

TEACHERS' PREPAREDNESS AND COMPLIANCE IN THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM

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Abstract

This study examined the level of preparedness and the extent of teachers' compliance with the Results-Based Performance Management System (RPMS) in a district of a medium-sized school division in Central Philippines during the School Year 2023–2024, providing a basis for strengthening professional development initiatives. Using a descriptive research design, the study employed a researcher-developed survey questionnaire to gather data from 115 teachers in a large school division in Western Visayas. The instrument's reliability was established through pilot testing with 30 teachers in the Hinobaan District, using Cronbach's Alpha. Data were analyzed using frequency counts, percentages, weighted means, and the Mann–Whitney U test to determine levels of preparedness and compliance, and to identify significant differences across age, educational attainment, and length of service groups. The findings revealed that teachers demonstrated a very high level of preparedness and a very great extent of compliance with the RPMS across all key phases, including performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development planning. These results indicate strong readiness among teachers to engage in performance management processes and consistent adherence to established RPMS standards, regardless of demographic characteristics. Statistical analysis further showed that age and educational attainment did not result in significant differences in teachers' preparedness and compliance. However, a significant difference in preparedness for continuous professional development was observed across service lengths, with teachers with fewer years of experience showing higher levels of preparedness than their more tenured counterparts. Overall, the study concludes that teachers exhibit a high degree of readiness and compliance with the RPMS, reflecting a positive performance management culture within the school system. The study recommends sustained capacity-building programs, enhanced mentoring and coaching mechanisms, and continuous institutional support to further strengthen teachers' preparedness and ensure the effective and consistent implementation of the RPMS.

Keywords: Results-based performance management system, teacher preparedness, compliance, performance management, professional development

Bio-notes:

Julie Naisa P. Castor is a dedicated elementary teacher with thirteen years of professional experience in public basic education, currently serving as a Grade 5 Teacher at Galicano Temporosa I Memorial Elementary School in Candoni, Negros Occidental, and as the District ESP Coordinator of the District of Candoni. She is presently pursuing a Doctor of Philosophy in Educational Management at STI–West Negros University, Bacolod City, and holds a Master of Arts in Education from Central Philippines State University, Kabankalan City, as well as a Bachelor of Elementary Education from West Visayas State University–HCE. Her teaching career reflects a strong commitment to academic excellence,



values formation, and holistic learner development, with professional interests centered on performance management, instructional leadership, and character education. Equipped with skills in leadership, communication, adaptability, time management, problem-solving, and creativity, she continuously strives to foster meaningful learning experiences that nurture critical thinking, character, and lifelong learning among her pupils.

Introduction

Rationale

The Results-Based Performance Management System (RPMS) serves as a central mechanism of the Department of Education (DepEd) in ensuring teacher accountability, professional growth, and improved learner outcomes. As mandated by DepEd Order No. 2, s. 2015, the RPMS is designed to align individual teacher performance with institutional goals through systematic performance planning, monitoring, evaluation, and development planning. Despite its institutionalization, the effectiveness of the RPMS largely depends on teachers' preparedness and their compliance with its standards, processes, and timelines. Variations in teachers' readiness to engage in RPMS processes and their adherence to prescribed guidelines may influence the consistency and credibility of performance management across schools and districts.

Furthermore, teacher preparedness and compliance may be influenced by individual and professional characteristics such as age, highest educational attainment, and length of service. These variables may shape teachers' understanding of RPMS requirements, their ability to align performance goals with professional standards, and their commitment to fulfilling performance expectations. Without empirical evidence on how these factors relate to preparedness and compliance, school leaders and policymakers may find it challenging to design targeted professional development programs that effectively support teachers. Thus, examining the nature of preparedness and compliance within the RPMS framework is essential to strengthen implementation, ensure fairness in evaluation, and promote sustained professional growth among teachers.

Literature Review

Existing literature emphasizes that performance management systems in education are most effective when teachers clearly understand performance standards and consistently comply with established procedures. Studies indicate that preparedness—defined as having adequate knowledge, skills, and resources—enhances teachers' ability to set aligned goals, participate meaningfully in monitoring and coaching activities, and engage constructively in performance evaluation processes (Morrison & Sims, 2017). Similarly, compliance with performance management systems ensures uniform implementation, promotes accountability, and supports data-driven decision-making at both school and division levels (Johnson & Goodwin, 2015).

Research further suggests that demographic and professional variables such as age, educational attainment, and length of service may influence teachers' engagement with performance management systems. Teachers with advanced academic qualifications may demonstrate stronger alignment with professional standards, while those with fewer years of service may exhibit greater adaptability to structured evaluation systems. However, findings across studies remain inconclusive, particularly in the Philippine public school context. There is a limited body of local research that systematically examines



preparedness and compliance with the RPMS while accounting for these demographic factors. This gap underscores the need for context-specific studies that generate empirical evidence to inform professional development planning and policy refinement.

Theoretical Underpinnings

This study is anchored on Preparedness Theory, Compliance Theory, and Institutional Theory, which collectively explain teachers' engagement with the Results-Based Performance Management System (RPMS). Preparedness Theory posits that individuals are more likely to perform effectively when they possess adequate knowledge, skills, resources, and an appropriate mindset to meet task demands (Morrison & Sims, 2017); in this study, teacher preparedness is viewed as a prerequisite for meaningful participation in RPMS processes such as performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development planning. Compliance Theory, grounded in Kelman's (1958) framework, explains how individuals conform to established rules and standards due to institutional expectations, incentives, and professional accountability, which in the context of the RPMS is reflected in teachers' adherence to DepEd-mandated procedures, timelines, and performance indicators, ensuring fairness, transparency, and credibility in performance evaluation. Complementing these perspectives, Institutional Theory by Meyer and Rowan (1977) emphasizes that adherence to formal structures and standards enhances organizational legitimacy and stability, suggesting that consistent implementation of RPMS guidelines strengthens trust in the system and reinforces professional norms within schools. Collectively, these theoretical foundations support the assumption that when teachers are adequately prepared and consistently compliant, the RPMS can serve as an effective mechanism for professional development, performance enhancement, and improved educational outcomes.

Objectives

This paper aimed to determine the level of preparedness and extent of compliance in the Results-Based Performance Management System for teachers in a large division in Western Visayas, Philippines, during the school year 2023-2024. Specifically, this study sought to answer the following questions: (1) What is the level of preparedness in the result-based performance management system for teachers in terms of performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development planning? (2.) What is the extent of compliance in the result-based performance management system for teachers in the aforementioned areas? (3.) Is there a significant difference in the level of preparedness among teachers in the result-based performance management system when grouped and compared according to the aforementioned variables? (4.) Is there a significant difference in the extent of compliance in the result-based performance management system for teachers when grouped and compared according to the aforementioned variables?

Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this section.



Research Design

This study employs a descriptive research design to determine the level of preparedness and the extent of compliance with the Results-based Performance Management System for Teachers in a large school division in Western Visayas, Philippines, during the 2023-2024 school year. According to Dudovsky (2017), descriptive research design attempts to determine, describe, or identify characteristics within the field of investigation. The researcher believes that this design serves as the anchor and is necessary to achieve all the objectives of the researcher's study. Where it is the purpose of a study to present and describe a general picture of a prevailing condition or situation as it exists at a particular time, the most appropriate research design to use is descriptive research in the form of a self-made survey questionnaire.

Respondents

The respondents for this study 115 teachers from 18 schools within a large Division in Western Visayas, Philippines, during the School Year 2023-2024. Since the total number of respondents was manageable, the researcher utilized total enumeration.

Data-gathering Instrument

The instrument underwent rigorous face and content validation by five experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, indicating excellent validity. Cronbach's Alpha was used to assess the instrument's reliability and internal consistency. For this study, the preparedness reliability index is 0.721, interpreted as "acceptable," the compliance reliability index is 0.892, interpreted as "good," and the difficulties' reliability index was 0.898, interpreted as "good," meaning the questionnaire was reliable.

Procedures for Data Collection

A letter of request seeking permission to conduct the study entitled "Preparedness and Compliance in the Results-Based Performance Management System for Teachers within the District of Candoni, Negros Oriental Division" was submitted to the Schools Division Superintendent. Upon approval, the request was endorsed to the concerned school heads within the division. After securing the necessary permissions, the researcher administered the survey questionnaires to the identified teacher-respondents. The administration of the research instrument was carefully scheduled to minimize inconvenience and ensure respondents' readiness, and the questionnaires were distributed and retrieved personally by the researcher through email and instant messaging platforms to ensure the accuracy and completeness of responses. The data gathered were tallied, coded, and tabulated using appropriate statistical procedures, with raw responses transformed into numerical codes guided by a coding manual to facilitate computer processing, statistical analysis, and tabular presentation. The Statistical Package for the Social Sciences (SPSS) was utilized for the processing and analysis of the encoded data.

Data Analysis and Statistical Treatment

Objective 1 used a descriptive-analytical scheme and the mean as a statistical tool to determine the level of preparedness in the result-based performance management system for teachers across the following areas: performance planning and commitment, performance monitoring and coaching,



performance review and evaluation, and performance rewarding and development planning. Objective 2 used the same analytical scheme and statistical tool to determine the extent of compliance with the result-based performance management system for teachers in the aforementioned areas. Objective 3 used the comparative analytical schemes and Mann-Whitney U tests as statistical tools to determine whether significant differences exist in the level of preparedness in the result-based performance management system for teachers when grouped and compared according to the aforementioned variables. Objective 4 used the same analytical scheme and statistical tool to determine whether significant differences exist in the extent of compliance in the result-based performance management system for teachers when grouped and compared according to the aforementioned variables.

Ethical Considerations

Significant ethical considerations were carefully adopted during the conduct of the research study to promote, protect, and respect the fundamental personal and constitutional rights of all respondent-participants to this undertaking, which included the two (2) basic protocols, thus: (a) informed consent. Respondents were to be made aware of the purpose of the study, making sure that the research work does no harm nor have any potential impact on them and that they can make an informed decision whether to participate or not because it is voluntary, hence free from any form of coercion; and (b) respondents had thorough knowledge that the information/responses given should be treated with the utmost confidentiality and in any manner, exercised anonymity by strictly securing any information under the protection of data privacy such that the identity of the respondents would remain unknown and that the responses and data gathered are used solely according to the purpose and intent of the research study.

Results and Discussion

Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Performance Rewarding and Development Planning

Table 1

Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. effectively set performance goals and commitments.	4.81	very high level
2. regularly review and update my performance goals.	4.86	very high level
3. clearly communicate my commitment to achieving performance goals.	4.80	very high level
4. seek feedback on my performance goals from relevant stakeholders.	4.86	very high level
5. proactively plan and organize tasks to meet performance commitments.	4.88	very high level
Mean	4.84	Very high level

Table 1 presents the data on the level of preparedness in the result-based performance management system for teachers in performance planning and commitment. The respondents obtained an overall mean score of 4.84, interpreted as a very high level.

However, when we delve deeper into the analysis, the respondents obtained the highest mean score of 4.88 on item 5: proactively planning and organizing tasks to meet performance commitments. Interpreted as a very high level. On the other hand, the lowest mean of 4.80 was on item 3, which clearly



communicated my commitment to achieving performance goals and was interpreted as a very high level of commitment.

The results imply that the respondents are highly adherent to the guidelines regarding planning and commitment; however, they still require improvement, particularly in their commitment to achieving performance goals, objectives, and targets. One reason is the lack of clear goals, which is further complicated by the absence of a clear, understandable strategy, mission, and organizational objectives. This suggests that teachers must be involved in creating a management system that enables them to fully understand the tool's content.

The results confirmed those of Dizon et al. (2018), which also showed significant implementation of the performance planning and commitment phases. Employees give this phase high regard because it is where they are informed of what to do, how to accomplish it, and why they must perform such actions (Woyessa, 2015). Moreover, an organization's personnel participate in the planning stage because they recognize it as their primary responsibility, and committing to the goals gives them a sense of ownership (Musnicka, 2017).

Table 2

Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Monitoring and Coaching

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. regularly monitor my own performance against set goals.	4.86	very high level
2. seek feedback from peers or mentors to improve my performance.	4.72	very high level
3. actively participate in coaching sessions to enhance my teaching skills.	4.78	very high level
4. utilize feedback received to make necessary adjustments in my teaching methods.	4.73	very high level
5. collaborate with colleagues to share best practices and insights.	4.86	very high level
Mean	4.79	Very high level

Table 2 shows the level of preparedness in the result-based performance management system for teachers in performance monitoring and coaching. The results showed an overall mean score of 4.79, interpreted as a very high level.

Furthermore, the highest mean of 4.86, interpreted as a very high level, was observed on items 1 and 5, which involve regularly monitoring my own performance against set goals and collaborating with colleagues to share best practices and insights. The lowest mean score of 4.72, indicating a very high level, was obtained by item 2, which asked about seeking feedback from peers or mentors to improve my performance.

The result suggests that the respondent adheres to guidelines concerning monitoring and coaching; however, the respondent should also seek feedback from peers and mentors on areas of teaching strategies and methods that need improvement. Sharing ideas in teaching pedagogy could help proficient teachers better implement the intended curriculum. Similarly, providing feedback encourages the teacher to reflect on the lesson effectively and builds the teacher's capacity.

According to Diaz (2020), classroom observation is the process of providing feedback on a teacher's classroom practice. Feedback provides quality input for continuous improvement of teacher practice, opportunities to share ideas and expertise, and promotes mentoring and coaching among colleagues. It also encourages teachers to reflect on and become more aware of their practice by providing evidence of actual teacher performance, including strengths and areas for development, as well as the impact of their practice



Table 3

Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Review and Evaluation

Items <i>As a teacher, I...</i>	Mean	Interpretation
1. reflect on my teaching performance regularly.	4.84	very high level
2. participate willingly in performance evaluations.	4.81	very high level
3. act on constructive feedback provided during evaluations.	4.67	very high level
4. use evaluation results to set future professional development goals.	4.76	very high level
5. engage in discussions with supervisors to improve my overall performance.	4.86	very high level
Mean	4.79	Very high level

Table 3 depicts the level of preparedness in the result-based performance management system for teachers in performance review and evaluation. It revealed that the respondents had an overall mean score of 4.79, indicating a very high level.

The highest mean score of 4.86, interpreted as a very high level, was achieved on item 5, which involved engaging in discussions with supervisors to improve my overall performance. The lowest mean score of 4.67, indicating a very high level, was on item 3, which requires acting on constructive feedback provided during evaluations.

The results imply that the respondents are aware of and understand the performance review and evaluation process. However, some respondents were reluctant to act on constructive feedback provided during evaluations. This is because respondents withhold feedback to avoid adverse outcomes for themselves and others, or simply because they lack motivation. They may also propose that they do so because they do not fully recognize the tangible positive consequences of their feedback for others' outcomes.

Receiving regular, constructive feedback is essential for enhancing teachers' effectiveness and growth in education (Hattie & Timperley, 2017). It provides valuable insights and guidance that enable educators to reflect on their teaching methods, identify areas for improvement, and implement appropriate strategies to enhance student learning outcomes.

Table 4

Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Rewarding and Development Planning

Items <i>As a teacher, I...</i>	Mean	Interpretation
1. feel adequately recognized for my performance achievements.	4.90	very high level
2. receive constructive feedback on areas for improvement.	4.86	very high level
3. have access to professional development opportunities aligned with my career goals.	4.85	very high level
4. find the performance management system supportive of my growth as an educator.	4.89	very high level
5. believe that the system encourages continuous improvement and innovation.	4.90	very high level
Mean	4.88	Very high level

Table 4 reveals the results of the level of preparedness in the result-based performance management system for teachers, specifically in performance rewarding and development planning,



which was very high. This is supported by the respondents' responses, which have an overall mean score of 4.88, indicating a very high level.

Examining further, items 1 and 5 received the highest mean score of 4.90, indicating a very high level of feeling adequately recognized for my performance achievements and believing that the system encourages continuous improvement and innovation. The lowest mean of 4.85, interpreted as a very high level, was on item 3, which pertains to access to professional development opportunities aligned with my career goals.

The result suggests that some respondents may have encountered difficulties in pursuing further qualifications or certifications due to financial constraints, unsatisfactory performance evaluations, or limited access to professional development opportunities. Professional development plays a crucial role in enhancing teachers' skills and motivation, ultimately shaping their careers (Sharma, 2018). According to Ajani et al. (2018), active participation in professional development programs strengthens teachers' instructional skills, refines their teaching practices, and equips them with diverse teaching strategies that foster effective learning and improved student academic performance.

Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Performance Rewarding and Development Planning

Table 5

Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. effectively set performance goals and commitments.	4.88	Very high extent
2. regularly review and update my performance goals.	4.89	Very high extent
3. clearly communicate my commitment to achieving performance goals.	4.87	Very high extent
4. seek feedback on my performance goals from relevant stakeholders.	4.92	Very high extent
5. proactively plan and organize tasks to meet performance commitments.	4.95	Very high extent
Mean	4.90	Very high extent

Table 5 presents the data on the extent of compliance in the result-based performance management system for teachers in performance planning and commitment. It had an overall mean of 4.90, indicating a very high level of agreement. Moreover, the highest mean score of 4.95, interpreted as a very high extent, was achieved on item 5: proactively planning and organizing tasks to meet performance commitments. On the other hand, the lowest mean of 4.87, or to a great extent, was obtained at no. 3 to clearly communicate my commitment to achieving performance goals.

The result implies that the respondents were compliant regarding performance planning and commitment. However, some respondents demonstrated a less committed approach by failing to share and communicate with colleagues to achieve their performance goals. This is because some respondents are reluctant to share or communicate their performance goals with colleagues, fearing that they will copy them. Akenyami et al (2020) stated that when discussing difficulties in teaching and learning with their coworkers out of concern that they would use it against them, teachers may begin to question whether or not their colleagues can be trusted. Teachers struggled to create effective work plans due to a lack of necessary skills to support results-based management, with the majority admitting that they copied work plans from colleagues (Jaricha & Dzimiri, 2019).



Table 6

Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Monitoring and Coaching

Items <i>As a teacher, I...</i>	Mean	Interpretation
1. regularly monitor my own performance against set goals.	4.90	Very high extent
2. seek feedback from peers or mentors to improve my performance.	4.75	Very high extent
3. actively participate in coaching sessions to enhance my teaching skills.	4.73	Very high extent
4. utilize feedback received to make necessary adjustments in my teaching methods.	4.78	Very high extent
5. collaborate with colleagues to share best practices and insights.	4.93	Very high extent
Mean	4.82	Very high extent

Table 6 shows the data on the extent of compliance with the result-based performance management system for teachers in performance monitoring and coaching. The results showed an overall mean score of 4.82, interpreted as a very great extent.

The highest mean score of 4.93, interpreted as a very great extent, was achieved on item 5, which pertains to collaborating with colleagues to share best practices and insights. On the other hand, the lowest mean of 4.73, or to a great extent, was obtained at no. 3 to actively participate in coaching sessions to enhance my teaching skills.

The result implies that some respondents were less active in participating in coaching sessions on teaching methodologies. Attendance in coaching sessions allows teachers to fully understand their strengths and weaknesses, which can be contributory factors, to ensure an efficient and effective teaching and learning process. Ajani et al. (2018) believed that teachers' active participation in coaching sessions enhanced their skills in delivering educational instruction. Their teaching practices are effectively developed. They become more efficient in using varied teaching approaches in their lessons that promote effective learning and greater academic performance in learners.

Table 7

Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Review and Evaluation

Items <i>As a teacher, I...</i>	Mean	Interpretation
1. reflect on my teaching performance regularly.	4.90	Very high extent
2. participate willingly in performance evaluations.	4.84	Very high extent
3. act on constructive feedback provided during evaluations.	4.79	Very high extent
4. use evaluation results to set future professional development goals.	4.84	Very high extent
5. engage in discussions with supervisors to improve my overall performance.	4.93	Very high extent
Mean	4.86	Very high extent

Table 7 divulges the data on the extent of compliance in the result-based performance management system for teachers in performance review and evaluation. It obtained an overall mean of 4.86, which is interpreted as a very great extent.

Moreover, the highest mean score of 4.93, interpreted as a very great extent, was on item 5, which is to engage in discussions with supervisors to improve my overall performance. On the other hand, the lowest mean of 4.79, or to a great extent, was obtained at no. 3 to act on constructive feedback provided during evaluations.



The result implies that the respondents were complaining about performance reviews and evaluations. However, some respondents were less dedicated to acting on constructive feedback provided during evaluations. Constructive feedback is crucial to promoting learning and improvement. Feedback clarifies expectations, helps people learn from their mistakes, and builds confidence. Teachers reflect on their own instruction through feedback from other teachers and administrators (Chien, 2020).

Table 8

Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Rewarding and Development Planning

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. comply with the guidelines and requirements for performance-based rewards and recognition.	4.85	Very high extent
2. actively seek opportunities for professional development and career advancement.	4.78	Very high extent
3. ensure alignment of my professional development plan with performance evaluation results.	4.67	Very high extent
4. follow through with recommended training and workshops for skill enhancement.	4.74	Very high extent
5. adhere to policies related to performance rewards and career progression.	4.82	Very high extent
Mean	4.77	Very high extent

Table 8 discloses the data on the extent of compliance with the result-based performance management system for teachers in performance rewarding and development planning. It obtained an overall mean of 4.77, which is interpreted as a very great extent.

Furthermore, the highest mean score of 4.85, interpreted as a very great extent, was on item 1, which complies with the guidelines and requirements for performance-based rewards and recognition. On the other hand, the lowest mean of 4.67, indicating a very great extent, was obtained for item 3, ensuring alignment between my professional development plan and performance evaluation results.

The result implies that some respondents demonstrated lower compliance in aligning their professional development plans with performance evaluation results. This may be due to challenges such as demanding schedules and limited time, which restrict their ability to pursue further qualifications or certifications. As a result, many teachers primarily engage in required professional development activities, such as in-service training. Additionally, some educators may perceive professional development opportunities as having minimal impact on their career progression and growth. Morales (2023) highlights various factors that hinder teachers from furthering their qualifications, including time constraints, perceived misalignment with career goals, and insufficient support for professional advancement. Furthermore, a sense of self-sufficiency among some teachers may reduce their motivation to participate in professional development initiatives.

Comparative Analysis in the Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Performance Rewarding and Development Planning when grouped according to Age, Highest Educational Attainment, and Length of Service



Table 9

Difference in the Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	57.96	1650.500	0.988		Not Significant
	Older	58	58.04				
Highest Educational Attainment	Lower	85	59.56	1142.000	0.351	0.05	Not Significant
	Higher	30	53.57				
Length of Service	Shorter	57	59.32	1577.500	0.642		Not Significant
	Longer	58	56.70				

Table 9 presents a comparative analysis of the level of preparedness in the result-based performance management system for teachers in performance planning and commitment, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age, highest educational attainment, and length of service are 0.988, 0.351, and 0.642, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness in the result-based performance management system for teachers in performance planning and commitment when grouped and compared according to age, highest level of education attained, and length of service is accepted.

The result implies that the preparedness of the result-based performance management system for teachers in performance planning and commitment, when compared according to their profile variables, remains consistent. The respondents showed preparedness, particularly in planning and organizing tasks to meet performance commitments. Having an effective performance management system helps the organization achieve its goals and objectives. Performance management tracks an employee's performance in their duties. An employee's productivity in an organization can be tied to the ability of top management to establish and maintain a proper performance management system; productivity may be assessed in terms of an employee's output during a specific period (Owolabi & Ajibose, 2019).

Table 10

Difference in the Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	52.52	340.500	0.062		Not Significant
	Older	58	63.39				
Highest Educational Attainment	Lower	85	57.50	1232.500	0.773	0.05	Not Significant
	Higher	30	59.42				
Length of Service	Shorter	57	54.33	1444.000	0.213		Not Significant
	Longer	58	61.60				

Table 10 presents a comparative analysis of the level of preparedness in the result-based performance management system for teachers in performance monitoring and coaching, grouped and compared by age, highest level of education attained, and length of service.



The computed p-values for variables age, highest educational attainment, and length of service are 0.062, 0.773, and 0.213, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness in the result-based performance management system for teachers in performance monitoring and coaching when grouped and compared according to age, highest education attainment, and length of service is accepted.

The result implies that the preparedness of the result-based performance management system for teachers in performance monitoring and coaching does not vary when compared to age, highest educational attainment, and length of service. The respondents exhibited the same level of preparedness in a result-based performance management system, particularly in monitoring their own performance against set goals.

Table 11

Difference in the Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	59.41	1572.500	0.625	0.05	Not Significant
	Older	58	56.61				
Highest Educational Attainment	Lower	85	60.58	1055.500	0.129	0.05	Not Significant
	Higher	30	50.68				
Length of Service	Shorter	57	56.67	1577.000	0.644	0.05	Not Significant
	Longer	58	59.31				

Table 11 presents a comparative analysis of the level of preparedness in the result-based performance management system for teachers in performance review and evaluation, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age, highest educational attainment, and length of service are 0.625, 0.129, and 0.644, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness in the result-based performance management system for teachers in performance review and evaluation when grouped and compared according to age, highest level of education attained, and length of service is accepted.

The result implies that preparedness in the result-based performance management system for teachers in performance review and evaluation does not differ when compared according to their profile variables. This suggests that teachers have a similar level of preparedness, particularly in terms of performance review and evaluation policies.



Table 12

Difference in the Level of Preparedness in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	62.03	1423.500	0.114		Not Significant
	Older	58	54.04				
Highest Educational Attainment	Lower	85	60.25	1083.500	0.133	0.05	Not Significant
	Higher	30	51.62				
Length of Service	Shorter	57	63.92	1315.500	0.020		Significant
	Longer	58	52.18				

Table 12 presents a comparative analysis of the level of preparedness in the result-based performance management system for teachers in performance rewarding and development planning, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age and highest educational attainment are 0.114 and 0.133, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness in the result-based performance management system for teachers in Performance Rewarding and Development Planning when grouped and compared according to age and highest education attainment is accepted.

However, for the variable length of service, the computed p-value is 0.020, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of preparedness in the result-based performance management system for teachers in Performance Rewarding and Development Planning when grouped and compared according to length of service is rejected.

The result implies that the level of preparedness in the result-based performance management system for teachers in Performance Rewarding and Development Planning varies when compared according to length of service. This suggests that respondents with shorter service years demonstrated a greater commitment to seeking professional opportunities and pursuing additional qualifications to enhance their teaching competence than those with longer service years.

Comparative Analysis in the Extent of Compliance in the Result-based Performance Management System for Teachers in Performance Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Performance Rewarding and Development Planning when grouped according to Age, Highest Educational Attainment, and Length of Service

Table 13

Difference in the Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Planning and Commitment when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	57.23	1609.000	0.733	0.05	Not Significant
	Older	58	58.76				
	Lower	85	56.88	1180.000	0.401		



Highest Educational Attainment	Higher	30	61.17			Not Significant
Length of Service	Shorter	57	56.64	1575.500	0.548	Not Significant
	Longer	58	59.34			

Table 13 presents a comparative analysis of the extent of compliance in the result-based performance management system for teachers in performance planning and commitment, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age, highest educational attainment, and length of service are 0.773, 0.401, and 0.548, respectively. All of these values are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the extent of compliance in the result-based performance management system for teachers in performance planning and commitment when grouped and compared according to age, highest level of education attained, and length of service is accepted.

The result implies that compliance with the result-based performance management system for teachers in performance planning and commitment does not vary when compared according to profile variables. This means that respondents' compliance with performance planning and commitment is not influenced by their profile background.

Table 14

Difference in the Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Monitoring and Coaching when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	63.46	1341.500	0.056	0.05	Not Significant
	Older	58	52.63				
Highest Educational Attainment	Lower	85	59.74	1127.500	0.303	0.05	Not Significant
	Higher	30	53.08				
Length of Service	Shorter	57	62.14	1417.000	0.147	Not Significant	
	Longer	58	53.93				

Table 14 presents a comparative analysis of the extent of compliance in the result-based performance management system for teachers in performance monitoring and coaching, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age, highest educational attainment, and length of service are 0.056, 0.303, and 0.147, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the extent of compliance in the result-based performance management system for teachers in performance monitoring and coaching when grouped and compared according to age, highest education attainment, and length of service is accepted.

The result implies that compliance with the result-based performance management system for teachers in performance monitoring and coaching does not vary when compared according to profile variables. The teachers demonstrated the same level of compliance in performance monitoring and coaching, regardless of their professional background.



Table 15

Difference in the Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Review and Evaluation when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	56.82	1585.500	0.636		Not Significant
	Older	58	59.16				
Highest Educational Attainment	Lower	85	59.24	1170.000	0.401	0.05	Not Significant
	Higher	30	54.50				
Length of Service	Shorter	57	56.15	1547.500	0.459		Not Significant
	Longer	58	59.82				

Table 15 presents a comparative analysis of the extent of compliance in the result-based performance management system for teachers during performance review and evaluation, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age, highest educational attainment, and length of service are 0.636, 0.401, and 0.459, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the extent of compliance in the result-based performance management system for teachers in performance review and evaluation when grouped and compared according to age, highest level of education attained, and length of service is accepted.

The finding indicates that compliance with the result-based performance management system for teachers in performance reviews and evaluations does not differ when compared according to profile variables. The respondents demonstrated the same level of compliance, particularly in reflecting on their own performance and discussing it with their superiors.

Table 16

Difference in the Extent of Compliance in the Result-Based Performance Management System for Teachers in Performance Rewarding and Development Planning when grouped and compared according to the aforementioned Variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	57	60.46	1512.500	0.406		Not Significant
	Older	58	55.58				
Highest Educational Attainment	Lower	85	61.02	1018.500	0.084	0.05	Not Significant
	Higher	30	49.45				
Length of Service	Shorter	57	61.17	1472.500	0.286		Not Significant
	Longer	58	54.89				

Table 16 presents a comparative analysis of the extent of compliance in the result-based performance management system for teachers in Performance Rewarding and Development Planning, grouped and compared by age, highest level of education attained, and length of service.

The computed p-values for variables age, highest educational attainment, and length of service are 0.406, 0.084, and 0.286, respectively, which are all greater than the 0.05 level of significance and thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the extent of compliance in the result-based performance management system for teachers in Performance



Rewarding and Development Planning when grouped and compared according to age, highest education attainment, and length of service is accepted.

The result implies that compliance with the result-based performance management system for teachers in Performance Rewarding and Development Planning does not differ when compared according to their profile variables. This indicates that, regardless of respondents' profile backgrounds, their consistency in seeking professional growth opportunities to enhance their teaching performance was evident.

Conclusion

The study concludes that teachers demonstrate a very high level of preparedness and a very great extent of compliance with the Results-Based Performance Management System (RPMS) across all key areas, including performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development planning. This consistently high level of readiness and adherence reflects a strong commitment among teachers to meet and uphold performance standards, regardless of their demographic characteristics.

Further analysis reveals that age, highest educational attainment, and length of service generally do not result in significant differences in teachers' levels of preparedness and compliance with the RPMS, indicating that the system is implemented uniformly across various teacher groups. However, a notable exception is observed in the area of continuous professional development, where teachers with shorter years of service exhibit significantly higher levels of preparedness compared to their more tenured counterparts. This finding suggests that newer teachers may be more receptive and adaptable to structured performance management processes.

Compliance with the RPMS remains consistently high across all demographic groups, underscoring a collective effort among teachers to adhere to established performance management policies and practices. The findings affirm the effectiveness of the RPMS as a performance management tool and highlight the importance of sustaining supportive mechanisms, capacity-building initiatives, and continuous professional development programs to further strengthen teachers' preparedness and ensure the effective and consistent implementation of the system.

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Conflict of Interest

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