

Challenges and Opportunities in the Implementation of a Results-Based Performance Management System

Venancio Lorenzo Abrojena^a, Rashid Ceazar Galanto Ormilla^b

^aDepartment of Education-Alfonso Lista District, Ifugao, Philippines, ormillarashidceazar@gmail.com

^bIfugao State University, Philippines, ormillarashidceazar@gmail.com

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Abstract

The challenges and opportunities in the implementation of the Results-Based Performance Management System were determined in this study. A combined quantitative and qualitative design was applied in this study, using a survey questionnaire and an interview as an instrument. The teachers and the school heads were the respondents to this study. The weighted mean and a t-test were used to treat the quantitative data, while thematic analysis was used for the qualitative data. The findings revealed that the challenges encountered in the implementation of the Results-Based Performance Management System in the Alfonso Lista District were that “no second review is done, infrequent feedback, no comprehensive team assessment, and cross-comparison are not required.” There is a significant difference in the perceived challenges in the implementation of the Results-Based Performance Management System (RPMS) by the two groups of respondents. Teachers' perception of the different challenges was significantly higher than the perception of the school's heads. On the other hand, the Results-Based Performance Management System (RPMS) ensures efficiency and consistency in performance; allows promotion; helps in the improvement of organizational performance; employee retention, and loyalty; and improves productivity, which were various opportunities experienced by the participants of the study.

Keywords: Results-Based Performance Management System, challenges and opportunities, implementation, quantitative and qualitative research

INTRODUCTION

An organization must have an effective performance management system. The fact that employees are working hard to achieve the organization's vision, mission, and goals is advantageous to the organization. It will also set expectations for work production from employees and motivate them to go above and beyond what the organization expects of them. According to Armstrong (2017), performance management is a continuous and increased improvement in the management of an organization's performance. The planning, controlling, and performance evaluation processes must be carried out in a cyclical fashion so that the planning step always comes first. Thus, performance management helps everyone realize what needs to be done through a continual process. It comprises a group of related activities and processes that are combined into one to promote and reinforce the goals of the organization (Armstrong, 2009; 2017).

In the Philippines, the Results-Based Performance Management System (RPMS) serves as a performance management tool for both teachers and non-teaching staff such as the school heads in the

Department of Education (DepEd), one of the government agencies in the Philippines in-charged with ensuring access, promoting equality and equity, and improving the quality of basic education. An organizational procedure called the Results-Based Performance Management System (RPMS) makes sure that employees concentrate their efforts on attaining the DepEd vision, mission, goals, and strategic priorities. It serves as a tool for managing, monitoring, and measuring performance as well as for determining areas in need of organizational and human resource development.

Thus, to achieve productivity among employees, performance management and appraisal systems are essential. RPMS cannot be ignored or disregarded because of how crucial it is to the Department of Education's human resource management system. This has a huge impact on both individual and organizational productivity. The RPMS has been adopted by the Alfonso Lista District, Department of Education. Opportunities and challenges have surfaced throughout its implementation. There are very few research papers that discuss the challenges and opportunities that teachers and school heads encounter while assessing the performance of teachers throughout the different phases.

Mostly, research studies were conducted only on the performance management system's implementation recommendations, purely based on how fully they have been implemented. Hence, this study was conducted to ascertain the challenges and opportunities associated with the implementation of the RPMS. As an outcome, the DepEd officials, teachers, school heads, and non-teaching personnel would be better informed about prospective programs that may be offered to improve organizational performance.

Performance management places a strong emphasis on channeling employee effort toward achieving long-term organizational objectives (Gerrish, 2016). It is a procedure that emphasizes the efforts of supervisors and staff members as they collaborate to accomplish organizational goals (London, 2004 & Mone, 2018). Mamauag (2022) emphasized that the optimum performance management system implementation should have given employees a clearer grasp of the task expected of them. Employees were given technical support and assistance, and the provision of suitable interventions helped to foster a professional growth environment that resulted in greater performance outcomes. Making sure that staff members, line managers, and other management teams take the necessary steps to fulfill an organization's target is one of the goals of the performance management system (Sales, 2019).

In addition, citing Lawler (2003) and Halachmi (2005), it is stated that the goals of performance management should comprise inspiring individuals to perform well, assisting them in developing their skills, creating a performance culture, selecting candidates for promotion, removing those who are low performers, and assisting in the implementation of organizational strategies. Amaratunga and Baldry (2002, as cited in Bulawa, 2011) emphasized performance-related data measurement and analysis determine whether organizational goals are being accomplished and, if not, how to proceed. They emphasize the need for a goal-achievement analysis, in which the organization determines what it is doing well, what needs improvement, and what is not working well. Dubey (2017) asserts that nothing is known about the actual mechanisms that contribute to the effectiveness of the performance management system. This can be attributed to the fact that the various studies place more emphasis on the planning and execution of the performance management system than on the organizational success determinants. According to Franco-Santos and Otley (2018), performance management criteria for success require more focus. The advocates of performance management contend that, when implemented properly, performance management enhances employees' performance, engagement, and dedication (Festing et al. 2012; Gruman and Saks, 2011). By linking individual performance management to an organization's overall goal, performance management has been hailed as the cornerstone of human resource strategic planning (Bowen and Ostroff, 2004).

To increase organizational efficiency, a performance management system must be implemented properly. One way to encourage adoption, ownership, and greater performance toward desired outcomes is to involve stakeholders in the design of organizational strategy (Bryson, 2018). One of the components of a successful implementation of performance management is stakeholders' commitment to the issues at hand. The successful application of performance management depends on having an effective management style, particularly one that has a clear desire to share information (Du Plessis & Niekerk, 2017). Teachers' trust is necessary for the successful implementation of a performance management reform.

If teachers are to accept the performance management system as a change worth implementing, they must have faith in it (Bulawa, 2011). Wallace (2003) noted that because it involves new experiences and learning and intrudes on people's ingrained behaviors and ideas within their organizations, change is a difficult phenomenon. According to McShane and Travaglione (2003), change can be extremely stressful, dangerous to people's self-esteem, and breed uncertainty about the future belief in the teachers' willingness to participate in the transformation process. Employees are the organization's most valuable, dynamic asset, and its strength according to Sharmistha and Santoshi (2011).

The effectiveness of the personnel determines the organization's strengths and weaknesses. The strategic goal of sustainable and rapid growth can be achieved through the performance management system, and managing human resources has been highlighted as a crucial component in all organizations. It plays a big part, especially when it comes to completing chores that will help the objectives be realized. According to Pradhan and Chaudhury (2012), the main objective of performance management is to give people the optimal environment for achieving their full potential. It emphasized that the performance management system serves as an organizational strategic instrument and strong foundation (Jain & Gautam, 2016).

Likewise, Manera, et al. (2020) an organization may develop the abilities, skills, and talents of every employee and even improve their performance, learn from failures and feedback, and potentially grow and develop through a goal-completion method and continuous discussion. All of these are contributory to the performance management process. Williams et al. (2012), the effectiveness of a performance management system depends on how capable and dedicated the organization's school heads are and how closely it may be tied to improve the organization's support for the employees. Additionally, research demonstrates the significance of school heads' support for performance management (Biron et al., 2011).

Moreover, the goal-setting theory proposed by Latham and Locke (2018) lends support to this study. This idea focuses on four strategies that connect objectives and results. Priorities should be addressed, efforts should be recognized, employees should be urged to use their experiences and knowledge to increase their chances of achieving success, and enthusiasm should be increased.

Goal-Setting Theory advocates for elements of performance management including setting goals, providing feedback, and holding evaluations. According to this theory, performance is improved through a development-based approach that links the goals of each employee with the organization's overall objectives. Because employees may only perform adequately through their potential and expertise, competence is viewed as a necessity for performance (Sanghi, 2016). A key component of performance management is identifying training requirements and offering skill development (Popovi et al., 2018). Employees can improve in the areas that have been identified as needing improvement through training and development. This is a chance for employees to take control of their own professional and personal growth. Therefore, rather than emphasizing the past or offering criticism, performance evaluations ought to concentrate on the potential and future. The goals of the organization and the supervisor will thereby be met through employee development (Mohammad, 2018; Sales, 2019).

When individuals who are merely being assigned goals participate in creating those goals, organizational goal-making is likely to be more effective. Additionally, in order to ensure that goals are specific and in line with organizational objectives, employees and supervisors need more adaptable training on how to develop goals (London, 2004). Organizational goals are essential components of performance management because they ensure that everyone in the organization understands, agrees with, and is committed to achieving the goals of the organization. The RPMS's purposes must be clearly defined as part of goal-setting throughout the organization.

The input, process, and output were used to comprehend the study's paradigm. The preceding flowchart thus depicts the study's paradigm: the input consisted of the challenges and opportunities in RPMS implementation. Further, the process was employed to determine the challenges and opportunities in the implementation of RPMS. Moreover, the output of the study determined the challenges and opportunities in the implementation of RPMS.

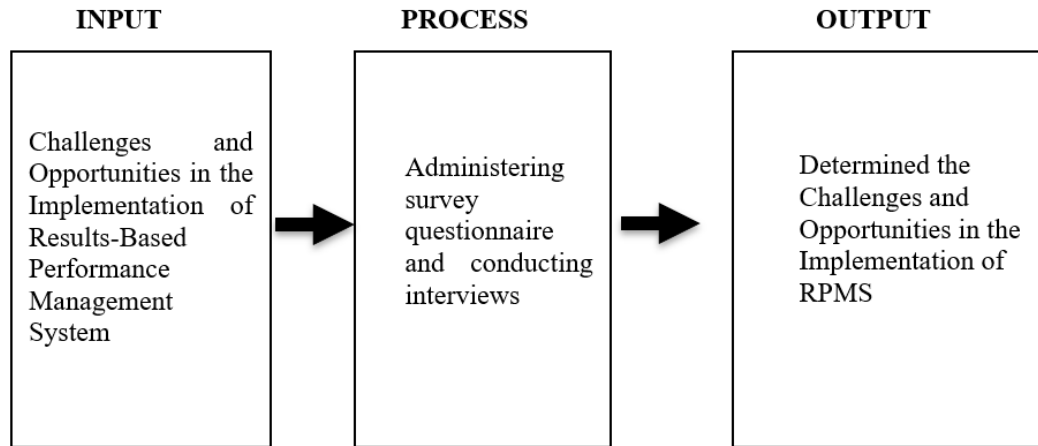


Figure 1. Paradigm of the Study

This study aimed to determine the challenges and opportunities in the implementation of the Result-Based Performance Management System (RPMS) in the Alfonso Lista District. It answers the following: (1) What are the challenges in the implementation of a Results-Based Performance Management System?; (2) What is the difference between the perception of the respondents on the challenges in the implementation of a Results-Based Performance Management System?; (3) What are the opportunities in the implementation of Results-Based Performance Management System?

METHODOLOGY

This study utilized quantitative and qualitative research design to determine the challenges and opportunities in the implementation of the Results-Based Performance Management System, respectively. This study was conducted in the Alfonso Lista District. The respondents of the study are the school heads and teachers from the fifteen schools in the district. A total enumeration technique was used to provide relevant information to the study. The survey questionnaire used was adopted from Dizon et al. (2018) but modifications were made. Such changes were analyzed and checked by the master teachers to ensure the validity of the responses they would elicit. Then, the questionnaires were administered to the school heads and teachers from another school for reliability testing. For the interview part, a separate questionnaire to probe, clarify, and confirm responses was prepared based on the challenges and opportunities in the implementation of the Results-Based Performance Management System. The participants for the interview part were chosen through convenience sampling. Approval to conduct research was secured from the Public Schools District Supervisor, including the school heads of each identified public elementary school. The study's data were categorized, added together, tabulated, and analyzed using statistical tools. The Results-Based Performance Management System implementation challenges were identified using a Weighted Mean, and respondent perceptions of the RPMS implementation challenges were compared using a T-test. The opportunities for implementing the Result-Based Performance Management System were identified using thematic analysis.

RESULTS AND DISCUSSION

Table 1 shows the perceived challenges in the implementation of the Results-Based Performance Management System (RPMS) in Alfonso Lista District I among the two groups of respondents. As shown in the table, the teachers perceived the challenges in the implementation of the Results-Based Performance Management System (RPMS) in the Alfonso Lista District as “slightly evident to evident” as indicated by the mean ratings of indicators 20 and 6 ranging from 1.35 to 3.41. Furthermore, it is also revealed that the overall mean was 2.76 which means “moderately extent”.

This implies that teacher respondents perceived in a moderate manner the challenges in the implementation of a results-based performance management system (RPMS). Consequently, indicator number 5, no second review even though the process may have impacts on salary, job security, and promotion, the assessment is done by a single rater only were rated the highest mean of 3.41 interpreted as “evident”. This means that a single rater for the individual performance commitment form review of the teacher and his/her accomplishments may be biased if the school leader is the lone rater.

According to Dizon et al. (2018) when the evaluation is completed by a single rater only, there will be no counter-checking or counter-evaluation of the rates achievements and/or accomplishments. Furthermore, Bernardin & Wiatrowski (2013) recommended in their book performance appraisal that using more than one rater is ideal to reduce the degree of influence of any single rater. Thus, the giving of ratings should be done by both the teacher and the school head. However, the final rating will be given by the rater, and it should be communicated openly to the teacher by agreeing to affix his signature on the performance result form. On the other hand, indicator number 20, which is historical in which the focus is on feedback in the past obtained the lowest mean of 1.35 interpreted as “not evident”. This implies that teacher respondents do not consider the raters to provide feedback on their performance based on the previously given feedback. This further implies that raters whom based performance evaluation feedback in the past would result in a biased performance evaluation in the present.

On the part of the school heads, they perceived the challenges in the implementation of the Results-Based Performance Management System (RPMS) in Alfonso Lista District as “not evident” to “slightly evident” as revealed by the mean ratings ranging from 1.58 to 2.17. While the overall mean rating obtained a 1.91 interpreted as “slightly evident”. This only means that the various challenges identified in the implementation of RPMS were considered by the respondents as having a minor impact on them. Noticeably, indicator 1, infrequent feedback, indicator 3, no comprehensive team assessment, and indicator 7, cross-comparisons are not required, were all rated as the highest means of 2.17 interpreted as “slightly evident”. This means that raters' feedback was still delivered to the rate on a regular basis, that there is a full team assessment conducted, and that raters performed some cross-comparisons. Moss and Sanchez (2004) as well as Bell and Roebuck (2015) revealed raters should consistently provide constructive feedback among raters to improve their performance. Meanwhile, the lowest mean (1.58) indicates the process is managed by raters who have no complete understanding of performance and productivity. This indicated that raters were not aware of the various steps involved in the adoption of RPMS.

Table 1: Perceived Respondents’ Challenges in the Implementation of the Results-Based Performance Management System (RPMS)

Challenges		Teachers		School Heads	
No.	Indicators	Mean	Desc	Mean	Desc
1	Infrequent feedback	3.36	ME	2.17	SE
2	Lack of accountability	2.79	ME	1.83	SE
3	No comprehensive team assessment	3.21	ME	2.17	SE
4	Disconnected from rewards	3.27	ME	1.92	SE
5	No integration	2.77	ME	2.08	SE
6	No second review	3.41	E	2.08	SE
7	Cross-comparison is not required	3.35	ME	2.17	SE
8	Assessments are kept secret	2.81	ME	2.08	SE
9	The process is managed by raters who have no complete understanding of the performance and productivity	2.84	ME	1.58	NE
10	Managers are not trained	2.48	SE	1.67	NE
11	Recency of errors	2.58	ME	1.75	NE
12	Inconsistency across raters	3.18	ME	1.83	SE
13	High Anxiety	3.00	ME	1.83	SE
14	One-way communication	3.04	ME	1.92	SE
15	No alerts	2.43	SE	1.75	NE
16	A focus on the squeaky wheel	2.53	SE	1.83	SE
17	No appeal process	2.30	SE	1.92	SE
18	Many possible emotional consequences	2.27	SE	2.00	SE
19	A time-consuming process	2.22	SE	1.92	SE
20	It is historical	1.35	NE	1.75	NE
Overall Mean		2.76	ME	1.91	SE

E = Evident; ME = Moderately Evident; SE = Slightly Evident

Table 2 reveals the difference between the respondents’ challenges in the implementation of a Results-Based Performance Management System (RPMS). As revealed in the table, there is a significant difference in the perceived challenges in the implementation of the Results-Based Performance Management system by the two groups of respondents as indicated by the p-value .016 significance levels less than 0.05. The findings show that the perception of the teachers was significantly higher than the school heads/administrators as revealed by the mean ratings ranging from 1.35 to 3.41 by the teachers and 1.58 to 2.17 by the school heads/administrators.

This further means that the perceived challenges of teachers, such as the infrequent feedback, lack of accountability, no comprehensive team assessment, disconnected from rewards, no integration, no second review, cross-comparisons are not required, assessments are kept secret, the process is managed by raters who have no complete understanding of performance and productivity, managers are not trained, recency of errors, inconsistency across raters, high anxiety, one-way communication, no alerts, a focus on the squeaky wheel, no appeal process, much possible emotional consequence and a time-consuming process as determined by the study’s findings, differ from those of school heads/administrators. Teachers rated the challenges in implementing the Results-Based Performance Management System as "slightly evident to evident," while school administrators rated them as "not evident to slightly evident." This also means that in the implementation of the Results-Based Performance Management System, teachers were the ratees and school heads were the raters. The most lenient raters, according to Bernardin et al. (2016), are more friendly, less forceful, and less competent in performance management.

Table 2: Difference Between the Perceived Challenges in the Implementation of Results-Based Performance Management System

Respondents	Mean	t	df	Sig. (2-tailed)	Remarks
Teachers	2.7588	2.842	11.156	0.16	Significant
School Heads	1.9125				

The teachers and school heads shared their experiences of the opportunities in the implementation of the Results-Based Performance Management System. Based on the gathered information, the themes that emerged after the interview are the following: 1) RPMS ensures efficiency and consistency in performance; 2) RPMS gives an opportunity for both the teacher and school head to be promoted; 3) RPMS helps in the improvement of organizational performance, employee retention, and loyalty; and 4) RPMS improves productivity.

The first opportunity experienced by the respondents shows that *the Results-Based Performance Management System (RPMS) ensures efficiency and consistency in performance*. Providing effective and continuous performance results among employees is one of the goals of a performance management system in which there are phases to follow. This opportunity experience result is consistent with the DepEd Order (2015) objectives on the guidelines on the implementation of RPMS in which it states that employees must ensure that their roles and targets are aligned with the DepEd's direction, track their accomplishments against objectives to determine appropriate and corrective actions if necessary, and provide feedback on employees' work progress and accomplishments based on clearly defined goals and objectives. This is to ensure the employees' efficiency and consistency in their performance. Furthermore, this will also contribute to the realization of the DepEd strategic goals and vision. Additionally, according to Sahoo and Mishra (2012), performance management is a continual practice of managing employee performance to achieve desired goals. High-performing organizations require effective performance-management systems to promote and develop the values, concepts, and competencies needed to sustain optimal outcomes. This statement is supported by some of the key informants:

PBlue-SH1 *“As a school head, through the different RPMS indicators that guided the teachers, we will ensure the delivery of quality, accessible, relevant, and liberating education which is co—equal opportunities to all types of learners. This is also the best opportunity for teachers to innovate applicable, adaptive, and responsive teaching-learning best practices which later their steppingstone for professional development and career advancement.”*

PRed MT1 *“Through RPMS, we, Master Teachers help teachers to improve the delivery of quality education.”*

Moreover, Uzona (2013) noted that a good motivational program technique is necessary for the organization to fulfill its objectives. Organizations can attain efficiency and establish a good organizational culture, as well as achieve defined aims and goals if effective motivational programs are developed.

Secondly, respondents experienced that *the Results-Based Performance Management System allows them to be promoted*. This indicates that teachers and school heads/administrators are confident that the performance management system will allow them to advance in their careers. The study by Dutta et al. (2021) found that educators agree that incentives inspire employees to put in more effort. As a result, promotions and incentives are two important parts of any performance management system, and these two factors influence employee performance. Likewise, Peter (2014) revealed in his study that promotion has an impact on individual and organizational performance since it produces motivation, good performance, good relationships, and increased remuneration. These were supported by the participants of the study:

PGreen SH2: “The opportunity in the implementation of RPMS is the professional growth and welfare of all the DepEd employees as a whole.”

Other participants have said that:

PYellow-MT2: “Maybe, one opportunity is for promotion. I said that because if you obtained an outstanding performance, you can use that for promotion and performance in the criteria for assessment had the greatest point.”

PBrown-T1: “One opportunity is for promotion and professional development off course.”

The third opportunity experienced by the respondents is that *the Results-Based Performance Management System helps improve organizational performance, employee retention, and loyalty*. This shows that the respondents believe that a performance management system will greatly enhance the organization's performance, resulting in employee retention. Agarwal (2018) concluded that organizational performance has a substantial impact on employee retention. Employees that stay longer at an organization become more productive, familiar with the culture, and influence other employees to be more loyal, engaged, and devoted to the organization. These were supported by the statements of the participants that:

PBlack-SH3: “Opportunity to work more closely and harmoniously with teachers, sharing ideas (give and take, learning from each other). Working together harmoniously with different teachers helps me develop strategies to deal with or help other teachers also.”

POrange-MT3: “RPMS is not only for one teacher nor a master teacher like me but for the whole organization. Off course, if teachers and master teachers have poor performance it will affect the organization. Therefore, we have this RPMS to really improve the performance of everyone in the organization.”

Lastly, respondents experienced that *the Results-Based Performance Management System improves productivity*. This indicates that participants believe a performance management system can help them become more effective and productive. Employee productivity is improved by performance management. Employees that are actively involved in their work environments achieve greater outcomes. Increasing employee engagement is essential to increasing productivity and maximizing return on investment. According to one of the informants **PViolet-SH4:** “If all the different indicators in the RPMS are attained then everyone is productive. So, RPMS helps employees to become more productive.” Another has mentioned that:

PPink-MT4: “It helps teachers to improve the delivery of basic education and it is instrumental to teachers’ productivity and organizational competence.”

According to Fatile (2014), organizations should place a greater emphasis on employee productivity through the efficient implementation of performance management systems. This is done to ensure that employees strive toward achieving organizational goals and objectives. We can conclude that employees are productive if the objectives are attained.

CONCLUSION AND RECOMMENDATIONS

The challenges encountered in the implementation of the Results-Based Performance Management System in the district were the “no second review is done, infrequent feedback, no comprehensive team assessment, and cross-comparisons are not required”. Furthermore, there is a significant difference in the perceived challenges in the implementation of the Results-Based Performance Management System by the two groups of respondents. Teachers perceived the different challenges as significantly higher than the perception of the school heads/administrators. There were various opportunities experienced by the respondents such as the Results-Based Performance Management System (RPMS) ensures efficiency and consistency in performance; allows promotion; helps in the improvement of organizational performance, employee retention, and loyalty; and improves productivity.

Thus, it is recommended that the role of the Division grievance committee relating to issues in the implementation of the Results-Based Performance Management System at the District and School level shall be strictly carried out to achieve a fair and proper performance evaluation system, the Division Office's Performance Management Team should guarantee that teachers' performance is correctly assessed without bias at the District and School levels, and should conduct a performance review and validation to ensure fairness, employee engagement should be increased through consistent adherence to performance rewards and development planning, which will lead to increased productivity and retention. To keep employees motivated, top administrators should also create a suitable professional development plan.

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