

Results-Based Performance Management System (RPMS) and Teachers' Proficiency in Region XII: Implementation and Challenges

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Abstract

Results-based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) of the Department of Education (DepEd) aims to monitor and improve the proficiency of teachers in key result areas. This study explored the implementation of the performance management system, the challenges met, and the implication to teachers' proficiency. There were 314 teachers from the largest high schools in the region who were involved in the survey. It employed a descriptive-correlational design using mainly questionnaires to collect data. The assessment of teachers' proficiency was based on secondary data. Both descriptive and inferential statistics were used in data analysis. Results revealed that teachers were highly satisfied with the RPMS-PPST guidelines. The implementation of the performance system was very satisfactory. Further tests, however, showed significant differences among the 4 phases of the system. Teachers' proficiency in content knowledge and pedagogy, learning environment and diversity of learners, and curriculum planning were relatively higher compared to others. The teachers' perceptions of the RPMS guidelines and their proficiency were not related. In contrast, the implementation of RPMS-PPST was linked to teachers' proficiency in assessment and reporting. Common challenges of teachers relative to the RPMS implementation are lack of open discussion, absence of complete integration of results to teachers' development and promotion, no definite timetable provided to teachers within the rating period, a monopoly in assessment, focus on strong or weak performers only, lack of opportunity to challenge doubtful results, and no formal and periodic feedback.

Keywords: Education, Results-based Performance Management System implementation, teachers' proficiency, educational management, Philippines