

IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM: THE PERCEPTION OF PROFICIENT TEACHERS

Bella Josie T. Limbaga¹, Felinita III R. Doronio²

¹ Teacher I, Montevista Central Elementary School, Montevista, Davao de Oro, Philippines

² Graduate School Professor, Assumption College of Nabunturan, Davao de Oro, Philippines

ABSTRACT

The study revealed the perception of proficient teachers in relation to the experiences, challenges, coping mechanisms, insights and recommendation in the implementation of the Results-Based Performance Management System. The study utilized the phenomenological qualitative research design. An in-depth interview was used to gather data and pieces information from the fifteen teachers of Montevista Central Elementary School, Montevista, Davao de Oro, Philippines which were categorized as proficient teachers in the guidelines set by the RPMS. The findings revealed the teachers found the system exhausting, difficult to prepare yet can contribute to the development of teachers. Teachers emphasized on the challenges in their rating and lack of resources. The coping mechanisms stressed were familiarity of the system, being proactive, thinking of the benefits and being proactive. The results on the insights uncovered that it was deemed as taxing yet helpful and a reflection of a teacher's job. On the other hand, the communicated recommendations were limiting the attachments, simplifying the process and based the system on the capacity of teachers. Hence, it would be very useful that a thorough orientation on its implementation, simplification, precision and limitation of attachments, while considering to make it paperless. This would be an essential step for more teachers to appreciate better the true nature of the implementation of the RPMS which are to help teachers assess themselves to be better, efficient and effective facilitators for a successful teaching-learning process.

Keywords – performance management system, teacher's perception, experiences, insights, phenomenological research.

1. INTRODUCTION

Performance evaluation is an important aspect in making sure that personnel reach the goals they have set in any framework. This will serve as a means to determine the performance of a person and the level of the individual in relation to the set criterion and ways to improve both professionally and personally. The principle behind performance evaluation is to give data for decision making to be effective and efficient in connection with the implementation of personnel through identifying the necessities in practice, just compensation and the prerequisite steps to obtain the established objectives (Gichuki, 2015).

To ensure the quality of education, the role of teachers as facilitators are highly necessary. In a study by Malongwe (2005) in Kenya, teachers would want to be evaluated in areas that are relevant to their job and the goals and design are flexibly deliberated. In South Africa, the utilization of a performance management system was unfortunately existed for reasons set by the establishment (Maimela and Samuel, 2016). In 2010, the results of the research by Gallup in India indicated that workers who have in an organization for 3 to 10 years, perceived that the performance management system used showed incompetence with regards to discerning an exceptional work therefore deeming it as unfair (Luthra & Jain, 2012).

The Department of Education (DepED) implemented the Results-based Performance Management System (RPMS) to assess the performance of teachers in the Philippines. This makes sure that teachers to efficiently, effectively and diligently attend to their responsibilities and duties (Canoma, 2017). Competency-Based Performance Appraisal System for Teachers (CB-PAST) was the former name of the RPMS with the goal of providing teachers with essential activities for them to learn and grow in the profession (Junio-Sabio & Manalo, 2020). In the study of Dizon et al. (2018) in the city of Gapan, the observation of the RPMS is a competent means to know the abilities that teachers have yet those who served as raters lack appropriate knowledge on the important intervention to address the progressing needs of the ratees.

The district of Montevista has also applied the use of the RPMS. Teachers also showed concern on the benefits that the RPMS bears with it. Some argue for it to be laborious and an effective way to assess teachers work. They stressed on how the identified limitations of teachers are looked into. They sometimes perceive it as unfair as the necessary mode of verification are not connected or unessential to their descriptive work. Some also see it a way to be better and good as facilitators of learning.

This particular problem has piqued the researcher's interest in learning more about the application of this RPMS from teachers who have been deemed proficient. We want to know if they find it beneficial for both their professional and personal development.

1.1 Research Questions

1. What are the experiences of proficient teachers in the implementation of the Results-based Performance Management System?
2. What are the challenges of proficient teachers in the implementation of the Results-based Performance Management System?
3. How do proficient teachers cope with the challenges that they experienced in the implementation of the Results-based Performance Management System?
4. What are the insights of proficient teachers on the implementation of the Results-based Performance Management System?

2. METHODOLOGY

2.1 Research Design

This study was a qualitative study which adhered to phenomenological approach as it sought to explore the experiences, challenges, coping mechanisms and insights in the accomplishment of the Results-based Performance Management System. This study utilized phenomenological research design. Phenomenology is an approach to identify our stand, enlighten our views, widen our perspectives of the world, and further investigate lived experiences (Qutoshi, 2018). Thus, phenomenological research aimed to understand better the experiences, emotions, and views of individuals in a certain situation. The researchers investigated the experiences, insights, challenges, and perceptions on the implementation of the Results-based Performance Management System of Proficient teachers as this required further deep subjects and unheard opinions. The sample-size suits the needed the required quantity as recommended by the methodology which is five to 25 (Creswell, 2007).

2.2 Research Participants

The participants were 15 teachers where five of which had been in the service for at least three years, five of those who have served five to seven years, and the last five are those teachers who have been in the service of ten years and more in Montevista Central Elementary School which all fall in the proficient category of the RPMS. The participants were selected through purposive sampling which is a non-probability type.

2.3 Data Collection Procedure

The researcher utilized an in-depth interview method which was personally crafted to suit the research questions to be able to look further on the experiences, challenges, coping mechanisms and insights of the research informants.

The researcher followed the guidelines for process of data collection. As an element of data -gathering process, the researcher sent a letter to the superintendent of the school division and the school principal before doing the interview. Participants signed a consent form which was then collected and followed by the interview depending on the time available to the respondents. Participants were given freedom with regards to the language they will use to answer. Moreover, the researcher conducted the in-depth interview face-to-face. The data collected were transcribed, coded, and analyzed later on.

2.3 Data Analysis

To interpret the results, the researcher used thematic analysis to further investigate the experiences, challenges, coping mechanisms and insights of the participants about the implementation of the Results-based Performance Management System. The data collected during the interviews were transcribed, and were classified through coding. After being transcribed and coded, the researcher obtained the common themes from the responses of the informants.

3. RESULT, ANALYSIS AND DISCUSSION

3.1 On the experiences of proficient teachers' in the implementation of the Results-Based Performance Management System.

Seven themes were produced based on the responses on the first research question on the experiences of proficient teachers' in the implementation of the Results-Based Performance Management System - exhausting to prepare, learning being reinforced, need for re-orientation, finding difficulty accomplishing, contributing the development of teachers, forgetting important details, and prioritizing RPMS over leisure.

Exhausting to prepare. This theme reveals a negative effect of a performance management system that becomes an additional load for teachers. Six participants pointed out that the repetitive and numerous attachments necessary becomes a burden to them and is time-consuming which becomes the source of exhaustion. According Desouky and Allam (2017) due to the amount of work teachers do they get exhausted. The stress felt by teachers and directly associated with the health of teachers and learners (Geving 2007). Maslach et. al. (2001) pointed out that teachers due to the excessive workload needed in work causes emotional exhaustion. An open appraisal system allows a profound grasp of a teacher's job and role.

Learning being reinforced. Reinforcing acquired knowledge and skills allow teachers to adapt to possible changes to make the teaching-learning process efficient and effective. Two participants reiterated how they have learned from the implementation of the RPMS. An open appraisal system allows a profound grasp of a teacher's job and role (Jonyo & Jonyo, 2017). Macky and Johnson (2000) elaborated on how the development of a performance management system would result to the progress in the teachers which leads to school productivity. This allow teachers to fully understand their strengths and weaknesses that can be contributory factors to ensure an efficient and effective teaching learning process.

Need for re-orientation. To fully understand a new guideline, a thorough and clear discussion of each part is essential to fully grasp the concepts it hopes to convey. However, two participants expressed dissatisfaction with regards to the orientation relevant to the RPMS implementation. The lack and varied interpretation of the system has led confusion as elaborated by the participants. They seek clarity and uniformity in the interpretation Bulawa (2011) gave emphasis on a consensual idea as to what needs to be accomplished and the objectives. The pros on the implementation of a PMS must not be considered irrelevant to the procedure to gather a better perception of their goals and means to attain it (Gentle, 2001).

Finding difficulty accomplishing. This theme stressed on the need to consider numerous factors in the crafting of the performance management system. Based on the experience of the two participants, the changing PMS has caused confusion as to the needed materials and attachments. They also raised concern on how they consider their age as a factor in the completion of the tool. Because of the numerous attachments the quality of the output may be compromised. Kim and Seo (2015) stressed how the attributes and efficiency of output becomes limited because of the pressure pertinent to accomplishing a task on a limited timeframe.

Contributing to development of teachers. This theme stressed on the benefits that comes with performance management system. As the purpose of the tool was to assess the performance of teachers for the entire year, the results reveal a glimpse of the work they have done. One participant pointed out that aside from the benefits such as cash incentives, the truth of how it essential in the development of teachers is undisputable. Stevers and Joyce (2000) noted that the adaptation of a performance management and appraisal system is vital in the realizing output. Pradhan and Chaudhury (2012) added that the main objective of the PMS is to associate individual and group goals to provide the most appropriate program to employees to do their best.

Forgetting important details. This theme takes note of the numerous attachments led to forgetting the needed modes of verification. This then pointed out that preparation with regards the needed supplementary materials be done as early as possible. On the other hand, this refers to the emphasis of having several inclusions to serve as proof of the performance of teachers. In the study of Skaalvik and Skaalvik (2015), that the result of exhaustion relevant to their job minimized the opportunity to prepare, problems on maintaining focus and being forgetful. This places stress on how workload can be an aspect in relation to the mental performance of workers, including teachers.

Prioritizing RPMS over leisure. This response accentuates on the dedication of teachers to complete a given task that would influence their abilities as teachers. This highlighted the importance of the job to teachers than their social life. The effect of fatigue in work involves limited time after working hours, the expense of their comrades and social lives, and overlooking their families (Skaalvik and Skaalvik, 2015). Due to the overload of requirements and as well as being facilitators to their students, their needed time to unwind gets jeopardized (Tahseen, 2015).

3.2 On the challenges of proficient teachers' in the implementation of the Results-Based Performance Management System.

Seven themes emerged from the participants' responses to the second research question in relation to the challenges of proficient of teachers' in the implementation of the Results-Based Performance Management System - problem with the rating, problem meeting RPMS standards, problem with attachment, problem with resources, problem with supplies, unclear instruction and a problem itself.

Problem with the rating. This theme emphasizes on the rating received by the participants. As raters become subjective during the entire rating period, the participants saw inconsistencies that brought about the challenges. One participant noted that as raters have different perspective of the teacher, the rating gets changed to fit the view of the raters that is often deem as subjective. Alshaikhi and Alshaikhi (2021) expressed that the execution is inaccurate due to the evaluator's lack of familiarity with the subject matter being examined or because of personal feelings that affect the evaluation which leads to employee's contribution to the work and motivation to decline, as well as people's performance.

There are numerous ways for managers to directly affect their staff's performance and, consequently, their commercial contribution within any firm (Gautam & Jain, 2016). Farnham et. al (2003) stressed that total PMS control for supervisors is likely to be arbitrary and open to misuse. Regardless of their level of performance at work, those who are in the "right camp" will receive higher evaluations than those who are "not towing the line."

Problem meeting RPMS standards. The goal of implementing a performance management system is to attain objectives set and assess the performance of the employees, thus a generalized standard is followed. Participants accentuated on achieving the set standards to qualify as outstanding or very satisfactory. One noted how the standard becomes a determining factor of the abilities of a teacher to teach. According to Graham (2004), each employee must have clear performance expectations that are connected to the goals outlined in the organization's strategic plan. According to Melkers and Willoughby (2001), "the differing perceptions of use and success among budget players" is the biggest challenge in putting performance-based budgeting into practice. For PMS to be effective, all stakeholders must be contacted and given the chance to take part in and contribute to the system's creation and implementation (Aguinis, 2013).

Problem with attachment. This theme reveals the hardship of teachers in terms of gathering the needed mode of verification. Participants showed concern on how and where they can get these attachments. The attachments which are composed of a classroom demonstration and involvement of teachers. Participants

emphasized regarding the paperworks related to RPMS. According to a study done in Saudi Arabia (Tahseen, 2015), having to handle an excessive number of paperwork while still teaching children can cause stress.

Problem with resources and supplies. It is without a doubt that public schools have limited resources. With this, a participant saw this a problem. As the tool gets checked, recommendations while accomplishing the system is inevitable with this, participants have to reprint correction and reproduce additional attachments. De Waal and Counet (2009) stated that there might not be enough funding or manpower to implement a performance management system. If a company wants to successfully deploy the performance management system, it needs have the necessary resources and capabilities (Gautam & Jain, 2016). Mayne (2007) further noted that managers can actually believe they don't have the time or money to allocate for results, or both. In the findings of Jaricha and Dzimir (2019) an issue that senior management did not adequately address was the shortage of resources where there was little or no training for staff, no incentives to motivate them, and not enough teaching and learning tools to support teaching and learning in schools.

Unclear instruction. This theme stresses on how the unclear and awry giving of instructions can be a problem in the implementation. One participant emphasized on the vague instructions which led to confusion in the accomplishment. De Waal and Counet (2009) noted that one of the main reasons for performance management system implementation failure is the lack of clear goals for implementation, which is further complicated by the absence of a clear and understandable strategy, mission, and organizational objectives. This implies that ensuring that teachers are part of the creation of a management system will allow teachers to thoroughly understand the content of the tool. Alshaikhi and Alshaikhi (2021) As a result, preset objectives won't be used to create the long-term growth and productivity strategies necessary for the organization's continuous success. The absence of specific objectives indicates that the organization has a clear vision for the future.

Problem itself. This theme suggests that the implementation of the RPMS is perceived as a problem of its own. This discusses on the frustration that teachers feel in the accomplishment. With this, it is essential that teachers see the benefit of the performance management to allow them to realize its importance. It is crucial to tell employees of the information on their performance and about how to utilize it, as well as about potential applications and restrictions (Mayne, 2007). Ochurub, Bussin and Goosen (2012) asserted that a company cannot successfully implement PMS without the participation of all employees and a plan to improve HR that enables everyone to comprehend the advantages of change initiatives for both the corporation and the employees.

3.3 On the coping mechanisms of proficient teachers' in the implementation of the Results-Based Performance Management System.

Ten themes were generated from the responses of the participants on the third research question with regards to the coping mechanisms of proficient of teachers' in the implementation of the Results-Based Performance Management System – make use of anything available, familiarize well RPMS, do research, think of personal benefits, always proactive, keep self from stress, to be more involved, copy from colleagues' attachments, follow orders from superiors, and collect certificates in advance.

Make use of anything available. This theme recommends that teachers utilize present attachments. Participants also emphasized on being resourceful in terms of complying the needed attachments. According to Licata et al. (2003), resourceful managers are more likely to figure out novel and creative ways to recognize, exceed, and satisfy the needs. Resourcefulness is everything. Resourcefulness includes all of the knowledge, aptitude, and ability that managers need to fully understand problems and successfully adapt to shifting, difficult situations that arise while carrying out their jobs and responsibilities (Ochogor & Amah, 2021). According to Asiegbu and Okpala (2019) If teachers are able to use all of the necessary competencies, skills, and abilities to maximize learning outcomes and successes, such that the results are seen in concrete terms through the behavior and performance of the learner, they are said to be resourceful.

Familiarize well RPMS. A well-knowledgeable and informed personnel on implemented memorandums and orders can help lessen difficulties. This means that appropriate knowledge and comprehension of the RPMS allowed them to cope with their problems. Lack of expertise and understanding in performance management are some of the barriers to successful implementation of performance management, according to De Waal and Counet

(2009). It is then important to have a clear understanding of the RPMS to fully appreciate its objective. In the study of Gecolea (2019) in Calamba District, that the implementation of the RPMS is inefficient due to compliance to the policies which is perceived as unclear for instructors and administrators. Krauss and Snyder (2009) pointed that technology installation will require more time before people become accustomed to and feel at ease with the remedies.

Do research. This theme focuses on understanding better the content of the RPMS. This will allow teachers to fully understand the tool. One participant stressed the need to familiarize it to avoid submitting outputs that are less sensible. It paves way to how research must be done to improve in different aspects of their professional as well as personal development. Since research is a crucial and important component of the procedure of building teaching as an evidence-based job, it also demonstrated that studies by instructors has a sound impact on teachers' specialized skills (Furlong & Salisbury, 2005). As doing research may be intimidating for some it is important that the department provide possible means to help teachers. Teachers should be allowed to conduct fruitful research in their classrooms with the right instruction, drive, and provisions both inside and outside (Watkins, 2006).

Think of personal benefits. Appreciating the impact of the RPMS aside from the rewards it may give is the focus of this theme. In the study of Bulawa (2011), the findings revealed that the benefits perceived included development of school-based preparation, encourage taking responsibility in schools, promote professional development in the school and working collaboratively among co-workers. According to contemporary management research and practice, an effective PMS is a useful instrument for achieving organizational effectiveness (Aguinis & Pierce, 2008).

Always proactive. Being prepared is the main focus of this theme. A participant stressed that one must be willing to learn because one must be able to adapt with the changing time. Another participant also noted to continuously be involved to gather the needed supporting documents. Parker et al. (2006) stated that self-efficacy is a crucial cognitive-motivational process that propels proactive behavior. In general, proactive conduct promotes job results and career success, but the advantages are more pronounced when proactive acts are communal, situationally successful, or aligned with institutional objectives. Frese and Fay (2001) utilized the term proactive was precisely used to refer to lasting focus, which implies that individuals are more likely to be future-focused than present-focused when responding to chances or encounters to come.

Keep self from stress. This theme addresses the mental well-being of teachers in the preparation of the RPMS. As teachers are prone to stress it is inevitable that they feel this once in a while because of workload they have. According to Kyriacou (2001), stress at work for teachers is characterized by unpleasant negative emotions like pressure, impediment, anxiousness, and despair that the instructor experiences in some elements of his or her profession. Mental apprehension will be more common among instructors who experience extreme stress in the classroom (Ho & Au, 2006). Because of this, the outcome of the overall implementation may be affected. Teachers who are less stressed at work and are more satisfied with their jobs will help children succeed and improve the efficacy of their schools (Caprara, Barbaranelli, Steca, & Malone, 2006).

To be more involved. This theme reveals actively participating in different forms of collaboration in school can be a key component to cope with the challenges met. Sachs (2015) emphasized that facilitators of learning, like all other specialists, must commit to lifelong development as this knowledge must serve a benefit and acknowledge that various stages of a teacher's vocation call for diverse kinds of activities to enhance habit, extend skill organization of competence, and be go through change as an individual. Teachers can adapt to the hardships they go through in the implementation of the RPMS by allowing themselves to openly accept changes and go through development. Maistry (2005) stressed that teachers will feel unrestricted to share their difficulties in imparting and aquing with their peers if their co-workers appreciate and have faith in them.

Copy from colleagues' attachments. Avoiding additional work is the focus of this theme. Participants noted that rather than getting worked up with what needs to be done, looking at the works of others to the point of simply copying. For this to be possible, teachers must create a harmonious relationship with their colleagues (Maistry, 2005). If the relationship established lacks the needed foundation then coping with this challenge might be difficult. Akenyami et. al (2020) stated that discussing difficulties in teaching-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 work plans properly as a result of the lack of necessary skills to support results-

based management, with the majority of them admitting that they were copying work plans from colleagues (Jaricha and Dzimiri, 2019).

Follow orders from superiors. As the superiors have adequate knowledge on the RPMS, it is beneficial to follow their instructions to avoid mistakes and conflict that may lead to further complications. Establishing a good rapport will allow teachers to be effective in ways that they deem necessary. Based on Pont et. al. (2008), the main responsibility of school leadership is to promote, evaluate, and enhance teachers' effectiveness. A sound relationship with the superiors, it is the responsibility of teachers to promote efficiency. In the educational groups, school administrators are looking for efficiency from their educators (Aquino, Afalla and Fabelico, 2021). Teddy (2016) noted that an effective supervision is necessary to motivate teachers and increase output.

Collect Certificated in Advance. As prepared, to avoid possible difficulties, is an essential aspect in cope with the implementation of the RPMS. One participant stressed since in the beginning of the school year teachers are aware of the necessary attachments then teachers must be resourceful as to where these can be found. According to the provision to exercise lapse, people who begin a work with little preparation go through tension and difficulty, which affects how well they do their jobs (Hickerson et al., 2016). Sawchuk (2016) added that Teachers with alternative certifications leave the profession more frequently than those with standard certifications, possibly as a result of a lack of preparation.

3.4 On the insights of proficient teachers' in the implementation of the Results-Based Performance Management System.

Seven themes were developed through the responses of the participants on the fourth question in relation to the insights of proficient of teachers' in the implementation of the Results-Based Performance Management System – RPMS really taxing, RPMS helpful to teachers, RPMS not really needed, reflection of teacher's job, RPMS not realistic, providing ideas for yearly accomplishments and go back to old practices.

RPMS really taxing. This theme reveals that teachers perceived the implementation of the RPMS as exhausting. Participants believed that there are too may information and attachments it makes the entire process burdensome. Mayne (2007) expounded that a lot of performance measuring structures have broken down as a result of having too much data. He added that it is typical to discover that some metrics for which information has been gathered end up to be less interesting and must discarded. Doing many things at once can lead teachers to perceive the implementation as taxing. As echoed by Alshaikhi and Alshaikhi (2021), teachers do not have adequate time to get involved in the assessment procedure because of the time and hardly have enough time to engage in the evaluation process due to the time and undertakings needed to implement performance management.

RPMS helpful to teachers. The focus of this theme is the benefits that comes from the implementation of the RPMS. A participant responded how the RPMS as a way to grow in the profession and a means to improve both professionally and personally. Smith and Bititci (2017) found out that an efficient performance management improves the interaction of employees with those who are at ease at their job and are more prone to perform better. Other aspects of a PMS that provides improvement in performance are calibration of outcomes, providing advice about the implementation, creation of more precise and meaningful ways to assess performance (Harper & Tricia, 2005). Dizon et. al (2018)'s findings revealed that the RPMS is efficient in relation to knowing the competency level of the teachers that are rated as they are observed to create necessary measures to address their development as to their behavior and in the profession.

RPMS not really needed. Like any other implemented program prone to flaws, the RPMS is to no exception. One participant expressed that the RPMS just requires additional work while having teachers doubt their abilities as teachers given that the main basis revolves on the demonstration. Some observed the lack of essence of the performance management system, which leads to questioning its relevance. Asiago and Gathii (2014) noted that performance reviews are isolated from one another since there is few to no connection between employees and the demands of the association. The failure of previous performance management system has led to the thought which creates the presumption that since something didn't work in the past, it won't work going forward (McCollum, 2001).

Reflection of teacher's job. As the main purpose of the RPMS is to assess the performance of teachers, this theme emphasized on how it has become an overview of their work. In a study by Bulawa (2011) that the results of the PMS would be an instrument to be utilized to assess own performance without prejudice. Performance evaluation that detects and improves teaching quality may be thought of as the optimum quality assurance technique when applied for both accountability and instructional development (Danielson & McGreal, 2000). For practices to be reliable, it is essential that the implementation take part for the period of the school year and not just a one time assessment. According to Gentle (2001), performance management should be integrated into daily school life rather than being viewed as a one-time activity that involves filling out an annual performance form.

RPMS not realistic. This theme points out how the RPMS becomes a mere compliance to mandates and not applicable to true work and efforts of teachers. One participant noted that as teachers are only observed for a specific number time the question of how these teachers do their work in a day-to-day basis questions the authenticity of the entire system. Key educational results have not been established, making it difficult or improbable to create goals in instruction, which inevitably diminishes goal clarity (Storey, 2000). The lack of fairness causes the implementation to be vulnerable to weaknesses.

Providing ideas for yearly accomplishments. The emphasis of this theme is the RPMS provides a glimpse of the achievement of teachers for an entire school year. Opportunity for teachers to reflect on their own performance and develop goals (Ross & Bruce, 2007). The majority of assessment and evaluation of teachers in the perspective of specialists, scholars, and legislators do not attain enough to support the professional development of teachers assessment (Darling-Hammond et al., 2013). Ricci (2016) added the amount to which workers meet their performance target or objectives—which are often unique to each worker's role—can be used to evaluate an employee's performance.

Go back to old practices. The focus of this theme is how the changing and adaptive system of the RPMS may appear as complexed for some. According to Kennedy (2005), teachers frequently oppose reforms—not because they don't want things to change or become better, but because many reform initiatives fail to take into account the reality of teaching on a daily basis. The previous performance management system required only a rating from the rater and nothing less, thus making them a simpler time. Odden (2000) contends that doing a thorough review of every instructor would be costly and time-consuming, even if it were done on a consistent basis.

3.5 Implications for Practice.

On Experiences in the Implementation of the RPMS. It is recognized that the participants had experiences in the implementation of the RPMS. The experiences expressed were exhausting to prepare, learning being reinforced, need for re-orientation, finding difficulty accomplishing, contributing the development of teachers, forgetting important details, and prioritizing RPMS over leisure. It is then of the essence that the department simplify the process as other also see it as helpful for teachers. The department must focus on ensuring that teachers see it as a tool to guide them and assist them to be better facilitators than just additional workload.

On Challenges in the Implementation of the RPMS. The rating, meeting requirements, attachments, resources, supplies, imprecise instruction, and a problem itself were among the implementation-related issues. To enable teachers to receive the ratings they merit, the department must therefore carefully consider the tool's clarity. They must also pay attention to the consistency of interpretation, which in most cases turns into a subjective issue. It is past time to make sure teachers understand that completing it is a for them as well as for the development and future of the sector to produce great learners.

On Coping Mechanisms in the Implementation of the RPMS. The participants suggested that in order to overcome the difficulties, one should make advance preparations, carry out traditional practices, make time to work on RPMS, consider one's own benefits, accept responsibility, work within manageable boundaries, and not take oneself too seriously. They also advised asking younger coworkers for assistance, remaining upbeat, and understanding the gradual accumulation of certificates.

On Insights in the Implementation of the RPMS. For teachers, the RPMS' application is particularly advantageous. As a result, it must be continued as it gave teachers inspiration for yearly achievements and a

reflection of their work. The best way to deal with this, despite the fact that some find it tiring, is to make sure that the teachers' necessary attachments are within their reach, regardless of their age. The Department of Education must ensure that teachers respect this implementation and see it as for their own advantage to become better teaching facilitators. Some may have thought it was unnecessary, unrealistic, or a return to old practice.

3.1 Implications of Future Research.

Although the study was restricted to the responses of the instructors at Montevista Central Elementary School in the Montevista District, Division of Davao de Oro, who were identified as excellent instructors in the RPMS, the following suggestions for future research are taken into consideration;

First, based on the RPMS from the same school, subsequent study may be carried out by defining a different type of teachers. In order to better understand the teachers' perspective on the implementation of the RPMS, the research might also be carried out at a separate institution with a comparable focus. Third, repeat the study with the same participants if their opinions have changed after a while.

Fourth, as the study was carried out at a mega school, similar research into teachers' experiences might also be done in a large school or small school. Fifth, a separate investigation of how teachers' RPMS performance may be impacted by their age can be conducted. Sixth, future research on paperless report completion, as one of the informants suggested. Finally, the study may help us comprehend the consistency between student performance and instructor evaluations in the RPMS.

4. CONCLUSIONS

The understanding of proficient teachers regarding the implementation, taken from their experiences and insights, could support the development and improvement of the implementation. The problem on not having the prescribed requirements may led to a low rating which will have an impact on the office or school where the teacher is situated. Minimizing the attachments could enhance the perspective of some teachers on the implementation. In dealing with the challenges of the implementation, it is essential that teachers understand better the content and well-informed with the correct and necessary attachments for the completion. Furthermore, advance preparation for the RPMS could be helpful to deal with the challenges presented. The implementation of the RPMS has been present over the years to assess the performance of teachers which may be perceived as both good and bad. With that note, it would be very useful that a thorough orientation on its implementation, simplification, more precision and limitation of attachments, while considering to make it paperless. Thus, attending to these concerns can provide a better, efficient and effective teaching environment for teachers.

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