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RPMS - Implementation Practices as Determinants of Teacher Motivation of Professional Commitment

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Abstract **Review Article**

This study examined the implementation practices of the Results-Based Performance Management System (RPMS) as determinants of teacher motivation and professional commitment among beginning teachers in Diffun Districts I and II, Schools Division of Quirino, during the School Year 2025–2026. Specifically, the study assessed RPMS implementation in terms of clarity, objectivity, and timeliness, and examined their relationship with intrinsic and extrinsic motivation and professional commitment. A quantitative correlational research design was employed. The respondents consisted of 48 beginning public elementary school teachers selected through purposive sampling. Data were collected using a structured survey questionnaire and analyzed using descriptive statistics, Pearson correlation, and stepwise regression analysis. Findings revealed that RPMS implementation was highly implemented in terms of clarity (M = 3.47), objectivity (M = 3.50), and timeliness (M = 3.54). Beginning teachers also demonstrated high levels of intrinsic motivation (M = 3.54), extrinsic motivation (M = 3.50), and professional commitment (M = 3.59). Pearson correlation results showed strong and significant positive relationships between RPMS implementation and teacher motivation ($p < .001$), with timeliness showing the strongest association. Stepwise regression analysis indicated that clarity significantly predicted professional commitment ($R^2 = 0.625$), and when combined with timeliness, the predictive power increased ($R^2 = 0.688$). The study concludes that effective RPMS implementation, particularly in terms of clarity and timeliness, enhances teacher motivation and strengthens professional commitment among beginning teachers. The findings highlight the importance of transparent evaluation processes, fair performance standards, and timely feedback to support teacher development and improve educational quality.

Keywords: RPMS, teacher motivation, professional commitment, beginning teachers, performance appraisal.

INTRODUCTION

Teacher quality plays a crucial role in improving student learning outcomes and overall school effectiveness (Engida, 2024). In the Philippine educational system, the Department of Education institutionalized the Results-Based Performance Management System (RPMS), anchored on the Philippine Professional Standards for Teachers (PPST), to ensure that teachers meet professional standards and continuously improve their

instructional practices (Serrano & Fallado, 2023; Ebue, 2025). RPMS provides a structured framework for performance appraisal through classroom observations, portfolio documentation, and feedback mechanisms intended to support professional development and instructional effectiveness (Espinosa et al., 2022).

Previous studies have shown that effective performance appraisal systems can positively influence teacher motivation and professional commitment when they are implemented with clear standards, objective evaluation, and timely feedback (Geronimo & Olegario, 2020; Espinosa et al., 2022). Transparent and fair evaluation practices encourage teachers to engage in reflective practice, improve instructional strategies, and pursue professional growth. However, other studies also report that teachers sometimes perceive RPMS as compliance-driven due to documentation requirements and administrative workload, which may affect motivation and professional engagement (Ebue, 2025; Geronimo & Olegario, 2020).Despite the growing body of literature on teacher evaluation systems, several gaps remain. First, many studies focus on general teacher populations rather than beginning teachers, who often face unique challenges in adjusting to evaluation systems and professional expectations. Second, limited research examines how specific RPMS implementation practices—such as clarity, objectivity, and timeliness—directly influence both intrinsic and extrinsic motivation. Third, few studies investigate how these motivational factors contribute to teachers' professional commitment within a localized district context.

To address these gaps, this study examines RPMS implementation practices as determinants of teacher motivation and professional commitment among beginning teachers in Diffun Districts I and II. By analyzing the relationships among RPMS practices, intrinsic and extrinsic motivation, and professional commitment, the study provides localized empirical evidence that may help improve RPMS implementation, strengthen teacher motivation, and enhance long-term professional commitment in the teaching profession.

Specifically, this study is guided by the following research questions:

1. What is the level of RPMS implementation among beginning teachers in terms of:

    1.1 Clarity

    1.2 Objectivity and

    1.3 Timeless?

2. What is the level of teacher motivation among beginning teachers in terms of:

    2.1 Intrinsic motivation; and

    2.2 Extrinsic motivation?

3. What is the level of professional commitment among beginning teachers?

4. Is there a significant relationship between RPMS implementation and teacher motivation among beginning teachers?

5. Do RPMS practices significantly influence the professional commitment of beginning teachers?

6. Based on the findings of the study, what recommendations may be proposed to enhance RPMS implementation, teacher motivation, and professional commitment among beginning teachers?

METHODS

This study employed a quantitative correlational research design to examine the relationship between RPMS implementation practices, teacher motivation, and professional commitment among beginning teachers. The respondents consisted of 48 public elementary school beginning teachers from Diffun Districts I and II in the Schools Division of Quirino, selected through purposive sampling. Data were collected using a structured survey questionnaire measuring RPMS implementation in terms of clarity, objectivity, and timeliness, as well as intrinsic and extrinsic motivation and professional commitment. Descriptive statistics such as mean and standard

deviation were used to determine variable levels, while Pearson correlation and stepwise regression analysis were employed to examine relationships and predictive influences among variables.

RESULTS AND DISCUSSION

I. Level of RPMS Implementation among beginning teachers

Table 2. Level of Agreement of the Respondents on the RPMS Implementation along Clarity

Statements	Mean	SD	Description
1. The PPST indicators used in RPMS are clearly explained to me at the start of the school year.	3.52	.50	SA
2. I understand how each PPST indicator applies to my role as a beginning teacher.	3.42	.50	SA
3. The performance objectives aligned with PPST are written in a way that is easy to interpret.	3.42	.50	SA
4. My rater provides clear guidance on what evidence is required for each PPST indicator.	3.54	.50	SA
5. I know how my classroom practices are linked to the PPST domains through RPMS.	3.46	.50	SA
Grand Mean	**3.47**	**.38**	**SA**

Legend: 3.25 – 4.00 Strongly Agree (SA)
2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)
1.00 – 1.74 Strongly Disagree (SD)

Table 2 reveals that beginning teachers strongly agree on the clarity of RPMS implementation, as reflected by the grand mean of 3.47 (SD = 0.38), with all indicators falling within the "Strongly Agree" range (3.42–3.54). The highest mean indicates that raters clearly explain the required MOVs for each indicator under the Philippine Professional Standards for Teachers (PPST), while the lowest mean still reflects strong agreement that performance objectives are understandable. These findings imply that RPMS is clearly communicated, enabling beginning teachers to understand expectations and align their classroom practices with PPST standards, consistent with the Department of Education (DepEd, 2020), which emphasizes that clear performance standards support teacher professional growth.

Table 3. Level of Agreement of the Respondents on the RPMS Implementation along Objectivity

Statements	Mean	SD	Description
1. The PPST indicators are applied fairly in evaluating my performance.	3.44	.54	SA
2. My rater bases my RPMS rating on documented evidence rather than personal opinions.	3.54	.50	SA
3. The feedback I receive is consistent with the PPST standards.	3.52	.50	SA
4. I trust that the RPMS process follows the PPST indicators objectively.	3.50	.51	SA
Grand Mean	**3.50**	**.41**	**SA**

Legend: 3.25 – 4.00 Strongly Agree (SA)
2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)
1.00 – 1.74 Strongly Disagree (SD)

Table 3 indicates that beginning teachers strongly agree on the objectivity of RPMS implementation, with a grand mean of 3.50 (SD = 0.41), reflecting their perception that the process is fair and unbiased (DepEd, 2022). All indicators fall within the "Strongly Agree" range (3.44–3.54). The highest mean shows that raters base their ratings on documented evidence rather than personal opinions, while the lowest mean still confirms strong agreement that indicators under the Philippine Professional Standards for Teachers (PPST) are applied fairly in evaluating performance (Philippine Professional Standards for Teachers, 2017). These results imply that RPMS implementation promotes fairness, consistency, and standards-based evaluation, thereby strengthening teachers' trust and confidence in the appraisal system, consistent with recent studies highlighting that transparent and objective evaluation systems enhance teacher motivation and commitment (Garcia & Cruz, 2021; Santos et al., 2022).

Table 4. Level of Agreement of the Respondents on the RPMS Implementation along with Timeliness.

Statements	Mean	SD	Description
1. I receive feedback on my performance within a reasonable time after observations.	3.65	.48	SA
2. My rater conducts classroom observations according to the RPMS schedule.	3.50	.55	SA
3. Mid-year reviews based on PPST indicators help me improve my teaching.	3.58	.50	SA
4. Performance ratings are released on time as prescribed in RPMS guidelines.	3.44	.50	SA
5. I am given sufficient time to respond to feedback and improve before final ratings are given.	3.52	.50	SA
Grand Mean	**3.54**	**.41**	**SA**

Legend: 3.25 – 4.00 Strongly Agree (SA)
2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)
1.00 – 1.74 Strongly Disagree (SD)

Table 4 reveals that beginning teachers strongly agree on the timeliness of RPMS implementation, as reflected by the grand mean of 3.54 (SD = 0.41), indicating that RPMS processes are carried out promptly (DepEd, 2022). All indicators fall within the "Strongly Agree" range (3.44–3.65). The highest mean shows that teachers receive feedback within a reasonable time after classroom observations, while the lowest mean still confirms that performance ratings are released on schedule according to RPMS guidelines aligned with the Philippine Professional Standards for Teachers (PPST) (Philippine Professional Standards for Teachers, 2017). These findings imply that timely observations, feedback, and release of ratings support teachers' continuous improvement before final evaluation, which aligns with recent research emphasizing that prompt feedback and evaluation positively influence teacher performance and professional growth (Delos Reyes & Villanueva, 2021; Tan & Lim, 2022).

II. Level of Teacher Motivation among Beginning Teachers

Table 5. Level of Agreement of the Respondents on their Motivation as Beginning Teachers, along with Intrinsic Motivation

Statements	Mean	SD	Description
1. The RPMS process encourages me to reflect on my teaching practices and improve for personal and professional growth.	3.52	.50	SA
2. I feel a sense of fulfillment when I achieve high RPMS ratings because they reflect my competence as a teacher.	3.52	.55	SA
3. The goal-setting component of RPMS inspires me to continuously develop my skills and teaching strategies.	3.56	.50	SA
4. Feedback provided through RPMS strengthens my internal drive to become a more effective educator.	3.58	.50	SA
5. Engaging in RPMS-related professional development activities enhances my passion for teaching.	3.52	.50	SA
Grand Mean	**3.54**	**.42**	**SA**

Legend: 3.25 – 4.00 Strongly Agree (SA)
2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)
1.00 – 1.74 Strongly Disagree (SD)

Table 5 shows that beginning teachers strongly agree regarding their intrinsic motivation, with a grand mean of 3.54 (SD = 0.42), indicating that the RPMS process positively influences their internal drive to teach effectively (DepEd, 2022). All indicators fall within the "Strongly Agree" range (3.52–3.58). The highest mean reveals that feedback gained from RPMS strengthens teachers' desire to improve as educators, while the lowest mean still reflects strong agreement that RPMS promotes reflection, fulfillment, professional growth, and passion for teaching (Philippine Professional Standards for Teachers, 2017). These findings imply that RPMS implementation enhances intrinsic motivation by encouraging self-reflection, goal-setting, and continuous professional development, consistent with recent studies showing that structured teacher appraisal systems positively impact intrinsic motivation and professional growth (Alvarez et al., 2021; Mendoza & Reyes, 2022).

Table 6. Level of Agreement of the Respondents on their Motivation as Beginning Teachers, along with Extrinsic Motivation

Statements	Mean	SD	Description
1. The RPMS evaluation results motivate me to perform better because they influence my chances for promotion and career advancement.	3.50	.51	SA
2. I am motivated to improve my teaching performance because RPMS ratings affect my eligibility for incentives, bonuses, or rewards.	3.42	.50	SA
3. Recognition and commendation received through the RPMS process encourage me to exert more effort in my work.	3.56	.50	SA
4. I strive to meet RPMS indicators because they are linked to administrative appraisal and professional ranking.	3.50	.51	SA
5. The accountability and monitoring mechanisms in RPMS push me to enhance my performance to meet external expectations.	3.52	.50	SA
Grand Mean	**3.50**	**.39**	**SA**

Legend: 3.25 – 4.00 Strongly Agree (SA)
2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)
1.00 – 1.74 Strongly Disagree (SD)

Table 6 indicates that beginning teachers strongly agree on their level of extrinsic motivation, with a grand mean of 3.50 (SD = 0.39), suggesting that the RPMS process significantly influences external sources of motivation (DepEd, 2022). All indicators fall within the "Strongly Agree" range (3.42–3.56). The highest mean shows that recognition and commendation received through RPMS encourage teachers to exert greater effort, while the lowest mean still confirms strong agreement that RPMS ratings affect eligibility for incentives and rewards (Philippine Professional Standards for Teachers, 2017). These findings imply that RPMS functions as a strong external motivator, as performance ratings, recognition, and opportunities for advancement aligned with the PPST encourage beginning teachers to improve their teaching performance, consistent with recent studies highlighting that structured appraisal systems and performance-based recognition enhance teacher engagement, effort, and professional commitment (Lopez & Garcia, 2021; Hernandez & Cruz, 2022).

III. Level of Professional Commitment among beginning teachers

Table 7. Level of Agreement of the Respondents on their Professional Commitment as Beginning Teachers

Statements	Mean	SD	Description
1. I am committed to staying in the teaching profession.	3.60	.49	SA
2. I feel emotionally attached to my school.	3.33	.48	SA
3. I am willing to exert extra effort for my school.	3.69	.47	SA
4. I plan to continue teaching for many years.	3.63	.53	SA
5. I am proud to be a teacher.	3.71	.46	SA
Grand Mean	**3.59**	**.37**	**SA**

Legend: 3.25 – 4.00 Strongly Agree (SA)
2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D)
1.00 – 1.74 Strongly Disagree (SD)

Table 7 reveals that beginning teachers strongly agree regarding their level of professional commitment, as reflected by the grand mean of 3.59 (SD = 0.37), indicating a high degree of dedication to the profession (DepEd, 2022). All indicators fall within the "Strongly Agree" range (3.33–3.71). The highest mean shows that respondents are proud to be teachers, followed by their willingness to exert extra effort for their school, while the lowest mean, referring to emotional attachment to the school, still reflects strong agreement (Philippine Professional Standards for Teachers, 2017). These findings imply that beginning teachers possess strong professional dedication, long-term commitment to their careers, and a deep sense of pride and responsibility in fulfilling standards set by the PPST, which aligns with recent research emphasizing that structured performance appraisal systems, recognition, and professional support enhance teachers' commitment and engagement (Mendoza & Reyes, 2022; Alvarez et al., 2021).

IV.Relationship between RPMS Implementation and Teacher Motivation among Beginning Teachers

Table 8. Pearson r Correlation between RPMS Implementation and Teacher Motivation among Beginning Teachers

RPMS Implementation	Teacher Motivation					
	Intrinsic			Extrinsic		
	R	P	Decision	r	P	Decision
Clarity	.776	<.001	**Reject Ho**	.584	<.001	**Reject Ho**
Objectivity	.817	<.001	**Reject Ho**	.677	<.001	**Reject Ho**
Timeliness	.830	<.001	**Reject Ho**	.789	<.001	**Reject Ho**

Table 8 shows the Pearson r correlation between RPMS implementation and teacher motivation among beginning teachers. All dimensions of RPMS implementation—clarity, objectivity, and timeliness—are strongly and positively correlated with both intrinsic and extrinsic motivation ($p < .001$), leading to the rejection of the null hypothesis. For intrinsic motivation, timeliness ($r = .830$) has the strongest correlation, followed by objectivity ($r = .817$) and clarity ($r = .776$), indicating that timely processes, fair evaluation, and clear guidelines strongly enhance internal drive, professional growth, and personal satisfaction. For extrinsic motivation, timeliness ($r = .789$) also shows the strongest relationship, followed by objectivity ($r = .677$) and clarity ($r = .584$), suggesting that efficient implementation, fairness, and clear standards significantly affect recognition, rewards, and career advancement. These findings imply that effective RPMS implementation is closely associated with higher teacher motivation, both intrinsic and extrinsic, consistent with recent studies showing that transparent, objective, and timely teacher appraisal systems positively influence motivation, engagement, and professional commitment (Garcia & Cruz, 2021; Delos Reyes & Villanueva, 2021; Mendoza & Reyes, 2022).

V. RPMS Practices as Predictors of Professional Commitment among Beginning Teachers

Table 9. Stepwise Regression Analysis of RPMS Practices as Predictors of Professional Commitment among Beginning Teachers

Predictors	Regression Model	R^2	F	p-value
Clarity (X_1)	$Y = 0.938 + 0.764X_1$	0.625	76.615	<.001
Clarity (X_1) & Timeliness (X_2)	$Y = 0.654 + 0.529X_1 + 0.311X_2$	0.688	49.642	<.001

Table 9 presents the stepwise regression analysis of RPMS practices as predictors of professional commitment among beginning teachers. In Model 1, clarity significantly predicts professional commitment ($R^2 = 0.625$, $F = 76.615$, $p < .001$), explaining 62.5% of the variance, with the regression equation ($Y = 0.938 + 0.764X_1$) indicating that a one-unit increase in clarity corresponds to a 0.764-unit increase in professional commitment. In Model 2, clarity and timeliness together significantly predict professional commitment ($R^2 = 0.688$, $F = 49.642$, $p < .001$), explaining 68.8% of the variance, showing that timeliness adds explanatory power beyond clarity. The regression equation ($Y = 0.654 + 0.529X_1 + 0.311X_2$) indicates that both clarity and timeliness positively influence professional commitment. These findings suggest that clear guidelines and timely implementation of RPMS practices are key factors in enhancing the professional commitment of beginning teachers, which aligns with recent studies emphasizing that transparent, objective, and efficient performance appraisal systems strengthen teacher engagement, professional dedication, and long-term commitment (Garcia & Cruz, 2021; Delos Reyes & Villanueva, 2021; Mendoza & Reyes, 2022).

VI. Proposed Action Plan to enhance RPMS implementation, teacher motivation, and professional commitment among beginning teachers

In response to the findings of the study, this proposed action plan is designed to further

strengthen the implementation of the Results-Based Performance Management System (RPMS) and enhance the motivation and professional commitment of beginning teachers in Diffun Districts I and II. Although RPMS practices were found to be highly implemented, results revealed that clarity and timeliness significantly influence teacher motivation and commitment.

Recognizing the critical role of effective performance management in teacher development and retention, this action plan outlines strategic, sustainable, and collaborative interventions aimed at improving understanding of RPMS processes, ensuring timely and developmental feedback, promoting fairness in evaluation, and fostering both intrinsic and extrinsic motivation. Through structured orientation, mentoring, recognition programs, and continuous monitoring mechanisms, the initiative seeks to institutionalize best practices that will support beginning teachers in achieving professional growth, sustaining commitment to the teaching profession, and contributing to overall school improvement.

The study concludes that the effective implementation of the Results-Based Performance Management System (RPMS) significantly influences the motivation and professional commitment of beginning teachers. Findings revealed that RPMS practices in terms of clarity, objectivity, and timeliness were highly implemented and positively associated with both intrinsic and extrinsic motivation. Among these dimensions, clarity and timeliness emerged as significant predictors of professional commitment. These results indicate that when performance expectations are clearly communicated, evaluation processes are fair, and feedback is provided promptly, beginning teachers are more motivated and committed to their profession. Strengthening these RPMS practices can therefore enhance teacher engagement, professional growth, and long-term dedication to teaching.

Future researchers are encouraged to expand this study by examining RPMS implementation across a larger population of teachers from different districts, divisions, or regions to enhance the generalizability of the findings. Comparative studies between beginning and experienced teachers may also provide deeper insights into how RPMS practices influence motivation and professional commitment at different career stages. Additionally, future research may incorporate qualitative methods such as interviews or focus group discussions to capture teachers' lived experiences with RPMS implementation. Investigating other variables, such as school leadership, organizational climate, workload, and professional development opportunities, may further explain factors influencing teacher motivation, performance, and long-term professional commitment.

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