

# Implementation of Results-Based Performance Management System - Philippine Professional Standards for Teachers and Its Effects on Teachers' Professional Practice

Laurene Anne R. Caparas, LPT, MAE

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

**Abstract:** This study aimed at investigating the Implementation of Results-Based Performance Management System Philippine Professional Standards for Teachers and its effect on Teachers' Professional Practice. 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 Level of Implementation of the Results-Based Performance Management System Survey Questionnaire by Arvin Dizon, et.al was used to describe the level of implementation of the Results-based Performance Management System in the following phases: (1) performance planning and commitment, (2) performance monitoring and coaching, (3) performance review and evaluation and performance rewards and (4) development planning. The data data were collected and analyzed statistically through the use of Statistical Packages for Social Sciences (SPSS). Results of the regression analysis revealed an R-square of .069 with a p-value of .634. It means that the independent variable influences the dependent variable by 6.9%. However, the p-value exceeds alpha or the margin of error ( $p > 0.05$ ). Having a closer look to the individual predictors makes one glean that not even one significantly affects the dependent variable. Analysis of the beta coefficients also produce an F-value of 1.643. Since the p-value exceeds alpha (the margin of error), the results are deemed insignificant. It only means that the variables do not affect the dependent variable. Therefore, the researcher accepts the null hypothesis which states that the implementation of RPMS-PPST does not significantly affect teachers professional practice. The study recommended an action plan to enhance strategies, policies, and guidelines in the implementation of the results based performance management system.

**Keywords**—Results-Based Performance Management, Professional Practices, Descriptive-Correlational Study

PPST will help in enhancing teacher quality for long-term and sustainable nation building.

## 1. INTRODUCTION

With the gaps found in related studies embarking the RPMS-PPST and its effects on Teachers' Professional Practice, the researcher purports to understand the DepEd employees' experiences and perceptions of the Results-Based Performance Management System. This will assist the proper authorities to build up a completed and comprehensive performance management system.

Moreover, it is important for employees and performance raters to of the teachers understand that performance management and performance management systems can be key determinants of an organization's long-term success or failure in another research environment in a public school in the School Division Office of City of Malolos. In addition, this study will assess the implementation of RPMS-PPST and its effect to the Teachers' Professional Practice 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.

Professional development has been one of the major tool in order to plot students' learning trajectories. In this present times, the teachers are expected to abreast with the standards for quality education [1]. On this note, the Philippine educational setting continuously strives to address such issue and formulate programs that would enable teachers strengthen their knowledge and skills to be equip in the competencies.

## 2. RELATED WORKS

A study on "Technology Integration Preparedness and Its Influence on Teacher Efficacy" presented how far teachers possessed technology integration preparedness and (ii) to access the effect of technology integration preparedness in their efficacy in teaching. The quantitative, descriptive study revealed that there exists a statistically significant influence of their preparedness to integrate technology on teaching and teacher efficacy. But among the respondent's the number of teachers who possessed a high level of technology integration preparedness was very less, majority of the teachers possessed average technology integration preparedness.

Another study identified the relationship among the three variables creativity, professional competency and professional pleasure. The influence of various socio demographic and professional variables on the above aspects was also analyzed. The major findings of his study are (i) there is a significant positive correlation between creativity and professional competency (ii) Professional competency has significant positive correlation with professional pleasure and (iii) Demographic variables like age, sex and locality do not influence professional competency [3].

As a support, an author emphasized the teachers' understanding of pedagogy: First, Knowledge of Learners: Organizing learning Environment -meeting students' needs what was not exploited were the opportunities for learner

centered teaching through the use of ICT, use of visuals, video scripts which would encourage student interest in learning [4]. This would have led to generating strategies to provide for effective learning environments; Secondly, Lesson planning: Feedback & Instructional Strategies: During the second set of observations though there was greater elicitation of students' responses, there was little wait time as the teacher concerned over time and classroom management rushed to answer with little expansion, that led to lack of student sharing. The need to involve students in their learning, to develop confidence and a positive learning environment was observed. While most teachers are eclectic, that which is gained with a variety of activity types, knowledge in the classroom remains inactive or inert, "inert knowledge problem" [5].

Good links were made to topic links through good use of ICT video activity but again the purpose was not clarified and participation was not extended. The use of Arabic to translate and explain activities is a strategy most teachers use in this site. But it provides some limited input as there was little attempt to consolidate a bilingual approach to teaching and learning. This is an area that requires further development and input for a systematic use of language resources; Third, Content knowledge (PCK). There was discrete selection of topics largely textbook driven that led to teacher dependent, teacher centered approaches which showed the need to encourage more interactive participation. The feedback given was positive but that the teaching needed more interactive approaches.

Fourth, Shared knowledge and frameworks for practice. The observations help to surface teacher's knowledge, beliefs, and philosophies of teaching and learning. The potential for developing pedagogical frameworks, norms and tools needed for instructional improvement to consolidate BTC teachers' professional development and professional growth need to be addressed and consolidated. Fifth, Shared knowledge and frameworks for practice. The observations help to surface teacher's knowledge, beliefs, and philosophies of teaching and learning. The potential for developing pedagogical frameworks, norms and tools needed for instructional improvement to consolidate BTC teachers' professional development and professional growth need to be addressed and consolidated [6].

Lastly, Community beliefs about students and structures. Teaching is a collaborative effort to design courses, to actively select and adapt resources. Professional learning, professional development is required to develop professional growth in teachers' knowledge, professional community resources, teaching-learning resources. Shared knowledge and frameworks for practice are based not only on school based knowledge but on their existing community based knowledge, as a supportive environment for teaching and learning to take place is necessary given that it is consistent with their philosophy based on beliefs and values [7][8].

Secretary Briones signed into policy the DepEd Order No. 42, S. 2017 [9], The National Adoption and Implementation of the Philippine Professional Standards for Teachers. The Department of Education (DepEd) underscored anew the

importance of the Results-Based Performance Management System (RPMS) that is aligned with the Philippine Professional Standards for Teachers (PPST) in ensuring the delivery of quality, accessible, relevant, and liberating basic education in the country. The changes introduced by various national and global frameworks such as the K to 12 law, ASEAN integration, globalization, and other changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS) which resulted in the development of the PPST. This is enclosed in the DepEd Order No. 42, s. 2017, otherwise known as National Adoption and Implementation of the Philippine Professional Standards for Teachers.

The PPST is a public statement of what teachers need to know, value, and be able to do in their practice. It has four career stages: Beginning, Proficient, Highly Proficient, and Distinguished. The PPST shall be used as a basis for all learning and development programs for teachers to ensure that teachers are properly equipped to effectively implement the K to 12 Program. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards.

The regional offices shall be supported by their training and development personnel to organize and orient all the schools divisions within their jurisdiction for the PPST. In addition, it shall take charge of the monitoring and evaluation at the division level implementation. The schools division office shall have the same functions and responsibilities in the school districts and secondary schools.

### 3. STATEMENT OF THE PROBLEM

The main objective of this study was to determine the effects of the implementation of RPMS-PPST on the professional practice of Public Elementary Schools in DepEd Schools Division of Malolos during school year 2019-2020. Specifically, the study sought to answer the following questions:

1. How may the implementation of the Results-Based Performance Management System be described in terms of the following indicators:

- 1.1 Performance Planning and Commitment;
- 1.2 Performance Monitoring and Coaching;
- 1.3 Performance Review and Evaluation; and
- 1.4 Performance Rewards and Development

Planning?

2. What is the level of the teachers' professional practice in terms of the results of their IPCRF?

3. Does the implementation of RPMS-PPST exert significant effects on teachers' professional practice?

### 4. METHODOLOGY

This study utilized the descriptive-correlational method of research since this method is concerned with the description of the independent and dependent variables. According to Asuero et al. (2006), a correlational research design comprises

collecting data to determine whether, and to what extent, a relationship exists between two or more variables. Specifically, this study aimed to determine if the implementation of RPMS-PPST significantly affects the teachers' professional practice or not.

The primary data gathering tools which were used in the study were a standardized questionnaire on the implementation of RPMS-PPST and a documentary analysis on teachers' professional practice.

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 of 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 commitment, 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

##### Level of the Implementation of RPMS-PPST

The level of implementation of the RPMS-PPST got an overall average of 4.61 which means to say that the level of such implementation was at the very great extent. Specifically, the RPMS-PPST in terms of performance planning and commitment got 4.66, performance monitoring and coaching got 4.59, performance review and evaluation 4.70, and performance rewards and development planning 4.52 mean percentage score.

##### Level of Teachers' Professional Practice

The Individual Performance Commitment and Review Form from the designation of Teacher I who achieved the rating of 4.42 equivalent to Very Satisfactory, Teacher II with 4.49 equivalent to Very Satisfactory, Teacher III with 4.48 equivalent to Very Satisfactory, Master Teacher I with 4.46 equivalent to Very Satisfactory, and Master Teacher II attained 4.56 equivalent to Outstanding. Therefore, the whole teaching force were able to achieve 4.45 equivalent to Very Satisfactory.

##### Effects of the implementation of the RPMS-PPST on teachers' professional practice

	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Planning and Commitment	-.052	.052	-.169	-1.005	.318
Monitoring and Coaching	.024	.084	.077	.284	.777
Review and Evaluation	-.003	.080	-.010	-.041	.968
Rewards and Development Planning	.026	.052	.092	.494	.623
R-squared = 0.69					
F-value = 1.643					
p-value = 0.634					
alpha = 0.05					

Results of the regression analysis revealed an R-square of .069 with a p-value of .634. It means that the independent variable influences the dependent variable by 6.9%. However, the p-value exceeds alpha or the margin of error ( $p > 0.05$ ). Having a closer look to the individual predictors makes one glean that not even one significantly affects the dependent variable.

Analysis of the beta coefficients also produce an F-value of 1.643. Since the p-value exceeds alpha (the margin of error), the results are deemed insignificant. It only means that the variables do not affect the dependent variable. Therefore, the researcher accepts the null hypothesis which states that the implementation of RPMS-PPST does not significantly affect teachers professional practice.

## 5. CONCLUSIONS

The implementation of the RPMS-PPST does not significantly affect teachers' professional practice.

The concept of teachers' professional practices 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.

## 6. RECOMMENDATIONS

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.

The study could to lead to create an action plan based on the findings of the study focusing on the key areas: performance planning and commitment– to provide a walk through of the Philippine Professional Standards for Teachers Competencies and database of the raters and ratees' performance record; performance monitoring and coaching–to

conduct coaching and mentoring training programs for the teachers; performance review and coaching– to determine the latest trends and issues in the education sector provided the necessary interventions; and performance rewarding and developmental planning– to create and implement action plan to achieve developmental needs.

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