

Profiling Teacher Performance: Relationship Between Demographics and IPCRF Ratings

Mark Douglas M. Tuquib, Ramil Damiles, Jayme, Cynelrose Fernandez, Jennely A. Gastador, Paquito Lleses, Zynara G. Sarenos, Ralph Tan Nery

Bukidnon State University, Malaybalay Bukidnon, Philippines

markdouglastuquib.7@gmail.com

Abstract: *This study examined the relationship between teachers' demographic characteristics and their performance as measured by the Individual Performance Commitment and Review Form (IPCRF). Using a descriptive–correlational design, data were collected from 100 public school teachers in selected districts in Bukidnon, Philippines. Demographic variables included age, gender, and years of service, while performance was measured using official IPCRF ratings. Descriptive statistics revealed that most teachers were Generation X, predominantly female, and had 6–10 years of service. Most respondents obtained Outstanding and Very Satisfactory ratings, with a mean performance score of 4.44. Correlational analysis showed no significant relationships between demographic variables and IPCRF ratings. Findings indicate that teacher performance is not influenced by demographic characteristics but is more closely associated with professional competence and organizational support. The study highlights the importance of equitable performance evaluation and competency-based professional development.*

Keywords: teacher performance, demographics, IPCRF, RPMS, correlational study

Introduction

Teacher performance remains a critical factor in ensuring quality education, particularly in geographically diverse and resource-constrained contexts. In many public elementary schools, teachers face challenges such as large class sizes, multigrade assignments, and limited instructional resources. Despite these constraints, performance evaluation systems aim to maintain accountability and professional standards.

The Department of Education uses the Individual Performance Commitment and Review Form (IPCRF) as part of the Results-Based Performance Management System to assess teacher effectiveness. This tool measures teaching competence, professional responsibilities, and accomplishments aligned with institutional standards.

Although performance ratings of teachers are generally high, questions remain regarding the extent to which demographic characteristics influence these outcomes. Age, gender, and years of service may shape professional experience, motivation, and role expectations, potentially affecting performance. However, limited empirical studies at the division level have examined these relationships using statistical analysis.

Purpose of the Study

This study aimed to determine whether a significant relationship exists between teachers' demographic profiles—age, gender, and years of service and their IPCRF performance ratings.

Research Questions

1. What is the demographic profile of teachers in terms of age, gender, and years of service?
2. What is the level of teacher performance based on IPCRF ratings?
3. Is there a significant relationship between demographic variables and IPCRF ratings?

Theoretical Framework

The study was grounded in Human Capital Theory, Role Theory, and Performance Management Theory. These frameworks explain how experience, professional expectations, and structured evaluation systems influence job performance.

Method

Research Design

The study employed a quantitative descriptive–correlational design to examine relationships between demographic variables and performance ratings.

Participants

The sample consisted of 100 public school teachers selected using stratified random sampling from several districts in Bukidnon.

Instrumentation

Data were gathered using a researcher-developed demographic questionnaire and official IPCRF records. The IPCRF ratings followed standard DepEd adjectival scales.

Data Collection Procedures

Permission was secured from school authorities, and informed consent was obtained from participants. Data were collected through questionnaires and school records while ensuring confidentiality.

Data Analysis

Descriptive statistics summarized demographic profiles and performance levels. Correlation analysis determined relationships between variables.

Ethical Considerations

Participation was voluntary, anonymity was maintained, and data were used solely for research purposes.

Results

Demographic Profile of Teachers

Table 1

Demographic Profile of Teachers

Demographic	Description	f	%
Age	Generation Z (13–28)	6	6%
	Millennials (29–44)	38	38%
	Generation X (45–60)	52	52%
	Baby Boomers (61–79)	4	4%
Gender	Male	40	40%
	Female	60	60%
Years of Service	1–5 years	15	15%
	6–10 years	32	32%
	11–15 years	13	13%
	16–20 years	15	15%
	21–25 years	7	7%
	26–30 years	11	11%
	31–35 years	7	7%

Most teachers were Generation X, female, and had moderate years of teaching experience.

Teacher Performance Levels

Table 2

IPCRF Performance Ratings

Range	Description	f	%
4.500–5.000	Outstanding	63	63%
3.500–4.499	Very Satisfactory	34	34%
2.500–3.499	Satisfactory	3	3%
Below 2.499	Unsatisfactory/Poor	0	0%

Mean = 4.44; SD = 0.43

Teachers demonstrated consistently high performance.

Correlation Results

Table 3

Relationship Between Demographics and Performance

Variable	r	p	Interpretation
Age	0.118	0.249	Not significant
Years of Service	0.057	0.579	Not significant
Gender	0.058	0.574	Not significant

No significant relationships were found.

Discussion

The findings indicate that teacher performance remains consistently high regardless of demographic differences. The absence of significant correlations suggests that professional competence, organizational support, and evaluation standards play stronger roles than demographic characteristics.

These results align with performance management principles emphasizing objective evaluation systems. They also support human capital theory, which highlights competency development rather than demographic attributes as predictors of performance.

Conclusion

Teacher performance in the selected districts is consistently high and equitable across demographic groups. Age, gender, and years of service do not significantly influence IPCRF ratings. Performance appears to be shaped more by professional competence, continuous development, and institutional support.

Recommendations

1. Strengthen competency-based professional development programs.
2. Maintain data-driven performance management practices.
3. Provide individualized support based on professional needs.
4. Conduct further research on organizational and contextual factors influencing teacher performance.

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