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Goal Setting, Monitoring and Feedbacking Practices as Performance Management Mechanisms

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Abstract. Performance management is important for an organization. In a top-down perspective, it emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation. Also, from a bottom-up approach, it aligns and optimizes individual performance with the common goal of the group. This paper examined the extent of school heads' implementation of the Results-based Performance Management System (RPMS) as performance management mechanism in the Department of Education (DepEd). It focused on the 61 school heads and 271 teaching personnel of Bayawan City Division, Negros Oriental, Philippines for SY 2018-2019. It utilized the descriptive, comparative, and correlational methods of research in the sense that the extent of school heads' implementation of goal setting, monitoring and feedbacking practices was surveyed and the results were related to teachers' job performance. The extent of implementation of the RPMS was measured in terms of the following phases: a) planning and commitment, b) monitoring and coaching, c) review and evaluation, and d) rewards and developmental planning. The study used a researcher-made questionnaire divided into three parts, namely: 1) profile of the respondents, 2) extent of implementation of the RPMS, and 3) job performance of the teachers. It revealed that there is a ver great extent of goal setting, monitoring and feedbac ing practices as respectivel assessed both the school heads and teachers in all RPMS areas a planning and commitment wx . and wx . , b monitoring and coaching wx . and wx . , c review and evaluation wx . and wx . , and d rewards and developmental planning wx . and wx . . There were also significant difference shown in the extent of school heads' performance management mechanisms and teachers' job performances when the former and the latter are respectively grouped according to their profile items as to length of experience, educational attainment and position held. It concluded that there is a strong and significant relationship between the extent of performance management mechanisms and teachers' job performance as all the values of rs fall in the "strong relationship" categories with an overall rating of 0.712 and computed p-values less than the 0.05 level of significance.

Keywords: Extent of Implementation, Performance Management Mechanisms, Results-based Performance Management S stem, Teachers' Job Performance, Department of Education

Introduction

Performance management is important for an organization. As indicated by Dwivedi and Giri (2016), in a top-down perspective, it emphasizes the strategic alignment of the agency's thrusts with the day-to-day operation. Also, from a bottom-up approach, it aligns and optimizes individual performance with the common goal of the group. In the Philippines, the Civil Service Commission circulated CSC MC 06, s. 2012 which decreed the Strategic Performance Management System (SPMS) that aligns the agency's thrusts with the individual goals and the

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daily organizational functions as well as provides performance measures alongside the collective performance and common output of the group.

Putting this into context, the Department of Education anchored on the goal of providing access and equity, quality and excellence as well as relevance and responsiveness of basic education programs adopted SPMS in educational institutions through the Results-Based Performance Management System (RPMS) to ensure adherence to the principle of performance-based tenure. As cited in DepEd Order No. 2, s. 2015, RPMS shall be used as a performance management tool to manage, monitor, and measure performance in relation to teachers' job evaluation.2 Furthermore, through the RPMS Employees' Manual 2016, teaching personnel has been directed to the Individual Performance Commitment Review Form (IPCRF) which replicates the individual commitment as well as the job performance to be accomplished by the teachers depicting the agreed individual Key Result Areas (KRAs), objectives and performance indicators. Also, the significant relationship of the implementation of RPMS to the work values and belief systems of our teachers alongside performance appraisal incentives and motivational strategies in the workplace have gone critical analyses and constant evaluations as cited in the works of Ayap and Macalalad (2016), Atinc and Read (2017), and Susa (2018). However, in all of these literature and studies cited, findings have not revealed critical accounts on the extent of school heads' goal setting, monitoring and feedbacking practices in the implementation of RPMS in relation to the job performance evaluation of the teaching personnel as reflected in their IPCRF and have not provided parameters on its effectiveness or ineffectiveness on employee engagement, school improvement and performance management.

The researcher therefore aims to give a critical review through sharing her research findings and actual results as the value of goal setting, monitoring and feedbacking and culture on feedback outcomes are recognized gaps in the existing literature. Although reviews of the related literature and studies identified its several characteristics that are predictive of effectiveness, few researches have examined its influence on teachers' job performance evaluation. Additionally, the local study that was conducted by Dizon (2018) on RPMS implementation focused mainly on teachers' viewpoints and perceptions. However, the present study aims to provide comparative analyses on the extent of RPMS implementation, as then assessed by both the school heads and teachers as the study articulated concrete terms and key indicators that are actually observed and practiced in the RPMS Cycle as contextualized and implemented in the Department of Education.

In view thereof, it is the intent of the researcher to study Goal Setting, Monitoring and Feedbacking Practices as Performance Management Mechanisms implemented in the Department of Education-Bayawan City Division drawing its relation with Teachers' Job Performance Evaluation.

Statement of the Problem/ Objectives of the Study

The stud aimed to examine the extent of school heads' implementation of goal setting, monitoring and feedbac ing practices in relation to teachers' job performance in the Department of Education Division of Bayawan City for SY 2018-2019.

Specifically, this study aimed:
1. Describe the extent of school heads' implementation of goal setting, monitoring and feedbacking practices in terms of the following Results-based Performance Management System (RPMS) Phases:
1.1 planning and commitment;
1.2 monitoring and coaching;
1.3 review and evaluation;
1.4 rewards and developmental planning;
2. Determine the job performance of the teachers based on RPMS-IPCRF;

3. Examine the significant difference between the extent of school heads' implementation of goal setting, monitoring and feedbacking practices when they are grouped according to their profile items in terms of:
3.1 length of leadership experience;
3.2 highest educational attainment;
3.3 leadership position held;
4. Examine the significant difference between the teachers' job performance based on RPMS-IPCRF when they are grouped according to their profile items in terms of:
4.1 length of teaching experience;
4.2 highest educational attainment;
4.3 teaching position held; and

5. Examine the significant relationship on the extent of school heads' implementation of goal setting, monitoring and feedbac ing practices and teachers' job performance.

Research Methodology

2.1. Study Locale

The study locale is the Division of Bayawan City, one of the school's divisions of the Department of Education Region VII, Philippines. It is composed of 95 public schools, 60 of which are elementary schools and the 35 are secondary schools.

Study Design

The study utilized the descriptive, comparative, and correlational methods of research in the sense that the extent of school heads' implementation of goal setting, monitoring and feedbac ing practices was surve ed and the results were related to teachers' job performance. The extent of implementation of the RPMS was measured in terms of the following phases: a) planning and commitment, b) monitoring and coaching, c) review and evaluation, and rewards and developmental planning. The study used a researcher-made questionnaire divided into three parts, namely: 1) profile of the respondents, 2) extent of implementation of the RPMS, and 3) job performance of the teachers. Each phase is composed of 15-20 items. The following scoring guide was used to determine extent of school heads' implementation of goal setting, monitoring and

feedbac ing practices as performance management mechanisms corresponding to the four (4) phases of the RPMS:

Scale	Range		Verbal Description	
5	4.21	– 5.00	Very Great	(VG)
4	3.41	– 4.20	Great	(G)
3	2.61	– 3.40	Moderate	(M)
2	1.81	– 2.60	Low	(L)
1	1.00	-1.80	Very Low	(VL)

The following rating and descriptor was developed b   the Department of Education and used in teacher's performance evaluation. The overall rating/assessment for the accomplishments fell within the following adjectival rating and expressed in three (3) decimal points:

Range	Adjectival Rating
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
1.499 below	Needs Improvement

Respondents

The respondents of this study were the school heads and teachers of the Department of Education - Division of Bayawan City for SY 2018-2019. All the public elementary schools were included in selecting the respondents. Sixty-one (61) school heads and two hundred seventy-one (271) teachers or 30% of the population of the public elementar schools' personnel of the Division of Bayawan City were selected through random sampling as respondents of the study.

Distribution of Public Elementary School Heads and Teachers

	School Heads		Teachers	
Districts	N	n	N	n
1	7	6	175	57
2	7	6	60	20
3	7	6	76	25
4	7	5	59	19
5	8	7	67	22
6	8	7	75	24
7	7	6	75	24
8	7	6	66	22
9	7	6	62	20
10	7	6	117	30
Total	72	61	832	271

Theoretical Framework

The study is guided by the Control Theory of Performance Management System developed by Edward Barrows and Andy Neely which provides organizations with performance management tool through defining different forms of control in order for all systems' action to be in line with overall goals of the group. Also, control theor as performance management measure strategicall aligned individual roles and emplo ees' goals with group functions and organizational directions. Furthermore, as the theory designs control mechanism procedures at the different levels of the organization, it has been contextualized in the Department of Education through the use of the different forms of control in order to achieve desired results in the Results-based Performance Management System (RPMS) Implementation and the Individual Performance Commitment Review Form (IPCRF) Utilization for teaching personnel delivering classroom instruction. In addition, the Control Theory's three types of control systems: input control, behavior control, and output control (Barrows & Neely as cited in Dwivedi & Giri, 2016) equate to the different RPMS Phases namely planning and commitment, monitoring and coaching alongside review and evaluation, and rewards and developmental planning.

Input control. Under this control, school heads discuss specific and challenging goals with the teachers and determine success indicators to upgrade the latter's job performance. Contextualizing this process on the implementation of RPMS as a performance management mechanism, this is in congruence with performance planning and commitment phase (Low & Teo, 2016; Akin & Karagozoglu, 2017; Susa 2018).

Behavior control. Under this control, the school heads monitor the actions of teachers on a regular basis, as per standards of the Department of Education. In the context of RPMS-IPCRF for Teachers in DepED, this control system equates to performance monitoring cycle (Dwivedi & Giri, 2016; Woo, 2017; Larson, 2018).

Output control. Under this control, school heads evaluate teachers' job performance wherein the outcome is controlled by rewards and sanctions in relation to organizational standards. Establishing a connection to RPMS implementation, this is connected with the performance evaluation and performance rewards cycles (Devos & Tuytens, 2016; Behnke et al., 2017; Hochli, 2017; Dizon et al., 2018).

Input control. Under this control, school heads facilitate the selection, training process and improvement of competence of teachers. Linking this control system to RPMS in DepED, this is in congruence with performance developmental planning phase (Babalola & Hafsatu, 2016; Dwivedi & Giri, 2016; Hallinger & Liu, 2018).

There are numerous applications of the Control Theory of Performance Management System in the Department of Education (DepED) as it facilitates diverse phases of performance management mechanisms. However, it has been noted that organizations like Department of Education should avoid ambiguous targets which do not have specific standards and direct feedbacks to its teaching personnel. Thus, proper standards and clear feedbacks provide teachers the chance to correct errors along Result-based Performance Management System or RPMS implementation.

Likewise, regular supervisory practices in the workplace through the so-called goal setting, performance monitoring and organizational feedbacking practices can be analyzed through the control system. Similarly, school heads can use control theor in the management program as this "facilitates and trac s performance and achievement through the continuous flow of feedbac ".

Hence, this generates faster input-output process through goal setting, monitoring and feedbacking. Inspired by the Systems Model of Performance Measurement, commonly known as Cybernetic Model (Barrows & Neely, 2012), as then a reflection of organizational effectiveness, efficiency and timeliness, the theoretical framework of study is designed as shown in Figure 1.
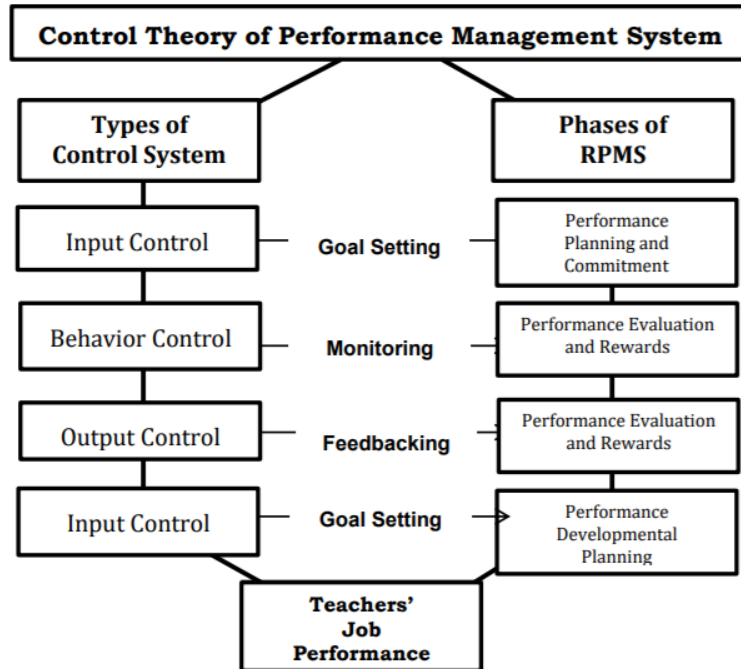
Figure 1: The Theoretical Framework of the Study

Results and Discussions

Presented on the succeeding pages are the data gathered and their interpretation based on the theory, model, objectives and policies cited earlier.

School Heads' Extent of Implementation of Performance Goal Setting (Planning and Commitment)

Presented on the next page is the weighted mean of the responses of the respondents regarding the extent of RPMS implementation of performance goal setting in terms of planning and commitment phase.

Table 1

School Heads' Extent of Implementation of Performance Goal Setting in Terms of Planning and Commitment

The school head...	School Heads (n = 61)		Teachers (n = 271)	
	wx̄	VD	wx̄	VD
1. ensures that goal formulation serves as an avenue for the teacher to demonstrate efforts.	4.39	VG	4.45	VG
2. directs teacher's focus and attention to relevant tasks features.	4.39	VG	4.43	VG
3. helps the teacher move toward a common direction.	4.46	VG	4.47	VG
4. explains to the teacher the performance management processes involving purpose, methods and procedures.	4.48	VG	4.49	VG
5. shares a common objective with teachers to increase performance results.	4.54	VG	4.52	VG
6. establishes relationship between goal setting and performance commitment.	4.95	VG	4.91	VG
7. sees to it that the accomplishment of certain objectives is anchored on performance commitment.	4.48	VG	4.45	VG
8. displays strong directive leadership in developing goals.	4.38	VG	4.40	VG
9. provides a unifying action for a common purpose.	4.41	VG	4.41	VG
10. ensures that there would be a basis for comparison between job performance results and targeted goals.	4.34	VG	4.38	VG
11. explains thoroughly the importance of the Results-Based Performance Management System.	4.51	VG	4.45	VG
12. ensures that the Individual Performance Commitment and Review Form is accomplished prior to the beginning of the performance cycle.	4.51	VG	4.46	VG
13. discusses methodically the different steps in accomplishing the Individual Performance Review and Commitment Form.	4.44	VG	4.42	VG
14. with the teacher identify the different salient features of the Key Result Areas (KRAs) of IPCRF.	4.51	VG	4.47	VG
15. discusses with teachers the breakdown of different KRAs into performance objectives.	4.54	VG	4.45	VG
16. checks analytically the performance indicators written in each Key Result Area.	4.51	VG	4.44	VG
17. sees to it that the performance objectives are aligned with the duties and responsibilities of the teacher.	4.49	VG	4.51	VG
18. ensures that the performance targets can be measured by the performance indicators set.	4.52	VG	4.46	VG
19. checks whether the performance objectives can be attained within the rating period or the time frame given.	4.46	VG	4.44	VG
20. ensures that the performance objectives are given reasonable weights (percentage).	4.46	VG	4.48	VG
Composite	**4.49**	**VG**	**4.47**	**VG**

It can be seen in Table 1 that the school heads' extent of implementation of performance goal setting in terms of planning and commitment obtains an overall composite mean of 4.49 as perceived by the school heads themselves and 4.47 as assessed by the teachers which both denote a verbal equivalent of "Ver Great" extent.

In general, the manifestation of a "Ver Great" extent of school heads' implementation of performance goal setting implies that goal setting established relationship with planning and goal commitment. Individuals perform better when commitment has been fostered in the accomplishment of certain goals, targets and objectives. In the context of educational institutions, to build strong commitment towards the realization of school goals, school heads must provide strong directive leadership in developing goals and directing a unity of purpose (Espiritu, 2011; Mariñas, 2013). Furthermore, Laguador, De Castro and Portugal (2014) put forward the role of education officials like school heads in maintaining a remarkable atmosphere of working relationship among people is necessary to demonstrate larger commitment and intense devotion to quality service.

School Heads' Extent of Implementation of Performance Monitoring (Monitoring and Coaching)

Presented below are the weighted mean of the responses of the respondents regarding the extent of RPMS implementation in terms of performance monitoring and coaching phase.
Table 2
School Heads' Extent of Implementation of Performance Monitoring in Terms of Monitoring and Coaching

	School Heads	Teachers

The school head…	(n = 61)		(n = 271)	
		VD		VD
1. performs systematic gathering of relevant information in order to make effective judgements on the efficiency of schooling.	4.36	VG	4.40	VG
2. conducts performance monitoring to provide key inputs and objective bases for assessment.	4.39	VG	4.42	VG
3. through monitoring facilitates feedbacking and provides evidence of teacher's performances.	4.41	VG	4.43	VG
4. utilizes monitoring and feedbacking techniques like classroom visitations for the effective delivery of the teaching-learning process.	4.44	VG	4.45	VG
5. performs monitoring and feedbacking for the continuous improvement of our educational system.	4.43	VG	4.45	VG
6. provides an objective, rational foundation of decisions based on feedback loop between setting target objectives and measuring performance results.	4.41	VG	4.41	VG
7. gathers relevant information on the work effectiveness of the teaching personnel.	4.46	VG	4.43	VG
8. sees to it that teachers perceive the significance of the monitored tasks and activities.	4.46	VG	4.46	VG
9. ensures that teachers are aware of the duties they are expected to perform and which school heads are expected to monitor.	4.57	VG	4.52	VG
10. visits classrooms, observes lessons and provides some guidance to teachers on ways to improve instruction.	4.46	VG	4.48	VG
11. provides key inputs about the teacher's performance during the performance monitoring.	4.49	VG	4.46	VG
12. directs the teacher's performance on certain frequencies; not just once.	4.39	VG	4.45	VG
13. clearly defines opportunities for improvement of the teacher.	4.43	VG	4.49	VG
14. asks from the teacher the evidence supporting the latter's performance.	4.41	VG	4.47	VG
15. practices the STAR (Situation, Task, Action and Results) Approach.	4.33	VG	4.37	VG
16. asks the teacher to track the latter's performance against the targets.	4.44	VG	4.41	VG
17. provides coaching to the teacher to improve work performance and behavior.	4.44	VG	4.40	VG
18. records the critical incidences of the teacher on the Performance Monitoring and Coaching Form.	4.36	VG	4.42	VG
19. explains the impact of the critical incidences on the job or action plan of the teacher.	4.39	VG	4.39	VG
20. ensures that there is the two-way discussion between him/her and the teacher.	4.43	VG	4.39	VG
Composite	**4.43**	**VG**	**4.44**	**VG**

As indicated by the data presented in Table 2, the school heads and the teachers respectively obtain an

overall average composite means of . and . which denote that the school heads have a "Ver Great" extent of implementation of performance monitoring specifically on monitoring and coaching. The item which obtains the highest weighted mean of 4.57 as perceived by the school heads and 4.52 as assessed by the teachers is item number which is "the school head ensures that teachers are aware of the duties they are expected to perform and which school heads are expected to monitor". This implies that school heads perform their roles and functions in line with the DepEd's mandate for them to create a supportive environment to improve individual and team performance by tracking teachers' progress and performance geared on the achievement of targets as indicated in D.O. No. 2, s. 2015. In support of all of the given findings, it has been affirmed that monitoring is nonetheless but a systematic gathering of relevant information in order to make effective judgments on the efficiency of schooling (Fraser & Scherman, 2017). Hence, as cited in the study of Susa (2018), school heads implement monitoring and feedbacking practices to continuously improve our educational system.

School Heads' Extent of Implementation of Performance Feedbacking (Review and Evaluation)

Presented below is the weighted mean of the responses of the respondents regarding the level of implementation of the RMPS in the performance review and evaluation phase.

Table 3

School Heads' Extent of Implementation of Performance Feedbacking in Terms of Review and Evaluation

The school head…	School Heads (n = 61)		Teachers (n = 271)	
		VD		VD
1. practices feedback-friendly techniques to create contexts that enhance significance and meaningfulness.	4.48	VG	4.48	VG
2. creates a learning continuum, fosters a trusting climate and endorses an authentic dialogue.	4.43	VG	4.44	VG
3. facilitates performance feedback to provide teachers the assistance necessary to develop classroom management and instructional design.	4.41	VG	4.45	VG
4. ensures that performance feedback serves as common procedure utilized in a variety of setting to change behaviour.	4.38	VG	4.44	VG
5. sees to it that performance feedback plays an active role in improving the personnel's clarity of performance.	4.39	VG	4.45	VG
6. utilizes feedback strategies in either top-down or bottom-up sense-collecting to sense-breaking to sense-making practices.	4.34	VG	4.41	VG
7. focuses on the key elements for feedback development towards the systematic gathering of the related feedback information.	4.39	VG	4.45	VG
8. The school head provides supportive environment for teachers to foster improvement of job performance and work engagement.	4.41	VG	4.49	VG
9. evaluates the manifestations of teacher's progress made during commitment.	4.39	VG	4.49	VG
10. ensures that supervisory feedback environment is associated with higher instrumental and image enhancement motives.	4.38	VG	4.46	VG
11. manages meeting with the teacher.	4.51	VG	4.55	VG
12. creates the right atmosphere during the meeting.	4.52	VG	4.52	VG
13. focuses on the performance issue, not on the person.	4.49	VG	4.50	VG
14. encourages the teacher to do self-appraisal.	4.44	VG	4.49	VG
15. is fair and objective in evaluating the teacher's performance.	4.52	VG	4.46	VG
16. ensures that the evaluation is based on evidences.	4.49	VG	4.52	VG
17. focuses on solving problems or correcting a behavior.	4.38	VG	4.47	VG
18. and the teacher adopt a joint problem-solving approach.	4.44	VG	4.45	VG
19. evaluates the manifestations of each of the teacher's competency.	4.43	VG	4.45	VG
20. discusses strengths and improvement needs to the teacher concerned.	4.46	VG	4.46	VG
Composite	**4.43**	**VG**	**4.47**	**VG**

It can be gleaned from the data in Table 3 that overall composite mean of the respondents in school heads' extent of implementation of performance feedbac ing in terms of review and evaluation is . as perceived by the school heads and 4.47 as assessed b the teachers with a transmuted rating of "Ver Great" extent. Item number 11 which is, "The school head manages meeting with the teacher" and item number 12 which is "The school head creates the right atmosphere during the meeting" rated as "Ver Great" obtained the highest weighted means of 4.55 and 4.52 as respectively perceived by the teachers and school heads which means that most

of the school heads have enacted these indicators amongst all other items in performance feedbacking.

The rest of the indicators have weighted means which range from 4.34 to 4.52 as assessed by the school heads and . 1 to . as perceived b the teachers denoting a transmuted equivalent rating of "Ver Great" Extent. All of these impl that school heads efficiently perform their roles and functions in performance review and evaluation as it is recognized around the world as part of the educational reform with the intention of improving teaching instruction and promoting quality education.

School Heads' Extent of Implementation of Performance Goal Setting (Rewards and Developmental Planning)

Presented below are the weighted mean of the responses of the respondents regarding the extent of RPMS implementation of performance goal setting in terms of rewards and development planning phase.

Table 4
School Heads' Extent of Implementation of Performance Goal Setting or Developmental Planning in Terms of Rewards and Developmental Planning

The school head...	School Heads (n = 61)		Teachers (n = 271)	
	wx̄	VD	wx̄	VD
1. links the teacher's performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment.	4.39	VG	4.51	VG
2. considers the teacher with high performance as a candidate for promotion.	4.36	VG	4.41	VG
3. assigns the teacher with high performance rating to task forces, committees or special projects.	4.28	VG	4.42	VG
4. introduces enhancements to the job of the teacher.	4.36	VG	4.43	VG
5. commends the high-performance rating of the teacher.	4.41	VG	4.44	VG
6. and the teacher identify development needs.	4.39	VG	4.47	VG
7. asks the teacher to prepare action plans in order to meet the development needs.	4.33	VG	4.41	VG
8. regularly sends the teacher to seminars and workshops for professional development.	4.33	VG	4.47	VG
9. discusses and provides qualitative comments, observations, and recommendations to the teacher.	4.38	VG	4.45	VG
10. employs appropriate developmental intervention.	4.39	VG	4.44	VG
11. motivates, supports and sustains teachers' professional learning.	4.44	VG	4.49	VG
12. ensures that planning is collaborative, promoting professional growth and development and instructional effectiveness among teachers.	4.46	VG	4.49	VG
13. builds trust by supporting and nurturing teacher development and providing feedback that helps them for further improvement.	4.39	VG	4.46	VG
14. provides professional assistance to teachers through organizing workshops and training programs at the school level.	4.38	VG	4.43	VG
15. promotes teachers' professional engagement by assisting them to conduct action research and evaluating the existing teaching texts for further improvement.	4.36	VG	4.42	VG
Composite	**4.38**	**VG**	**4.45**	**VG**

The data in Table 4 show that the overall composite means of the respondents along developmental

planning is . for the school head and . for the teachers which are described as "Ver Great" Extent. All items along this area are rated "Ver Great" extent obtaining weighted means that respectivel ranges from .2 to . 6 and 4.41 and 4.51 for both each set of respondents out of the 15 items. This implies that school heads performed the tasks mandated by the Department of Education DepEd to have designed and implemented programs that evaluate teachers' job performance and reward them for its positive outcomes.

As perceived by the teacher, the item which obtained the highest weighted mean is indicator number 1 which is "the school head lin s the teacher's job performance rating to the Performance-Based Incentive System specifically to the Performance-Based Bonus and Step Increment" obtaining a weighted mean of . 1 which denotes a "Ver Great" extent of implementation in the area of performance goal setting in terms of rewards and developmental planning. This implies that through the school head, the teacher were made aware of the content of D.O. No. 33, s. 2014, as to which the agency has issued details in the establishment of set guidelines which aims to provide not only systematic but also evidence-based mechanisms as well as criteria and procedures for granting PBB in DepEd. Thus, the government's move of giving performance-based bonus to all public school teachers is anchored on the principle that incentives are linked to multiple measures of teaching performance.

Summary Table of the School Heads' Extent of Implementation of Goal Setting, Monitoring, and Feedbacking Practices as Performance Management Mechanisms

Presented below is the summary of the extent of school heads' implementation of goal setting, monitoring, and feedbacking practices as performance management mechanisms corresponding to the Results-Based Performance Management System in the four phases.

Table 5

Summary Table of the School Heads' Extent of Implementation

Area	School Heads (n = 61)		Teachers (n = 271)	
		VD		VD
Planning and Commitment	4.49	VG	4.47	VG
Monitoring and Coaching	4.43	VG	4.44	VG
Review and Evaluation	4.43	VG	4.47	VG
Rewards & Developmental Planning	4.38	VG	4.45	VG

As shown in Table 5, it is revealed that among the four performance management mechanisms indicators: planning and commitment, monitoring and coaching, review and evaluation, and rewards and developmental planning, it turns out that planning and commitment as well as review and evaluation obtain the first two highest means as

perceived b   both the school heads and teachers denoting "ver great" extent descriptive equivalent rating.

In affirmation, linking planning and commitment to review and evaluation, the study of Dizon et al. (2018) support these findings that planning and commitment as well as review and evaluation are the most implemented areas of RPMS Cycle among the four indicators. Foremost, planning and commitment has been the most highly practiced and given emphasis as it shall not only a determining factor in the success of the RPMS implementation but will also provide the Department of Education a strategic direction to achieve its vision, mission, goals and values as a learner-centered institution (Ballitoc, 2014).

In addition, planning and commitment has a strong link to review and evaluation phase as the objectives and competencies in goal setting are connected with reaching agreements (DO No2, s. 2015), share the common goal of increasing teachers' motivation and performances (Low & Teo, 2016), and facilitate planning, progress, and development (Akin and Kazagozglu, 2017; Susa, 2018).

On the other hand, monitoring and coaching obtains the less weighted mean as perceived by the school heads and the least as assessed by the teachers. In view thereof, Pescuela (2015) indicated the need for school heads to monitor how the curriculum is taught and participate on how it is developed. Simply put, knowledge shared in this process ensures the teachers' understanding of the curriculum and facilitate the usage of necessary tools and resources for better results. This suggestion has been sustained by a number of literature that put emphasis on how monitoring should be done for instructional practices improvement(Grobler, 201 and learners' achievement Bhengu & M hize, 201 as

well as curriculum development (Hussen, 2015) and professional engagement (Bush & Kaparou, 2015). Hence, the role of school heads in monitoring cannot be crucial to the issue on instructional improvement leading to effective learning (Ethinola & Oyewole, 2014; Alameen et al., 2015).

Whereas rewards and developmental planning obtains less weighted mean as assessed by the teachers and least from the perspective of the school heads. In affirmation, there are suggestion that school heads should support and nurture teacher development by promoting instructional effectiveness (Hoffman & Tessfaw, 2012), motivating their teaching force towards creativity, initiatives and productivity (Male and Palaiologou, 2015) and providing feedback through change management (Pescuela, 2015; Arslan and Kalman, 2016; Babalola and Hafsatu; 2016).

The research adds to growing number of researches that affirms positive relationship between school heads' leadership and teacher professional learning and put emphasis on the importance of efficacy, efficiency and effectiveness in shaping educator's practice. Empirical evidence has increasingl suggests that the leadership that motivates, supports as well as sustains teachers' professional learning bears a knock-on effect on learners' improvement and school development (Hallinger & Liu, 2018). Further, school heads' goal setting, monitoring and feedbacking evidenced moderate direct and indirect effects on teacher professional learning.

Table 6

Job Performance of the Teachers based on RPMS-IPCRF

Rating	Verbal description	Frequency	Percent
4.500 – 5.000	Outstanding	60	22.14
3.500 – 4.499	Very Satisfactory	206	76.01
2.500 – 3.499	Satisfactory	5	1.85
Total		**271**	**100.00**

Table 6 presents the job performance of the teachers based on RPMS-IPCRF. It reveals that 60 or 22.14% of the teachers have a performance of 4.500 and above which have outstanding rating. Moreover, 206 or 76.01% of the teachers have ratings of 3.500-4.499 which have very satisfactory rating. In addition, 5 or 1.85% of the teachers obtained a satisfactory rating of 2.500-3.499 in their job performance evaluation results. This implies that job performance is of high importance for organizations and individuals ali e. Moreover, teachers' high job performance when accomplishing tasks results in job satisfaction, feelings of self-efficacy and mastery (Sonnentag et al., 2010). Furthermore, Scott as cited in Ali et al. (2014) viewed job performance as the total output that employees give to the organization as the sum total of abilities, opportunities, and motivation. In the context of the Department of Education, having high performance yield into satisfactory up to outstanding rating which means that the teachers perform well their work and have displayed effectiveness, efficiency and timeliness in doing their teaching duties most especially relating to the different Key Result Areas: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning,

assessment and reporting, and plus factors. Therefore, job performance is determined b teachers' level of participation in the day-to-day running of the school organizations. Teachers' job performance is a central construct in the field of wor ps cholog both industrial and organizational. It refers to the ways individuals perform their jobs (Soodmand & Doosti, 2016). Having a high job performance means that teachers have the ability to combine relevant inputs for the enhancement of the teaching and learning process (Werang, 2014) and improvement of student learning (Werang, Betaubun & Radja Leba, 2014). In the similar way, Selamat et al. 201 noted that teachers' job performance is a wa related to teachers' effectiveness.

Moreover, the finding is supported by Secong (2014), Pescuela (2015) and Torres (2015) which all revealed that almost all of the teachers have a "ver satisfactor " rating as shown in their performance evaluation system.

Table 7

Relationship on the Extent of School Heads' Implementation of Goal Setting, Monitoring and Feedbacking Practices and Teachers' Job Performance

Variables Correlated to Teachers' Job Performance	r_s	p-value	Decision	Remark
School Heads'…				
Planning and Commitment	0.728	0.000	Reject H_o3	Significant
Monitoring and Coaching	0.692	0.000	Reject H_o3	Significant
Review and Evaluation	0.700	0.000	Reject H_o3	Significant
Rewards and Dev. Planning	0.719	0.000	Reject H_o3	Significant
Overall	0.712	0.000	Reject H_o3	Significant

Table 7 reveals that all values of rs fall in the "strong relationship" categor . In addition, all

computed p-values are less than the level of significance (0.05). These findings will allow rejection of the null hypothesis. This means that there is a strong and significant relationship between the school heads' implementation of goal setting, monitoring and feedbac ing practices and the teachers' job performance. This implies that teachers tend to perform better if school heads implement the mentioned areas properly.

Summary of Findings, Conclusions and Recommendations

4.1. Summary of Findings

In view of the results of the study, the following findings are presented.

1. Extent of School Heads' Implementation of Goal Setting, Monitoring, and Feedbacking Practices in terms of the following Results-based Performance Management System (RPMS) Phases:

The data revealed the following results:

1.1 Planning and Commitment

1.1.1 school heads: $\mu w = 4.49$ (very great)

1.1.2 teachers: $\mu w = 4.47$ (very great)

1.2 Monitoring and Coaching

1.2.1 school heads: $\mu w = 4.43$ (very great)

1.2.2 teachers: $\mu w = 4.44$ (very great)

1.3 Review and Evaluation

1.3.1 school heads: $\mu w = 4.43$ (very great)

1.3.2 teachers: $\mu w = 4.47$ (very great)

1.4 Rewards and Developmental Planning

1.3.1 school heads: $\mu w = 4.38$ (very great)

1.3.2 teachers: $\mu w = 4.45$ (very great)

2. Job Performance of the Teachers

The job performance of the teachers for SY 2018-2019 is very satisfactory.

3. Relationship between the School Heads' Implementation of Goal Setting, Monitoring and Feedbacking Practices and Teachers' Job Performance

The data revealed the following results:

There is a strong and significant relationship between the school heads' implementation of goal setting, monitoring and feedbacking practices and teachers' job performance:

3.1 planning and commitment = $r = 0.728$, strong and significant and Ho is rejected;

3.2 monitoring and coaching = $r = 0.692$, strong and significant and Ho is rejected;

3.3 review and evaluation = $r = 0.700$, strong and significant and Ho is rejected; and

3.4 rewards and developmental planning = $r = 0.719$, strong and significant and Ho is rejected.

Conclusions

Below are the conclusions which have been based on the findings of the study:

1. The extent of school heads' implementation of goal setting, monitoring and feedbacing practices in terms of the Results-Based Performance Management (RPMS) Phases was "very great" as perceived by both the school heads and teachers in terms of the following aspects:

(a) planning and commitment;
(b) monitoring and coaching;
(c) review and evaluation; and
(d) rewards and developmental planning.

2. The job performance of the teachers based on the RPMS-IPCRF was in a "ver satisfactor " level.

3. There is a significant difference between the extent of school heads' goal setting, monitoring, and feedbac ing practices when they are grouped according to their respective profile items.

4.   There is a significant difference between the teachers' job performance based on the RPMS-IPCRF when they are grouped according to the aforementioned profile items.

5.   There is a strong and significant relationship between the extent of school heads' implementation of goal setting, monitoring, and feedbac ing practices and teachers' job performance.

In general, the extent of school heads' implementation of goal setting, monitoring, and feedbac ing practices is "ver great" and has a strong relationship to teachers' job performance.

Recommendations

In light of the findings and conclusions drawn, the researcher arrived to the following recommendations:

1. The school heads as RPMS-IRCRF raters should acquire adequate trainings in the conduct of goal setting, monitoring and feedbacking practices corresponding to the four phases of the Results-Based Performance Management System (RPMS) namely planning and commitment, monitoring and coaching, review and evaluation, and rewards and developmental planning to promote employee engagement, school improvement, and performance management.

2. The school heads as raters should involve themselves in the planning stage to draw commitment from the ratees or teachers for work engagement, conduct regular monitoring and coaching with the ratees to determine their progress in achieving strategically-aligned objectives, and provide feedbacking and necessary interventions to likewise achieve organizational effectiveness.

3. The school heads as raters should manifest a very great extent of implementation of the RPMS cycle and phases to likewise strengthen the role of Performance Management Team (PMT) to ensure that the job performance of the ratees or teachers is properly assessed in the same manner that the PMTs must validate their performance ratings which is in turn a manifestation of how well the teaching personnel perform their work corresponding to the effectiveness, efficiency, and timeliness in doing their duties and accomplishing tasks resulting to job satisfaction, self-efficacy and feeling of mastery.

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