Observance of Results-based Performance Management System (RPMS) Guidelines and Calamba East District Teachers' Performance

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Abstract

This study mainly focused on the observance of RPMS guidelines and the Calamba East District teachers' performance and the development of an action plan that can enrich the utilization of RPMS and eventually improve the performance of the teachers. The descriptive research was utilized wherein a survey questionnaire was the primary source of data provided by seven school heads and the 162 teachers of Calamba East District for School Year 2015 – 2016 using the simple random sampling technique.

The findings revealed that the guidelines of the RPMS in its first phase which is performance planning and commitment are highly observed while in the latter phases which are performance monitoring and coaching; performance review and evaluation; and performance rewarding and development planning are only observed. The results showed that the assessments of the two groups of respondents on the observance of the guidelines of RPMS are not significantly different in the four phases/stages of RPMS. The teachers of Calamba East District obtain very satisfactory in their performance rating for S.Y 2014-2015. The study also revealed that the observance of the RPMS guidelines is not directly helpful in improving the performance of teachers of Calamba East District.

The implementation of the RPMS in Calamba East District is still ineffective since the observance of its guidelines is still vague for some school heads and teachers; Calamba East District teachers have done their best to earn a very satisfactory rating in teaching performance but still lack certain competencies to perform more expertly; and school heads and teachers both agree that the implementation of RPMS still needs improvement and a series of orientations are still needed in order to appreciate the entire system are the conclusions drawn based on the findings of the study.

Keywords: *performance management system, results-based performance, teachers' performance*

Introduction

Education plays an important role not only in individuals' life but in the entire community or society. It is through education that people gain knowledge and broaden their understanding about the world. It is also through this that people get respect and recognition. Education also helps in generating an advanced community. However, this can only be possible depending on the kind and level of education being provided by schools, with the help of the

teachers. For this reason, teachers' performance must be properly evaluated in order to assure the effectiveness of the teachers. Using the appropriate performance management system is very important.

The Department of Education is using the Results-based Performance Management System in evaluating the performance of the teachers. It is aligned with the strategic Performance Management System (SPMS) which has 4 phases/stages: Performance Planning and Commitment, Performance Monitoring and Coaching, Performance Review and Evaluation and Performance Rewarding and Development Planning. Despite the clear objectives of the use of Results-Based Performance Management System in evaluating the teachers in order to determine their effectiveness, still it encounters challenges and problems. In this regard, there is really a need for a study that will determine the relationship between Results-Based Performance Management System and the teachers' performance.

Objectives of the Study
The main objectives of the study were as follows.
1. To assess the observance of the guidelines of the RPMS with regard to its four phases or stages of implementation.
2. To recognize the performance rating of teachers for school year 2014-2015.
3. To determine the perception of the teachers and school heads on the observance of the guidelines of the RPMS.
4. To point out the relationship of the observance of RPMS and teachers' performance.
5. To develop an action plan can be offered to enrich the utilization of RPMS and to improve teachers' performance.

Methodology
Sample and Data Collection
The respondents of the study were the public secondary school heads and teachers of the selected secondary public schools in Calamba East District. Calamba East District has seven (7) public secondary schools, namely: Calamba Bayside National High School-TechVoc, Calamba Bayside National High School-SPA, Calamba City Science High School, Calamba National High School-Main, Calamba National High School-Annex, Barretto National High School, and Lecheria National High School. The total number of respondents was identified using stratified sampling technique. The teacher-respondents were selected using the simple random sampling technique. Thus, it is necessary to first ask permission from the school that will undergo the survey. The researcher sought permission from the Schools' Division Superintendent of Calamba City through a formal request to in order to distribute and retrieve questionnaires from the respondents. The request letter was signed and approved by the said authority prior to the schedule of data gathering. Moreover, a permission letter was also obtained to retrieve copies of teachers' performance ratings covering school year 2014 – 2015. Afterwards, two hundred questionnaires were sent out. After eliminating invalid questionnaires, 169 (84.5%) were retained for analysis.

Measures

A one-part questionnaire was used in the study which assessed the observance of the RPMS guidelines of school head and teachers in Calamba East District based on its four phases

or stages. The mean scores of respondent groups on the observance of RPMS guidelines are used to test learning performance of students. Items in all scales were rated using a four-point Likert Scale, ranging from 1 (not observed) to 4 (highly observed).

To evaluate the performance of teacher respondents the researcher used the previous result of the performance evaluation using the CB-PAST index of performance, if the summative rating is 3.51 or higher and no performance index of below proficient in any of the standards it means that the teachers' performance is **outstanding**; if the summative rating is 2.51 or higher and no performance index of below basic in any of the standards therefore the performance is **very satisfactory**; and if it is 1.51 or higher and no performance index of below basic in any of the standards then the teachers; performance is **satisfactory**, while if the summative rating is 1.00 or above with at least one performance index value below basic in any of the standards therefore the performance is **below basic.**

Proceedings

The questionnaire was developed based on the RPMS guidelines given by the Department of Education (DepEd). All the indicators presented in the researcher-made questionnaire was also aligned and followed the four-phase cycle of the RPMS consistent with the Civil Service Commission SPMS that provided the most important aspects to be evaluated, which were later reflected in the different items. The survey questionnaire was evaluated by the three experts. Two experts were from the Department of Education since RPMS was the focus of the study and which was the primary evaluation tool being used by the department to evaluate the teachers, and the other one was from the private sector which the researcher believes can give a suggestion to better improve the instrument. After getting the suggestions from them, the three agreed that the first part of the survey questionnaire which was about the profile of the respondents be removed since it was not part of the researchers' Statement of the Problem. Then, they recommended that the instrument be used for collecting the needed data.

Data Analysis

Raw data was converted into meaningful data through SPSS. The data needs to be edited, classified and tabulated so that it may become worthwhile for the required purposes. In order to draw conclusions, the collected data was analyzed and presented in the form of tables. Collected data was analyzed by using Pearson product-moment correlation.

Results

1.   Observance of RPMS Guidelines

1.1. Performance Planning and Commitment
In terms of Performance Planning and Commitment, the school heads and teachers of Calamba East District assessed that the observance of RPMS guidelines is highly observed with a general assessment of 3.56.

1.2. Performance Monitoring and Coaching
The general composite assessment of 3.36 expressed that as a whole the guidelines are observed only in the implementation of RPMS in terms of monitoring and coaching with a general assessment of 3.36.

1.3. Performance Review and Evaluation

In terms of performance review and evaluation, this phase garnered a general assessment of 3.44 stating that the guidelines are observed.

1.4. Performance Rewarding and Developmental Planning

The general assessment yielded that guidelines are observed in terms of performance rewarding and developmental planning with a mean of 3.44.

2.   Calamba East District Teachers' Performance Rating for School Year 2014-2015

The mean average of 3.17 reveals that the performance of the teachers of Calamba East District is very satisfactory.

3.   Difference between the Assessments of the Two Groups of Respondents on the Observance of the RPMS Guidelines

Table 1 revealed that there is no difference between the assessments of the two groups of respondents on the observance of the guidelines of Results-based Performance Management System.

Table 1 Comparison of Assessments of School Heads and Teachers on the Observance of RPMS Guidelines

AREAS	RESPONDENTS	GENERAL ASSESSMENT	T-VALUE	P-VALUE	DECISION	REMARKS
Performance Planning and Commitment	School heads	3.62	-.825	0.411	Accept Ho	NO Significant Difference
	Teachers	3.50				
Performance Monitoring and Coaching	School heads	3.34	.209	0..835	Accept Ho	NO Significant Difference
	Teachers	3.37				
Performance Review and Evaluation	School heads	3.47	-.377	0.707	Accept Ho	NO Significant Difference
	Teachers	3.41				
Performance Rewarding and Development Planning	School heads	3.51	-.858	0.392	Accept Ho	NO Significant Difference
	Teachers	3.46				

Test Used: t-Test @ 0.05 level of significance

4.   Relationship between the Assessed Observance of RPMS and the Teachers' Performance Rating

Table 2 showed that there is no significant relationship between the assessed observance of RPMS and the teachers' performance rating in all the aspects.

Table 2
Correlation between Teachers' Performance Rating and
Assessed Observance of RPMS Guidelines

Variable 1: Performance Rating	Variable 2: Guidelines of the RPMS			
	Performance Planning and Commitment	Performance Monitoring and Coaching	Performance Review and Evaluation	Performance Rewarding and Development Planning
Pearson Correlation	-.015	-.002	.091	-.002
Degree of Correlation	Very small	Very small	Very small	Very small
P-value	.851	.977	.251	.984
Decision	Accept Null hypothesis	Accept Null hypothesis	Accept Null hypothesis	Accept Null hypothesis
Remarks	No Significant Relationship	No Significant Relationship	No Significant Relationship	No Significant Relationship

Test Used: Pearson Correlation @ 0.05 level of significance

5. The Proposed Action Plan

The study necessitates an action plan based on the findings of the study focusing on the key areas: *performance planning and commitment*– to discuss education competencies and Position Competency Profile; *performance monitoring and coaching*– to conduct coaching and mentoring programs for the teachers; *performance review and coaching*– to evaluate, identify the strengths and development needs of the teachers; and performance *rewarding and developmental planning*- to create and implement action plan to achieve developmental needs.

Conclusions

Analysis of the data and findings of the study led the following conclusions:

1. That the implementation of the RPMS is still ineffective since the observance of its guidelines is still vague for some school heads and teachers. This can be attributed to the unclear view about the whole process- the sense of being fair and beneficial. The process could be failing because teachers fail to appreciate the system as there are no tangible benefits attached to it.
2. That Calamba East District teacher have done their best to earn a very satisfactory rating in teaching performance but still lack certain competencies to perform more expertly.
3. That school heads and teachers both agree that the implementation of RPMS still needs improvement and a series of orientations are still needed in order to appreciate the entire system.
4. That the observance of the RPMS guidelines is not directly helpful in improving the performance of teachers of Calamba East District.
5. That an action plan is necessary since it can be a way to enrich the utilization of RPMS and definitely improve the performance of teachers.

Recommendations

On the basis of findings following recommendations are made.

1. The Department of Education must conduct a series of seminars not only for the school heads being the raters, but as well as for the teachers since they are the ones who are being evaluated using the RPMS so that there will be no confusion in the observance of the guidelines of RPMS and proper implementation will be conducted.

2. The teachers must use varied ways in teaching in order to gain outstanding rating during performance evaluation. However, the school heads must also initiate some programs in order to support teachers in their professional development.

3. The school head and the teachers must have proper coordination in order to avoid problems and miscommunication when it comes to performance evaluation.

4. The result of the performance evaluation must not only be the basis in evaluating the teachers' performance since it has a very little association with teachers' effectiveness, instead thorough training of all levels of teachers is critical so that the system could be understood and appreciated by teachers. Adherence to the tenets of the Results-Based Management System could go a long way in addressing some of the performance issues raised by teachers.

5. After establishing facts and details on the observance of the guidelines on the implementation of Results-Based Performance Management System, the offered action plan highlighting key results areas should be taken into consideration by Calamba East District to enrich the utilization of RPMS and eventually improve the performance of teachers.

6. Future researchers may conduct further studies that will focus on the other aspects of Results-Based Performance Management System and its relationship to other facets of teaching.