

Implementation of Results-Based Performance Management System and Education 5.0 Towards an Enhanced Performance Model

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Abstract

This study aimed to determine the extent of the results-based performance management system and Education 5.0 on teachers' performance. the results-based performance management system being assessed were content knowledge and pedagogy, learning environment, diversity of learners, community linkages, and factors while education 5.0 being assessed were innovativeness, creativity, critical thinking, analytical skills, design, and compassion. Generally, the results-based performance management system variable has an overall mean of 4.19 and was described as very satisfactory which is highly practiced in its implementation where the respondents agreed while the public trust variable has an overall mean of 4.20 and was also described as excellent which is very highly practiced in its implementation. The study utilized a quantitative descriptive correlation design and was conducted in seventeen elementary schools of Mabini District, Mabini, Davao de Oro. Simple random sampling was employed to select the respondents, and a questionnaire was used as the main data collection tool, administered through a self-administered method. The collected data were tabulated, treated, and analyzed using various statistical tools such as frequency count, weighted mean, standard deviation, and Pearson's correlation coefficient (r). In addition to the findings on the current state of the results-based performance management system and education 5.0, the study also proposed a model to guide the teachers in Mabini District in establishing a comprehensive and unified understanding on the attainment of performance management.

Keywords: Education 5.0, Quantitative study, Descriptive Correlational, Philippines, Division of Davao de Oro, Mabini District