

Results-Based Performance Management system (RPMS) - Philippine Professional Standards for Teachers (PPST) Implementation, School Leadership and Teacher's Performance Towards a School Human Resource Proposed Development Plan

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Results-Based Performance Management System (RPMS), Philippine Professional Standards for Teachers (PPST), school leadership, teacher performance, performance appraisal, educational management

Abstract. Performance management systems are important for boosting the efficiency of organizations, especially in education, where the quality of teaching directly impacts student performance. This study took a close look at how the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) is being put into practice and how it connects to school leadership and teacher performance in the Division of Schools of Las Piñas City. We used a quantitative descriptive-correlational research design and included 135 Master Teachers, chosen through total enumeration sampling. To gather data, we used a structured questionnaire that evaluated RPMS-PPST implementation through classroom observation tools, portfolio assessment, coaching and mentoring, and performance feedback, along with school leadership practices in instructional efficiency and financial stewardship. Teacher performance was assessed using the Individual Performance Commitment and Review Form (IPCRF). We analyzed the data using statistical tools such as the weighted mean and Pearson product-moment correlation coefficient. The findings showed that RPMS-PPST implementation was extensive, with coaching and mentoring receiving the highest ratings among the four components. School leadership practices were considered highly effective, particularly in terms of instructional efficiency. Most teachers were rated as highly proficient. Additionally, there were significant positive relationships between RPMS and PPST implementation and teacher performance ($r = 0.62$), school leadership and teacher performance ($r = 0.55$), and RPMS-PPST implementation and school leadership ($r = 0.68$). These results suggest that effectively implementing the RPMS-PPST and having strong school leadership are linked to better teaching performance. The study underscores the importance of enhancing performance management systems and leadership practices to improve educational outcomes and recommends the development of a data-driven human resource development plan.

Introduction

Performance appraisal systems have become crucial tools for enhancing organizational effectiveness and employee productivity in various sectors worldwide. In the education sector, teacher quality is widely recognized as a critical factor influencing student achievement and overall school success, with numerous studies underscoring this correlation. Consequently, education systems worldwide have increasingly adopted standards-based evaluation frameworks that promote accountability and support high-quality instruction. These frameworks emphasize the use of clearly defined performance standards, continuous feedback mechanisms, and sustained professional development to improve teaching practices and learning outcomes (Mbabazi et al., 2025). Furthermore, the growing global emphasis on accountability is reflected in policies that integrate performance evaluation with motivational strategies and capacity-building initiatives, addressing diverse educational contexts while aligning with international objectives such as

Sustainable Development Goal 4 (SDG 4) (Mbabazi et al., 2025). In this context, continuous professional development, supported by constructive feedback and coaching, has been recognized as a vital component of enhancing teacher effectiveness and sustaining improvements in student learning (Arendse et al., 2024). Collectively, these global developments underscore the significant role of performance management systems in elevating teacher quality and advancing educational outcomes in Malaysia's educational institutions.

In the Philippines, the Department of Education (DepEd) has institutionalized the Results-Based Performance Management System (RPMS) as a strategic approach to systematically manage and evaluate teacher performance in alignment with national educational priorities. The RPMS framework emphasizes setting clear performance targets and utilizing tools such as Classroom Observation Tools (COT) and Self-Assessment Tools (SAT) to support continuous improvement. Complementing this system is the Philippine Professional Standards for Teachers (PPST), which provides well-defined benchmarks for teacher competencies across different career stages, thereby ensuring a standardized teaching quality. Together, the RPMS and PPST function as an integrated framework for assessing teacher performance, identifying professional development needs, and promoting accountability, instructional effectiveness, and continuous professional growth in the Philippines. These reforms aim to strengthen the overall quality of education in the country (Basbas and Libot, 2022).

Despite the introduction of new policies, challenges persist in the Las Piñas City Division. Teachers and school leaders face difficulties in utilizing RPMS-PPST tools, such as Classroom Observation Tools and Self-Assessment Tools, which complicate performance evaluation and the provision of constructive feedback. Furthermore, the RPMS-PPST processes are not well aligned with school leadership practices, particularly in teaching and financial management. However, there is limited evidence demonstrating the impact of the RPMS-PPST on teacher performance and school outcomes. These challenges underscore the necessity of examining the implementation of the RPMS-PPST and its connection to school leadership and teacher success in this region (Parcon et al., 2025). Addressing these issues is crucial for enhancing the policies within the Philippine education system. Although previous studies have explored performance appraisal systems and teacher evaluation, there remains a dearth of research on the integrated use of RPMS-PPST in the Philippines. Most research examines RPMS and PPST separately rather than their combined application. There is a scarcity of local studies investigating the influence of the RPMS-PPST on school leadership domains such as teaching and financial management. Few studies have utilized Individual Performance Commitment and Review Form (IPCRF) data to assess the impact of RPMS-PPST on teacher performance. Additionally, there is a lack of research on human resource plans derived from RPMS-PPST results, particularly in public elementary schools. These gaps highlight the significance of this study in contributing to the existing knowledge and informing policy and practice in educational management.

Research Questions

This study aimed to determine the extent of RPMS-PPST implementation and its relationship with school leadership and teacher performance in the Division of Schools of Las Piñas City. Specifically, this study sought to answer the following questions.

1. What is the extent of RPMS-PPST implementation in terms of:
 - 1.1 Classroom Observation Tools;
 - 1.2 Portfolio Assessment Process;
 - 1.3 Coaching and Mentoring Process; and
 - 1.4 Performance Feedback?
2. What is the level of school leadership practices in terms of:
 - 2.1 Instructional Efficiency; and
 - 2.2 Financial Stewardship?
3. What is the level of teacher performance as measured by their Individual Performance Commitment and Review Form (IPCRF)?
4. Is there a significant relationship between RPMS and PPST implementation and teacher performance?
5. Is there a significant relationship between school leadership and teacher performance?
6. Is there a significant relationship between RPMS-PPST implementation and school leadership?

Performance Management System (RPMS)

The Results-Based Performance Management System (RPMS) is a structured framework designed to enhance employee performance by aligning individual goals with organizational objectives, particularly in the education sector. Studies indicate that such systems facilitate continuous monitoring, systematic evaluation, and timely feedback, all of which contribute to professional growth and improved teaching practices. In educational settings, the RPMS promotes a culture of accountability and fairness, motivating teachers while supporting their development through mechanisms such as self-assessment, peer evaluation, and technology-assisted feedback. For instance, in Uganda, effective appraisal policies within

the RPMS have been shown to improve teaching quality and student learning outcomes by addressing challenges such as inadequate training and communication barriers, thereby contributing to global education goals such as SDG 4 (Mbabazi et al., 2025). Moreover, teachers' awareness and readiness to implement educational policies significantly influence the effectiveness of such systems, as they shape how performance frameworks are adopted and practiced in real classroom contexts (Anselmo et al., 2026). Performance appraisal systems also play a crucial role in identifying teachers' strengths and areas for improvement, which are essential for targeted professional development. When assessment systems provide actionable and constructive feedback on classroom practices, they enhance instructional quality and foster innovation, ultimately leading to better student outcomes. Additionally, transparent and school-managed appraisal processes have been found to reduce teacher turnover intentions, emphasizing the importance of context-sensitive implementation (Glassow, 2023). Overall, the RPMS serves as a vital tool in education for sustaining teacher effectiveness, promoting continuous improvement, and ensuring alignment between teacher performance and institutional goals through structured evaluation and feedback mechanisms.

Philippine Professional Standards for Teachers (PPST)

The Philippine Professional Standards for Teachers (PPST) serves as a comprehensive framework that guides teachers by providing clear and measurable indicators of professional competence across various career stages. It functions as a roadmap for career progression while ensuring that teacher performance is systematically evaluated and aligned with the national education standards. Research indicates that frameworks such as the PPST promote reflective practice, which is essential for continuous professional growth and improvement of teaching quality. For instance, in Philippine higher STEAM education, the integration of technology aligns with key PPST domains, including pedagogy, content knowledge, assessment and reporting, and learner diversity, demonstrating how adherence to professional standards enhances both instructional practices and professional development (Morales et al., 2021). Moreover, engagement in reflective teaching through professional development activities has been shown to strengthen competencies in lesson planning, instructional delivery, and classroom management, core areas emphasized in the PPST (Padillo et al., 2021). Supporting this, the use of structured instructional resources, such as lesson exemplars, has been found to improve instructional delivery and help teachers effectively translate curriculum standards into classroom practice, thereby reinforcing alignment with PPST expectations (Anselmo et al., 2025). However, some studies suggest that while professional development initiatives align with these standards, their effectiveness may vary depending on implementation, highlighting the need for strategic planning and continuous evaluation. Reflective practices further enhance teaching effectiveness by fostering innovation and adaptability, which are central to the PPST's goal of promoting teacher professionalism (Purwanto et al., 2023). Overall, the PPST provides a coherent, standards-based approach that unifies teacher competency benchmarks, strengthens reflective practice, and ensures consistent performance evaluation, ultimately fostering teacher development and improving educational outcomes for the learners.

School Leadership and Teacher Performance

Effective school leadership is a critical determinant of teacher performance and overall effectiveness. Research consistently shows that different leadership styles significantly influence teachers' motivation, job satisfaction, classroom management and instructional quality. For instance, transformational leadership enhances teacher performance by fostering collaboration through professional learning communities (PLCs), which promote shared learning and continuous professional growth. Evidence from Indonesia demonstrates that such leadership encourages active teacher engagement in collaborative practices, leading to improved teaching outcomes (Roesminingsih and Windasari, 2025). However, in more challenging contexts, such as crisis-affected schools in Lebanon, a supportive work environment was found to be more influential than leadership style alone in sustaining teacher effectiveness (El Achi et al., 2025). Instructional leadership also plays a vital role in strengthening teachers' sense of competence, commitment, and job satisfaction while fostering a positive school climate conducive to high performance (Habibi et al., 2025). Moreover, strong principal-teacher relationships, clear expectations, and effective authority structures significantly contribute to improved teacher performance and student achievement (Pardosi & Utri, 2022). Other leadership approaches, such as altruistic leadership, help build a positive school culture and promote ethical behavior among teachers, thereby enhancing school performance, although their impact on discipline may be limited (Istanto et al., 2024). Similarly, inclusive leadership improves teacher creativity and TP by encouraging participation and innovation (Meng et al., 2024). However, the effectiveness of these leadership styles varies depending on the context, as moral and charismatic leadership influence teaching practices differently across educational levels (Chen et al., 2022). In addition, curriculum-focused leadership indirectly improves student outcomes by strengthening teacher leadership and classroom management (Li et al., 2023). Importantly, organizational culture also plays a significant role in shaping teachers' work experiences, engagement, and performance, highlighting that leadership effectiveness is closely tied to a broader institutional environment (Abe et al., 2025). Furthermore, studies in vocational schools have revealed that leadership quality, work environment, and teacher motivation collectively explain a substantial portion of teacher performance, with the work environment exerting the strongest influence (Dwiyono et al., 2024). Overall, these findings emphasize the need for a holistic leadership approach

that integrates instructional guidance, supportive work conditions, and a positive organizational culture to enhance teacher performance and improve student outcomes.

Integrated Conceptual and Theoretical Mapping

The Integrated Conceptual and Theoretical Mapping illustrates the relationships among the key variables of the study, namely RPMS–PPST implementation, school leadership, and teacher performance. Anchored in performance management and leadership theories, the framework proposes that RPMS–PPST implementation and school leadership serve as independent variables that directly influence teacher performance, the dependent variable. Drawing from systems, behavioral, cognitive, and social perspectives, the framework explains how structured performance systems and leadership practices shape teaching effectiveness through core concepts such as motivation, learning, and social interaction. In this study, RPMS–PPST implementation is operationalized through classroom observation, portfolio assessment, coaching and mentoring, and performance feedback, while school leadership is reflected in instructional efficiency and financial stewardship. These constructs interact and collectively influence teacher performance as measured by the Individual Performance Commitment and Review Form (IPCRF). The framework also assumes an interrelationship between RPMS–PPST implementation and school leadership, recognizing that effective leadership supports the successful execution of performance management processes. Furthermore, contextual and moderating factors, including school environment, resources, and organizational culture, may affect the strength and direction of these relationships. Consistent with the findings of the study, the mapping demonstrates that effective implementation of RPMS–PPST and strong school leadership jointly contribute to improved teacher performance, highlighting that teaching effectiveness is shaped by an integrated system of policies, leadership practices, and contextual influences rather than a single factor.

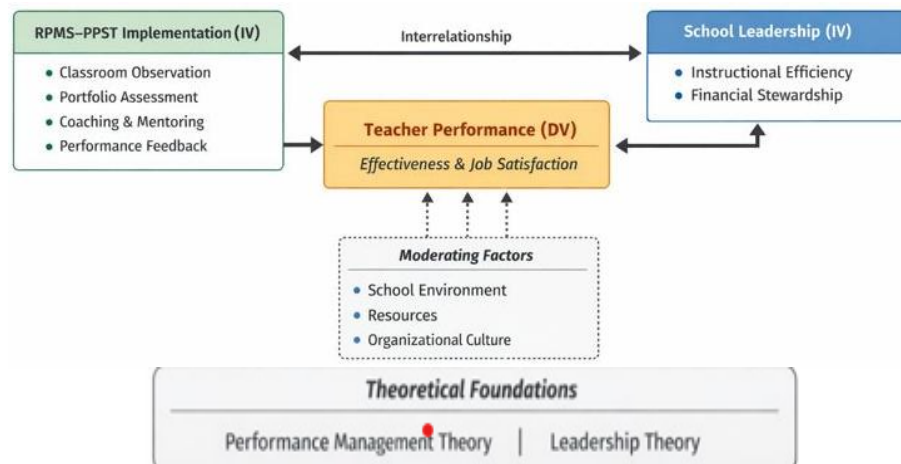


Figure 1 Integrated Conceptual and Theoretical Mapping

Methodology

Research Design

This study utilized a quantitative descriptive-correlational research design to determine the extent of implementation of the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS–PPST) and its relationship with school leadership and teacher performance. The descriptive component was used to assess the current status of RPMS–PPST implementation in terms of classroom observation tools, portfolio assessment processes, coaching and mentoring, and performance feedback processes. A correlational design was applied to examine the significant relationships among RPMS–PPST implementation, school leadership practices and teacher performance. This design was deemed appropriate because it allowed the researcher to analyze existing conditions and determine the associations among variables without manipulating them.

Participants and Sampling Technique

The study's participants consisted of 135 Master Teachers I and II from public elementary schools in the Division of Schools of Las Piñas City, Philippines. This study employed total enumeration sampling, wherein all members of the target population were included to ensure a comprehensive data representation. The inclusion criteria required participants to

be currently employed master teachers with at least three years of performance records based on their Individual Performance Commitment and Review Form (IPCRF). Teachers who were not part of the master teacher classification or who lacked complete performance records were excluded from this study.

Research Instrument

The primary data collection tool was a structured questionnaire with three parts. The first part was adapted from existing studies on RPMS implementation and measured the extent of implementation in terms of classroom observation tools, portfolio assessment process, coaching and mentoring, and performance feedback. The second part was a researcher-made instrument that assessed school leadership practices in terms of instructional efficiency and financial stewardship. The third part consisted of the respondents' performance ratings based on their IPCRF records. The instrument underwent content validation by experts in the field of education and was subjected to pilot testing to ensure clarity and reliability. The reliability of the instrument was determined using Cronbach's alpha coefficient, which indicated an acceptable internal consistency.

Data Gathering Procedure

Data were collected following approval from the Schools Division Superintendent and school principals. A formal request letter was submitted to obtain permission to conduct this study. The researcher administered the questionnaire to the respondents through face-to-face distribution at the participating schools. Prior to data collection, the participants were informed of the purpose of the study and provided instructions on how to answer the questionnaire. The data collection process was conducted within a specified period, and all completed questionnaires were retrieved immediately after completion to ensure a high response rate.

Data Analysis Procedure

The collected data were analyzed using appropriate statistical tools. The weighted mean was used to determine the extent of the RPMS-PPST implementation and the level of school leadership practice. The Pearson product-moment correlation coefficient (Pearson r) was employed to examine the significant relationships among RPMS-PPST implementation, school leadership, and teacher performance. The reliability of the instrument was assessed using Cronbach's alpha coefficient. All statistical analyses were conducted to ensure the accuracy, validity, and reliability of results.

Ethical Considerations

Ethical standards were strictly followed throughout the study. Permission was obtained from the relevant authorities prior to the data collection. Participants were informed of the purpose of the study and their voluntary participation, and informed consent was obtained from them. Confidentiality and anonymity of the respondents were ensured by not disclosing their identities and using the data solely for research. All collected information was handled with utmost care and stored securely to protect participants' privacy.

Results and Discussion

Distribution of Master Teachers in the Division of Las Piñas City

Position	Frequency (f)	Percentage (%)
Master Teacher I	90	66.67%
Master Teacher II	45	33.33%
Total	135	100%

Table 1 Distribution of Master Teachers in the Division of Las Piñas City

Table 1 shows the number of master teachers in the Las Piñas. Most are Master Teacher I (66.67%), and the rest are Master Teacher II (33.33%). This means that most teachers are at the start of the master teacher path, with fewer teachers in higher positions. This setup is common in public schools, where moving up depends on years of work, qualifications, and teaching skills. The presence of more Master Teacher I suggests that many teachers are still growing in terms of their leadership and teaching skills. This affects mentoring and performance systems, such as the RPMS-PPST. It also highlights the need for ongoing training and support to help teachers take on more duties. Overall, this distribution helps us understand the study's findings regarding teacher performance and TL.

Extent of RPMS–PPST Implementation

Indicators	Weighted Mean	Verbal Interpretation
Classroom Observation Tools	3.45	To a Great Extent
Portfolio Assessment Process	3.38	To a Great Extent
Coaching and Mentoring	3.52	To a Very Great Extent
Performance Feedback	3.47	To a Great Extent
Overall Mean	3.46	To a Great Extent

Table 2 Extent of RPMS–PPST Implementation

The results show that the RPMS–PPST program in Las Piñas City was mostly well-implemented ($M = 3.46$). Coaching and mentoring received the highest score ($M = 3.52$), indicating that they were performed effectively. This means that working together and supporting each other is a significant part of the program. Coaching and mentoring are important because they help teachers keep learning and improving, which is consistent with other studies that state that feedback and support help teaching get better (Arendse et al., 2024). Other aspects, such as watching classes, checking portfolios, and giving feedback, also received high scores, indicating that these processes were mostly implemented. However, their slightly lower scores suggest that there is room for improvement, particularly in ensuring that evaluations are consistent and thorough. Overall, the RPMS–PPST program is working well, but it needs ongoing improvements to help teachers develop further skills.

Level of School Leadership Practices

Indicators	Weighted Mean	Verbal Interpretation
Instructional Efficiency	3.58	Strongly Agree
Financial Stewardship	3.42	Moderately Agree
Overall Mean	3.50	Strongly Agree

Table 3 Level of School Leadership Practices

The results indicate that school leadership practices are perceived as highly effective, with an overall mean of 3.50, interpreted as strongly agree. Among the indicators, instructional efficiency received the highest rating ($M = 3.58$), signifying that the school leaders were proficient in guiding instructional processes and supporting teaching quality. This finding highlights the critical role of instructional leadership in fostering a productive learning environment and enhancing teacher performance. This is consistent with the existing literature, which emphasizes that strong instructional leadership significantly influences teacher motivation, classroom practices, and overall school effectiveness (Habibi et al., 2025). Conversely, financial stewardship, while still rated positively ($M = 3.42$), received a comparatively lower score, suggesting that resource management practices may require further improvement. These findings imply that while leadership is effective, a more balanced focus on both the instructional and administrative dimensions is essential for sustaining comprehensive school improvements.

Level of Teacher Performance (IPCRF)

Performance Level	Frequency (f)	Percentage (%)
Highly Proficient	85	62.96%
Proficient	50	37.04%
Basic	0	0%
Below Basic	0	0%
Total	135	100%

Table 4 Level of Teacher Performance (IPCRF)

Looking at how teachers are performing, most of them (approximately 62.96 %) are doing well and are considered highly proficient. The remaining 37.04% were in the proficient category. Interestingly, none of the teachers fell into the basic or below-basic levels, which shows that the teaching standards among the master teachers in the division are quite high. This suggests that these teachers are doing a great job of meeting the professional standards set by the PPST. One reason for this high performance could be the structured way in which the RPMS–PPST was implemented, focusing on continuous evaluation, feedback, and professional development. This finding aligns with earlier studies showing that standards-based performance appraisal systems can boost teacher effectiveness and improve instructional quality. However, since there are

no teachers in the lower performance categories, it might be worth taking a closer look at the evaluation practices to ensure that they accurately reflect different levels of teacher competence.

Relationship Between RPMS-PPST Implementation and Teacher Performance

Variables Compared	Pearson r	p-value	Interpretation	Decision on H_0
RPMS-PPST & Teacher Performance (IPCRF)	0.62	0.000	Moderate Positive	Reject H_0

Table 5 Relationship Between RPMS-PPST Implementation and Teacher Performance

The results indicate a moderate positive and statistically significant correlation between the implementation of RPMS-PPST and teacher performance ($r = 0.62$, $p < 0.05$). This finding suggests that enhancements in the implementation of the RPMS-PPST are associated with corresponding improvements in the teacher performance. The results underscore the effectiveness of the RPMS-PPST as a performance management system that promotes professional growth through structured evaluation, feedback, and developmental planning. This supports previous research emphasizing that well-implemented appraisal systems enhance teacher effectiveness by identifying strengths and areas for improvement. Furthermore, the moderate strength of the relationship suggests that while RPMS-PPST plays a significant role, other factors such as motivation, school environment, and leadership may also influence performance. This highlights the necessity of a holistic approach to improving educational outcomes.

Relationship Between School Leadership and Teacher Performance

Variables Compared	Pearson r	p-value	Interpretation	Decision on H_0
School Leadership & Teacher Performance	0.55	0.000	Moderate Positive	Reject H_0

Table 6 Relationship Between School Leadership and Teacher Performance

The analysis revealed a moderate, positive, and significant relationship between school leadership and teacher performance ($r = 0.55$, $p < 0.05$). This indicates that effective leadership practices contribute to improved teacher performance, particularly through guidance, support, and resource management. This result aligns with the existing literature, which highlights the influence of leadership styles, particularly instructional and transformational leadership, on enhancing teacher effectiveness and satisfaction. School leaders who provide clear direction, foster collaboration, and support professional development create an environment conducive to high performance. However, the moderate correlation suggests that leadership alone is not the sole determinant of teacher performance, reinforcing the importance of integrating leadership with other institutional and individual factors.

Relationship Between RPMS-PPST Implementation and School Leadership

Variables Compared	Pearson r	p-value	Interpretation	Decision on H_0
RPMS-PPST & School Leadership	0.68	0.000	Strong Positive	Reject H_0

Table 7 Relationship Between RPMS-PPST Implementation and School Leadership

The findings demonstrate a strong, positive, and significant relationship between RPMS, PPST implementation, and school leadership ($r = 0.68$, $p < 0.05$). This indicates that effective school leadership is closely associated with the successful implementation of the RPMS-PPST. School leaders play a pivotal role in ensuring that performance management processes are properly executed, including monitoring, feedback, and professional development (PD). This strong relationship suggests that leadership practices directly influence the RPMS-PPST's operationalization in schools. This result supports existing studies that emphasize leadership as a key driver of the successful adoption of educational reforms and performance systems. Consequently, strengthening leadership capacity is essential for enhancing the effectiveness of the RPMS-PPST implementation and achieving the desired educational outcomes.

Conclusion and Recommendations

Conclusion

This study concludes that the implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) in the Division of Las Piñas City is effective. This is evidenced by its high level of implementation across key components such as classroom observation, portfolio assessment, coaching and mentoring, and performance feedback. School leadership practices, particularly in terms of instructional efficiency, are also

perceived to be strong, whereas teacher performance is predominantly rated as highly proficient. Furthermore, the findings revealed significant positive relationships among RPMS-PPST implementation, school leadership, and teacher performance, indicating that these variables are interrelated and mutually reinforce each other. These results suggest that strengthening the implementation of RPMS-PPST, alongside enhancing leadership practices, may contribute to improved teacher performance and overall school effectiveness. This study underscores the critical role of school leaders in ensuring the successful execution of performance management systems and highlights the need for continuous professional development programs aligned with the identified performance gaps. Additionally, the findings suggest that educational policymakers and administrators should focus on refining evaluation processes, strengthening coaching and mentoring mechanisms, and ensuring balanced leadership practices that integrate instructional and administrative competencies. Ultimately, this study provides a basis for developing a responsive and evidence-based human resource development plan aimed at sustaining teacher growth and improving educational outcomes in the region.

Recommendations

In light of the findings of this study, it would be greatly appreciated if the Department of Education and school administrators could consider sustaining and further enhancing the implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST). Ensuring consistency, accuracy, and quality across its core components, particularly in classroom observation, portfolio assessment, and performance feedback mechanisms, is beneficial. School leaders might find it advantageous to strengthen instructional leadership practices while improving financial stewardship to support a more balanced and effective management approach. Institutionalizing structured and continuous coaching and mentoring programs may be essential for addressing identified performance gaps and promoting teachers' professional growth. Moreover, it would be beneficial to provide regular training and capacity-building initiatives to both teachers and school leaders to enhance their competence in utilizing RPMS-PPST tools and interpreting performance results effectively. It is also suggested that evaluation processes be periodically reviewed to ensure fairness, objectivity, and alignment with actual classroom practices. Additionally, prioritizing the development and implementation of a data-driven human resource development plan based on RPMS-PPST outcomes could support targeted interventions and career advancement. Finally, future studies should examine other influencing factors, such as school climate, teacher motivation, and organizational support, and expand the scope to different educational contexts to strengthen the generalizability of the findings.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.