



# Performance Management and Evaluation System (PMES): Correlating Compliance and Competency among Teachers

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## Abstract

## Review Article

This study explored how the Performance Monitoring and Evaluation System (PMES) operates in Diffun I District and how it relates to teachers' sense of competence, based on the Philippine Professional Standards for Teachers (PPST). The researcher utilized a descriptive-correlational approach, surveying both classroom and master teachers from elementary and secondary schools. The results indicated that compliance with PMES was generally high, with a Grand Median score of 3.00. However, many teachers felt that the documentation requirements were demanding and consumed too much time. Despite these challenges, teachers rated their teaching competency within PPST domains very high, achieving a Grand Median of 4.00. This suggests that professional skills do not rely solely on meeting documentation requirements. There were notable differences in workload based on teachers' positions and the level they taught, with classroom and high school teachers experiencing more difficulties. An important finding was the strong positive link between teaching competency and the perceived instructional influence of PMES, with digital fluency being a significant contributing factor ( $r = 0.658$ ). In summary, while PMES effectively serves its regulatory function, its potential for professional development is limited by the clerical workload and obstacles related to digital skills.

**Keywords:** performance monitoring and evaluation system (PMES), teaching competency, compliance, PPST, professional development, public school teachers.

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## Introduction

Globally, teacher evaluation systems are designed to ensure accountability, promote teacher growth, and enhance learning outcomes. However, international research (OECD, 2022) reveals that when these systems emphasize paperwork, they often lead to surface compliance rather than genuine improvement. Teachers may fulfill requirements for formality's sake rather than focusing on meaningful instructional practice. Systems that instead prioritize

developing teacher competency, such as improving pedagogy, reflection, and learner engagement, tend to foster greater motivation and professional growth (Darling-Hammond & Snyder, 2020; González-Fernández et al., 2024).

In the Philippines, the Department of Education implemented the Results-Based Performance Management System (RPMS) and, more recently, the Performance Monitoring and Evaluation System (PMES). Both are anchored on the Philippine



Professional Standards for Teachers (PPST) and aim to promote accountability and teacher development. However, teachers often report that compliance tasks overshadow opportunities for reflection and innovation (Bautista & Reyes, 2023). Local studies (David et al., 2022; Cabradilla, 2025; Lazo & Francisco, 2024) indicate that while teachers accomplish documentary requirements, the focus on compliance often reduces time for lesson preparation, creativity, and learner engagement. In Quirino and Isabela, schools face challenges such as limited resources, slow internet, and heavy workloads, making documentation and online submissions difficult. Dela Cruz (2023) and Cabradilla (2025) found that while teachers meet paperwork requirements, gaps in teaching practice remain.

Likewise, a study conducted in Diffun I District by Perez and Santos (2023) revealed that professional development strategies, such as Lesson Study, were affected by workload and contextual constraints, limiting innovation. These findings highlight that even within Diffun I District, teachers experience difficulty balancing compliance requirements with authentic professional growth under PMES.

Hence, this study focuses on the situation in Diffun I District during School Year 2024–2025. It examines how teachers balance compliance and competency under PMES and how this system influences their instructional practices. The findings aim to provide valuable insights for teachers, school leaders, and policymakers toward a performance evaluation system that is both accountable and supportive of authentic teaching and learning.

**Methods**

This study focused on understanding how teachers in the Diffun I District adhere to the Performance Management and Evaluation System (PMES) and how they view their own teaching skills. Instead of altering any variables, the research aimed to see if there's a link between these two aspects. A total of 105 public school teachers participated, chosen from a larger group of 212 through stratified sampling. This method ensured that teachers from both larger and smaller schools were fairly represented. The study employed a custom questionnaire based on the PMES and the Philippine Professional Standards for Teachers (PPST), which outline the professional competencies expected of Filipino teachers (Espiritu, 2021; Cabradilla, 2025).. This questionnaire covered four key areas: teachers' demographic information, their compliance with PMES, their teaching competency according to PPST standards, and their views on how PMES affects them. Experts validated the questionnaire, giving it an average score of 3.83, and it proved to be highly reliable, with Cronbach’s alpha values between 0.724 and 0.963. For data analysis, the researcher used methods like frequency counts, medians, and specific tests such as Mann-Whitney, Kruskal-Wallis, and Spearman rank correlation, due to the data not following a normal distribution. The researcher adhered to high ethical standards throughout the process. All respondents joined of their own free will, and we took careful steps to protect their privacy. Before gathering any data, we obtained the necessary approvals from the school authorities.

**Results and Discussion**

**I. Profile of the Respondents**

Table 1. Frequency and Percent Distribution of Respondents

Profile	Specifics	Frequency	Percent
Level Taught	Elementary	73	69.52
	High School	32	30.48
Position	Classroom Teacher	96	91.43

	Master/Head Teacher	9	8.57
Sex	Male	14	13.33
	Female	91	86.67
Age	35 years old & below	37	35.24
	36-45 years old	31	29.52
	46 years old & above	37	35.24
Highest Educational Attainment	Bachelor's Degree/ With Master's Units	41	39.05
	Master's Degree	26	24.76
	With PhD Units/PhD Degree	38	36.19
Years in Service	1-10 years	51	48.57
	11-15 years	24	22.86
	16 years & above	30	28.57

n = 105

Out of the 105 respondents, a significant majority are women, making up 86.67%, and most are elementary classroom teachers, accounting for 69.52%. This mirrors the typical profile found in the Philippine public school system. Nearly half, about 48.57%, have been teaching for ten years or less. Despite this, they show a commitment to furthering their education, with 60.95% either holding or working

towards post-graduate degrees. This pursuit of advanced education reflects their readiness to meet the Philippine Professional Standards for Teachers (PPST). However, the large number of classroom teachers underscores how administrative tasks can impact them, emphasizing the need for feedback systems that help convert their qualifications into effective teaching practices.

## II. Compliance with PMES Requirements

**Table 2.** Level of Agreement of the Respondents on their Compliance with PMES Requirements

Statements	Median	Description
1. I clearly understand the MOVs/documents required under PMES.	4.00	SA
2. I am able to submit my e-IPCRF on time.	4.00	SA
3. Uploading or preparing digital MOVs consumes too much of my non-teaching time.	3.00	A
4. Classroom observations are scheduled with enough notice.	3.00	A
5. The number of MOVs required this year was reasonable for my workload.	3.00	A
6. I receive clear guidance from my school head/supervisor about PMES requirements.	4.00	SA
7. My school provides adequate technical support (internet/computer access) for e-IPCRF and MOV submission.	4.00	SA

8. Preparing documentary requirements affects my lesson planning time.	3.00	A
9. The PMES rubrics/checklists are clear and easy to interpret.	3.00	A
10. I comply with observation and documentation requirements mainly to satisfy administrative demands.	3.00	A
<b>Grand Median</b>	<b>3.00</b>	<b>A</b>

*Legend: 3.26 – 4.00 Strongly Agree (SA)*  
*2.51 – 3.25 Agree (A)*  
*1.76 – 2.50 Disagree (D)*  
*1.00 – 1.75 Strongly Disagree (SD)*

Table 2 reveals that teachers generally meet the PMES requirements with an overall compliance score of 3.00, indicating agreement. This suggests they manage to adhere to expectations, despite facing certain obstacles.

Teachers express strong confidence in their understanding of the necessary Means of Verification (MOVs), submit their electronic Individual Performance Commitment and Review Forms (e-IPCRF) punctually, and feel they receive ample guidance and technical support, all scoring an average of 4.00. This implies that schools offer robust support systems. This observation aligns with the research by Dela Cruz and Magsino (2022), who highlight how clear guidance boosts teacher performance.

On the other hand, tasks related to workload, such as preparing MOVs and documentation, which

impact lesson planning, received a score of 3.00. This points to a significant time burden on teachers, echoing findings by Bañares and colleagues (2024) that administrative duties heighten teachers’ workload. Teachers also indicate that they often comply with requirements primarily to meet administrative needs, scoring 3.00 in this area. This suggests a tendency toward surface compliance, as Zhang (2021) discusses. David and others (2019) note how accountability systems might prioritize compliance over meaningful teaching. Additionally, moderate scores for rubric clarity and observation scheduling suggest room for enhancement, as identified by Gecolea (2019).

Overall, while schools provide sufficient support to help teachers meet PMES standards, the added strain from workload and administrative demands impacts the depth of their compliance.

### III. Teaching Competency (PPST Domains under PMES)

**Table 3.** Level of Agreement of the Respondents of their Perceived Teaching Competency on the Different Domains

Statements	Median	Description
<i>A. Planning and Preparation</i>		
1. I prepare lesson plans that align objectives, activities, and assessment.	4.00	SA
2. I adjust my lessons to meet learners’ diverse needs.	4.00	SA
<i>B. Pedagogy/Teaching Strategies</i>		
3.I use varied teaching strategies (e.g., group work, inquiry, differentiation) to engage learners.	4.00	SA

4. I adapt my instruction when I notice learners are not understanding.	4.00	SA
<i>C. Assessment and Feedback</i>		
5. I use formative assessment results to improve my teaching.	4.00	SA
6. I provide timely and constructive feedback to students.	4.00	SA
<i>D. Learning Environment</i>		
7. I establish a classroom climate where learners feel safe to participate.	4.00	SA
8. I manage routines effectively so that learning time is maximized	4.00	SA
<i>E. Professional Growth and Engagement</i>		
9. I reflect on my teaching practices regularly.	4.00	SA
10. I actively participate in professional development activities (workshops, coaching, training).	4.00	SA
<i>E. Inclusivity and Diversity</i>		
11. I design tasks and assessments that address learners with varied abilities.	4.00	SA
12. I incorporate culturally relevant materials to make lessons meaningful.	4.00	SA
<i>F. Use of Technology and Resources</i>		
13. I use technology effectively to support teaching and student learning.	4.00	SA
14. I can provide authentic evidence (student work, reflection notes, assessment results) that show real learning.	4.00	SA
<i>G. Collaboration and Ethics</i>		
15. I collaborate with colleagues to improve lesson planning and assessment.	4.00	SA
16. I uphold DepEd's Code of Ethics in my interactions with learners, parents, and colleagues.	4.00	SA
<b>Grand Median</b>	<b>4.00</b>	<b>SA</b>

*Legend: 3.26 – 4.00 Strongly Agree (SA)*  
*2.51 – 3.25 Agree (A)*  
*1.76 – 2.50 Disagree (D)*  
*1.00 – 1.75 Strongly Disagree (SD)*

With a grand median score of 4.00, which indicates significant agreement, Table 3 shows that instructors rate their teaching skill as very good across all PPST domains. Instructors are self-assured in their capacity to organize lessons, employ efficient teaching techniques, evaluate students' progress, oversee classrooms, and interact professionally.

Every indicator received a "Strongly Agree" rating, demonstrating consistent confidence throughout the domains. This aligns with Cabradilla's 2025 findings, which highlight teachers'

high competency levels in relation to PPST standards. The high marks in professional development and collaboration further support Gamuza et al.'s 2025 research, emphasizing the importance of self-efficacy and lifelong learning.

Teachers also show competence in inclusivity and technology integration, demonstrating their ability to adapt to current educational challenges. Serrano's 2025 study backs this adaptability. Yet, as David et al. noted in 2019, these high self-assessments might be partly shaped

by accountability measures. Overall, teachers see themselves as highly skilled across all PPST domains.

**IV. Influence of PMES on Teaching Practice**

**Table 4.** Level of Agreement of the Respondents on the Influence of PMES on Teaching Practice

Statements	Median	Description
1. PMES helps me identify areas of teaching that I need to improve.	4.00	SA
2. PMES requirements encourage me to reflect more on my teaching practice.	4.00	SA
3. PMES paperwork feels more like a compliance checklist than a tool for growth. (reverse)	3.00	A
4. Coaching and feedback under PMES are constructive and help me improve my teaching.	4.00	SA
5. Feedback from PMES observations leads me to change specific classroom activities or assessments.	3.00	A
6. I keep evidence (student work, assessment results) because it helps me reflect and improve instruction, not only for compliance.	3.00	A
7. PMES helps me grow as a teacher.	3.00	A
<b>Grand Median</b>	<b>3.00</b>	<b>A</b>

*Legend: 3.26 – 4.00 Strongly Agree (SA)  
 2.51 – 3.25 Agree (A)  
 1.76 – 2.50 Disagree (D)  
 1.00 – 1.75 Strongly Disagree (SD)*

Table 5 highlights the significant influence of the Performance Management Evaluation System (PMES) on teaching practices, with a Grand Median score of 3.00, indicating general agreement. Many teachers feel that the system effectively identifies areas for improvement and encourages self-reflection, aligning well with the objectives of the Philippine Professional Standards for Teachers (PPST) to guide training programs. Teachers also express strong agreement that the coaching and feedback they receive through PMES are constructive, supporting the notion that effective feedback within the Results-based Performance Management System (RPMS) enhances instructional

performance.

However, the data also uncovers some tensions related to the evaluation process. Teachers report that PMES paperwork often feels like a compliance checklist, illustrating the "performative accountability" that may stifle creativity. This administrative burden is a recognized challenge in the Philippine public school system and can impact job satisfaction. Although teachers agree that they gather evidence to genuinely improve their instruction, rather than merely for compliance, moving from mere compliance to authentic professional development remains an essential area for support within schools.

**V. Relationship between Perceived Teaching Competency and PMES Compliance**

**Table 5.** Spearman Rank Correlation between Perceived Teaching Competency and PMES Compliance

Teaching Competency	PMES Compliance			
	r	Description	p-value	Decision
Planning & Preparation	0.578	Moderate	<.001	Reject Ho
Pedagogy/ Teaching Strategies	0.445	Moderate	<.001	Reject Ho
Assessment & Feedback	0.370	Low	<.001	Reject Ho
Learning Environment	0.424	Moderate	<.001	Reject Ho
Professional Growth & Engagement	0.414	Moderate	<.001	Reject Ho
Inclusivity & Diversity	0.474	Moderate	<.001	Reject Ho
Use of Technology & Resources	0.461	Moderate	<.001	Reject Ho
Collaboration & Ethics	0.367	Low	<.001	Reject Ho

p-value of  $\leq .05$  is significant

The majority of the respondents are female elementary teachers (86.67%), with nearly half (48.57%) having been in the profession for ten years or less. Despite their relatively short tenure, a significant 60.95% are either pursuing or have already completed postgraduate degrees, showcasing their commitment to academic growth. This dedication mirrors their high self-assessed teaching competency, where they strongly agree with their proficiency across all domains of the Philippine Professional Standards for Teachers (PPST). This finding is consistent with the study by Gamuza et al. (2025), which highlights the high standards maintained by Filipino teachers even after the pandemic.

Yet, there's a notable issue with the Results-Based Performance Management System (RPMS). Teachers understand the Means of Verification (MOVs) and feel supported, but they also acknowledge that the demands of digital documentation are time-consuming and can interfere

with lesson planning. This concern echoes the "administrative burden" mentioned by Bañares et al. (2024) and the "performative accountability" identified by David et al. (2019), where the focus on compliance might stifle creativity.

The study also reveals a significant connection between teaching competency and compliance with the Performance Management and Evaluation System (PMES), especially strong in the area of Planning and Preparation ( $r = 0.578$ ). This suggests that more competent teachers tend to navigate evaluation systems more effectively. However, the weaker correlation in Collaboration and Ethics ( $r = 0.367$ ) indicates that these qualitative attributes might not be fully captured by compliance measures. Overall, while teachers view PMES as a useful tool for professional growth (Grand Median = 3.00), as supported by Dela Cruz and Magsino (2022), there is a need to balance documentation demands with genuine support to prevent mere "surface compliance," as Zhang (2021) warns.

**VI. Relationship between Perceived Teaching Competency and Influence of PMES on Teaching Practice**

**Table 6.** Spearman Rank Correlation between Perceived Teaching Competency and Influence of PMES on Teaching Practice

Teaching Competency	Influence of PMES on Teaching Practice			
	r	Description	p-value	Decision
Planning & Preparation	0.652	Strong	<.001	Reject Ho
Pedagogy/ Teaching Strategies	0.592	Moderate	<.001	Reject Ho
Assessment & Feedback	0.514	Moderate	<.001	Reject Ho
Learning Environment	0.650	Strong	<.001	Reject Ho
Professional Growth & Engagement	0.593	Moderate	<.001	Reject Ho
Inclusivity & Diversity	0.585	Moderate	<.001	Reject Ho
Use of Technology & Resources	0.658	Strong	<.001	Reject Ho
Collaboration & Ethics	0.527	Moderate	<.001	Reject Ho

p-value of ≤.05 is significant

Table 6 reveals an interesting connection between teaching competence and how the evaluation system impacts practice. Each domain demonstrated a strong, statistically significant positive link ( $p < .001$ ) between a teacher's competency and the influence of the Performance Management and Evaluation System (PMES) on their work. Planning & Preparation ( $r = 0.652$ ), Learning Environment ( $r = 0.650$ ), and Use of Technology ( $r = 0.658$ ) exhibited robust correlations. This suggests that educators who excel in these areas view the performance system as more instrumental in their professional growth.

The findings echo Dela Cruz and Magsino's (2022) assertion that effective feedback within the Results-Based Performance Management System (RPMS) plays a crucial role in boosting instructional performance. While the data paints a picture of a skilled workforce that benefits from the evaluation system's reflective opportunities, it also highlights the ongoing challenge of managing extensive documentation to demonstrate competence.

In Diffun I District, the PMES program for the school year 2024–2025 has been introduced with the aim of enhancing administrative accountability. However, it struggles to serve as an effective tool for teacher development. The findings show that teachers often focus on meeting formal requirements rather than enhancing their teaching methods. This "paper compliance" approach tends to overshadow genuine pedagogical improvements. Technology plays a significant role in this dynamic. When teachers appear incompetent, it is often due to a lack of digital clerical skills, not a deficiency in their teaching abilities. This issue is particularly pronounced in environments where resources are limited. The PMES system applies a one-size-fits-all standard that does not consider the structural differences among schools. As a result, teachers face an excessive clerical workload that eats into their time available for actual teaching. There is a clear link between planning and compliance: teachers who excel in planning naturally produce the required documentation. In contrast, those who struggle with planning often find themselves documenting their work after the fact, which can lead to exhaustion and

burnout. Currently, rather than fostering genuine professional growth, evaluation systems often function as bureaucratic compliance mechanisms for educators (Lazo, 2020; Zhang, 2021).

To make the Performance Monitoring and Evaluation System (PMES) more effective for development, school leaders may shift their focus. Instead of just counting Means of Verification (MOVs), they could emphasize the depth and quality of teaching reflections. Providing targeted professional development such as “Tech-for-Docs” workshops could help teachers develop the digital competencies needed to manage documentation systems effectively (Garba & Sani, 2021; Gamuza et al., 2025), thus closing the digital skills gap. Schools may also consider adjusting policies to protect teachers' time for lesson planning rather than burdening them with administrative tasks. On a broader scale, the Department of Education could rethink the MOV requirements, especially in schools with many students. Using evidence-sampling methods and streamlining the digital submission process could ease the clerical load on teachers. Teachers may see thorough preparation as a key part of meeting standards. By honing their planning skills, items like Daily Lesson Logs can become natural MOVs, which might reduce the need for extra paperwork and help prevent burnout. Additionally, future research could delve into the challenges teachers face during postgraduate studies. By examining these pressures alongside their actual IPCRF scores, researchers might determine if the stress teachers experience truly reflects their job performance. This could shed light on whether the PMES is perceived as a burden or an accurate measure of effectiveness at the classroom level.

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