

THE NBC 461 AT BENGUET STATE UNIVERSITY

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ABSTRACT

This descriptive study aims to assess the faculty promotion scheme of BSU, particularly, the National Budget Circular 461 or NBC 461, in terms of its comprehensiveness; implementation; effectiveness as a motivating factor in teaching; effectiveness in improving teaching efficiency; effectiveness in increasing the teachers' productivity; degree of seriousness of the problems encountered; and its associations with class size, teachers' performance evaluation ratings, and students' academic performance.

The NBC 461 was perceived by the teachers as Satisfactory to Very Satisfactory in its comprehensiveness, Fairly Satisfactory to Satisfactory in its implementation, Moderately Effective to Very Effective as a motivating factor, Moderately Effective in improving teacher efficiency, and Moderately Effective to Very Effective in improving teacher productivity.

The teachers also perceived the problems on the NBC 461 as Moderately Serious to Very Serious.

Very few teachers considered that there is any association of the NBC 461 with the class size they handle, and with their students' academic performance. However, about half of the teachers believed that the NBC 461 had some effect on improving teachers' performance evaluation rating.

The NBC 461 can still be improved and the problems related to the NBC 461 can still be made less serious, minimized or even eliminated if the administrators and faculty concerned would address each problem objectively and sincerely. This would serve as a feedback mechanism for the BSU administrators concerned with the NBC 461 implementation, for the NBC 461 Zonal implementers, and even for the national level policy-makers, to pave the way for possible improvement on the NBC 461 Instrument and Evaluation procedure.

KEYWORDS: benguet state university, nbc 461

INTRODUCTION

Background of the Study

Promotion in faculty rank of teaching positions for instructors and professors in State Universities and Colleges (SUCs) like Benguet State University (BSU) are covered by National Budget Circular No. 461 (NBC 461). Section 2.0

thereof provides as follows: "2.0 Coverage and exemption." This circular shall apply to all faculty positions in SUCs, HEIs and TEIs including teaching positions assigned to laboratory classes except teaching and related teaching positions in secondary and elementary schools which shall continue to be covered by the Teachers.

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Evaluation procedure is usually a very long process, taking one to two years. The documents of the faculty are being pre-evaluated in the department level by the Chairperson and some senior faculty members. Then, the Common Criteria for Evaluation (CCE) points are computed and affixed on the evaluation forms in the college level. The Dean, the Associate Dean and the Chairpersons are usually the members of the evaluators in this level. The University level evaluators are usually the Vice-President for Academic Affairs, the Assistant to the Vice-President for Academic Affairs, a representative of each College, and a representative of the Faculty Club. Then, the papers (including the supporting documents) are brought to the NBC Zonal Center at the University of Northern Philippines at Vigan, Ilocos Sur. These are evaluated and given the final CCE points by a Technical Evaluation Committee composed of some faculty from member SUCs of Region 1 and CAR. The CCE points will be the bases for the new set of requirements to comply for the Qualitative Criteria for Evaluation (QCE) points. The final faculty rank shall be based on whichever is lower between the CCE and QCE points of each faculty. Implementation, specifically, integrating the new faculty ranks in the payroll, takes even a longer process, since other agencies like the Department of Budget and Management (DBM) and the Civil Service Commission (CSC) are also involved. In fact, the new faculty ranks for NBC 461 third cycle evaluation (covering the period July 2001 to June 2004) and even the old faculty ranks for NBC 461 third cycle evaluation (covering the period July 1998 to June 2001), had just been integrated in the salary payroll only last February 2010. Salary differentials were being given then, from time to time. Somehow, the process was faster and simpler in the NCC 69 evaluation scheme, when there were no QCE points to consider, and the NCC 69 documents of the BSU faculty were directly brought to the Philippine Association of State University and College (PASUC) President's office at the Technological University of the Philippines in Manila.

Thirteen years ago, the researcher had conducted a study on such promotion scheme in her published dissertation entitled "Promotion and Merit Schemes of State Universities and

Colleges in the Cordillera Administrative Region". After more than a decade, there had been lots of changes in the Evaluation Instrument as well as in the implementation process.

Thus, the relevance and the timeliness of this research. It is high time to re-visit the promotion scheme of the faculty at BSU, specifically, on the comprehensiveness, implementation, effectiveness, associations with some teaching-related variables, and problems encountered regarding the NBC 461.

Objectives of the Study

The main objective of the study is to assess the faculty promotion scheme of BSU, particularly, the NBC 461. Specifically, the study aims to assess NBC 461 in terms of:

1. its comprehensiveness on the components or areas included in the Evaluation Instrument (in the CCE and QCE);
2. the implementation process;
3. its effectiveness as a motivating factor in teaching;
4. its effectiveness in improving teaching efficiency/performance;
5. its effectiveness in increasing the teachers' productivity;
6. the problems encountered; and
7. its associations with some teaching-related variables, specifically, with
 - (a) average class size handled by the faculty,
 - (b) teachers' performance evaluation ratings, and
 - (c) students' academic performance.

Statistical Hypotheses

1. The NBC 461 is satisfactory in its comprehensiveness on the components or areas included in the Evaluation Instrument (in the CCE and QCE);



2. The NBC 461 is satisfactory in its implementation process;

3. The NBC 461 is moderately effective as a motivating factor in teaching;

4. The NBC 461 is moderately effective in improving teaching efficiency/performance;

5. The NBC 461 is moderately effective in increasing the teachers' productivity;

6. The problems encountered on the NBC 461 is moderately serious; and

7. There is no significant association of the NBC 461 with some teaching-related variables, specifically, with

- a. average class size handled by the faculty,
- b. teachers' performance evaluation ratings, and
- c. students' academic performance.

Expected Output

The researcher plans to present the results and recommendations of this study to the BSU Administrators, particularly, those involved with the NBC 461 implementation in the University. These results shall also be published in the University's Research Journal. These would also serve as a feedback mechanism for the NBC 461 Zonal implementers and even to the national level implementers and policy-makers. The researcher hopes that this study would be considered in the improvement of such faculty promotion scheme.

Scope and Limitation of the Study

BSU employees at the main campus during the school year 2008 to 2009 who have faculty ranks were the population of the study. Those who were on leave and those who were not evaluated in the NBC 461 second cycle and third cycle were not included in the target population. Respondents were taken from each College or academic Institute.

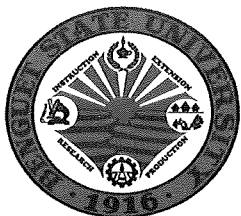
Significance of the Study

With the necessity of having highly motivated, well-performing and productive teachers in the academe, it is just appropriate that their promotion scheme, particularly, the NBC 461 be thoroughly assessed. The comprehensiveness of the components of this evaluation instrument, and the implementation process need to be looked into. It is also worthwhile to determine whether this promotion scheme has been effective in motivating the teachers, in improving their teaching efficiency/performance, and in improving their productivity. Determining whether some teaching-related factors, such as class size handled by the faculty, teachers' performance evaluation ratings, and students' academic performance, were significantly associated to NBC 461 could also shed more light and understanding on how BSU faculty sees the NBC Evaluation. Taking into consideration the degree of seriousness of the problems encountered in relation to NBC 461 would be a way for the BSU faculty to air out their views and sentiments. Thus, this research hopes to contribute to the improvement of the BSU faculty promotion scheme, particularly, the NBC 461. Such improved faculty promotion scheme would, in turn, inspire a more highly motivated, performing par excellence and very productive BSU faculty.

METHODOLOGY

Stratified sampling on each College or Institute was used to ensure that each College or Institute was represented. Descriptive-survey method was used. A structured questionnaire, which was adapted from Lubrica's 1996 dissertation, was given to each of the teacher respondent.

Frequency count, percent or proportion, rank, average and tests of hypotheses of single mean and of proportion were the statistical analyses done to answer the different objectives of this study.



RESULTS AND DISCUSSION**Profile of Respondents**

As presented in Table 1, most of the respondents were from the three colleges with big population, namely: College of Arts and Sciences with 32 out of the 88 respondents (36%), followed by College of Teacher Education with 20 respondents (23%), and College of Agriculture with 14 respondents (16%). All the colleges and the academic institutes were represented.

Most of the respondents were female, 54 out of 88. For the age of the respondents, the youngest is 31 years old while the oldest respondent is 62 years old. Though there are younger teachers in the University, most of them were not yet evaluated in the 2nd and 3rd cycles. Most of the respondents belonged to the 45 years to 49 years bracket. Most of the respondents were married.

For the years of teaching in BSU, the least was 7 years teaching, while the most number of years was 40. Most teachers who came in the University earlier than 7 years were not yet evaluated in the 2nd and 3rd cycles. Most of the respondents had been teaching in the University for 25 years to 29 years bracket.

Most of the respondents did not have any administrative position, 58 out of 88 (66%).

There were same number of respondents who had their master's degree and doctoral degree holder, both with 38 respondents (43%).

For the faculty rank in the NBC 461 for the 2nd cycle, majority were Associate Professors, 33 out of the 88 respondents (38%). In the 3rd cycle, most teachers still had a faculty rank of Associate Professors, with a frequency of 34 (39%). It could be noted though that there was a big increase in the number of Professors from the 2nd cycle to the 3rd cycle, from 14 Professors in the 2nd cycle to 23 Professors in the 3rd cycle.

Table 1. Profile of Respondents (n = 88)

VARIABLES	NO. OF RESPONDENTS	PER-CENT (%)	RANK
a. College/Institute			
College of Agriculture	14	16	3
College of Arts & Sciences	32	36	1
College of Forestry	4	5	5
College of Home Economics & Technology	2	2	8.5
College of Nursing	2	2	8.5
College of Teacher Education	20	23	2
College of Veterinary Medicine	3	3	6.5
Institute of Public Administration	1	1	10
Institute of Physical Education and Sports	3	3	6.5
College of Applied Engineering & Technology	7	8	4
b. Sex			
Male	34	39	2
Female	54	61	1
c. Age			
30 – 34	6	7	8
35 – 39	7	8	6.5
40 – 44	11	13	4
45 – 49	17	19	1
50 – 54	14	16	3
55 – 59	16	18	2
60 – 64	10	11	5
No Answer	7	8	6.5
d. Civil Status			
Single	13	15	2
Married	68	77	1
Widowed/Separated	6	7	3
No Answer	1	1	4
e. Years of Teaching in BSU			
5 – 9	7	8	4
10 – 14	14	16	2.5

Table 1. continued . . .

VARIABLES	NO. OF RESPONDENTS	PERCENT (%)	RANK
15 – 19	14	16	2.5
20 – 24	6	7	6
25 – 29	26	30	1
30 – 34	12	14	4
35 – 39	5	6	7
40 – 44	1	1	9
No Answer	3	3	8
f. Administrative Position			
With	30	34	2
Without	58	66	1
g. Highest Educational Attainment			
B. S. or A. B.	10	11	3
M. S. or M. A.	38	43	1.5
PhD or EdD	38	43	1.5
No Answer	2	2	4
h. Faculty Rank (NBC 461, 2nd cycle)			
Instructor	16	18	3
Assistant Professor	18	20	2
Associate Professor	33	38	1
Professor	14	16	4
No Answer	7	8	5
i. Faculty Rank (NBC 461, 3rd cycle)			
Instructor	7	8	4
Assistant Professor	22	25	3
Associate Professor	34	39	1
Professor	23	26	2
No Answer	2	2	5
j. Difference in Faculty Rank in the 2nd and 3rd cycle			
0	18	21	3
1	25	28	1
2	19	22	2
3	14	16	4
4	4	5	6
5	1	1	7

Most teachers, 64 of the 88 respondents (73%), considered their current teaching load to be the same when compared to their usual load. Most of them, 39 out of the 88 respondents (44%), had class sizes from 45 to 54 students.

The majority of the respondents have their Performance Evaluation Ratings of Outstanding, that is, 67 out of the 88 respondents (76%). Most of them, 46 out of the 88 respondents (52%), rated their students' performance as Very Good.

Comprehensiveness of the NBC 461 Evaluation Instrument

Table 2 shows the perception of the teachers regarding the comprehensiveness of the NBC 461 Evaluation Instrument. The average ratings ranged from 2.90 to 3.32, with descriptions of S or Satisfactory. However, statistical tests indicated that in the items on "inclusion of all the necessary components" and on "relevance of all components to teaching functions, the respondents' ratings were significantly higher than Satisfactory. The computed z-values of 2.85 and 3.69, respectively, were higher than the critical value of 1.96. Thus, statistically, we could consider the ratings as Very Satisfactory. Such statistical analysis shows similarity with the findings of Lubrica (1996) wherein the BSU teachers also rated these two items as Very Satisfactory. The other three items: appropriateness of the weights or points assigned to components; clearness and unambiguousness of each item; and sufficiency of the mechanism as a whole, were rated Satisfactory in the current study and in the 1996 dissertation.

Teachers' comments regarding the comprehensiveness of the NBC 461 Evaluation Instrument included: approved researches, teaching load and performance in the workplace should be given points; very low points on more important components, like in authorship, in being resource persons in national & international trainings; and points should still be given to those who have maximized in some areas; generated funds due to researches should be given additional points;

Table 1. continued . . .

VARIABLES	NO. OF RESPONDENTS	PER-CENT (%)	RANK
No Answer	7	8	5
k. Current Teaching Load			
Lighter	10	11	3
The Same	64	73	1
Heavier	14	16	2
l. Class Size			
5 – 14	3	3	6
15 – 24	8	9	5
25 – 34	12	14	3
35 – 44	16	18	2
45 – 54	39	44	1
55 – 66	10	11	4
m. PES Rating			
Outstanding	67	76	1
Very Good	18	21	2
Good	1	1	4
Fair	1	1	4
No Answer	1	1	4
n. Students' Academic Performance			
Outstanding	6	7	3
Very Good	46	52	1
Good	32	36	2
Fair	2	2	4.5
No Answer	2	2	4.5

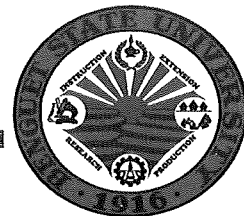
the evaluation as a whole is satisfactory but the only problem is the Zonal center; length/years of service is given maximum of 25 points and the maximum points should be increased; NBC 461 tool is not sufficient (or appropriateness of points to assigned components is not balanced) since many get promoted although they are not doing their functions and obligations as teachers; more weight should be given to students' evaluation because they do know who are teaching and who are not; and the present promotion set up isn't appropriate because it gives more credence and emphasis to trainings, research and professional development which don't necessarily entail effective and efficient service to teaching profession.

From the various comments, there is still much room for improvement needed with regards to the comprehensiveness of the NBC 461 Evaluation Instrument, despite the Satisfactory to Very Satisfactory average ratings given to this aspect of the NBC 461. A common concern is with regards to an NBC 461 component on "years of service" which has a maximum of 25 points, corresponding to 25 years of teaching in BSU (or any SUC). More than fifty percent (50%) of the respondents have been teaching in BSU for 25 years or more (Table 1) and they could no longer get any additional points under this component. Thus, suggestions were given on adding more years and increasing the maximum points in this component.

Implementation of the NBC 461 Evaluation Instrument

Table 3 shows the perception of the teachers regarding the implementation of the NBC 461 Evaluation Instrument. The average ratings ranged from 2.38 to 2.94, with descriptions of F or Fair for the average rating of 2.38 and S or Satisfactory for the other four average ratings. However, statistical tests indicated that all the items under Implementation were significantly lower than Satisfactory, or could be classified as Fairly Satisfactory. Only the item on "competency/impartiality of the evaluators" had an average rating that did not differ significantly from Satisfactory, with a z-value of -0.53 which has an absolute value not greater than the critical value of 1.96. It is worth noting that the item on "actual implementation of new faculty rank (immediate and with salary differential)" has the lowest average rating of 2.38, which has a description of Fair. The results on Implementation of the NBC 461 Evaluation Instrument were similar to the 1996 dissertation of Lubrica.

Comments regarding this aspect of the NBC 461 were as follows: in terms of the guidelines on how to fill the CCE forms, this was well disseminated; transparent at BSU level but not at the zonal level; the 3-year period is just enough because the faculty members need



to accumulate points; make it yearly or every 2 years; the 2nd cycle was not satisfactory; and there should be budget for the implementation.

Somehow, it is understandable why the BSU faculty rated the implementation of NBC 461 in this manner, especially, on the item which had the lowest rating. In fact, the new faculty ranks for NBC 461 third cycle evaluation (covering the period July 2001 to June 2004) and even the old faculty ranks for NBC 461 third cycle evaluation (covering the period July 1998 to June 2001), had just been integrated in the salary payroll only last February 2010. Salary differentials were then being given from time to time.

Some teachers made mention of the procedure in the Zonal Center. The negative remarks may be due to the fact that to most faculty, there seems to be a cloud of mystery about the evaluation procedure in the Zonal center and the contradicting feedback about such procedure had caused some confusion and dissatisfaction.

Effectiveness of the NBC 461 Evaluation Instrument as a Motivating Factor

Table 4 shows the perception of the teachers regarding the effectiveness of the NBC Evaluation Instrument as a motivating factor. The average ratings ranged from 2.99 to 3.69, with descriptions of ME or Moderately Effective and VE or Very Effective. The average ratings of 2.99 and 3.06, were on the items' effectiveness on "increasing under willingness to cooperate in school activities/programs" and effectiveness on "renewing interest, enthusiasm and dedication towards work," respectively. The

Table 2. Comprehensiveness of the NBC 461 Evaluation Instrument

COMPREHENSIVENESS	AVERAGE	DESCRIPTION	Z-VALUE
1. inclusion of all the necessary components	3.28	S	2.85 *
2. relevance of all components to teaching functions	3.32	S	3.69 *
3. appropriateness of the weights or points Assigned to components	2.98	S	-0.25
4. clearness and unambiguousness of each item	2.90	S	-1.07
5. sufficiency of the mechanism as a whole	2.91	S	-0.97

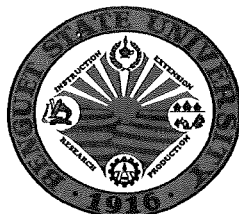
* If /Z-value/ is greater than or equal to 1.96, the average is significantly different from 3.00 or from S or Satisfactory.

Limits:	Symbols	Description
4.50 – 5.00	O	Outstanding
3.50 – 4.49	VS	Very Satisfactory
2.50 – 3.49	S	Satisfactory
1.50 – 2.49	F	Fair
1.00 – 1.49	P	Poor

Table 3. Implementation of the NBC 461 Evaluation Instrument

IMPLEMENTATION	AVERAGE	DESCRIPTION	Z-VALUE *
1. dissemination regarding the mechanism	2.70	S	-2.92 *
2. transparency of evaluation procedure	2.64	S	-3.35 *
3. regularity of the schedule of evaluation for promotion (fixed evaluation period)	2.69	S	-2.88 *
4. competency/ impartiality of the evaluators	2.94	S	-0.53
5. actual implementation of new faculty rank (immediate and with salary differential)	2.38	F	-5.43 *

* If /Z-value/ is greater than or equal to 1.96, the average is significantly different from 3.00 or from S or Satisfactory.



z-values of - 0.09 and 0.49, respectively, have absolute values which are not higher than the critical value of 1.96 indicating the teachers consider the NBC 461 Evaluation Instrument as Moderately Effective as a motivating factor. The item on effectiveness in "providing sense of satisfaction and well-being (generates self-respect and self-confidence)" was rated 3.36 or Moderately Effective, but the z-value of 3.05 indicated that numerically, the average rating is significantly higher than 3.0 or Moderately Effective. Results also show that the NBC 461 Evaluation Instrument is Very Effective in "encouraging one to find ways to gather more points for next evaluation period" and in "encouraging professional growth" with average ratings of 3.56 and 3.69, respectively. These findings were also very similar to the 1996 study of Lubrica, with the indicated items rated as Moderately Effective to Very Effective as a motivating factor.

Table 4. Effectiveness of the NBC 461 Evaluation Instrument as a Motivating Factor

EFFECTIVENESS AS A MOTIVATING FACTOR	AVE-RAGE	DES-CRIPTION	Z-VALUE *
1. increases willingness to cooperate in school activities/ programs	2.99	ME	-0.09
2. renews interest, enthusiasm and dedication towards work	3.06	ME	0.49
3. encourages professional growth	3.69	VE	6.75 *
4. encourages one to find ways to gather more points for next evaluation period	3.56	VE	4.94 *
5. provides sense of satisfaction and well-being (generates self-respect and self-confidence)	3.36	ME	3.05 *

* If /Z-value/ is greater than or equal to 1.96, the average is significantly different from 3.00 or from ME or Moderately Effective.

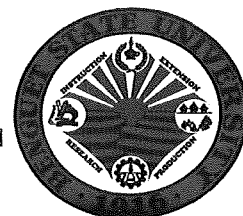
Limits:	Symbols	Description
4.50 – 5.00	HE	Highly Effective
3.50 – 4.49	VE	Very Effective
2.50 – 3.49	ME	Moderately Effective
1.50 – 2.49	FE	Fairly Effective
1.00 – 1.49	NE	Not Effective

Comments of the teachers were as follows: though the NBC is an opportunity for promotion, I think that the faculty members should attend the regular activities/programs of the University because it is part of the duty as teachers; I am satisfied if my students understand the lesson I'm teaching them, this generates self-respect and self-confidence, not NBC; NBC is just one of the motivating factors for an effective faculty and it is still the school/ university that motivate the faculty; there should be an incentive for those faculty who are not promoted; and people become NBC conscious – eroded commitment to work, do things to get NBC points and not for the sake of improvement.

These comments implied that though NBC 461 is Moderately Effective to Very Effective in motivating BSU faculty, each faculty should transcend from such extrinsic motivation to the more intrinsic one. Though the chance for promotion is an effective motivating factor for teachers to do their best to perform well and accomplish much in their work, this should not be tarnished by merely complying with requirements to get more points. Love for work and commitment to serve should be the propelling force of each faculty in his/her teaching career. Then, promotion, through NBC 461 and other institutionally initiated incentives would be truly much deserved.

Effectiveness of the NBC 461 Evaluation Instrument on Teacher Efficiency

Table 5 shows the perception of the teachers regarding the effectiveness of the NBC 461 Evaluation Instrument on improving teacher efficiency. The average ratings ranged from 3.07 to 3.22, with description of ME or Moderately Effective. All the z-values were not higher than 1.96, which indicated that the average ratings on all the five items under effectiveness



of the NBC Evaluation Instrument on improving teacher efficiency do not differ significantly from Moderately Effective. Lubrica's dissertation (1996) also showed that BSU teachers perceived the NBC 461 Evaluation Instrument as Moderately Effective on improving teacher efficiency.

Comments regarding the effectiveness of the NBC 461 Evaluation Instrument on improving teacher efficiency were as follows: NBC has really an influence on how the teacher performs, but again, as mentioned earlier, punctuality and attendance is a must because the way you perform reflects your commitment to your work; and my efficiency as a teacher is more of a personal accountability, thus promotion is a bonus.

The moderate effectiveness of the NBC 461 could be explained by the different comments solicited from the faculty. The Evaluation may have some influence on how the teacher performs but most teachers considered it a personal accountability and commitment to strive to become an efficient and effective teacher. This means that, with or without the NBC 461, whether the teacher gets promoted or not, the teacher must do his/her work efficiently.

Effectiveness of the NBC 461 Evaluation Instrument on Productivity

Table 6 shows the perception of the teachers regarding the effectiveness of the NBC 461 Evaluation Instrument on improving teachers' productivity. The average ratings ranging from 3.30 to 3.51, with description of ME or Moderately Effective, except for the item "increase in number

of handouts or instructional materials made" which had a description of Very Effective. All the z-values were higher than

Table 5. Effectiveness of the NBC 461 Evaluation Instrument on Teacher Efficiency

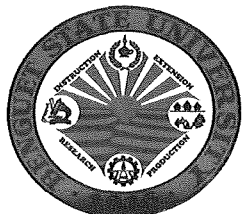
EFFECTIVENESS ON TEACHER EFFICIENCY	AVERAGE	DESCRIP-TION	Z- VALUE *
1. improved punctuality and attendance in class	3.07	ME	0.58
2. more time spent in preparing good lessons	3.14	ME	1.16
3. more prompt in returning checked test papers	3.12	ME	0.90
4. improved presentation of subject matter	3.22	ME	1.90
5. improved classroom management	3.21	ME	1.74

* If $|Z\text{-value}|$ is greater than or equal to 1.96, the average is significantly different from 3.00 or from ME or Moderately Effective.

1.96, which indicated that the average ratings on all the five items under effectiveness of the NBC 461 Evaluation Instrument on improving teacher productivity differed significantly from Moderately Effective. Statistically, it could be considered that the NBC 461 Evaluation Instrument as Very Effective on improving teacher productivity. Lubrica's dissertation (1996) showed similar result of the perception of BSU teachers under this aspect of the NBC 461 Evaluation Instrument, except for the item on "more professional growth, attendance in seminars, trainings, and formal classes" which decreased from Very Effective to Moderately Effective in the current study. The large number of doctoral degree holders, as shown in Table 1, and the maximizing of the points in this category in the NBC 461 Evaluation Instrument must cause this decrease in effectiveness.

Comments regarding the effectiveness of the NBC 461 Evaluation Instrument on improving teachers' productivity were as follows: as a researcher, you are obliged to publish the result of your work not because you need it for NBC but it is your contribution to science; and it is difficult for a teacher to do research work if he/she is overloaded with teaching assignments and four or more preparations.

Most of the comments indicated that NBC 461 is not the only factor that could improve teachers' productivity. However, the Instrument can still considered very effective in improving



teachers' productivity. The NBC 461 requires not only paper/document output but evidence of good teaching performance should also be shown.

Perception on Problems Encountered Regarding the NBC 461 Evaluation Instrument

Table 7 shows the summary of the average ratings of the perception of the teachers regarding the problems encountered with the NBC 461 Evaluation Instrument. The corresponding descriptions, z-values and significance are also tabulated. The

average ratings ranged from 2.77 to 3.86, with descriptions of MS or Moderately Serious and VS or Very Serious. Among the twenty items listed, only four could be described as Very Serious. These were: "criteria are subject to different interpretations" with average rating of 3.86; "some criteria are advantageous to certain groups of faculty (like those more involved in research/publication/extension)" with average rating of 3.69; "questionable deductions of points at Zonal Center" with average rating of 3.57; "teaching load, work load, class sizes and number of preparations are not considered" with average rating of 3.54.

In terms of the average ratings and the corresponding descriptions, there were much fewer items considered as Very Serious in the recent NBC 461 compared to the 18 items which were rated Very Serious by BSU teachers in Lubrica's dissertation. However, considering the z-values, there were 13 out of the 20 items which had their absolute values greater than the critical value of 1.96. These 13 items could be classified as statistically perceived as Very Serious.

It is also worth mentioning the items which were among the bottom in the list of Most Serious

Table 6. Effectiveness of the NBC 461 Evaluation Instrument on Productivity

EFFECTIVENESS ON PRODUCTIVITY	AVERAGE	DESCRIPTION	Z-VALUE*
1. increase in number of handouts or instructional materials made	3.51	VE	4.43 *
2. increase in number of researches/publication	3.49	ME	4.01 *
3. increase in number of innovations/projects	3.30	ME	2.25 *
4. more professional growth, attendance in seminars, trainings, and formal classes	3.49	ME	3.81 *
5. increase in organizational activities like sponsoring seminars, symposia, trainings, socials, fund raising, community outreach, student advising/coaching and the like	3.40	ME	3.04 *

* If /Z-value/ is greater than or equal to 1.96, the average is significantly different from 3.00 or from ME or Moderately Effective.

Problems. These are: "representative evaluators from each department/division are not included in the evaluating committee" with average rating of 2.77; "documents submitted are not checked for authenticity" with average rating of 2.91; and "evaluators lack adequate training/orientation" with average rating of 3.01. Generally, it is observable that most of the problems identified as Very Serious or with average ratings significantly higher than Moderately Serious, were more on the Evaluation Instrument's components or contents and not on the Implementation or on the evaluator factor.

There were several comments given by the faculty regarding the problems related to NBC 461 Evaluation and these included the following: point allocation is clear but there is no clear agreement or criterion is subjective; guidelines should also provide specific basis; each faculty was consulted; the evaluators are knowledgeable and the guidelines were followed; "questionable" deductions of points at Zonal Center or here in our University, though the evaluators pointed out that these deductions were made in areas that were maximized by the faculty; the 3-years

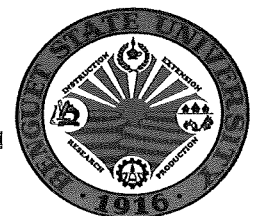


Table 7. Perception on Problems Encountered Regarding the NBC 461 Evaluation Instrument

AREA	AVERAGE	DESCRIPTION	Z- VALUE *
1. The criteria are not well-disseminated.	3.14	MS	1.14
2. The criteria/point allotment are not clear.	3.26	MS	2.25 *
3. No movement among some faculty evaluated has a demoralizing effect.	3.40	MS	3.04 *
4. Some criteria are advantageous to certain groups of faculty (like those more involved in research/publication/ extns.).	3.69	VS	4.89 *
5. Teaching load, work load, class sizes and number of preparations are not considered.	3.54	VS	3.65 *
6. Teacher's performance rating is not included in the CCE.	3.15	MS	0.97
7. Criteria are subject to different interpretations.	3.86	VS	6.58 *
8. There is no transparency in the evaluation procedure.	3.38	MS	2.67 *
9. Impartiality/fairness of evaluators.	3.28	MS	2.02 *
10. Evaluators lack adequate training/orientation.	3.01	MS	0.09
11. Evaluators "inject" additional criteria/requirements.	3.20	MS	1.33
12. Documents submitted are not checked for authenticity.	2.91	MS	-0.60
13. Representative evaluators from each department/ division are not included in the evaluating committee.	2.77	MS	-1.64
14. "Questionable" deductions of points at Zonal Center.	3.57	VS	3.96 *
15. Deadline for submission of documents is not strictly enforced.	3.30	MS	1.97 *
16. Slow processing of papers after obtaining evaluation results.	3.44	MS	2.99 *
17. QCE has a demoralizing effect.	3.17	MS	1.16
18. "Ceiling" or putting maximum points decreases membership of organizations, attendance of seminars, and the like.	3.43	MS	2.82 *
19. "Ceiling" prohibits teachers to excel in his own area.	3.45	MS	2.93 *
20. Evaluation for promotion is not conducted regularly.	3.32	MS	2.18 *

* If /Z-value/ is greater than or equal to 1.96, the average is significantly different from 3.00 or from ME or Moderately Effective.

Limits:	Symbols	Description
4.50 – 5.00	ES	Extremely Serious
3.50 – 4.49	VS	Very Serious
2.50 – 3.49	MS	Moderately Serious
1.50 – 2.49	FS	Fairly Serious
1.00 – 1.49	NP	Not a Problem

interval is just right; and most of these problems were encountered in the 2nd cycle and at the Zonal Center.

Some suggestions and additional comments were mentioned and these included: evaluation and implementation (i.e. integrated I the salary, not as differential) should be up-to-date so as to facilitate timely promotions; Evaluators should not be too stringent and they should lift up their colleagues; point allotment used in some



areas is not found in the evaluation criteria used, making them a subjective method of allotment, which is not beneficial to the faculty member being evaluated; representative evaluators should relay comments from the Zonal Center concerned; there is a need to disseminate the finer "rules and implementing guidelines" that are coming from the Zonal Center, so that faculty members can be sure that the evaluation was done fairly; final rating, together with a copy from the zonal of the detailed distribution of points gained, should be given to the concerned faculty; the evaluation is limited to the tertiary level, i.e. coaching and advising of student organizations and points should be given also to the secondary level – as more time is needed for supervision; in the secondary level, first year high school students may not understand the instrument for evaluation, so evaluation by students may not be reliable; like U.P., we (BSU) can adopt our own Promotion Scheme; NBC 461 is one of the motivating mechanisms for faculty to excel but if a faculty has reached the maximum points for each category, the faculty may not excel anymore; the University has a big role in motivating the faculty to excel, thus, more incentives to deserving faculty be given so they will not rely on NBC and will excel in their own fields; CAR Region SUCs should have their own evaluators, so that the papers will not be evaluated by other Regions and the creation of a separate Zonal Center for CAR is crucial for attaining the objective of NBC evaluation for SUCs in CAR; actual performance should be included in the CCE Evaluation; and as emphasized earlier, even if there is no NBC we should continue to excel to work on our areas of specialization and serve as models to our students.

Indeed, there were lots of comments given by the faculty and several suggestions were also offered. Though the enumerated problems were rated as mostly Moderately Serious and only a few were rated as Extremely Serious, there were still some negative feedback on the components and the implementation. Some comments were positive and commending the evaluators and the evaluation process. Some of the suggestions given could serve as eye-opener to administrators and implementers. Some of the comments and suggestions could also serve as reminders to the teachers regarding the devotion and commitment

towards their vocation which they should continuously uphold and practice, with or without NBC 461.

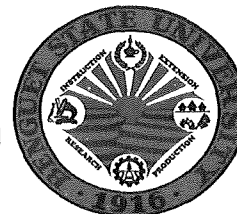
Association of Some Teaching-Related Variables with the NBC 461 Evaluation

Table 8 shows the association of the average class size handled by the teacher, the teacher's Performance Evaluation Rating, and the academic performance of the students handled by the teacher with the NBC 461 Evaluation.

Among the 88 respondents, 22 teachers (25%) answered that class size is associated with the NBC Evaluation. The z-value of -4.69 means that there is significantly fewer than half of the teachers who considered that class size is associated with the NBC Evaluation. These teachers considered that class size may indirectly be associated with NBC Evaluation results. They pointed out that when teachers handle big classes, the teachers tend to have fewer time or energy to do other tasks, like conducting, presenting and publishing researches; preparing instructional materials; doing extension and/or community services; and other activities that could help them get higher points in the NBC evaluation. They need to do lots of paper work, including, checking of test papers and for classes with bigger class sizes these are very time consuming. From Table 1, most teachers handled an average class size of 45 to 54 students.

Most teachers commented that there is no direct association of class size and the NBC 461 Evaluation because there is no component or item in the Instrument which includes or considers class size. One commented that he/she is "conditioned" to the class sizes, implying that big or small class sizes do not affect his teaching or his NBC 461 Evaluation. Most of them indicated that it is their commitment to teaching that matter, regardless of their class sizes.

On the association of the teacher's Performance Evaluation Rating with the NBC 461 Evaluation, there were 38 out of the 88 respondents (43%) who answered "Yes" to the



question on whether the NBC 461 Evaluation had any effect on improving/increasing the teacher's Performance Evaluation Rating. The absolute value of the z-value of -1.28 is not greater than 1.96 which implies that about half of the teachers believe that the NBC 461 Evaluation had any effect on improving/increasing the teacher's Performance Evaluation Rating. In the CCE points, there were no points allotted for the teacher's Performance Evaluation Rating. However, in the QCE, the teacher's Performance Evaluation Rating is one important component, especially for those in the sub ranks of Instructors, Assistant Professors and Associate Professors. Thus, there would be an association between these two variables. However, many teachers commented that whether their Performance Evaluation Ratings are considered or not in the NBC 461 Evaluation, they consider it their duty to teach in the best way they could. It is worth noting that 76% of the teachers had a Performance Evaluation Rating of Outstanding (Table 1).

On the association of their student's academic performance with the NBC 461 Evaluation, there were 29 out of the 88 respondents (33%) who answered "Yes" to the question on whether the NBC 461 Evaluation had any effect on improving/increasing their students' academic performance. The z-value of -3.20 means that there is significantly fewer than half of the teachers who considered that students' academic performance is associated with the NBC Evaluation. The few ones who answered "Yes" pointed out that preparation of their instructional materials and effort in improving their teaching, somehow also improved their students' academic performance.

However, most teachers commented that their students' academic performance does not have any direct bearing on the NBC Evaluation because there is no item in the Evaluation which would consider the students' academic performance. Other comments supporting the lack of association were "I try to encourage my students to do their best even if I was not promoted;" and "because as a teacher your job is to teach and make your students develop their skills and personality; NBC has nothing to do with it".

SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary of Findings

The following are the significant findings of the study:

1. On the perception of the teachers regarding the comprehensiveness of the 461 Evaluation Instrument, the average ratings ranged from 2.90 to 3.32 , with descriptions of S or Satisfactory. However, statistical tests indicated that in the items on "inclusion of all the necessary components" and on "relevance of all components to teaching functions, the respondents' ratings were significantly higher than Satisfactory, or could be classified as Very Satisfactory.

2. On the perception of the teachers regarding the implementation of the NBC 461 Evaluation Instrument, the average ratings ranged from 2.38 to 2.94 , with descriptions of F or Fair for the average rating of 2.38 and S or Satisfactory for the other four average ratings. However, statistical tests indicated that all the items under Implementation were significantly lower than Satisfactory, or could be classified as Fairly Satisfactory. Only the item on "competency/impartiality of the evaluators" had an

Table 8. Association of Some Teaching-Related Variables with the NBC 461 Evaluation

TEACHING-RELATED VARIABLES	NO. OF TEACHERS WHO ANSWERED "YES"(N=88)	PERCENT (%)	Z-VALUE *
1. Class Size	22	25	-4.69 *
2. Teacher's Performance Evaluation Rating	38	43	-1.28
3. Students' Academic Performance	29	33	-3.20 *

* If/Z-value/ is greater than or equal to 1.96 , the number of teachers saying "yes" is significantly different from those who said otherwise.

average rating that did not differ significantly from Satisfactory.

3. On the perception of the teachers regarding the effectiveness of the NBC 461 Evaluation Instrument as a motivating factor, the average ratings ranged from 2.99 to 3.69, with descriptions of ME or Moderately Effective and VE or Very Effective. The average ratings of 2.99 and 3.06, were on the items' effectiveness on "increasing under willingness to cooperate in school activities/programs" and effectiveness on "renewing interest, enthusiasm and dedication towards work," respectively, indicating that the teachers consider the NBC 461 Evaluation Instrument as Moderately Effective as a motivating factor. The item on effectiveness in "providing sense of satisfaction and well-being (generates self-respect and self-confidence)" was rated 3.36 or Moderately Effective, but statistically, can be considered Very Effective. Results also show that the NBC 461 Evaluation Instrument is Very Effective in "encouraging one to find ways to gather more points for next evaluation period" and in "encouraging professional growth" with average ratings of 3.56 and 3.69, respectively.

4. On the perception of the teachers regarding the effectiveness of the NBC 461 Evaluation Instrument on improving teacher efficiency, the average ratings ranged from 3.07 to 3.22, with description of ME or Moderately Effective.

5. On the perception of the teachers regarding the effectiveness of the NBC 461 Evaluation Instrument on improving teachers' productivity, the average ratings ranged from 3.30 to 3.51, with description of ME or Moderately Effective, except for the item "increase in number of handouts or instructional materials made" which had a description of Very Effective. However, statistically, it could be considered that the NBC 461 Evaluation Instrument as Very Effective on improving teacher productivity.

6. On the perception of the teachers regarding the problems encountered with the NBC 461 Evaluation Instrument, the average ratings ranged from 2.77 to 3.86, with descriptions of MS or Moderately Serious and VS or Very

Serious. Among the 20 items listed, only 4 could be described as Very Serious. These were: "criteria are subject to different interpretations;" "some criteria are advantageous to certain groups of faculty (like those more involved in research/publication/extension);" "questionable deductions of points at Zonal Center;" and "teaching load, work load, class sizes and number of preparations are not considered."

However, considering the z-values, there were 13 out of the 20 items which had their absolute values greater than the critical value of 1.96. These 13 items could be classified as statistically perceived as Very Serious.

7. On the association of class size, teacher's performance evaluation rating and student's academic performance, there is significantly fewer than half of the teachers who considered that class size, and student's academic performance are associated with the NBC 461 Evaluation. On the other hand, about half of the teachers believe that the NBC 461 Evaluation had some effect on improving/increasing the teacher's Performance Evaluation Rating.

8. Generally, the perception of the teachers in BSU regarding the NBC 461 Evaluation Instrument in terms of comprehensiveness, implementation, effectiveness as a motivating factor, effectiveness in improving teacher efficiency, and effectiveness in improving productivity did not change much even after more than a decade of existence. However, in terms of the problems encountered, there were some marked improvements.

Conclusions

The NBC 461 at Benguet State University was perceived by the teachers as Satisfactory to Very Satisfactory in its comprehensiveness, Fairly Satisfactory to Satisfactory in its implementation, Moderately Effective to Very Effective as a motivating factor, Moderately Effective in improving teacher efficiency, and Moderately Effective to Very Effective in improving teacher productivity.

Moreover, the teachers also perceived the



problems they encountered regarding the NBC 461 Evaluation Instrument as Moderately Serious to Very Serious.

Very few teachers find any association of the NBC 461 with the class size they handle, and of the NBC 461 with their students' academic performance. However, about half of the teachers believe that the NBC 461 had some effect on improving/increasing the teacher's Performance Evaluation Rating

Generally, there were very similar results in the current study and with Lubrica's dissertation in 1996. However, it is noteworthy to cite the marked improvement on the perception of BSU teachers regarding the NBC 461, especially on the teachers' perception on the problems encountered with the NBC 461.

Recommendations

The NBC 461 Evaluation Instrument can still be improved in terms of its comprehensiveness, implementation, effectiveness as a motivating factor, effectiveness in improving teacher efficiency, and effectiveness in improving productivity. The problems related to the NBC 461 can still be made less serious, minimized or even eliminated if the administrators and faculty concerned would address each problem objectively and sincerely. More dialogues and open-fora involving the faculty, evaluators, administrators, and other implementers are recommended so that whatever misunderstandings and misconceptions could be ironed out. The publication of the results of this study in the BSU Research Journal is intended to serve as a feedback mechanism on the NBC 461, for the BSU administrators concerned with the NBC 461 implementation, for the NBC 461 Zonal implementers, and if possible, for the national level policy-makers of this promotion scheme for

faculty members of SUCs, to pave the way for possible improvement on the NBC Instrument and Evaluation procedure.

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