

The Implementation of Results-Based Performance Management System in Public Elementary Schools

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Published: 15 January 2021

To cite this article (APA): Ormilla, R. C. G. (2021). The Implementation of Results-Based Performance Management System in Public Elementary Schools. *Management Research Journal*, 10(1), 13-23. <https://doi.org/10.37134/mrj.vol10.1.2.2021>

To link to this article: <https://doi.org/10.37134/mrj.vol10.1.2.2021>

ABSTRACT

The main purpose of this study was to identify the implementation of Results-Based Performance Management System (RPMS) in the public elementary schools in the Schools Division of Ifugao. The Stufflebeam's Context, Input and Process model was used to identify the implementation of RPMS. The respondents were randomly selected. A total of 466 individuals were the respondents of this study. Survey questionnaire was the main instrument of data collection. The analysis of quantitative data was carried out using a weighted mean and Kruskal-Wallis test to achieve the objectives of the study. Results revealed that the Results-Based Performance Management System (RPMS) as a tool for performance management system in the public elementary schools in the Schools Division of Ifugao was highly implemented. Generally, the implementation of the four phases in RPMS were also highly implemented. Furthermore, there were significant differences in the perceived extent of implementation and the four phases of RPMS. It is then recommended that shared responsibility and agreement both rater and ratee in tracking and recording important events through utilizing the Performance Monitoring and Coaching Form (PMCF) must be consistently observed and properly recorded. Mentoring and giving feedback should be a continuous process and will therefore provide by the rater to improve the work and behavior of ratee. Likewise, strict and consistent compliance of DepEd Order No. 2, s. of 2015 is to be observed in the four phases of RPMS and the role of the Performance Management Team (PMT) ensuring ratees' performance is properly assessed without any biased must be intensified.

Keywords: implementation, results-based, performance, management system

INTRODUCTION

Organizations are created to set specific objectives to realize. These objectives will be realized through the use of different resources such as men, machines and money. All these resources are significant however, the manpower is the most substantial. Sharmistha and Santoshi (2011) stated that the employees are the most valuable and dynamic assets of an organization. Though the performance management system can lead to achieving the strategic objective of sustained and speedy growth, managing human resource has been featured as a vital requirement in all organizations. It has a significant role especially in performing tasks for the realization of the objectives.

Correspondingly, performance management has been an important aspect in every organization to ensure that personnel is working diligently in achieving the organizational vision, mission, core values, and objectives. In the studies of Aguinis (2009) and Nankervis and Compton (2012) on performance management, they delineated that performance management is a continuous process to identify, measure and improve the performance of employees and align the performance into the organizations strategic goals. Additionally, Pradhan and Chaudhury (2012) stated that the main purpose of performance management is to link individual objectives and organizational objectives in such a form

as to give the best possible platform to personnel to perform at the highest level. Gautam and Jain (2016) stressed out also that performance management system acts as a strategic tool and a powerful foundation for the personnel to achieve their aspirations and financial goals in the organization.

This study on Results-Based Performance Management System (RPMS) was implemented in the Department of Education (DepEd) in agreement with the Civil Service Commission's (CSC) strategic performance management system under CSC Memorandum Circular No. 6, series of 2012. The said Memorandum follows the four-phase cycle of Strategic Performance Management System which aims to ensure that both the teaching and non-teaching personnel will strive to work towards realization of the vision, mission, and goals of the organization. The four phases of the cycle are: a) *Performance Planning and Commitment*: At the very beginning of the performance phase, agreement with the objectives must be done between the raters and ratees to be achieved and the given competencies in conformed to the organization's strategic priorities. On the second phase, b) *Performance Monitoring and Coaching*: a conducive environment must be created by the raters in order to boost the individual and team performance. Additionally, raters also teach employee performance and progress towards the achievement of objectives. c) *Performance Review and Evaluation*: rater's evaluation of employees' performance is through pieces of evidence of the competencies measured against the performance targets agreed upon during Phase 1. Likewise, ratees' strengths and weaknesses will be given a tentative rating. Finally, the rater and ratees discuss performance data and agree on the ultimate rating. D) *Performance Rewards and Development Planning*: The results of phase 3 is the basis under this phase. The accomplishments achieved by the ratees were discussed together with corresponding rewards and incentives. Moreover, they also discuss competency gaps and cooperatively come up with a development plan to help and improve ratees current work performance.

For the organization to succeed, the RPMS focuses on the *WHAT* and *HOW* in which *WHAT* appertains to the results to be attained from the National Office, going down to the Regional Office, Division and finally to the different public schools. The Strategic priorities are categorized into Departmental area goals, and in turn to Key Result Areas (KRAs) and then objectives. Moreover, individuals and departments will certainly give a contribution to the organization's success if the objectives are aligned. Whereas, *HOW* focuses on the behavioral competencies of individuals' while working. These competencies will contribute and reflect the values and help realize the goals of the organization. Consistently possessing the competencies and demonstrating the values will surely help achieved the vision and mission of the organization. Thus, the guidelines in the implementation of the Results-Based Performance Management System were established through the Department of Education Order No. 2, series of 2015. As a consequence, the Results-Based Performance Management System (RPMS) objectives are then aligned the individual's role and targets into the vision of the Department of Education and to track accomplishments against objectives in order to identify appropriate and corrective actions. Providing feedback on an individual's work progress and accomplishments through clearly defined goals and objectives will serve as a tool for individuals' development. According to Hamumokola (2013) providing feedback led to a higher performance compared to when goals are assigned and no feedback is given.

The performance management system is significantly achieve through consistent improvement of individuals' performance in which will be reflected in the performance of the organization. Thus, using the tool performance management system to improve the individual's performance is also a way for the performance of the organization to be improved.

In addition, the use of a system of measurement is very substantial in order to track the performance of the individual which contributes to the overall goals. Besides, cascading the accountabilities to the organization, and individuals will create a genuine basis for performance target. The Strategic Performance Management System (SPMS) is connected with the Results-Based Performance Management System (RPMS) to ensure the principle of performance-based tenure and incentive was adhered. In lieu of the above statements, the study of Dizon, et al. (2018), state that performance management is an important step in the human resource management system of the organization

because it has an impact on performance of the individual and the organization. Thus, performance management system is needed in the attainment of personnel productivity.

Nevertheless, it is worthy to note that there has been a limited number of studies in the context of Philippine education regarding the implementation of RPMS since 2016. It is then high time to explore this program of the Department of Education to identify its implementation relative to the four (4) phases that govern the Results-Based Performance Management System (RPMS). As such, it also determined the DepEd employees' experiences and their grassroots initiatives to the Results-Based Performance Management System (RPMS) implementation.

THEORETICAL FRAMEWORK

The Control Theory of Performance Management System was used in this study. This theory purposely to sustain a performance management system in a given institution characterized by the forms of control between the organization and the systems within. Based on this theory, the actions of each of the systems should be in consonance with the overall goals of a particular organization. This theory deals with control mechanisms set at all levels of an organization. It could be behavioral and/or organizational in which the goals are aligned with the goals and objectives of the organization. Furthermore, this theory has three types of control systems, first is the behavior control, rewarding job well done and penalizing actions contrary to group goals; secondly, the basis of reward is the outcome of the performance which is the output control; and lastly it focuses on the development of training and individuals' competence which is the input control system. From these three systems, the organizations can utilize any or a combination of different models in the control system.

The performance management system control theory can also be applied in the workplace. According to Dizon, et al. (2018) managers should give specific and challenging goals to employees that will improve their performance. He added that organizations need to go away with ambiguous targets that have no clear standard and feedback. This makes employees the chance to correct their errors when there are clear feedback and standards to follow. Hence, with the implication laid out by the said theory, the research paradigm was hereby designed which was inspired by the Context-Input-Process-Output (CIPP) system analysis devised by Stufflebeam (1983) of performance measurement as a reflection of the organizational effectiveness and efficiency.

The paradigm of the study is shown in Figure 1. As indicated, first, it focused on the context. In this stage, the public elementary schools in the Schools Division of Ifugao must observe or adhere to the DepEd objectives, thrust and guidelines in the implementation of the Results-Based Performance Management System. Second, it centers on the input. This should reach the optimum level of output. It also relegates to the implementation of Results-based Performance Management System concerning both the teaching and non-teaching personnel. Furthermore, the components of the paradigm of the study also focused on the process which indulges to identify the extent of the implementation of the RPMS following a number of systematic steps through administering the questionnaire. The last component of the paradigm stresses on the improvement of the organizational performance and efficiency in the implementation of RPMS which the teaching and non-teaching personnel participate in.

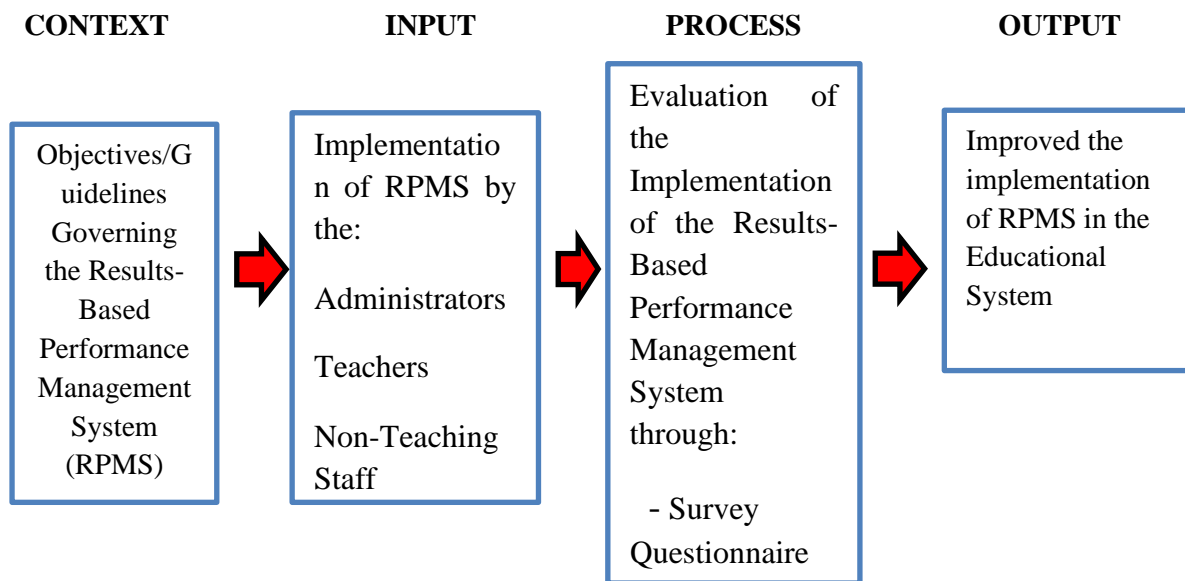


Figure 1. Paradigm of the Study.

RESEARCH OBJECTIVES

Generally, this study evaluated the implementation of Results-Based Performance Management System (RPMS) in the public elementary schools in the Schools Division of Ifugao through formative evaluation. Specifically, it aimed: (1) To determine the extent of the implementation of the Results-Based Performance Management System as perceived by the administrators, teachers and non-teaching staff in the following phases, particularly, Performance Planning and Commitment, Performance Monitoring and Coaching, Performance Review and Evaluation, and Performance Rewards and Development Planning; (2) Analyze the difference in the perceptions of the administrators, teachers and non-teaching staff on the extent of implementation of the Results-Based Performance Management System in the four phases.

METHODOLOGY

A quantitative research design was used in this study. The Stufflebeam's Context, Input and Process (CIP) evaluation model was utilized to identify the extent of implementation of Results-Based Performance Management System (RPMS). The descriptive survey questionnaire was employed to identify the extent of implementation with the four phases in terms of performance planning and commitment; performance monitoring and coaching; performance review and evaluation; and performance rewards and development planning.

The study was conducted in all the public elementary schools in the Schools Division of Ifugao. The total number of respondents was 466 comprising of 80 (17.24%) administrators, 306 (65.65%) teaching staff and 80 (17.17%) non-teaching staff.

The instrument utilized a modified survey questionnaire from Dizon, et al. (2018) but made improvements to fit in the study. The said questionnaire seeks to evaluate the extent of implementation of the Results-Based Performance Management System (RPMS). The questionnaire consisted of the following: one for the administrators, one for the teachers and one for the non-teaching staff respondents. It consisted of the four phases of the Results-Based Performance Management System (RPMS) which are: a.) Performance Planning and Commitment; b.) Performance Monitoring and Coaching; c.) Performance Evaluation and Review; and d.) Performance Rewards and Development

Planning. The 5-point rating scale was used to determine the extent of implementation of RPMS (Table 1). The scales description were as follows:

Table 1. Rating Scale in Determining the Extent of Implementation of RPMS.

Range	Extent of Implementation of the RPMS
	Qualitative Description
4.50- 5.00	Very high extent
3.50- 4.49	High extent
2.50-3.49	Moderate extent
1.50-2.49	Low extent
1.00-1.49	No extent at all

The researcher secured a permit to conduct research from the Schools Division Superintendent in the Division of Ifugao to get the pertinent data from the Division's Planning Office for the accurate number of public elementary schools together with the administrators, teachers and non-teaching staffs for the conduct of the study in the different public elementary schools. Upon approval of the request, the researcher hired a research aide to float the questionnaires to the respondents. After administering the survey questionnaire to the respondents, the research aide retrieved the questionnaires after which they were tallied, weighted mean was computed, and the results were analyzed. Moreover, respondents were properly informed on the research objectives of the study and assuring that their identity will be kept confidential and that the results will be utilized only for academic purposes. Finally, respondents were not harmed or abused, physically and/or psychologically, during the conduct of the study.

The data gathered in the study were classified, tallied, tabulated and subjected to statistical tools. Weighted mean was used to identify the extent of the implementation of Results-Based Performance Management System in the four phases and on the challenges in the implementation while Kruskal-Wallis Test was also utilized to compare the perceptions of the three groups of respondents in the extent of implementation of the RPMS in the four phases.

FINDINGS AND DISCUSSIONS

The following are the results of the gathered data in identifying the extent of implementation of results-based performance management system in the public elementary schools in the Schools Division of Ifugao.

Performance Planning and Commitment

As reflected from table 2, the perceived evaluation of the three groups of respondents on the extent of implementation of RPMS in performance planning and commitment is to a high extent of implementation with an overall mean of 4.41, 4.04 and 3.07, respectively. The result was strengthened by the study of Dizon, et al. (2018) that objectives that are anchored to the organizational outcomes were highly agreed by raters and ratees during performance planning and commitment,

Meanwhile, the administrators and teachers both perceived indicator 1, "The importance of the Results-Based Performance Management System is explained thoroughly" to a very high extent which obtained the highest mean of 4.67 and 4.53, correspondingly. On the other hand, non-teaching staff perceived also indicators 1 and 6 to a high extent and got the highest mean of 4.32. This shows that during the start of the performance cycle raters' ensured that RPMS was significantly explained to the ratees.

Likewise, the three groups of respondents perceived indicator 10 which ensures the accomplishment of individual performance commitment and review form prior to the start of the rating period, obtained the lowest mean of 4.37, 3.96 and 3.61 respectively which means to a high extent. This shows that raters

follow the cycle in the performance planning and commitment where IPCR is being accomplished before the performance evaluation.

Table 2. Perceived Extent of Implementation of RPMS in Terms of Performance Planning and Commitment.

Indicators	Administrators		Teachers		Non-teaching Staff	
	Mean	Desc	Mean	Desc	Mean	Desc
1. The importance of the Results-Based Performance Management System is explained thoroughly.	4.67	VHE	4.53	VHE	4.32	HE
2. The different steps in accomplishing the Individual Performance Review and Commitment Form are discussed methodically.	4.51	VHE	4.47	HE	4.27	HE
3. Assistance are provided in the formulation of performance objectives.	4.52	VHE	4.49	HE	4.28	HE
4. There is an agreement on the performance targets written in the Individual Performance Review and Commitment Form.	4.57	VHE	4.37	HE	4.13	HE
5. The performance indicators written in each key result area are analytically checked.	4.57	VHE	4.46	HE	4.28	HE
6. The performance objectives are aligned with the duties and responsibilities of the ratee.	4.51	VHE	4.45	HE	4.32	HE
7. The performance targets are ensured that it can be measured by the performance indicators set.	4.48	HE	4.31	HE	3.97	HE
8. The performance objectives can be attained within the rating period.	4.41	HE	4.30	HE	4.00	HE
9. Performance objectives are ensured to be given reasonable corresponding weights (percentage).	4.50	HE	4.17	HE	3.83	HE
10. Individual Performance Commitment and Review Form is ensured to be accomplished before the start of the rating period.	4.37	HE	3.96	HE	3.61	HE
What is your over-all evaluation in the implementation of RPMS on performance planning and commitment?	4.41	HE	4.04	HE	3.70	HE

VHE = Very High Extent; HE = High Extent

Performance Monitoring and Coaching

As shown in table 3 below, there was a very high extent of implementation in terms of performance monitoring and coaching as perceived by the administrators with an overall mean of 4.83. Furthermore, they perceived indicator 10 “Two-way discussion is observed” got the highest mean of 4.76 which means to a very high extent while indicator 8 “Critical incidences of the ratee are noted on the performance monitoring and coaching” obtained the lowest mean of 4.36 which means to a high extent. This result shows that raters meet and discuss with the ratees on the feedbacks and performance gaps and coach on how performance be improved. However, while it is true that noting critical incidences among ratees are still highly implemented, raters should ensure consistency of tracking and recording significant incidences of performances observed.

On the other hand, both teachers and non-teaching staff perceived indicator 1 “Key inputs about the ratee’s performance during the performance monitoring are provided” got the highest mean of 4.58 and 4.48, respectively. This shows that during performance monitoring, raters provide necessary inputs as a basis for ratees’ rating. However, teachers perceived indicator 4 “The ratee is asked to provide pieces of evidence supporting the latter’s performance” had the lowest mean of 4.36 which means to a high extent. Non-teaching staff perceived indicator 10 “Two-way-discussion is observed” had the lowest mean of 3.07 which means to a moderate extent. This result is contrary with the perception of the administrators in which raters sometimes meet and discuss performances observed and improvement during performance monitoring and coaching of ratees. Although, the findings revealed that most of the indicators were highly implemented, however, raters must ensure the use of performance monitoring

coaching form (PMCF) during performance monitoring and coaching to track and record significant incidences of performance, thus, the rater plays a critical role in the performance monitoring and coaching to improve the performance and to manage and develop individual potentials.

Table 3. Perceived Extent of Implementation of RPMS in Terms of Performance Monitoring and Coaching

Indicators	Administrators		Teachers		Non-teaching Staff	
	Mean	Desc	Mean	Desc	Mean	Desc
1. Key inputs about the <u>ratee's</u> performance during the performance monitoring are provided.	4.55	VHE	4.58	VHE	4.48	HE
2. Performance monitoring and coaching are done on certain frequencies; not just once.	4.47	HE	4.46	HE	4.24	HE
3. Opportunities for improvement of the <u>ratee</u> are clearly defined.	4.48	HE	4.46	HE	4.18	HE
4. The <u>ratee</u> is asked to provide evidences supporting the latter's performance.	4.62	VHE	4.36	HE	3.98	HE
5. The STAR (Situation, Task, Action and Results) Approach is practiced/observed.	4.51	VHE	4.38	HE	3.86	HE
6. The <u>ratee</u> is asked to track the latter's performance against the targets.	4.50	VHE	3.82	HE	3.33	ME
7. Coaching aimed to improve work and behavior is provided.	4.41	HE	3.72	HE	3.28	ME
8. Critical incidences of the <u>ratee</u> are noted on the performance monitoring and coaching.	4.36	HE	3.56	HE	3.11	ME
9. The impact of the critical incidences on the job/action plan of the <u>ratee</u> is explained.	4.60	VHE	3.66	HE	3.16	ME
10. Two-way discussion is observed.	4.76	VHE	3.61	HE	3.07	ME
What is your over-all evaluation in the implementation of RPMS on performance monitoring and coaching?	4.83	VHE	4.26	HE	3.76	HE

VHE = Very High Extent; HE = High Extent; ME = Moderate Extent

Performance Review and Evaluation

As indicated from table 4, there was a very high extent of implementation in terms of performance review and evaluation as perceived by the administrators and as indicated by the overall mean of 4.65 while both the teachers and non-teaching staffs obtained an overall mean of 4.31 and 3.98 equivalent to a high extent. This shows that raters carefully review and evaluate performances of ratees. These results were strengthened by the study of Razack and Upadhyay (2017) which made mentioned that the success of any organization relies on how proficiently superiors can evaluate the performance of subordinates. Specifically, the administrators' perceived indicator 4 "Self-appraisal is encouraged during performance review and evaluation" got the highest mean 4.66 equivalent to a very high extent and indicator 10 "Strengths and improvement needs of the ratee are discussed" obtained the lowest mean of 4.38 equivalent to a high extent. This implies that raters usually encouraged ratees to assess their performances which include achievements and accomplished goals.

Whereas, both teachers and non-teaching staff perceived indicator 9 "All the competencies are fairly and objectively evaluated" obtained the highest mean of 4.35 and 4.16 respectively equivalent to a high extent. Whereas, indicator 7 "Performance review and evaluation focus on solving problems and/or correcting a behavior" obtained the lowest mean of 4.35 and 4.16 equivalent to a moderate extent. This implicates that raters sometimes failed to follow the commitment and measures as contained in the ratees' individual performance review form (IPCRF) during review and evaluation of ratees' performances.

Table 4. Perceived Extent of Implementation of RPMS in Terms of Performance Review and Evaluation.

Indicators	Administrators		Teachers		Non-teaching Staff	
	Mean	Desc	Mean	Desc	Mean	Desc
1. Meetings are well-managed during the performance review and evaluation.	4.50	VHE	4.07	HE	3.71	HE
2. Right atmosphere during the meeting is created.	4.50	VHE	3.95	HE	3.41	ME
3. Review and Evaluation focuses on the performance issue, not on the person.	4.59	VHE	4.17	HE	3.67	HE
4. Self-appraisal is encouraged during performance review and evaluation.	4.66	VHE	4.17	HE	3.68	HE
5. Performance review and evaluation are objective and fair.	4.63	VHE	4.10	HE	3.53	HE
6. The evaluation is evidence-based.	4.57	VHE	3.85	HE	3.34	ME
7. Performance review and evaluation focuses on solving problems and/or correcting a behavior.	4.62	VHE	3.43	ME	2.77	ME
8. Joint problem-solving approach is adopted and observed.	4.46	HE	3.79	HE	3.32	ME
9. All the competencies are fairly and objectively evaluated.	4.58	VHE	4.35	HE	4.16	HE
10. Strengths and improvement needs of the <u>ratee</u> are discussed.	4.38	HE	4.25	HE	4.08	HE
What is your over-all evaluation in the implementation of RPMS on performance review and evaluation?	4.65	VHE	4.31	HE	3.98	HE

VHE = Very High Extent; HE = High Extent; ME = Moderate Extent

Performance Rewards and Development Planning

As revealed from table 5, the overall evaluation of the administrators on the extent of implementation of RPMS in terms of performance rewards and development planning is 4.67 which means to a very high extent. Noticeably, the administrators perceived all the indicators from 1 to 10 as to a very high extent of implementation. They believed that criteria and processes for performance rewards and development planning were very well-implemented.

On the other hand, teachers also believed that performance rewards and development planning were highly implemented as manifested in the overall evaluation of 3.67 which means to a high extent. Likewise, all the indicators from 1 to 10 were descriptively interpreted as to a high extent. While, non-teaching staffs obtained an overall evaluation of 3.32 interpreted as to a moderate extent. Indicator 1 "Development needs are identified" got the highest mean of 3.96 equivalent to a high extent and indicator 5 "Qualitative comments, observations and recommendations are discussed and provided" obtained the lowest mean of 3.01 equivalent to a moderate extent. This shows that the non-teaching staff sometimes observed their raters discussing and providing written observations such as strengths and development needs that could be used for professional development.

Table 5. Perceived Extent of Implementation of RPMS in Terms of Performance Rewards and Development Planning.

Indicators	Administrators		Teachers		Non-teaching Staff	
	Mean	Desc	Mean	Desc	Mean	Desc
1. Development needs are identified.	4.63	VHE	4.32	HE	3.96	HE
2. Ratees' are asked to prepare action plans in order to meet the development needs.	4.62	VHE	3.88	HE	3.70	HE
3. Performance rating is linked to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment.	4.51	VHE	3.92	HE	3.58	HE
4. The ratee is allowed and supported to attend seminars and workshops for professional development.	4.68	VHE	4.30	HE	3.91	HE
5. Qualitative comments, observations, and recommendations are discussed and provided.	4.65	VHE	3.56	HE	3.01	ME
6. High performance ratings are considered as a parameter for possible promotions.	4.58	VHE	3.61	HE	3.25	ME
7. Ratees' with high performance rating are assigned to task forces, committees or special projects.	4.58	VHE	3.64	HE	3.26	ME
8. Enhancements are introduced to the job of the ratee.	4.52	VHE	3.71	HE	3.27	ME
9. Appropriate developmental interventions are employed.	4.56	VHE	3.80	HE	3.44	ME
10. High-performance ratings are commended.	4.63	VHE	3.71	HE	3.22	ME
What is your over-all evaluation in the implementation of RPMS on performance rewards and development planning?	4.67	VHE	3.67	HE	3.32	ME

VHE = Very High Extent; HE = High Extent; ME = Moderate Extent

Difference between the Perceived Extent of Implementation in the Four Phases of RPMS

Table 6 presents the difference between the perceived extent of implementation and the four phases of Results-Based Performance Management System (RPMS). As indicated in the table, all the four phases in the implementation of RPMS were perceived to be significantly different from the three groups of respondents as indicated by the chi-square values ranging from 25.21 to 65.47 with significance levels less than 0.05. Thus, the higher mean ratings from 4.41 to 4.83 given by the administrators were statistically higher than the mean ratings of 3.67 to 4.31 given by the teachers and the mean ratings of 3.32 to 3.98 from the non-teaching staff, respectively. Likewise, teacher's mean ratings were statistically higher than mean ratings of non-teaching staff. These further revealed that administrators had better perceptions than both teachers and the non-teaching staff as to the implementation of Results-Based Performance Management System (RPMS) in the four phases. The findings are strengthened with the study of Razack and Upadhya (2017) on performance management system and their influence on better performance, states that leadership has a significant role in the success of an organization, thus, administrators/raters are responsible to efficiently handle and lead their teachers and non-teaching staff especially during planning and commitment. They should discuss and agree on objectives as anchored on the organizational outcomes. Hence, the success of an organization is seen by the performance of the ratees.

Monitoring of performances is the responsibility of both the rater and the ratee who agree in tracking and recording significant incidents. Likewise, as stated in DepEd Order No. 2, series of 2015, mentoring and feedback was done by the rater to improve the work and behavior of ratee. This is also related to

the study of Pulakos (2004), pointed out that there should be a continuous discussion and provision of feedback in an on-going basis throughout the evaluation period.

Moreover, during performance review and evaluation the role of the administrators/raters should be strengthened. This is attuned to the statement of Pulakos (2004) that during review and evaluation meetings, administrators/raters discuss with ratees about their ratings for the evaluation given. He added that performance review sessions is the best time to plan developmental activities with ratees. This will help them to improve their individual potentials. Finally, the study of Lawler (2003) suggested that tying performance management system to rewards is significantly positive. This means that rewards has something to do with the performance of the ratees. Proper compensation and financial rewards for their performance will serve as a motivation, thus, ratees achieves more for the organization.

Table 6. Difference between the Perceived Extent of Implementation and the four phases of RPMS |

	Indicators	Administrators		Teachers		Non-teaching Staff		Chi-Square	Sig.
		Mean	Desc	Mean	Desc	Mean	Desc		
1	Performance Planning and Commitment	4.41	HE	4.04	HE	3.70	HE	25.21*	0.00
2	Performance Monitoring and Coaching	4.83	VHE	4.26	HE	3.76	HE	69.05*	0.00
3	Performance Review and Evaluation	4.65	VHE	4.31	HE	3.98	HE	34.04*	0.00
4	Performance Rewards and Development Planning	4.67	VHE	3.67	HE	3.32	ME	65.47*	0.00

VHE = Very High Extent; HE = High Extent; ME = Moderate Extent * Significant ** Not Significant

CONCLUSIONS AND RECOMMENDATIONS

As revealed in the study, the Results-Based Performance Management System as a tool for performance management system in the public elementary schools in the Schools Division of Ifugao was highly implemented. Generally, the four phases in the implementation of RPMS were also highly implemented. Furthermore, there were significant differences on the perceived extent of implementation and the four phases of RPMS. It is then recommended that shared responsibility and agreement both rater and ratee in tracking and recording important events through utilizing the Performance Monitoring and Coaching Form (PMCF) must be consistently observed and properly recorded. Mentoring and giving feedback should be a continuous process and will therefore provide by the rater to improve the work and behavior of ratee. Additionally, strict and consistent compliance of DepEd Order No. 2, series of 2015 is to be observed in the four phases of the RPMS and the role of the Performance Management Team (PMT) to ensure that ratees' performance is properly assessed without any biased must be intensified.

ACKNOWLEDGEMENT

The author would like to thank the participation of the public elementary schools in the Division of Ifugao, Philippines. Likewise, he wants to express his appreciation and gratitude to the Ifugao State University for the support extended and to the graduate school of the Isabela State University for the assistance and constructive analysis of the result of the study.

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