

ORGANIZATIONAL CHANGE, ADAPTABILITY AND PERFORMANCE MANAGEMENT AMONG PROFICIENT TEACHERS ON THE IMPLEMENTATION OF RPMS-PPST

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ABSTRACT

The main purpose of this study was to determine the organizational change, adaptability and performance management among proficient teachers' on the implementation of RPMS-PPST in the Province of Laguna.

The descriptive technique was utilized in this study to examine the link between organizational change, adaptability and performance management on the implementation of RPMS-PPST. The study employed five hundred (500) secondary proficient teachers from the districts of Nagcaral, Liliw, Rizal, Magdalena, Majayjay, Cavinti, and Luisiana as respondents.

The significant findings and the result of the study revealed that the level of organizational change and adaptability management of the selected proficient teachers in secondary schools shows the respective indicators as to awareness, desire, knowledge ability and reinforcement for organizational management and relative to adaptability management collaboration, continuous improvement, realistic goals and observation are verbally interpreted as very high. However, relative to innovation, findings indicate that it is verbally interpreted as high.

Moreover, in terms of the level of performance management as one of the important indicator in this study was revealed that the proficient teachers on the selected secondary schools shows continuous management, development, training, result orientated and performance review are verbally interpreted as very high. Based on the indicator set as community linkages, professional engagement, personal growth and professional development. In terms of the level of implementation of Result-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) are verbally interpreted as very high.

Organizational change, adaptability and performance management with all of respective indicators as per result findings it observed significant relationship to the implementation of RPMS-PPST.

The conclusion was reached based on the findings. On the facts above, can conclude that the null hypothesis There is no significant relationship between organizational management and RPMS-PPST adoption is rejected at the 0.05 level of significance. As a result, the alternative that implies a considerable relationship between them should be accepted.

Additionally, at the 0.05 level of significance, the null hypothesis "There is no significant association between Adaptability management and RPMS-PPST implementation" is rejected. As a result, the alternative that implies a considerable relationship between them should be accepted.

Correspondingly, based on the facts above, we may conclude that the null hypothesis There is no significant relationship between performance management and deployment of RPMS-PPST is rejected at the 0.05 level of significance. As a result, the alternative that implies a considerable relationship between them should be accepted. Based on the findings, the following recommendations are made. It is strongly recommended that school leaders focus and emphasize adaptability management, particularly innovation, to encourage teachers and students to explore, research, and use all available tools to discover and learn something new. It is suggested that performance monitoring focus on the requirements of teachers and the school community, allowing them to maintain track of their performance.

Keywords:

Organizational change, adaptability and performance management, community linkages, professional development and engagement, personal growth

INTRODUCTION

The Department of Education (DepEd) is dedicated to providing high-quality instruction because it understands that doing so is essential to achieving the intended learning outcomes. As a result, the Department is persistent in its attempts to base its human resource management strategies and operations on clear-cut professional standards for teacher quality.

For SY 2021-2022, the Department aims to complete the full cycle of embedding the 37 PPST indicators into teachers' performance. This DepEd Memorandum titled Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022 provides for the guidelines on the performance management and appraisal of teachers using the remaining 18 indicators in their RPMS. With the implementation of the Basic Education Learning Continuity Plan (BE-LCP), the sudden shift from face to face to remote learning, and now the gradual implementation of the limited face to face classes, the tools, forms, and protocols stipulated herein are developed and modified to ensure that the measures of performance this school year are appropriate, adaptive, and relevant to capture teachers' actual performance in the context of the pandemic.

DepEd Memorandum 004 s. 2022 RPMS-PPST cover all Teachers and Master Teachers in all public elementary and secondary schools and community learning centers, including those Teachers and Master Teachers who are reassigned as full-time Teacher-Broadcasters in DepEd Central Office. It shall guide the ratees, raters, approving authorities, and other stakeholders in the implementation of PPST-aligned RPMS through the prescribed performance indicators that shall be reflected in the Individual Performance Commitment and Review Forms (IPCRFs) of teachers for SY 2021-2022.

The mission of Department of Education in the implementation of RPMS-PPST 2021-2022 are based on the needs of education to develop the skills and capability of the teachers to adapt in the 21st century skills. Vision of DepEd with the implementation of RPMS are looking forward with the best shot for creating new environment for teachers.

Teachers are constantly under pressure to improve their performance because the pandemic will limit their professional development activities. Particularly in terms of community linkages, professional engagement, personal growth, and professional development. Which is dealing with the content of DepEd memorandum 004 s. 2022, specifically in form of IPCRF modified exclusively for the S.Y 2021-2022.

Furthermore, DepEd has made significant efforts, through its schools and workforce, to produce important indicators to retool instructors to complement the learning modalities employed by schools. Changes in teachers' approaches to coping with the new IPCRF indicators are underway.

Thus, with the above statements, the researcher conducted a survey by using questionnaire which was validated by the panel members and to be answered by five hundred (500) public secondary school teachers to find out the effect of RPMS-PPST among proficient teachers in terms of organizational change, adaptability and performance management in the Division of Laguna.

This study aims to explore the organizational change, adaptability and performance management among proficient teachers on the implementation of DepEd Memorandum 004, s.2022 RPMS-PPST in Selected Secondary School in Division of Laguna. Specifically, this seeks to answer the following questions:

1. What is the level of organizational management of the selected secondary school in terms of:

- 1.1. Awareness;
- 1.2. Desire;
- 1.3. Knowledge;
- 1.4. Ability; and
- 1.5. Reinforcement?
2. What is the level of adaptability management be described in the selected proficient teachers in terms of:
 - 2.1. Collaboration;
 - 2.2. Innovation;
 - 2.3. Continuous Improvement;
 - 2.4. Realistic Goal; and
 - 2.5. Observation?
3. What is the level of performance management of the selected proficient teachers in terms of:
 - 3.1. Continuous management;
 - 3.2. Development;
 - 3.3. Training;
 - 3.4. Result-Oriented; and
 - 3.5. Performance Review?
4. What is the level of implementation of RPMS-PPST in terms of:
 - 4.1. Community Linkages;
 - 4.2. Professional Engagement;
 - 4.3 Personal Growth and
 - 4.4. Professional Development?
5. Is there a significant relationship between the organizational management and implementation of RPMS-PPST.
6. Is there a significant relationship between the adaptability management and implementation of RPMS-PPST.
7. Is there a significant relationship between the performance management and implementation of RPMS-PPST.

REVIEW OF RELATED LITERATURE

According to Meyer (2019), in his Teachers' Community Service: Self-Selection and the Effects of Participation show that university-based community service programs improve teachers' personal, social, ethical, and intellectual dimensions. These impacts are determined by the qualities of the teachers exerting in the features of school programs such as whether they are voluntary or required. Research looks at whether the impacts of volunteer service programs are actually produced by the service experience or by prior self-selection.

Munna (2019) defined organizational change management as changing the current circumstance of the current managing style. The management of organizational change came after the environment and culture of the organization changed. To survive in the modern society, change is desperately needed.

According to Munna's assertions regarding organizational change management, it is evident that while the management style used in one organization may be advantageously suited in another, it may not always be necessary to do so in order to adapt to changes. resulting in each member's personal and professional development.

Pinto (2022) is to build capacities for constant sensing, learning, and responding to the dynamism of their environments. Increasing an organization's self-awareness is a necessary condition for these skills. Subjects' ability to be aware of themselves is a function of human consciousness. For teachers to work with the educational institution, awareness is crucial. It will act as a guide for them as they adjust to the many policies that the Department of Education is putting into place. Self-conscious

beings are always aware of their identities, behaviors, and the actions of others. To effectively engage with members of an organization and understand how they operate, awareness is crucial.

METHODOLOGY

The descriptive survey method was utilized in this study where the major objective is to identify the mean level of organizational change, adaptability and performance management among proficient teachers on the implementation of RPMS-PPST in the Province of Laguna.

According to McCombes (2022), descriptive survey research is concerned with conditions of relationships that exist, practices that prevail, beliefs and processes that are going on, effects that are being felt, or trends that are developing. The process of descriptive survey research goes beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is being described.

As stated by Wallen (2017), this method is intended for the researcher to gather information about the existing situation at the time of study and also to explore its particular phenomena. Through this method, the researcher is able to get data on the effect of the organizational change, adaptability and performance management among proficient teachers on the implementation of RPMS-PPST.

In determining the effect of RPMS-PPST in the organizational change, adaptability, and performance management among proficient teachers, the researcher integrated various indicators in the dependent and independent variables.

RESULT AND DISCUSSION

Table 1. Level of organizational management of the selected secondary school in terms of Awareness

STATEMENTS	Mean	SD	REmarks
Conducts school learning action cell (SLAC) to disseminate the information about RPMS-PPST S.Y 2021-2022	4.46	0.67	To a Very Great Extent
Provides feedback about the changes in RPMS-PPST related to IPCRF for S.Y 2021-2022.	4.37	0.70	To a Very Great Extent
Explain the importance of changes in RPMS-PPST policies.	4.38	0.69	To a Very Great Extent
Encourage teachers to actively participate in the webinar/seminar regards to the RPMS-PPST for S.Y 2021-2022.	4.52	0.64	To a Very Great Extent
Manages conducive environment for the teachers to become fully aware in the additional indicator for the teacher's performance.	4.41	0.68	To a Very Great Extent
Weighted Mean :SD Verbal Interpretation	4.43: 0.68 Very High		

Table 1 illustrates the level of organizational management of the selected secondary school in terms of Awareness

From the statements above, "Encourage teachers to actively participate in the webinar/seminar regards to the RPMS-PPST for S.Y 2021-2022" yielded the highest mean score ($M=4.52$, $SD=0.64$) and was remarked as To a Very Great Extent. This is followed by "Conducts school learning action cell (SLAC) to disseminate the information about RPMS-PPST S.Y 2021-2022" with a mean score ($M=4.46$, $SD=0.67$) and was also remarked as To a Very Great Extent. On the other hand, the statement "Provides

feedback about the changes in RPMS-PPST related to IPCRF for S.Y 2021-2022” received the lowest mean score of responses with (M=4.37, SD=0.70) yet was also remarked To a Very Great Extent.

The level of organizational management of the selected secondary school in terms of Awareness attained a weighted mean score of 4.43 and a standard deviation of 0.68 and was Very High among the respondents. Good communication among team members is facilitated by awareness of the workload in organization. In order to be completely informed in the new process of assessing performance, teachers as members of the organization must be aware of the execution of policies linked to their performance.

Table 2. Level of organizational management of the selected secondary school in terms of Desire

STATEMENTS	Mean	SD	REmarks
Impose the sense of being equipped with learning among proficient teachers.	4.41	0.62	To a Very Great Extent
Connecting to the teachers drive to improve.	4.41	0.67	To a Very Great Extent
Motivate proficient teachers to enhance their skills and abilities using performance indicator from RMPS-PPST.	4.40	0.66	To a Very Great Extent
Encourage teachers to become responsible in their career development.	4.44	0.65	To a Very Great Extent
Giving aid for smooth transition of learning to appreciation the continuous development	4.37	0.67	To a Very Great Extent
Weighted Mean:SD		4.40:0.66	
Verbal Interpretation		Very High	

Table 2 illustrates the level of organizational management of the selected secondary school in terms of Desire

From the statements above, “Encourage teachers to become responsible in their career development” yielded the highest mean score (M=4.44, SD=0.65) and was remarked as To a Very Great Extent. This is followed by “Impose the sense of being equipped with learning among proficient teachers and Connecting to the teachers drive to improve” with a mean score (M=4.41, SD=0.62, 0.67) and was also remarked as To a Very Great Extent. On the other hand, the statement “Giving aid for smooth transition of learning to appreciation the continuous development” received the lowest mean score of responses with (M=4.37, SD=0.67) yet was also remarked To a Very Great Extent.

The level of organizational management of the selected secondary school in terms of Desire attained a weighted mean score of 4.40 and a standard deviation of 0.66 and was Very High among the respondents. Desire thinking is a purposeful cognitive activity that involves a sustained concentration on memories, pictures, and information associated with a desired objective.

Table 3. Level of organizational management of the selected secondary school in terms of Knowledge

STATEMENTS	Mean	SD	REmarks
Set a clear concept about the implementation of RPMS-PPST S.Y 2021-2022.	4.35	0.69	To a Very Great Extent
Provides a concrete information to motivate proficient teachers to evaluate their strength and weaknesses in terms of performance.	4.31	0.72	To a Very Great Extent

Help teachers to understand the importance of RPMS-PPST.	4.32	0.70	To a Very Great Extent
Resolves lapses and gap during the process of understanding.	4.28	0.72	To a Very Great Extent
Observe the knowledge of proficient teacher about the implementing policies.	4.33	0.70	To a Very Great Extent
Weighted Mean:SD		4.32:0.71	
Verbal Interpretation		Very High	

Table 3 illustrates the level of organizational management of the selected secondary school in terms of Knowledge

From the statements above, “*Set a clear concept about the implementation of RPMS-PPST S.Y 2021-2022*” yielded the highest mean score ($M=4.35$, $SD=0.69$) and was remarked as To a Very Great Extent. This is followed by “*Observe the knowledge of proficient teacher about the implementing policies*” with a mean score ($M=4.33$, $SD=0.70$) and was also remarked as To a Very Great Extent. On the other hand, the statement “*Resolves lapses and gap during the process of understanding*” received the lowest mean score of responses with ($M=4.28$, $SD=0.72$) yet was also remarked To a Very Great Extent.

The level of organizational management of the selected secondary school in terms of Knowledge attained a weighted mean score of 4.32 and a standard deviation of 0.71 and was Very High among the respondents. Every conscious experience involves some type of immediate awareness of itself. In a fundamental sense, every conscious experience is self-intimating, implying knowledge of one's own consciousness.

Table 4. Level of organizational management of the selected secondary school in terms of Ability

STATEMENTS	Mean	SD	REmarks
Evaluate the ability of proficient teachers based on the previous IPCRF.	4.34	0.69	To a Very Great Extent
Allowing proficient teachers to do their performance according to their abilities.	4.38	0.68	To a Very Great Extent
Giving a chance to enhance abilities	4.40	0.67	To a Very Great Extent
Respect the individual differences regards to abilities.	4.42	0.66	To a Very Great Extent
Construct a precise standard performance based on the RPMS-PPST to meet the needs of proficient teachers related to their abilities.	4.33	0.71	To a Very Great Extent
Weighted Mean:SD		4.37:0.68	
Verbal Interpretation		Very High	

Table 4 illustrates the level of organizational management of the selected secondary school in terms of Ability

From the statements above, “*Respect the individual differences regards to abilities*” yielded the highest mean score ($M=4.42$, $SD=0.66$) and was remarked as To a Very Great Extent. This is followed by “*Giving a chance to enhance abilities*” with a mean score ($M=4.40$, $SD=0.67$) and was also remarked as To a Very Great Extent. On the other hand, the statement “*Construct a precise standard performance based on the RPMS-PPST to meet the needs of proficient teachers related to their abilities*” received the lowest mean score of responses with ($M=4.33$, $SD=0.71$) yet was also remarked To a Very Great Extent.

The level of organizational management of the selected secondary school in terms of Ability attained a weighted mean score of 4.37 and a standard deviation of 0.68 and was Very High among the respondents. Our ability to adapt and deal with change in our lives is defined as resilience. It is critical that we successfully change and manage our lifestyle to accommodate a changing circumstance. Educators must adapt to change and keep in mind that change is constant and that all elements must become updated in the current trends. Ability is a crucial component of success, which leads to progress.

Table 5. Level of organizational management of the selected secondary school in terms of Reinforcement

STATEMENTS	Mean	SD	REmarks
Establish a motive for the acquisition.	4.31	0.68	To a Very Great Extent
Explain that the policies are important for the vision and mission of the department of education.	4.37	0.68	To a Very Great Extent
Shows proper reinforcement of the implementing policies.	4.34	0.70	To a Very Great Extent
Teach to establish the good attitude and behavior in accepting the changes.	4.36	0.72	To a Very Great Extent
Accept the inquiries of the proficient teachers about the RPMS-PPST.	4.35	0.71	To a Very Great Extent
Weighted Mean:SD		4.35:0.70	
Verbal Interpretation		Very High	

Table 5 illustrates the level of organizational management of the selected secondary school in terms of Reinforcement

From the statements above, “*Explain that the policies are important for the vision and mission of the department of education*” yielded the highest mean score ($M=4.37$, $SD=0.68$) and was remarked as To a Very Great Extent. This is followed by “*Teach to establish the good attitude and behavior in accepting the changes*” with a mean score ($M=4.36$, $SD=0.72$) and was also remarked as To a Very Great Extent. On the other hand, the statement “*Establish a motive for the acquisition*” received the lowest mean score of responses with ($M=4.31$, $SD=0.68$) yet was also remarked To a Very Great Extent. The level of organizational management of the selected secondary school in terms of Reinforcement attained a weighted mean score of 4.35 and a standard deviation of 0.70 and was Very High among the respondents. all organizations must use reinforcement learning to enhance student learning. To achieve this, several actions must be taken. In an organization, using the learning process to guide oneself while performing has a significant influence.

Table 6. Level of adaptability management be described in the selected proficient teachers in terms of Collaboration

STATEMENTS	Mean	SD	REmarks
Has knowledge on the effective collaboration.	4.36	0.64	To a Very Great Extent
Employs different methods/strategies that are appropriate to the collaboration.	4.30	0.67	To a Very Great Extent
Set up a workflow to ensure proper communication.	4.32	0.67	To a Very Great Extent
Establish a common goal among the teachers.	4.38	0.68	To a Very Great Extent

Identify the strength to construct a collaborative effort.	4.32	0.67	To a Very Great Extent
Weighted Mean:SD		4.34:0.67	
Verbal Interpretation		Very High	

Table 6 illustrates the level of adaptability management be described in the selected proficient teachers in terms of Collaboration

From the statements above, “*Establish a common goal among the teachers*” yielded the highest mean score ($M=4.38$, $SD=0.68$) and was remarked as To a Very Great Extent. This is followed by “*Has knowledge on the effective collaboration*” with a mean score ($M=4.36$, $SD=0.64$) and was also remarked as To a Very Great Extent. On the other hand, the statement “*Employs different methods/strategies that are appropriate to the collaboration*” received the lowest mean score of responses with ($M=4.30$, $SD=0.67$) yet was also remarked To a Very Great Extent.

The level of adaptability management be described in the selected proficient teachers in terms of Collaboration attained a weighted mean score of 4.34 and a standard deviation of 0.67 and was Very High among the respondents. To collaboration based on the balance career in their journal highlights the importance of cooperation skills in enabling you to work successfully with others Because most job contexts include teamwork, these abilities are vital. Understanding other points of view, managing objectives from everyone in the group, and meeting expectations as a trustworthy team member are all examples of these qualities.

Table 7. Level of adaptability management be described in the selected proficient teachers in terms of Innovation

STATEMENTS	Mean	SD	REmarks
Keeping self-up to date with the information available in filed.	4.31	0.66	To a Very Great Extent
Exploring different things for innovation.	4.31	0.68	To a Very Great Extent
Develop meaningful mission to introduce a new sense of meaning to innovate.	4.29	0.70	To a Very Great Extent
Uses principles and strategies that encourage positive view in innovation.	4.31	0.70	To a Very Great Extent
Uses technology to support various learning styles.	4.40	0.70	To a Very Great Extent
Weighted Mean:SD		4.32:0.69	
Verbal Interpretation		High	

Table 7 illustrates the level of adaptability management be described in the selected proficient teachers in terms of Innovation

From the statements above, “*Uses technology to support various learning styles*” yielded the highest mean score ($M=4.40$, $SD=0.70$) and was remarked as To a Very Great Extent. This is followed by “*Keeping self-up to date with the information available in filed, exploring different things for innovation and uses principles and strategies that encourage positive view in innovation*” with a mean score ($M=4.31$, $SD=0.66$, 0.68 , 0.70) and was also remarked as To a Very Great Extent. On the other hand, the statement “*Develop meaningful mission to introduce a new sense of meaning to innovate*” received the lowest mean score of responses with ($M=4.29$, $SD=0.70$) yet was also remarked To a Very Great Extent.

The level of adaptability management be described in the selected proficient teachers in terms of Innovation attained a weighted mean score of 4.32 and a standard deviation of 0.69 and was Very High among the respondents. Teachers who have knowledge of the innovation can handle and adjust to the

changes with ease. If the followers are aware of the policies put in place by the department of education, that is fine. Perhaps effective dissemination of this policy aids instructors in doing their duties in accordance with performance requirements.

Table 8. Level of adaptability management be described in the selected proficient teachers in terms of Continuous Improvement

STATEMENTS	Mean	SD	REmarks
Goes beyond self-interest for the continuous improvement.	4.35	0.66	To a Very Great Extent
Receives feedback that helps him/her grow and develop.	4.34	0.66	To a Very Great Extent
Understands his/her areas for professional growth and development.	4.39	0.64	To a Very Great Extent
Takes opportunity to further professional development.	4.37	0.66	To a Very Great Extent
Attends professional development or training.	4.36	0.65	To a Very Great Extent
Weighted Mean:SD Verbal Interpretation		4.36:0.65 Very High	

Table 8 illustrates the level of adaptability management be described in the selected proficient teachers in terms of Continuous Improvement

From the statements above, “Understands his/her areas for professional growth and development” yielded the highest mean score ($M=4.39$, $SD=0.64$) and was remarked as To a Very Great Extent. This is followed by “Takes opportunity to further professional development” with a mean score ($M=4.37$, $SD=0.66$) and was also remarked as To a Very Great Extent.

On the other hand, the statement “Receives feedback that helps him/her grow and develop” received the lowest mean score of responses with ($M=4.34$, $SD=0.66$) yet was also remarked To a Very Great Extent. The level of adaptability management be described in the selected proficient teachers in terms of Continuous Improvement attained a weighted mean score of 4.36 and a standard deviation of 0.65 and was Very High among the respondents. The value of a continuous improvement approach in achieving operational effectiveness and developing core competencies necessary to survive in a cutthroat economy. It is true that there are several policies in place and being carried out by the department of education, but continuous progress is not just what our economy requires. But if we consider how it functions, we can see that there is a big opportunity for teachers to improve their job.

From the statements, “Ensures that objective is on the right path” yielded the highest mean score ($M=4.41$, $SD=0.63$) and was remarked as To a Very Great Extent. This is followed by “Construct a great idea to visualize goal” with a mean score ($M=4.37$, $SD=0.65$) and was also remarked as To a Very Great Extent. On the other hand, the statement “Play with strength base on the set of goals and Achieves long-term performance targets/goals” received the lowest mean score of responses with ($M=4.34$, $SD=0.64$, 0.62) yet was also remarked To a Very Great Extent.

Table 9. Level of adaptability management be described in the selected proficient teachers in terms of Realistic Goal

STATEMENTS	Mean	SD	REmarks
Ensures that objective is on the right path.	4.41	0.63	To a Very Great Extent

Play with strength base on the set of goals.	4.34	0.64	To a Very Great Extent
Achieves long-term performance targets/goals.	4.34	0.62	To a Very Great Extent
Understand motivation to identify goals.	4.36	0.62	To a Very Great Extent
Construct a great idea to visualize goal.	4.37	0.65	To a Very Great Extent
Weighted Mean:SD Verbal Interpretation		4.36:0.63 Very High	

Table 9 illustrates the level of adaptability management be described in the selected proficient teachers in terms of Realistic Goal

The level of adaptability management be described in the selected proficient teachers in terms of Realistic Goal attained a weighted mean score of 4.36 and a standard deviation of 0.63 and was Very High among the respondents. Setting realistic goals can enable to achieve a balance between being future-oriented about your potential accomplishments and being conscious of your present limitations. Achievable goals include just the right amount of ambition.

Table 10. Level of adaptability management be described in the selected proficient teachers in terms of Observation

STATEMENTS	Mean	SD	REmarks
Start with the plan as basis of observation.	4.37	0.65	To a Very Great Extent
Document the observation based on the implementing policies.	4.36	0.65	To a Very Great Extent
Reflecting on self- observation.	4.34	0.65	To a Very Great Extent
Develop critical thinking to analyze observation.	4.33	0.66	To a Very Great Extent
Develops a personal code of values and ethics related to observation.	4.39	0.64	To a Very Great Extent
Weighted Mean:SD Verbal Interpretation		4.36:0.65 Very High	

Table 10 illustrates the level of adaptability management be described in the selected proficient teachers in terms of Observation

From the statements above, “Develops a personal code of values and ethics related to observation” yielded the highest mean score ($M=4.39$, $SD=0.64$) and was remarked as To a Very Great Extent. This is followed by “Start with the plan as basis of observation” with a mean score ($M=4.37$, $SD=0.65$) and was also remarked as To a Very Great Extent. On the other hand, the statement “Develop critical thinking to analyze observation” received the lowest mean score of responses with ($M=4.33$, $SD=0.66$) yet was also remarked To a Very Great Extent.

The level of adaptability management be described in the selected proficient teachers in terms of Observation attained a weighted mean score of 4.36 and a standard deviation of 0.65 and was Very High among the respondents. Observation is on how to improve the quality of teaching and learning. Since then, the practice has grown rapidly as more institutions and colleges understand the importance of observation programs. Others were motivated to use direct observation because of the Teaching Quality Assessment technique. It is critical to observe the performance and consider how it will affect the

individual's self-development. Through observation, teachers must be determined to conduct work linked to their careers.

Table 11. Level of performance management of the selected proficient teachers in terms of Continuous Management

STATEMENTS	Mean	SD	REmarks
Shows the importance of continuing the effective management.	4.37	0.66	To a Very Great Extent
Focus on performance management	4.32	0.67	To a Very Great Extent
Provides different and various applications to enhance performance.	4.33	0.65	To a Very Great Extent
Gives emphasis on the concepts that need more understanding.	4.37	0.65	To a Very Great Extent
Knows the lesson beyond the performance management.	4.33	0.65	To a Very Great Extent
Weighted Mean:SD Verbal Interpretation		4.35:0.66 Very High	

Table 11 illustrates the level of performance management of the selected proficient teachers in terms of Continuous Management

From the statements above, “Shows the importance of continuing the effective management and Gives emphasis on the concepts that need more understanding” yielded the highest mean score ($M=4.37$, $SD=0.66$, 0.65) and was remarked as To a Very Great Extent. This is followed by “Provides different and various applications to enhance performance and Knows the lesson beyond the performance management” with a mean score ($M=4.33$, $SD=0.65$) and was also remarked as To a Very Great Extent. On the other hand, the statement “Focus on performance management” received the lowest mean score of responses with ($M=4.32$, $SD=0.67$) yet was also remarked To a Very Great Extent.

The level of performance management of the selected proficient teachers in terms of Continuous Management attained a weighted mean score of 4.35 and a standard deviation of 0.66 and was Very High among the respondents. A stronger management education is the cornerstone of ongoing economic development. Even in times of economic growth, continual management is crucial to achieving development. To have a centralized management for the preparation in all facets of growth, continuous management in education must be given top importance. It was claimed that through continuous management, teachers' performance would improve as a result of monitoring their output.

Table 12. Level of performance management of the selected proficient teachers in terms of Development

STATEMENTS	Mean	SD	REmarks
Develops and applies the art of questioning to develop.	4.36	0.64	To a Very Great Extent
Shows great skills in developing professional career.	4.35	0.64	To a Very Great Extent
Initiate development as a important part of the performance management.	4.32	0.64	To a Very Great Extent

Integrates the use of ICT during the teaching and learning process.	4.41	0.64	To a Very Great Extent
Enriches the performance management and creates a plan for development.	4.38	0.65	To a Very Great Extent
Weighted Mean:SD		4.36:0.64	
Verbal Interpretation		Very High	

Table 12 illustrates the level of performance management of the selected proficient teachers in terms of Development

From the statements above, “Integrates the use of ICT during the teaching and learning process” yielded the highest mean score ($M=4.41$, $SD=0.64$) and was remarked as To a Very Great Extent. This is followed by “T Enriches the performance management and creates a plan for development” with a mean score ($M=4.38$, $SD=0.65$) and was also remarked as To a Very Great Extent. On the other hand, the statement “Initiate development as a important part of the performance management” received the lowest mean score of responses with ($M=4.32$, $SD=0.64$) yet was also remarked To a Very Great Extent.

The level of performance management of the selected proficient teachers in terms of Development attained a weighted mean score of 4.36 and a standard deviation of 0.64 and was Very High among the respondents. The development process to function as effectively as possible. Continuing management must educate the instructors on the need of being accountable for their job in organizations.

Table 13. Level of performance management of the selected proficient teachers in terms of Training

STATEMENTS	Mean	SD	REmarks
Attend different trainings to develop.	4.38	0.65	To a Very Great Extent
Uses different methods and strategies learned from training.	4.30	0.64	To a Very Great Extent
Gives clear and precise vision on how to execute the knowledge from training.	4.37	0.65	To a Very Great Extent
Share the knowledge learned from training.	4.38	0.64	To a Very Great Extent
Modifies the knowledge based on the needs of the colleague.	4.33	0.67	To a Very Great Extent
Weighted Mean:SD		4.37:0.65	
Verbal Interpretation		Very High	

Table 13 illustrates the level of performance management of the selected proficient teachers in terms of Training.

From the statements above, “Share the knowledge learned from training” yielded the highest mean score ($M=4.38$, $SD=0.64$) and was remarked as To a Very Great Extent. This is followed by “Gives clear and precise vision on how to execute the knowledge from training” with a mean score ($M=4.37$, $SD=0.65$) and was also remarked as To a Very Great Extent. On the other hand, the statement “Uses different methods and strategies learned from training” received the lowest mean score of responses with ($M=4.30$, $SD=0.64$) yet was also remarked To a Very Great Extent.

The level of performance management of the selected proficient teachers in terms of Training attained a weighted mean score of 4.37 and a standard deviation of 0.65 and was Very High among the respondents. The best strategy for encouraging and keeping in place top-notch human resources within a business is training. The use of training as a tool may have a significant impact on how successfully an organization achieves its targets and objectives. Nevertheless, the ultimate objective of every firm is to

raise revenue and increase profits, and an effective and efficient staff is a crucial instrument to achieve this.

Table 14. Level of performance management of the selected proficient teachers in terms of Result Oriented

STATEMENTS	Mean	SD	REmarks
Uses appropriate assessment tool for setting a target goal.	4.36	0.64	To a Very Great Extent
Provides various strategies to overcome the result.	4.35	0.65	To a Very Great Extent
Gives high order thinking skills questions to cope up with the new ideas.	4.33	0.63	To a Very Great Extent
Set a clear purpose and means to achieve the goals.	4.34	0.64	To a Very Great Extent
Applies different assessment to evaluate the expected result.	4.36	0.65	To a Very Great Extent
Weighted Mean:SD	4.35:0.64		
Verbal Interpretation	Very High		

Table 14 illustrates the level of performance management of the selected proficient teachers in terms of Result Oriented

From the statements, “Uses appropriate assessment tool for setting a target goal and Applies different assessment to evaluate the expected result” yielded the highest mean score ($M=4.36$, $SD=0.64$, 0.65) and was remarked as To a Very Great Extent. This is followed by “Provides various strategies to overcome the result” with a mean score ($M=4.35$, $SD=0.65$) and was also remarked as To a Very Great Extent. On the other hand, the statement “Gives high order thinking skills questions to cope up with the new ideas” received the lowest mean score of responses with ($M=4.33$, $SD=0.63$) yet was also remarked To a Very Great Extent.

The level of performance management of the selected proficient teachers in terms of Result Oriented attained a weighted mean score of 4.35 and a standard deviation of 0.64 and was Very High among the respondents. a result-oriented strategy seeks and strives for movement in order to achieve a goal. Everyone has a goal and route to pursue in life, but the majority of them merely need to get there and complete the objective, thus being goal-oriented can be beneficial to some level.

Table 11 illustrates the level of performance management of the selected proficient teachers in terms of Performance Review. From the statements above, “Set a clear expectation on the result of performance, Identifies the indicator in within RPMS-PPST performance and make a self-assessment and Summarize the performance and make a review” yielded the highest mean score ($M=4.35$, $SD=0.64$, 0.65) and was remarked as To a Very Great Extent.

Table 15. Level of performance management of the selected proficient teachers in terms of Performance Review

STATEMENTS	Mean	SD	REmarks
Provides set of objectives for performance review.	4.34	0.65	To a Very Great Extent
Set a clear expectation on the result of performance.	4.35	0.64	To a Very Great Extent

Define the key performance assessment indicators based on the RPMS-PPST S.Y 2021-2022.	4.33	0.66	To a Very Great Extent
Identifies the indicator in within RPMS-PPST performance and make a self-assessment.	4.35	0.65	To a Very Great Extent
Summarize the performance and make a review.	4.35	0.65	To a Very Great Extent
Weighted Mean:SD Verbal Interpretation		4.34:0.65 Very High	

Table 15 illustrates the level of performance management of the selected proficient teachers in terms of Performance Review

This is followed by “Provides set of objectives for performance review” with a mean score (M=4.34, SD=0.65) and was also remarked as To a Very Great Extent. On the other hand, the statement “Define the key performance assessment indicators based on the RPMS-PPST S.Y 2021-2022” received the lowest mean score of responses with (M=4.33, SD=0.66) yet was also remarked To a Very Great Extent.

The level of performance management of the selected proficient teachers in terms of Performance Review attained a weighted mean score of 4.34 and a standard deviation of 0.65 and was Very High among the respondents. Based on the above statement, it is critical to remember that functional requirement for instructors must be the same as those for other employees. Management performance requirements should be specifically mentioned in the teacher's performance plan, and the performance plan should be evaluated to ensure that the standards do not cause disparities or discrepancies among coworkers.

The Result-Based Performance Management System – Philippine Professional Standard for Teachers (RPMS- PPST) compose of indicators Community Linkages, Professional Engagement, Personal Growth, and Professional Development.

Table 16. Level of implementation of RPMS-PPST in terms of Community Linkages

STATEMENTS	Mean	SD	REmarks
Build relations with parents and guardians	4.51	0.63	Always Observed
Takes personal responsibility for dealing with and/or correcting customer service issues and concern.	4.45	0.63	Always Observed
Initiates activities that promote advocacy for men and women empowerment.	4.37	0.67	Always Observed
Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.39	0.67	Always Observed
Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	4.38	0.67	Always Observed
Weighted Mean:SD Verbal Interpretation		4.42:0.66 Very High	

Table 16 illustrates the level of implementation of RPMS-PPST in terms of Community Linkages From the statements above, “Build relations with parents and guardians” yielded the highest mean score (M=4.51, SD=0.63) and was remarked as Always Observed. This is followed by “T Takes personal responsibility for dealing with and/or correcting customer service issues and concern” with a mean score (M=4.45, SD=0.63) and was also remarked as Always Observed. On the other hand, the statement

“Initiates activities that promote advocacy for men and women empowerment” received the lowest mean score of responses with ($M=4.37$, $SD=0.67$) yet was also remarked Always Observed.

The level of implementation of RPMS-PPST in terms of Community Linkages attained a weighted mean score of 4.42 and a standard deviation of 0.66 and was Very High among the respondents. Teachers are constantly under pressure to improve their performance because the pandemic will limit their professional development activities. Particularly in terms of community linkages, professional engagement, personal growth, and professional development. Which is dealing with the content of DepEd memorandum 004 s. 2022, specifically in form of IPCRF modified exclusively for the S.Y 2020-2021.

Table 17. Level of implementation of RPMS-PPST in terms of Professional Engagement

STATEMENTS	Mean	SD	REmarks
Demonstrates the values and behavior enshrined in the norms and conduct of ethical standards for public officials and employees (R.A 6713).	4.50	0.61	Always Observed
Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.50	0.60	Always Observed
Maintains a professional image being trustworthy, regularity of attendance and punctuality, good grooming, and communication.	4.50	0.60	Always Observed
Makes personal sacrifices to meet the organization's needs.	4.46	0.63	Always Observed
Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	4.47	0.62	Always Observed
Weighted Mean:SD		4.49:0.61	
Verbal Interpretation		Very High	

Table 17 illustrates the level of implementation of RPMS-PPST in terms of Professional Engagement

From the statements above, “Demonstrates the values and behavior enshrined in the norms and conduct of ethical standards for public officials and employees (R.A 6713), Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions and Maintains a professional image being trustworthy, regularity of attendance and punctuality, good grooming, and communication” yielded the highest mean score ($M=4.50$, $SD=0.61$, 0.60) and was remarked as Always Observed. This is followed by “Acts with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness” with a mean score ($M=4.47$, $SD=0.62$) and was also remarked as Always Observed. On the other hand, the statement “Makes personal sacrifices to meet the organization's needs” received the lowest mean score of responses with ($M=4.46$, $SD=0.63$) yet was also remarked Always Observed.

The level of implementation of RPMS-PPST in terms of Professional Engagement attained a weighted mean score of 4.49 and a standard deviation of 0.61 and was Very High among the respondents. Organizational capability significant engagement in continuous improvement may be developed and maintained. Furthermore, For continuous improvement to adjust to a new competitive situation ongoing improvement is necessary. Continuous improvement is necessary to maintain the organization's growth and is critical for future development. Based on the statements of the many authors above, they are all

eagerly anticipating the introduction of new tactics in order to meet the educational needs. Policy implementation is critical to the Department of Education's ongoing agenda.

Table 18. Level of implementation of RPMS-PPST in terms of Personal Growth

STATEMENTS	Mean	SD	REmarks
Understands his/her areas for professional growth and development.	4.45	0.64	Always Observed
Attends professional development or training.	4.42	0.62	Always Observed
Takes opportunity to further professional development.	4.44	0.62	Always Observed
Receives feedback that helps him/her grow and develop.	4.39	0.65	Always Observed
Develops a personal code of values and ethics.	4.44	0.63	Always Observed
Weighted Mean:SD		4.43:0.63	
Verbal Interpretation		Very High	

Table 18 illustrates the level of implementation of RPMS-PPST in terms of Growth

From the statements above, "Statement 1" yielded the highest mean score ($M=4.45$, $SD=0.64$) and was remarked as Always Observed. This is followed by "Statement 2 and Statement 5" with a mean score ($M=4.44$, $SD=0.62$, 0.63) and was also remarked as Always Observed. On the other hand, the statement "Statement 4" received the lowest mean score of responses with ($M=4.39$, $SD=0.65$) yet was also remarked Always Observed.

The level of implementation of RPMS-PPST in terms of Growth attained a weighted mean score of 4.43 and a standard deviation of 0.63 and was Very High among the respondents. Performance management theories play a crucial role in organizational behavior and human resource management because they enable employers to effectively manage and inspire their workforce. The major objective of a performance management theory is to increase teachers' productivity via professional and personal growth.

Table 19. Level of implementation of RPMS-PPST in terms of Professional Development

STATEMENTS	Mean	SD	REmarks
Sets personal goals and directions, needs and development.	4.43	0.62	Always Observed
Undertakes personal actions and behavior that are clear, purposive and takes into account personal goals.	4.43	0.62	Always Observed
Displays emotional maturity and enthusiasm for and is challenge by higher goals.	4.45	0.60	Always Observed
Prioritizes work tasks and schedules through Gantt charts, checklist and etc. to achieved goals.	4.43	0.62	Always Observed
Sets high quality, challenging, realistic goal for self and others.	4.44	0.61	Always Observed
Weighted Mean:SD		4.44:0.61	
Verbal Interpretation		Very High	

Table 19 illustrates the level of implementation of RPMS-PPST in terms of Professional Development

From the statements above, “Displays emotional maturity and enthusiasm for and is challenge by higher goals” yielded the highest mean score ($M=4.45$, $SD=0.60$) and was remarked as Always Observed. This is followed by “Sets high quality, challenging, realistic goal for self and others” with a mean score ($M=4.44$, $SD=0.61$) and was also remarked as Always Observed. On the other hand, the statement “Sets personal goals and directions, needs and development, undertakes personal actions and behavior that are clear, purposive and takes into account personal goals and Prioritizes work tasks and schedules through Gantt charts, checklist and etc. to achieved goals” received the lowest mean score of responses with ($M=4.43$, $SD=0.62$) yet was also remarked Always Observed.

The level of implementation of RPMS-PPST in terms of Professional Development attained a weighted mean score of 4.44 and a standard deviation of 0.61 and was Very High among the respondents. According to the above statement the teachers who are willing for professional development in this area are able to deliver even complicated content and context effectively, making all the individuals feel that they are being taught in their own unique way being unique themselves, helping the students generate their interest and eagerness for more opportunities of learning in a conducive environment and ensuring that the students gain more knowledge, skills and ideas for their improvement.

Table 20. Significant relationship between the organizational management and implementation of RPMS-PPST

Organizational Management	Safety Procedure	r value	Degree of Correlation	Analysis
Awareness	Community Linkages	0.6471	Strong Relationship	Significant
	Professional Engagement	0.6117	Strong Relationship	Significant
	Personal Growth	0.6055	Strong Relationship	Significant
	Professional Development	0.6108	Strong Relationship	Significant
Desire	Community Linkages	0.644	Strong Relationship	Significant
	Professional Engagement	0.661	Strong Relationship	Significant
	Personal Growth	0.6477	Strong Relationship	Significant
	Professional Development	0.7022	Strong Relationship	Significant
Knowledge	Community Linkages	0.6379	Strong Relationship	Significant
	Professional Engagement	0.6254	Strong Relationship	Significant
	Personal Growth	0.6132	Strong Relationship	Significant
	Professional Development	0.6721	Strong Relationship	Significant
Ability	Community Linkages	0.6807	Strong Relationship	Significant
	Professional Engagement	0.6914	Strong Relationship	Significant
	Personal Growth	0.6788	Strong Relationship	Significant
	Professional Development	0.7195	Strong Relationship	Significant
Reinforcement	Community Linkages	0.6852	Strong Relationship	Significant
	Professional Engagement	0.6964	Strong Relationship	Significant
	Personal Growth	0.688	Strong Relationship	Significant
	Professional Development	0.7279	Strong Relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak

0.00 – 0.19

Very Weak

Table 20 presents the significant relationship between the Organizational management and implementation of RPMS-PPST

The Awareness, Desire, Knowledge, Ability, and Reinforcement of the Organizational Management was observed to have a significant relationship to the implementation of RPMS-PPST. This is based on the computed r values obtained from the tests with strong relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Organizational management and implementation of RPMS-PPST” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Table 21. Significant relationship between the adaptability management and implementation of RPMS-PPST

Adaptability Management	Safety Procedure	r value	Degree of Correlation	Analysis
Collaboration	Community Linkages	0.7759	Strong Relationship	Significant
	Professional Engagement	0.7387	Strong Relationship	Significant
	Personal Growth	0.7303	Strong Relationship	Significant
	Professional Development	0.776	Strong Relationship	Significant
Innovation	Community Linkages	0.7738	Strong Relationship	Significant
	Professional Engagement	0.7454	Strong Relationship	Significant
	Personal Growth	0.7348	Strong Relationship	Significant
	Professional Development	0.7928	Strong Relationship	Significant
Continuous Improvement	Community Linkages	0.7744	Strong Relationship	Significant
	Professional Engagement	0.7906	Strong Relationship	Significant
	Personal Growth	0.7756	Strong Relationship	Significant
	Professional Development	0.8299	Very Strong Relationship	Significant
Realistic Goal	Community Linkages	0.7619	Strong Relationship	Significant
	Professional Engagement	0.7654	Strong Relationship	Significant
	Personal Growth	0.7511	Strong Relationship	Significant
	Professional Development	0.8061	Very Strong Relationship	Significant
Observation	Community Linkages	0.7739	Strong Relationship	Significant
	Professional Engagement	0.7503	Strong Relationship	Significant
	Personal Growth	0.735	Strong Relationship	Significant
	Professional Development	0.7966	Strong Relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 21 presents the significant relationship between the Adaptability management and implementation of RPMS-PPST

The Collaboration, Innovation, Continuous Improvement, Realistic Goal, and Observation of the Adaptability Management was observed to have a significant relationship to the implementation of RPMS-PPST. This is based on the computed r values obtained from the tests with strong to very strong relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Adaptability management and implementation of RPMS-PPST” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Understanding the performance demands of the teachers will need measuring their performance utilizing the IPCRF under the RPMS-PPST. Working with cognitive activity, memories, visuals, and information as required. It will proceed in the same manner as the RPMS-PPST content. It is necessary to have a wide grasp of how IPCRF maybe accomplished through the use of cognitive activity, visuals, and information. the success of RMPS-PPST, whether there must be significant changes in its body as a whole, teachers must be willing to learn and develop, as stated in the above statement about the various processes on how desire helps in the educators to collaborate with the heart centered on the mission vision of the Department of Education.

Table 22. Significant relationship between the performance management and implementation of RPMS-PPST

Performance Management	Safety Procedure	r value	Degree of Correlation	Analysis
Continuous Management	Community Linkages	0.7741	Strong Relationship	Significant
	Professional Engagement	0.7489	Strong Relationship	Significant
	Personal Growth	0.7396	Strong Relationship	Significant
	Professional Development	0.8122	Very Strong Relationship	Significant
Development	Community Linkages	0.7712	Strong Relationship	Significant
	Professional Engagement	0.7802	Strong Relationship	Significant
	Personal Growth	0.7723	Strong Relationship	Significant
	Professional Development	0.8198	Very Strong Relationship	Significant
Training	Community Linkages	0.8217	Very Strong Relationship	Significant
	Professional Engagement	0.8103	Very Strong Relationship	Significant
	Personal Growth	0.7882	Strong Relationship	Significant
	Professional Development	0.8331	Very Strong Relationship	Significant
Result-Oriented	Community Linkages	0.7977	Strong Relationship	Significant
	Professional Engagement	0.7807	Strong Relationship	Significant
	Personal Growth	0.7619	Strong Relationship	Significant
	Professional Development	0.8387	Very Strong Relationship	Significant
Performance	Community Linkages	0.7834	Strong Relationship	Significant
	Professional Engagement	0.7679	Strong Relationship	Significant
	Personal Growth	0.75	Strong Relationship	Significant

Review	Professional Development	0.831	Very Strong Relationship	Significant
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Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 22 presents the significant relationship between the Performance management and implementation of RPMS-PPST

The Continuous Management, Development, Training, Result-Oriented, and Performance Review of the Performance Management was observed to have a significant relationship to the implementation of RPMS-PPST. This is based on the computed r values obtained from the tests with strong to very strong relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Performance management and implementation of RPMS-PPST” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

CONCLUSION

On the basis of the foregoing findings, the following conclusion was drawn. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Organizational management and implementation of RPMS-PPST” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Also, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Adaptability management and implementation of RPMS-PPST” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Furthermore, From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the Performance management and implementation of RPMS-PPST” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

RECOMMENDATIONS

1. It is highly suggested that school heads focus and give emphasis on organizational change management, especially on knowledge to encourage teachers to attend seminar/webinar to know the changes in the Deped policies and also conducting a regular School-Learning Action Cell.
2. It is recommended that the teachers need to focus on the innovation to explore, research and use all the tools to uncover and learn something new.
3. It is highly recommended that the teachers give focus in performance management particularly in continuous management and result-oriented to monitor their needs and enable them to keep track of their performance.
4. Furthermore, school heads may also emphasize the value of efficient management skills promotes its importance on the school community.

5. Also, understanding the importance of the implementation of RPMS-PPST in schools may help the organization perform efficiently and effectively.
6. Lastly, school heads and teachers may find the meaning of management out of the context if they can experience more hands-on task and activities.

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