



RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM: ITS IMPLEMENTATION CHALLENGES IN SAN ANTONIO ELEMENTARY SCHOOL

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Abstract

This study was conducted in order to determine the implementation of RPMS in San Antonio Elementary School as well as its impact on the performance of the teachers. This study utilizes descriptive correlational survey design and 14 totally enumerated respondent teachers. Results of the study showed that the RPMS is highly implemented in San Antonio Elementary School. This suggests that the school has is highly compliant and adherent to the guiding principles of RMPS implementation. Good implementation of RPMS has to lead to teachers' better understanding of the work expected of them. This provided a concrete picture of their roles in the education system. Aside from that, the study also showed that the teachers have a very satisfactory overall performance which can be attributed to the school's excellent implementation of RPMS. The technical support and assistance extended among teachers and the provision of appropriate interventions created an environment that cultivated professional growth which yielded better performance outcomes. This is further concretized by the correlations analysis which suggested a very high relationship between the implementation of RMPS and teachers' performance. However, the results of the study revealed that the school has to be careful with the data results to prevent them from being divulged. Hence, it's recommended that the school should be mindful of data handling. Aside from that, it is also recommended that schools have to implement the RPMS well as it has an impact on teachers' performance.

Keywords: Challenges, Educational Role, Implementation, Teachers Performance, Results-Based Performance Management System

Introduction

Setting standardized performance management system aligned to the organization's thrust is vital to ensure that the personnel are guided in working towards the attainment of the set targets. This would provide them concrete performance expectations and framework for their daily tasks which help them improve their performance and the performance of the organization as a whole.

The performance management process combines information gathered through monitoring goal completion, feedback and discussions. By analyzing successes, strengths, learning from mistakes and examining potential for growth and development, organizations can develop talents, enhance individual performance and weed out problems as propounded by Bangayan-Manera, Vecaldo & Saquing (2020).

In the Department of Education utilizes Results-Based Performance Management System (RPMS) as performance management tool for both the teachers and the non-teaching staff. The adoption of the RPMS is in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). It follows the four-phase cycle of SPMS prescribed in CSC Memorandum Circular No. 6, s. 2012 and aims to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs.

With the of RPMS, DepEd strengthens the culture of performance and accountability in the agency while upholding its organizational mandate, vision, and mission. The Department believes that there is a need to link corporate goal and performance measurement. The system of measurement is important to track individual performance and its contribution to overall goals. Moreover, by cascading the accountabilities to the entire agency, units, department, and own employees, creates a factual basis for performance target. Continuous performance management allows managers to see when employees go above-and-beyond. It helps them track progress against goals and personal development.

Hence, RMPS cannot be overlooked as it plays an essential role in DepEd's human resource management system. Thus, it has tremendous effects on the performance of the personnel and the entire department. San Antonio Elementary School as part of the DepEd has adopted the new RPMS. Since it's new, challenges may arise in its implementation. Therefore, this study was conducted in order to assess the implementation of the new RPMS and study the challenges there are to see what areas need improvement.

Research Questions

This study aimed to evaluate the implementation of the Results-Based Performance Management System as well as the challenges faced by the personnel of San Antonio Elementary School. Specifically, it sought to answer the following questions:

1. What is the extent of the implementation of the Results-Based Performance Management System in the following phases:
 - a. Performance Planning and Commitment;
 - b. Performance Monitoring and Coaching;
 - c. Performance Review and Evaluation; and
 - d. Performance Rewards and Development Planning
2. What are the challenges faced by the personnel as regards Results-Based Performance Management System?

3. What is the performance of the employees?
4. Is there a significant relationship between the implementation of RPMS and the employees' performance?

Hypothesis

1. There is no significant relationship between the implementation of RPMS and the employees' performance.

Research Methodology

This study was conducted in order to determine the implementation of RPMS in San Antonio Elementary School as well as its impact on the performance of the teachers. This study utilizes descriptive correlational survey design.

A survey questionnaire was given to respondents to assess the implementation of RPMS and the challenges towards it using google forms. The questionnaire has 2 parts. The first part will be used to assess the implementation of RPMS. It is composed of 40 statements, of which, 10 statements correspond to each of the four phases. The second part will be used to determine the challenges on RPMS implementation utilizing 20 pre-determined challenges. The questionnaire used was adapted from the study of A.D. Dizon 2018. Aside from that, a review of the one-year appraisal assessment of the teaching personnel was done to assess their performance. Observation and interview were also done to validate their responses.

Discussion of Results and Recommendations

Table 1. Level of Implementation of the RMPS in the Performance Planning and Commitment Phase

No.	Considerations	Mean	Description
1	The rater explains thoroughly the importance of the Results Based Performance Management System.	4.57	To A Very Great Extent
2	The rater discusses methodically the different steps in accomplishing the Individual Performance Review and Commitment Form.	4.71	To A Very Great Extent
3	The rater checks analytically the performance indicators written in each key result area and discussed it with the ratee.	4.79	To A Very Great Extent
4	The rater ensures that the Individual Performance Commitment and Review Form is accomplished before the start of the rating period.	4.71	To A Very Great Extent
Overall Mean		4.70	To A Very Great Extent

The table above presents the level of implementation of the RMPS in the performance planning and commitment phase. It unveils that the school implements the planning and commitment phase into a very great extent as justified by the overall mean of 4.70. This means that the school is highly adherent to the guidelines regarding planning and commitment.

It further shows that all the indicators had an implementation of a very great extent which denotes that the school doing its responsibility to very great extent in making sure that teachers know how they will be rated and the things expected of them. This guides the teachers as they perform their duties and responsibilities using the new performance indicators.

Moreover, it can be gleaned from the table that discussing analytically the indicators has the highest mean rating, 4.79. This show how emphatic the school is in making ensuring that the teachers are fully aware of the expectations among them.

Table 2. Level of Implementation of the RMPS in the Performance Monitoring Phase

No.	Considerations	Mean	Description
1	The rater provides key inputs about the ratee's performance during the performance monitoring.	4.64	To A Very Great Extent
2	The rater directs the ratee's performance on certain frequencies; not just once.	4.64	To A Very Great Extent
3	The rater clearly defines opportunities for improvement of the ratee.	4.64	To A Very Great Extent
4	The rater asks from the ratee the evidence supporting the latter's performance.	4.71	To A Very Great Extent
5	The rater practices the STAR (Situation, Task, Action and Results) Approach.	4.64	To A Very Great Extent
6	The rater asks the ratee to track the latter's performance against the targets.	4.71	To A Very Great Extent
7	The rater provides coaching to the ratee to improve work performance and behavior.	4.79	To A Very Great Extent
8	The rater records the critical incidences of the ratee on the Performance Monitoring and Coaching Form.	4.71	To A Very Great Extent
9	The rater explains the impact of the critical incidences on the job / action plan of the ratee.	4.64	To A Very Great Extent
10	The rater ensures that there is the two-way discussion between him and the ratee.	4.85	To A Very Great Extent
Overall Mean		4.70	To A Very Great Extent

The table above shows the implementation of the RMPS in the Performance Monitoring Phase. It reveals that the school is adherent to towards the implementation of RMPS in the performance and monitoring phase as implied by the overall mean of 4.70. This means that the school is compliant with the guiding principles of RPMS in terms of performance and monitoring.

Aside from that, the table also shows that among the indicators, the rater providing coaching to the ratee to improve work performance and behavior has the highest mean. This denotes the very commitment of the school in making sure that the teachers are well taught and guided towards their work. This also manifests the dedication of the school for continuous improvement and the pursuit for professional growth which are deemed necessary for better performance.

Table 3. Level of Implementation of the RMPS in the Performance Review and Evaluation Phase

No.	Considerations	Mean	Description
1	The rater manages meeting with the ratee.	4.71	To A Very Great Extent
2	The rater creates the right atmosphere during the meeting.	4.71	To A Very Great Extent

3	The rater focuses on the performance issue, not on the person.	4.71	To A Very Great Extent
4	The rater encourages the ratee to do self-appraisal.	4.64	To A Very Great Extent
5	The rater is fair and objective in evaluating the performance of the ratee.	4.79	To A Very Great Extent
6	The rater ensures that the evaluation is based on evidences.	4.79	To A Very Great Extent
7	The rater focuses on solving problems or correcting a behavior.	4.71	To A Very Great Extent
8	The rater and the ratee adopt a joint problem-solving approach.	4.64	To A Very Great Extent
9	The rater evaluates the manifestations of each of the ratee's competency.	4.64	To A Very Great Extent
10	The rater discusses strengths and improvement needs.	4.85	To A Very Great Extent
Overall Mean		4.72	To A Very Great Extent

The table above shows the implementation of RPMS in the performance review and evaluation phase. It shows that San Antonio Elementary School implements the performance and evaluation phase in to a very great extend as shown in the overall mean of 4.72. This means that the school is highly compliant to the methods of reviewing and evaluating performance of the teachers.

It can also be gleaned in the table that the most implemented among the indicators is the discussion strength and of improvement needs as denoted by the highest mean of 4.85. Also, this shows the eagerness of the school to improve the performance of the teacher to better serve the clientele.

According to one of the teachers the school has been doing its best to capacitate and continuously upgrade the teachers by providing them constructive criticisms and praising also their strength. This way, teachers are validated- necessary for improvement.

Employees benefit from performance feedback because it teaches them how to communicate effectively with their managers, follow directions, and think critically. Each of these skill sets assists the employee in becoming a little better at their job, thereby improving the overall operation. How will your employees grow if they don't know where they are lacking, where they can improve, what they're doing well, or what they should start/stop doing all together? Performance feedback promotes development by raising awareness, which leads to action, which leads to positive change (Pollock S. et.al 2018).

Table 4. Level of Implementation of the RMPS in the Performance Rewards and Development Planning Phase

No.	Considerations	Mean	Description
1	The rater and the ratee identify development needs.	4.71	To A Very Great Extent
2	The rater asks the rate to prepare action plans in order to meet the development needs.	4.42	To A Very Great Extent

3	The rater links the ratee's performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment.	4.57	To A Very Great Extent
4	The rater sends the ratee to seminars and workshops for professional development.	4.42	To A Very Great Extent
5	The rater discusses and provides qualitative comments, observations, and recommendations to the ratee.	4.57	To A Very Great Extent
6	The rater considers the rates with high performance as a candidate for promotion.	4.50	To A Very Great Extent
7	The rater assigns the ratee with high performance rating to task forces, committees or special projects.	4.42	To A Very Great Extent
8	The rater introduces enhancements to the job of the ratee.	4.57	To A Very Great Extent
9	The rater employs appropriate developmental intervention.	4.72	To A Very Great Extent
10	The rater commends the high-performance rating of the ratee.	4.32	To A Very Great Extent
Overall Mean		4.52	To A Very Great Extent

Table 4 reveals the level of implementation of the RMPS in the performance rewards and development planning phase. It shows that this RPMS aspect is implemented in a very great extend denoted by the overall mean of 5.52.

Having a good implementation of performance rewards and development planning has a huge impact on employees' performance. According to Bangayn- Manera (2019), having a good reward system helps keep employees happy, loyal to the company, and eager to move up the ladder. Employees are motivated to work harder when they receive rewards such as public recognition and increased pay, Taguiam (2021). Also, Employees can learn more about their jobs and improve their skills with career development planning. It also assists them in effectively managing their time and ensuring that the use of employees increases over time, Taguiam (2022).

Looking at the table, the most implemented indicator with 4.72 mean is the rater employing appropriate developmental intervention. This move is very crucial among instructional leaders, hence, the school is really careful about this according to one of the respondents. This means that San Antonio Elementary School makes sure that the employees receive the most relevant and appropriate training needs.

Table 5. Challenges in the Implementation of RPMS.

No.	Considerations	Mean	Description
1	Infrequent feedback - no formal feedback is given to the ratee periodically.	1.58	Not Evident
2	Lack of accountability - raters are not measured or held accountable for providing accurate feedback.	1.5	Not Evident
3	No comprehensive team assessment - although ratees on the school are assessed, there is no simultaneous overall assessment of the team.	1.64	Not Evident

4	Disconnected from rewards - getting a merit raise, bonus, or promotion is completely disconnected from an employee's performance appraisal scores.	1.64	Not Evident
5	No integration - the process is not fully integrated with compensation, development, or staffing (internal movement).	1.42	Not Evident
6	A focus on the squeaky wheel - the system focuses on weak performers.	1.50	Not Evident
7	No second review - even though the process may have impacts on salary, job security, and promotion, the assessment is done by a single rater only.	1.71	Not Evident
8	Cross-comparisons are not required - the system does not require raters to do a side-by-side comparison, comparing each ratee with one another.	1.85	Slightly Evident
9	Assessments are kept secret - although a ratee's performance rating may be posted on a wall, performance appraisals are often kept secret. An overemphasis on privacy concerns might allow raters to play favorites, to discriminate, and to be extremely subjective. Keeping ratings secret allows raters to avoid open conversations about equity.	1.92	Slightly Evident
10	The process is managed by raters who have no complete understanding of performance and productivity.	1.35	Not Evident
11	Managers are not trained - raters are not trained on how to assess and give honest feedback.	1.29	Not Evident
12	Recency errors - raters, especially those who don't consult employee files and data, have a tendency to evaluate based primarily on events that occurred during the last few months (rather than over the entire year).	1.50	Not Evident
13	Inconsistency across raters - some raters are naturally "easy raters" while others are not. As a result, employees working under easy managers have a better chance of promotion due to their higher scores. Without "benchmark" numbers to set as a standard, inconsistency may be possible.	1.58	Not Evident
14	High anxiety - uncertainty can cause many employees high levels of anxiety weeks before the evaluation process.	1.71	Not Evident
15	One-way communication - some raters simply give the employee the form to quickly sign, and they don't even solicit feedback. Ratees are intimidated by raters and the process, and as a result, they say nothing during or after the appraisal.	1.35	Not Evident
16	No alerts - the ratees are not notified midstream should their performance change to the point where it was suddenly dramatically below standards.	1.42	Not Evident
17	No appeal process - a ratee who disagrees with his appraisal is seldom given the opportunity to challenge the results with a neutral party.	1.35	Not Evident

18	Many possible emotional consequences - if performance appraisal is blotched, there is a possibility of decrease in rate engagement, trust, rater brand strength, teamwork, and innovation contribution.	1.42	Not Evident
19	A time-consuming process - most of the forms are incredibly long and slow. As a result, some raters routinely recycle "last year's" evaluations.	1.29	Not Evident
20	It is historical - the focus is on feedback in the past.	1.35	Not Evident
Overall Mean		1.52	Not Evident

The table above shows the challenges employees are experiencing towards the implementation of RPMS. It can be gleaned from the table that the teachers in San Antonio Elementary School have smooth implementation of RPMS as justified by the overall mean of 1.52 which says that challenges are not evident. This unveils how complaint the school is on the guiding principles of RPMS implementation.

While there seem to be no problem on RPMS implementation, teachers are concern of the secrecy of the performance evaluation results. Some employees see this as problem in the school. According to them, there are some teachers who were able determined others performance status. The school however that there is no discrimination or data breach happening. The school keeps the record and results secret. Some data are only revealed for discussion and motivation purposes.

Table 6. Performance of Teachers

Performance	Frequency	Percentage
Outstanding	13	92.86
Very Satisfactory	1	7.14
Total	14	100
Mean	4.44	Very Satisfactory

The table above shows the overall performance of the teachers. It can be seen from the table that the 13 out of 14 or 92.86 percent performed very satisfactory while one performed outstandingly. This means that the teachers have commendable performance as justified by the overall mean performance of 4.44 which is very satisfactory.

Table 7. Correlational Results of RPMS Implementation and Teachers' Performance

		Implementation	Peformance
Implementation	Pearson Correlation		.93
	Sig. (2-tailed)		.000
	N	14	14
Performance	Pearson Correlation	.93	
	Sig. (2-tailed)	.000	
	N	14	14

The table above unveils the correlational results of RPMS implementation and teachers' performance. Analysis shows that the sig. value is .000 which is less than 0.05 alpha. This means that there is a significant relationship between RPMS implementation and teachers' performance. Moreover, the table also shows that the r value is .93 which suggest a very correlation between the two variables. This means that the higher the implementation, the better are the teachers' performance.

Conclusion and Recommendation

Results of the study showed that the RPMS is highly implemented in San Antonio Elementary School. This suggests that the school has is high compliant and adherent to the guiding principles of RMPS implementation. Good implementation of RPMS has lead to teachers' better understanding of the work expected of them. This provided a concrete picture of their roles in the education system. Aside from that, the study also showed that the teachers have very satisfactory overall performance which can attributed to the school's excellent implementation of RPMS. The technical support and assistance extended among teachers and the provision of appropriate interventions created an environment that cultivated professional growth which yielded better performance outcomes. This is further concretized by the correlations analysis which suggested a very high relationship between the implementation of RMPS and teachers' performance. However, results of the study revealed that the school has to be careful with the data results to prevent from being divulged.

Hence, its recommended that the school should be mindful of data handling. Aside from that, it is also recommended that schools have to implement the RPMS well as it has an impact on teachers' performance.

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