



**TEACHERS' VIEWS, CHALLENGES, AND COPING STRATEGIES IN THE
IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT
SYSTEM (RPMS): BASES FOR PROGRAM RECOMMENDATION**

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ABSTRACT

This qualitative study was conducted to determine the views, challenges, and coping strategies of English teachers in the implementation of the Results-Based Performance Management System (RPMS) as bases for program recommendation at the secondary schools in the Municipality of Dingle during the School Year 2025-2026. Employing a qualitative research design, the study gathered data from ten (10) purposely chosen English teachers. Data were analyzed through thematic analysis. The findings revealed that teachers view the RPMS as a performance assessment tool; a performance evidence; a fuel for teacher development; and a framework strengthening teaching-learning outcomes. The challenges encountered by the English teachers in accomplishing RPMS were poor planning, weak monitoring, time-consuming, excessive documentation, and inadequate training. They succeeded the challenges by employing the following strategies: pursue growth opportunities, maintain and update portfolio, manage time and prioritize tasks, and collaborate with colleagues. As a result of the study, a program recommendation was proposed to address problems teachers generally face on the process of completing their RPMS portfolio.

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Keywords: *English Teachers, Results-Based Performance Management System, Views, Challenges, Coping Strategies, Program Recommendation*

INTRODUCTION

The Results-Based Performance Management System (RPMS) serves as the official evaluation framework for the Philippine Department of Education. Guided by DepEd Order No. 2, s. 2015, this system aligns teacher assessments with the Philippine Professional Standards for Teachers (PPST) to ensure that all personnel are evaluated through a fair and standardized process. It aligns individual performance with organizational goals, focusing on accountability, transparency, and continuous improvement in teaching quality. However, implementation of the RPMS in the DepEd raised significant concerns among teachers including the English teachers. For them, accomplishing the RPMS not just require so much time but is also both a professional expectation and a personal challenge when your goal is to achieve outstanding performance.

Teaching quality is deemed one of the foundations of student achievement and institutional performance. Rivera JP, et al (2025) Thus, most English teachers strive to adhere to the standards set by the RPMS to ensure quality instruction but still encounter challenges in meeting performance indicators. These difficulties may include large class sizes, heavy paper works, inadequate learning resources, and the pressure to integrate innovative teaching strategies while targeting high student achievement. Moreover, the demand for proficiency in both oral and written communication leads them to render extra time and effort in tutoring

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learners outside their working schedule to help address the learning gaps particularly in reading. These are the realities that often impact their capacity to consistently reach outstanding ratings in performance evaluations.

Despite these challenges, teachers have developed their own coping strategies to navigate their way. While some rely on collaboration and support from colleagues and school network, others turn to self-directed strategies like continuous professional development, emotional understanding, and resourcefulness and time management techniques. These way of coping with the challenges not only help teachers achieve RPMS standards but also develop resilience and adaptability in their professional practice. By looking at these strategies closer, it could provide us valuable insights into how teachers maintain motivation and excellence despite systemic and contextual constraints.

Studying English teachers' views, challenges, and coping strategies in relation to RPMS is empirical because it underscores the relationship between policy and practice. It provides understanding on how this performance management systems affect teacher behavior, instructional quality, and professional growth. Additionally, it identifies gaps between expectations and realities which is vital to educational research by offering recommendations for policy refinement, and promoting support systems that empower teachers. Ultimately, this study highlighted the importance of listening to teachers' voices in crafting effective performance management system that balances accountability with genuine professional development.

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MATERIALS AND METHODS

Research Methodology

This chapter delineates the systematic approach used to conduct the investigation, offering a detailed account of the research methodology and the specific design chosen for the study. It identifies the demographic profile of the participants and explains the sampling methods used to select them. Furthermore, it describes the tools created for data acquisition, the chronological steps taken to collect information, and the specific analytical techniques applied to interpret the results.

Research Method

To ensure a rigorous examination of the research problem, a qualitative design was adopted, which utilized a structured interview protocol to gather extensive insights from the participants. It sought to explore teacher's views, challenges, and coping strategies in relation to RPMS. It also allowed for rich, detailed descriptions of challenges and strategies without manipulating variables.

According to Lim (2025), qualitative research is a scientific method that employs approaches such as grounded theory, phenomenology, ethnography, and narrative inquiry to explore human behavior and social phenomena, emphasizing trustworthiness, credibility, and transferability of findings. The MAXQDA Research Guide (2025) explains that qualitative inquiries are typically framed through "how," "why," and "what" questions, prioritizing thick description and profound insight over statistical measurement. This questioning style is

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intentionally constructed to explore the multifaceted layers of social phenomena and the subtleties of human experience.

Consequently, because the present study aimed to interpret the subjective, narrative accounts provided by participants, a qualitative research design was identified as the most effective methodological fit.

Research Design

This investigation adopted a phenomenological approach, integrating observational methods with in-depth interviews. These interviews serve as a discovery-oriented tool, utilizing open-ended questioning to acquire a thorough understanding of the subject matter from the participant's perspective.

According to Taherdoost (2025), the phenomenological tradition in qualitative research focuses on interpreting the lived realities of subjects to identify the fundamental nature of a phenomenon. To ensure the integrity of these findings, the method requires the researcher to practice bracketing—setting aside personal biases—while utilizing detailed dialogue and thematic analysis to capture the deep, underlying meanings of the participants' experiences.

Participants of the Study

Ten (10) secondary English teachers, spanning both junior and senior high school levels, were employed for this investigation. The selection was strategically balanced across the Municipality of Dingle, Iloilo, drawing five (5) educators from a smaller academic environment and five (5) from a larger institutional setting.

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The sampling framework was grounded in researcher discretion, utilizing a judgmental technique to identify participants capable of providing the most substantive data. This intentional selection process guaranteed that the participants' professional backgrounds were directly conducive to a thorough exploration of the research problem, thereby reinforcing the study's overall strategic focus. It is commonly applied in qualitative research to ensure that information-rich cases are included, especially when resources are limited or when the focus is on exploring particular themes or phenomena (Nikolopoulou, 2023).

The study focused on secondary school teachers in Dingle who met the following criteria: they hold a bachelor's degree with a major in English and have several years of experience teaching the subject. In addition, participants must have at least two years of experience undergoing RPMS (Results-Based Performance Management System) evaluation and preparing RPMS portfolios. To achieve fairness and confidentiality, the English teachers were identified as Participants 1,2,3,4,5,6,7,8,9, and 10.

Sampling Design

Subjects were selected via purposive sampling, a deliberate method of recruitment characteristic of qualitative research designs. This technique guarantees that the sample is composed of individuals who are uniquely qualified to provide a profound and exhaustive perspective on the research problem. Instead of relying on random sampling, researchers deliberately select individuals, groups, or cases that meet specific criteria, such as expertise, experience, or involvement in the issue under investigation (Ahmad et al, 2025).

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The ten (10) English teachers were purposely selected in the District of Dingle because they had been evaluated several times under RPMS, which is empirical to achieve the set of objectives in this study.

Research Instrument

A custom In-depth Interview Guide was formulated to facilitate a thorough examination of the research problem.

This tool sought to uncover the professional insights of English teachers, focusing on the hurdles presented by the RPMS and the adaptive techniques they employ to satisfy the system's requirements.

Validity of the Research Instrument

To guarantee the tool's reliability, the researcher-constructed interview guide was put through a comprehensive verification sequence. Following initial revisions overseen by the research adviser, the instrument was validated for face and content validity by a board of experts in the fields of English and research methodology. All recommended adjustments were meticulously adopted before the final draft received official sanctioning and was prepared for the field.

Data Gathering Procedures

Once the research instrument was validated and digitized, the investigator obtained official clearance to conduct the study. This was facilitated through a formal letter of permission, bearing the signatures of the researcher, the thesis adviser, and the Dean of the PHINMA-University of Iloilo Graduate School.

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To ensure administrative compliance, authorization was secured from the Schools Division Superintendent of Iloilo, the District Supervisor of Dingle, and the respective heads of the two involved secondary schools. Upon receiving these approvals, the researcher collaborated with the English Department Heads to follow established protocols and identify a pool of qualified educators. After the final participants were chosen with assistance from the department leadership, individual interview sessions were scheduled to align with the teachers' availability and ensure a seamless data-collection process.

The investigation utilized a structured, single-session interview format for each respondent, employing a uniform set of questions to maintain consistency. During these interactions, the researcher recorded and coded all participant feedback to capture a precise and exhaustive account of the information shared.

Following the completion of the field work, the collected data was subjected to thematic analysis to distinguish emergent patterns, actions, and perspectives within the respondents' testimony. The process culminated in a comprehensive research report intended to articulate the core essence of the participants' professional experiences with clarity and depth.

Data Analyses

The information collected was examined through a thematic analysis framework, where recurring themes were extracted and subjected to an exhaustive discussion. This method allowed for a rigorous exploration of the data to ensure all significant findings were fully detailed.

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As noted by Ahmed et al. (2025), Thematic Analysis (TA) stands as a premier qualitative methodology. It provides researchers with a systematic yet adaptable approach to detecting, evaluating, and explaining consistent patterns of meaning across a body of data. According to Alex (2025), thematic analysis helps researchers step back and look for patterns that appear repeatedly in qualitative data, rather than treating each response individually.

To synthesize meaningful insights from the participant data, the investigation followed the six-step thematic analysis protocol developed by Braun and Clarke (2006). This methodological sequence ensured a rigorous interpretation of the responses through an iterative process: initially immersing in the data and generating codes, then transitioning to the discovery and refinement of themes, and finally establishing precise nomenclature for the categories before drafting the formal results.

RESULTS AND DISCUSSIONS

The objective of this investigation was to explore the perspectives, obstacles, and adaptive behaviors of English educators regarding the implementation of the Results-Based Performance Management System, ultimately serving as a foundation for program improvements.

This qualitative inquiry focused on ten (10) English teachers who participated in the RPMS evaluation process across two secondary institutions within the Municipality of Dingle during the 2025-2026 academic year.

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Data were gathered using an original, in-depth interview guide designed to uncover the participants' viewpoints, the difficulties they encountered, and the strategies they employed to navigate the RPMS framework. The insights gained from this instrument were intended to inform future program recommendations. To ensure its credibility, the guide was formally validated by a panel of specialists with expertise in English education and research methodology.

Thematic analysis was utilized by the researcher to investigate the responses of each participant. Data were collected and carefully interpreted before being organized. Relevant themes were then established, coded, and discussed.

The study generated the following findings:

The findings revealed that teachers view the RPMS as a performance assessment tool; a performance evidence; a fuel for teacher development; and a framework strengthening teaching-learning outcomes.

The challenges encountered by the English teachers in accomplishing RPMS were poor planning, weak monitoring, time-consuming, excessive documentation, and inadequate training.

The English teachers succeeded those challenges by using the following strategies: pursue growth opportunities, maintain and update portfolio, manage time and prioritize tasks, and collaborate with colleagues.

With these findings, program recommendation were formulated as a result of the study.

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CONCLUSION

In view of the findings and the resulting conclusions of this research, the following recommendations are proposed:

The challenges encountered by English teachers in accomplishing Results-Based Performance Management System should be considered and assessed so that appropriate intervention measures could be implemented to ease them.

Here are the formulated recommendations for teachers in order to prevent the recurrence of the challenges faced:

Clear Communication and Consistent Monitoring. Guidelines should be simplified, standardized, and disseminated in a timely manner to avoid confusion and ensure that both teachers and school heads interpret policies uniformly.

Streamlining Documentation and Paperwork. Developing standardized templates, digital platforms, or automated systems for collecting Means of Verification (MOVs) can significantly reduce the time and stress associated with portfolio preparation while addressing inequities for teachers less adept at technology.

Sustained Professional Development and Training Programs. The trainings about RPMS should be institutionalized and conducted yearly annually, as teachers undergo evaluation. These should go beyond superficial orientations to provide hands-on workshops, mentoring, and continuous support, ensuring teachers fully understand RPMS requirements and can apply them meaningfully in their practice.

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Strengthened School Leadership. School heads play a critical role in guiding, motivating, and supporting teachers; therefore, their leadership capacity must be enhanced. Equipping them with proper training and resources ensures they can serve as the primary source of assistance and encouragement, thereby boosting teacher morale and confidence.

Promotion of Collaboration and Peer Support. This practice should be formally encouraged within professional learning communities where teachers can share strategies, clarify guidelines, and provide constructive feedback to one another.

These recommendations were drawn from the participants' responses and are intended to be channeled to the appropriate government agencies for adoption and implementation.

English department heads and teachers should amplify the power of collaboration by selflessly sharing their best strategies and practices in accomplishing their RPMS with commendable output that aligns their outstanding performance.

School heads and supervisors should regularly establish unified training and programs that will clarify and enhance teachers' performance with regards to the RPMS standard. Each training or program must have a focus on a particular Key Result Area of the RPMS. This is to guarantee that teachers fully grasp each Key Result Area and are not overwhelmed with excessive information. These training and programs should undergo Quality Assurance and Monitoring and Evaluation on QUAMA to ensure their effectiveness and relevance.

The Department of Education should take it into consideration making a streamlined guidelines that would eliminate confusion and misinterpretation.

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Similar studies may be conducted in other schools and may focus on other challenges encountered and strategies employed - may it be in primary or secondary level, and private or public institution.

Lastly, similar program recommendation made by the researcher could be adopted in her school to navigate these challenges and complete their RPMS portfolio with ease.



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