

# Effectiveness of Results-Based Management Performance Systems and Their Relationship to Teachers Performance

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**Abstract**— The Results-Based Performance Management System (RPMS) serves as a key mechanism in fostering accountability, professional growth, and goal alignment among teachers. While it is widely perceived as effective, its direct influence on teacher performance remains contested. This study explores the effectiveness of RPMS and its relationship to teacher performance in primary schools under the Schools Division of Lanao del Norte. A correlational research design was employed using a researcher-made structured questionnaire. Respondents included primary school teachers from the division during the 2021–2022 school year. Descriptive statistics, Pearson’s correlation, and multiple regression analysis were used for data analysis. Findings revealed that teachers rated RPMS as highly effective ( $M = 4.491$ ), especially in goal commitment ( $M = 4.550$ ). Teacher performance ratings were also high ( $M = 4.482$ ), with strong scores in expectancy, instrumentality, and valence. However, a weak negative correlation ( $r = -0.328$ ,  $p = 0.273$ ) indicated no significant relationship between RPMS effectiveness and teacher performance. Notably, educational attainment significantly influenced perceptions of RPMS ( $p = 0.020$ ), while age, sex, and position did not. The high perceived effectiveness of RPMS suggests its value in guiding teacher behavior and motivation. However, the lack of a significant correlation with performance implies that other factors, such as intrinsic motivation and institutional support, may play a greater role. Tailoring RPMS based on educational background may enhance its effectiveness. RPMS remains a valuable tool but should be continuously adapted to teachers’ diverse needs to foster meaningful improvements in performance.

**Keywords**— Results-Based Performance Management System (RPMS), Teacher Performance, Goal Commitment, Motivation, Educational Attainment.

## I. INTRODUCTION

### *Background of the Study*

The success of results-based performance management systems (RPMS) has been instrumental in determining organizational effectiveness, particularly in schools. Performance measurement in the teaching profession is not merely a compliance mechanism, but an improvement tool. An effectively designed RPMS motivates teachers, fosters professional growth, and holds them accountable for their inputs towards institutional goals. Its success depends on goal clarity, goal commitment, feedback, and the complexity of performance expectations. Without proper implementation, RPMS can generate excessive stress, resistance, or misperception of its intent, thus affecting teacher performance and student achievement. It is therefore important to know how RPMS influences teachers' productivity in a bid to enhance evaluation processes and establish a culture of excellence in schools.

Several studies have examined the impact of result-based performance management systems on employees' productivity. Ormilla (2021) emphasized that goal

clarity and commitment are the most important components of RPMS, ensuring that employees understand expectations and align their efforts accordingly. Similarly, Hale and Adhia (2022) believed that an effective performance management system demands continuous feedback to ensure professional development. Höpfner and Keith (2021) emphasized that complexity and challenge in goal-setting can boost or undermine motivation, depending on the design. Furthermore, Tarver (2020) emphasized that RPMS significantly influences expectancy, instrumentality, and valence and therefore directly affects performance levels. Furthermore, Ismail (2018) examined demographic differences in RPMS effectiveness, and it was determined that age, experience, and organizational level can affect its efficiency perceptions.

Despite such observations, there are evidently gaps in learning how the effectiveness of RPMS varies across teacher demographics, particularly in public schools. Although there have been other studies addressing the overall impact of RPMS on employee performance, there have evidently been few studies that actually broached its link to the performance indicators of

teachers. Most studies also pertain to corporate environments, thereby the gap in measurement of how clarity of goals, commitment, and feedback influence teachers' productivity in an organized learning environment. There is also a lack of large-scale studies on whether demographic factors have a considerable impact on views on the effectiveness of RPMS, which can be utilized to develop more powerful and more flexible assessment policies.

This study seeks to evaluate the performance of the results-based performance management systems and their relationship with teachers' performance. In particular, it is seeking to identify to what level RPMS fosters goal clarity, commitment, feedback, and complexity and to what level the latter are correlated with teachers' expectancy, instrumentality, and valence. Additionally, through the research, it will explore whether demographic characteristics such as age, sex, level of education, and job affect perceptions of the performance of RPMS. Having these variables controlled, the research will look to improve the performance management systems in schools with a view to fostering teacher development as well as institutional objectives.

## II. RESEARCH METHODOLOGY

### Research Design

A correlational research design was used to analyze the relationship between the efficacy of the Results-Based Performance Management System (RPMS) and teacher performance. The design was deemed appropriate since it enabled the study to investigate the extent to which variations in RPMS efficacy were linked to parallel changes in teacher performance. By examining these relationships, the research aimed to gain a better understanding of how RPMS affected teaching outcomes, providing informative insights into the system's impact and identifying areas for improvement (Bhandari, 2021).

### Research Environment

The study was conducted in the primary schools under the Schools Division of Lanao del Norte during the 2021–2022 school year. The division had several primary schools that applied the Results-Based Performance Management System (RPMS) to their teacher performance evaluation system. The setting was chosen based on its appropriateness for the study, as the teachers in the division were mandated to implement RPMS and were considered suitable respondents for analyzing its efficacy.

### Respondents of the Study

The respondents of this study were primary school teachers under the Schools Division of Lanao del Norte who had been assessed through performance evaluation using the Results-Based Performance Management System (RPMS). Since the study aimed to collect extensive data from all qualified participants, a total enumeration method was used in lieu of sampling. This ensured that all qualified teachers from the population under consideration were included in the study, providing a more comprehensive and accurate picture of the data. By covering the entire population, the study offered a clearer understanding of the efficiency of the RPMS in relation to teacher performance.

### Research Instrument

The primary research instrument used in this study is a structured researcher-made questionnaire designed to gather relevant data from respondents. It consists of three main parts. The Demographic Profile section collects information on participants' age, sex, educational attainment, and job position. The second part, Effectiveness of RPMS, measures respondents' perceptions of RPMS effectiveness across four key dimensions: goal clarity, goal commitment, feedback, and challenge and complexity. Lastly, the Teacher Performance section assesses the influence of RPMS on teacher performance, focusing on three dimensions: expectancy, instrumentality, and valence.

The questionnaire utilizes a 5-point Likert scale to gauge the respondents' level of agreement with each statement. The scale and its description are as follows:

Scale	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

- Strongly Agree – The respondent fully agrees with the statement and perceives it as highly accurate.
- Agree – The respondent generally agrees with the statement but may have minor reservations.
- Neutral – The respondent is undecided or has no strong opinion on the statement.
- Disagree – The respondent generally disagrees with the statement but acknowledges some validity.
- Strongly Disagree – The respondent completely disagrees with the statement and finds it inaccurate.

## Instruments Validation

To ensure the reliability and validity of the questionnaire, the instrument underwent a thorough process of validation. The questionnaire was reviewed by experts in education, psychology, and occupational health for content validity, ensuring its clarity, relevance, and completeness. The recommendations of these experts were implemented to finalize the instrument, ensuring that each item accurately measured what was intended. The necessary adjustments were made based on the experts' recommendations to further enhance the effectiveness of the instrument. This validation procedure guaranteed that the questionnaire accurately reflected the study's main points and solidified the validity of the research findings.

## Data Gathering Procedure

The process of data collection started with requesting formal permission from the Lanao del Norte Schools Division to conduct the study. A request letter was addressed to the division office for approval, and further permission was requested from school principals for the purpose of administering the survey among elementary school teachers. After the approval, the validated survey questionnaire was sent either in hard copy or via an online platform, depending on the convenience and accessibility of the respondents. Teachers were provided with sufficient time to answer the survey to allow them time to respond carefully and accurately.

To ensure an optimal response rate, reminders were sent to follow up with the participants, informing them to complete and return the questionnaire within the specified period.

Once data collection was done, all completed questionnaires were examined thoroughly for accuracy and completeness.

Incomplete and inconsistent responses were recorded prior to encoding data for statistical analysis. The steps ensured that they only had the valid and trustworthy data included in the final data analysis.

## Ethical Considerations

This research adhered to firm ethical guidelines to safeguard the rights and welfare of all participants. Participants were thoroughly informed of the aim and process of the study, potential risks, and benefits prior to joining. Written consent was sought, and participants could withdraw at any stage without penalty (Kang & Hwang, 2021). Confidentiality was ensured by stripping personal identifiers, encrypting data, and restricting access to the research team, in line with the Belmont Report (1979). The ethical principles of beneficence and non-maleficence were maintained through not causing harm and ensuring participants' welfare. If emotional or psychological harm occurred, assistance was offered (Varkey, 2020). Dignity was treated to participants, and their privacy and autonomy were ensured in line with national ethical principles.

## Data Analysis

The study utilized relevant statistical methods to examine the relationship between the Effectiveness of Results-Based Management Performance Systems (RPMS) and Teacher Performance. The statistical tools that were employed included:

**Descriptive Statistics.** Frequency, percentage, mean, and standard deviation were used to describe respondents' demographic backgrounds and their views regarding RPMS effectiveness and teacher performance.

**Pearson's Correlation Coefficient (r).** Since the study employed a correlational research design, Pearson's correlation was used to determine the direction and strength of the relationship between the four dimensions of RPMS effectiveness (goal clarity, goal commitment, feedback, and challenge/complexity) and the three dimensions of teacher performance (expectancy, instrumentality, and valence).

**Multiple Regression Analysis.** Multiple regression analysis was also conducted to identify the extent to which RPMS variables contributed to teacher performance.

## III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

*Table 1. Demographic Profile of the Respondents*

Profile	f	%
<b>Age</b>		
21 – 30 years old	74	48.37
31 – 40 years old	71	46.40
41 – 50 years old	8	5.23

<b>51 and above years old</b>	0	0
<b>Total</b>	153	100
<b>Sex</b>		
<b>Male</b>	83	54.25
<b>Female</b>	58	37.91
<b>Prefer not to Answer</b>	12	7.84
<b>Total</b>	153	100
<b>Educational Attainment</b>		
<b>Bachelor's Degree</b>	37	24.18
<b>Units in Masteral Degree</b>	60	39.22
<b>Master's Degree</b>	56	36.60
<b>Units in Doctorate Degree</b>	0	0
<b>Doctorate Degree</b>	0	0
<b>Total</b>	153	100
<b>Position</b>		
<b>Teacher I</b>	96	62.75
<b>Teacher II</b>	57	37.25
<b>Teacher III</b>	0	0
<b>Master Teacher I</b>	0	0
<b>Master Teacher II</b>	0	0
<b>Others</b>	0	0
<b>Total</b>	153	100

Table 1 presents the analysis of the demographic profile of the respondents, focusing on age, sex, educational attainment, and position.

For age distribution, most of the respondents are aged 21–30 at 48.37%, followed by 31–40 years old at 46.40%. A lesser percentage, 5.23%, is aged 41–50, and there are no respondents aged 51 and older. This reflects a fairly young teaching population, which could imply flexibility in adopting RPMS. With respect to sex distribution, 54.25% are male, 37.91% are female, and 7.84% failed to report their gender. This represents a predominantly male teaching staff, and this could affect workplace dynamics, leadership, and performance.

In terms of educational attainment, 39.22% have units in a master's degree, 36.60% have a master's degree, and 24.18% have a bachelor's degree. No one has a doctorate

or units in a doctorate degree. It indicates that lots of teachers are seeking higher degrees, which could enhance their performance under the RPMS system.

Regarding position, 62.75% hold the position of Teacher I, and 37.25% are in the Teacher II category. No respondents hold higher-ranking positions such as Teacher III, Master Teacher I, or Master Teacher II. This indicates that most respondents are in the early to mid-career stages, which may affect their experience and adaptability to RPMS implementation.

In general, the demographic profile presents a largely young, mid-career teaching staff with many in graduate school, implying room for professional development and increased RPMS effectiveness. The absence of higher-level positions suggests a need for additional career development opportunities.

**Table 2.1** Extent of Effectiveness of the Result-Based Performance Management System in terms of Goal Clarity

Indicators	Sd	Mean
1. My performance expectations are clearly defined in the RPMS.	0.46	4.30
2. I have a clear understanding of the objectives I need to achieve.	0.47	4.64
3. The RPMS provides explicit guidelines for performance evaluation.	0.50	4.49
4. My roles and responsibilities are well aligned with the RPMS goals.	0.49	4.43
5. The RPMS ensures that I understand my key performance indicators (KPIs).	0.49	4.43
<b>Average Mean</b>		4.463 Very High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”; 4.21 – 5.00 “Very High”



Table 2.1 highlights the effectiveness of the Results-Based Performance Management System (RPMS) in terms of Goal Clarity, with an overall mean of 4.463, classified as very high. This indicates that teachers perceive the RPMS as highly effective in providing clear expectations and structured guidelines for performance evaluation.

Among the indicators, "I have a clear understanding of the objectives I need to achieve" achieved the highest mean of 4.64, signifying that teachers strongly agree the RPMS effectively communicates their objectives. Conversely, "My performance expectations are clearly

defined in the RPMS" recorded the lowest mean of 4.30, although it still remains in the very high range, suggesting strong agreement but slightly less emphasis compared to other aspects of goal clarity.

These findings align with Latham (2023), who emphasized that clearly defined goals enhance motivation and performance by providing a clear direction and reducing ambiguity, supporting the results observed in this study. Furthermore, the consistency in responses suggests that the RPMS is widely regarded as effective in clarifying expectations across the teacher population.

**Table 2.2** Extent of Effectiveness of the Result-Based Performance Management System in terms of Goal Commitment

Indicators	Sd	Mean
1. I am dedicated to achieving the performance goals set by the RPMS.	0.49	4.59
2. I put in extra effort to meet the expectations outlined in the RPMS.	0.49	4.62
3. I believe that the goals set in the RPMS are important for my professional growth.	0.48	4.59
4. I feel responsible for achieving the goals outlined in the RPMS.	0.49	4.55
5. I am willing to overcome challenges to meet my RPMS targets.	0.48	4.37
<b>Average Mean</b>		4.550 Very High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"; 4.21 – 5.00 "Very High"

Table 2.2 presents the effectiveness of the Results-Based Performance Management System (RPMS) in terms of Goal Commitment, with an overall mean of 4.550, classified as very high. This suggests that teachers show strong dedication to achieving their performance objectives under the RPMS framework, reflecting high motivation and persistence.

Among the indicators, "I put in extra effort to meet the expectations outlined in the RPMS" recorded the highest mean of 4.62, indicating that teachers are highly invested in surpassing performance expectations. On the other hand, "I am willing to overcome challenges to

meet my RPMS targets" received the lowest mean of 4.37, though still within the very high category, implying that external factors might occasionally limit their ability to fully address challenges.

These results are in line with Monzani et al. (2022), who noted that goal commitment is a vital factor in performance success. Individuals who are deeply committed to their goals are more likely to persist in their efforts and achieve the desired results. The uniformity in responses further highlights the collective perception of strong goal commitment among the respondents.

**Table 2.3** Extent of Effectiveness of the Result-Based Performance Management System in terms of Feedback

Indicators	Sd	Mean
1. I receive regular feedback on my performance based on RPMS evaluations.	0.46	4.67
2. The feedback I receive through RPMS is constructive and helps me improve.	0.49	4.43
3. The RPMS encourages open communication regarding performance.	0.49	4.45
4. My supervisors provide timely feedback aligned with RPMS goals.	0.49	4.55
5. Feedback from RPMS evaluations has contributed to my professional growth.	0.49	4.60
<b>Average Mean</b>		4.601 Very High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"; 4.21 – 5.00 "Very High"

Table 2.3 presents the effectiveness of the Results-Based Performance Management System (RPMS) in terms of Feedback, with an overall mean of 4.601, classified as very high. This demonstrates that teachers

perceive the feedback provided by RPMS as highly effective in supporting their professional development and enhancing their performance.

Among the indicators, "I receive regular feedback on my performance based on RPMS evaluations" received the highest mean of 4.67, indicating that teachers consistently receive performance-related feedback. This is followed by "Feedback from RPMS evaluations has contributed to my professional growth" with the mean of 4.60, underscoring the positive impact of performance assessments on career development.

These results are consistent with Mone and London (2018), who emphasized that effective feedback is essential in boosting performance by raising awareness of strengths and areas needing improvement. The shared perception of the respondents, indicated by the low standard deviations, further reinforces the effectiveness of RPMS feedback in guiding professional growth.

**Table 2.4** Extent of Effectiveness of the Result-Based Performance Management System in terms of Challenge and Complexity

Indicators	Sd	Mean
1. The performance goals set by the RPMS are challenging yet achievable.	0.46	4.31
2. The RPMS requires me to develop new skills to meet performance expectations.	0.48	4.39
3. The RPMS helps me push my limits while ensuring work-life balance.	0.49	4.55
4. I find the complexity of RPMS expectations manageable.	0.42	4.22
5. The RPMS encourages continuous learning and professional development.	0.49	4.55
<b>Average Mean</b>	4.409	Very High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"; 4.21 – 5.00 "Very High"

Table 2.4 presents the extent of effectiveness of the Results-Based Performance Management System (RPMS) in terms of Challenge and Complexity, with an overall mean of 4.409, classified as very high. This indicates that teachers perceive the RPMS as highly effective in setting challenging yet achievable goals, fostering skill development, and promoting continuous learning while maintaining a manageable level of complexity.

Among the indicators, "The RPMS helps me push my limits while ensuring work-life balance" and "The RPMS encourages continuous learning and professional development" received the highest mean of 4.55,

reflecting the positive impact of the system on both professional and personal growth. In contrast, "I find the complexity of RPMS expectations manageable" received the lowest mean of 4.22, still within the very high range, indicating that while some teachers may find the complexity of the system somewhat demanding, they still consider it manageable.

These findings align with Mamauag's (2022) assertion that balancing challenge and skill development enhances engagement and motivation. The consistency of responses, as reflected in the low standard deviations, further supports the effectiveness of RPMS in achieving this balance.

**Table 2.5** Summary of the Extent of Effectiveness on the Result-Based Performance Management System

Components	Mean	Interpretation
Goal Clarity	4.463	Very High
Goal Commitment	4.550	Very High
Feedback	4.544	Very High
Challenge and Complexity	4.409	Very High
<b>Average Mean</b>	4.491	Very High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High"; 4.21 – 5.00 "Very High"

Table 2.5 presents the summary of the extent of effectiveness of the Results-Based Performance Management System (RPMS) across its key components, with an overall mean of 4.491, classified as very high. This demonstrates that teachers perceive RPMS as a highly effective system for establishing clear goals, fostering goal commitment, providing valuable

feedback, and maintaining an optimal balance between challenge and complexity.

Among the components, Goal Commitment received the highest mean score of 4.550, indicating that teachers are highly dedicated to meeting the performance expectations set by RPMS. On the other hand, Challenge and Complexity received the lowest mean score of

4.409, still categorized as very high, suggesting that while the RPMS presents challenges, teachers generally find them manageable and conducive to skill development. These findings are in line with Maseke et al. (2022), who emphasized that integrating clear goals,

commitment, feedback, and manageable challenges into a performance management system greatly enhances motivation and job performance. The consistency of perceptions, as reflected in the low standard deviations, further supports the effectiveness of the RPMS.

**Table 3.1 Teachers' Performance in terms of Expectancy**

Indicators	Sd	Mean
1. I believe that my effort will lead to improved performance under RPMS.	0.48	4.38
2. I feel that meeting RPMS expectations will result in positive career outcomes.	0.48	4.61
3. I am confident that I can achieve my RPMS goals with sufficient effort.	0.49	4.53
4. My performance ratings under RPMS reflect the effort I put into my work.	0.49	4.53
5. I am motivated to work harder because I believe my efforts will be recognized.	0.46	4.69
<b>Average Mean</b>		4.554 Very High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”; 4.21 – 5.00 “Very High”

The results presented in Table 3.1 indicate that the extent of teachers' performance in terms of Expectancy is rated as "Very High" with an average mean of 4.554. This suggests that teachers strongly believe that their effort positively influences their performance under the Results-Based Performance Management System (RPMS), fostering high motivation and confidence in the system.

Among the indicators, "I am motivated to work harder because I believe my efforts will be recognized" received the highest mean score of 4.69, emphasizing the critical role of recognition in motivating teachers to exert greater effort. On the other hand, "I believe that my

effort will lead to improved performance under RPMS" had the lowest mean score of 4.38, though it still falls within the "Very High" range, indicating that teachers continue to associate their efforts with improved performance outcomes.

These findings are consistent with Inzlicht et al. (2018), who emphasized that individuals are more likely to exert effort when they believe their actions will lead to favorable outcomes, which aligns with the perceptions expressed by the teachers in this study. The low standard deviations suggest a shared and consistent belief among respondents regarding the relationship between effort and performance.

**Table 3.2 Teachers' Performance in terms of Instrumentality**

Indicators	Sd	Mean
1. I believe that good performance under RPMS leads to rewards such as promotions.	0.46	4.30
2. My contributions are recognized when I meet RPMS expectations.	0.46	4.69
3. The RPMS provides clear links between performance and rewards.	0.48	4.38
4. I have seen colleagues receive rewards for excellent performance under RPMS.	0.48	4.16
5. I trust that my good performance will be acknowledged through RPMS incentives.	0.46	4.30
<b>Average Mean</b>		4.462 Very High

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”; 4.21 – 5.00 “Very High”

The results presented in Table 3.2 indicate that the extent of teachers' performance in terms of Instrumentality is rated as "Very High" with an average mean of 4.462. This suggests that teachers perceive a strong connection between their performance under the Results-Based Performance Management System (RPMS) and the rewards or recognition they receive, enhancing their motivation to perform well.

Among the indicators, "My contributions are recognized when I meet RPMS expectations" received the highest

mean score of 4.69, highlighting the importance of recognition in motivating teachers. On the other hand, "I have seen colleagues receive rewards for excellent performance under RPMS" received the lowest mean score of 4.16, indicating that while rewards are perceived to be linked to performance, there may be some variability in how consistently rewards are observed among teachers.

These findings align with Ali and Anwar (2021), who emphasized that individuals are more motivated to

perform well when they believe their efforts will lead to valuable rewards, which supports the conclusions drawn from this study. The low standard deviations reflect a

consistent belief among teachers about the connection between performance and rewards, strengthening the overall interpretation.

*Table 3.3 Teachers' Performance in terms of Valence*

Indicators	Sd	Mean
1. The rewards associated with RPMS performance motivate me to improve.	0.49	4.53
2. I find the incentives tied to RPMS performance valuable.	0.49	4.46
3. I am more engaged in my work because of the rewards associated with RPMS.	0.48	4.38
4. RPMS incentives align with my personal and professional goals.	0.49	4.53
5. The RPMS encourages me to pursue continuous improvement in teaching.	0.42	4.23
<b>Average Mean</b>	4.431 Very High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”; 4.21 – 5.00 “Very High”

The results presented in Table 3.3 indicate that the extent of teachers' performance in terms of Valence is rated as "Very High" with an average mean of 4.431. This suggests that teachers highly value the rewards associated with their performance under the Results-Based Performance Management System (RPMS), which significantly enhances their motivation and commitment.

Among the indicators, "The rewards associated with RPMS performance motivate me to improve" and "RPMS incentives align with my personal and professional goals" both received the highest mean scores of 4.53, indicating a strong alignment between rewards and teachers' professional aspirations. On the other hand, "The RPMS encourages me to pursue

continuous improvement in teaching" received the lowest mean score of 4.23, though it still falls within the "Very High" range, suggesting that the system promotes professional development with some variations in perceived effectiveness.

These findings align with Frömer et al. (2021), who posited that individuals are more motivated when they value the rewards tied to their efforts. Furthermore, Liu et al. (2022) emphasized that both intrinsic and extrinsic rewards play a critical role in sustaining motivation and performance, which is evident in this study's results. The consistent perception among teachers, as indicated by the low standard deviations, further reinforces the importance of meaningful incentives in motivating teachers to excel.

*Table 3.4 Summary of Teachers' Performance*

Components	Mean	Interpretation
<b>Expectancy</b>	4.554	Very High
<b>Instrumentality</b>	4.462	Very High
<b>Valence</b>	4.431	Very High
<b>Average Mean</b>	4.482 Very High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”; 4.21 – 5.00 “Very High”

The results presented in Table 3.4 indicate that the overall extent of teachers' performance under the Results-Based Performance Management System (RPMS) is rated as "Very High" with an average mean of 4.482. This suggests that teachers strongly believe in the connection between their efforts, performance, and the rewards they receive, which reinforces their motivation to perform well.

Among the three components, Expectancy received the highest mean score of 4.554, demonstrating that teachers are highly confident that their efforts will lead to improved performance and career growth. This aligns

with Vroom's Expectancy Theory (1964), which emphasizes that motivation is enhanced when individuals perceive a clear connection between their effort and outcomes. Instrumentality follows closely with a mean score of 4.462, indicating that teachers recognize the link between high performance and rewards. However, the slightly lower rating suggests that while the connection is generally perceived, there may be some inconsistencies in the actual implementation of rewards. Valence, with a mean of 4.431, reflects teachers' positive perception of the rewards associated with RPMS performance, supporting Deci and Ryan's (2000) assertion that both intrinsic and



extrinsic motivators are crucial for maintaining engagement. These findings highlight the effectiveness of the RPMS in fostering motivation and performance. To maintain high levels of commitment, it is essential

for school administrators to ensure that the system consistently provides meaningful and desirable incentives that align with teachers' personal and professional goals.

**Table 4.** Test of Significant Relationship Between the Perceived Effectiveness of the Results-Based Performance Management System and Teachers' Performance

Variables	r value	p-value	Decision
Perceived Effectiveness of the Results-Based Performance Management System and Teachers' Performance	-0.328	0.273	retain the Ho

Note: If  $p \leq 0.05$ , with a significant difference

The correlation analysis presented in Table 4 examines the relationship between the perceived effectiveness of the Results-Based Performance Management System (RPMS) and teachers' performance. The computed r-value of -0.328 indicates a weak negative correlation between the two variables, suggesting that as perceptions of RPMS effectiveness increase, teachers' performance does not necessarily follow the same trend in a positive manner.

Moreover, the p-value of 0.273 exceeds the 0.05 significance level, leading to the decision to retain the null hypothesis (Ho). This implies that there is no statistically significant relationship between the perceived effectiveness of RPMS and teachers' performance.

Aguinis et al. (2013) posits that performance management systems may not always directly translate to enhanced individual performance due to various moderating factors such as motivation, institutional support, and perceived fairness of the system. This suggests that while RPMS is perceived as effective, other variables—such as intrinsic motivation, leadership support, and work conditions—may play a more dominant role in influencing teachers' actual performance.

Thus, it is recommended that school administrators complement RPMS with additional strategies, such as tailored professional development programs and enhanced reward mechanisms, to strengthen the direct impact of RPMS on teacher performance.

**Table 5.** Test of Significant Difference on the Perceived Effectiveness of the Results-Based Performance Management System

Variables	df	P value	Decision
Perceived Effectiveness of the Results-Based Performance Management System vs. Age	2	0.206	retain the Ho
Perceived Effectiveness of the Results-Based Performance Management System vs. Sex	2	0.546	retain the Ho
Perceived Effectiveness of the Results-Based Performance Management System vs. Educational Attainment	2	0.020	reject the Ho
Perceived Effectiveness of the Results-Based Performance Management System vs. Position	1	0.832	retain the Ho

Note: If  $p \leq 0.05$ , with a significant difference

The statistical analysis in Table 5 examines whether there is a significant difference in the perceived effectiveness of the Results-Based Performance Management System (RPMS) when respondents are categorized based on demographic factors. The results indicate that age ( $p = 0.206$ ), sex ( $p = 0.546$ ), and position ( $p = 0.832$ ) all have p-values greater than 0.05, leading to the decision to retain the null hypothesis (Ho)

for these variables. This implies that perceptions of RPMS effectiveness do not significantly vary based on these demographic factors.

However, a significant difference is observed when respondents are grouped according to their educational attainment ( $p = 0.020$ ), as the p-value is less than 0.05. This leads to the decision to reject the null hypothesis

(Ho), indicating that perceptions of RPMS effectiveness significantly differ among teachers with varying educational backgrounds.

This outcome aligns with the insights of Powell and Bodur (2019), who suggested that higher levels of educational attainment may shape individuals' expectations and perceptions of professional development and evaluation systems. Teachers with advanced degrees may have different perspectives on the applicability, clarity, or relevance of RPMS criteria compared to those with lower educational qualifications.

Given these findings, school administrators should consider refining RPMS implementation to ensure that it remains equitable and relevant across all educational levels. Tailoring professional development initiatives and evaluation methods based on teachers' qualifications could enhance the system's overall effectiveness and acceptance.

#### IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

##### *Summary of Findings*

1. As to the demographic profile, the teaching workforce is predominantly young and mid-career, with many pursuing graduate studies. This suggests potential for professional growth and RPMS effectiveness. However, the absence of higher-ranking positions highlights the need for additional career development opportunities.
2. In terms of the effectiveness of RPMS, the overall mean score of 4.491 reflects that teachers perceive RPMS as very effective in goal-setting, fostering commitment, providing feedback, and balancing challenge and complexity. Goal Commitment received the highest score of 4.550, while Challenge and Complexity, though still high with a score of 4.409, indicated manageable challenges. This suggests that RPMS is highly effective in setting clear expectations and challenges, which contributes to teachers' sense of direction and motivation.
3. In regard to teacher's performance under RPMS, the overall performance rating of 4.482 reflects a strong belief in the connection between effort, performance, and rewards. Expectancy scored 4.554, while Instrumentality scored 4.462 and Valence scored 4.431. These results suggest that maintaining motivation requires consistently aligned rewards.

4. As to the correlation between RPMS Effectiveness and Teachers' Performance, the weak negative correlation of -0.328 and a p-value of 0.273 indicate no significant relationship between RPMS effectiveness and teacher performance. This suggests that other factors, such as intrinsic motivation and institutional support, may have a more dominant influence on performance, supporting the need for complementary strategies like professional development programs.
5. No significant differences were found based on age, sex, or position with a p-value greater than 0.05. However, educational attainment showed a significant difference with a p-value of 0.020, indicating that teachers with varying educational levels perceive RPMS differently. This finding suggests that tailoring RPMS implementation based on educational background could enhance its effectiveness and acceptance.

##### *Conclusions*

The study affirms that the Results-Based Performance Management System (RPMS) is crucial in boosting teacher motivation and productivity, especially through clear goals, high commitment, good feedback, and manageable difficulties. Teachers appreciate RPMS most when it is for growth and effort-reward alignment. Even if RPMS has a high rating overall, there is a poor correlation with performance, indicating intrinsic motivation and institution support might have a greater effect. Educational variation also indicates there is a need for a more adaptive strategy. Ongoing revision of RPMS is necessary in order to effectively address varied needs of teachers and facilitate educational success.

##### *Recommendations*

According to the results of this research, the following key recommendations are made:

1. Educational policymakers are urged to extend the RPMS framework by improving goal clarity and developing genuine goal commitment, ensuring that performance expectations are harmonized with national education goals. They should also explore adapting the system to factor in demographic differences such as educational levels to promote inclusiveness and equity.
2. School administrators are recommended to institute ongoing feedback systems to assist teachers in professional development, support positive performance, and maintain motivation. They are also to make sure that challenge and complexity in

RPMS is balanced—achievable yet demanding—to keep interest without inducing excess stress.

3. Teachers are invited to actively participate in RPMS by utilizing feedback for personal development and prioritizing activities according to well-established goals and substantial rewards.
4. Researchers can also examine the impact of intrinsic motivation and support from institutions on performance and offer further proof for ongoing development of performance management systems in education.

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