

Relationship between Junior HS Teachers' Scores on the Result-Based Performance Management System (RPMS) and Student Academic Achievement: Basis for Teacher Development Plans

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Abstract: *The main problem of this study is to find out whether there is a significant relationship between JHS teachers' scores on RPMS and student academic achievement. Respondents were selected through a random sampling technique, for the sample size Cochran's Sample size formula was utilized, 96 teacher respondents and 96 students were selected from the integrated schools of the 2nd district of schools division office of Mandaluyong, City. The study revealed that teacher respondents obtained very satisfactory grand mean scores on the following g KRAs of RPMS; (1) Content Knowledge and Pedagogy 4.36 VS, (2) Learning Environment and Diversity of Learners 4.23 VS, (3) Curriculum and Planning 4.07 VS, (4) Assessment and Reporting 3.89 VS, while the student academic achievement revealed general average of 89.93 which means an outstanding academic achievement. Although the results of teachers' scores and academic achievement of the students have positive implications, the correlation results of the study revealed that the overall teachers' RPMS rating was -0.013 which means Very Weak and Inverse Correlation while the p-value result was 0.903 which means Not Significant. The study revealed that there is not enough evidence to show that there is a significant relationship between teachers' overall observation and student achievement based on Content knowledge and pedagogy, Learning environment and Diversity of Learners, Curriculum and planning, and Assessment and Reporting. Moreover, the department needs to promote training and programs that will enhance teachers' skills in the different assessment and evaluation strategies of attainment data to support learner progress and achievement.*

Keywords— academic achievement, curriculum, diversity, environment, learners, pedagogy

1. INTRODUCTION

Everyone can be a teacher, who can teach and transpire knowledge, but to be an effective teacher is a different definition, and there were just only some who are qualified. Indeed, teachers' role in changing the lives of every learner is notable they did not only teach lessons every day, but they play an essential part in every learner achieving their dreams. Teachers nowadays play a vital role in raising the quality of education and uplifting the morale of the department especially when it comes to the teaching and learning process. Teachers nowadays are proving themselves to become more efficient and effective teachers by engaging in various continuous learning and by acquiring new strategies through seminars and workshops, however, it is under the responsibility of the administrators to recognize which teachers are effective when it comes to the teaching and learning process and this must equate to the standard assessment toolset for teachers in connection with the Performance Management System.

The construction of a new Teacher's Performance evaluating performance tool could enable teachers to be more productive and systematic in their profession. According to Eric S. Tylor and John H. Tayler (2020). The modernization of teacher evaluation systems, an increasingly common component of school reform efforts, promises to reveal new, systematic information about the performance of individual classroom teachers. However, with the availability of these

different performances evaluation tools, it must be properly addressed or cascaded to teachers so teachers must be aware of how are they being evaluated.

As coined by Nichols and Cormack (2017), school leaders have a responsibility to manage staff and employee performance concerning standards. Although performance management has been critiqued as a technique of neoliberal regulation (Liew, 2012), it can also motivate leaders to support the development of teachers from proficiency to leadership. Toward this end, supporting teachers in undertaking inquiry may provide leaders with evidence of their sustainability for leadership, while also providing a means to address school improvement goals. Performance management demonstrates how well the employees are performing and creating value through the discharge of their mission or mandate. No longer are stakeholders interested in what has been accomplished but in how these achievements have made an impact on their lives. In this regard, the researcher opted to investigate the teacher's performance through their RPMS and their student achievements.

Indeed, the importance of a performance management system is realized by improving employee performance which redounds to organizational performance. Thus, improving employee performance by using a performance management system is a way to improve corporate performance. In an organization especially the Department of Education (DepEd), Performance management is important It gives assurance that all employees are working hard towards a common goal. It also

serves as a work motivation among employees for they can assess themselves as to how they are performing in their respective tasks and what the organization expects from them.

Based on the DepEd Order No.2 series of 2015 also known as the Guidelines on the Establishment and Implementation of the Result-Based Performance Management System, the DepEd is a government agency in the Philippines responsible for ensuring access to, promoting equity in, and improving the quality of basic education is now contextualizing and using the RPMS for both teaching and non-teaching staff. According to the same agency, the RPMS is an organization-wide process to ensure that teachers give focus on their work towards the achievement of DepEd's mission, vision, and values. It is an approach or strategy for continuous individual and professional development. It is with the hope that through the implementation of RPMS the work culture, performance, and accountability of every employee will be developed to deliver excellent service paving with commitments to achieving goals.

Given the implementation of the Performance RPMS still, there is a doubt about its effectiveness considering the length of years since it was being implemented, and so, therefore, it is important that this research was conducted to give concrete ideas and analyze the teacher's observation score obtained in RPMS: Its relationship to the student achievement.

Given the implementation of the Performance RPMS still, there is doubt its effectiveness when it comes to teachers' performance and the students' academic achievements.

Numerous sources confirmed the existence of a relationship between teacher performance and student achievement. What about the relationship of RPMS to the student's learning? There is a big question as to whether or not the tool being used nowadays in the evaluation of teacher performance which is the RPMS is directly related to the academic performance of the students. Hence, this study tries to fill in such a research gap. This study has been conducted to determine the relationship between Junior high school teachers' scores on the Result based Management System (RPMS) and the Students' academic achievement. Furthermore, this study would aim to serve as a guide to form the teachers' Development plan.

EXPERIMENTAL METHOD/S

This study utilized a descriptive research design. Descriptive analysis was used to show whether there is any significant relationship between the teacher's observation score on the RPMS and student academic achievement.

The scores of Junior High School teachers on RPMS were used as the independent variable. An overall mean score was determined for each teacher by first developing a mean score for each indicator or Key Result Area (KRA) and then using those scores to calculate an overall mean. Teachers' performances were based on the following indicators: (5) Outstanding (4) Very Satisfactory (3) Satisfactory (2) Unsatisfactory (1) Poor. While student achievement was

defined as the amount of measurable growth demonstrated by the students across learning areas or the general weighted average (GWA). The figure below presents by calculating the effect size, utilizing the scale scores from students' GWA. Effect-Size is a statistical method for determining the difference between two groups over time, on different assessments even across content areas (Hattie, 2013). The effect size was calculated by "Dividing the change score, or difference between scores over time, T2-T1, for each test by the standard deviation"

.III. RESULTS AND DISCUSSION

Table 1 Teachers' score on Content Knowledge and pedagogy

Content Knowledge and Pedagogy	Mean	Verbal Interpretation
Applied knowledge of content within and across curriculum teaching areas.	4.39	Very Satisfactory
Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	4.47	Very Satisfactory
Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.23	Very Satisfactory
Grand Mean:	4.36	Very Satisfactory

Table 2 presents the scores of JHS teachers on the Content Knowledge and Pedagogy Key Result Area (KRA), Result revealed that among the four objectives under this KRA, respondents obtained the lowest mean which is 4.23 on the Applied range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. This implies that respondents need to have more knowledge when it comes to the application of critical and creative as well as higher-order thinking skills to be more competent.

According to Singh (2017), teachers' incompetence in planning and executing suitable techniques, strategies, and approaches for teaching higher-order thinking impede the implementation of higher-order thinking skills in the classroom context. Even with a very satisfactory rating still, there is a need for teachers to be trained and oriented when it comes to different teaching strategies to develop Higher order thinking skills, thus according to Abdul Aziz (2017), promoting higher-order thinking skills among students requires a lot of planning, preparation, resources, and training of the teacher.

Table 3 Teachers' Score on Learning Environment and Diversity of Learners

Learning Environment and Diversity of Learners	Mean	Verbal Interpretation
Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities within a range of physical learning environments.	4.27	Very Satisfactory
Managed learner behavior constructively by applying positive and non-violent discipline to ensure a learning-focused environment.	4.24	Very Satisfactory
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences.	4.18	Very Satisfactory
Grand Mean:	4.23	Very Satisfactory

Table 3 shows the scores of JHS teachers on the Learning Environment and Diversity of Learners. Results revealed that respondents need to master the use of differentiated instructions, they got a low mean result of 4.18. The results implied that the Department of Education needs to strengthen the use of differentiated instructions, especially concerning gender-based differentiated instruction. As coined by Sax (2015) with gender-based instruction, it has been important for educators and parents to understand that it is taking what we already know about how boys and girls learn and using it for the child's advantage

Moreover, according to Yuan (2017), there is a need to prepare teachers for the diversity of learners. This can be done through training and workshops that are related to issues and problems that existed in the current curriculum, content, and practicum in traditional teacher education programs in addressing cultural knowledge and competence in preparing pre-service teachers in a multicultural society. On the contrary, Pierron, (2019) stressed that each subject area in schools has an overlap that may affect the teachers' pedagogy as well students' synthesis of their learning.

Table 4 Teachers' Score on Curriculum and Planning

Curriculum and Planning	Mean	Verbal Interpretation
Planned, managed, and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.14	Very Satisfactory
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.05	Very Satisfactory
Selected, developed, organized, and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.02	Very Satisfactory
Grand Mean:	4.07	Very Satisfactory

Table 4 shows that in the Curriculum and planning, JHS teachers need to develop the skills in integrating ICT in teaching and learning resources, they got a low mean score such as 4.02. Although with a very satisfactory descriptive equivalent, the results implied that teachers must be open to training and develop their readiness in ICT integration.

As to Mahdum et al., 2019, to apply an ICT-based curriculum as expected by the government, teachers need to continue improving their ability and enriching their knowledge

related to the use of ICT through training, both held by schools and other institutions so that teachers can vary their teaching methods or teaching strategies.

Thus the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. According to Handler (2010), there is a need for teacher involvement and collaboration in the development of a curriculum to arrange and compose martial, textbooks (or modules, etc.), and content (Alsubaie, 2016). Handler, (2010) added that the professional development of teachers is an important factor contributing to the success of curriculum development and implementation.

Table 5 Teachers' Score on Assessment and Reporting

Assessment and Reporting	Mean	Verbal Interpretation
Designed, selected, organized, and used diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.	3.96	Very Satisfactory
Monitored and evaluated learner progress and achievement using learner attainment data.	3.87	Very Satisfactory
Communicated promptly and the learners' needs, progress, and achievement to key stakeholders, including parents/ guardians.	3.85	Very Satisfactory
Grand Mean:	3.89	Very Satisfactory

Table 5 above shows the scores of JHS teachers on the Assessment and reporting. As observed, among the Key Result Areas (KRAs) this one got the lowest mean result, specifically on how teachers Communicated promptly and the learners' needs, progress, and achievement to key stakeholders, including parents/ guardians it has a mean of 3.85, although this has descriptive equivalent such as very satisfactory, the result suggested that there is a need to improve teachers' ability to process and communicate information about student learning towards parents. The use of appropriate assessment tools and their impact on learners' progress shall be communicated to parents as a form of feedback.

Thus, communicating promptly the learner's needs and progress to their family is a very important factor in students' performance. It could be one of the reasons why this study is insignificant because of the results in this Key Result Area, since according to Matthew A. Kraft et. Al., (2013), frequent teacher-family communication immediately increased student engagement as measured by homework completion rates, on-task behavior, and class participation, teacher-family communication increased the odds that students completed their homework, increased class participation rates, and decreased instances in which teachers had to redirect students' attention to the task at hand.

The finding is related to Salandanan's idea (2012) stating that a teacher can assess the level of development and learning of students using the appropriate and valid assessment tool. Moreover, the results revealed implications of the different assessment tools, learning interventions, and strategies among teachers. Thus, Obaob G. and Moneva J. (2014) emphasized

that teachers must possess the skills in preparing appropriate and valid assessment tools to measure student achievements precisely. Teachers must continue to monitor students' achievements and make effective and suitable changes in their approaches, instructional strategies, and techniques. Being based on the instructional objectives, the assessment tools must contain the criteria that emphasize the desired outcomes or skills that the student needs to develop and shall be flexible to the relevant and special skills manifested by the students.

Table 6 Academic Performance of the students

Grades	Frequency	Percentage (%)
80 to 84	1	1.04
85 to 89	33	34.38
90 to 94	61	63.54
95 and above	1	1.04
Total	96	100.0
Average Grade = 89.93		

Table six shows the frequency and average result of the academic performance of the students' respondents. Results revealed high academic performance among the respondents. Table 6 revealed that the majority of the respondents have grades between 90-and 94 or 63.54 percent having an outstanding level of academic performance.

The result implies that teachers have a substantial impact on their students' academic and life-long success, D. Blazar (2016). Thus, according to Burroughs et al. (2019), teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes yet have simultaneously had difficulties in defining what teacher characteristics make for an effective teacher.

Despite a voluminous research literature on the question of teacher quality, evidence for the impact of teacher characteristics (experience and professional knowledge) on student outcomes remains quite limited. There is a smaller, but more robust set of findings for the effect of teacher support on the opportunity to learn.

Table 7 The significant relationship between Teachers' Observation scores in RPMS and students' Academic Performance

Indicators	Correlation Coefficient	Description	P – value	Decision
Content Knowledge and Pedagogy	-0.116	Weak and Inverse Correlation	0.260	Failed to Reject Ho
Learning Environment and Diversity of Learners	-0.033	Very Weak and Inverse Correlation	0.748	Failed to Reject Ho
Curriculum and Planning	0.036	Very Weak and Direct Correlation	0.731	Failed to Reject Ho
Assessment and Reporting	0.076	Very Weak and Direct Correlation	0.459	Failed to Reject Ho
Overall RPMS Rating	-0.013	Very Weak and Inverse Correlation	0.903	Failed to Reject Ho

Table 7 above extrapolates the significant relationship between teachers' observation scores on students' academic performance. Computed results show that the key result areas such as a.) Learning Environment and Diversity of Learners which has a correlation coefficient of -0.33, and a p-value of 0.748 b.) Curriculum and Planning that has a 0.036 correlation coefficient and p-value of 0.731 and c.) Assessment and Reporting have a 0.076 correlation coefficient and p-value of 0.459 all of these have a very weak and direct correlation to the students' academic achievement while Content knowledge and pedagogy obtained a -0.116 correlation coefficient and p-value of 0.260 have a Weak and Inverse Correlation to students' academic achievement. Thus, with the overall RPMS rating of -0.013 which is a very weak and inverse correlation coefficient, and the p-value of 0.93 which further implies that there is no significant relationship between the teachers' observation scores and the student's academic achievement.

Furthermore, findings of the study revealed that there is not enough evidence to show that there is a significant relationship between the JHS teachers' scores on the RPMs and the students' academic achievement on the content knowledge and pedagogy, learning environment, and diversity of learners, curriculum and planning, assessment and reporting.

Anthony T. Milanowski (2014) emphasized the relationship between Teacher's Observations' Scores and Student Achievement that scores produced by these standards-based teacher evaluation systems have a substantial positive relationship with the achievement of the evaluated teachers' students, however, It should be noted, that differences in the strength of the relationship differ against subjects, and across grades because of the students' different characteristics.

Thus, it is safe to say as per Hartle, Everall, and Baker, (2012), that performance management is important and related to developing the effectiveness of teachers and stakeholders, implying that the Teachers' Observation score in RPMs as a tool is relating in developing the effectiveness of teachers, both as individuals and students' academic performance. However, the data gathered relating the different academic performances of the student respondents and the Score of the JHS teachers on the RPMS may not be statistically significant. This is due to the intervening factors related to the study which were not part of or included in the study. the observed differences in students' performance were statistically not significant. Thus teacher effectiveness is not the only determinant of students' academic achievement, A. Akiri (2013).

CONCLUSION

Based on the foregoing findings, the researcher drew the following conclusions:

1. The teacher's observation scores in terms of the Key Result Areas were all Very Satisfactory in ratings, the same are arranged from highest to lowest based on its obtained mean values: Content Knowledge and Pedagogy (highest in rank), Learning Environments and Diversity of the learners (second

in rank), Curriculum and planning (third in rank), Assessment and reporting (lowest in rank).

2. The average academic performance of the student respondents ranged from 90-to 94, interpreted as very satisfactory.

3. There was no significant relationship between teachers' overall observation scores and Student Academic performance.

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