An Implementation of Results-Based Performance Management System - Philippine Professional Standards for Teachers

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Abstract: This study aimed at investigating 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 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). 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. Conclusions were drawn and recommendations were offered.

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

1. INTRODUCTION

In the Philippines, the K to 12 Basic Education Curriculum was launched in 2012 (D.O. No. 31, 2012) [1]. This major change has consistently pursued teacher quality reforms. The Philippine Professional Standards for Teachers (PPST) formerly the National Competency-Based Teacher Standards (NCBTS) (D. O. No. 32, 2009) [2] was established as framework of teacher quality (D. O. No. 42, 2017) [3]. In line with this study, the Department of Education set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice; engage teachers to actively embrace a continuing effort in attaining proficiency; and apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development, the Results-Based Performance Management System (RPMS) is being used a performance management tool for both the teachers and the non-teaching staff. The RPMS is the basis for the professional standards for teachers.

As stressed in the Code of Ethics for Public School Teachers, Article IV, Section 2, states that, every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall be at his best at all times in the practice of his profession. Self-assessing details will allow teacher's thinking and ability in planning about what circumstances and interest, they want to learn and do next, and when to accomplish those.

2. RELATED WORKS

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors.

Competency is acting in a responsible way, which is recognized by others. It implies knowing how to mobilize, integrate, and transfer knowledge, resources and capabilities in a given professional context.

A study defines competency as valuable, rare, non-replenishable and irreplaceable resources that can ensure competitive advantage for an organization in competitive environment [4]. Competency comprises the entire body of knowledge and abilities or personal traits developed through learning that cannot be immediately observed. Accordingly, competency means an ability to take decisions related with the context of particular professional performance [5].

The clearest concept of competencies is the combination of professional knowledge, abilities and skills as well as an ability to apply them following the requirements of work environment. Competencies can be better understood with the help of Iceberg Model wherein Technical competencies are at the tip – the portion above the waterline that is clearly visible (and therefore easier to assess). This means that the development of teachers' competencies and skills can be easily trained and formed since the teachers' strengths and weaknesses are visible. Thus, strengths can be sustained while the weaknesses can be the springboard for their success in their career [6].

An author discovered that human competence is undoubtedly the key and critical element for the success of an organization and the individual [7]. It calls for a right blend of right person with right competencies. Corporate core competencies were identified and efforts were made to establish core competencies throughout the organization. The author has discussed the personal competency framework which embraces 45 competencies discussed under six broad parameters such as intellectual, personal, communication, interpersonal, leadership and result-oriented.

A study defined competencies for Western Lithuania region and identified three major blocks of competencies: professional competencies, social competencies and personal competencies. Competencies can be Introduction 7 developed through a process of observation and interviewing outstanding performers in a wide variety of jobs and roles to determine what sets theses outstanding employees apart from everyone else. These characteristics can be defined in terms of behaviors – those thoughts and actions that characterize outstanding performers [8].

Teaching-learning processes, and learning to teach, can be qualified as social, contextual practices, reflecting ideologies - sets of values about the ideal teacher and citizen, and the function of schooling. Nevertheless, theoretical viewpoints, guidelines and experts' practices globally, seem to indicate merging on a limited, very comprehensive teacher models, which can entail a plurality of educational aims and practices [9].

A study affirmed that formal education tends to use modern technologies not as a tool for radical changes, but to support the academic achievements of students. Gulbahar (2010) saw that the use of innovative-based instruction and task under the right circumstances improves educational outcomes. This strategy incorporates technology necessary to prepare students to deal with the lesson in English. The integration of ICT in teaching and learning is a method and a medium in which a variety of methods, approaches, strategies and pedagogical philosophies are connected and where a number of different ICT tools are integrated in teaching and learning [10].

According to the 21st Century knowledge and skills in educator preparation in 2010, a quality learning environment promotes high-quality teaching relevant knowledge and skills through instruction that is adapted to meet students' English academic needs and that encourages students' active engagement as result of learning strategies and approaches. When teachers encourage students to be actively engaged in the learning process and to do well, and when students are presented with interesting learning opportunities, they are more likely to stay in school and succeed academically.

Based on the Technological, Pedagogical and Content Knowledge (TPACK) Framework [11], it articulates the relationship between content, pedagogy, and technology which implies that apart from looking at each component in isolation, there is a need to look at them in pairs of knowledge intersection as Pedagogical 21 Content Knowledge (PCK), Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TP) and in a triad which is Technological Pedagogical and Content Knowledge (TPACK). As described by the proponents, Content Knowledge (CK) is about the actual subject matter that is to be taught or learned. It involves the teachers' knowledge and understanding of the subjects that they teach, including knowing of central facts, concepts, theories and procedures that they teach. Pedagogical Knowledge (PK) on the other hand involves deep understanding on the processes, practices and methods, purposes, values and aims of teaching. This also includes classroom management, lesson plan development and implementation, and student evaluation. Technology Knowledge (TK) is about the more advanced technologies such as internet and digital video.

A scholar ushered teachers to take into consideration the appropriateness and accuracy of the teaching content for the reason that this has a gigantic impact on learning outcomes of the students [12].

3. STATEMENT OF THE PROBLEM

The primordial objective of this study was to determine the level of 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 questions:

1.How may the implementation of the Results-Based Performance Management System be desribed 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?

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 implemementation of RPMS-PPST. The primary data gathering tool used in the study was a standardized questionnaire on 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

Level of Implementation of the Results-Based Performance Management System

Presented below is the weighted mean of the responses of the respondents regarding the level of implementation of the RMPS in the performance planning and commitment phase.

Table 1. Performance Planning and Commitment.

Indicators	Mean	Verbal Interpretation
The rater explains thoroughly the importance of the Results Based Performance Management System.	4.65	To a Very Great Extent
The rater discusses methodically the different steps in accomplishing the Individual Performance Review and Commitment Form.	4.60	To a Very Great Extent
The rater assists the ratee in the formulation of performance objectives.	4.60	To a Very Great Extent
The rater and the ratee both agree on the performance targets written in the Individual Performance Review and Commitment Form.	4.76	To a Very Great Extent
The rater checks analytically the performance indicators written in each key result area.	4.65	To a Very Great Extent
The rater sees to it that the performance objectives are aligned with the duties and responsibilities of the ratee.	4.67	To a Very Great Extent
The rater ensures that the performance targets can be measured by the performance indicators set.	4.69	To a Very Great Extent
The rater checks whether the performance objectives can be attained within the rating period.	4.69	To a Very Great Extent
The rater ensures that the performance objectives are given reasonable corresponding weights (percentage).	4.64	To a Very Great Extent
The rater ensures that the Individual Performance Commitment and Review Form is accomplished before the start of the rating period.	4.62	To a Very Great Extent
Total	**4.66**	**To a Very Great Extent**

Data in the Table 1 shows that the item number 4 which refers "to the rater and the ratee both agree on the performance targets written in the Individual Performance Review and Commitment Form" obtained highest weighted mean of 4.76 verbally interpreted to as "to a very great extent". They guarantee that the supervisors and subordinates agreed upon the objectives to be met and required competencies and responsibilities based on strategic priorities of the educational institution. The Main Result Areas (KRAs) are identified by the raters as anchored on organizational results. On the breakdown of the office KRAs into individual KRAs, the rater and the rate discuss and agree. KRAs are broad classifications of general outputs or effects. There are individual workers' mandates or duties. These are areas where it is anticipated that the individual workers will concentrate on. It is aligned to the findings wherein performance evaluation is not just a

measurement process, but it is also a social process and a communication process to come up with a mutual agreement in the performance targets [13]. Presented below is the weighted mean of the responses of the respondents regarding the level of implementation of the RMPS in the performance monitoring and coaching.

Table 2. Performance Monitoring and Coaching

Indicators	Mean	Verbal Interpretation
The rater provides key inputs about the ratee's performance during the performance monitoring.	4.66	To a Very Great Extent
The rater directs the ratee's performance on certain frequencies; not just once.	4.56	To a Very Great Extent
The rater clearly defines opportunities for improvement of the ratee.	4.66	To a Very Great Extent
The rater asks from the ratee the evidence supporting the latter's performance.	4.56	To a Very Great Extent
The rater practices the STAR (Situation, Task, Action and Results) Approach.	4.59	To a Very Great Extent
The rater asks the ratee to track the latter's performance against the targets.	4.45	To a Very Great Extent
The rater provides coaching to the ratee to improve work performance and behavior.	4.72	To a Very Great Extent
The rater records the critical incidences of the ratee on the Performance Monitoring and Coaching Form.	4.51	To a Very Great Extent
The rater explains the impact of the critical incidences on the job / action plan of the ratee.	4.56	To a Very Great Extent
The rater ensures that there is the two-way discussion between him and the ratee.	4.67	To a Very Great Extent
Total	**4.59**	**To a Very Great Extent**

The data on the table 2 shows the item number 7 which refers to "the rater provides coaching to the ratee to improve work performance and behavior" got the highest weighted mean of 4.72 verbally equivalent "to a very great extent". The ratees ensure that the raters provide enrichment activities such as school learning action cell or SLAC to develop the individual performance and the raters make sure that all the accomplishments declared by the ratees are supported with appropriate documents. In the same way wherein the teachers receive instructional support, coaching, and feedback will

further gain the instructional leadership skills and responsibilities [14]

Meanwhile, the item number 6 which refers to "the rater asks the ratee to track the latter's performance against the targets" obtained the lowest weighted mean of 4.45 with verbally interpreted "to a very great extent". According to the respondents that the rater sometimes lack the motivation to monitor the progress of the performance they were not able to attain in order to make improvement in the specific skill. In the study conducted by a study emphasized that one of the goals is to identify the strengths and weaknesses of the ratee [15]. In addition, the motivating goal of the rater must seeks to increase the future motivation of ratees.

Presented below is the weighted mean of the responses of the respondents regarding the level of implementation of the RMPS in the performance review and evaluation.

Table 3. Performance Review and Evaluation

Indicators	Mean	Verbal Interpretation
The rater manages meeting with the ratee.	4.68	To a Very Great Extent
The rater creates the right atmosphere during the meeting.	4.72	To a Very Great Extent
The rater focuses on the performance issue, not on the person.	4.73	To a Very Great Extent
The rater encourages the ratee to do self-appraisal.	4.67	To a Very Great Extent
The rater is fair and objective in evaluating the performance of the ratee.	4.81	To a Very Great Extent
The rater ensures that the evaluation is based on evidences.	4.76	To a Very Great Extent
The rater focuses on solving problems or correcting a behavior.	4.57	To a Very Great Extent
The rater and the ratee adopt a joint problem-solving approach.	4.66	To a Very Great Extent
The rater evaluates the manifestations of each of the ratee's competency.	4.66	To a Very Great Extent
The rater discusses strengths and improvement needs.	4.74	To a Very Great Extent
Total	**4.70**	**To a Very Great Extent**

The table 3 shows the item number 5 which refers to "the rater is fair and objective in evaluating the performance of the ratee" obtained the highest weighted mean of 4.81 verbally interpreted to very great extent. The rater must always practice equity and fairness to get valid and accurate evaluation of the ratee's performance. Hence, being objective will help to

Indicators	Mean	Verbal Interpretation
The rater and the ratee identify development needs.	4.66	To a Very Great Extent
The rater asks the rate to prepare action plans in order to meet the development needs.	4.43	To a Very Great Extent
The rater links the ratee's performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment.	4.41	To a Very Great Extent
The rater sends the ratee to seminars and workshops for professional development.	4.46	To a Very Great Extent
The rater discusses and provides qualitative comments, observations, and recommendations to the ratee.	4.63	To a Very Great Extent
The rater considers the rates with high performance as a candidate for promotion.	4.52	To a Very Great Extent
The rater assigns the ratee with high performance rating to task forces, committees or special projects.	4.41	To a Very Great Extent
The rater introduces enhancements to the job of the ratee.	4.54	To a Very Great Extent
The rater employs appropriate developmental intervention.	4.56	To a Very Great Extent
The rater commends the high-performance rating of the ratee.	4.57	To a Very Great Extent
Total	**4.52**	**To a Very Great Extent**

develop areas of improvement of the ratee. Fairness refers to give performance appraisals that fairly and accurately reflected individuals' in the same working group would lead to accuracy of the results.

On the other hand, the item number 8 which refers to "the rater and the ratee adopt a joint problem-solving approach" obtained the lowest weighted mean of 4.57 with verbally interpreted "to a very great extent". According to the respondents, the cooperative approach and side-by-side interaction must be maximized by the institution to cohesively come up with School Improvement Plan and provide concrete and feasible solutions to the problems of the school. In the same manner, when the rater and ratee subjected to absence of clear goals, performance appraisal can however have serious ramifications in terms of employee dissatisfaction and consequently a reduction in productivity and organizational commitment [16].

Presented below is the weighted mean of the responses of the respondents regarding the level of implementation of the RMPS in the performance rewards and development planning.

Table 4. Performance Rewards and Development Planning

As shown in the table 4 above, the item number 1 which refers to "the rater and the ratee identify development needs" obtained the highest mean of 4.66 verbally interpreted "to a very great extent". The raters and ratees collaborate to identify the strengths and areas they failed to meet the expectation to empower the ratees to set their own personal objectives and boosts well-being and morale. Through identification of strengths and weaknesses can improved performances of the ratees. Thus, raters believe that different types of performance feedback are required to motivate good and low performers.

On the other hand, item number three which refers to "the rater links the ratee's performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment" and item number seven which refers to "the rater assigns the ratee with high performance rating to task forces, committees or special projects" obtained the lowest weighted mean of 4.41 with verbally interpreted "to a very great extent". The raters imply that the Performance-Based Bonus and Step Increment must not be based by the ratee's performance since it is composed of the subjective and objective type of evaluation. In addition, the raters must follow the evaluation tool with fairness, clarity, and accuracy to achieve the development of the ratee's performance even without the special committees and projects given to them. A study argued that the performance appraisals can be used to motivate employees through rewards such as promotions and salary increases [17]. Based on Herzberg's theory, such rewards are in the form of extrinsic rewards which can be used to boost performance [18].

5. CONCLUSIONS

The level of implementation of the results-based performance management system in the Schools Division Office of City of Malolos were generally noted as "To a Very Great Extent" as evidenced by the overall mean percentage score of 4.62.

6. RECOMMENDATIONS

The implementation of RPMS-PPST were at the very great extent. However, the raters may further explain the matrix, process, and on how to attain the expected skills and requirement since these area were noted as still opportunities for its further improvement. School heads may done this activity through LAC sessions and/or during RPMS-PPST orientations.

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