

Result-Based Performance Management System (RPMS) Implementation and Teachers' Instructional, Core Skills and Core Behavioral Competencies

Hezle B. Tenecio¹, Marites B. Java², Nancy B. Espacio³, Cherry Vanessa M. Ventura

¹Teacher, S. Nilong Elementary School, Philippines

²Vice President of Academic Affairs, Sultan Kudarat State University, Philippines

³MAEd – EM Program Chair, Sultan Kudarat State University, Philippines

³Faculty of Education, Sultan Kudarat State University, Philippines

[*hezletenecio@gmail.com](mailto:hezletenecio@gmail.com)

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Abstract

In today's interconnected world, performance appraisal systems are essential in evaluating and enhancing employee performance across various sectors, including education. This study employed quantitative research methods using a descriptive-correlational design to assess the level of implementation of the Results-Based Performance Management System (RPMS) in Bagumbayan District II and examine its relationship with teachers' competencies. The study involved nine (9) school heads and 154 teachers from public elementary schools in Bagumbayan District II, Division of Sultan Kudarat. Findings revealed that RPMS implementation was at a high level, with Monitoring and Evaluation emerging as the most effectively executed component. Teachers demonstrated outstanding competency levels, particularly in behavioral and core skills competencies, emphasizing their strong professional capabilities. Moreover, results indicated a moderate positive correlation between RPMS implementation and teachers' competencies, underscoring the role of RPMS in enhancing teaching effectiveness. However, significant differences in RPMS implementation and teacher competencies were observed across school sizes. Teachers in small schools exhibited lower competency levels compared to those in medium and large schools, suggesting disparities in resource allocation and professional development opportunities. These findings highlight the need for targeted interventions to support small schools and further strengthen RPMS execution.

Keywords: results-based performance management system; teachers instructional; core behavioral; core skills; implementation;

INTRODUCTION

The performance appraisal system plays a crucial role in evaluating and enhancing employee performance in various sectors, including the education sector. The need for effective performance appraisal is a global concern, as it sets the stage for continuous improvement and accountability, ensuring that institutions produce the best possible outcomes. Across the globe, educators and policymakers are recognizing the importance of

evaluating and providing feedback to teachers to enhance their teaching practices (OECD, 2021).

Philippines faces the challenge of developing an effective performance appraisal system for its teachers. Such a system is essential for holding educators accountable, addressing underperformance, and improving teaching practices and efficiency, aligning with the vision and mission of the Department of Education (DepEd), Santos and Santos (2019). The Result-Based Performance Management System (RPMS) is implemented in

consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) and aims to ensure that teaching and non-teaching personnel align their efforts with the department's strategic priorities.

In Bagumbayan District II, the implementation of the RPMS is of local significance. The system relies on RPMS Tools, which serve as assessment instruments to ensure quality teacher performance at different career stages (DepEd, 2018). However, challenges such as time constraints, lack of understanding, resistance to change, inconsistencies in evaluation, and resource limitations have been identified in the implementation of RPMS-IPCRF (DMEPA, 2019).

Existing research on performance appraisal systems for teachers often places a strong emphasis on accountability rather than focusing on teachers' professional growth and development. Many appraisal systems have failed to provide teachers with specific guidance on areas needing improvement and support for their development (Isore, 2009; Celik, 2011; Kennedy, 2010; Weisberg et.al., 2009). At the district level, research exploring the implementation of performance appraisal systems in relation to school size and their alignment with fostering teachers' professional growth and competencies remains limited (HRD Convergence, 2022). This gap in the literature highlights the need for a more comprehensive examination of how performance appraisal systems are implemented in educational organizations and their impact on teachers' competencies.

To address these issues and gaps, this study aimed to assess the level of RPMS implementation in Bagumbayan District II and determined its relationship with teachers' competencies. By conducting a comprehensive analysis of the RPMS implementation and its effects on teaching performance, the study intended to provide valuable insights that can inform policy adjustments and professional development strategies to enhance the teaching profession, foster teacher growth, and ultimately improve the quality of education in the local context. This research contributes to the broader national and global effort to refine and strengthen performance appraisal systems in education, aligning them more closely with professional development and the enhancement of teaching practices.

Scope and Limitations of the Study: The study was delimited to the implementation of the Result-Based Performance Management System (RPMS) in the elementary schools of Bagumbayan District II, specifically examining its level of implementation in terms of planning, tools and processes, management, and monitoring and evaluation. It also focused on teachers' competencies, which included classroom instructional competency, core skills competency, and core behavioral competency.

The respondents of the study were the elementary teachers of Bagumbayan District II, Bagumbayan, Sultan Kudarat, consisting of nine (9) school heads and one hundred fifty-four (154) teachers for the school year 2023-2024. Furthermore, the study aimed to determine whether there is a significant relationship between the level of RPMS implementation and teachers' competencies. It also sought to examine whether there is a significant difference in the level of RPMS implementation when grouped according to the type of school, as well as whether a significant difference exists in teachers' competencies when grouped based on the same criterion.

Operational definition:

The following terms were defined according to their uses in the study for clarity of meanings.

Classroom Instructional Competence is defined as the set of skills, knowledge, and abilities that a teacher possesses to effectively deliver instruction to their students. These competencies include a wide range of teaching skills, such as effective lesson planning, classroom management, assessment and evaluation, communication, and the ability to create a positive and inclusive learning environment.

Classroom Observation is defined as the observation and evaluation of teacher's classroom performance in order to assess their effectiveness of delivering quality education and meeting the learning needs of the students. It is an important component of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd) in the Philippines.

Core Behavioral Competence is defined as a set of fundamental behavioral skills, traits, and attitudes that are essential for success in a specific role or job. These competencies include a wide range of

behavioral attributes, such as interpersonal skills, emotional intelligence, adaptability, problem-solving ability, and teamwork.

Core Skills Competence is defined as the set of essential skills and abilities that teachers must possess to effectively facilitate student learning and academic success. These competencies include a wide range of skills, such as content knowledge, pedagogical knowledge, communication skills, assessment and evaluation skills, and technology integration skills.

Key Result Area (KRA) is defined as the main areas of focus that define their job responsibilities and performance expectations. These areas are operationalized through specific performance targets or commitments that are aligned with the overall goals and objectives of the school or the education system.

Large School is defined as schools in the elementary level with 30 to 50 permanent or regular teachers.

Management is defined as the systematic planning, organizing, coordinating, and supervising of tasks and resources to achieve performance goals and standards of RMPS-IPCRF implementation, while ensuring effective communication, feedback, and accountability within an organization.

Means of Verification is defined as the methods or sources of information used to collect evidence or proof that a particular performance target or commitment has been achieved or completed. In the context of the Results-Based Performance Management System - Individual Performance Commitment and Review Form (RPMS-IPCRF) in the Department of Education (DepEd) in the Philippines, MOV is used to assess the performance of an individual teacher and determine whether or not have met their performance targets or commitments.

Medium School is defined as schools at the elementary level with 10 to 29 permanent or regular teachers.

Monitoring and Evaluation is defined as a systematic and ongoing processes of collecting data, analyzing results, and providing feedback to inform decision-making, improve effectiveness of RPMS-IPCRF implementation, and assessing the

performance and impact of individuals or teams in meeting their goals and objectives.

Objective is defined as statements that describe the desired outcome or result. These are desired outcomes into specific, measurable, and achievable targets that can be monitored and evaluated over time.

Performance Appraisal System is defined as a structured process of evaluating and assessing the job performance of education personnel, including teachers, school administrators, and support staff, based on pre-defined criteria and standards.

Performance Indicator is defined as specific and measurable criteria that are used to evaluate the achievement of a teacher's individual performance targets or commitments.

Planning is defined as setting clear and achievable goals, defining strategies and actions to reach those goals, and establishing a timeline and resources needed for the successful implementation of RPMS-IPCRF.

Plus Factor is defined as the additional contributions or achievements that an employee has made beyond their regular job responsibilities, and which are not specifically included in their performance targets or commitments.

Result-Based Performance Management System (RPMS) is defined as a performance management framework that aims to promote accountability, transparency, and continuous improvement in the quality of education in the Philippines. The system involves setting clear and measurable goals and targets for education personnel, assessing their performance against these goals, and providing feedback and support for their professional development.

Small School is defined as schools at the elementary level with 9 and below permanent or regular teachers.

Teacher is defined as individuals who are responsible for facilitating student learning and development through the delivery of educational instruction.

Teachers' Competence is defined as the combination of knowledge, skills, and attitudes that enable a teacher to effectively perform their role in

facilitating student learning and development. This is the dependent variable of the study.

Tools and Processes refer to the specific methods, and instruments such as COT rating sheets, observation notes, RPMS tools, systematic procedures, and classroom observation processes used to collect, analyze, and manage data related to performance assessment.

Types of School refers to the school size of elementary schools dependent on the number of teachers. These are categorized as small, medium, and large schools.

Local of the Study: This study was conducted at Bagumbayan District II schools, Division of Sultan Kudarat. The inclusion criteria for the research locale included the district, which was composed of small, medium, and large schools, schools in the district that offered complete elementary education, and schools in rural settings to capture a broad range of educational contexts.

The implementation of RPMS-IPCRF in Bagumbayan District II faced various challenges (DMEPA, 2022). It required sufficient resources, including teacher and school head training, as well as the development of proper documentation and review infrastructure. Limited resources hindered effective implementation. Inconsistent interpretation and application of evaluation criteria led to teacher rating disparities, potentially causing perceptions of unfairness or bias. Some educators did not fully grasp the purpose and requirements of IPCRF, leading to incomplete or inaccurate performance documentation and a lack of engagement with the process, which hindered the recognition of IPCRF's value in professional growth.

These challenges highlighted the need for careful planning, training, and support in the implementation of IPCRF in education, as well as a commitment to ongoing evaluation and improvement of the system in Bagumbayan District II.

Respondents of the study: The respondents of the study included the school heads and teachers of public elementary schools in Bagumbayan District II, Division of Sultan Kudarat. To ensure the relevance and reliability of the data, only those holding permanent or regular positions, as they were directly

subjected to the Results-Based Performance Management System (RPMS) evaluation process, were included. Respondents had to have been actively employed in their current school for at least one academic year to ensure sufficient familiarity with the RPMS implementation. Additionally, they must have participated in at least one complete cycle of the RPMS process, encompassing goal-setting, classroom observation, and performance evaluation. Lastly, all respondents voluntarily agreed to participate in the study and provided informed consent.

Sampling Technique: This study employed a complete enumeration of the school heads and teachers, meaning that all eligible individuals within the target population were included as respondents. Complete enumeration, also known as a census, was particularly advantageous in studies where the population size was manageable, as it allowed for comprehensive data collection without the limitations of sampling (Abrol, 2021). By including all nine (9) school heads and one hundred fifty-four (154) teachers of elementary schools in Bagumbayan District II, the study ensured that every perspective was captured, providing a full representation of the population. This method minimized sampling error and bias, ensuring more reliable and valid results (Boness et al., 2020). Furthermore, complete enumeration was appropriate when the study aimed to collect in-depth information across a specific group, as it enabled the inclusion of every eligible respondent who had direct experience with the implementation of the Results-Based Performance Management System (RPMS).

Data Gathering Instruments: This study used two (2) sets of research instruments to assess the level of implementation of the Results-Based Performance Management System (RPMS) in Bagumbayan District II and teachers' competencies.

The necessary data for this study were gathered using an adapted tool from DepEd Order #2 s. 2015 and DepEd Memorandum 008, s. 2023. The survey tool asked respondents about their experiences related to the implementation of the Performance Management System-Individual Performance Commitment and Review Form (RPMS-IPCRF) in their respective schools. This instrument was a survey designed to evaluate the implementation of the RPMS-IPCRF in schools. The survey was intended for teachers and

school heads and consisted of several Likert scale items that required respondents to rate their level of agreement with various statements about the system's implementation. The thirty (30) statements covered aspects of planning, tools and processes, Management and Monitoring, and Evaluation.

The second research instrument was an evaluation tool used by the rater. This was adapted from DepEd Order #42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers). This would measure teachers' classroom instructional competency, core skill competency, and core behavioral competency. This was composed of twenty (20) Likert scale statements.

A 5-panel validity test was used to validate the research instrument's content. The validity of the research instrument was determined based on its content, usability, and consistency. The panel of validators consisted of Education Program Specialists, the Assistant Schools Division Superintendent, and the Schools Division Superintendent in the Division of Sultan Kudarat. These validators were experienced professionals with proven track records in performance management. They were recognized within the research community and contributed to the knowledge base in the given field. The panel had equal interest, background, and relevant experience in performance appraisal. The experts scrutinized, examined, and checked the content of all research instruments. The results were interpreted using the Likert Scale from McLeod (2019).

Data Gathering Procedure: The following steps were undertaken to ensure the successful implementation and conduct of the study:

Permission to conduct the study was secured from the Schools Division Superintendent and District Heads through a letter of request duly noted by the Dean of the Graduate School, Sultan Kudarat State University.

The researcher crafted the research instrument to determine the implementation of RPMS-IPCRF in Bagumbayan District II. The research instrument underwent a validity test through a five-panel review and a reliability test using the Cronbach's Alpha method. The respondents for the reliability test were randomly selected school heads and teachers, A total of seventy (70) from the districts of Isulan.

School heads and teachers were provided with the evaluation tool to assess the implementation of the Results-Based Performance Management System in their respective schools. This was followed by the distribution of the second set of questionnaires to the PRMS-IPCRF raters of each school to assess the competencies of the teachers.

The collected data were consolidated and subjected to appropriate statistical treatments.

Statistical Treatment: After administering the research instruments to the respondents, the data were organized, tabulated, analyzed, and interpreted. To determine the level of implementation of the Results-Based Performance Management System (RPMS) in Bagumbayan District II in terms of planning, management, monitoring, and evaluation, mean and standard deviation were used. The implementation of the Results-Based Performance Management System (RPMS) was interpreted using the given scale.

RESULTS AND DISCUSSION

Table 2: Level of Implementation of the Result-Based Performance Management System (RPMS) in Terms of Planning

Indicators	Mean	SD	Description
The planning phase of RPMS is well-documented and communicated clearly to teachers and school administrators.	4.50	0.55	Very High
Individual teacher goals are aligned effectively with the broader educational objectives in the planning phase of RPMS.	4.34	0.56	High
Planning for RPMS includes setting realistic and achievable performance targets.	4.41	0.53	High
The planning phase provides opportunities for teachers input and self-assessment.	4.48	0.56	High
Teachers have a good understanding of the performance expectations during the planning phase.	4.49	0.59	High
Planning in RPMS considers the professional development needs of teachers.	4.61	0.61	Very High
Mean	4.47	0.38	High

Table 2 presents the level of implementation of the Result-Based Performance Management System (RPMS) in Bagumbayan District II, focusing on the planning phase. The results were based on six indicators assessing documentation, goal alignment, performance target setting, teacher involvement, understanding of expectations, and consideration of professional development.

Among the indicators, the highest mean score ($M = 4.61$, $SD = 0.61$) was recorded for "Planning in RPMS considers the professional development needs of teachers," indicating that teachers strongly

perceive that their growth and career progression were prioritized in the planning process. This suggests a well-structured approach to ensuring continuous professional development, which is crucial for enhancing teaching effectiveness. Meanwhile, the lowest-rated indicator ($M = 4.34, SD = 0.56$) was "Individual teacher goals are aligned effectively with the broader educational objectives in the planning phase of RPMS," though still rated as "High." This implies that while alignment efforts are strong, there may be room for improvement in ensuring that individual teacher objectives fully integrate with institutional goals.

The overall mean score of 4.47, with a standard deviation of 0.38, suggests a "High" level of implementation, signifying that the planning component of RPMS is generally well-executed in the district. The low standard deviation values indicate consistency in responses, reflecting a shared perception among respondents.

The strong implementation of RPMS planning highlights the importance of structured performance management systems in improving teacher effectiveness and school outcomes. According to Tindowen et al., (2017), well-defined and communicated planning strategies in performance management lead to greater teacher engagement and motivation. Moreover, Mutesasira and Marongwe (2024) emphasized that performance management frameworks that integrate professional development opportunities contribute to better instructional practices and student learning outcomes.

However, the slightly lower score on aligning teacher goals with broader educational objectives suggests enhanced collaboration between teachers and administrators is needed. Research by Ordofa and Asgedom (2022) found that when teachers are actively involved in setting and aligning their goals with institutional priorities, they develop a stronger sense of ownership and accountability, leading to improved performance outcomes.

Table 3: Level of Implementation of the Result-Based Performance Management System (RPMS) in Terms of Tools and Processes

Indicators	Mean	SD	Description
The RPMS-IPCRF process helped me focus on achieving results.	4.50	0.60	Very High
The tools and processes provided for RPMS are user-friendly and easily accessible.	4.48	0.61	High
Documentation tools support teachers in capturing their performance accurately and comprehensively.	4.43	0.65	High
RPMS tools and processes offer flexibility to accommodate diverse teaching styles and contexts.	4.50	0.61	Very High
There are clear guidelines for using RPMS tools and processes.	4.56	0.56	Very High
The tools and processes encourage regular reflection and self-assessment.	4.51	0.61	Very High
The tools provided are consistent with best practices in educational assessment.	4.49	0.61	High
The tools and processes support ongoing professional development for teachers.	4.55	0.61	Very High
Mean	4.50	0.42	Very High

Table 3 flaunts the level of implementation of the Result-Based Performance Management System (RPMS) concerning its tools and processes.

The overall mean score of 4.50, with a standard deviation of 0.42, indicates a "Very High" level of implementation, suggesting that teachers find the RPMS tools and processes highly effective in managing and evaluating their performance. Among the indicators, the highest-rated item was the clarity of guidelines for using RPMS tools and processes ($M=4.56, SD=0.56$).

This suggests that teachers benefit from well-defined protocols, reducing ambiguity in performance assessments. Conversely, the lowest-rated indicator was the effectiveness of documentation tools in supporting teachers to capture their performance accurately and comprehensively ($M=4.43, SD=0.65$). While still rated as "High," this implies a need for improvement in ensuring that documentation tools effectively capture teachers' performance without being burdensome.

The standard deviation values, ranging from 0.56 to 0.65, indicate relatively consistent responses among teachers, reinforcing the perception that RPMS tools and processes are well-integrated into their professional routines.

The strong implementation of RPMS tools and processes aligns with the principles of effective teacher evaluation systems, which emphasize clarity, accessibility, and alignment with professional development (Chatto, 2020). Research by Liebowitz (2020) found that well-structured performance management tools not only enhance accountability

but also contribute to teacher’s growth by providing continuous feedback and reflection opportunities. Furthermore, the flexibility of RPMS tools in accommodating diverse teaching styles is supported by the work of Darling-Hammond et al. (2021), which highlights that adaptive evaluation systems lead to more meaningful assessments of teacher effectiveness. The slightly lower score on documentation tools suggests an opportunity to refine digital or manual record-keeping systems to ease the administrative burden on teachers while maintaining comprehensive performance tracking.

Table 4: Level of Implementation of the Result-Based Performance Management System (RPMS) in Terms of Management

Indicators	Mean	SD	Description
Educational leaders provide clear communication and guidance throughout the process.	4.49	0.59	High
School administrators are actively engaged in managing RPMS implementation.	4.58	0.57	Very High
Management involves regular training and support for teachers and school heads.	4.58	0.58	Very High
RPMS management fosters a culture of accountability and continuous improvement.	4.53	0.62	Very High
Management aligns with the professional development needs of teachers.	4.50	0.65	Very High
Resources and support are readily available for addressing challenges and issues in RPMS.	4.54	0.61	Very High
Educational leaders actively solicit feedback from teachers regarding RPMS management.	4.49	0.63	High
The management team ensures transparency and fairness in the evaluation process.	4.57	0.59	Very High
Mean	4.53	0.41	Very High

Table 4 presents the level of implementation of the Result-Based Performance Management System (RPMS) in Bagumbayan District II in terms of management. The indicators evaluate the role of educational leaders, school administrators, training and support, accountability, transparency, and alignment with professional development.

The overall mean score of 4.53, with a standard deviation of 0.41, indicates a "Very High" level of implementation, suggesting that the management aspect of RPMS is well-executed in the district. Among the indicators, the highest-rated statements ($M = 4.58, SD = 0.57$ and 0.58) were "School administrators are actively engaged in managing RPMS implementation" and "Management involves regular training and support for teachers and school heads." These results highlight the crucial role of administrators in ensuring that RPMS is effectively implemented through hands-on involvement and continuous professional development initiatives. On the other hand, the lowest-rated indicators ($M = 4.49, SD = 0.58$ and 0.63) were "Educational leaders provide clear communication and guidance

throughout the process" and "Educational leaders actively solicit feedback from teachers regarding RPMS management." While still rated as "High," these findings suggest that there may be opportunities to improve communication strategies and strengthen feedback mechanisms to make RPMS implementation even more participatory.

The relatively low standard deviation values (ranging from 0.57 to 0.65) indicate that respondents share a consistent perception of RPMS management, reinforcing the reliability of the results.

The strong implementation of RPMS management reflects best practices in performance management systems, where leadership involvement and professional development are key drivers of success. According to Robinson et al., (2020), effective leadership and hands-on administrative support significantly impact teacher motivation and instructional quality. Additionally, Stronge (2021) emphasizes that regular training and accountability mechanisms in teacher performance systems contribute to long-term improvements in classroom effectiveness.

However, the slightly lower ratings on communication and feedback solicitation suggest areas for refinement. Research by Hattie (2019) underscores the importance of strong teacher-administrator communication in fostering a collaborative school environment. When feedback loops are strengthened, teachers become more engaged in the performance evaluation process, leading to better alignment of RPMS with their needs

Table 5: Level of Implementation of the Result-Based Performance Management System (RPMS) in Terms of Management

Indicators	Mean	SD	Description
The monitoring and evaluation process is well-structured and aligned with the goals set during the planning phase.	4.56	0.57	Very High
Teachers receive regular and timely feedback throughout the evaluation process.	4.57	0.61	Very High
Multiple sources of feedback, such as peer reviews and self-assessments, are integrated into the evaluation process.	4.56	0.61	Very High
The evaluation process includes opportunities for teachers to reflect on their performance and set improvement goals.	4.53	0.63	Very High
Teachers have a voice in the evaluation process and are encouraged to provide self-assessments.	4.60	0.60	Very High
The evaluation process is consistent and standardized across all teachers and schools.	4.59	0.60	Very High
Evaluation results are used to provide constructive feedback and support for professional growth.	4.60	0.56	Very High
The monitoring and evaluation process leads to a fair and accurate assessment of teacher competencies and contributions to the education system.	4.53	0.62	Very High
Mean	4.57	0.40	Very High

Table 5 presents the level of implementation of the Result-Based Performance Management System (RPMS) in Bagumbayan District II, focusing on monitoring and evaluation. The indicators assess the structure, feedback mechanisms, consistency, fairness, and professional development opportunities embedded within the evaluation process.

The overall mean score of 4.57, with a standard deviation of 0.40, indicates a "Very High" level of implementation. This suggests that the monitoring and evaluation phase of RPMS is effectively carried out, providing teachers with structured, timely, and meaningful assessments. The highest-rated indicators ($M = 4.60$, $SD = 0.60$ and $M = 4.60$, $SD = 0.56$) are "Teachers have a voice in the evaluation process and are encouraged to provide self-assessments" and "Evaluation results are used to provide constructive feedback and support for professional growth." These findings highlight that teachers feel empowered in the evaluation process and receive valuable feedback that aids their professional development.

Conversely, the lowest-rated indicators ($M = 4.53$, $SD = 0.63$ and $M = 4.53$, $SD = 0.62$) are "The evaluation process includes opportunities for teachers to reflect on their performance and set improvement goals" and "The monitoring and evaluation process leads to a fair and accurate assessment of teacher competencies and contributions to the education system." Although still rated "Very High," these results suggest that there may be slight concerns regarding how reflection and fairness are integrated into the evaluation framework.

The relatively low standard deviation values (ranging from 0.56 to 0.63) indicate consistency in responses, demonstrating a shared perception among teachers about the effectiveness of the RPMS monitoring and evaluation process.

A well-structured monitoring and evaluation process is crucial for ensuring that performance management systems lead to meaningful improvements in teaching quality. Darling-Hammond et al. (2021) emphasize that an effective evaluation system must provide teachers with regular, constructive feedback and opportunities for self-reflection to promote professional growth. Similarly, Stronge (2020) highlights that integrating multiple feedback sources, such as peer reviews and self-assessments, enhances the validity and fairness of performance evaluations.

The findings suggest that Bagumbayan District II has successfully implemented a robust evaluation system that empowers teachers and supports their development. However, the slightly lower scores on reflection and fairness indicate an opportunity to refine the evaluation framework by incorporating more structured reflection sessions and ensuring transparency in assessment criteria. According to Taylor and Tyler (2019), when teachers actively engage in self-assessment and improvement planning, they become more invested in their professional growth, leading to higher job satisfaction and better student outcomes.

The RPMS monitoring and evaluation process in Bagumbayan District II is highly effective, providing clear, structured, and supportive performance assessments. The results indicate a strong system that values teacher input, encourages self-assessment, and ensures consistency in evaluation. Moving forward, enhancing opportunities for deeper reflection and reinforcing fairness in competency assessments can further strengthen the RPMS framework, leading to sustained improvements in teacher performance and educational outcomes.

Table 6: Summary Table for the Implementation of RPMS

Indicators	Mean	SD	Description	Interpretation
Planning	4.47	0.38	High	
Tools and Processes	4.50	0.42	Very High	Shows a high level of implementation and effectiveness across all RPMS components.
Management	4.53	0.41	Very High	
Monitoring and Evaluation	4.57	0.40	Very High	
Overall	4.52	0.33	Very High	

The summary table for the implementation of RPMS indicates that all components demonstrate a high to very high level of implementation. Planning ($M=4.47$, $SD = 0.57$) reflects a strong execution of strategies, though there may still be areas for enhancement. Tools and Processes received a very high rating ($M = 4.50$, $SD = 0.60$), suggesting that RPMS tools are effectively utilized by teachers. Similarly, Management ($M = 4.53$, $SD = 0.60$) highlighted the strong implementation of strategies for overseeing RPMS-related activities. Monitoring and Evaluation garnered the highest rating ($M = 4.57$, $SD = 0.60$), indicating that assessment processes are well-executed and widely accepted.

Overall, the mean score of 4.52 ($SD = 0.59$) signifies a very high level of implementation, demonstrating the effectiveness of RPMS in guiding teachers in managing and evaluating their performance. These results suggest that RPMS is well-integrated into the system, ensuring efficiency and consistency in teacher performance assessment.

Performance management systems, such as RPMS, provide a structured approach to monitoring, evaluating, and enhancing teachers' professional growth. Research highlights that clear guidelines and well-established processes contribute to effective implementation (Aguinaldo, 2021). The high mean scores in the study align with the findings of Rivera and Castillo (2020), who emphasized that well-defined performance tools and processes lead to improved teaching efficiency and accountability. Moreover, proper implementation of RPMS fosters a culture of self-reflection and continuous improvement among teachers (De Guzman & Reyes, 2019).

Table 7: Level of Teachers' Classroom Instructional Competency

Indicators	Mean	SD	Description
The teacher sets clear and achievable learning objectives for each lesson.	4.66	0.47	Outstanding
The teacher regularly assesses students' learning progress and adjusts instruction accordingly	4.56	0.51	Outstanding
The teacher adapts teaching methods to accommodate students with special needs or learning difficulties.	4.38	0.67	Very Satisfactory
The teacher incorporates various teaching strategies to address diverse student learning needs.	4.50	0.72	Outstanding
The teacher encourages active student participation in classroom discussions	4.56	0.55	Outstanding
Mean	4.53	0.43	Outstanding

Table 7 presents the level of teachers' classroom instructional competency in Bagumbayan District II. The indicators evaluate essential aspects of teaching effectiveness, including lesson planning, student assessment, instructional adaptability, and engagement strategies.

The results indicate that the overall level of **classroom instructional competency** among teachers in Bagumbayan District II is **"Outstanding"** ($M = 4.53, SD = 0.43$). The highest-rated competency ($M = 4.66, SD = 0.47$) is "The teacher sets clear and achievable learning objectives for each lesson." This suggests that teachers excel in structuring their lessons with well-defined goals, which is essential for student learning outcomes.

On the other hand, the lowest-rated indicator is "The teacher adapts teaching methods to accommodate students with special needs or learning difficulties" ($M = 4.38, SD = 0.67$), categorized as "Very Satisfactory." While this rating remains positive, it indicates an area that may require further enhancement. Tomlinson (2014) emphasizes that differentiated instruction plays a crucial role in addressing diverse student needs, particularly in inclusive classrooms. The relatively lower mean score suggests that while teachers are making efforts to accommodate students with special needs, additional training or resources may be necessary to enhance their adaptability and effectiveness in this area.

High levels of classroom instructional competency align with research emphasizing the importance of well-structured lesson planning and ongoing student assessment in improving learning outcomes. According to Marzano (2020), clearly defined learning objectives enhance student engagement and achievement by providing a structured framework for learning. Additionally, Hattie (2018) highlighted that formative assessment and instructional adjustments significantly impact student progress, supporting the high rating for assessment-driven teaching.

However, the lower ratings for differentiated instruction and student participation indicate potential areas for professional development. Tomlinson (2019) emphasized that effective differentiation strategies such as, scaffolding, flexible grouping, and personalized instruction are essential in addressing diverse learning needs. Moreover, Vygotsky's (1978) Social Development Theory supports the idea that active classroom discussions promote higher-order thinking and student engagement. Enhancing professional development programs focused on these areas can help teachers further refine their instructional competencies

Indicators	Mean	SD	Description
The teacher effectively communicates instructions and ideas to students.	4.60	0.51	Outstanding
The teacher analyzes student performance data to identify areas for improvement.	4.63	0.51	Outstanding
The teacher collaborates with colleagues to develop effective teaching strategies.	4.53	0.60	Outstanding
The teacher stays updated with current educational trends and integrates them into practice.	4.52	0.61	Outstanding
The teacher applies problem-solving skills to address challenges in the teaching-learning process.	4.53	0.56	Outstanding
The teacher demonstrates critical thinking when making instructional decisions.	4.60	0.52	Outstanding
The teacher exhibits strong organizational skills in managing classroom activities and resources.	4.55	0.58	Outstanding
The teacher uses assessment tools effectively to measure student learning outcomes.	4.51	0.61	Outstanding
Mean	4.56	0.39	Outstanding

Table 8 presents the level of teachers' core skills competency in Bagumbayan District II, focusing on essential professional skills such as communication, collaboration, problem-solving, and assessment.

The overall mean score of 4.56 ($SD = 0.39$) falls within the "Outstanding" category, indicating that teachers exhibit a high level of proficiency in core teaching skills. Among the indicators, the highest-rated competency is "The teacher analyzes student performance data to identify areas for improvement" ($M = 4.63$, $SD = 0.51$). This suggests that teachers effectively use student performance data to enhance instruction, which is critical in evidence-based teaching. Similarly, "The teacher effectively communicates instructions and ideas to students" ($M = 4.60$, $SD = 0.51$) and "The teacher demonstrates critical thinking when making instructional decisions" ($M = 4.60$, $SD = 0.52$) received outstanding ratings, highlighting teachers' ability to convey information clearly and make informed decisions in their teaching practice.

The lowest-rated indicators, "The teacher stays updated with current educational trends and integrates them into practice" ($M = 4.52$, $SD = 0.61$) and "The teacher uses assessment tools effectively to measure student learning outcomes" ($M = 4.51$, $SD = 0.61$), still received an "Outstanding" rating. However, their slightly lower scores suggest that while teachers acknowledge the importance of staying updated with educational innovations and using assessment tools effectively, there may be challenges in fully integrating these into daily practice.

The standard deviation values range from 0.46 to 0.61, showing a relatively high level of agreement among respondents. The slightly higher SD values in

areas related to educational trends and assessment usage indicate some variability in teachers' confidence or exposure to these aspects.

These findings align with research emphasizing the importance of core teaching skills in fostering effective learning. According to Hattie (2018), teacher clarity reflected in effective communication of instructions, has a significant impact on student achievement. Similarly, Kraft (2019) underscores the role of data-driven instruction in improving learning outcomes, supporting the high rating for performance data analysis.

However, the slightly lower ratings for staying updated with educational trends and using assessment tools effectively suggest the need for ongoing professional development. Grissom and Loeb (2017) emphasized that continuous professional learning enables teachers to integrate new pedagogical strategies and assessment techniques effectively. Additionally, Darling-Hammond et al., (2017) highlighted that teachers who engage in collaborative learning communities are better equipped to adopt innovative teaching practices.

Overall, the results indicate that teachers in Bagumbayan District II possess strong core skills competencies, particularly in data-driven instruction, communication, and problem-solving. However, targeted professional development in educational innovations and advanced assessment techniques could further enhance their effectiveness. By fostering continuous learning and collaboration among teachers, the district can sustain high levels of instructional excellence and student achievement.

Indicators	Mean	SD	Description
The teacher shows empathy and understanding towards students' individual circumstances	4.65	0.53	Outstanding
The teacher maintains a high level of ethical standards in teaching practices	4.56	0.58	Outstanding
The teacher effectively manages conflicts that arise in the classroom or school environment	4.62	0.52	Outstanding
The teacher demonstrates resilience and adaptability in dealing with changing situations	4.65	0.50	Outstanding
The teacher encourages a culture of mutual respect and inclusivity in the classroom	4.64	0.50	Outstanding
The teacher remains calm and composed when dealing with stressful situations	4.62	0.54	Outstanding
The teacher takes initiative to contribute to the overall goals of the school	4.69	0.50	Outstanding
The teacher actively seeks feedback to improve teaching and professional growth	4.70	0.50	Outstanding
The teacher <u>models</u> positive behavior to inspire and motivate students.	4.73	0.50	Outstanding
Mean	4.65	0.39	Outstanding

Table 9 presents the level of teachers' core behavioral competency in Bagumbayan District II, focusing on attributes such as empathy, ethical standards, adaptability, conflict management, and leadership.

The overall mean score of 4.65 ($SD = 0.39$) falls within the "Outstanding" category, indicating that teachers consistently exhibit high levels of professionalism, emotional intelligence, and ethical responsibility. The highest-rated indicator is "The teacher models positive behavior to inspire and motivate students" ($M = 4.73, SD = 0.50$), which highlights the strong role teachers play in shaping student character and motivation. Similarly, "The teacher actively seeks feedback to improve teaching and professional growth" ($M = 4.70, SD = 0.50$) and "The teacher takes initiative to contribute to the overall goals of the school" ($M = 4.69, SD = 0.50$) demonstrate teachers' proactive attitudes in enhancing their effectiveness and supporting school-wide objectives.

The lowest-rated indicator, "The teacher maintains a high level of ethical standards in teaching practices" ($M = 4.56, SD = 0.58$), remains within the outstanding category but suggests a slightly lower consensus among respondents. This may indicate variations in perceptions of ethical challenges or differing experiences regarding ethical decision-making in teaching.

The standard deviation values, ranging from 0.50 to 0.58, suggest a relatively high level of agreement among teachers, with minimal variability in responses. The slightly higher SD in ethical

standards and stress management may reflect individual differences in how teachers navigate professional and emotional challenges.

The findings align with research emphasizing the significance of behavioral competencies in fostering a positive and effective learning environment. According to Erturk (2023), teachers who model ethical behavior and professionalism contribute to a strong school culture and student character development. Similarly, Buyruk (2018) highlighted the role of teachers as social models, reinforcing the importance of positive behavior in inspiring students. Moreover, Jennings & Greenberg (2019) emphasize that emotionally intelligent teachers who exhibit empathy, adaptability, and conflict management skills contribute to improved student well-being and academic success. The outstanding ratings in conflict resolution and resilience also align with Donaldson and Papay's (2015) assertion that adaptable teachers are better equipped to navigate educational reforms and challenges.

Overall, the results indicate that teachers possess strong behavioral competencies, particularly in modeling positive behavior, seeking professional growth, and demonstrating resilience. However, continued ethical awareness training and stress management support may further enhance their professional integrity and well-being. By fostering a culture of continuous improvement, inclusivity, and ethical leadership, the district can sustain high levels of teacher effectiveness and student success.

TABLE 10: Summary of the Level of Teachers' Competencies

Indicators	Mean	SD	Description	Interpretation
Classroom Instructional Competency	4.53	0.43	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility.
Core Skill Competency	4.56	0.39	Outstanding	Employee achievement and contributions to the organizations are of marked excellence.
Core Behavioral Competency	4.65	0.39	Outstanding	
Overall	4.58	0.36	Outstanding	

Table 10 summarizes the overall level of teachers' competencies in Bagumbayan District II, encompassing Classroom Instructional Competency, Core Skill Competency, and Core Behavioral Competency. The overall mean score of 4.58 ($SD = 0.36$) falls within the "Outstanding" category, signifying that teachers demonstrate exceptional

performance, commitment, and expertise in their roles.

Among the three competency areas, Core Behavioral Competency received the highest rating ($M = 4.65$, $SD = 0.39$), indicating that teachers excel in areas such as ethical responsibility, resilience, adaptability, and fostering positive relationships with students and colleagues. This suggests that teachers are not only proficient in instruction but also serve as strong role models who contribute to a positive learning environment.

Core Skill Competency scored $M = 4.56$ ($SD = 0.39$), also rated as Outstanding, reflecting teachers' ability to effectively communicate, analyze student data, collaborate with peers, and apply problem-solving and critical thinking skills. This highlights their ability to integrate innovative teaching strategies and continuously improve instructional practices.

Classroom Instructional Competency, with a mean of 4.53 ($SD = 0.43$), also falls under the Outstanding category. This score affirms that teachers consistently set clear learning objectives, adapt teaching strategies for diverse learners, and encourage active student participation. However, this area received the lowest mean score among the three competencies, suggesting that while instructional effectiveness is strong, there may still be room for further enhancement in differentiated instruction and student engagement techniques.

The outstanding ratings across all competency areas affirm that teachers in Bagumbayan District II demonstrate exceptional professionalism, technical expertise, and dedication to their roles. Moving forward, continuous professional development programs focusing on innovative instructional strategies, differentiated instruction, and advanced classroom management techniques can further enhance teachers' effectiveness. By sustaining a high level of competency, educators can continue fostering an environment that promotes academic excellence and holistic student development.

The findings align with existing literature emphasizing the multifaceted role of teachers in ensuring student success. According to Danielson (2019), outstanding teachers exhibit not only instructional proficiency but also strong interpersonal and problem-solving skills, which enhance their ability to create engaging and effective learning environments.

Additionally, Hattie (2021) underscores that teachers with high levels of core skills competency, including collaboration, critical thinking, and data-driven decision-making, have a more significant impact on student achievement. The strong behavioral competency scores align with those of Jennings & Greenberg (2019), who assert that teachers' emotional intelligence and resilience directly influence classroom management, student motivation, and overall school climate.

Table 11: Relationship between the Level of Implementation of the Result-Based Performance Management System (RPMS) and Teachers' Competencies

Variables		R	p-value	Interpretation
Implementation	Teachers' Competencies	.571**	.0001	Moderate Positive Correlation
Planning	Classroom Instructional Competency	.374**	.001	Weak Positive Correlation
	Core Skills Competency	.355**	.001	Weak Positive Correlation
	Core Behavioral Competency	.328**	.001	Weak Positive Correlation
Tools and Processes	Classroom Instructional Competency	.344**	.001	Weak Positive Correlation
	Core Skills Competency	.434**	.001	Weak Positive Correlation
	Core Behavioral Competency	.382**	.001	Weak Positive Correlation
Management	Classroom Instructional Competency	.273**	.001	Weak Positive Correlation
	Core Skills Competency	.369**	.001	Weak Positive Correlation
	Core Behavioral Competency	.431**	.001	Weak Positive Correlation
Monitoring and Evaluation	Classroom Instructional Competency	.315**	.001	Weak Positive Correlation
	Core Skills Competency	.492**	.001	Weak Positive Correlation
	Core Behavioral Competency	.489**	.001	Weak Positive Correlation

**Correlation is significant at the 0.01 level (2-tailed).

The findings in Table 11 indicate a moderate positive correlation ($r = .571$, $p = .0001$) between the level of implementation of the Result-Based Performance Management System (RPMS) and teachers' competencies. This suggests that as the implementation of RPMS improves, teachers' competencies also tend to increase. The positive correlation implies that RPMS plays a role in enhancing various aspects of teaching effectiveness. A closer look at the specific components of RPMS—Planning, Tools and Processes, Management, and Monitoring and Evaluation—reveals that all have a weak to moderate positive correlation with different domains of teachers' competencies. The highest correlation coefficients are observed between Monitoring and Evaluation and Core Skills Competency ($r = .492$, $p = .001$) and Core Behavioral Competency ($r = .489$, $p = .001$), which suggests that effective monitoring and evaluation mechanisms contribute significantly to improving teachers' professional behaviors and technical skills.

These results highlight the critical role of RPMS in enhancing teachers' instructional, core skills, and behavioral competencies. The weak to moderate correlation suggests that while RPMS implementation supports competency development, other factors may also contribute significantly. This underscores the need for continuous improvement in RPMS implementation to maximize its impact on teacher performance.

From an administrative perspective, school leaders and policymakers should strengthen RPMS implementation by providing clearer guidelines, structured feedback, and targeted interventions. Given the relatively lower correlations observed in some areas (e.g., Management and Classroom Instructional Competency, $r = .273$), efforts should be directed toward capacity-building initiatives to ensure RPMS translates into practical improvements in teaching.

The results suggest that effective RPMS implementation fosters positive but varying levels of improvement in teachers' competencies. While the moderate correlation with overall competencies indicates a meaningful relationship, the weak correlations in some areas suggest the need for enhanced support mechanisms within RPMS.

Several studies support the link between performance management systems and teacher effectiveness. According to Aguinis (2019), well-implemented performance management systems lead to increased motivation, accountability, and professional growth. Similarly, Darling-Hammond et al. (2020) emphasized that structured evaluation and feedback mechanisms enhance teaching competencies by identifying areas for improvement and guiding professional development efforts.

Moreover, the study by Barrera-Osorio et al. (2021) found that performance-based evaluation systems contribute to better instructional practices, especially when teachers receive continuous support and training. This aligns with the observed positive correlation between Monitoring and Evaluation and teachers' core competencies, reinforcing the idea that systematic feedback mechanisms improve instructional effectiveness and behavioral competencies.

Table 12: Test of Difference Between the Level of RPMS Implementation According to Type of School

Areas	Type of School	Mean	SD	F	p-value	Interpretation
Planning	Small	4.28	0.44	5.806*	.004	Significant
	Medium	4.55	0.36			
	Large	4.50	0.35			
Tools and Processes	Small	4.23	0.52	10.651*	.0001	Significant
	Medium	4.58	0.38			
	Large	4.59	0.33			
Management	Small	4.18	0.54	20.199*	.0001	Significant
	Medium	4.65	0.33			
	Large	4.62	0.29			
Monitoring and Evaluation	Small	4.19	0.45	25.777*	.0001	Significant
	Medium	4.70	0.34			
	Large	4.66	0.29			
Overall	Small	4.22	0.42	22.509*	.0001	Significant
	Medium	4.62	0.25			
	Large	4.60	0.25			

**Correlation is significant at the 0.05 level (2-tailed).

The results in Table 12 show a significant difference ($p < 0.05$) in the level of Result-Based Performance Management System (RPMS) implementation across different types of schools (small, medium, and large). This significance is observed across all areas of RPMS implementation: Planning, Tools and Processes, Management, and Monitoring and Evaluation, indicating that school size influences how RPMS is executed.

In the area of Planning, medium-sized schools reported the highest mean score ($M = 4.55$, $SD = 0.36$), followed by large schools ($M = 4.50$, $SD = 0.35$) and small schools ($M = 4.28$, $SD = 0.44$). The significant difference ($F = 5.806$, $p = .004$) suggests that medium and large schools may have more structured and well-defined planning mechanisms due to better administrative organization and access to resources compared to smaller schools.

For Tools and Processes, large schools ($M = 4.59$, $SD = 0.33$) and medium schools ($M = 4.58$, $SD = 0.38$) had significantly higher mean scores than small schools ($M = 4.23$, $SD = 0.52$), with $F = 10.651$, $p = .0001$. This finding implies that bigger schools have more access to RPMS tools and resources, which could be attributed to better funding, infrastructure, and support systems.

In the Management domain, medium-sized ($M = 4.65$, $SD = 0.33$) and large schools ($M = 4.62$, $SD = 0.29$) showed significantly better implementation than small schools ($M = 4.18$, $SD = 0.54$), with $F = 20.199$, $p = .0001$. Larger institutions may benefit from stronger leadership structures and more defined management systems, enabling them to implement RPMS more effectively.

For Monitoring and Evaluation, medium-sized schools ($M = 4.70$, $SD = 0.34$) and large schools ($M = 4.66$, $SD = 0.29$) demonstrated significantly higher scores than small schools ($M = 4.19$, $SD = 0.45$), with $F = 25.777$, $p = .0001$. This result suggests that

larger schools have more structured monitoring and evaluation mechanisms, likely due to the availability of dedicated personnel, better tracking systems, and more frequent assessments.

Overall, the level of RPMS implementation was significantly different across school sizes ($F = 22.509, p = .0001$). Medium-sized schools ($M = 4.62, SD = 0.25$) and large schools ($M = 4.60, SD = 0.25$) had higher implementation levels than small schools ($M = 4.22, SD = 0.42$). This suggests that larger schools have more structured, efficient, and well-supported RPMS implementation compared to smaller schools, likely due to economies of scale, greater administrative support, and better access to teacher training and development opportunities.

The findings implies that school size significantly influences the effectiveness of RPMS implementation. Smaller schools appear to face challenges in planning, resource access, and monitoring, which may hinder their ability to fully implement RPMS compared to medium and large schools.

The influence of school size on management effectiveness has been well-documented in previous studies. Bolívar and Moreno (2020) highlighted that larger schools tend to have more efficient administrative systems, allowing for better implementation of policies and programs. Similarly, Fullan (2019) emphasized that resource availability plays a crucial role in school improvement efforts, noting that smaller schools often struggle with policy implementation due to limited access to professional development and technological tools.

Table 13: Post Hoc Test Result for the Significant Difference Between the Level of RPMS Implementation According to Type of School

Areas	Type of School	p-value	Interpretation
Planning	Small vs Medium	.004	Significant
	Small vs Large	.015	Significant
	Medium vs Large	.757	Not Significant
Tools and Processes	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.983	Not Significant
Management	Small vs Medium	.0001	Significant
	Small vs Large	.001	Significant
	Medium vs Large	.934	Not Significant
Monitoring and Evaluation	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.843	Not Significant
Overall	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.893	Not Significant

The post hoc test results for the significant difference in the level of RPMS implementation according to the type of school reveal notable disparities, as shown in Table 13, particularly between small

schools and their medium and large counterparts. Across all assessed areas—Planning, Tools and Processes, Management, and Monitoring and Evaluation—there is a significant difference in implementation levels when comparing small schools to medium and large schools. However, no significant difference is observed between medium and large schools across all areas.

In the area of Planning, small schools exhibit significantly lower levels of RPMS implementation compared to both medium and large schools ($p = .004$ and $p = .015$, respectively). This finding aligns with research indicating that smaller schools often struggle with strategic planning due to limited administrative support and fewer human resources (Fullan, 2019). In contrast, medium and large schools typically have more structured planning frameworks, allowing for more effective implementation of performance management systems (Bolívar & Moreno, 2020).

For Tools and Processes, a significant difference is observed between small schools and both medium ($p = .0001$) and large schools ($p = .0001$), but not between medium and large schools ($p = .983$). This suggests that small schools may face difficulties in accessing essential RPMS tools, such as technology and standardized assessment methods, which are more readily available in larger institutions (OECD, 2018). Larger schools often benefit from economies of scale, enabling them to invest in advanced tools and streamline their processes more effectively (Leithwood & Jantzi, 2009).

In the domain of Management, the results show that small schools differ significantly from medium ($p = .0001$) and large schools ($p = .001$) in RPMS implementation, but no significant difference exists between medium and large schools ($p = .934$). This finding is consistent with studies highlighting that school size impacts leadership and administrative efficiency (Bush & Glover, 2014). Larger schools have more specialized management teams that can oversee RPMS implementation, whereas small schools often rely on a limited number of administrators handling multiple roles, potentially hindering effective management practices.

For Monitoring and Evaluation, significant differences are noted between small schools and medium ($p = .0001$) and large schools ($p = .0001$), while medium and large schools show no significant difference ($p = .843$). This suggests that monitoring

and evaluation processes are less developed in small schools, possibly due to a lack of personnel and systematic assessment mechanisms (Harris & Jones, 2018). Larger schools tend to have dedicated evaluation teams and established accountability measures, ensuring consistent RPMS implementation (Marzano et al., 2005).

Overall, the results indicate that small schools face greater challenges in RPMS implementation compared to medium and large schools, as reflected in the significant differences across all areas. The absence of significant differences between medium and large schools suggests that once a certain school size threshold is reached, RPMS implementation becomes more stable and efficient. These findings highlight the need for targeted support for small schools, particularly in resource allocation, management training, and monitoring frameworks.

Table 14: Test of Difference Between the Level of Teachers' Competence According to Type of School

Areas	Type of School	Mean	SD	F	p-value	Interpretation
Classroom Instructional Competency	Small	4.17	0.46	19.912*	.0001	Significant
	Medium	4.58	0.36			
	Large	4.68	0.36			
Core Skills Competency	Small	4.19	0.40	24.518*	.0001	Significant
	Medium	4.64	0.34			
	Large	4.68	0.32			
Core Behavioral Competency	Small	4.25	0.46	31.914*	.0001	Significant
	Medium	4.74	0.26			
	Large	4.78	0.29			
Overall	Small	4.20	0.41	33.758*	.0001	Significant
	Medium	4.65	0.27			
	Large	4.71	0.26			

**Significant at the 0.05 level (2-tailed).

The results shown in Table 14 present the differences in teachers' competencies based on school size, highlighting significant variations across classroom instructional competency, core skills competency, and core behavioral competency.

The test of difference results indicates a significant variation in teachers' competencies across different school sizes. Specifically, teachers in small schools exhibit lower levels of competency across all measured domains—Classroom Instructional Competency, Core Skills Competency, and Core Behavioral Competency—compared to those in medium and large schools. The overall mean scores also reflect this pattern, with small schools having the lowest competency levels, while medium and large schools demonstrate relatively higher scores.

The overall competency levels show a significant difference across school sizes ($F = 33.758, p = .0001$), reinforcing the trend that teachers in larger schools demonstrate higher levels of competence

compared to those in smaller institutions. This disparity highlights the need for targeted interventions in small schools, such as enhanced training programs, mentorship initiatives, and policy support to bridge the gap in competency development.

The results underscore the importance of institutional support, access to resources, and continuous professional development in enhancing teacher competencies. Educational policymakers should focus on providing small schools with equitable access to training programs, technology integration, and collaborative teaching opportunities. Additionally, school administrators in smaller institutions may consider partnerships with larger schools or online professional learning communities to help teachers strengthen their competencies despite resource limitations.

Table 15: Post Hoc Test Result on the Significant Difference Between the Level of Teachers' Competence According to Type of School

Areas	Type of School	p-value	Interpretation
Classroom Instructional Competency	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.332	Not Significant
Core Skills Competency	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.820	Not Significant
Core Behavioral Competency	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.800	Not Significant
Overall	Small vs Medium	.0001	Significant
	Small vs Large	.0001	Significant
	Medium vs Large	.535	Not Significant

The post hoc test results in Table 15 confirm significant differences in teachers' competencies when comparing small schools with both medium and large schools. Specifically, teachers from small schools exhibited significantly lower levels of classroom instructional competency, core skills competency, and core behavioral competency compared to their counterparts in medium and large schools. However, no significant differences were observed between medium and large schools, suggesting that teachers in these institutions demonstrate comparable competency levels.

These findings align with previous research emphasizing the impact of school size on teacher development. Larger schools often provide greater access to resources, structured mentoring programs, and professional development opportunities, leading to improved teaching competencies (Darling-Hammond et al., 2017). Additionally, collaborative learning environments in larger institutions enable

teachers to share best practices, further enhancing their instructional and behavioral competencies (Leithwood & Jantzi, 2009).

The significant competency gap between teachers in small and larger schools suggests a need for targeted interventions to support educators in smaller institutions. Professional development initiatives, digital learning tools, and mentorship programs should be prioritized to bridge this gap and ensure that teachers, regardless of school size, are equipped with the necessary skills to deliver high-quality education (Fullan, 2019).

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

The findings highlighted the strong implementation of RPMS in Bagumbayan District II, with Monitoring and Evaluation emerging as the most well-executed area. Teachers also demonstrated outstanding competency levels, particularly in behavioral and core skills competencies. The study further established a moderate positive correlation between RPMS implementation and teachers' competencies, affirming the role of RPMS in enhancing teaching effectiveness. However, significant differences in both RPMS implementation and teacher competencies were observed across school sizes, with teachers in small schools exhibiting lower competency levels than those in medium and large schools. These insights emphasized the need for further support and interventions, particularly in small schools, to ensure equitable competency development across all educational institutions.

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