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Aligning Teaching Practices to Results-Based Performance Management System: An Exposure of Experiences

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Abstract: This study discovered the experiences and challenges of teachers aligning their teaching practices to results-based performance and management system. There were ten (10) elementary teachers of Buhangin-A District, Division of Davao City who participated in the study. This study made use of a phenomenological approach to extract the reflections of the participants. The in-depth-interview was employed to gather some information with regards to their respective experiences and challenges. Based on the results of thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: the teaching practices of teachers focused on setting objectives, assessment of progress and effective classroom management. The challenges of teachers aligning their teaching practices to results-based performance and management system delved on time constraints, adapting teaching methods and pressures of accountability and performance expectations. The insights drawn from the findings of the study were the following: ensuring quality in teacher performance, alignment of instructional strategies to learning outcomes and continuous professional development. Findings revealed that aligning teaching practices of teachers to results-based performance and management system does not only enhance student outcomes but also empower teachers to continually improve. Making this study meaningful, publication to a reputable journal is essential.

Keywords: *Teaching Practices; Results-Based Performance Management System; Exposure; Experiences.*

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I. INTRODUCTION

➢ *Background of the Study*

In the evolving field of education, aligning teaching practices with a results-based performance management system has become an important strategy for improving learning outcomes. This approach provides educators with clear goals and connects classroom practices with desired results, including higher student achievement, greater engagement, and improved critical thinking skills (Luschei & Chudgar, 2011). By establishing this alignment, schools can ensure that instructional practices are focused on measurable and meaningful educational goals.

Several countries have experienced challenges in implementing results-based performance management systems. In the United States, differences in education governance among states and districts create difficulties in establishing consistent teacher evaluation practices. The United Kingdom has faced concerns that focusing heavily on measurable outcomes may limit teachers' professional judgment. Australia continues to struggle with accurately measuring teacher performance based on student outcomes, while South Africa encounters barriers such as limited resources, large class sizes, and insufficient professional development opportunities. Similarly, India faces challenges related to infrastructure limitations, inadequate teacher support, and inconsistent implementation across its diverse education system.

In the Philippines, aligning teaching practices with performance management systems remains challenging due to inconsistent implementation, limited teacher training, and insufficient professional development opportunities. Many educators experience difficulties adapting to system requirements, particularly when evaluation relies heavily on standardized test scores. This narrow focus may restrict teaching approaches, reduce curriculum flexibility, and overlook other important aspects of learning. Additionally, limited access to teaching resources, technology, and support personnel affects teachers' ability to meet performance expectations effectively.

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Teachers in Davao City also experience challenges related to inadequate training, limited resources, outdated instructional materials, and insufficient technological support. These barriers may prevent educators from applying innovative teaching strategies aligned with performance standards. Moreover, excessive emphasis on test performance can encourage teaching to the test, reducing opportunities for creativity and critical thinking. Evaluation systems must also consider the local context, including students' diverse backgrounds, socioeconomic conditions, and cultural factors. Addressing concerns about fairness, transparency, and evaluation practices is necessary to encourage teachers' active participation.

To strengthen the alignment of teaching practices with performance management systems, schools must promote collaboration and continuous professional growth. Creating opportunities for teachers to share strategies, conduct peer observations, and participate in professional learning communities can foster mutual support and improve instructional practices. Through collaboration, educators can develop shared goals, exchange effective approaches, and create a more supportive environment that enhances teaching quality and student outcomes.

➢ *Research Questions*

The study was anchored with the purpose of exploring the lived-experiences of aligning teaching practices to a results-based performance management system including the challenges that they encountered; this study sought answers to the following research questions:

- What are the teaching practices of teachers aligning to results-based performance management system?
- What are the challenges of teachers in aligning teaching practices to a results-based performance management system?
- What insights can be drawn from the findings of the study?

➢ *Theoretical Lens*

This study is anchored on the Department of Education's Order No. 2, s. 2015, which established the Results-Based Performance Management System (RPMS) to improve the quality, efficiency, and timeliness of personnel performance. The RPMS aligns teachers' performance with the Department's vision, mission, values, and strategic priorities through four key phases: performance planning and commitment, performance monitoring and coaching, performance review and evaluation, and performance rewarding and development (Department of Education, 2015).

The study is also grounded in Expectancy Theory by Victor Vroom (1964), which explains that individuals are motivated when they believe their efforts will result in good performance and meaningful rewards. This theory, widely applied in educational settings, highlights the importance of expectancy, instrumentality, and valence in influencing teacher motivation. In RPMS, teachers are encouraged to set clear performance goals, receive continuous coaching and feedback, and remain committed to improving their professional practice. Furthermore, RPMS reflects the principles of both Expectancy Theory and Goal-Setting Theory by recognizing teachers' achievements and supporting their continuous development. Through regular performance evaluation, constructive feedback, and appropriate recognition, teachers are motivated to improve their instructional practices and meet their professional goals. The system also provides development plans to address areas for improvement, ensuring sustained growth and enhanced teaching performance.

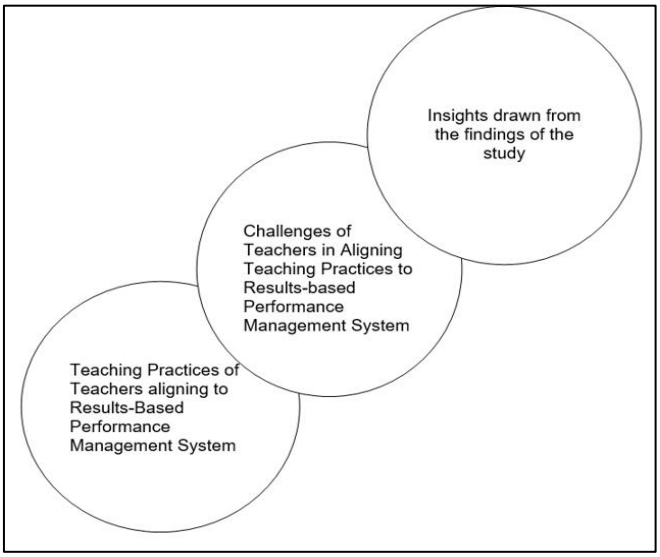

Fig 1 Conceptual Framework of the Study

II. METHODOLOGY

➢ *Design and Procedure*

This study employed a qualitative research method using a phenomenological research design to explore the lived experiences of elementary teachers in aligning their teaching practices with the Results-Based Performance Management System (RPMS). Phenomenology focuses on understanding participants' personal experiences, perspectives, and interpretations of a particular phenomenon. Through this approach, the researcher gained deeper insights into teachers' strategies, challenges, and motivations by conducting in-depth, semi-structured interviews. The study also utilized the modified Van Kaam method by Moustakas (2000) to analyze interview data and identify significant themes from participants' experiences.

Qualitative research emphasizes understanding the meanings individuals attach to their experiences within real-life contexts rather than relying on numerical data. Guided by the principles of phenomenology, this study examined teachers' perceptions of aligning instructional practices with RPMS while acknowledging the importance of researcher reflexivity and careful interpretation of data. This approach provided a rich and comprehensive understanding of teachers' experiences, making it appropriate for investigating the challenges and practices related to RPMS implementation.

➢ *Research Participants*

The key informants of this study were the selected elementary teachers of Buhangin-A District, Division of Davao City. The researcher utilized ten (10) teachers for qualitative

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participants in an in-depth interview (IDE) who were purposely selected. The informants should have been teaching 3 or more years in service and got the rating of Very Satisfactory for the past three consecutive school years.

The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. It was also known as judgmental, selective or subjective sampling. The selection of the participants will be purposefully done to ensure that the findings will be authentic (Marshall, 1996).

➢ *Research Instrument*

Qualitative analysis was used to ensure the study's credibility, dependability, and transferability. Data were collected through audio-recorded, in-depth interviews guided by open-ended questions, field notes, and peer debriefing to capture participants' lived experiences and perspectives. Using a phenomenological research design, the study explored the experiences and challenges of teachers in aligning their teaching practices with the Results-Based Performance Management System (RPMS). Questionnaires with structured and open-ended items were also utilized to efficiently gather additional information and validate the findings.

➢ *Data Analysis*

This study employed thematic analysis using John W. Creswell's approach to examine the data gathered from participant interviews. The analysis involved familiarizing with the data through repeated reading of transcripts, generating codes to identify meaningful ideas, grouping similar codes into themes, reviewing and refining these themes, and assigning clear and descriptive names. Finally, the researcher integrated the themes with supporting data excerpts and related literature to present a coherent interpretation of the participants' experiences.

➢ *Framework of Analysis*

This study used a qualitative research method and analyzed the data following the procedures of O'Connor and Gibson (2003). The process included organizing the data, identifying recurring ideas and concepts through coding, grouping related codes into broader themes, and ensuring the reliability and validity of the findings through data verification. The researcher then interpreted the results by integrating narratives with relevant literature and presented the findings using thematic discussions supported by appropriate tables, graphs, and illustrations.

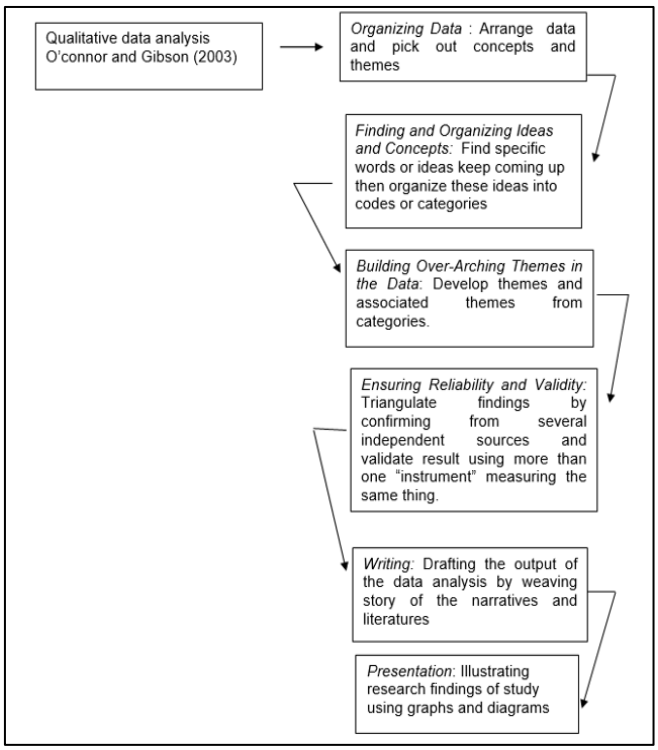

Fig 2 Analytical Framework of the Study

III. RESULTS AND DISCUSSIONS

➢ *Teaching Practices of Teachers Aligning to Results-Based Performance Management System*

In today's educational environment, effective teaching requires instructional practices that are aligned with measurable learning outcomes. The Results-Based Performance Management System (RPMS) supports this goal by guiding teachers to align their teaching strategies with established performance standards and objectives. Through RPMS, teachers are expected to plan instruction, monitor student progress, and continuously improve their practices to enhance learning outcomes.

➢ *Setting Objectives*

One essential aspect of RPMS is setting objectives, which involves establishing SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals for teaching and learning. Clear objectives help teachers design effective instruction, assess student performance, and provide meaningful feedback while enabling students to understand learning expectations and improve their achievement. As noted by Allison and Sara (2021), clearly communicated learning goals contribute to better student engagement, behavior, and academic performance. This theme is reflected in the following participants' responses.

"Here teachers need to involve the setting of clear objectives, assessment of progress, evaluation, and feedback. Clearly understand objectives that is specific, measurable, and relevant to the desired outcomes." (P1)

"Setting specific learning objectives, using data-driven assessments, giving focused feedback, modifying their lesson plans in response to student progress, and continually evaluating and refining their methods are all common

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practices for educators who align with a results-based performance management system." (P4)

"Aligning practices with a results-based performance management system as a teacher entail focusing on specific outcomes and measuring success based on educational goals achievement. I need to establish clear learning objectives that are aligned with curriculum standards and learning outcomes. Employ effective assessment and rubrics that are in line with the learning objectives." (P5)

"At the start of the school year, I read the IPCRF/RPMS tools to be aware of what documents or MOVs need to be compiled. I also study the indicators or objectives to align my lesson activities and achieve remarkable performance at the end of school year. My teaching strategies as a teacher that adhere to the results-based performance monitoring system are focused on precise learning objectives and quantifiable results. I begin by establishing clear, attainable goals for my pupils and making sure they meet benchmarks and curriculum requirements. I use a range of instructional techniques and approaches in my classroom to fulfill the various learning requirements of my pupils. Because regular assessments are incorporated into the learning process, I can monitor student development and make data-driven decisions. Students receive ongoing feedback, which helps them adopt a growth mentality and take responsibility for their education." (P10)

Participants shared that setting objectives at the beginning of the school year helped them plan their instructional activities and provided clear direction throughout the academic year. Within the Results-Based Performance Management System (RPMS), establishing clear and measurable objectives enables teachers to align their performance with expected outcomes while supporting both professional growth and student achievement.

Previous studies support these findings, emphasizing that setting clear objectives helps teachers design meaningful lessons, communicate learning expectations, and guide students toward successful learning outcomes (Deborah, 2012; Ronnie, 2016; Jusuf et al., 2021). Likewise, Claire (2016) noted that well-defined performance goals strengthen teacher evaluation and contribute to improved teaching effectiveness and student performance.

- *Assessment of Progress*

Assessment of teaching practices and teacher performance involves collecting and analyzing information on instructional methods and student learning. Its primary purpose is to improve instruction, provide teachers with constructive feedback, and evaluate the effectiveness of teaching practices.

Assessing teaching and learning offers valuable insights into instructional effectiveness and student achievement. It helps identify strategies that enhance learner engagement and academic performance (Helmold & Samara, 2020). Consistent with this, participants revealed that assessing progress reflects teachers' instructional practices and influences learners' outcomes.

"As a teacher, I can provide information and assist with learning in various ways. I strive to provide accurate and helpful information, aligning with the principles of effective teaching and learning." (P3)

"Assessment, on the other hand, offers feedback on the progress of learning and helps teachers and students adjust their methods for better results. Innovation and assessment work together to provide a dynamic learning environment that supports ongoing development of skills and growth." (P4)

"Result-based management system is a system that focuses on reality-based scenarios. As a teacher you must do your best to follow or do what the system needs. One example is conducting the COT. COT must be done to know the teacher's efficiency in teaching. If the teachers lack something at least the school head can give some technical assistance to help the teacher back to the line in giving quality education to the learner, because this system also focused on the learners needs. The best experience I ever had was having a supportive parents and other stakeholders who are always together in coordinating and supporting our learners. The outcome of this helping hand system also helps the teacher in aligning their teaching practices to result-based management system." (P6)

*"Teachers develop diagnostic, formative, and summative assessments consistent with the curriculum requirements. Several important instructional strategies incorporate my outstanding performance. My top priority is to provide a welcoming and inclusive classroom where children feel comfortable and inspired to learn. I use a range of interesting and tailored teaching techniques to meet the needs of different types of learners in the class. To give kids a meaningful learning experience, I also carefully prepare and carry out lessons that meet curricular standards and create links to real-world situations. Frequent summative and formative evaluations are combined to measure student comprehension and enable prompt modifications to the curriculum. It has been an amazing opportunity to match my instructional strategies with a results-based management approach. Clear learning objectives, data-driven assessments, and a collaborative approach have all helped to enhance student outcomes and make education more efficient, which is in line with the aims and requirements of the results-based management system."(*P9)

"My first step in integrating my methods with a results-based performance management system is to create quantifiable, explicit learning objectives based on curriculum requirements. To properly track and measure student development, I create lessons and assessments that are closely related to these goals. Consistent data gathering via formative and summative evaluations enables me to evaluate student performance, make knowledgeable decisions about instruction, and modify my methods of instruction as necessary. To succeed in the results-based performance management system, I must work in tandem with my colleagues, take part in professional growth, and continually evaluate my teaching methods." (P10)

Participants emphasized that assessment is a vital component in evaluating teaching effectiveness, as it measures teachers' instructional practices, strategies, and their impact on

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student learning. Beyond determining whether objectives are achieved, assessment examines how well teaching aligns with institutional standards and educational goals. Various methods, such as classroom observations, student feedback, peer evaluations, self-assessments, and analysis of learning outcomes, provide a comprehensive picture of teacher performance and instructional effectiveness.

Participants also highlighted that progress assessment supports data-driven decision-making by identifying strengths, areas for improvement, and professional development needs. Aligning assessment with a results-based performance management system strengthens teacher accountability and instructional quality. These findings are consistent with studies showing that teachers' perceptions of performance assessment influence their assessment practices and help learners recognize their strengths and areas for improvement (Lukluk et al., 2019). Likewise, performance assessments promote analytical thinking, independence, and practical problem-solving among students (Giselle, 2022), while also measuring teachers' competence and growth (Christina, 2021). Furthermore, assessments based on learning progressions provide valuable guidance for instructional decisions, teacher development, and student learning outcomes (Lois et al., 2022).

➢ *Effective Classroom Management*

Effective classroom management refers to the strategies teachers use to create and maintain a positive, organized, and engaging learning environment. It includes establishing clear expectations and routines, providing constructive feedback, and promoting student participation and cooperation. These practices help foster a respectful classroom climate that supports effective teaching and learning.

Research shows that effective classroom management improves both teaching practices and student outcomes. It promotes mutual respect, reduces classroom disruptions, and enhances student motivation and academic achievement (Guansing & Reyese, 2019; Nhawang & Lhawang, 2023). Strategies such as immediate responses to misbehavior, using a positive or neutral tone, and providing brief self-control cues effectively minimize off-task behavior (Shane, 2022). Furthermore, strong classroom management contributes to improved academic performance through effective instruction, supervision, and classroom leadership (Chang-Juan et al., 2023). It also supports students' overall development by creating a comfortable learning environment that encourages curiosity and lifelong learning (Seema, 2022). Consistent with these findings, participants shared their effective classroom management practices as follows:

"This is manifested in the indicators during classroom observation like: clear communication, interactive and diverse teaching methods, formative assessment to gauge the comprehension , feedback mechanism by teacher and learner to help understand the strengths and needs of learners, differentiation that tailor instruction to meet individual learning needs, technology integration that enhance experiences and access additional resources, classroom management, continuous professional development and collaboration where supports between teacher and learners are meet." (P1)

"Actively engaging in differentiated learning activities in the classroom with different learning development of learners." (P2)

"As a teacher, I could state that using creative and interesting teaching techniques to accommodate my pupils' varied learning preferences is one of my noteworthy accomplishments. For instance, as a teacher, I would use interactive exercises, technology, and real-world examples in my classes to help my students relate to and find the topic more engaging. This method improves students' comprehension and retention of the material while also grabbing their interest. Such innovative and flexible teaching techniques show a teacher's dedication to creating a positive and productive atmosphere for learning." (P4)

"Utilized teaching and learning strategies that develop the learners' literacy and numeracy skills, creative and critical thinking skills." (P7)

"Manage classroom structure and learners' behavior to engage learners in different learning activities and to apply positive and non-violent disciplinary actions to maintain a learning-focused environment." (P8)

Participants emphasized that teachers are expected to manage classrooms effectively while ensuring that their practices support measurable student progress and learning outcomes. They viewed effective classroom management as essential in creating a positive and productive learning environment where instructional strategies align with the goals of a results-based performance management system.

This perspective is supported by Smith and Jones (2018), who noted that effective classroom management begins with clearly defined learning objectives. Aligning management strategies with these objectives enhances student engagement and achievement. Likewise, Brown and Green (2019) emphasized that establishing and consistently implementing classroom rules and routines creates a structured learning environment, minimizes disruptions, and promotes students' sense of security, resulting in greater participation and improved learning outcomes.

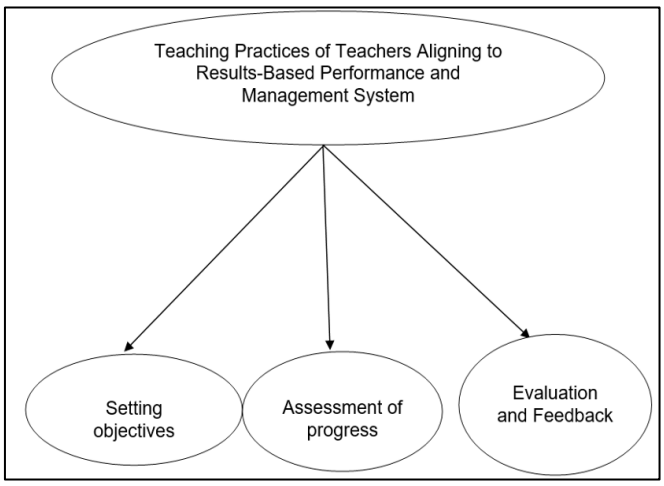

Fig 3 Emerging Themes on The Teaching Practices of Teachers Aligning to Result-Based Performance

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➢ *Challenges of teachers in aligning teaching practices to Results-based Performance Management System*

Results-based performance management systems have become an important approach in educational institutions to strengthen accountability, transparency, and student achievement. These systems have transformed how teachers' performance is evaluated and recognized by emphasizing measurable outcomes. Despite their intended benefits, teachers continue to encounter various challenges in aligning their instructional practices with performance standards.

Recognizing and addressing these challenges is essential to creating a fair and supportive environment that enables teachers to improve their professional practice and enhance student learning. The following are the challenges encountered by teachers in aligning their teaching practices with the Results-Based Performance Management System.

- *Time Constraints*

Time constraints refer to the limited time available for teachers to effectively plan, deliver, and evaluate instruction while fulfilling other professional responsibilities. These constraints can affect lesson preparation, assessment, classroom management, professional development, and collaboration with colleagues. As a result, limited time may reduce teachers' motivation, self-efficacy, creativity, and ability to implement innovative teaching practices. Factors such as heavy workloads, school schedules, curriculum demands, assessment requirements, and external responsibilities further contribute to these challenges.

When asked about the challenges in aligning their teaching practices with the Results-Based Performance Management System (RPMS), the majority of the participants identified time constraints as one of their primary concerns.

"Time constraints that require planning, data collection and analysis." (P1)

"Time constraints due to school activities and emergencies. Abrupt school activities and emergencies usually affect the aligning process because I need to adjust the timeline which compromises other tasks." (P3)

"Managing increased workload and administrative tasks." (P5)

"Lack sufficient understanding of the objectives, and how to achieve it efficiently and effectively. Time constraints and piling workloads. Time constraints due to school activities and emergencies. Abrupt school activities and emergencies usually affect the aligning process because I need to adjust the timeline which compromises other tasks." (P8)

"I have faced difficulties in striking a balance between meeting the requirements of a varied student body and standardized evaluations during the alignment process. One significant difficulty has been time limits, which necessitate careful planning to cover information thoroughly while addressing each student's knowledge. A constant factor in the alignment process has also been keeping abreast of changing educational standards and finding the ideal balance between quantitative measurements and qualitative elements of education." (P9)

"Balancing standardized assessments with individual student needs: difficulty in accomplishing the content knowledge in pedagogy; lack sufficient understanding of the objectives, and how to achieve it efficiently and effectively; time constraints and piling workloads; teachers must manage time constraints, strike a balance between standardized assessments and a range of student learning needs, and address the pressure placed on quantitative measures at the expense of qualitative components of education in order to align their practices with results-based performance management systems. The process of alignment presents educators with additional challenges, such as the need to balance satisfying metrics with offering a well-rounded education and ongoing professional development." (P10)

Participants shared that overlapping responsibilities and limited time negatively affected their teaching performance and ability to accomplish expected tasks. They believed that excessive workloads reduce the quality of instruction and make it difficult to meet the demands of the Results-Based Performance Management System (RPMS). As a result, effective time management was viewed as essential for maintaining an organized workflow and balancing multiple responsibilities.

These findings are consistent with Johnson and Wang (2019), who identified grading, lesson planning, meetings, and extracurricular activities as major time management challenges for teachers. However, some studies suggest that time constraints can also produce positive outcomes. They may increase teachers' focus and productivity (Suss, 2014), encourage better planning and organization (Elaine, 2014), promote creativity and innovation in instructional practices (Jennifer & Shelly, 2004), strengthen time management skills (Zafarullah et al., 2016), and motivate continuous professional development and collaboration to improve school performance (William, 2005).

- *Adapting Teaching Methods*

Adapting teaching methods in teaching practices and teacher's performance is an approach that involves adjusting the instruction to the specific needs and abilities of the students. It is based on the idea that different students learn in different ways and at different paces and that teachers should be flexible and responsive to these differences.

"One of the challenges I've faced in adapting my teaching practices to a results-based performance management system is the need for a shift in focus. Previously, my teaching approach was focused on covering the curriculum and ensuring that students learned. However, since the implementation of a results-based performance management system, I've had to shift my focus to measurable outcomes and student achievement. This shift necessitates that I constantly monitor and assess student progress, adjust my instructional strategies as needed, and provide timely feedback to ensure that students meet the desired performance standards." (P5)

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"Challenge in how to plan, manage, and how to implement the developmentally sequenced teaching and learning processes to meet the curriculum requirement and varied teaching context." (P7)

"It has been difficult for me as a teacher to match my methods with a results-based performance management system. Finding a balance between satisfying the standards of standardized assessments and meeting the various learning needs of my pupils is one significant challenge." (P9)

Participants shared that the presence of diverse learners required them to use varied teaching strategies to address individual learning needs while ensuring alignment with curriculum standards and desired learning outcomes. They emphasized that adapting instruction involves modifying teaching methods, pacing, learning resources, technology integration, assessment approaches, and lesson content to provide meaningful and inclusive learning experiences for all students.

These experiences are supported by previous studies showing that adaptive teaching enables teachers to monitor learners' progress and provide appropriate learning opportunities within a shared curriculum (Leovigildo, 2022). It also allows teachers to address students' diverse needs and preferences (Judi, 2022; Srinivasa, 2022), adjust the level of guidance and challenge to improve learning outcomes (Dorin & Teodora, 2018), and promote students' self-directed learning in a supportive classroom environment (Mihaela et al., 2022). Overall, adaptive teaching helps address learning gaps and fosters a more effective and inclusive educational experience.

- *Pressures of Accountability and Performance Expectations*

Pressure from accountability and performance expectations refers to the responsibility teachers face to demonstrate effective instruction and continuously improve their practices based on established standards and performance assessments. This pressure may come from educational authorities, school leaders, parents, students, and the wider community. It is also influenced by the rewards or consequences associated with teacher evaluation, such as recognition, incentives, feedback, or sanctions.

"There are many challenges that influence such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, and of course the loads (ancillaries) of paper works outside the teaching practices." (P2)

"Overemphasis on accountability that may lead compliance rather than genuine improvement. One of the challenges I've faced in adapting my teaching practices to a results-based performance management system is the need for a shift in focus. Previously, my teaching approach was focused on covering the curriculum and ensuring that students learned. However, since the implementation of a results-based performance management system, I've had to shift my focus to measurable outcomes and student achievement. This shift necessitates that I constantly monitor and assess student progress, adjust my instructional strategies as needed, and provide timely feedback to ensure that students meet the desired performance standards." (P5)

"*Dealing with the pressure of accountability and performance expectations."* (P7)

Participants shared that teachers carry the responsibility of not only delivering instruction but also supporting students' overall growth and development. They explained that this role is shaped by increasing accountability and performance expectations, which influence their teaching practices, professional development, and overall well-being. While these expectations are intended to improve educational quality, they also create significant pressure for educators.

Research indicates that accountability systems may lead to unintended consequences, including teaching to the test, a narrowed curriculum, and increased teacher stress (Darling-Hammond, 2007; Darling-Hammond & Cook-Harvey, 2018). Likewise, the expectation to meet standards in student achievement, classroom management, professional development, and collaboration can contribute to teacher burnout, job dissatisfaction, and attrition (Kyriacou, 2001; Klassen & Chiu, 2010).

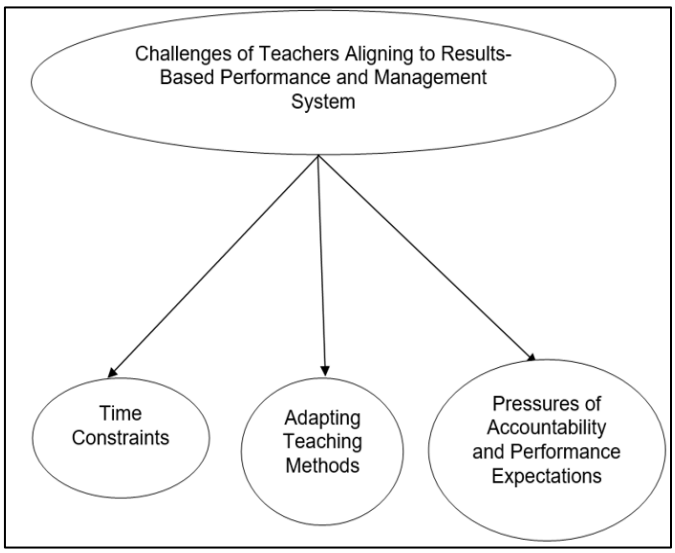

Fig 4 Emerging Themes on the Challenges of Teachers Aligning to Result-Based Performance Management System

➢ *Insights Drawn from the Findings of the Study*

Aligning teaching practices with a results-based performance management system provides valuable educational insights that can strengthen instructional quality and improve student learning outcomes. Applying these insights enables educators to enhance teaching effectiveness, support continuous professional growth, and contribute to the overall success of educational institutions.

Participants shared various educational management insights based on their experiences in aligning teaching practices with the Results-Based Performance Management System (RPMS). Through thematic analysis, these insights were synthesized into key themes and subthemes derived from the participants' accounts and reflections, as presented below.

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- *Ensuring Quality in Teacher Performance*

Ensuring quality in teacher performance in teaching practices and teacher's performance is a complex and multifaceted process that involves various aspects of teacher education, development, evaluation, and support. It is based on the assumption that improving teaching will lead to better student learning outcomes and that there are clear and measurable standards for what constitutes effective teaching.

"Aligning teaching practices helps improve teaching performances by providing clarity of goals, enabling targeted instruction, facilitating data-driven decision making, promoting continuous improvement, and fostering accountability and recognition." (P3)

"It helps the teachers in assessing instruments to use to ensure the quality in teacher performance at different career stages." (P6)

"It will help assist teachers on how to follow the timeline efficiently and understand the process of aligning the teaching practices to the rpms effectively." (P7)

Participants expressed that aligning their teaching practices with the Results-Based Performance Management System (RPMS) encouraged them to become more strategic, accountable, and committed to improving their teaching performance. They emphasized the importance of following established guidelines and sustaining effective instructional practices to deliver quality learning experiences for students.

These findings are consistent with the Danielson Framework for Teaching, which highlights instruction, classroom environment, and professionalism as key domains for teacher evaluation and development (Danielson, 2011; Stronge, 2018). Similarly, teacher performance assessments based on established standards help evaluate teachers' competence and promote more effective instructional practices (Alvi et al., 2022). Effective teacher quality management, including classroom supervision, teacher qualifications, and continuous professional development, also contributes to improved student achievement and better educational outcomes (Guo et al., 2023).

- *Alignment of Instructional Strategies to Learning Outcomes*

Alignment of instructional strategies to learning outcomes in teaching practices and teacher's performance is a process where each of the critical elements of instruction interact and support learning outcomes. It is also a process of taking instructional ideas from a personal mental model and transforming those ideas through an instructional design process into a functional unit for teaching and learning.

Participants underscored the importance of instructional strategies to achieve desired learning outcomes. They opined that:

"Insights from the findings of a study on aligning teaching practices can include the importance of clear performance expectations, the impact of targeted instruction on student learning outcomes, and the benefits of data-driven decision making." (P3)

"The results of the study indicate that a focus on outcome-oriented tactics, specific learning objectives, and ongoing assessment is necessary to match teaching practices with result-based management. Crucial factors for the successful incorporation of Result Based Management into teaching techniques include stressing quantifiable outcomes, encouraging student participation, and modifying instructional strategies in response to performance information. I've discovered from my experiences that it's imperative for me to focus and stress precisely specified learning outcomes in my role as a teacher. I have come to see the need of establishing learning objectives that are specific, measurable, achievable, relevant, and time-bound (SMART) because I have matched my instructional strategies with a results-based management system. This aids in my development of a more methodical and intentional teaching style, guaranteeing that instructional tactics are closely linked to the desired results for learners." (P4)

"I learned that the assessment process must be aligned with the learning outcomes." (P7)

Participants shared that aligning their teaching practices enabled them to set clear goals, define learning objectives, deliver appropriate instruction, and assess student performance effectively. They emphasized that aligning instructional strategies with intended learning outcomes promotes coherent teaching and increases the likelihood of achieving positive educational results.

Previous studies support these findings, showing that alignment helps teachers create positive learning environments and improve student achievement (Meng, 2023). It also promotes deeper learning by clarifying course expectations and assessment methods (Japhet, 2023), while ensuring coherence among learning outcomes, instruction, and assessment (MacPhail et al., 2021). Moreover, alignment enhances teachers' confidence and instructional quality (Raul, 2019) and supports the intentional development of students' leadership skills and overall growth (Daniel & Scott, 2017).

- *Continuous Professional Development*

Continuous professional development (CPD) is an ongoing process of reflection, learning, and professional growth that enables teachers to enhance their knowledge, skills, and instructional practices. It supports educators in adapting to changing educational demands and improving the quality of teaching.

Research shows that CPD helps teachers remain effective and up to date in their profession (Rudolph et al., 2023). It strengthens teachers' competencies and instructional skills, leading to improved performance (Wolde, 2021), enhances classroom management and teaching strategies that positively influence student learning (Osias, 2023), and contributes to sustained improvements in learners' academic achievement over time (Timor, 2022).

"The importance of educators' collaborative efforts and continuous professional development, suggesting that a supportive professional community and ongoing learning are

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essential for effectively navigating the challenges of aligning with performance management systems." (P8)

"It has been a worthwhile learning experience to match my instructional strategies with a performance management system that is results-based. I've discovered how crucial it is to manage my time well to meet the demands of both meeting the needs of different learning styles and standardized testing. Keeping up with changing educational standards has been made possible by ongoing professional development, and working with colleagues has given me access to ideas and solutions for overcoming obstacles. Fostering comprehensive student development also requires striking a balance between qualitative and quantitative aspects of schooling. Overall, this approach has shown that to succeed within the confines of a results-based performance management system, one must be flexible, collaborative, and dedicated to continuous learning." (P9)

Participants acknowledged that engaging in continuous professional development (CPD) is essential for improving teaching performance. They emphasized that within a Results-Based Performance Management System (RPMS), CPD supports continuous improvement, enhances student learning outcomes, strengthens teacher accountability, and promotes lifelong learning and professional growth.

These views are supported by Oesterle and Schwab (2022), who described CPD as an ongoing process that enables teachers to respond to changing educational demands while fostering a lifelong learning mindset. CPD also encourages creativity, reduces routine practices, and facilitates the application of knowledge gained from trainings and seminars. In addition, it promotes collaboration among teachers through the sharing of effective instructional practices. Overall, continuous professional development plays a vital role in enhancing teaching practices and teacher performance.

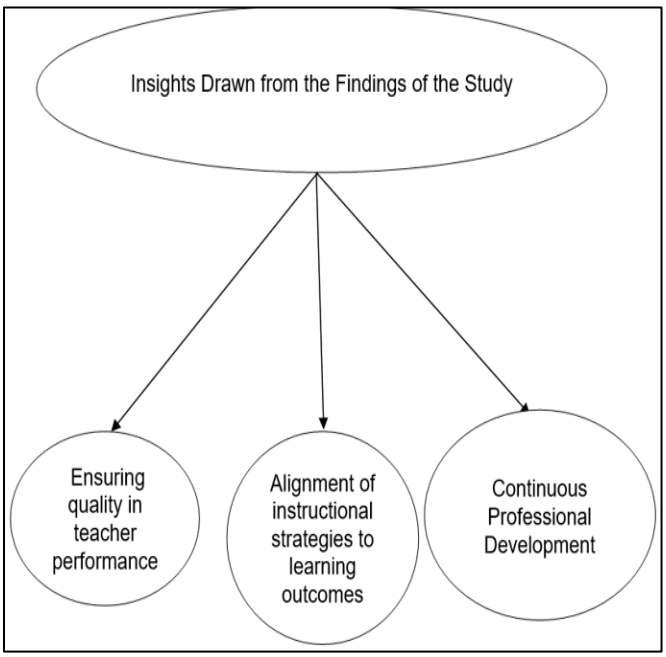

Fig 5 Emerging Themes on the Insights Drawn from the Findings of the Study

IV. IMPLICATIONS AND FUTURE DIRECTIONS

➢ *Implications*

The findings highlight the importance of aligning teaching practices with the Results-Based Performance Management System (RPMS) to achieve clearly defined objectives and measurable outcomes. This alignment promotes accountability, continuous improvement, and enhanced instructional quality by encouraging teachers to reflect on their teaching practices, assessment methods, and professional responsibilities. It also emphasizes the need to balance institutional expectations with effective and learner-centered instructional approaches.

The study further shows that while RPMS has the potential to improve curriculum implementation, instructional delivery, and student learning outcomes, teachers continue to face challenges such as addressing diverse learner needs, adapting instructional strategies, and meeting performance expectations. These challenges underscore the importance of providing adequate support, professional development, and resources to help teachers effectively implement RPMS without compromising instructional quality.

Overall, aligning teaching practices with RPMS strengthens educational effectiveness by promoting evidence-based decision-making, improving teacher performance, and supporting continuous professional growth. Through this alignment, teachers are better equipped to respond to the diverse needs of learners while contributing to improved educational outcomes and a culture of excellence within schools.

➢ *Future Directions*

Based on the findings, the results of this study should be utilized by key educational stakeholders to strengthen the implementation of the Results-Based Performance Management System (RPMS). Policymakers may use the findings to develop evidence-based policies, improve accountability, and promote continuous improvement in education. School administrators can apply the results to guide decision-making on teacher development, resource allocation, and instructional improvement, while ensuring that effective teaching practices are consistently supported across schools.

For teachers, the findings provide a clearer understanding of performance expectations and encourage continuous professional growth through targeted training and reflective practice. Parents also benefit from greater transparency regarding teaching effectiveness and student achievement, enabling them to become more engaged in their children's education. Ultimately, aligning teaching practices with RPMS contributes to higher-quality instruction, improved student learning outcomes, and more equitable educational opportunities.

Future researchers are encouraged to replicate this study in different contexts and with diverse participants to validate and expand the findings. They may also explore additional factors that influence the successful implementation of RPMS

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and examine its long-term effects on teaching practices, student achievement, and overall school improvement.

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