementation of the RPMS-PPST can lead the teachers practice professionalism and eventually obtain academic excellence. In this view, annual evaluations of the such implementations and proper monitoring of teachers’ performance is highly recommended.*

**Keywords—Results-Based Performance Management System, Philippine Professional Standards for Teacher, Challenges**

## 1. INTRODUCTION

The framework of the 21st century teaching provided drastic changes on teachers on how they can stand for their themselves and their profession as they attain the teaching standards of teaching practice at the same time on how school leaders can empower them.

Qualified teachers play a crucial role in making schools effective. The personal and professional development of teachers has a direct impact on student achievement [1]. However, the quality of teacher training is scarce and obsolete rendering it ineffective for classroom teaching. He added that the typical style used to teach new concepts from the new curriculum will reflect in poor performances of students and dissatisfaction among parents regarding the performance of government schools. This is especially worrying because poor instruction and ineffective teaching reduces the demand for education which in turn reduces the pool of qualified teachers.

Despite the usual flow of the teaching learning process as manifestation of teachers’ competence, students’ outcomes and performances are still rundown. In the 2019 National Achievement Test (NAT), the Philippines placed at the “low mastery” descriptive level of the Department of Education (DepEd). They reiterated that one of that factors was the shift in design wherein it specifically tested the 21st century skills, namely problem solving, information literacy, and critical thinking of the students. In connection to these alarming issues the pertinent solutions such as providing intervention programs, trainings to better provide the actual needs of the learners. The Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning,

competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education (DepEd Order No. 42. S. 2017) [2].

Related to the concern, this study assessed the challenges in the implementation of RPMS-PPST to foster into the probable areas for the improvement of teachers based on the given standards aided to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department’s vision, mission, values, and strategic priorities. This study will be conducted to thoroughly understand the DepEd employees’ experiences and perceptions of the Results-Based Performance Management System.

The findings of the study will help the school leaders to enhance their comprehensive performance management system. Moreover, the RPMS-PPST will served as a mechanism to manage, monitor, and measure performance to enable continuous work improvement and individual growth. The results of this study will allow each educator to suffice quality basic education to the students, cope up with the emerging global frameworks, and abreast in the advancement of information age.

## 2. RELATED WORKS

A study emphasized lifelong learning competencies include the abilities of learning to learn, and teachers’ responsibilities of their own professional development [3]. Lifelong learning competencies are related to the ability of learning and skills of using the means or tools of learning to improve the learning throughout the human life. Lifelong learning competencies refer to the teachers’ responsibilities for their own learning and development of lifelong learning skills for students. It means that lifelong learning includes two main abilities. The first one is related to teachers’ own lifelong

learning ability and the second one is related to teachers' responsibility to develop students' lifelong abilities.

Emotional Competencies are composed of teachers' and students' values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on. They are related to the implementation of psychological consultation and curriculum of guidance in school. Teachers' emotional competencies can help students to learn and students' willingness to learn can be increased if teachers know how to improve the emotional dimension of students' learning. Emotional competencies also help teachers become effective teachers while monitoring the students' learning. Learning requires emotional supports that create positive feeling for learning-teaching process. Teachers become a learning consultant and mentor about learning for their students.

Social-cultural competencies include the knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, team and collaborative work with others, and social studies. All of them provide freedom to students and teachers in learning-teaching process and also promote the learning. The individuals become social and cultural being in social life. Thus, there is a strong relationship between learning and students' social-cultural background. Some of the learning theories discussed learning as social-cultural context and teachers' social-cultural competencies can promote students learning. Humanistic approach and social theories can be put into practice in the classroom by means of teachers' social-cultural competencies.

Communication competencies include communication models, interaction among teachers, students, social environment and learning topics. Teachers also have competencies in using oral, body and professional language in their fields. Communication competencies include voice, body language and words such as speaking, singing and sometimes tone of voice, sign language, paralanguage, touch, eye contact, or the use of Kiyemet SELVI, Teachers' Competencies 172 writing. They include communication skills in intrapersonal and inter-personal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Information and Communication Technologies-ICT competencies are based on using tools and technical equipments for the reaching, disturbing and transferring the knowledge. They include any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. ICT competencies are concerned with the use of technology in managing and processing the information includes all technologies for the manipulation and communication of information. It means that the ICT competency is very important to improve the communication in the learning and teaching process.

Environmental Competencies can be defined as competencies for ecological and environmental safety. Ecological/environmental aspect is a dimension of the sustainable development of teachers [4]. Knowledge, attitudes and skills about ecological system and environment such as keeping clean and available environment, management of

ecological resources, being aware of ecosystem, feasible uses of natural resources, availability of natural resources can be defined as Environmental competencies.

Education is a discipline aiming at revealing systematic and scientific results towards meeting the needs of individuals and society. Studies need to be carried out to develop all related sub-systems in educational system regarding to meet all needs and expectations. One of the sub-systems in educational system and the first degree responsible from managing this system is the sub-system of teacher training. The basic purpose in teacher training is to ensure the effective planning, management, development and administration of educational system by equipping teachers with certain competencies. The concept of teachers' competencies is mostly discussed in very narrow dimensions such as teachers' planning, implementation, assessment of the curriculum, standards for the curriculum or the school. These are related to teachers' teaching duties in the school. In this respect, teachers' competencies need to be discussed in many dimensions such as field competencies, research competencies, curriculum competencies.

Cultura International Journal of Philosophy of Culture and Axiology, vol. VII, no. 1/2010 173 lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies and environmental competencies in order to develop teachers.

In a study entitled content and pedagogical competence of mathematics teachers in the secondary schools in La Union, Philippines, the descriptive research looked into the competence of Mathematics teachers in the secondary schools in San Fernando City, La Union, Philippines. It looked into the profile of the teachers; their competence along content and pedagogy; the significant relationship between and among teacher 's profile, content and pedagogical competence. It used validated questionnaires and covered 13 schools with heads, faculty, and students as respondents. It found out that the teachers are licensed, pursuing graduate studies, new in teaching and had inadequate seminars. Their level of content competence was average. They scored highest in conceptual and computational but lowest in problem-solving. Conversely, their level of pedagogical competence was very good. They were rated highest in management but lowest in teaching. Moreover, highest educational attainment and number of years of teaching correlate to content competence. Highest educational attainment and number of seminars correlate to pedagogical competence. Also, content correlates to pedagogical competence [5]

### 3. STATEMENT OF THE PROBLEM

The primordial objective of this study was to determine the challenges in the implementation of RPMS-PPST of Public Elementary Schools in DepEd Schools Division of Malolos during school year 2019-2020. Specifically, the study sought to answer the following question:

1. What are the challenges in the implementation of the Results-Based Performance Management System?

#### 4.METHODOLOGY

This study utilized the descriptive method of research since this method is concerned with the description of a particular variable. Specifically, this study aimed to determine the level of implementation of RPMS-PPST. The primary data gathering tool used in the study was a standardized questionnaire on the challenges in the implementation of RPMS-PPST.

The researcher used the universal sampling technique in determining the sample size of the study. Specifically, the study involved four (4) public elementary schools in District One (1) of the Schools Division Office City of Malolos.

For confidentiality purposes, the researcher chose not to indicate the name of the elementary schools in the Schools Division Office City of Malolos. School A consisted 68 total number of teachers. School B consisted of 10 teachers. School C included 9 population. School D has 8 teachers, and School E has 29 teachers. To get the overall impact of this research, the researcher got the total population of the respondents as the sample size of the study.

The respondents were composed of ninety-five (95) teachers consisting of three (3) Master Teacher II, eight (8) Master Teacher I, thirty-one (31) Teacher III, nine (9) Teacher II, forty-four (44) Teacher I in District One (1) of the Schools Division Office City of Malolos.

To gather the necessary data in this study, the researcher adopted a locally validated instrument of Dizon, (2018) in determining the level of implementation of RPMS-PPST. The implementation of the RPMS-PPST was assessed in terms of performance planning and ommitment, performance monitoring and coaching, performance review and evaluation; and performance rewards and development planning. This questionnaire is highly reliable as evidenced by Cronbach's alpha 0.86.

The mode of the gathering was a questionnaire method. In gathering the data, the researcher followed the following procedures:

1.A letter was sent to the Schools Division Superintendent of SDO-City of Malolos, and to the school principals to ask permission to conduct the study.

2.With the approval of the Schools Division Superintendent of SDO-City of Malolos, and the school principals, the researcher then got informed consent form and explicitly explain the purpose, benefits, procedure, potential benefits, and confidentiality in the study.

3.After the informed consent forms were already signed by the respondents. The researcher sent the questionnaires through google link form to the respondents in their preferred personal accounts.

4.The researcher collected the questionnaires from the respondents and checked whether all questions were answered completely and correctly.

Lastly, in order to receive the ethical clearance from La Consolacion University Philippines Ethics Review Committee, the researcher submitted the revised manuscripts based on the proposal defense.

Upon approval to conduct the study, the researcher informed all the participants about the purpose of the study and significance of its findings. It was clearly stated through an informed written consent and assent form that participation will be completely voluntary. Likewise, the researcher assured confidentiality and voluntary withdrawal from the study without the necessity of providing an explanation or of any prejudice at any point during the conduct of the study.

Informed Consent. Before the data gathering, the participants were oriented about the study. They were asked to sign a written consent on their own will, right mind and free from coercion that they are going to participate.

Assent Form. Before the data gathering, the principals received a permission letter for all the details of the interview.

Privacy. During the data gathering, questions which were too private to be answered by the participant and when they wished to seclude information, their requests were granted and respected.

Confidentiality. All the data that were gathered from the informants and were treated with high confidentiality.

Anonymity. The researcher ensured the protection of the participants' identities.

#### 4. RESULTS AND DISCUSSION

##### Challenges in the Implementation of the Results-Based Performance Management System

Table 1. Challenges in the Implementation of the Results-Based Performance Management System

Considerations	Mean	Verbal Interpretation
Infrequent feedback - no formal feedback is given to the ratee periodically.	2.64	Moderately Evident
Lack of accountability - raters are not measured or held accountable for providing accurate feedback.	2.58	Slightly Evident
No comprehensive team assessment - although ratees on the school are assessed, there is no simultaneous overall assessment of the team.	2.55	Slightly Evident
Disconnected from rewards - getting a merit raise, bonus, or promotion is completely disconnected from an employee's performance appraisal scores.	2.59	Slightly Evident
No integration - the process is not fully integrated with compensation, development, or staffing (internal movement).	2.62	Moderately Evident
A focus on the squeaky wheel - the system focuses on weak performers.	2.54	Slightly Evident
No second review - even though the process may have impacts on salary, job security, and promotion, the	2.55	Slightly Evident

assessment is done by a single rater only.						
Cross-comparisons are not required - the system does not require raters to do a side-by-side comparison, comparing each ratee with one another.	2.81	Moderately Evident		Many possible emotional consequences - if performance appraisal is blotched, there is a possibility of decrease in ratee engagement, trust, rater brand strength, teamwork, and innovation contribution.	2.51	Slightly Evident
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.	3.19	Moderately Evident		A time-consuming process - most of the forms are incredibly long and slow. As a result, some raters routinely recycle "last year's" evaluations.	2.43	Slightly Evident
				It is historical - the focus is on feedback in the past.	2.59	Slightly Evident
				<b>Total</b>	<b>2.55</b>	<b>Slightly Evident</b>
The process is managed by raters who have no complete understanding of performance and productivity.	2.41	Slightly Evident				
Managers are not trained - raters are not trained on how to assess and give honest feedback.	2.17	Slightly Evident				
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).	2.40	Slightly Evident				
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.	2.54	Slightly Evident				
High anxiety - uncertainty can cause many employees high levels of anxiety weeks before the evaluation process.	2.82	Moderately Evident				
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.	2.29	Slightly Evident				
No alerts - the ratees are not notified midstream should their performance change to the point where it was suddenly dramatically below standards.	2.33	Slightly Evident				
No appeal process - a ratee who disagrees with his appraisal is seldom given the opportunity to challenge the results with a neutral party.	2.37	Slightly Evident				

The table above shows that the following are the top five challenges in the implementation of the Results-Based Performance Management System: "Assessments are kept secret", "High anxiety", "Cross-comparisons are not required", "Infrequent feedback", "No integration".

The item "Assessments are kept secret" obtained a weighted mean of 3.19 verbally interpreted to "moderately evident". The attributed results might decrease the validity and reliability of the evaluation to the performance due to the overemphasis of privacy being extremely subjective or discrimination. The item "High anxiety" obtained a weighted mean of 2.82 described as "moderately evident". It is equated to the prominent role in the level of stress and the types of stressors as teachers must deal with tons of documents and evidence needed to comply in the requirements for the performance review and evaluation cycle. In the same manner, San Pedro (2018) stated that there is a tendency for the ratees to feel extreme nervousness due to the rigorous preparation for the evaluation.

The item "Cross-comparisons are not required" is also one of the foremost challenges in the implementation as it obtained a weighted mean of 2.81 verbally interpreted as "moderately evident." It described how confidentiality is maintained among the ratees to avoid any comparison or conflict of interest. However, it could decrease the level of standard that the teachers could follow as it will not provide a role model who possesses great quality of teaching performance.

Next consequential problem is item "Infrequent feedback" as it obtained a weighted mean of 2.64 described as "moderately evident". Performance feedback is a managerial practice whose effects widely impact job satisfaction and commitment. This will provide an evidence-based process with an informative and transformational function to maximize the strengths and flourish the developmental needs [6]. It is congruent to the results in the study wherein there must be sufficient feedback to address the strengths and weaknesses of the ratee [7].

Lastly, the item "no integration" got 2.62 verbally interpreted as "moderately evident". The ratees find integration as an essential to provide additional learning

experiences for students. It also provides pedagogical models that help teachers establish successful methods of teaching; and precise comprehension, including the strengths and limitations of students, on student success. However, the raters were not able to manage to integrate variety of techniques to help the ratees foster growth.

## 5. CONCLUSIONS

The challenges in the implementation of the results-based performance management system were “slightly evident” as evidenced by the overall mean percentage score of 2.55.

## 6. RECOMMENDATIONS

The challenges in the implementation of RPMS-PPST were slightly evident - indicative of the fact that there was consistency in the results in the sense that since there was a very great extent of implementation, thus, such challenges mentioned were slightly evident. Five main challenges were noted: “Assessments are kept secret”, “High anxiety”, “Cross-comparisons are not required”, “Infrequent feedback”, “No integration”. This means to say that school heads may be more transparent, a teachers’ comfort, cross-compare, and practice a frequent feedbacking as well integrations in order to achieve holistic formations of the teaching force.

## REFERENCES

- [1] Ashraf, I. (2015). Reasons for Low Performance of Teachers: A Study of Government Schools operating in Bahawalpur City, Pakistan. *International Journal of Academic Research in Progressive Education and Development* April 2015, Vol. 4, No. 2 doi: 10.6007/IJARPED/v4-i2/1764
- [2] DepED. (2017). DO 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers. Retrieved October 18, 2017 from <http://www.deped.gov.ph/orders/do42-s-2017>
- [3] Selvi, K. (2010). Teachers’ Competencies. *Cultura International Journal of Philosophy of Culture and Axiology* 7(1):167-175 doi: 10.5840/cultura20107133
- [4] Saravanan, V. (2013). Educational research: A study on teachers’ professional practice. Retrieved from: [www.btc.uob.edu.bh/index/html](http://www.btc.uob.edu.bh/index/html).
- [5] Ramey, M. (2016). Young Children. *Resources / Publications / Young Children / July 2016 / 21st Century Teaching and Learning* Vol. 71, No. 3
- [6] Tambunan H. (2014). Factors Affecting Teachers’ Competence in the Field of Information Technology. *International Education Studies*; Vol. 7, No. 12
- [7] Dizon, A., et.al (2018). Level of Implementation of the Results-based Performance Management System in the Department of Education Division of Gapan City, Philippines. *International Journal of Research –GRANTHAALAYAH*. ISSN- 2350-0530(O), ISSN- 2394-3629(P)doi: 10.5281/zenodo.1172398