# Implementation of Results-Based Performance and Management System (RPMS): Its Impact on The Secondary Schools in Labo East District

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**Abstract-** **This study determined the status of implementation of RPMS and its impact to teachers, master teachers, and school administrators in the secondary schools of Labo East District for the School Years 2018 to 2021. The study employed descriptive correlational research design with survey questionnaire checklist and document analysis as data-gathering instruments. It also utilized open-ended interview guide for triangulation of data gathered. Total enumeration was employed in this study which involved one hundred sixty-seven (167) teachers, five (5) master teachers, and seven (7) school administrators. Based on the findings, it is concluded that Labo East District implemented RPMS to a very great extent. The implementation of RPMS had a very high impact to teachers, master teachers, and school administrators. Significant relationship exists between the status of implementation of RPMS and its impact to teachers, master teachers and school administrators. The noted challenges affected the RPMS implementation and its impact on the teachers and master teachers. It is recommended that the secondary schools in Labo East District should continue enhancing the status of implementation of the four phases of RPMS in schools to increase the performance of teachers. School programs and activities for teachers must also be anchored on Philippine Professional Standards for Teachers.**

**Indexed Terms- Results Performance Management System (RPMS), Content Knowledge and Pedagogy, Learning Environment, Professional and Personal Growth**

## I. INTRODUCTION

The Strategic Performance Management System (SPMS) is to be established and implemented in all government agencies in the Philippines, according to the Memorandum Circular (MC) No. 06, series of 2012, which was issued by the Civil Service Commission (CSC). The SPMS places a strong emphasis on how the agency's strategic thrusts coincide with how the various organizational departments and employees carry out their daily duties. It focuses on measuring performance in relation to the desired milestones and offers a reliable and verifiable foundation for evaluating organizational outcomes and the overall performance of the government workforce.

The CSC's contextualized SPMS is known as the Results-based Performance Management System (RPMS). Through the years, the CSC has implemented several teacher performance evaluations and/or appraisal systems. These systems, however, focus only on individual appraisals which are pre-requisites for promotion and other personnel actions including separation and performance-based incentives. The SPMS gives emphasis to the strategic alignment of the CSC's thrusts with the day-to-day operations of CSC units (MC 6, s. 2012).

The Department of Education issued DepEd Order No. 2, series of 2015 otherwise known as the "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS)". This attempts to offer thorough instructions for the DepEd adoption of the CSC's SPMS. It covers the processes such as setting of performance targets, monitoring and evaluating performance, and development planning for school and office personnel with regular *plantilla* positions in the department. The guidelines also stipulate the specific criteria and mechanisms in RPMS implementation.

In adherence to DepEd Order No. 2, series of 2015, all public elementary and secondary schools in the Division of Camarines Norte started the implementation of the RPMS for School Year 2015-2016 in line with personnel performance appraisal. Moreover, the department stated that RPMS 2018 version is in consonance with the guidelines on the adoption of Philippine Professional Standards for Teachers (PPST) indicators which are mandated to be used in all teacher appraisals. The developed and nationally validated PPST was signed into a policy through DepEd Order No.42, series of 2017 with the aim of better serving the educational system's stakeholders and efficiently providing the needed quality services, with the given vision, mission, and core values of the institution.

Analyzing the impact of the RPMS implementation to the teachers and school administrators, the issues and challenges encountered by the teachers, master teachers, and school administrators and to probe into their root causes and possible solutions motivated the researcher to conduct this study. It is important to know where these issues and challenges came from since the success of the performance management does not solely depends on the system itself but also on the manner the organization implements it. This study would help to give light to these inquiries.

With all the intentions mentioned, this study generally aimed to determine the status of implementation of RPMS and described its impact to Teachers I-III, Master Teachers I-IV and School Administrators in the Secondary Schools of Labo East District as determined by the teachers, master teachers and school administrators in the Secondary Schools of Labo East District. Based on the findings, the researcher proposed actions to address the implementation of RPMS in the secondary schools of Labo East District, in the Division of Camarines Norte.

## II. METHODOLOGY

This study employed descriptive-correlational method of research. The descriptive method was used for it is deemed appropriate in describing the status of implementation of RPMS in the Secondary Schools of Labo East District along performance planning and commitment (phase I), performance monitoring and coaching (phase II), performance review and evaluation (phase III), and performance rewarding and development planning (phase IV). It was also used in describing the impact of RPMS implementation to teachers and master teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Moreover, descriptive-correlational method was utilized to describe the impact of RPMS implementation to school administrators in terms of instructional leadership, learning environment, human resource management and development, parent's involvement and community partnership, and school leadership, management and operations. The correlation method was used to find out the relationship between the status of implementation of RPMS and its impact to teachers, master teachers and school administrators.

The study involved one hundred sixty-seven (167) teachers, five (5) master teachers, and seven (7) school administrators from the secondary schools in Labo East District in the Division of Camarines Norte namely Talobatib High School, Labo Science and Technology High School, Labo National High School, Tulay na Lupa National High School, Pag-Asa High School, Baay High School and Aniceta De Lara Pimentel High School. Total enumeration was utilized for the respondents of the study.

The sources of data were the documents reviewed and the respondents' responses in the survey questionnaire checklist. The data on the status of RPMS implementation and its impact to teachers, master teachers and school administrators as well as the issues and challenges were obtained from the survey questionnaires and interview guide. To further validate the impact, document analysis was conducted based on the report of the IPCRF ratings of teachers and master teachers, and OPCRF ratings of the school administrators in the secondary schools in Labo East District in the Division of Camarines Norte for School Year 2018 – 2021.

The data on the status of RPMS implementation and its impact were analyzed descriptively using weighted mean and linear regression analysis. Weighted mean

was used to determine the status of the RPMS implementation in the Schools Division of Camarines Norte along the four phases. It was also used to evaluate the impact of RPMS implementation to teachers, master teachers and school administrators and issues and challenges faced by the teachers, master teachers and school administrators along RPMS implementation. Meanwhile, linear regression analysis was employed to determine the significant relationship between the status of implementation of RPMS and its impact to teachers, master teachers and school administrators.

### III. RESULTS AND DISCUSSION

This part presents the results of the data analysis in response to the problems covered by this study.

- Status of implementation of RPMS in the Secondary

Schools of Labo East District

Presented in Table 1 is the summary of the status of implementation of the Results-Performance Management System along its four phases. Based on the data, the phase with the highest status of implementation is performance review and evaluation with an overall mean of 4.75 followed by performance monitoring and coaching with a mean of 4.57. Next is performance rewarding and development planning with a mean of 4.51 interpreted as to a very great extent, and lastly, performance planning and commitment with a mean of 4.39 interpreted as to a great extent.

Table 1
*Overall Status of Implementation of Results-Based Performance Management System (RPMS)*

| Phases | Average Mean | Verbal Interpretation |
|---|---|---|
| Performance Planning and Commitment | 4.39 | GE |
| Performance Monitoring and Coaching | 4.57 | VGE |
| Performance Review and Evaluation | 4.75 | VGE |
| Performance Rewarding and Development Planning | 4.51 | VGE |
| Grand Mean | 4.56 | VGE |

Legend:
4.50 – 5.00 = Very great extent (VGE)
3.50 – 4.49 = Great extent (GE)
2.50 – 3.49 = Some extent (SE)
1.50 – 2.49 = Very little extent (VLE)
1.00 – 1.49 = Not at all (NA)

The result means that the overall status of implementation of RPMS along its four phases was to a very great extent. It further means that RPMS had been completely implemented. The grand mean of RPMS implementation in Labo East District secondary schools in the Division of Camarines Norte was also recorded with a mean of 4.56 which means that it was implemented to a very great extent with a need for further improvement.

- Impact of RPMS Implementation to Teachers and Master Teachers

Table 2 presents the impact of RPMS implementation to teachers and master teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. As can be seen from the table, the indicator with the lowest mean of RPMS implementation to teachers and master teachers was on diversity of learners, curriculum and planning, assessment and reporting with 4.45 and 4.25 mean scores from both groups and with an overall mean of 4.35 interpreted as high respectively.

Table 2
*Impact of RPMS implementation*

| Indicators | Average Mean | Int. |
|---|---|---|
| Content Knowledge and Pedagogy | | |
| Applied knowledge of content within and across curriculum Teaching areas. | 4.74 | VH |
| Used research-based knowledge and principles of teaching and learning to enhance professional practice. | 4.71 | VH |
| Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. | 4.67 | VH |
| Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. | 4.56 | VH |
| Grand Mean | 4.67 | VH |
| Learning Environment | | |
| Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. | 4.76 | VH |
| Maintained learning environments that promote fairness, respect and care to encourage learning | 4.67 | VH |
| Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. | 4.62 | VH |
| Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning. | 4.71 | VH |
| Grand Mean | 4.69 | VH |
| Diversity of Learners, Curriculum and planning, Assessment and reporting | | |
| Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents. | 4.55 | VH |
| Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. | 4.24 | H |
| Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. | 4.34 | H |
| Utilized assessment data to inform the modification of teaching and learning practices and programs. | 4.27 | H |
| Grand Mean | 4.35 | H |
| Community Linkages and Professional Engagement & Personal Growth and Professional Development | | |
| Maintained learning environments that are responsive to community contexts. | 4.59 | VH |
| Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers | 4.44 | H |

| | Mean | Int. |
|---|---|---|
| Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders | 4.53 | VH |
| Applied a personal philosophy of teaching that is learner-centered | 4.73 | VH |
| Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity | 4.85 | VH |
| Set professional development goals based on the Philippine Professional Standards for Teachers | 4.86 | VH |
| Performed various related works / activities that contribute to the teaching learning process | 4.85 | VH |
| Grand Mean | 4.69 | VH |
| Overall Mean | 4.60 | VH |

Legend:
4.50 - 5.00 = Very high
3.50 - 4.49 = High
2.50 - 3.49 = Moderate
1.50 - 2.49 = Low
1.00 – 1.49 = Very low

This simply means that there are still rooms for improvement with regards to the objectives under diversity of learners, curriculum and planning, assessment and reporting. Learner diversity has five components, including learners' gender, needs, strengths, interests, and experiences; learners' linguistic, cultural, socioeconomic, and religious origins; learners with disabilities, giftedness, and skills; learners in challenging situations; and learners from indigenous communities.

- Impact of RPMS implementation to school administrators

Table 3 presents the impact of RPMS implementation to school administrators.

Table 3
*Impact of RPMS Implementation to School Administrator*

| Indicators | Mean | Int. |
|---|---|---|
| Instructional Leadership | | |
| Assessment for Learning | 4.00 | H |
| Developing Programs &/or Adapting Existing Programs | 4.00 | H |
| Implementing Programs for Instructional Improvement | 3.86 | H |
| Instructional Supervision | 4.86 | VH |
| Grand Mean | 4.18 | H |
| Learning Environment | | |
| Setting high social & academic expectations | 4.86 | VH |
| Creates an engaging learning environment | 5.00 | VH |
| Creating school environments focused on the needs of the learner | 5.00 | VH |

| | | |
|---|---|---|
| Provides environment that promotes use of technology among learners and teachers | 5.00 | VH |
| Grand Mean | 4.97 | VH |
| Human Resource Management and Development | | |
| Creating a Professional Learning Community | 5.00 | VH |
| Recruitment & hiring | 4.71 | VH |
| Managing Performance of Teachers and Staff | 4.86 | VH |
| Assesses and analyzes the needs and interests of teachers and other school personnel | 5.00 | VH |
| Grand Mean | 4.89 | VH |
| Parent's Involvement and Community Partnership | | |
| Establishes school and family partnerships that promote student peak performance | 4.86 | VH |
| Organizes programs that involve parents and other school stakeholders to promote learning | 4.86 | VH |
| Conducts dialogues and meetings with multi-stakeholders in crafting programs and projects | 4.86 | VH |
| Establishes sustainable linkages / partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt a School Program policies | 4.57 | VH |
| Grand Mean | 4.78 | VH |
| School Leadership, Management and Operations | | |
| Involves all internal and external stakeholders in developing SIP/AIP | 4.86 | VH |
| Assists teachers and students to understand the problem and identify possible solutions | 4.86 | VH |
| Involves stakeholders in meetings and deliberations for decision making. | 4.86 | VH |
| Provide opportunities for growth and development of members as team players | 3.00 | M |
| Grand Mean | 4.40 | H |
| Overall Mean | 4.64 | VH |

Legend:
4.50 - 5.00 = Very high
3.50 - 4.49 = High

2.50 - 3.49 = Moderate
1.50 - 2.49 = Low
1.00 – 1.49 = Very low

In terms of Instructional Leadership, RPMS implementation had high impact on the instructional supervision skills of the school administrators. In terms of Learning Environment, the researcher understood that there is a need for the school administrator to build connections to all school stakeholders to ensure that learning environment of the school is safe, fair and conducive for learning. In terms of Human Resource Management and Development, the findings implied that in the locale of the study, teachers are competent in dealing with their learners, thus, ensuring quality performance among them. In terms of Parental Involvement and Community Partnership, the findings revealed that the implementation of RPMS had very high impact in the parental involvement and community partnership competencies of the school administrators in the locale of the study. This implies full support from the school stakeholders in school programs and activities. In terms of School Leadership, Management and Operations, the findings implied effective and efficient management of school operations and resources.

- Relationship between the Status of Implementation of RPMS and Its Impact to Teachers, Master Teachers and School Administrators

Table 4 presents the results of the relationship between the status of implementation of the RPMS and its impact on teachers and Master Teachers.

Table 4
*Significant Relationship between the Status of Implementation of RPMS and Its Impact to Teachers*

| Variables | Planning | | Monitoring | | Review | | Rewarding | |
|---|---|---|---|---|---|---|---|---|
| | T | MT | T | MT | T | MT | T | MT |
| Content Knowledge | 0.509* | 0.221 | 0.527* | 0.559* | 0.429* | 0.535* | 0.471* | 0.535* |
| Learning Environment | 0.330 | 0.221 | 0.315 | 0.559* | 0.242 | 0.535* | 0.269 | 0.535* |
| Diversity of Learners | 0.543* | 0.942** | 0.460* | 0.816* | 0.347 | 0.488* | 0.469* | 0.732* |
| Community Linkages | 0.604** | 0.933** | 0.554* | 0.707** | 0.424* | 0.423* | 0.535* | 0.423* |

Legend:
** -Highly Significant (p>0.001)
* - Significant (p<0.01)
ns-Not Significant (p>0.05)

In terms of Planning, results implied that the rater explained thoroughly the importance of the RPMS as based on the Philippine Professional Standards for Teachers. In terms of Monitoring, results implied that the rater asked from the ratee the evidence supporting the latter's performance. In terms of Review, results implied that that strengths and weaknesses must thoroughly discussed to the teachers and master teachers in order for such ratees to apply knowledge of content within and across curriculum in all teaching areas. In terms of Rewarding, results implied that the rater commended the good performance rating of the ratee to boost work ethics.

Meanwhile, Table 5 presents the results examining the relationship between the status of implementation of the RPMS and its impact on school administrators. The analysis is based on a small sample size of 7. Based on the data, several relationships between the performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance reward and development planning are significant.

Table 5

*Significant relationship between the status of implementation of RPMS and its impact to School Administrators*

| Variables | Planning | Monitoring | Review | Rewarding |
|---|---|---|---|---|
| Instructional Leadership | -0.58* | -0.73** | -0.73** | -0.849** |
| Learning Environment | -0.132 | 1.0** | -0.73** | 0.258 |
| Human Resource | -0.132 | 1.0** | 1.0** | 0.258 |
| Parents Involvement | -0.937** | 0.471* | 0.471* | -0.730** |
| School Leadership | -0.937** | 0.471* | 0.471* | -0.730** |

Legend:

** -Highly Significant (p>0.001)
* - Significant (p<0.01)
ns-Not Significant (p>0.05)
a -0.05 confidence level
1.0 – 1.49 = Not at all (NA)

- Issues and Challenges in the Implementation of Results-Based Performance Management System (RPMS)

Table 5 shows the data on the issues and challenges in the implementation of RPMS. The challenges enlisted were adopted from the survey questionnaire of Torrero (2020) about the Implementation of RPMS conducted in Division of Camarines Norte. The data show that all of the challenges were moderately evident during the RPMS implementation from School Year 2018 to 2021. Therefore, there is a need to further improve the implementation to overcome the challenges. For the teachers and master teachers, the issues and challenges were "assessments were kept secret" with a mean of 3.83 and 3.00 interpreted as evident.

Table 6

*Issues and Challenges in the Implementation of RPMS*

| | Issues and Challenges | Mean T n=167 | Mean MT n=5 | Mean SA n=7 | Over-all Mean | Int. |
|---|---|---|---|---|---|---|
| 1 | Assessments were kept secret | 3.83 | 3.00 | 2.57 | 3.13 | ME |
| 2 | High anxiety before and during the evaluation process | 3.50 | 2.40 | 4.57 | 3.49 | ME |
| 3 | A time-consuming process | 3.02 | 2.20 | 4.71 | 3.31 | ME |
| 4 | Cross-comparisons were not required by comparing ratees' performance | 3.50 | 2.20 | 2.57 | 2.76 | ME |
| 5 | No comprehensive team assessment | 3.42 | 2.00 | 2.57 | 2.66 | ME |
| 6 | No periodic formal feedback given to the ratee | 3.31 | 2.20 | 2.57 | 2.69 | ME |
| 7 | It was historical for it was more on last year's feedback rather than the necessary changes in current performance | 2.81 | 2.00 | 2.29 | 2.37 | ME |
| 8 | Disconnected rewards and individual performance rating | 3.70 | 2.00 | 2.57 | 2.76 | ME |
| 9 | Many possible emotional consequences | 3.18 | 2.20 | 1.86 | 2.42 | ME |
| 10 | Lack of accountability of raters for providing accurate and immediate feedback | 3.03 | 2.20 | 2.57 | 2.60 | ME |
| 11 | Inconsistency across raters, some were easy raters and others were not | 3.07 | 2.60 | 2.29 | 2.65 | ME |
| 12 | One-way communication, feedbacks were not solicited from the ratees | 2.92 | 2.00 | 4.57 | 3.16 | ME |

| 13 | A focus on the squeaky or focusing on low performers | 2.88 | 2.40 | 2.57 | 2.62 | ME |
|----|----|----|----|----|----|----|
| 14 | No second review and was done by a single rater only | 3.41 | 2.40 | 2.57 | 2.79 | ME |
| 15 | No alerts, the ratees were not notified if their performances were below standards | 3.03 | 2.00 | 2.57 | 2.53 | ME |
| 16 | Recency errors, raters evaluated based on events that occurred during the last few months | 2.97 | 2.00 | 2.00 | 2.32 | ME |
| 17 | No appeal process, no opportunity to challenge the results with a neutral party | 3.00 | 2.80 | 2.29 | 2.70 | ME |
| 18 | No integration, process was not fully integrated with compensation, development, or staffing | 3.21 | 2.20 | 2.57 | 2.66 | ME |
| 19 | Raters and ratees had no complete understanding of performance and productivity. | 2.86 | 2.00 | 2.57 | 2.48 | ME |
| 20 | Managers were not trained | 2.62 | 2.20 | 2.57 | 2.46 | ME |

Legend:
4.50 - 5.00 = Highly evident (HE)
3.50 - 4.49 = Evident (E)
2.50 - 3.49 = Moderately evident (ME)
1.50 - 2.49 = Slightly evident (SE)
1.49 and below = Not evident (NE)

The overall means in the challenges encountered reveal that there is still room for improvement when it comes to RPMS implementation. The overall status of implementation according to the 4 phases of RPMS is to a very great extent. RPMS implementation's impact to teachers and master teachers along content knowledge and pedagogy, learning environment, community linkages and professional engagement and personal growth and professional development, community linkages and professional engagement and personal growth and professional development were very high while on diversity of learners, curriculum and planning, assessment and reporting, the impact was high.

- Recommendations to Address the Implementation of RPMS in the Secondary Schools of Labo East District in the Division of Camarines Norte

As shown in Table 7, along the implementation of RPMS the identified strong points were the RPMS features and design while the weak points were the manner of implementation, the leadership and management style of school administrators, continuous efforts of the school administrators and RPMS is not treated with utmost relevance by some teachers and school administrators.

Table 7
*Recommendations to Address the RPMS Implementation in DepEd*

| Indicators | Identified Basis of the Recommendation | Recommendation |
|----|----|----|
| | Manner of Implementation | Sustain the good RPMS design and features |
| | Leadership and Management Style | |
| Implementation of RPMS | Continuous improvement efforts of the school administrators | |

| | | |
|---|---|---|
| | RPMS is not treated with utmost relevance by some teachers and school administrators | Crafting of the OPCRF which are basically aligned with the competencies expected from the teachers and school administrators. |
| | | Use of professional standards and development need aligned objectives |
| | | Evaluate the impact of RPMS implementation on the four indicators |
| Impact of RPMS Implementation | The RPMS implementation to teachers, master teachers and school administrators had a very high impact. | Inclusion of Philippine Professional Standards for School Heads (DepEd Order No. 24, s. 2020) Assessment of the individual needs based on PPST for teachers and the PPSSH for school administrators. |
| Issues and Challenges in RPMS Implementation | Challenges were moderately evident. | Align strategic priorities from higher office down to school level |
| | | Enhance employee's competencies and promote organizational values to achieve organizational goals. |

Thus, it is recommended to sustain the good design and features of RPMS and crafting of the OPCRF which are basically aligned with the competencies expected from the teachers and school administrators. For the impact of RPMS implementation, the RPMS implementation to teachers, master teachers and school administrators had a very high impact on their competencies as teachers and school administrators.

## CONCLUSION

On the basis of the findings of the findings of the study, the following conclusions were arrived at: 1) Labo East District implemented RPMS to a very great extent which means that it was completely implemented but there is still a need for further improvement along its four phases; 2) the implementation of RPMS teachers and master teachers had a very high impact along content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development, while it had a very high impact to school administrators along instructional leadership, learning environment, human resource management and development, parental involvement and community partnership, school leadership, management and

operations; 3) RPMS implementation to teachers can positively impact their competencies, as for master teachers there is a varying degree of relationship between the status of implementation of (RPMS) and its impact across different areas of focus while for school administrators, there were very strong correlations in all areas of competencies, thus significant relationship exists between the status of implementation of RPMS and its impact to teachers, master teachers and school administrators, yet teachers, master teachers and school administrators encountered issues and challenges in its implementation; and 4) recommendations were proposed to address the implementation of RPMS in the secondary schools of Labo East District in the Division of Camarines Norte.

## RECOMMENDATION

The following recommendations to the area of research and development are hereby given: 1) the secondary schools in Labo East District should continue enhancing the status of implementation of the four phases of RPMS in schools; 2) DepEd should craft learning and development programs and activities anchored on PPST; 3) DepEd must conduct reorientation of teachers and the whole school community with focus on positive discipline and

classroom management; 4) schools must utilize assessment results and come up with a localized and contextualized instructional material that can cater diverse learners; 5) DepEd officials may craft a clear policy directing schools in planning a management intervention in order to attain the national performance standard; and 6) school administrators should always revisit the individual learning and development needs of the staff.

ACKNOWLEDGEMENTS

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