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RESEARCH ARTICLE

Multiple Regression Model of the Implementation of Result-Based Performance Management System (Rpms) in Public Secondary Schools of Batangas

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ABSTRACT

This study assessed the implementation of RPMS and the challenges and advantages in the secondary public schools of the Division of Batangas Province and its component cities during the S.Y. 2019-2020. It employed the descriptive-quantitative research to gather the needed information regarding the public secondary school teachers' view on the implementation of RPMS and the challenges and advantages they encountered in its execution. A total of five hundred forty-three (543) respondents were chosen using disproportional stratified sampling based on the Cochran's Formula. Survey-questionnaire was utilized to gather the data on RPMS. Frequency, mean, Spearman rho (rs), Mann-Whitney U-test, Kruskall Wallis H-test and multiple linear regression were used in the data analysis. The results revealed that majority of the public secondary school teachers are Teacher I, who belong to 31-35 age bracket, females, have earned units in the master's degree and they have been in the service for about 5 years. Content knowledge and pedagogy and assessment and reporting are highly implemented in the RPMS. However, learning environment, diversity of learners and curriculum and planning are satisfactorily implemented. The IPCRF ratings of the teachers are very satisfactory. Most of the challenges and advantages of the implementation of RPMS are evident as to assessment issues and standardization among schools because they have different assessment protocols. There is no significant difference in the assessment of the respondents on the implementation of RPMS in terms of content knowledge and pedagogy, curriculum and planning, and assessment and reporting when all the profile of the respondents are considered. On the other hand, there is significant difference in the implementation as to learning environment and diversity of learners when age, highest educational attainment and length of service are considered. There is no significant difference in the challenges experienced in the RPMS implementation when profile is considered except for educational attainment. Similarly, there is no significant difference in the advantages of the implementation of RPMS when their profile is considered except for educational attainment and length of service. Content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting have significant impact on the RPMS rating of teachers. Lastly, learning environment and diversity of learners significantly influence the RPMS rating based on the regression model.

INTRODUCTION

Quality learning is contingent upon quality teaching (DepEd Order no.42 s.2017). Remembering the old days, people tend to measure teacher's effectiveness through strict implementation of rules and regulations, having students read, write and do arithmetic. Teachers of yesteryears may focus on teaching but there is no certain measurement on their efficiency as there is no demand for a comprehensive report aside from report cards, class records and attendance records. Also, good and effective teachers are very important to increase student achievement.

Hence, enhancing teacher qualities must be the first priority among the many efforts in improving the educational system towards quality education.

The Department of Education recognizes the importance of measuring effectiveness of teachers in carrying the professional development and advancement based on the rationale of lifelong learning. (DepEd Order no.42 s.2017). This paves the way to creating and implement a common performance standard for teachers known as Result-Based Performance Management System (RPMS).

Result-Based Performance Management System (RPMS) for teachers is supported and in agreement with the Civil Service Code for the establishment and implementation of agency strategic performance management system intended for all government agencies. It is an instrument that connects both the performance of employee and the organization with each other enabling enhancement of performance orientation of the compensation system.

Magupa (2017) pointed out that strategies, operational plans, client service, charter performance are the factors associated with a certain performance appraisal system which, in one way or another, may boost the morale of the workers, consequently regaining their work ethics.

In line with the implementation of Result-Based Performance Management System for teachers, the Department of Education released a memorandum ordering the whole department to align the Result-Based Performance Management System with the Philippine Professional Standards for Teachers (PPST) to clarify desire of teachers along well-outlined phases of career advancement. This also applies a uniform measure to assess teachers' achievement, recognize needs and give aid for career advancement (PPST Manual,2018).

This latest development created a lot of criticism and negative feedbacks from the teachers and organizations stating that the required evidences were unreasonable. On the other hand, Alliance of the Concerned Teachers (ACT) has the same sentiments, stating that the teachers are being asked to prove their accomplishments for the entire year through various means of verification identified. Still, the Department of Education maintained that the implementation of RPMS is imbued with the department's aim to monitor the performance of the agency and its employees. This is to ensure the quality, accessibility and relevance of basic education to its stakeholders as well as improvement of individual employee efficiencies and agency effectiveness (Manila Bulletin, 2019).

It is important that teachers and other educators identify issues and concerns and then consequently participate in developing solutions to them. In this certain point, instead of critiquing the gaps in its implementation, all concerned must work hard for its unified realization of objectives (Manila Bulletin, 2019).

At some point in time, the Results-Based Management System had been followed to the letter and had results but not quite. The researcher had observed that although RPMS is implemented in all schools, there had been challenges and there had been opportunities too.

On the teachers' side, they have been challenged by all the indicators in the RPMS, which may reveal how much they have achieved in teaching the students and in dealing with their problems as they strive for better outcomes. The RPMS indicators, all nine of them for Teachers I to III, contain all the ideal teacher professional and personal attributes. Likewise, the opportunities are also posed with the indicators of good teaching, only implied. This is because if the teachers are quick to respond to the challenges, opportunities for improvement can also come.

Therefore, it is essential that this study is conducted to determine and understand the educators' assessment on the implementation of the result-based performance management system. Moreover, the challenges and opportunities encountered and offered can be used for teachers' and the organizations' improvement, thereby facilitating the improvement of both teachers, in honing their crafts, and students, for better outcomes.

STATEMENT OF THE PROBLEM

This study sought to assess the implementation of Result-Based Performance Management System and its challenges and advantages in Secondary Schools of the Division of Batangas Province and component cities.

This study sought to assess the following problems:

1. What is the profile of the respondents in terms of:

1.1. position.

1.2. age.

1.3. gender.

1.4. civil status.

1.5. highest educational attainment; and

1.6. length of service?

2. What is the assessment of the respondents in the implementation of RPMS in the secondary schools in terms of.

2.1. Content knowledge and pedagogy.

2.2. Learning environment and diversity of learners.

2.3. Curriculum and planning; and

2.4. Assessment and reporting?

3. What is the individual performance of the teacher respondents based on individual performance commitment and review form (IPCRF) rating during the S.Y. 2018-2019?

4. What are the challenges and advantages in the implementation of result-based performance management system?

5. Is there any significant difference in the assessment of respondents in the implementation of RPMS when their profile is considered?

6. Is there any significant difference in the challenges and advantages in the implementation of result-based performance management system when profile is considered?

7. Does the implementation of RPMS significantly impact the
 performance of the teachers?

8. What regression model related to the implementation of RPMS may be designed to enhance teachers' performance?

HYPOTHESES OF THE STUDY

H1. There is no significant difference in the assessment of respondents in the implementation of RPMS when their profile is considered.

H2. There is no significant difference in the challenges and advantages in the implementation of result-based performance management system when their profile is considered.

H3. Implementation of RPMS does not significantly impact the performance of teachers.

SIGNIFICANCE OF THE STUDY

This study was undertaken to find out the implementation of result-based performance management system (RPMS) of secondary public schools of Batangas Province and its component cities. Benefiting the study are the various sectors as follows:

Students. The results of the study will greatly benefit the students in enhancing their knowledge, skills, attitude and values of being a Filipino to lead productive lives.

Teachers. The results of the study will help the teachers evaluate the quality of their teaching, help them nurture their abilities, and enhance their values as professionals in achieving their goals thru regression equation model that will serve as a tool in improving their performance. The regression equation model will be beneficial for them in identifying the key result areas that needs to develop.

Community. The findings of the study will be redounding to the benefit of the society for the quality of education can be improved among learners who in turn will be the active members of the community in nation building.

Principals and Supervisors. The results of the study will help them think of ways on assisting teachers in handling challenges encountered in the implementation of nationwide result-based performance management system and creating plans to address the said challenges. This will also help them strengthen the work ethics, performance and accountability of teachers through proper dissemination of information of all the important factors needed in their profession.

Doped Officials. The data gathered will help the officials initiate collaboration among teachers, principals and other officials to help plan the continuous improvement of the program to achieve the departments' mission, vision and values for the utmost continuous professional improvement of the teachers.

Department of Education. The results of the study will provide the department with feedbacks on the challenges and opportunities in the implementation of the result-based performance management system that will contribute to the improvement of the rating system for teachers and other employees. It will also give feedback on the areas that needs to improve and given attention.

Researcher. The result of the study will serve as a reminder for her as an educator, curriculum and projects implementer to

always practice and implement what the departments' requirement as well as being aware of the service she can render for her coworkers.

Future Researchers. The findings of the study will serve as a reference material and a guide for future researchers with similar study or any study related to the implementation of result-based performance management system.

SCOPE AND LIMITATIONS

This study focused on the Implementation of Result-Based Performance Management System of Secondary Schools in the Division of Batangas Province and its Component Cities for the School Year 2019-2020. This study determined the challenges and advantages encountered by teachers in the implementation of the performance appraisal system.

For deeper analysis, the study also determined the significant difference in the assessment of respondents in the implementation of RPMS and its profile, as well as the challenges in the implementation of RPMS and its profile. It will also look on the significant difference in the advantages in the implementation of RPMS and its profile.

Moreover, the study determined the impact of the implementation of RPMS to the teachers' performance.

This study was limited to public secondary schools in the division of Batangas Province and its component cities, namely, Division of Batangas City, Division of Lipa City and Division of Tanauan City. It was further delimited in the category of large schools. It does not include the principals, supervisors and other school and division personnel. Due to the eruption of Taal Volcano, the respondents of the study were further delimited to the available number of retrieved questionnaires.

DEFINITION OF TERMS

For the purpose of the study, the following terms are defined operationally and conceptually.

Advantages. These refer to the advantages as consequences of using a thing of importance, (RPMS Manual). As used in this study, these are the benefits created by result-based management system when used to improve the performance and competencies of teachers and serves as driving force for the teachers to continue teaching effectively and efficiently.

Assessment and Reporting. This refers to the process through which the teacher gathers interpret and use information about the processes and outcomes of learning about student achievement and learning in order to improve and plan for further learning, (RPMS Manual). As used in this study, assessment are marks and grades, as well as students' behavior and conveys this information to parents for the next steps of further learning.

Assessment Strategies. These refer to approaches or tactical procedures used to reach a goal. Likewise, these are strategies the teacher employs to gauge student learning, (RPMS Manual). As used in this study, these are ways on how the teachers develop creatively different styles and forms of evaluation.

Challenges. These refer to the problems encountered, or hindrances experienced that pose as challenge to implementers, (RPMS Manual). As used in this study, these are the challenges encountered by implementers of RPMS.

Classroom Structure. This refers to the physical set-up of the learning environment, which generally includes the arrangement of chairs, tables, and other equipment in the classroom designed to maximize learning, (RPMS Manual). As used in this study, this refers to the physical arrangement of rooms by teachers.

Collegial Discussion. This refers to mutually respectful professional conversation with colleagues, which can be formal or informal, that promotes shared responsibility in enhancing the current practice, (RPMS Manual). As used in this study, this refers to a conversation between professionals specifically teachers, principals, and other school officials.

Communication. This refers to various modes, either directly or indirectly, for transferring relevant information about learner's need, progress and achievement to stakeholders, (RPMS Manual). As used in this study, it refers to the way how teachers communicate to the learners' parents or guardian as well as other people in the community.

Content Knowledge. This refers to the competencies that teachers are expected to master for them to teach efficiently and effectively, (RPMS Manual). As used in this study, this is the competencies already acquired and used by the teachers which are subject to betterment and improvement.

Content Knowledge and Pedagogy. This refers to the integration of subject expertise and skilled teaching of that particular subject, (RPMS Manual). As used in this study, this refers how teachers used specific and different methods in teaching the lesson.

Creative Thinking Skills. This refers to abilities that include investigating thoughts, creating potential outcomes and search for many correct answers as opposed to only one (RPMS Manual). As used in this study, this refers to the creative thinking skills the

teachers are bound to harness among students as they go about their teaching.

Critical Thinking Skills. These are high level reasoning aptitudes such as analysis, evaluation, interpretation, or synthesis of information and use of innovative idea to frame a contention, take care of an issue or arrive at resolution, (RPMS Manual). As used in this study, this refers to the critical thinking skills harnessed among students which are used to evaluate critically knowledge and skills.

Curriculum and Planning. This refers to the complex procedure where faculty describe expected learning results, assessments, content and educational prerequisites necessary for student accomplishment over a whole lesson and scholastic content instructed in a school or in a particular course or program, (RPMS Manual). As used in this study, this refers to how teachers participate in implementing the desired competencies of the department as it is expected of them.

Developmentally Sequenced Teaching and Learning Processes. These refer to the sequence of activities that maintains the engagement of learners in the content and support learners to accomplish the lessons' objective by taking full advantage of class time, (RPMS Manual). As used in this study, this refers to the proper sequencing of the lessons which geared towards the realization of the teaching goals.

Differentiated Teaching Strategies. These refer to the approaches or tactical procedure used to reach a goal involving a wide variety of texts, tasks, processes and products suited to the various learning needs of diverse range of students, (RPMS Manual). As used in this study, this refers to the differentiated strategies or different strategies that are carefully analyzed and designed that cater all learners used by the teachers to obtain desirable outcomes.

Evaluation. This refers to the periodic and systematic use of assessment forms and strategies in order to judge learner achievement; that is, how well the learner has learned the knowledge and/ or skills covered in a unit, (RPMS Manual). As used in this study, this refers to the different ways or styles of teachers in giving their assessments whether it is written, oral, or actual performances.

Learner Behavior This refers to the learner's manner of conducting himself/herself involving action and response to stimulation. It highlights the connection between the method by which learners learn their social knowledge and behavior (RPMS Manual). As used in this study, this refers to the how students behave inside the classroom and in the school vicinity.

Learning Environment and Diversity of Learners. This refers to the distinctive areas, settings and societies where students learn from various cultures; with varied capacities, inabilities, interests, experiential foundations, and even language use (RPMS Manual). As used in this study, this refers to the physical facilities, the arrangement and cleanliness of the classrooms, the learners' different characteristics and traits.

Result-Based Performance Management System (RPMS). This refers to a systemic mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs to enable continuous work improvement and individual growth, (RPMS Manual). As used in this study, this refers to a set of guidelines, clearly written, for the teachers to follow and for them to see for themselves if they fare better or come short of expected performance.

Teaching Strategies. This refers to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction, (RPMS Manual). As used in this study, these are the ways and techniques used by teachers in their teaching for the whole year round to achieve the learning goals and requirements.

Teaching and Learning Resources. These refer to resources used in the teaching and learning process such as teaching resources and learning resources (RPMS Manual). As used in this study, these are the materials, things, books, devices, and physical facilities as well as ICT materials that the teacher use in teaching the lessons.

REVIEW OF RELATED LITERATURE

This chapter discusses the literature that relate to the proposed study. These are thematically discussed to give better understanding of the study.

Results-Based Performance Management System

Results based performance management system has indicators as contained in the Classroom Observation Tool – Result-Based Performance Management System rating sheet. The teacher should apply knowledge of content within and across curriculum teaching areas, which entails the teacher's knowledge of content in the subject and particular topic being taught and that knowledge across it. He must be able to utilize a scope of teaching strategies that improve learner achievement in literacy and numeracy skills. Similarly, the teacher must be able to apply a range of teaching strategies to develop critical and creative thinking and higher order thinking skills. Likewise, the teacher should be able to manage a classroom structure which engages learners

either individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. Moreover, the teacher must be able to oversee learner behavior constructively by applying positive and non-violent discipline to ensure learning-centered classrooms. Furthermore, the teacher must be able to utilize differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences. It is necessary for teachers to have a wide variety of plans in order to manage and implement properly and consequently the lessons that are also directed by the departments' requirement. This can be done also by selecting, developing, organizing and using appropriate teaching and learning resources, including ICT, to address learning goals. Finally, the teacher needs to give the necessary evaluation whether formative or summative test as he is able to make it appropriately through proper designing, selecting, and organizing the necessary materials for the assessment. (COT-RPMS for Teachers, 2018).

As such, it is expected that career adaptability positively predicted job performance ratings, and this effect was generally smaller than the impact of reliability and mental ability. The unpredictability of job did not direct the effect of career adaptability on job performance ratings, suggesting that career adaptability predicts job performance ratings in high, medium, and low-complexity jobs, (Ohme and Zacher, 2015).

In addition, the management of process and knowledge have definite connection to performance. Effective knowledge management guarantees that employees get auspicious, dependable, steady, precise, and important data and information since it is necessary for them to carry out their job. Process management highlights activities, instead of results, through a set of methodological and behavioral activities, (Sadikoglu, 2015).

Content Knowledge and Pedagogy

Content knowledge and pedagogy are important components of the knowledge-based required to deliver meaningful lessons and effective teaching. (Walter 2016). As such, Lucenario, et al. (2016) said that history of research in teaching and learning centered around educator's subject area, content knowledge and how the knowledge transfer is transferred to students. These are affirmation of the intricacy of the teaching process intended for teacher empowerment, teaching status enhancement and improvement of academic content knowledge of teachers.

To improve the teachers' competence on content knowledge and pedagogy, Mourlam (2015) pointed out that since the shift of society from manufacturing to information-based, focusing on a different set of knowledge and skills, and in recent years, attention giving emphasis to skills development in content method courses, his study resulted to the emergence of the ongoing faculty development system where faculty progressed through the entire instructional design process develops the faculty , pedagogical, content knowledge and technology.

Since pedagogical content knowledge is an important consideration focus on professional development program, Van Driel and Berry (2019) stressed out the significance in the development of pedagogical content knowledge in teachers' development programs. As such, it must not only be about providing inputs on how to be expert in teaching the subject matter but must also be of programs aligned to teachers' actual job which will give them chance to apply certain instructional strategies and allow them to reflect on their experiences individually and as a whole.

Learning Environment and Diversity of Learners

According to Wan (2019), learning environment and diversity of learners is a diverse platform where learners interactively gain new skills and learn in clusters. He also added that developing an engaging and positive learning environment is one of the most creative aspects of teaching. It focuses either on the physical learning environments social, physical, psychological, or cultural factors that deeply affects the learners' learning capability. Likewise, Segaren (2019) also looked into consideration that with the conducive learning environment, diverse students of all races reported greater feelings of safety. Similarly, it was suggested in the study that having racially integrated campuses serve as a benefit to the entire population of the school.

As such, diversity includes not only color and ethnic backgrounds, but also customs, cultural and religious experiences, political views, sexual orientation, and more. It is important for the teachers to identify the student preferences in learning so that they can provide appropriate teaching style suited to the learners. This shows the important relationship between learning and teaching styles which are to be considered in instructional planning and using teaching aids to effectively cater our diverse learners.

Curriculum and Planning

Both curriculum and planning require teachers' active participation during the development stage to ensure success in the outcome. An effective curriculum reflects the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program. A successful educational program and effective curriculum

development answer the needs and demands of the culture, the society, and the expectations of the population being served, prompting continues review, revision, and development in the curriculum and planning (Merfat Ayesh Alsubaie, 2011 as cited in Johnson, 2016).

As curriculum is crucial in deciding program outcomes, previous remarks and best practices can be considered in its planning a simplified approach that provides adequate information for identifying strengths and weaknesses of the existing curriculum (Mallaki and Paatero, 2015). A well-managed curriculum and expected learning outcomes can improve teaching and learning process (UNESCO, 2019).

Assessment and Reporting

Assessment and reporting as learning strategies allow students to become aware as to how they learn and this to enhance their learning. Also, it gives up to date account to parents and community the achievement of learners to celebrate success and to support continues progress of the learners, (PhD Essay, 2019).

Classroom assessment and reporting, being essential in teaching, can provide basis for students learning. Direct feedback helps them set new learning goals (BC's New Curriculum, 2019).

Likewise, both assessment and reporting help students meet high standards and guide them for further learning, as well as to provide the child's relevant information about his progress in school community (Blackwood Primary School, 2019).

Knowledge of Content within and Across Curriculum Teaching Areas

Knowledge of content within and across curriculum teaching areas that is expected among teachers to master and to teach efficiently and effectively in their respective subject areas. Content knowledge application influences how teachers are able to engage learners with the subject matter, how they evaluate and use instructional materials and how their teaching creates impact on the achievement of learners. The teachers have to possess the ability to demonstrate accurate, in-depth and broad knowledge of the concepts. It is also the teachers' proficiency to make every learning occasion a meaningful way to connect one lesson to another and to the real world (Feranil and Brillant, 2018).

According to Ackerman and Perkins (2019), Knowledge of content within and across curriculum teaching areas covers the subject and any curriculum that can be taught associating the topics with each other rather than as an individual area. Students need the skills to acquire knowledge because there is no standard instruction on how these complementary sets of goals should be organized. It makes obvious sense necessary to establish actual connections between the development of skills and the teaching of content.

Range of Teaching Strategies Enhancing Learner Achievement

According to Kampen (2019), the range of teaching strategies that enhance learner achievement is an effective way where the teacher freely uses new teaching strategies or apply latest technologies into lessons. Effective teachers plan and present clear lesson goals so that students understand what is expected from them to carry out the learning while providing adequate success and challenge.

Likewise, Badertscher (2017) stated that range of teaching strategies that enhance learner achievement is a way of discussing the positive effect of imaginative teachers and effective teaching strategies to the students learning. In order to do this, the teachers must enable the learners to learn from actual drills which mean providing them with necessary tools to face the existing system.

Teaching Strategies that Develop Critical and Creative Thinking

Teaching strategies that develop critical and creative thinking are results of critical thinking strategies which encourage independent thinking. This is a more desirable approach for it makes the job of teachers and administrators more effective in a shorter time span. Encouraging learners to think critically will lead them to the higher order thinking goal (Watanabe 2018).

Teaching strategies that develop critical and creative thinking have been important issues in education and have become quite the buzzword around schools and require teachers to elevate their students' mental workflow beyond just memorization. Critical thinking is a skill that young minds need in keeping up with the ever-changing technological advances. They need every opportunity to obtain, understand, and analyze information efficiently and educators equip them with strategies and skills they need (Cox, 2019).

Teaching strategies that develop critical and creative thinking and questioning, incorporate real life problems create more chances for teachers to expose students with critical thinking endeavors. With this practice critical thinking skills will develop more naturally for students. These opportunities can be most effective by subjecting younger students (Wellington et al.,2019).

Management of Classroom Structure to Engage Learners

Classroom structure to engage learners is an essential part of classroom management. The physical atmosphere of the classroom helps prevent misbehavior thereby promoting and improving learning. The teacher knows that structuring of the learning environment is essential because the classroom set-up influences both student and teacher behavior. Improvement of students' learning and behavior can be a result of a well-planned classroom structure (Cox 2019).

According to Meador (2019), classroom structure to engage learners effectively, the teacher strategically designs structure in the classroom. Majority of the students show positive response to this structure since a structured classroom can be an equivalent of a safe classroom. This leaves the students worry free and helps them focus their attention or learning in a structured learning environment student are more likely to thrive and experience personal and academic growth.

According to Jonson (2016), good classroom structure to engage learners is more than just being strict or authoritarian, and it is more than simply being organized.

Likewise, the clinical learning environment is fundamental to learners' acquisition of learning experiences. Hence, they focus on leadership style, premises of learning and nursing care, nurse teacher, and supervision while considering student, teacher and environmental factors, (D'Souza, et.al., 2015).

Management of Learners' Behavior Constructively

Management of learners' behavior constructively make a teacher comes up with a few techniques to reduce or eliminate the unwanted behavior. There are many ways to deal with unwanted behavior including punishment, discipline, or even using rewards. But the most effective method for dealing with pupil misbehavior is using positive discipline and there are many types of positive discipline, and whatever technique is used to prevent or reduce misbehavior (Teachers 2019).

According to Stevens (2018), management of learners' behavior constructively and common pieces of effective classroom management were setting clear expectations and rules; consistency in applying rules and expectations; and having good parent communication. Likewise, tangible extrinsic rewards to motivate students were also found to be a positive discipline.

As such, Daniels (2019) in his study, teacher's ability to organize the classroom and manage students' behavior is indispensable to have an acceptable educational outcome. Positive disciplinary practices to manage disruptive behavior of students are also recommended.

Management of Differentiated Developmentally Appropriate Learning Experiences

Management of differentiated developmentally appropriate learning experiences means making use of several instructional strategy in delivering similar lessons to students also ask for varying difficulty levels during instruction considering the capabilities of each pupil. Teachers may formulate lessons based on students' learning preferences; join students with shared interest, topic, or ability for assignments; utilize formative assessment to assess understanding of students; manage the classroom to create a safe and supportive environment; and continually assess and adjust lesson content to meet students' needs (Weselby 2018).

According to Singh (2019), to manage differentiated developmentally appropriate learning experiences, teachers must meet the demands of all students and programs that show promising response to students' intellect and interest, that is, one must try new ways rather than traditional teaching. He also added that with the conversion of temporary classrooms to a diverse one, school authorities must look for teaching and learning strategies suited to different learning characteristics.

While Wormeli (2019) cited that in order to deliver differentiated instruction needs a lot of adjustment in instruction for the unique needs of today's diverse learners. Teachers can differentiate instruction successfully if they are experts in the multiple facets of teaching profession thus professional growth is needed to make it possible.

Management of Developmentally Sequenced Teaching and Learning Process

Teachers do not only prepare classroom activities but also manage developmentally sequenced teaching and learning process. Management of developmentally sequenced teaching and learning process means anticipating the scenario during school hours. It's common concept in teaching involves writing lesson plans, responding to a set of objectives. Management of developmentally sequenced teaching and learning process is creating a set of lessons link with each other to achieve general objectives. By this, the teacher needs the lessons and presents them orderly which challenges students' capability of learning acquisition. This is called lesson sequencing.

Management of developmentally sequenced teaching and learning process presents the pattern of relationship among lessons to the learners, making the activities more meaningful and coherent, and therefore, resulting to a more effective instruction. Likewise, it eliminates inconsistencies in the content of the instruction.

Brown (2018) stated that one of the hallmarks of curricular approaches to student learning is scaffolding and sequencing to

follow students' journey in learning and in order to reach towards a more complex learning, different stages in the learning process must be identified and built upon.

Selection of Appropriate Teaching and Learning Resources

Selection of appropriate teaching and learning resources as contained in the Teacher's Observation Tool, the teacher must be able to provide adequate and relevant learning materials and use authentic learning tasks and materials.

According to Tolentino (2018), there are factors to be considered in the selection of appropriate teaching and learning resources. For one, the instructional media must have relevance to the lesson objectives. The instructional media are suitable for the student's age, learning abilities and style and learning level. More importantly, the instructional media must provide feedback. Furthermore, the instructional material has to be appealing to the students. Finally, it must be always available.

According to Garo (2019), there are guidelines in the selection of appropriate teaching and learning resources. Size pertains to the physical magnitude of the learning materials which can be viewed. The material is colorful enough for pupils to be attracted by bright and dark colors. Another principle that talks about if the material has stood several uses. Cheap but durable materials are preferred. If the material is handy, it can be used and save easily for further use. If the material is up to date, then it is related to needs, problems, and experiences of the learners. Finally, it possesses originality; it can intrigue learners boosting their sense of discovery.

Makini (2017) cited that the business of the teacher is to organize the experience of the learner in a way that helps them change their performance in a meaningful way especially in choosing appropriate educational resources.

Assessment and Evaluation

Assessment and evaluation are another ability that a teacher has to possess. The teachers have to perform diagnostic assessment of learners and in the process of teaching have to provide appropriate and relevant assessment mechanisms and tools in differentiated assessments.

According to Julie (2019), there are effects of teacher assessment and evaluations on student achievement and teacher effectiveness. She had observed that data from teacher evaluations should be used to make adjustments with teaching practices and methods. Making adjustments would increase student achievement and that employing the evaluation processes aided students to be better equipped for a competitive global economy. Lastly, teachers who received higher graduation scores observe assessments as a cause for professional confrontation and that assessing teacher's weakness and strengths can affect social and personal prestige.

Hadi (2019) studied the relationship between teachers' assessment and evaluation of their student's education organization. Teacher's performance appraisal ratings have been found to be related to the students' achievement. However, performance appraisal scores were negatively correlated with student success.

RPMS Framework

The RPMS structure is divided into four. Phase 1 is the Performance Planning and Commitment wherein in the beginning of the performance period, supervisors as well as subordinates agree on certain target objectives for the school year, identifies individual Key Result areas (KRA) and performance indicators. Before the opening of classes, rater and ratee must agree on the competencies required to deliver them in line with the set of priorities of the organization and the school. Phase 2 is the Performance Monitoring and Coaching and also called as the heart of result based performance management system since at these stage, all the necessary things to do in order to meet the objectives of the ratee is at work for action. During this phase, managers encourage an environment open to improve individual and team performance and provides objective basis of the rating. These performances are tracked in accordance to the progress towards accomplishment of objectives and provide feedback and coaching for the ratees. Phase 3 contains the Performance Review and Evaluation wherein managers evaluate employee performance based on evidences of competencies gathered in accordance with the targets agreed during Phase 1 and determine the overall rating of the employee. During this phase, the manager identify the employee's performance with a tentative rating. Phase 4 is the Performance Rewards and Development Planning which is based on the results of Phase 3. This will be the basis of performance based bonus of the agency and step increment of the teachers. At this phase also, development planning of the teacher will be created by the teacher to enable him to achieve his personal work objective with the help of his superior. The teacher will identify the development needs, together with the set goals to achieve these needs, and will ready the action plans intended for the development need, (RPMS Manual, 2018).

The Challenges in the Implementation of RPMS

Despite protests, the Department of Education continued the policies it implemented particularly the Results-based

Management System (RPMS) which was aimed at helping teachers improve the delivery of services. With this, Deped stressed the importance of RPMS which aimed to ensure the delivery of quality, relevant and accessible educational services (Malipot, 2018).

The study of Mayne (2019) suggested that implementing result-based management type initiatives is difficult since it influences all over the organization. Organizational challenges tend to become the main problem instead of technical: results-based management is not mainly a measurement problem.

According to Yunnois (2018), challenges and better learning outcomes were results of better teaching performance. There is a need to fuse RPMS with TIP and PPST. In this study, the author admitted that during the first-three years of implementation of RPMS, there are some gaps that needed to be addressed.

In the implementation of RPMS, there are challenges on some parts of the implementation of it and some teachers are complaining about it and many other issues are raised. The teachers demanded for the stoppage of the Daily Lesson Log (DLL) and the classroom observations, the prohibition of Saturday make up classes, and the implementation of a 6-hour workday (Tomacruz 2018).

Performance Management is the challenge faced by public service managers. However, the enduring research focus on performance measurement in public services, lacking resolution, does not give clear answer to performance management in public services. This shortcoming of measurement difficulties has not receded the focus in performance management, but there are significant adverse outcomes associated with the clumsy use of performance management systems in public services, particularly negative effects on staff morale. The lack of ready-made answers to performance management makes this task complex and demanding for public service managers, (Arnaboldi, Lapsley and Steccolini, 2015).

Advantages in the Implementation of RPMS

Performance management gives benefits and advantages to the teachers and serves as an important step in the organization's human resource management system because it influences employees' performance and consequently organizational performance. Therefore, performance management and appraisal systems are indispensable in a school's productivity (Stevers and Joyce, 2019).

According to Armstrong's study (2019), feedback on the RPMS gave a lot of advantages to performance management practices. It was the stage wherein the employee became aware of the areas of improvements as well as whether employees were contributing to the expected levels of performance or not.

There are benefits in the good implementation of RPMS and if performance management practices were carried out in a fair, objective and transparent manner, there would not be any occurrence of any litigation between managers/supervisors and employees which would result in damaging relationship. Damaged relationship becomes a challenge in performance management due to a deficient way of managing performance or because of a poorly implemented performance management practice (Aguinis, 2019).

According to Ajowi et al. (2017), teacher performance appraisal was a significant predictor of effectiveness of curriculum evaluation by teachers which indicated that effective implementation TPA had significant positive influence on curriculum evaluation. The implementation of TPA is a predictor of the effectiveness of curriculum evaluation in secondary schools. Teacher appraisal influenced students' achievements in examinations.

Ojokuku (2015) also showed that the performance appraisal system displayed substantial impact on the academics' motivation and overall performance of the organization.

Taylor and Tyler (2019) discovered that performance measures and a quality classroom-observation-based evaluation measures could improve mid-career teacher performance both during the period of assessment, consistent with the traditional predictions, and in subsequent years, consistent with human capital investment.

Demographic Profile and Result-Based Performance Management System

According to Shaffril (2019), work performance has been singling out as the factor for organizations to raise competitiveness and be more productive. The type of residential house does not entirely affect work performance while age, working experience and gross monthly salary has significant and positive relationship with work performance.

Likewise, Sergio and Mercano (2019) confirmed in their study that there is a significant relationship between job performance and the demographic profile like but not with work span as well significant relationship between emotional intelligence and job performance. He further concluded that both the demographic profile variables (in terms of age, civil status, educational attainment, except work tenure) and emotional intelligence predict job performance. In times of high competition and limited

job opportunities, and when professional and business success is more and more difficult, it is important to clarify the predictors of job performance. Likewise, Laugksch described that most teachers teaching in rural locations, are between 20 and 40 years old, with four to ten years' experience in teaching Mathematics. Half of the teachers have standard 10 as their highest academic qualification, with 67% of teachers having an M+3 as their highest professional qualification. Teachers indicated interest on their in-service training of teachers (Laugksch, 2019).

On the other hand, employee's performance appraisal is necessary to achieve the goals of the industry. It is the duty of every organization to give proper training and improve the efficiency of the employees in a better way. Since employees are considered as the valuable assets of all organizations, the progress of the employees is closely linked with the performance. If the performance is improved obviously the quality of the organization is improved and in turn improved the quality of employees. A performance appraisal system is good and effective and has a high influence in the socio demographic factors (Xavier, 2015).

Highly proficient teachers usually are in terminal stage of their graduate education. Therefore, they always display an optimum performance in their teaching practice and manifest an in-depth and sophisticated understanding of the teaching and learning process, (DepEd Order No. 42, s.2017).

Theoretical Framework

This study is anchored on the Control Theory of Performance Management System which is expected to support and sustain the performance management system through the definition of forms of control the organization has over the systems. The control theory says that the system's action should coincide with the organizational general goals and objectives (Barrows as cited by Dizon et al. 2018).

The Control Theory centers on control tool observed all over the organization which may either be behavioral or organizational wherein the goals are aligned with organizational goals and objectives. The control systems are: the behavior control, consisting of job rewards and penalizing actions contrary to group goals; the Output control, where the outcome is the basis of reward; and the input control system focusing on training and improvement of competence of employees. Organizations can use any type of control system or a combination of them depending on the demands of the organization (Shell, 2019).

The multiple applications of Control Theory of Performance Management System at the workplace aim to boost employees' accomplishment, wherein managers must challenge employees with goals to upgrade their performance. This avoids ambiguous targets that lacks standards and obvious result.

Well identified feedback and specific standard, provides workers the chance to correct errors (Campion and Lord 2019). Regular supervision is analyzed using the control system wherein managers use it to facilitate tracking of performance and achievement (Pennsylvania State University World Campus, 2016).

This theory is exactly in use in the Results-based Management System, where the teachers are specifically guided by different key result areas (KRAs). These key result areas cover all aspects of teaching and the teaching profession itself, seeking the best outcomes out of the performance of teachers in the whole year of teaching. These are also rated numerically, with corresponding points for each objective as given by master teachers, head teachers, district supervisors and the department of education as a whole.

Conceptual Framework

The conceptual framework portrays the relationship among the profile of the respondents in terms of position, age, gender, civil status, highest educational attainment, and length of service and the assessment in the implementation of result-based performance management system in terms of content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; and assessment and reporting and correlated also to the individual performance commitment and review form (IPCRF). These variables are correlated to challenges and advantages presented by Results-Based Performance Management System.

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┌─────────────────────────┐      ┌─────────────────────────────┐
│ Profile of the Respondents: │      │ Implementation of RPMS       │
│                         │      │                             │
│ Position              H₁│─────▶│ Content knowledge and pedagogy│
│                         │      │                             │
│ Age                     │      │ Learning environment and diversity│
│                         │      │ of learners                 │
│ Gender                  │      │                             │
│                         │      │ Curriculum and planning     │
│ Civil Status            │      │                             │
│                         │      │ Assessment and reporting    │
│ Highest Educational     │      └─────────────────────────────┘
│ Attainment              │
│                       H₂│      ┌─────────────────────────────┐
│ Length of Service       │─────▶│ Teachers Performance (IPCRF) │
└─────────────────────────┘      └─────────────────────────────┘
                                            │ H₃
                                            ▼
                                  ┌─────────────────────────────┐
                                  │ Challenges and Advantages   │
                                  └─────────────────────────────┘
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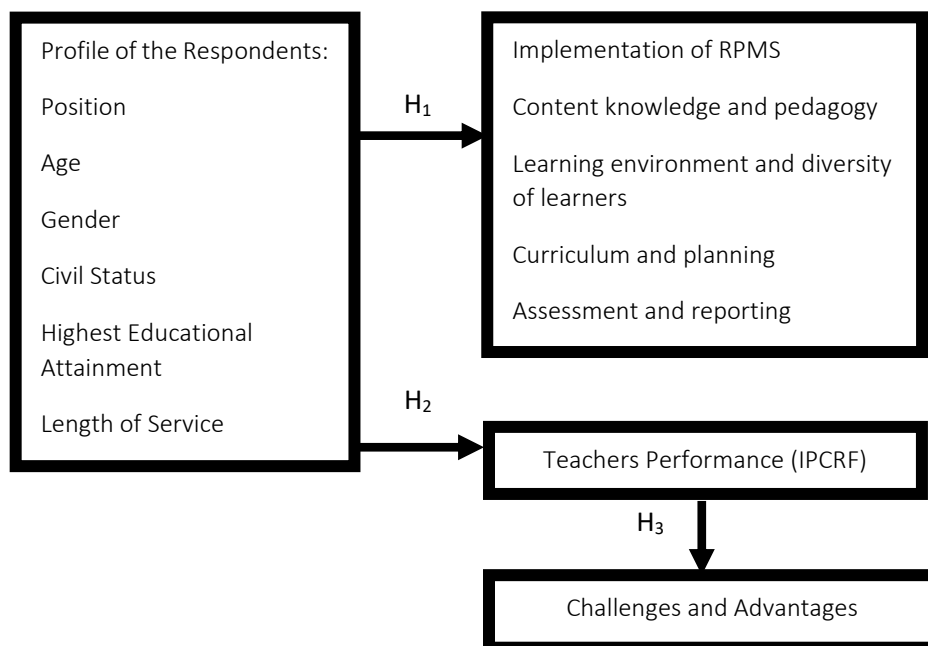
Figure 1. Research Simulacrum.

RESEARCH METHOD

This chapter presents the research methodologies used in the study. This includes the research design, research locale, population and sampling, research instruments, data collection, potential ethical consideration and the statistical analysis of data.

Research Designs

The study employed descriptive-quantitative research to gather the needed information regarding the public secondary school teachers' view in the implementation of result-based performance management system and the challenges and advantages they encountered in its execution.

Descriptive research attempts to describe the present status of phenomena, such as administering a survey to acquire people's feelings about the school environment (De Mesa, Banaybanay and Bautista 2018)

Quantitative research method was utilized as the researchers elicited opinions and numerical data from the respondents through survey questionnaire (Bautista et al. 2018). The data under analysis were quantified and, therefore, numerical in nature leading to the use of statistical formulas in the analysis. Specifically, it utilized descriptive-evaluative, and descriptive-correlation designs. In this study, descriptive-evaluative design was used to determine the assessment of the respondents in the implementation of RPMS in secondary schools in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting.

A descriptive-correlational study was utilized to determine whether, and to what degree does a relationship exists among variables within a population or a sample (Apuke, 2017). It determined whether a significant relation exists in the assessment of respondents in the implementation of RPMS and its profile, the challenges in the implementation of RPMS and the respondent's profile, the advantages in the implementation of RPMS and its profile, and the relationship between the implementation of RPMS and its challenges and advantages. As such, the researcher will be able to gather enough information to make necessary

interpretation of important phenomena about the relationships of the variables.

Research Locale

There are four hundred (400) public secondary schools in the Division of Batangas Province including its component cities, namely Division of Batangas City, Division of Lipa City and Division of Tanauan City. Division of Batangas Province is composed of one hundred seventeen (117) secondary schools and eight hundred (800) secondary school teachers, while Division of Batangas City is composed of 12, 005 secondary school teachers. On the other hand, Lipa City has seven hundred eighty-seven (787) teachers and Tanauan City has six hundred forty six (646) secondary school teachers.

Population and Sampling

The respondents of the study were public secondary school teachers in the Division of Batangas and its component cities, namely, Tanauan City, Lipa City, and Batangas City. Using Cochran's Formula, a total of 640 respondents were included from the total sample population of 14,238. Using the Disproportional Stratified Sampling technique, 160 respondents per division were chosen as respondents of the study. However, due to unexpected Taal Volcano eruption, 543 respondents were gathered which is composed of 160 respondents from Division of Batangas Province, 160 from Division of Batangas City, 103 from Tanauan City and 120 respondents from Division of Lipa City.

Research Instrument

The study used a questionnaire checklist (Appendix A) to gather needed data. The survey questionnaire is composed of two (2) parts which were based on the Result Based Performance Management System manual of the Department of Education.

Part 1. The first part of the questionnaire was a set of questions to determine the profile of the respondents in terms of position, age, gender, civil status, highest educational attainment, length of service as well as the IPCRF rating during the S.Y. 2018-2019.

Part 2 is composed of guiding questions that determined the assessment of the respondents in the Implementation of RPMS in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The questions indicated how the respondents assess the implementation of RPMS. It is composed of three indicators for each phase of RPMS implementation and was arranged according to content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. The respondents put a check mark at the column under proper heading with the presented scale to be used in the interpretation of the assessment of respondents on the implementation of result-based performance management system.

Part 3 The third part provided the respondents with the challenges the implementation of RPMS. These are list of problems encountered or hindrances experienced that posse as challenge to implementers. It is composed of twenty (20) items that the respondents were required to give their honest interpretation by checking the appropriate scale in the questionnaire.

Part 4 Lastly, this part of the questionnaire helped determine the insights of the respondents on the advantages in the implementation of RPMS, these are the advantages created by result-based management system when used to improve performance and competencies of teachers. It is composed of eight (8) items that the respondents were required to give their honest interpretation by checking the appropriate scale as indicated in the questionnaire.

Validation of Instrument

The validity of the research instrument was conducted thru content validity and checking by experts. Content validity pertains to the range to which a measure "covers" the construct of interest. It is assessed by carefully checking the measurement method against the conceptual definition of the construct. The researcher sought the help of professionals and experts in validating the research instrument namely, Dr. Andro Bautista, Master Teacher II of Nasugbu West Central School, Dr. Mario A. Cudiamat, Master Teacher II of Calatagan Senior High School, and Dr. Maria Celita B. De Leon, Principal IV of Payapa National High School. They all gave their professional comments as to relevance, clarity, simplicity, and ambiguity of the research instruments specifically on paraphrasing some questions that may affect negatively the relationship of the organization. Their suggestions were carefully included in the instrument.

The reliability of the research instrument was tested using Cronbach Alpha which revealed that the instrument has a very good reliability with 0.830 value.

Ethical Consideration

To ensure the ethical soundness, this study is subject for approval by the Institutional Review Board of Our Lady of Fatima University. The researcher obtained informed consent from the respondents and their information is kept confidential. Generally, the following principles were used:

Autonomy. The basis of autonomy rests on the idea that individuals are to be regarded as independent agents who are able to

make decisions on their own, such as, if they desire to involve themselves in research studies such as this study. The respondents were given the freedom to answer the questionnaire and withdraw if they wish to. They are also free not to write their name and the name of their school as well. The respondents were also given the choice whether to answer the distributed questionnaire or simply answer on the link provided by the researcher.

Confidentiality. By confidentiality, the respondents' anonymity is maintained, and that the data provided by them are never publicly divulged without their consent. The names of the respondents and their schools were not also mentioned in this study.

Beneficence. The concept of beneficence centers on maximizing the benefits for the study participants and the prevention of any harm. Informed consent form was given to all the respondents to assure the confidentiality of the responses. Token of appreciation was given to the respondents as well as to the evaluators of the instruments of the researcher. Also, the research paper has undergone similarity testing using Turnitin software and yielded an acceptable index of 12% to ensure that the study is not violating the plagiarism law.

Data Gathering Procedure

A letter of intent and request (Appendix C) was given to the schools' division superintendents in the four (4) divisions in the entire province of Batangas to obtain an approval to conduct the study. The official list of schools and number of teachers were gathered thru the website of each division which is accessible to all. Upon approval, the needs assessment survey and informed consent were distributed to answer the stated objective and the researcher immediately printed the necessary amount of questionnaire. Also, the researcher made an online survey questionnaire to give the respondents the right to choose whether to answer the distributed questionnaire or in the link provided. The researcher encountered difficulty in distributing the questionnaire due to the distance of one school to another. Time was also a part of the difficulty since the teachers are on vacations and the unexpected eruption of Taal Volcano also hindered the retrieval of the questionnaire since classes and work were suspended thus, online questionnaire helped a lot in the researchers' way of surveying.

The questionnaire was retrieved, and the responses were tallied, organized, and analyzed in accordance to the items found in the questionnaire.

Statistical Analysis

The findings of the study were analyzed through the use of Statistical Package for Social Sciences (SPSS V.20).

1. For statement of the problem number one, **Percentage** was used to.
1. describe the profile if the respondents.
2. 2. For statement of the problem number two and three, **Weighted Mean** was utilized to determine the assessment of the respondents in the implementation of RPMS in secondary schools and individual performance of the teacher respondents based on individual performance commitment and review form (IPCRF) rating.
3. For statement of the problem number four, **Mean** was used to determine the challenges and advantages in the implementation of result-based performance management system.
4. For statement of the problem number five and six, **Mann Whitney U Test and Kruskal Wallis Test**, were applied to ascertain the significant difference in the assessment of respondents in the implementation of RPMS when profile of the respondents is considered as well as the significant difference in the challenges and advantages in the implementation of result-based performance management system the profile of the respondents.
5. **Spearman Correlation** was applied in statement of the problem number seven in order to find out if the implementation of RPMS significantly has an impact to the performance of teachers and tested at 0.05 level of significance.
6. **Multiple Linear Regression Analysis** was used to create or devise a model regarding the implementation of RPMS.

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This chapter presents the data gathered for presentation, interpretation, and analysis as gleaned on the findings of the study. The profile of the 543 respondents as to position, age, gender, civil status, highest educational attainment and length of service, implementation of the RPMS key result areas (KRAs), IPCRF ratings, and the challenges and advantages in the implementation of RPMS were assessed.

Quantitative Results

1. Profile Distribution of the Respondents

Table 1 presents the frequency and percentage of the secondary school teachers' demographic characteristics with regard to position, age, gender, civil status, highest educational attainment, and length of service.

The Table shows that the total number of respondents (n=543) consisted of 223 (41.1%) teacher I, 99 (18.2%) teacher II, 209 (37.4) teacher III, and 18 (3.3%) master teachers. In terms of age, 77 (14.2%) belongs to age bracket of 20-25 years old, 108 (19,9%) were 26 to 30 years old, 123 (22.7%) were between ages 31 to 35, 95 (17.5%) is between 36 to 40 years of age, 55 (10.1%) belongs to 41 to 45 years old, 39 (7.2%), age brackets 51 to 55 and 56 above are both 23 (4.2%). As regards to the respondents age, 126 (23.2%) were male and 417 (76.8%) were female. With regard to the civil status, 185(34.1%) were single, 350 (64.5%) teachers were married and 8 (1.5%) were widowed. The table also presents that the total number of respondents consisted of 143 (26.3% Bachelor's Degree Graduate, 305 (56.2%) MA unit earners, 73 (13.4%) master's degree holder, 19 (3.5%) doctoral degree unit earners, and 3 (0.6%) were doctor's degree holder. In terms of length of service, 161 (29,7%) were in the service for 1 to 5 years, 152 (28.0%) were in DepEd for 6 to 10 years, 108 (19.9%) served for 11 to 15 years, 48 (8.8%) teaching for 16 to 20 years, 35 (6.4 %) served for 21 to 25 years, 25 (4.6%) and 14 (2.6%) were in the department for 26 to 30 years and 31 years and above, respectively. The result suggests that the qualities and traits of teachers are important in the success of any educational system. The position of the respondents signifies that there still a lot of opportunities waiting for teachers to acquire a higher position in the profession. The maturated-aged group is an advantage of the department in knowing that the teachers are ready physically and emotionally in upholding better roles and responsibilities. Similarly, a group of teachers with units in master's degree constitutes a rich source of teaching workforce. Moreover, having more married teachers is a strength of the organization since they have more experience and capacity to cope with changes based on their real-life experiences.

The result of the study is supported by the DepEd Order No.7s.2017 that established a hiring guideline for teachers that aim to enhance the overall quality of educational system, specifically basic education in the entire country by hiring highly competent teachers and providing program plans that will better ensure that employees are able to contribute to the development of lifelong learners.

It is similar to the study of Laugksch (2019) which described that most teachers teaching in rural locations are between 20 and 40 years old, with four to ten years' experience in teaching Mathematics. Half of the teachers have standard 10 as their highest academic qualification, with 67% of teachers having an M+3 as their highest professional qualification.

Table 1. Profile Distribution of the Respondents.

Profile	Frequency	Percentage
Position		
Teacher I	223	41.1
Teacher II	99	18.2
Teacher III	203	37.4
Master Teacher	18	3.3
Total	543	100
Age		
20 - 25 Years Old	77	14.2
26 - 30 Years Old	108	19.9
31 - 35 Years Old	123	22.7
36 - 40 Years Old	95	17.5
41 - 45 Years Old	55	10.1
46 - 50 Years Old	39	7.2
51 - 55 Years Old	23	4.2
56 Years Old and Above	23	4.2
Total	543	100
Gender		
Male	126	23.2
Female	417	76.8
Total	543	100

Civil Status		
Single	185	34.1
Married	350	64.5
Widowed	8	1.5
Total	543	100
Highest Educational Attainment		
Bachelor Degree	143	26.3
With MA Units	305	56.2
Master Degree	73	13.4
With Doctorate Units	19	3.5
Doctor Degree	3	0.6
Total	543	100
Length of Service		
1 - 5 Years	161	29.7
6 - 10 Years	152	28.0
11 - 15 Years	108	19.9
16 - 20 Years	48	8.8
21 - 25 Years	35	6.4
26 - 30 Years	25	4.6
31 Years and Above	14	2.6
Total	543	100.0

2. Respondents' Assessment in the Implementation of RPMS in Secondary Schools

2.1 Content, Knowledge and Pedagogy. Table 2 presents the respondents' assessment in the implementation of RPMS in secondary public schools. In terms of content, knowledge and pedagogy, the highest weighted mean of 3.59 (Highly Implemented) and standard deviation of 0.50 belonged to the first statement, "knowledge of content within and across curriculum teaching areas" and it ranked first. It was followed by the second statement "range of teaching strategies that enhance learner achievement with a weighted mean of 3.55 (Highly Implemented) and standard deviation of 0.52, while the third statement " range of teaching strategies that develop critical and creative thinking" had the lowest weighted mean of 3.50 (Satisfactorily Implemented) and standard deviation of 0.55. The findings showed a grand weighted mean of 3.55 and standard deviation of 0.52 (Highly Implemented) which signifies that content, knowledge and pedagogy is practice by teachers in secondary public schools. It also entailed that the mastery over content knowledge and pedagogy about the fields of discipline that they had chosen as their bread and butter is the most necessary requirement to become an effective teacher for secondary level, more particularly those in the public schools. Having expertise on the subject matter is still regarded as the most important competency that a teacher should possess to uphold the title. In spite of that, providing the students with chances to develop critical and creative thinking is mildly lacking needed consideration and practice which might have an impact to their problem-solving, analytical and logical, mathematical and decision making skills. Though, as a counterbalance, mastery over content knowledge and pedagogy of the subject matter the teachers specifically belong to is still regarded as the most important competency that an educator should possess to uphold the title.

This is supported by the study of Mourlam (2015) which indicates that the emergence of faculty development system it resulted to the faculty's progress through the entire instructional design process and increases in faculty pedagogical content knowledge and technology as well. In addition, Van Driel and Berry (2019) stressed out that the development of pedagogical content knowledge is an important goal to focus on the teachers' program for development which is closely aligned to their career which will entail opportunities to apply specific instructional strategies as well as chances to reflect, individually and collectively, on their experiences.

Table 2. Respondents' Assessment in the Implementation of RPMS in Secondary Schools in Terms of Content Knowledge and Pedagogy.

Content Knowledge and Pedagogy	Weighted Mean	Qualitative Description	SD	Rank
1. Knowledge of content within and across curriculum teaching areas.	3.59	Highly Implemented	0.50	1
2. Range of teaching strategies that enhance learner achievement.	3.55	Highly Implemented	0.52	2
3. Range of teaching strategies that develop critical and creative thinking.	3.50	Satisfactorily Implemented	0.55	3
Grand Weighted Mean	3.55	Highly Implemented	0.52	

Legend: 1.00-1.49 Poorly Implemented, 1.50-2.49 Fairly Implemented, 2.50-3.49 Satisfactorily Implemented, 3.50-4.00 Highly Implemented

2.2 Learning Environment and Diversity of Learners. Table 3 shows the respondents assessment in the implementation of result-based performance management system in secondary public schools in terms of learning environment and diversity of learners. The highest weighted mean of 3.56 (Highly Implemented) and standard deviation of 0.51 belonged to the first statement, "management of classroom structure to engage learners" while the third statement ranked third, "management of differentiated developmentally appropriate learning experiences" and had the lowest weighted mean of 3.41 (Satisfactorily Implemented) and standard deviation of 0.58. The findings showed a grand weighted mean of 3.48 and standard deviation of 0.55 which implies that learning environment and diversity of learners is being applied to show how teachers manages the classes. The findings also manifested that the management of differentiated developmentally appropriate learning experiences among classroom facilitators is receiving lesser attention than classroom structure and learner's behavior. In addition, learner's behavior is managed with moderation which might affect the sense of motivation of some students that might result to some decline in classroom performance. On the other hand, teachers gave huge mindfulness when it comes to classroom structure. Establishing a conducive learning environment supplies advantages like proper organization and orderliness that somehow improves the fluidity of classroom instruction.

Table 3. Respondents' Assessment in the Implementation of RPMS in Secondary Schools in terms of Learning Environment and Diversity of Learners.

Learning Environment and Diversity of Learners	Weighted Mean	Qualitative Description	SD	Rank
1. Management of classroom structure to engage learners.	3.56	Highly Implemented	0.51	1
2. Management of learners' behavior constructively.	3.46	Satisfactorily Implemented	0.55	2
3. Management of differentiated developmentally appropriate learning experiences.	3.41	Satisfactorily Implemented	0.58	3
Grand Weighted Mean	3.48	Satisfactorily Implemented	0.55	

Legend: 1.00-1.49 Poorly Implemented, 1.50-2.49 Fairly Implemented, 2.50-3.49 Satisfactorily Implemented, 3.50-4.00 Highly Implemented

The result was supported by the study of Segaren (2019) which indicated that having a conducive learning environment and diverse school for students gave a greater feeling of safety and thus, benefited the entire population of the school for a better learning to occur. In addition, Cox (2019) stated that classroom structure is an important learning environment to engage all learners as it is an essential part of the classroom management.

In addition, D'Souza (2015) said that learning environment is vital to students' learning process with the same importance in providing educational encounters.

2.3. Curriculum and Planning. The assessment of respondents in the implementation of RPMS inn secondary public schools in terms of curriculum and planning is shown in table 4. The highest weighted mean of 3.55 (Highly Implemented) and standard deviation of 0.52 belonged to the third statement, "selection of appropriate teaching and learning resources". It was followed by the first statement "management of developmentally sequenced teaching and learning process" with a weighted mean of 3.50 (Highly Implemented) with standard deviation of 0.54, while the second statement "management of collegial discussion" had the lowest weighted mean of 3.32 (Satisfactorily Implemented) and standard deviation of 0.54. The findings showed a grand weighted mean of 3.46 (Satisfactorily Implemented) and standard deviation of 0.53 which indicates that curriculum and planning is performed by teachers in secondary public schools. Management of collegial discussion proved to be a vague patch when it comes to curriculum and planning. Communication and strong message channels are paramount for achieving a successful planning and implementation of curriculum. Establishing and designing harmonious, well-ailed conversational and discoursal highways are demanded to increase the efficiency of a school. Selection of appropriate teaching and learning resources is equally important. A curriculum is the blueprint that explains the process on how learners are going to acquire academic and technical capabilities. As a part of planning a curriculum, knowing and understanding what a learner needs should be top priority.
This is supported by the study of Mallaki and Paatero (2015) stated that as curriculum is the main component in deciding program outcomes, important remarks and best practices can be considered in its planning for the better result of performance.
Therefore, teaching and learning can be improved through planning to implementing the most applicable curriculum and expected learning outcomes, thus improve the teachers performance indicators. (UNESCO, 2019)

Table 4. Respondents' Assessment in the Implementation of RPMS in Secondary Schools in Terms of Curriculum and Planning.

Curriculum and Planning	Weighted Mean	Qualitative Description	SD	Rank
1. Management of developmentally sequenced teaching and learning process.	3.50	Highly Implemented	0.52	2
2. Management of collegial discussion.	3.32	Satisfactorily Implemented	0.54	3
3. Selection of appropriate teaching and learning resources.	3.55	Highly Implemented	0.52	1
Grand Weighted Mean	3.46	Satisfactorily Implemented	0.53	

2.4 Assessment and Reporting. Table 5 shows the respondents assessment in the implementation of result-based performance management system in secondary public schools in terms of assessment and reporting. Second and first statement, "evaluation of learners' needs and achievement" and "communication for learners' needs and achievement", respectively, has a weighted mean of 3.56 (Highly Implemented) and standard deviation of 0.52 while the first statement, "selection of assessment strategies" had the lower weighted mean of 3.54 (Highly Implemented) and standard deviation of 0.52. The findings showed a grand weighted mean of 3.56 which signifies that assessment and reporting is of learner's activities and performance is being applied in the teaching learning process. Based on the results, assessment and reporting appeared to be well-observed by secondary teachers. It is considered important for the respondents to assess their learners with appropriate tools which suit the demands of the required competency to promote fairness and to cater multiple intelligences through the preparation of wide-ranged, well planned strategies, the study also presented that the educators paid utmost attention to giving feedbacks to learner's performances through proper communication and practices that provide learners a chance to monitor their own development. Providing learners with unbiased and just evaluation would prove to be an asset for teachers which would help encourage the learners to perform better and progress towards collective achievement.
Classroom assessment and reporting are critical parts in the process of teaching and can serve as a source of data in learning acquisition. Feedback from ongoing assessment in the classroom can be immediate and personal for a learner and can guide them to understand their misconceptions and use the information to set new learning goals for teachers, (BC Curriculum,2019).

In addition, assessment and reporting are combined to support students in achieving the set standards give them hints in carrying further learning. (Blackwood Primary School, 2019)

Table 5. Respondents' Assessment in the Implementation of RPMS in Secondary Schools in Terms of Assessment and Reporting.

Assessment and Reporting	Weighted Mean	Qualitative Description	SD	Rank
1. Selection of assessment strategies.	3.54	Highly Implemented	0.53	3
2. Evaluation of learners' needs and achievement.	3.56	Highly Implemented	0.52	1.5
3. Communication for learners' needs and achievement.	3.56	Highly Implemented	0.53	1.5
Grand Weighted Mean	3.56	Highly Implemented	0.53	

Legend: 1.00-1.49 Poorly Implemented, 1.50-2.49 Fairly Implemented, 2.50-3.49 Satisfactorily Implemented, 3.50-4.00 Highly Implemented

3. Respondents' Individual Performance Commitment and Review Form (IPCRF) Rating during the S.Y. 2018-2019

Table 6 presents the individual performance commitment and review form rating of the respondents during the S.Y. 2018-2019. The table shows that among the total number of respondents (n=543), 46 (8.5%) obtained an adjectival rating of outstanding, 485 (89.3%) has an adjectival rating of very satisfactory, while 6 (1.1%) has an adjectival rating of satisfactory and similar frequency and percentage for adjectival rating of unsatisfactory. The findings showed a total mean of 4.18 which indicates that the performances of teachers are very satisfactory. All intended results were met within the set standards. It also showed that majority of the respondents are doing their best to fulfill their roles as professional teachers. On the other hand, the results also showed that some of the respondents are clearly challenged to improve their performances in order to uphold to the standard of the department.

These results are supported by the study of Ohmer and Zacher (2015) which stated that job complexity has no control on the effect of career adaptability when it comes to performance ratings, implying that career adaptability can tell performance ratings in high, medium, and low complexity jobs.

Table 6. Respondents' Individual Performance Commitment and Review Form (IPCRF) Rating During the S.Y. 2018-2019.

Profile	Frequency	Percentage
Outstanding	46	8.5
Very Satisfactory	485	89.3
Satisfactory	6	1.1
Unsatisfactory	6	1.1
Total	543	100.0
Mean	4.18	
Qualitative Description	Very Satisfactory	

Legend: 1.00-1.49 Poor, 1.50-2.49 Unsatisfactory, 2.50-3.49 Satisfactory, 3.50-4.49 Very Satisfactory, 4.50-5.00 Outstanding

4. Challenges and Advantages in the Implementation of Result- Based Performance Management System

Table 7 presents the challenges in the implementation of result-based performance management system.

The highest weighted mean of 2.62 (Moderately Evident) belonged to eight statement, "The system does not require raters to do a side-by-side comparison, comparing each ratee with one another" it ranked first among the challenges in the implementation of RPMS with standard deviation of 1.82 while the eleventh statement "Managers or Raters for not have enough trainings on how to assess and give honest feedback" had the lowest weighted mean of 2.15 (Fairly Evident) with standard deviation of 1.00 and also ranked as the last among the challenges. The findings showed a grand weighted mean of 2.42 which indicates that challenges in the implementation of RPMS are evident. It signifies that teachers still feel insecure when it comes to how work relationships and subjective opinions might be able to affect how objective the ratings should be done. This poses

a threat to the integrity of the system. It further suggests that there still parts of the system that needed improvement to be able to gain a more positive response from the teachers. This is supported by the study of Tomacruz (2018) which stated that in the implementation of RPMS, there are challenges on some parts of the implementation where some teachers are complaining and many other issues are raised. The study of Mayne (2019) suggested that implementing result-based management type initiatives is difficult since it influences all over the organization. Organizational challenges tend to become the main problem instead of technical result-based management application which is not mainly a measurement problem. It also suggests that when the result of the rating system was not fully disseminated to the whole organization, and that it is not integrated in the planning and development plan of the individual and organization that makes challenges tend to be repetitive.

However, Yunnois (2018) indicated in his study that challenges and better learning outcomes were results of better teaching performance. There is a need to integrate, interconnect and interrelate RPMS with TIP and PPST. In this study, the author admitted that during the first-three years of implementation of RPMS, there are some gaps that needed to be addressed.

Likewise, Arnaboldi et al. (2015) in their study indicated that performance management is the obstacle faced by public service managers and not only a burden for employees. They further said that the enduring research focus on performance measurement in public services, lacking resolution, does not offer neat solutions to performance management in public services. The lack of prepared answers to performance management makes this task complicated for public service managers.

Table 7. Challenges in the Implementation of Result Based Performance Management System.

Challenges	Weighted Mean	Qualitative Description	SD	Rank
1. Occasional feedback means no formal feedback is given to the ratee periodically.	2.53	Moderately Evident	0.92	4
2. Lack of accountability happens when raters are not measured or held accountable for providing accurate feedback.	2.50	Moderately Evident	0.91	7
3. Comprehensive team assessment occurs when ratees on the school are assessed, but there is no simultaneous overall assessment of the team.	2.60	Moderately Evident	0.88	2
4. Disconnected from rewards means that getting a merit raise, bonus, or promotion is completely disconnected from an employee's performance appraisal scores.	2.52	Moderately Evident	0.93	5
5. Integration takes place when the process is not fully integrated with compensation, development, or staffing (internal movement).	2.59	Moderately Evident	0.89	3
6. The system focuses on weak performers only.	2.44	Fairly Evident	0.93	10
7. Even though the process may have impacts on salary, job security, and promotion, the assessment is done by a single rater only, No second review.	2.49	Fairly Evident	0.94	8
8. The system does not require raters to do a side-by-side comparison, comparing each ratee with one another.	2.62	Moderately Evident	1.82	1

9. 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.	2.51	Moderately Evident	0.97	6
10. The process is managed by raters who have no complete understanding of performance and productivity.	2.29	Fairly Evident	0.98	18
11. Managers/Raters do not have enough training on how to assess and give honest feedback.	2.15	Fairly Evident	1.00	20
12.Regency errors takes place when 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).	2.34	Fairly Evident	1.02	15.5
13.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.	2.39	Fairly Evident	0.98	11.5
14.Causes many employees high levels of anxiety weeks before the evaluation process.	2.47	Fairly Evident	0.92	9
15.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.	2.27	Fairly Evident	0.97	19
16.The ratees are not notified midstream should their performance change to the point where it was suddenly dramatically below standards.	2.30	Fairly Evident	0.92	17
17.A ratee who disagrees with his appraisal is seldom given the opportunity to challenge the results with a neutral party.	2.34	Fairly Evident	0.95	15.5
18.If performance appraisal is blotched, there is a possibility of decrease in ratee engagement, trust, rater brand strength, teamwork, and innovation contribution.	2.36	Fairly Evident	0.92	13.5
19.Most of the forms are incredibly long and slow which are time-consuming. As a result, some raters routinely recycle "last year's" evaluations.	2.36	Fairly Evident	0.94	13.5
20.The focus is on feedback in the past.	2.39	Fairly Evident	0.94	11.5
Grand Weighted Mean	2.42	Fairly Evident	0.99	

Legend: 1.00-1.49 Poorly Evident, 1.50-2.49 Fairly Evident, 2.50-3.49 Moderately Evident, 3.50-4.00 Highly Evident

The advantages in the implementation of result-based performance management system are presented in Table 8. It revealed that the highest weighted mean of 3.39 (Moderately Evident) with standard deviation of 0.67 belonged to the fifth statement "RPMS is the stage where the employee became aware of the areas of improvements" and ranked first among the advantages experienced by the teachers in the implementation of RPMS while the third statement "RPMS is indispensable in a school's productivity" had the lowest weighted mean of 3.23 (Moderately Evident) and standard deviation of 0.78 and ranked also as the lowest among the advantages in the implementation of RPMS.

The finding showed a grand weighted mean of 3.33 which signifies that the advantages in the implementation of RPMS are evident. With the results being moderately evident, it suggested that there are still parts of the system that need to improve to encourage teachers more about the benefits of having result-based performance management system. The result signifies that the respondents could see the advantage of the system. It means that the teachers understand the importance of having such a weighing scale as this could make them aware of what they could do more to improve their own performances, and in turn help amplify the productivity of the school as they are aware that the performance of the employees influences that of the organization.

The result of the study is supported by the study of Armstrong which indicated that feedback on the implementation of result-based performance management system gave a lot of advantages to performance management practices and the employee became aware of the areas of improvements. Also, it informs the employees if they succeeded in providing the expected performance goals.

In addition, the study of Stevers and Joyce (2019) stated that performance management gave benefits and advantages to the teachers and serve as an important move for the organization's human resource management system because it covers the employee performance and therefore affecting the overall performance of the organization, accordingly.

However, the result of research study of Aguinis (2019) contradicts this statement because it indicated that if the implementation of result-based performance management is not carried out properly, and without transparency, it will result to a damaged relationship both managers and employees.

Table 8. Advantages in the Implementation of Result Based Performance Management System.

Advantages	Weighted Mean	Qualitative Description
1. RPMS influences employee performance.	3.34	Moderately Evident
2. RPMS influences organizational performance, too.	3.33	Moderately Evident
3. RPMS is indispensable in a school's productivity.	3.23	Moderately Evident
4. RPMS gives feedback that gives a lot of importance to performance management practices.	3.33	Moderately Evident
5. RPMS is the stage wherein the employee became aware of the areas of improvements.	3.39	Moderately Evident
6. If done fairly, objectively and transparently, RPMS helps make good relationships between the rater and the ratee.	3.38	Moderately Evident
7. RPMS is a significant predictor of effectiveness of curriculum evaluation by teachers.	3.30	Moderately Evident
8. RPMS exerts a substantial impact on the academics' motivation and overall performance.	3.33	Moderately Evident
Grand Weighted Mean	3.33	Moderately Evident
Legend: 1.00-1.49 Poorly Evident, 1.50-2.49 Fairly Evident, 2.50-3.49 Moderately Evident, 3.50-4.00 Highly Evident		

5. Respondents' Assessment in the Implementation of RPMS when Profile is Considered

Table 9 presents the respondents' assessment in the implementation of RPMS when profile is considered.

With regard to "content knowledge and pedagogy", since the computed P-values for position (P=0.699), age (P=0.165), gender (P=0.183), civil status (P=0.847), highest educational attainment (P=0.346) and length of service (P=0.114) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "content knowledge and pedagogy" when all their profile is considered. The

results suggest that regardless of demographic profile, the assessment of the respondents do not differ across the public secondary schools in the Division of Batangas and its component cities. It also signifies that the respondents convened on the same conclusion with regards to content, knowledge and pedagogy to which they all nodded to the idea that a teacher should possess mastery and expertise over the subject matter that they are teaching regardless of rank, age, length of service, civil status and highest educational attainment. It contradicts the study of Sergio and Mercado (2019) wherein he confirmed that there is a significant relationship between the job performance and demographic profile variable such as age, civil status, and educational attainment but not with work tenure.

With regard to "learning environment and diversity of learners", since the computed P-values for position (P=0.746), gender (P=0.671) and civil status (P=0.457) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. On the other hand, since the computed P-values for age (P=0.000), highest educational attainment (P=0.035) and length of service (P=0.015) are less than 0.05 level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "learning environment and diversity of learners" when position, gender and civil status are considered, but there is a significant difference in age, highest educational attainment and length of service.

Moreover, the data reveal that those respondents whose age is 26 to 30, earn a doctor degree and with 31 years and above experience have given higher assessment in learning environment and diversity of learners. The results suggest that teaching experience have influence on the implementation of RPMS. The result revealed that there is a variation with regards to the perception about how teachers manage learning environment and diversity as influenced by how old, how educated and how long a teacher in the profession. Experience and exposure have played a vital role in the methods and strategies that teachers incorporate within their classroom. This is supported by DepEd Order no. 42, s.2017 which states that highly proficient teachers usually are in terminal stage of their graduate education. Therefore, they always display optimum performance in their teaching practice and manifest a full and sophisticated apprehension on the process of teaching and learning.

With regard to "curriculum and planning", since the computed P-values for position (P=0.137), age (P=0.090), gender (P=0.052), civil status (P=0.823), highest educational attainment (P=0.154) and length of service (P=0.106) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "curriculum and planning" when all their profile is considered. The results may suggest that teachers have similar practices on RPMS operations. Teachers collectively face the banes of poor collegial discussion and the need for the establishment of good communication network, not only during the process of planning, but also spanning out through the whole duration of the implementation of the curriculum. This fact was agreed by most respondents which shows that this challenge is prevalent and is felt by teachers from all aspects. It supports the study of Alsubaie (2016) that teachers must actively participate in the development process of curriculum and planning so they will be effective to assure success of the school.

Lastly, with regard to "assessment and reporting", since the computed P-values for position (P=0.411), age (P=0.062), gender (P=0.981), civil status (P=0.954), highest educational attainment (P=0.109) and length of service (P=0.052) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "assessment and reporting" when all their profile is considered. The results suggest that teachers have similar practices on RPMS implementation. It further suggests that regardless of rank, age, length of service, civil status and highest educational attainment, teacher's effectiveness and efficiency can be measured on how he creates and develops, assessment tools like quizzes, examinations and other forms of summative tests. It also signifies that teachers are responsive and give relevant information on the students' learning outcomes, output, performances and behavior, regardless of the respondent's demographics. It supports the article of American Federation of Teachers (2019) concerning the teachers' competence in educational assessment. It explains that teachers' better performance in assessment and reporting of teaching and learning educational process can be obtained through demonstrating skill in managing student assessment information and practices and not based on the teacher's profile.

Table 9. Respondents' Assessment in the Implementation of RPMS when Profile is Considered.

Implementation of RPMS	Profile					
	Position	Age	Gender	Civil Status	Highest Educational Attainment	Length of Service
Content Knowledge and Pedagogy						
P-Value	0.699	0.165	0.183	0.847	0.346	0.114
Remark	NS	NS	NS	NS	NS	NS
Learning Environment and Diversity of Learners						
P-Value	0.746	0.000 *26-30 Years Old	0.671	0.457	0.035 *Doctor Degree	0.015 *31 Years and Above
Remark	NS	S	NS	NS	S	S
Curriculum and Planning						
P-Value	0.137	0.090	0.052	0.823	0.154	0.106
Remark	NS	NS	NS	NS	NS	NS
Assessment and Reporting						
P-Value	0.411	0.062	0.981	0.954	0.109	0.052
Remark	NS	NS	NS	NS	NS	NS

*Legend: Significant (S) at P<0.05, Not Significant (NS), *Higher Assessment*

6. Significant Difference of the Challenges and Advantages in the Implementation of Result-Based Performance Management System when Profile is Considered

Table 10 presents the challenges and advantages in the implementation of result-based performance management system when profile is considered. With regard to challenges, since the computed P-values for position (P=0.604), age (P=0.206), civil status (P=0.304) and length of service (P=0.315) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected; on the other hand, since the computed P-values for gender (P=0.049) and highest educational attainment (P=0.000) are less than 0.05 level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the challenges of the implementation of result-based performance management system when profile is considered, except for gender and highest educational attainment. The results revealed that those respondents who are males and presently earning a doctor degree have given higher assessments in the challenges. Male respondents with a doctorate degree proved to be very critical on how they perceived the system of rating. It means that the opinion with regards to how the implementation is viewed as challenging is affected by hormonal makeup and the cognitive capacity of the teacher.

Challenges of implementing the RPMS are more observed by male teachers with highest educational attainment more than their gender counterpart. This could have stemmed from the fact that men, according to empirical evidence, are more aggressive and have a tendency to choose from two extremes. It implies that there is gendered perspective in terms of the implementation. Likewise, teachers' educational attainment shows varied point of view on its operationalization. It supports the study of Sergio and Mercado (2019) that there is a significant relationship between job performance and the demographic profile variables like educational achievement.

With regard to advantages, since the computed P-values for position (P=0.228), age (P=0.073), gender (P=0.259) and civil status (P=0.122) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected; on the other hand, since the computed P-values for highest educational attainment (P=0.034) and length of service (0.003) are less than 0.05 level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the advantages in the implementation of result-based performance management system when profile is considered, except with highest educational attainment and length of service. The results revealed that those respondents who earn a doctor degree and with 31 and above years of service were given higher assessments in the advantages. It means that teachers with higher number of years in the service and considerable higher graduate education degrees have more orientation and capacity building on performance management. It suggests that teachers with more experience and have spent more years in progressing educationally are more

inclined to promote the rating system which focuses most on the result of the performance due to their confidence for they had already gained more opportunities and more knowledge about how to improve, how to augment the results coming out from their pedagogical method, techniques and strategies that they, more likely, had perfected through years of practice and studying. They are more likely to see the advantages of the system because they are prepared to whatever the rating system demands of them. It supports the study of Taylor and Tyler (2019) which indicated that performance measures could improve mid-career teacher performance with traditional predictions and in subsequent years, consistent with human capital investment.

Table 10. Challenges and Advantages in the Implementation of Result Based Performance Management System when Profile is Considered.

Indicator	Profile					
	Position	Age	Gender	Civil Status	Highest Educational Attainment	Length of Service
Challenges						
P-Value	0.604	0.206	0.049 *Male	0.304	0.000 *With Doctor Degree Units	0.315
Remark	NS	NS	S	NS	S	NS
Advantages						
P-Value	0.228	0.073	0.259	0.122	0.034 *Doctor Degree	0.003 *31 Years and Above
Remark	NS	NS	NS	NS	S	S

*Legend: Significant (S) at P<0.05, Not Significant (NS), *Higher Assessment*

7. Impact of implementation of RPMS to the performance of Teachers in IPCRF

Table 11 presents the impact of the implementation of RPMS to the performance of the teachers in IPCRF.

With regard to "content knowledge and pedagogy", the computed correlation coefficient of 0.295 with a qualitative description of low relationship is proven to be significant since the computed P-value of 0.028 is less than 0.05 level of significance. Therefore, the implementations of RPMS as to "content knowledge and pedagogy" significantly impact the performance of the teachers. The results imply that the teachers' proficiency is influenced on how teachers are expected to master and to teach efficiently and effectively. Making a person aware that he is being observed through a scoring system which will tell how he is effective and efficient in accomplishing a task entrusted to him and makes him perform to the best of his ability. This is particularly true when it comes to evaluating an educator on how excellent he educates. Teachers prepare themselves to become as substantially informative as to provide the learners of what they need. It supports the study of Sadikoglu (2015) that performance is affected positively by proper knowledge and process management. Efficiency and effectiveness of employees in performing their jobs is guaranteed through effective knowledge management. Process management highlights the procedures through a set of methodological and behavioral activities rather than focusing on the result. In addition, Badertscher (2017) stated that in order to enhance learner achievement, the essential thing to make teachers creative and effective is empowering and equipping them with instrument to face the teaching system.

Similarly, with regard to "learning environment and diversity of learners", the computed correlation coefficient of 0.449 with a qualitative description of moderate relationship is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "learning environment and diversity of learners" significantly impact the performance of the teachers. The results imply that good classroom structure to engage learners is more than just being strict, and it is more than simply being organized. Having an organized and harmonious order is proven to invite more positivity in the environment. Students feel more secure when there is a system that maintains the positivity within the confines of the classroom. This security acts as a stimulus that would help the students be motivated to participate and exhibit their cognitive, affective, and psychomotor capacities which would lead to an efficient learning in a conducive classroom setting. It supports the study of Meador (2019) which stated that a well-planned learning environment to engage learners is an effective way by which teachers start by designing the classroom structure. It allows students to thrive and experience personal and

academic growth.

Likewise, with regard to "curriculum and planning", the computed correlation coefficient of 0.430 with a qualitative description of moderate relationship is proven to be significant since the computed P-value of 0.002 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "curriculum and planning" significantly impacts the performance of the teachers. The results imply that curriculum planning leads to high quality teacher professional development. Planning a curriculum is the first and most important step towards building an institution that molds the minds of the future generation earning the trust of the community in which its foundations were built upon. The success of attaining the institutions' goals, mission, and vision depends on how the curriculum will reflect these mandates and inculcate it within the faculties of the learners. It would also provide the teachers a point of reference as to how they are going to fulfill their task of checking out the needs of the students. It supports the study of Brown (2018) that one of the hallmarks of curricular approaches to student learning is scaffolding and sequencing to follow students journey in learning, and in order to reach towards a more complex learning, different stages in the learning process must be identified and built upon.

Lastly, with regard to "assessment and reporting, the computed correlation coefficient of 0.429 with a qualitative description of moderate relationship is proven to be significant since the computed P-value of 0.003 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "assessment and reporting" significantly impacts the performance of the teachers. The results imply that the ability of teachers to assess and evaluate learners is another ability they must possess as it affects their effectiveness and efficiency. As a vital part of the teaching-learning process, assessment and reporting is needed to be given enough attention as it provides the students their right to be aware of how well or bad they are performing. On the other hand, teachers use these to assess and evaluate the effectiveness of their strategy and make amends to either remedy or improve their way of teaching to increase productivity in terms of learner performance. It supports the study of Hadi (2019) that teachers' performance appraisal ratings have been found to be connected with their students accomplishment scores.

Table 11. Impact of the Implementation of RPMS to the Performance of the Teachers in IPCRF.

Implementation of RPMS	Performance of the Teachers in IPCRF			
	Correlation Coefficient	Qualitative Description	P-Value	Remark
Content Knowledge and Pedagogy	0.295	Low Relationship	0.028	Significant Impact
Learning Environment and Diversity of Learners	0.449	Moderate Relationship	0.000	Significant Impact
Curriculum and Planning	0.430	Moderate Relationship	0.002	Significant Impact
Assessment and Reporting	0.429	Moderate Relationship	0.003	Significant Impact

Legend: 0.00 No Relationship, +0.00-+0.20 Negligible Relationship, +0.21-+0.40 Low Relationship, +0.41-+0.70 Moderate Relationship, +0.71-+0.90 High Relationship, +0.91-+0.99 Very HighRelationship, +1 Perfect Relationship, Significant at P<0.05

8. Multiple Regression Model of Implementation of RPMS to Performance of Teachers in IPCRF

The Regression Model is presented below: Implementation of RPMS to Performance of the Teachers in IPCRF is $Y = 3.523 - 0.029X_1 + 0.080X_2 + 0.046X_3 + 0.055X_4$ using multiple linear regression analysis, the finding shows the unstandardized coefficients of the explanatory variables (X_1 to X_4). X_1 is the predictor variable for content knowledge and pedagogy with β=0.029, X_2 is the variable for learning environment and diversity of learners with β=0.080, X_3 is represented by curriculum and planning with β=0.046, and X_4 as the assessment and reporting with β=0.055 while IPCRF rating is represented by variable Y. Positive beta coefficient signifies that the indicator has a greater impact in the performance of teachers while negative beta coefficient means that it has the least impact on teachers' performance.

With regard to Implementation of result-based performance management system in secondary public schools of Batangas Province and its component cities, it was found that the higher beta coefficients (β) the greater impact on achieving exemplary performance of teachers thru the implementation of result-based performance management system. As such, learning environment and diversity of learners with beta coefficient of 0.080, curriculum and planning with beta coefficient of 0.46, and assessment and reporting with beta coefficient of 0.055 have the greatest influence in the performance of the teachers in their Individual Performance Commitment and Review Form (IPCRF). It signifies that there is a higher probability to attain an improved

or better performance of the teachers in IPCRF if they will continue in developing their professional skills through focusing on learning environment and diversity of learners, curriculum and planning, and assessment and reporting while maintaining their performance in terms of content knowledge and pedagogy which is one of the requirements of the department.

These findings bear similarity with the findings of Cox (2019), wherein he stated that classroom structure to engage learners is an essential part of classroom management. It is also supported with the study of Alsubaie (2016) that teachers must actively participate in the curriculum development process to have a desirable result that assures the success of the schools and guarantee teachers' effectiveness.

$$Y = 3.523 - 0.029X_1 + 0.080X_2 + 0.046X_3 + 0.055X_4$$
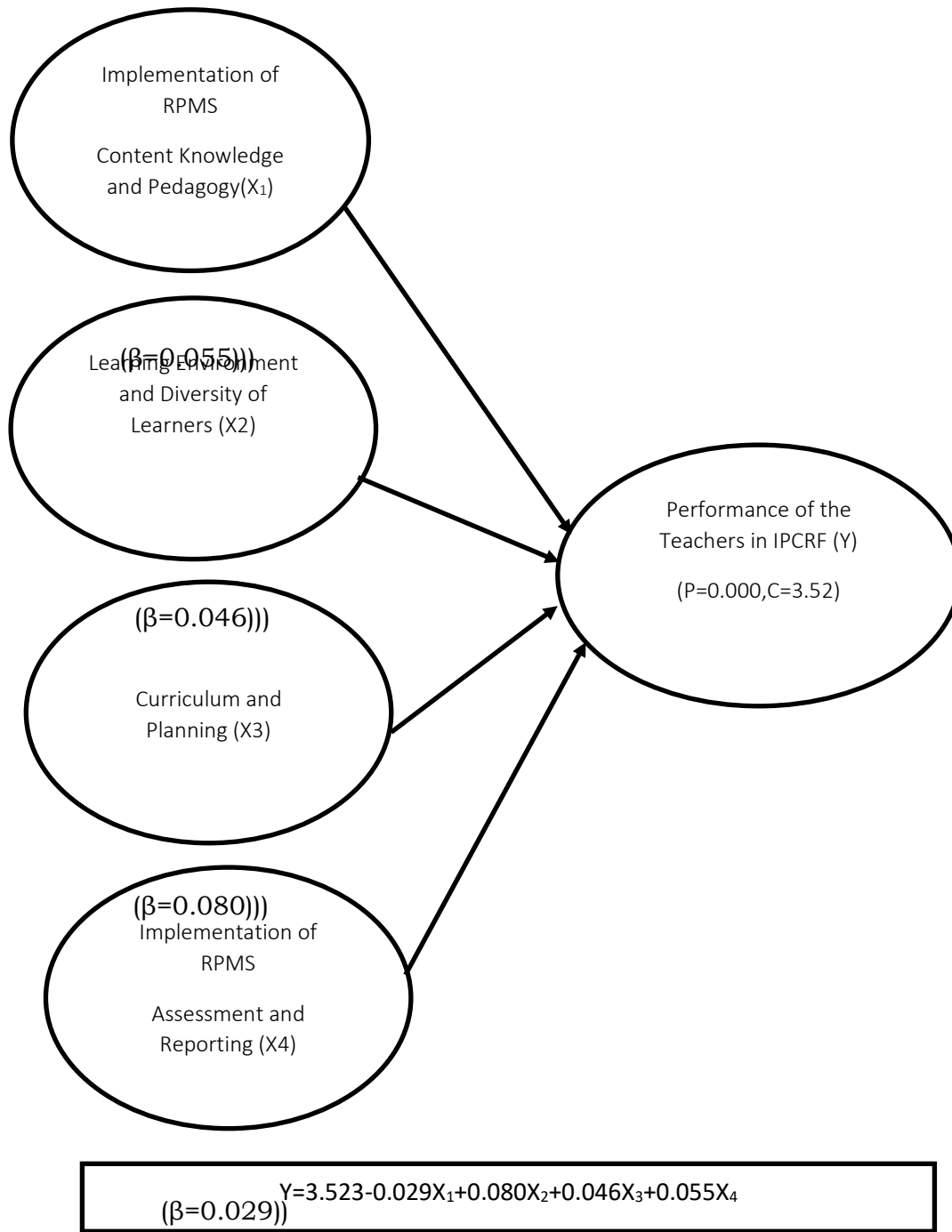
Figure 2. Multiple Regression Model.

However, the findings are in contradiction with the results of study conducted by Lucenario, et al. (2016) which revealed that acquiring more skills on teaching and learning processes aims to contribute in empowering teachers, strengthening of teaching status, and intensifying the pedagogical content knowledge of teachers.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter offers the summary of findings gathered from this study. Herein is also found the conclusions derived from the findings and the researcher's recommendation.

Summary of Findings

1. Profile of the Secondary Public-School Teachers

The demographic characteristics of the secondary public-school teachers of Batangas Province and its component cities are shown in terms of position, age, gender, civil status, highest educational attainment, and length of service.

1.1 Position. From the total number of respondents (n=543), majority is composed of teacher I (n=223, 41.1%, and the rest consisted of 99 (18.2%) teacher II, 209 (37.4) teacher III, and 18 (3.3%) master teachers.

1.2 Age. In terms of age, 77 (14.2%) belongs to age bracket of 20-25 years old, 108 (19,9%) were 26 to 30 years old, 123 (22.7%) were between ages 31 to 35, 95 (17.5%) is between 36 to 40 years of age, 55 (10.1%) belongs to 41 to 45 years old, 39 (7.2%), age brackets 51 to 55 and 56 above are both 23 (4.2%).

1.3 Gender. As regards to the respondent's gender, 126 (23.2%) were male and 417 (76.8%) were female.

1.4 Civil Status. With regard to the civil status, 185(34.1%) were single, 350 (64.5%) teachers were married and 8 (1.5%) were widowed.

1.5 Highest Educational Attainment. From the total number of respondents (n=543), consisted of 143 (26.3%) Bachelor's Degree Graduate, 305 (56.2%) MA unit earners, 73 (13.4%) master's degree holder, 19 (3.5%) doctoral degree unit earners, and 3 (0.6%) were doctor's degree holder.

1.6 Length of Service. In terms of length of service, 161 (29,7%) were in the service for 1 to 5 years, 152 (28.0%) were in DepEd for 6 to 10 years, 108 (19.9%) served for 11 to 15 years, 48 (8.8%) teaching for 16 to 20 years, 35 (6.4 %) served for 21 to 25 years, 25 (4.6%) and 14 (2.6%) were in the department for 26 to 30 years and 31 years and above, respectively.

2. Respondents' Assessment in the Implementation of RPMS in Secondary Schools

2.1. Content, knowledge and pedagogy. The highest weighted mean of 3.59 (Highly Implemented) belonged to the first statement, "knowledge of content within and across curriculum teaching areas". It was followed by the second statement "range of teaching strategies that enhance learner achievement with a weighted mean of 3.55 (Highly Implemented), while the third statement " range of teaching strategies that develop critical and creative thinking" had the lowest weighted mean of 3.50 (Satisfactorily Implemented). The findings showed a grand weighted mean of 3.55 (Highly Implemented) which signifies that content, knowledge and pedagogy are practiced by teachers in the secondary public schools.

2.2. Learning Environment and Diversity of Learners. The highest weighted mean of 3.56 (Highly Implemented) belonged to the first statement, "management of classroom structure to engage learners" while the third statement, "management of differentiated developmentally appropriate learning experiences" had the lowest weighted mean of 3.41 (Satisfactorily Implemented). An overall grand weighted mean of 3.48 implies that learning environment and diversity of learners is applied to show how the teachers manage the classes.

2.3. Curriculum and Planning. The highest weighted mean of 3.55 (Highly Implemented) belonged to the third statement, "selection of appropriate teaching and learning resources". It was followed by the first statement "management of developmentally sequenced teaching and learning process" with a weighted mean of 3.50 (Highly Implemented), while the second statement "management of collegial discussion" had the lowest weighted mean of 3.32 (Satisfactorily Implemented). The findings showed a grand weighted mean of 3.46 (Satisfactorily Implemented) which indicates that curriculum and planning is performed by teachers in secondary public schools.

2.4. Assessment and Reporting. The second and first statement, "evaluation of learners' needs and achievement" and "communication for learners' needs and achievement", respectively, has a weighted mean of 3.56 (Highly Implemented) while the first statement, "selection of assessment strategies" had the lower weighted mean of 3.54 (Highly Implemented). The findings showed a grand weighted mean of 3.56 which signifies that assessment and reporting of learner's activities and performance are applied in the teaching learning process.

3. Respondents' Individual Performance Commitment and Review Form (IPCRF) Rating during the S.Y. 2018-2019

Among the total number of respondents (n=543), 46 (8.5%) obtained an adjectival rating of outstanding, 485 (89.3%) has an adjectival rating of very satisfactory, while 6 (1.1%) has an adjectival rating of satisfactory and similar frequency and percentage for adjectival rating of unsatisfactory. The findings showed a total mean of 4.18 which indicates that the performance of teachers is very satisfactory. All expectations were accomplished within the set standards.

4. Challenges and Advantages in the Implementation of Result- Based Performance Management System

The highest weighted mean of 2.62 (Moderately Evident) belonged to eight statement, "The system does not require raters to do a side-by-side comparison, comparing each ratee with one another" while the eleventh statement "Managers and raters are not trained on how to assess and give honest feedback" had the lowest weighted mean of 2.15 (Fairly Evident). The findings showed a grand weighted mean of 2.42 which indicates that challenges in the implementation of RPMS are evident.

In terms of the advantages in the implementation of RPMS, the highest weighted mean of 3.39 (Moderately Evident) belonged to the fifth statement "RPMS is the stage wherein the employee became aware of the areas of improvements" while the third statement "RPMS is indispensable in a school's productivity" had the lowest weighted mean of 3.23 (Moderately Evident). The finding showed a grand weighted mean of 3.33 which signifies that the advantages in the implementation of RPMS are evident.

5. Respondents' Assessment in the Implementation of RPMS when Profile is Considered

With regard to "content knowledge and pedagogy", since the computed P-values for position (P=0.699), age (P=0.165), gender (P=0.183), civil status (P=0.847), highest educational attainment (P=0.346) and length of service (P=0.114) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "content knowledge and pedagogy" when all their profile is considered. The results suggest that regardless of demographic profile, the assessment of the respondents do not differ across the public secondary schools in the Division of Batangas and its component cities.

With regard to "learning environment and diversity of learners", since the computed P-values for position (P=0.746), gender (P=0.671) and civil status (P=0.457) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected; on the other hand, since the computed P-values for age (P=0.000), highest educational attainment (P=0.035) and length of service (P=0.015) are less than 0.05 level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "learning environment and diversity of learners" when position, gender and civil status are considered, but there is a significant difference in age, highest educational attainment and length of service. Moreover, the data reveal that those respondents whose age is from 26 to 30, earn a doctor degree and with 31 years and above experience are given higher assessment in learning environment and diversity of learners. The results suggest that teaching experience could have influenced on the implementation of RPMS.

With regard to "curriculum and planning", since the computed P-values for position (P=0.137), age (P=0.090), gender (P=0.052), civil status (P=0.823), highest educational attainment (P=0.154) and length of service (P=0.106) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "curriculum and planning" when all their profile is considered. The results suggest that teachers have similar practices on RPMS operations.

Lastly, with regard to "assessment and reporting", since the computed P-values for position (P=0.411), age (P=0.062), gender (P=0.981), civil status (P=0.954), highest educational attainment (P=0.109) and length of service (P=0.052) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected. Therefore, there is no significant difference in the assessment of respondents in the implementation of RPMS as to "assessment and reporting" when all their profile is considered. The results suggest that teachers have similar practices on RPMS implementation.

6. Challenges and Advantages in the Implementation of Result-Based Performance Management System when Profile is Considered

With regard to challenges, since the computed P-values for position (P=0.604), age (P=0.206), civil status (P=0.304) and length of service (P=0.315) are greater than 0.05 level of significance, thus the null hypothesis failed to be rejected. On the other hand, since the computed P-values for gender (P=0.049) and highest educational attainment (P=0.000) are less than 0.05 level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the challenges in the implementation of result-based performance management system when profile is considered, except for gender and highest educational attainment. The results revealed that those respondents who are males and presently earning a doctorate degree have been given higher assessments in the challenges. It implies that there is gender perspective in terms of the implementation. Likewise, teachers' educational attainment shows varied point of view on its operationalization.

While with regard to advantages, since the computed P-values for position (P=0.228), age (P=0.073), gender (P=0.259) and civil status (P=0.122) are greater than 0.05 level of significance, thus the null hypothesis fails to be rejected; on the other hand, since the computed P-values for highest educational attainment (P=0.034) and length of service (0.003) are less than 0.05 level of significance, thus the null hypothesis is rejected. Therefore, there is no significant difference in the advantages in the implementation of result-based performance management system when profile is considered, except for highest educational attainment and length of service. The results revealed that those respondents who earn a doctorate degree and with 31 and above years of service have been given higher assessments in the advantages. It implies that teachers with higher number of years in the service and considerable higher graduate education degrees have more orientation and capacity building on performance management.

7. Impact of Implementation of RPMS to the Performance of Teachers in IPCRF

With regard to "content knowledge and pedagogy", the computed correlation coefficient of 0.295 with a qualitative description of low relationship is proven to be significant since the computed P-value of 0.028 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "content knowledge and pedagogy" significantly impacts the performance of the teachers. The results imply that the teachers' proficiency is influenced on how teachers are expected to master and to teach efficiently and effectively.

Similarly, with regard to "learning environment and diversity of learners", the computed correlation coefficient of 0.449 with a qualitative description of moderate relationship is proven to be significant since the computed P-value of 0.000 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "learning environment and diversity of learners" significantly impacts the performance of the teachers. The results imply that good classroom structure to engage learners is more than just being strict, and it is more than simply being organized.

Likewise, with regard to "curriculum and planning", the computed correlation coefficient of 0.430 with a qualitative description of moderate relationship is proven to be significant since the computed P-value of 0.002 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "curriculum and planning" significantly impacts the performance of the teachers. The results suggest that curriculum planning leads to high quality teacher professional development.

Lastly, with regard to assessment and reporting, the computed correlation coefficient of 0.429 with a qualitative description of moderate relationship is proven to be significant since the computed P-value of 0.003 is less than 0.05 level of significance. Therefore, the implementation of RPMS as to "assessment and reporting" significantly impacts the performance of the teachers. The results imply that the ability of teachers to assess and evaluate learners is another ability they must possess as it affects their effectiveness and efficiency.

8. Regression Equation Model of Implementation of RPMS to Performance of Teachers in IPCRF

Using multiple linear regression analysis, the finding shows the unstandardized coefficients of the explanatory variables (X_1 to X_4). X_1 represents content knowledge and pedagogy, X_2 is the variable for learning environment and diversity of learners, X_3 is represented by curriculum and planning, and X_4 as the assessment and reporting while y is represented by the IPCRF rating.

With regard to Implementation of result-based performance management system in secondary public schools of Batangas Province and its component cities, it was found that the higher coefficients show greater impact on achieving exemplary performance of teachers thru the implementation of result-based performance management system. As such, learning environment and diversity of learners, curriculum and planning and assessment and reporting have the greatest influence in the performance of the teachers in their Individual Performance Commitment and Review Form (IPCRF). The Regression equation model:

Implementation of RPMS to Performance of the Teachers in IPCRF $Y = 3.523 - 0.029X_1 + 0.080X_2 + 0.046X_3 + 0.055X_4$

CONCLUSIONS

The findings of the study gleaned the succeeding conclusions:

1. Majority of the public secondary school teachers are Teacher I, belong to 31-35 age bracket, females, have earned units towards master's degree and they have been in the service for about 5 years thus qualities and traits of teachers are important in the success of any educational system.
2. Content knowledge and pedagogy and assessment and reporting are highly implemented in the RPMS. However, learning environment, diversity of learners and curriculum and planning are satisfactorily implemented. Mastery over content knowledge and pedagogy is one of the most necessary requirements to become an effective teacher.

3. The IPCRF ratings of the teachers are very satisfactory however some respondents are clearly challenged to improve their performance in order to uphold to the standard of the department.
4. Most of the challenges and advantages of the implementation of RPMS are evident as to assessment issues and standardization among schools because they have different assessment protocols. Challenges create a hazard to the integrity in the implementation of the system.
5. There is no significant difference in the assessment of the respondents on the implementation of RPMS in terms of content knowledge and pedagogy, curriculum and planning, and assessment and reporting. On the other hand, there is significant difference in the implementation as to learning environment and diversity of learners when age, educational attainment and length of service are considered.
6. There is no significant difference in the challenges experienced in the RPMS implementation when profile is considered except for educational attainment. Similarly, there is no significant difference in the advantages of the implementation of RPMS when profile is considered except for educational attainment and length of service.
7. Content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting have significant impact on the RPMS rating of teachers.
8. Learning environment and diversity of learners significantly influence the RPMS rating based on the regression model.

RECOMMENDATIONS
Based on the conclusions of the study, the following recommendations are hereby endorsed:
1. Teachers should engage themselves in professional development such as trainings, seminars, and engaging in continuing education to improve their RPMS ratings. Considering the multiple regression model as a guide in achieving outstanding performance to attain the departments' commitment on delivering the utmost quality education can be of big help.
2. Programs to strengthen and improve learning environment and diversity of learners and curriculum planning be conducted and implemented. It can be done by developing and engaging in a positive learning environment particularly the physical learning environments like laboratories, more classrooms and different technologies. Also, seminars on how to address psychological needs of learners can help improve teachers' performance.
3. Incentive mechanisms should be provided to consistently encourage teachers to gain better performance, if not the best. Also, improving the mechanism, process and criteria of the current system of granting the performance-based bonus and disseminating the conditions on how to obtain the highest possible performance category. The official can also look into considerations on developing a scheme of performance-based incentive based on individual rating and not of that of the organization.
4. School administrators should look into addressing challenges in the implementation of RPMS in terms of performance planning and commitment; to guide all the teachers on the details of the objectives to be met and the required competencies through a small group discussion; strengthening the capability of the performance management team as well as the raters to make sure that the performance of the employees is properly assessed and without biased.
5. Evaluation specialists, legislators and policy makers especially school monitoring and evaluation section should periodically review the implementation of RPMS considering the age, educational attainment, and length of service and provide proper training intended for their needs.
6. To address the challenges experienced by the teachers in the implementation of RPMS, school administrators should provide capacity building and empowerment programs.
7. Monitoring of the Philippine Professional Standards for Teachers (PPST) execution-based classroom observation tools should be done consistently and explain it properly to all teachers so that it can serve as a guide for them in achieving a higher performance rating.
8. Provision of adequate physical facilities should be done to improve the learning environment and at the same time, to provide programs to handle culturally diversed learners.

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