Vol.11 December 2017
Print ISSN 2244-4432 • Online ISSN 2984-7125
DOI: https://doi.org/10.59120/drj.v11i2.400

Influence of Teachers' Self-Awareness to Results-Based Performance Management System (RPMS') Compliance

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ABSTRACT

The study aimed to determine the influence of teachers' self-awareness on Result-based Performance management system (RPMS) compliance in Manay District. Specifically aimed to determine teachers' level of self-awareness about the implementation of (RPMS); evaluate the teacher's teachers level of compliance with its implementation; determine the significant influence between the independent variable and dependent variable; identify issues and concerns encountered by teachers in its implementation, and gather suggestions from teachers for the improvement of its implementation. The researcher employed a quantitative type of research, particularly the descriptive survey design—a total of 158 identified respondents through stratified proportionate sampling. The respondents answered the researcher-made questionnaire that underwent content validation and inter-rater reliability testing. Quantitative data were treated statistically through mean, multiple regression, and frequency distribution to determine the most pressing issues and concerns relative to RPMS implementation. Suggestions are comprehensively analyzed as practical means towards RPMS. Results of the study revealed that the level of teachers' self-awareness in terms of RPMS'RPMS'RPMS' Core Behavioral Competencies and Core Skills is consistently demonstrated with an overall rating of 4.14. The teacher's level of compliance with the RPMS's performance cycle is very satisfactory, with an average of 4.35, which means that the implementation of RPMS in the school exceeded expectations. Teachers' compliance with the RPMS cycle is significantly dependent on the teachers' self-awareness of RPMS Core Behavioral Competencies and Core Skills.

Keywords: Davao Oriental, disease, management, performance, self-awareness

INTRODUCTION

Leaders with a strong sense of self-awareness and identity are more likely to be perceived as trustworthy and capable of building meaningful relationships, especially when they recognize and address their weaknesses (Caldwell, 2009). Self-awareness is essential in leadership development, as it helps individuals understand their strengths and limitations, influencing their decision-making and overall performance. Eriksen (2009) highlights that developing leadership values in students is crucial, as these values guide their behavior and serve as a benchmark for assessing leadership effectiveness. Additionally, self-awareness is widely acknowledged across various academic fields, emphasizing its role in explaining differences in leadership effectiveness and personal growth (Ashley & Palmon, 2012). Leaders with high self-awareness tend to perform better as they continuously reflect, adapt, and improve. They understand their influence and embrace learning opportunities to enhance their skills. As Frisina (2014) points out, individuals with strong self-awareness demonstrate gracefulness in recognizing areas for improvement, ultimately strengthening their leadership impact and performance.

Australia's educational system has demonstrated opportunities for enhancement through more robust and consistent evaluation strategies for educators (Jensen, 2011). Historically, teacher evaluations primarily emphasized adherence to administrative protocols, restricting their influence on student learning outcomes. To tackle this issue, the Australian Institute for Teaching and School Leadership (2012) introduced a performance and development framework highlighting the importance of setting clear objectives, implementing practical development strategies, gathering diverse evidence, and providing ongoing feedback. School leaders have endorsed a transition toward a more introspective and decentralized evaluation system to raise teacher consciousness and boost instructional effectiveness. Due to these changes, Australia now exhibits improved performance in international education assessments (Jensen, 2011).

The Civil Service Commission (CSC) has implemented several performance evaluation and appraisal systems in the Philippine bureaucracy. The past performance evaluation and appraisal systems that CSC implemented over the years have primarily focused on individual appraisals used for personnel actions such as incentives, promotion, and separation. However, they have not shown how employee performance has contributed to or hindered organizational effectiveness. To address the gaps and weaknesses found in previous evaluation systems, the CSC recently introduced the Strategic Performance Management System (SPMS) after its pilot test in 2012. The SPMS incorporates the positive features of past initiatives (Civil Service Commission, 2012).

The Department of Education adopted the CSC SPMS as a Results-Based Performance Management System (RPMS) in response to DepEd Order No. 2, s. 2015. The competencies of the previous appraisal system for teachers were vague and indefinite. It failed to promote awareness throughout the performance cycle because it only focused on rating the behavioral indicators, not the results. Nonetheless, RPMS focuses on results that must be achieved by the schools for the organization to succeed, as postulated in DepEd Order No. 2, s.2015.

Too much effort was made by Department of Education officials to improve access and delivery of service for quality learning and quality education. However, other groups of people are against the implementation of RPMS, particularly the Teachers' Teachers' Dignity Coalition (TDC), which is urged to stop the program's nationwide implementation immediately. Similarly, it exposed that RPMS is another burden, and teachers' awareness of the appraisal

system guidelines should be emphasized before implementing it in the field. Specific competencies and skills should be outlined for teachers' awareness and guidance. Greater attention is needed to address this gap. Teachers' Teachers' positive responses and awareness of core competencies and skills are essential to strengthening quality results. Hence, there is a need to know and examine the level of teachers' self-awareness concerning RPMS' core behavioral competencies and core skills and their compliance with its implementation, particularly in Manay District.

MATERIALS AND METHODS

Research design

The researcher employed quantitative research in this study, particularly the descriptive survey design and multiple regression method. According to Arnold Smith (2007), quantitative research approaches such as surveys describe current conditions. The descriptive method is appropriate in this study because it requires a description of the existing conditions of the subjects under study concerning the variables under consideration (Pal et al., 2001). Aside from the simple description asked for, this study also explored the extent or degree of influence among a set of variables. Specifically, this study sought to describe the teachers' level of self-awareness regarding RPMS compliance in the Division of Davao Oriental, particularly in Manay District. The multiple regression method is equally fitting for this study. The multiple regression method attempts to investigate possible influence among variables without trying to influence them (Fraenkel & Wallen, 1993). Also, Calmorin and Calmorin (2007) state that to describe is to give a specific picture of a thing, a situation, or a person to identify or to give the wholeness of the thing described.

Sampling

The respondents of this study were public elementary school teachers who were under permanent appointment status from Manay District of the Schools Division of Davao Oriental for the school year 2016 - 2017. The participants were randomly selected using stratified with proportionate allocation sampling; specifically, Slovin'sSlovin's formula with a 5% acceptable margin of error will be used to determine the sample size. There were 158 respondents in this study out of 262 teachers I-III of Manay District teachers. Manay District is composed of 39 schools comprising 303 teachers. Participating in 233 are teacher I, 24 of are Teacher II, 5 of them are Teacher III, who are subject to this study as respondents, and the rest are Master Teachers and full-fledged school administrators.

Research instrument

The researcher utilized a survey questionnaire as a source for the quantitative data. DepEd Competencies Scale (DepEd Order No. 2, s.2015) was adopted for the survey questionnaire in Part II.A. The respondents answered this part by rating themselves honestly based on the effectiveness and consistency of demonstrating behaviors relevant to the different competencies. They wrote the number on the line provided opposite to the indicators presented in each competency. Each teacher must know five (5) indicators of each competency and skill. These indicators can be found in part II—a of the questionnaire.

For Part II.B, the table below guided the respondents in answering the questionnaire (Table 2). This is adopted from DepEd Order No. 2, s.2015. The respondents rated the level of implementation of RPMS in their respective schools using the scale presented below by circling the number of their choice.

Table 1. Five indicators for each competency and skill of teacher.

Scale	Descriptive Equivalent	Meaning
4.50 - 5.00	Role model	This means that all of the five indicators of each competency were effectively demonstrated by the teacher.
3.50 - 4.49	Consistently demonstrates	This means that only four of the indicators of each competency were consistently demonstrated by the teacher.
2.50 - 3.49	Most of the time demonstrates	This means that only three of the indicators of each competency were consistently demonstrated by the teacher.
1.50 - 2.49	Sometimes demonstrates	This means that only two of the indicators of each competency were consistently demonstrated by the teacher.
1.00 - 1.49	Rarely demonstrates	This means that only one of the five indicators of each competency were consistently demonstrated by the teacher.

However, this set of questionnaires in Part II-B undergoes a reliability and validity test since the researcher just formulated this to determine the level of self-awareness and compliance of the teachers in the RPMS implementation. Moreover, this set of questionnaires was administered or tried out to 30 Teachers from Tarragona District, particularly Tarragona Central Elementary School and Jovellar Elementary School, who are not the actual respondents of this study.

Table 2. Guide of the respondents in answering the questionnaire.

Rating	Qualitative Description	Qualifying Phrase
4.50 - 5.00	Outstanding Implementation	This means that RPMS implementation in the school represents an extraordinary level.
3.50 - 4.49	Very Satisfactory Implementation	This means that RPMS implementation in the school exceeded expectations.
2.50 - 3.49	Satisfactory Implementation	This means that RPMS implementation in the school met expectations.
1.50 - 2.49	Unsatisfactory Implementation	This means that RPMS implementation in the school failed to met expectations.
1.00 - 1.49	Poor Implementation	This means that RPMS implementation in the school was consistently below expectations.

Issues, concerns, and suggestions for improvement of its implementation were collated and analyzed by getting its frequencies to find out the most pressing issues and concerns about RPMS, including the suggestions. The researcher formulated these questions based on related literature and the problems of the study.

Data collection

The researcher took the following steps to collect data for this study. The researcher wrote a letter permission to the Schools Division Superintendent (SDS) to allow him to conduct this study in the Manay District of the Schools Division of Davao Oriental. After SDS's approval, the researcher also wrote a letter to the District Supervisor and School Heads asking permission to allow him to conduct the study in their respective areas of jurisdiction. This was done to notate and officially channel communication properly. Three (3) school administrators were tapped, namely Mrs. Florentina M. Quibo, Public School District Supervisor of Manay District; Mr. Joselito B. Blas, School Principal II of Old Macopa Elementary School; and Mrs. Josephine A. Mamparo, Principal I of G. Casanaan Elementary School who validated the research instrument. Rating Sheets were used to examine the items in the survey questionnaire. In the survey, the researcher visited the schools and administered the survey questionnaires to the teachers, who were identified as study respondents. One hundred fifty-eight teachers answered the survey questionnaires, and the researcher retrieved this after the participants had accomplished them. This study underwent pilot testing at Tarragona District, particularly Tarragona Central Elementary School and Jovellar Elementary School, to test the reliability and validity of the questionnaire. Thirty teachers answered the questionnaire, and this garnered 0.877 Cronbach's Alpha. The data gathered from the survey questionnaires were collated and organized accordingly.

Data analysis

Quantitative data obtained were treated statistically through the mean to determine the level of teachers' self-awareness and compliance with the implementation of RPMS. According to Abao & Guhao (2014), in their book Statistics, the mean is useful in computing other statistics, such as by comparing the means from several data sets. It is familiar to most people and intuitively clear that it is also affected by extreme values in a set of data or values not representative of the rest. This gives an excellent idea of the data's central tendency. Multiple regression - to determine the significant influence between the dependent and independent variables. It is advantageous to use multiple regression because it is a simple way to assess the association between two variables, whether they share variance, if the relationship is positive or negative, and the degree to which they correlate. 1 This summarizes the relationship between two variables with a straight line or linear relationship (Chee, 2015). On the other hand, issues and concerns, including suggestions for improvement, were collated and analyzed by cluster through raw data. The distribution frequency was examined, and the most pressing issues and concerns encountered by teachers in the field relative to the implementation of RPMS were examined. Narrative descriptions were provided for each distribution to explain the data findings.

RESULTS AND DISCUSSION

Results are presented, interpreted, and analyzed in this chapter to provide answers to the problems raised in this study based on the statistical analysis of data. The researcher's primary concern in this chapter is to answer the questions posed in Chapter 1. The discussion proceeds under the following subheads: (1) level of teachers' self-awareness in terms of core behavioral competencies and core skills; (2) level of teachers' compliance concerning RPMS performance cycle or process; (3) significant influence of independent and dependent variable; (4) issues and concerns the teachers encountered in the implementation of RPMS and (5) suggestions of teachers for improvement of the implementation of RPMS.

Table 3. Level of teachers' self-awareness in terms of core behavioral competencies and core skills.

Core Behavioral Competencies	Mean	Descriptive Level
Self-Management	4.12	Consistently demonstrate
Professionalism and Ethics	4.27	Consistently demonstrate
Results Focus	3.92	Consistently demonstrate
Teamwork	4.34	Consistently demonstrate
Service Orientation	4.06	Consistently demonstrate
Core Skills		
Achievement	4.21	Consistently demonstrate
Managing Diversity	4.29	Consistently demonstrate
Accountability	4.12	Consistently demonstrate
Overall Total	4.14	Consistently demonstrate

Core Behavioral Competencies and Core Skills. The overall rating is 4.14 (consistently demonstrated), which means that only four indicators of each competency were consistently met by the teachers. Among these competencies were teamwork, with a mean percentage of 4.34; professionalism and ethics, with 4.27; self-management, with 4.12; and managing Diversity for core skills, with a mean percentage of 4.29. This implies they know the competencies and skills necessary to comply with and achieve performance targets. Waychal (2011) pointed out that the core competency depends on the competence of individuals and the organizational systems. Glowinkowski (2009) stresses that behavior is the fundamental element influencing organizational performance, even more so than systems or strategies. He points out that cultivating the appropr ate behaviors in individuals is essential for long-term success.

Level of teachers' compliance concerning RPMS performance cycle or process Table 4 shows the teachers' level of compliance with RPMS implementation in Manay District regarding its cycle or process, which involves performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and developmental planning. As shown in Table 4, the teachers' level of compliance with RPMS.

Table 4. Level of teachers' compliance with reference to RPMS performance cycle or process.

Phases of RPMS	Mean	Interpretation
Phase I: Performance planning and commitment	4.36	Very satisfactory implementation
Phase II: Performance monitoring and coaching	4.28	Very satisfactory implementation
Phase III: Performance review and evaluation	4.4	Very satisfactory implementation
Phase IV: Performance rewarding and developmental planning	4.35	Very satisfactory implementation
Overall rating	4.35	Very satisfactory implementation

Performance cycle is very satisfactory, with an overall average of 4.35. This means that RPMS implementation in the school exceeded expectations. Hence, the hypothesis is rejected. Performance appraisal is a continuous process through which teachers' performance is identified, monitored, measured, and improved (Rasheed, 2011). Wilson (2005) supported the idea that performance management is considered a process that includes knowledge of employees about what their managers expect of them, their motivation to perform well, mentoring, and evaluation of their performance to identify areas where improvements are needed.

According to Pulakos (2004), it is important to review with employees their performance expectations at the beginning of the performance management cycle to ensure better outcomes, including the behaviors and competencies employees are expected to exhibit and the results they are expected to achieve within the performance rating cycle. According to Martin (2003), compliance measures must be accompanied by efforts to foster and enhance the organization's ethics.

Significant influence of independent and dependent variable

The data gathered concerning Phase I, which is performance planning and commitment. This independent variable significantly influences self-management and teamwork, with *t* computed at 2.086 and 2.246, respectively, with a probability of 0.039 and 0.026, which are both significant (Table 5). This implies that self-management and teamwork are crucial in the performance planning and commitment phase. Self-management is an essential skill that will help you develop and benefit your organization. According to Van Laar et al. (2017), achieving success in the digital era necessitates incorporating technical abilities, information management, communication, collaboration, creativity, critical thinking, and problem-solving skills to maneuver through contemporary professional settings successfully. Encouraging collaboration leads to increased job satisfaction, improved communication, and a more unified and high-performing team (Khawam et al.).

With phase II, performance monitoring and coaching, the independent variable that significantly influences it is the result focus with t computed at 2.73 with a probability of 0.07, which is also significant (Table 5). Result focus is necessary for performance monitoring and coaching. A focus on outcomes involves a shift in thinking as much as in measurement. This requires individuals to remember that they are engaged in activities and producing outputs not for their own sake but to achieve "big picture" outcomes in line with the program's mission (Perrin, 2002).

For Phase III, which is performance review and evaluation, the independent variable that significantly influences it is self-management, professionalism, and ethics, with *t* computed at 2.45 and 2.91, respectively, with a probability of 0.02, which is significant, and 0.00, which is highly significant (Table 5). Again, self-management plays an essential role in performance review and evaluation. As stipulated in DepEd Order No. 2, s.2015, self-management involves setting personal goals and direction, needs and development; undertaking personal actions and behaviors and taking into account personal goals and values congruent to that of the organization; displaying emotional maturity and enthusiasm; prioritizing work tasks and schedules to achieve goals; and setting high quality, challenging, realistic goals for self and others. DeNisi and Murphy (2017) emphasize the development of performance evaluations to incorporate not only productivity but also essential behavioral characteristics such as teamwork, integrity, and citizenship to enhance the evaluation of employees.

Concerning Phase IV, which is the performance rewarding and developmental planning, the independent variables that significantly influence it are self-management, professionalism, ethics, and innovation with t computed 3.72, 2.65, and 2.84, respectively, with a probability of 0.00, 0.01, and 0.00 which are both highly significant and the result focus with t computed 2.52 with a probability of 0.01 which is also significant (Table 5). Self-management, professionalism, ethics, and innovation are the competencies that are related to performance rewarding and developmental planning. According to Waychal et al. (2011), innovation is an important competence of individuals. Drucker (2001) emphasizes that every organization needs one core competence: innovation. He further stresses that every organization needs a way to record and appraise its innovative performance.

Table 5. Significant influence of independent and dependent variable.

Performance Cycle/ Process	Core Behavioral Competencies and Core Skills	*T*-test	*P*	Result
Phase 1: Performance Planning and Commitment	Self-Management	2.09	0.04	Significant
	Teamwork	2.25	0.03	Significant
Phase 2:Performance Monitoring and Coaching	Result focus	2.73	0.07	Significant
Phase 3: Performance Review and Evaluation	Self-Management	2.43	0.02	Significant
	Professionalism and Ethics	2.90	0.00	Highly Significant
Phase 4: Performance Rewarding and Developmental Planning	Self-Management	3.72	0.00	Highly Significant
	Professionalism and Ethics	2.65	0.01	Highly Significant
	Results focus	2.52	0.01	Significant
	Innovation	2.84	0.00	Highly Significant

Issues and concerns the teachers encountered in the implementation of RPMS. For a program to succeed, having the right people is essential for a smooth implementation. However, having the right people with the right track is sometimes insufficient for an outstanding implementation. Many challenges or issues may come along the way. During this study, teachers revealed that they encountered the following issues/challenges and were concerned about implementing the Results-Based Performance Management System (RPMS) in their respective stations. The researcher collated these issues and concerns and got the frequency of distribution.

As shown in Table 6, 11% of the teachers found difficulty in preparing, gathering/ collecting, and keeping all records or documents as evidence to support their ratings. About 8% did not know what documents were to be used as MOVs, and 7% experienced difficulty crafting the IPCRF, especially in formulating indicators under quality, efficiency, and timeliness as the basis for rating. The Competency-Based Performance Appraisal System for Teachers (CBPAST) encouraged teachers to prepare a portfolio throughout the school year that would showcase results of assessment of strengths and weaknesses, plans for professional development, and improvement of learning outcomes and that would house corresponding accomplishments as evidence of teaching performance and other different components of the appraisal system. This served as a guide for the rater in validating the rating of each objective. Evidence is essential as proof to support the ratings.

On the other side, performance indicators are the exact quantification of objectives. Well-written objectives are stated in specific terms to avoid confusion about what is to occur or improve. Performance appraisal practices, particularly those that include regular feedback,

recognition, and goal-setting, significantly enhance employee productivity by motivating staff and providing clarity on performance expectations. It also highlights the importance of a structured and transparent performance appraisal system in fostering an environment of continuous improvement and high performance within organizations (Mwema & Gachunga, 2014).

Table 6. Issues and concerns the teachers encountered in the implementation of RPMS.

RPMS Issues and Concerns	Frequency	Percentage
Difficulty in preparing, gathering/collecting, and keeping all records or documents as evidences to support the ratings.	17	11%
Some teachers didn't know what documents are to be used as MOVs.	13	8%
Difficulty in crafting the IPCRF specially in the formulation of indicators under quality, efficiency and timeliness as basis of rating.	11	7%
Lack of orientation for teachers about RPMS.	10	6%
Confusing to rate the objectives in each KRA and the competencies.	8	5%
Phases/Cycle of RPMS are not well followed.	8	5%
Confusing to fill in the part IV of the IPCRF.	7	4%
It is challenging and needs adjustment.	6	4%
Lack of monitoring, coaching and mentoring by the school heads.	6	4%
The action plan in the development needs in part IV of IPCRF was not well followed and met within the set timeline.	5	3%
MOVs were not clearly stated in each objective.	4	3%
It encouraged teachers to work hard and develop their teaching skills for the learners.	4	3%
Checking of records was not done quarterly by the school heads to support the RPMS.	4	3%
Documentation of school activities were not done regularly by teachers to be used as evidences.	3	2%
RPMS has high standards and not friendly to teachers handling combination and multi-grade classes.	3	2%

Suggestions of teachers for improvement of the implementation of RPMS

Embracing change is a manifestation of openness and acceptance for development. Every individual has room for improvement. Positive responses to feedback from superiors or even from people around us positively impact our personal and professional growth. Leddy (2017) points out that the most valuable asset of an organization is its human capital and stresses the importance of finding improved methods to assess and invest in employees to ensure sustained success. Educators in public schools implement the Plan-Do-Study-Act (PDSA) cycle to foster the ongoing enhancement, emphasizing its difficulties, achievements, and effects on student results, as highlighted by (Tichnor-Wagner et al., 2017). Adherence to policy guidelines and implementation and seeking continuous improvement from others are significant indicators of outstanding performance.

During this study, teachers exposed their suggestions for improvement relative to implementing the Results-Based Performance Management System (RPMS) in their respective stations. The researcher collated and analyzed these suggestions by getting their frequency of distribution.

In Table 7, 9% of the teachers suggested that all activities undertaken by the school shall be documented to support the performance ratings in RPMS-IPCRF; 8% of them alluded that coaching and mentoring should be given enough time and attention by the school head so that teachers will be guided enough in developing their weaknesses; documents/records to be used as evidence shall be prepared regularly; and further seminar-workshop shall be provided to all teachers regarding RPMS which accumulated 6% respectively.

Teachers are encouraged to document every activity in the classroom as proof to support their ratings during the performance appraisal. The teacher's portfolio is required to house all documentary records, including best practices and reflections throughout the school year, for easy perusal by teachers, the school head, and the instructional leaders (Department of Education CB-PAST).

Further, coaching and mentoring within the performance cycle are essential. This two-way discussion focuses mainly on recognizing the employee's strengths, helping improve his/her weaknesses, and identifying barriers to performance. Thus, effective and ongoing performance conversations determine whether a performance management system achieves maximum benefits from a coaching and development perspective (Pulakos, 2004; Armstrong, 2006).

Table 7. Suggestions of teachers for improvement of the implementation of RPMS.

Suggestions for Improvement	Frequency	Percentage (%)
Document all activities undertaken by the school to support the IPCRF.	14	9
Coaching and mentoring should be given enough time and attention so that teachers will be guided enough in developing their weaknesses.	12	8
Prepare all documents/records to be used as evidences regularly.	9	6
Give further seminar-workshop for those who did not understand it well.	9	6
Each objective must be evaluated and rated correctly with the corresponding evidences.	8	5
Conduct periodic evaluation and assessment among teachers with regards to their IPCRF.	7	4
There must be a records checking every quarter.	6	4
Planning of performance targets must be done ahead of time.	6	4
The KRA shall be discuss thoroughly by the school head.	6	4
Ensure that objectives are attainable and time bounded.	5	3
Follow the series of steps/phases of RPMS.	5	3
Abide DepEd Orders about RPMS and follow what was written.	4	3
Review the objectives thoroughly and identify the weaknesses and development needs in order to enhance the performance.	4	3
Proper giving of certificates must be observed by the school head.	3	2
It must be clear in each objective the MOVs needed.	3	2

Consequently, teachers' training is vital for a more precise understanding and execution of program implementation. Awareness of its implementing guidelines is significant and needs to be strengthened. DeNisi and Murphy (2017) highlight the importance of performance management systems, which concentrate not solely on assessment but also on boosting employee motivation and improving organizational results.

The study found that teachers consistently demonstrated RPMS Core Behavioral Competencies and Core Skills, with an overall score of 4.14, indicating a strong awareness of RPMS implementation. Their compliance with the RPMS performance cycle, highly satisfactory at 4.35, was significantly influenced by self-awareness in self-management, teamwork, result focus, professionalism, ethics, and innovation. Given these findings, the study's hypothesis is rejected as all goals and objectives were exceeded.

Key competencies influenced different RPMS phases: self-management and teamwork in Phase I (planning and commitment), result focus in Phase II (monitoring and coaching), professionalism and ethics in Phase III (review and evaluation), and self-management, professionalism, ethics, and innovation in Phase IV (rewarding and development). Despite this, challenges in RPMS implementation were noted, including difficulties with documentation, MOV identification, IPCRF formulation, orientation gaps, and inconsistencies in rating and following RPMS cycles.

To improve implementation, teachers suggested proper documentation of school activities, dedicated coaching and mentoring, regular preparation of evidence, and reorientation workshops. Addressing these concerns will enhance RPMS effectiveness in schools.

CONCLUSION

The research indicates that educators have shown a high level of awareness and adherence to the RPMS Core Behavioral Competencies and Core Skills, which greatly aided in the effective execution of RPMS. The results suggest that teachers' adherence to the performance cycle is very satisfactory, with essential competencies like self-management, teamwork, result orientation, professionalism, ethics, and innovation vital in every RPMS stage. The investigation also identified various challenges faced by teachers, such as issues with documentation preparation, ambiguous guidelines concerning documents, and insufficient orientation regarding the RPMS process. Despite these obstacles, the teachers provided valuable recommendations for improvement, including enhanced documentation practices, increased time for coaching and mentoring, and reorientation regarding RPMS. Overall, the research highlights the necessity of ongoing professional development, clear communication, and adequate support for teachers to guarantee the effective implementation of the RPMS, ultimately contributing to realizing educational objectives and enhancing teacher performance. The study's hypothesis, which predicted considerable challenges in compliance, was disproved, as the outcomes exceeded expectations in most areas.

ACKNOWLEDGMENT

The author would like to thank my thesis adviser, Dr. Joselito T. Gayta, and my thesis panel, namely Dr. Leorisyl D. Siarot, Dr. Leonilla H. Pajo, and Prof. Mary Fil M. Bauyot, for valuable suggestions and recommendations for the improvement of the study. Also, thanks to Dr. Feliciano A. Tamondong Jr. and Mr. Expedito Satinitigan, for allowing me to conduct this study to the schools of Tarragona and Manay District and to Joshua G. Templa for revising the paper for the IMRAD format.

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