

Implementation Of Results – Based Performance Management System (RPMS) And Teachers’ Performance Towards a Proposed Instructional Supervision Framework

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Abstract — This embedded mixed-method study aimed to assess the implementation level of the Results-based Performance Management System (RPMS) among the school administrators across four phases: Planning and Commitment, Monitoring and Coaching, Review and Evaluation, and Rewards and Developmental Planning and its relationship to the performance of the of proficient teachers in the Balicutro Area of Northern Samar. Quantitative data were analyzed using frequency, percentage, mean, standard deviation, T-Test and ANOVA. Additionally, qualitative data were collected through interviews and focus group discussions to provide deeper insights into the implementation process and its challenges. Results indicated no significant demographic differences in RPMS implementation between the school administrators and proficient teachers. Of the 178 teacher respondents, the majority had units in a master’s degree, had 5-9 years of teaching experience and held a teacher III position. Of the 50 rater respondents, the majority had units in a master’s degree with more than 24 years of teaching experience and held a Master Teacher 1 position. Significant Relationship were found between the phases of Planning and Commitment, Review and Evaluation, and the performance ratings of the proficient teachers whereas Monitoring and Coaching, and Rewards and Developmental Planning showed no significant relationship. Teacher-respondents received a “Very satisfactory” rating with an overall mean of 4.49. The qualitative findings revealed key themes include aligning Means of Verification with RPMS objectives, effective planning, continuous support, and constructive feedback. Teachers value clear goal setting, organized scheduling, and regular review sessions. School administrators emphasize clear communication and effective resource allocation while addressing challenges like time constraints and resistance to feedback. Rewards and professional development opportunities are significant motivators. The data underscore the importance of school leadership in fostering professional growth and improving instructional practices, with ongoing efforts needed to address implementation challenges. The proposed Instructional Supervision Framework provides a comprehensive plan to improve teacher performance management through detailed monitoring and coaching practices, systematic documentation and objective evaluation. It ensures productive meetings and growth-oriented feedback, encourages self-evaluation and links performance to rewards and career progression. The framework also emphasizes collaborative

planning for professional development and provides targeted workshops and training, with the ultimate aim of supporting teachers' continuous improvement and professional growth.

Keywords — RPMS, Planning and Commitment, Monitoring and Coaching, Review and Evaluation, Rewards and Developmental Planning, Raters, Proficient Teachers, Performance Rating

I. Introduction

In education, the performance of teachers was crucial as it reflected the outcome of their efforts. The performance of an organization often served as an indicator of its success and that of its members. A typical performance system included behavior (the actions of employees) and results (the outcomes of employee behavior). While performance was concerned with behavior or actions, it did not include the outcomes of that behavior (Waang & colleagues, 2019). In order for human resources to operate effectively and efficiently amidst globalization and increased competition, organizations had to implement effective performance management procedures (Sacramento, 2023).

As stipulated in DepEd Order No. 2, S. 2015, DepEd upheld its organizational mission, vision, and goals while promoting a performance-oriented and accountable culture through the RPMS. The Department recognized the need to align performance appraisals with organizational goals. This measurement system was essential in monitoring individual performance and its alignment with overarching goals. The distribution of responsibilities across the Department, including different units, divisions and staff, created a robust framework for setting performance targets.

Memorandum Circular No. 06, Series of 2012 was designed to align organizational goals with day-to-day activities at both unit and individual levels and provided a structured and measurable framework for assessing performance and results, known as the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). The system provided a systematic approach to monitoring, evaluating and managing performance and also helped to identify organizational and human resource needs. The aim was to promote continuous improvement in employment practices and personal development. The RPMS was mandatory for all officials and staff holding regular Plantilla positions in the Department, including both school-based and non-school-based staff. It provided clear guidelines, standards and procedures for setting performance targets and for monitoring, evaluating and planning for future development. It consisted of four phases: The RPMS framework also included various performance appraisal forms, one of which is the IPCRF, which is specifically designed to check that employees' work is in line with the organization's objectives, policies and standards of excellence

The RPMS Framework was illustrated as follows:

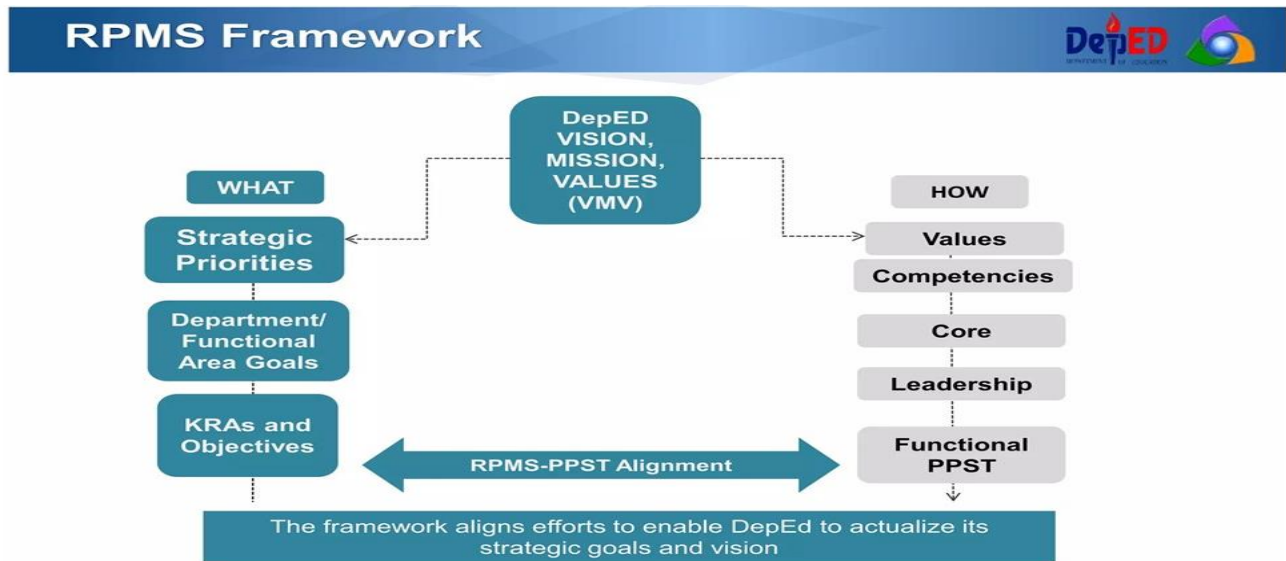


Figure 1. RPMS Framework

WHAT encompassed the results required at different levels—Central Office, Regional Office, Division, and Schools—to ensure organizational success. Strategic Priorities were divided into different Area Goals, which were further detailed into the objectives and Key Result Areas. The framework allowed individual units to align their efforts with the organization's success. The HOW focused on the competencies necessary for effective job performance. These competencies were intended to uphold organizational values and support the achievement of organizational goals. By developing these competencies and aligning with strategic objectives, the organization's vision could be realized. RPMS alignment to Philippine Professional Standards was to use a standardized measurement to evaluate the performance of teachers, unlock the areas needing improvement, and for career development (PPST Manual, 2018).

According to Gecolea (2019), the implementation of the RPMS remained ineffective because some school administrators and instructors struggled with adherence to its rules. This issue was attributed to a vague perception of the process's benefits and fairness. Teachers' potential lack of understanding of the method, coupled with no apparent advantages, contributed to the process's failure. Further orientations were deemed necessary for a better understanding of the system, as there was no noticeable benefit for teachers in Calamba East District from following RPMS principles.

Ormilla (2021) found that all four stages of the RPMS were significantly implemented, there were noticeable variations in how different phases and stages of the implementation were perceived. Based on Limjoco's (2020) research indicated that the benefits of implementing RPMS were consistent across various individual profiles, except for length of service and educational level. Evaluation experts, legislators, and policymakers, particularly in the school monitoring and evaluation section, were recommended to regularly assess the RPMS's implementation based on

employees' age, education level, and duration of service. They were also advised to receive tailored training to meet their needs.

Sacramento's (2023) study found that teachers in the Allacapan North District were appropriately guided, mentored, evaluated, and assessed fairly and objectively. They received appropriate feedback and commendation from their raters regarding the RPMS. Teachers showed high perceptions of the RPMS implementation, indicating sufficient knowledge about the process. Regardless of age, sex, education level, plantilla position, duration of service, and attendance at seminars and trainings, teachers demonstrated a high degree of agreement on their understanding and application of RPMS. However, perceptions varied regarding attendance at seminars and trainings when grouped by division and district level.

Perez's (2022) study found no significant correlation between performance ratings and teachers and school administrators' perception of RPMS in the new normal. Despite this, both groups deemed the implementation of the RPMS as important in the current context.

Doromal and Catalogo (2022) reported a high level of overall RPMS implementation, considering assessor roles, school levels, and classifications. However, although the four phases of the RPMS were generally applied, there was a noticeable decline in the execution of work processes as the phases advanced. Some practices were applied only superficially, and significant implementation challenges were observed. Mamauag and Antonio (2022) identified a strong connection between the use of the RPMS and teachers' performance.

The Schools Division in Nueva Vizcaya showed extensive practice of RPMS stages. However, it was noted that raters did not fully implement all phases, especially in performance rewards and developmental planning; the least observed was recognition of exceptional work in school-based programs. (Gurat, 2023)

Although the RPMS has been effectively implemented across schools, there are still challenges and opportunities for further improvement. Recently, the Teachers' Dignity Coalition (TDC) pointed out that Executive Order No. 61 was introduced to reduce administrative burdens and streamline performance evaluation processes for government employees. This order suspended Executive Order No. 80, s. 2012, which was designed to recognize and reward exceptional achievements by government agencies and employees, ensuring their efforts aligned with organizational goals. The Teachers' Development Council (TDC) viewed Executive Order No. 61 as a long-awaited acknowledgment of their concerns regarding the complexity and perceived unfairness of the RPMS in evaluating teachers' performance (Manila Bulletin, 2024)

This research aimed to explore the performance of teachers and the extent of implementation on the four phases of the RPMS by school administrators. The study was conducted to address the challenges faced by schools in applying these phases, particularly concerning the supervision by school administrators and its impact on teachers' performance. Specifically, the research investigated how changes in the educational environment have

influenced instructional supervision practices. Based on the findings, a proposed framework for instructional supervision will be presented.

LITERATURE REVIEW

The reviews of key literature and conducted research after initial investigation by the researcher cover a broad array of topics, hypotheses, conclusions, advancements, and generalizations pertinent to the study.

Enhancing teacher effectiveness was greatly aided by supervision (Susilo & Sutoyo, 2019). Teacher performance rose in tandem with an increase in the principal's academic supervision (Hasanah & Kristiawan, 2019).

Dewi and Sowiyah (2021) proposed that the instructional leadership practices of principals significantly influence teacher performance. They noted that effective leaders are those who can efficiently manage and empower the resources within their educational institutions. In their capacity as instructional leaders, administrators of schools worked with teachers to spot patterns and share new ideas and approaches that would improve their ability to instruct students. Therefore, to ensure that instructors carried out their duties effectively, it was imperative that school principals offered technical support to teachers (Lincuna & Caingcoy, 2020).

Master teachers in the DepEd were required to fulfill the obligations and responsibilities of their role. Teachers, therefore, looked to them to take the lead and serve as role models for effective teaching-learning processes. They also anticipated receiving technological support and direction to help them refine their teaching methods, as well as instruction from their master teachers. (Acera, 2024)

Providing adequate funding and enhancing the capacity of principals and teachers were also prioritized. It was recognized that vice principals, teachers, and middle leaders, in addition to principals, all shared the responsibility of instructional leadership within schools. (Bryant et. al., 2022) Leadership competency was the capacity of leaders to collaborate with their followers (Owan & Agunwa, 2019).

The Results-Based Performance Management System was designed to ensure that employees' activities were aligned with the functional goals of the Department of Education. RPMS was organized into four phases:

During Phase 1, Performance Planning and Commitment, educators conducted self-evaluations and developed preliminary learning plans. School heads and raters acted as coaches, providing feedback on teachers' current performance during Phase 2, Coaching and Monitoring. This phase also included a mid-year review and development plan to help align the teachers with the department's goals.

Phase 3, Performance Review and Evaluation occurred a week after graduation as part of the year-end review process. During this phase, evidence confirming teachers' alignment with the performance cycle's goals was compiled into a portfolio, which was reviewed to determine final ratings.

The final phase, Rewards and Development Planning, focused on devising strategies on review and evaluation. In this phase, teachers were encouraged to leverage their subject knowledge effectively, employ innovative teaching methods, manage classrooms efficiently, address learning diversity, and maintain a supportive and effective learning environment.

The RPMS functioned as a key performance management tool which ensured that employees' efforts were aligned with DepEd's vision, mission, values, and strategic objectives. The system was crucial for monitoring and evaluating performance, as well as identifying organizational and human resource development needs. By implementing the RPMS, DepEd aimed to uphold its mandate while fostering a culture of performance and accountability.

Burgos and Meer (2021) stated that IPCRF was developed before classes began and was used as a general job plan to guide teachers used for monitoring progress, assessing outcomes, and planning development. The IPCRF, alongside the RPMS, was implemented to ensure that work activities aligned with DepEd's vision, mission, values, and strategic goals, ultimately aiming to provide high-quality education to Filipino students.

Research by Hoque et al. (2020) revealed that most supervisory practices did not correlate with teachers' performance and attitudes, except for directive supervision, which showed a positive and significant relationship. This suggested that current instructional supervision methods had not substantially improved teaching quality. Similarly, research by Ormilla (2021) and Mamauag and Antonio (2022) highlighted challenges in implementing RPMS, reflecting broader difficulties experienced by many in the system. Geolea (2019) found that while there was agreement on the need for improvement and further orientations on RPMS, its implementation remained ineffective due to unclear perceptions about its fairness and benefits. In contrast, Ormilla's (2021) study reported that the RPMS was thoroughly implemented in the Ifugao Schools Division, with significant variations in how different phases were perceived and executed. Limjoco (2020) noted that, aside from educational achievement, there were no discernible variations in difficulties or benefits across different profiles. Perez's study (2022) highlighted a significant disparity between teachers' and school administrators' perspectives on the RPMS in the New Normal had not significantly correlate with performance ratings. Similarly, Doromal and Catalogo (2022) demonstrated widespread RPMS adoption but noted a decline in process execution over time, revealing areas needing improvement. Gurat (2023) found that while raters at the Nueva Vizcaya Department of Education extensively practiced the RPMS phases, they did not fully integrate all aspects. School administrators were urged to adhere strictly to RPMS orientation directives. Despite having well-defined goals, the RPMS for evaluating teachers and assessing their effectiveness encountered several challenges. Firstly, implementing result-based management

initiatives affected the entire organization. Secondly, many significant obstacles were organizational rather than technical, meaning that RPMS implementation alone did not resolve issues related to teacher ineffectiveness and inefficiency. Additionally, the Department of Education faced problems due to unclear criteria for evaluating teachers. (Gecolea, 2019)

The study was conducted to explore the relationship between Junior High School teachers' performance in Balicutatro of Northern Samar, and the implementation of the phases of the RPMS by the school administrator. The researcher aimed to determine if effective performance was correlated with adherence to RPMS principles. As an educator experienced with RPMS, the researcher sought to understand its impact on performance and develop an instructional framework to enhance adherence to RPMS guidelines and improve teacher performance.

STATEMENT OF THE PROBLEM

The study examined how school administrators' instructional supervision, as guided by the RPMS relates to teachers' performance ratings in the Individual Performance Commitment Rating (IPCRF). The study sought to address the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Educational Attainment.
 - 1.2 No. of years Teaching/Supervising; and
 - 1.3 Position?
2. What is the extent of implementation of the instructional supervision practice of the school administrators on the four phases of the Results- Based Performance Management System (RPMS) in terms of:
 - 2.1 Performance Planning and Commitment;
 - 2.2 Performance Monitoring and Coaching;
 - 2.3 Performance Review and Evaluation; and
 - 2.4 Performance Rewarding and Developmental Planning?
3. What is the performance rating of public-school proficient teachers?
4. Is there a significant difference in the implementation of the RPMS when group according to demographic profile?
5. Is there a significant difference in the implementation of the four phases of the RPMS as assessed by two groups of respondents?

6. Is there a significant relationship between the performance rating of the proficient teachers and the extent of the implementation of the Results-Based Performance Management System on the four phases?
7. Based on the result, what output may be proposed?

II. Methodology

This study used an embedded mixed-methods research design that combined quantitative and qualitative data collection to comprehensively evaluate the instructional supervision practices under the RPMS and its impact on the performance of teachers in public junior high schools in the Balicutro area, Northern Samar. Data were collected on respondents' performance ratings from the IPCRF to explore the relationship between the performance of junior high school teachers and the implementation of school administrators in the four phases of RPMS using a researcher-designed survey questionnaire, which was validated and tested for reliability. The analysis involved assessing the implementation of the administrators and the performance of the teachers, providing insights into the effectiveness of the RPMS and its impact on educational outcomes. For the qualitative aspect, the research interview questions were designed to align with the indicators of the survey questionnaire. The researcher conducted 10 interviews with school administrators and 10 interviews with proficient teachers to gain insights for the development of a proposed instructional supervision framework. The results of the interviews were transcribed verbatim and coded accordingly. The codes were the basis for creating meaning that served as a secondary data source and supported the quantitative findings.

The respondents of the study included 354 proficient teachers and 91 supervisors. From this total, 50 school administrators and 178 proficient teachers were selected as respondents. The school administrator-respondents comprised of Principals, Master Teachers and Head Teachers, and Teacher In- Charge. The proficient teachers were categorized as Teacher I, II, and III, all from Junior High Schools in the Balicutro Area of Northern Samar. Participants were chosen using a Stratified Sampling Technique to ensure representation across different roles and levels within the educational system. The demographic profile data were analyzed utilizing frequency, percentage, and weighted mean. Inferential statistic that includes t-test, analysis of variance and Pearson product-moment correlation were employed to assess the difference and relationship of the variables.

III. Results and Discussion

This dissertation explored the impact of instructional supervision practices on teacher performance, revealing key insights into professional development, communication, and effectiveness within educational settings. The findings highlighted a strong commitment to teacher

development, with advanced degrees and leadership roles reflecting institutional expectations. Despite notable strengths in goal alignment and professional growth, areas such as feedback mechanisms, rewards, and personalized coaching showed room for improvement. The study underscored the importance of refining supervision practices, emphasizing the need for tailored development strategies and effective feedback systems. By proposing a comprehensive instructional supervision framework, this research aimed to address identified gaps and enhance overall educational outcomes through structured support and continuous improvement.

1. The demographic profile of the respondents revealed that most teacher-respondents have units in a master's degree, with a significant portion teaching between 5 to 9 years. The majority hold the position of Teacher III. Rater-respondents similarly have a master's degree as the highest educational attainment, with many having extensive supervisory experience, predominantly as Master Teacher I. The findings demonstrate a strong commitment to professional development among teachers, with a significant portion pursuing or holding advanced degrees. The workforce is experienced, with most teachers having between five and nine years of service, and a substantial number in leadership positions as "Teacher III." This reflects institutional expectations for qualifications and career progression. The data suggests the need for tailored professional development, mentorship, and retention strategies to support teachers at different career stages and enhance overall performance. Encouraging advanced studies, including doctoral programs, can further align with career advancement goals and improve teacher efficacy. For the School administrators, the data highlight the importance of advanced education, continuous professional development, and effective management techniques in enhancing the performance and leadership of school administrators. Encouraging and supporting further education, especially doctoral programs, could elevate the level of expertise and innovation within the organization. Given that most teachers have units in master's degrees, continue to offer targeted professional development opportunities that align with their educational backgrounds and career stages. Emphasize workshops, seminars, and training sessions that promote advanced teaching methodologies and pedagogical advancements.
2. The combine assessment of the respondents on the extent of implementation of the instructional supervision practice of the school administrators on the four phases of the Results- Based Performance Management System (RPMS) showed that the overall highest mean rating of 3.45 indicates that instructional supervision practices related to "Performance Planning and Commitment" were implemented to a "Great Extent." This is closely followed by a mean rating of 3.43 for "Performance Review and Evaluation," also reflecting implementation to a "Great Extent." In contrast, "Performance Rewarding and Developmental Planning" received a lower mean rating of 3.40, still indicating implementation to a "Great Extent." The area with the second lowest mean rating was "Performance Monitoring and Coaching," with a mean of 3.41, which similarly reflects implementation to a "Great Extent." The results reflect a strong emphasis on clear

communication and alignment of goals within the school, evident in the highest ratings for "Helping teachers move toward a common direction" and "Establishing a relationship between goal setting and performance commitment." Structured processes for planning and evaluating performance are in place, fostering a supportive environment that values continuous professional growth, as shown by high ratings for practices like sending teachers to professional development seminars and building trust through supportive feedback. However, there are gaps in feedback mechanisms and challenges in performance monitoring, indicated by lower ratings for providing qualitative comments and ensuring a basis for comparison between job performance and targeted results. These variations may stem from differences in implementation practices, time constraints, workload, and resource limitations, as well as varying levels of experience and training among school administrators. Addressing these areas could further enhance the effectiveness of instructional supervision practices. Given that most teachers have units in master's degrees, continue to offer targeted professional development opportunities that align with their educational backgrounds and career stages. Emphasize workshops, seminars, and training sessions that promote advanced teaching methodologies and pedagogical advancements.

3. The performance rating of public-school proficient teachers showed a "Very Satisfactory" rating with an overall mean of 4.49. Most teacher-respondents were rated as "Outstanding" signifying consistent high performance across the teaching staff. This trend indicates effective teaching practices and a high level of subject matter competence. To enhance the effectiveness of instructional supervision, it is recommended to maintain and strengthen practices that guide teachers towards common goals and ensure clear, realistic performance objectives. Supervisors should focus on providing more thorough explanations of the performance management system and KRAs to enhance understanding and engagement. Continuous monitoring, feedback, and professional development should be prioritized, emphasizing the importance of real-time support and practical guidance. Ensuring consistent and objective performance evaluations and improving the explanation and impact of critical incidences on teachers' performance, are crucial. Recognizing and rewarding high-performing teachers, linking performance with incentives, and promoting collaborative planning for professional growth can further motivate and support teachers. Additionally, organizing effective workshops and training programs, supporting action research, and strategically assigning high-performing teachers to special projects will contribute to their professional development and enhance overall educational outcomes.
4. There is no significant difference in assessment of the two groups of the respondents on the extent of the implementation of the Results-based Performance Management System (RPMS) when demographic profile of the proficient teachers is taken into account. Neither educational attainment, years of experience, nor position significantly impact instructional supervision practices among school administrators and teachers. This uniformity underscores the effectiveness of standardized training, professional development, and

institutional guidelines in ensuring consistent supervisory practices across varying demographics. The effectiveness of instructional supervision relies more on standardized practices and ongoing professional growth than on demographic variables. Recognize and celebrate their exceptional achievements. This acknowledgment can reinforce positive behaviors and motivate continued excellence. Providing constructive feedback and resources can help them enhance their practices and potentially move towards an "Outstanding" rating in the future for the proficient teachers and a consistent outstanding performance for the raters.

5. There is no significant difference in the extent of implementation of the four phases of the Results-based Performance Management System (RPMS) as assessed by two groups of respondents. The study demonstrates that instructional supervision practices, particularly in "Performance Planning and Commitment" and "Performance Review and Evaluation," are perceived as being implemented to a "Great Extent" by teacher-respondents, with the highest mean scores in these areas. This suggests that these processes are well-executed and valued for their effectiveness in setting goals and providing comprehensive feedback. However, the lower mean scores for "Performance Rewarding and Developmental Planning" and "Performance Monitoring and Coaching" indicate room for improvement. Rewards and developmental planning are perceived as less impactful, possibly due to challenges in aligning rewards with performance and addressing individual developmental needs. Similarly, monitoring and coaching, while generally positive, may benefit from more consistent and personalized approaches. Qualitative feedback supports these findings, highlighting the importance of clear guidance, ongoing support, and effective feedback in enhancing teacher performance. Overall, while the RPMS framework shows strong implementation in planning and evaluation, there is a need to refine practices related to rewards, developmental planning, and coaching to better support teacher growth and satisfaction. The educational landscape is constantly evolving with new technologies, teaching methodologies, and research-driven practices. Supervisors need to adapt and innovate in response to these changes, which may diminish the predictive power of static demographic variables over instructional supervision outcomes. Encourage collaboration and knowledge-sharing among employees from different demographic backgrounds. Recognize that while demographic factors may not significantly influence implementation, individual developmental needs and preferences still vary. Offer personalized development opportunities and resources to support continuous improvement and professional growth. Supervisors must provide consistent and comprehensive training and support to all staff involved in implementing the performance management system.
6. There is significant relationship between the performance rating of teacher-respondents and the instructional supervision practice of raters in terms of Performance Planning and Commitment and Performance Review and Evaluation. On the contrary, there is no significant relationship between the performance rating of teacher-respondents and the

instructional supervision practice of raters in terms of “Performance Monitoring and Coaching” as well as in terms of “Performance Rewarding and Developmental Planning.” In conclusion, while some instructional supervision practices show significant relationships with teacher performance ratings, their impact is often limited and weak. To enhance teacher performance, schools and administrators must refine their approaches to planning, reviewing, and evaluating. This involves setting clear goals, providing constructive feedback, and investing in supervisor training. Addressing implementation challenges, improving monitoring and coaching practices, and reevaluating performance reward systems are also crucial. By focusing on these areas, schools can maximize the effectiveness of their supervision practices, leading to more meaningful improvements in teacher performance and overall educational outcomes. Schools’ administrators refine their instructional supervision practices by focusing on several key areas. First, they should establish clear, actionable goals and provide consistent, constructive feedback to teachers. Investing in targeted training for supervisors will enhance their ability to support and evaluate teachers effectively. Addressing challenges in implementing performance management systems, enhancing monitoring and coaching practices, and reassessing performance reward systems are also vital. By addressing these areas, schools can enhance the effectiveness of their supervision practices, thereby leading to more substantial improvements in teacher performance and overall educational outcomes.

7. The proposed Instructional Supervision Framework is a comprehensive plan designed to enhance teacher performance management. It includes detailed practices for monitoring and coaching, systematic documentation, and objective assessments. The framework structures the review process to ensure productive meetings and growth-oriented feedback. It incorporates evidence-based evaluations and encourages self-appraisal. The framework also outlines strategies for rewarding high-performing teachers and links performance to incentives and career advancement. Additionally, it emphasizes collaborative planning for professional development and provides targeted workshops and training to address specific developmental needs. Overall, the framework aims to support continuous improvement and professional growth for teachers. The Proposed Instructional Supervision Framework, developed based on findings from the Results-Based Performance Management System (RPMS) implementation, offers a structured and comprehensive approach to enhancing teacher performance. By integrating key components such as performance planning and commitment, monitoring and coaching, review and evaluation, and reward and developmental planning, this framework addresses both the strengths and areas for improvement identified in the data. It emphasizes the importance of aligning goals with organizational values, providing continuous and constructive feedback, and implementing effective reward systems to motivate teachers. Additionally, it highlights the need for thorough supervisor training, regular assessments of the framework's effectiveness, and active teacher involvement in goal setting. This approach aims to create a supportive, fair, and goal-oriented instructional supervision process that fosters continuous improvement,

aligns with strategic objectives, and ultimately enhances educational outcomes. To effectively enhance teacher performance, it is recommended that schools and administrators refine their instructional supervision practices by setting clear, measurable goals and providing constructive feedback to teachers. Investing in comprehensive training for supervisors and addressing challenges in the implementation of performance management systems are essential steps. Additionally, improving monitoring and coaching practices and reevaluating performance reward systems can help ensure that these practices have a more significant and positive impact. By focusing on these strategies, schools can optimize their supervision efforts, leading to more substantial improvements in teacher performance and overall educational outcomes. The proposed Instructional Supervision Framework should ensure consistent monitoring and coaching with systematic documentation and objective assessments. Meetings should be structured for productive, growth-oriented feedback. It should use evidence-based evaluations, encourage self-appraisal, and have clear strategies for rewarding high-performing teachers, linking performance to incentives and career advancement. Emphasizing collaborative planning and targeted professional development will address specific needs and promote continuous improvement and professional growth. This approach will support teachers in achieving higher performance standards and enhance educational outcomes. Similar studies may also be conducted in the areas not covered by this study for the further articulation of the issues regarding implementation of the Results-Based Performance Management System.

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