COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS

A Dissertation

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Doctor of Philosophy

Major in Educational Management

MYRNA BRAZAS ALAMIN

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APPROVAL SHEET

This dissertation entitled "**COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs),**" has been prepared and submitted by **MYRNA B. ALAMIN**, who having passed the comprehensive examination, is hereby recommended for oral examination.

SOCORRO O. BOHOL, Ph. D.
College President, SSCAF
Adviser

Approved by the Committee on Oral Examination on January 22, 2005 with a rating of **PASSED**.

MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies, SSU
Chairman

SIMON P. BABALCON, JR., Ph. D.
University President, SSU
Member

EUSEBIO T. PACOLOR, Ph. D.
Vice President for Academic Affairs, SSU
Member

JOSE S. LABRO, Ph. D.
Vice President for Administrative Affairs, SSU
Member

LETECIA R. GUERRA, Ph. D.
Education Supervisor I, DepEd., Samar Division
Member

Accepted and approved in partial fulfillment of the requirements for the Degree, **Doctor of Philosophy**, Major in **Educational Management**.

MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

January 22, 2005
Date of Oral Defense

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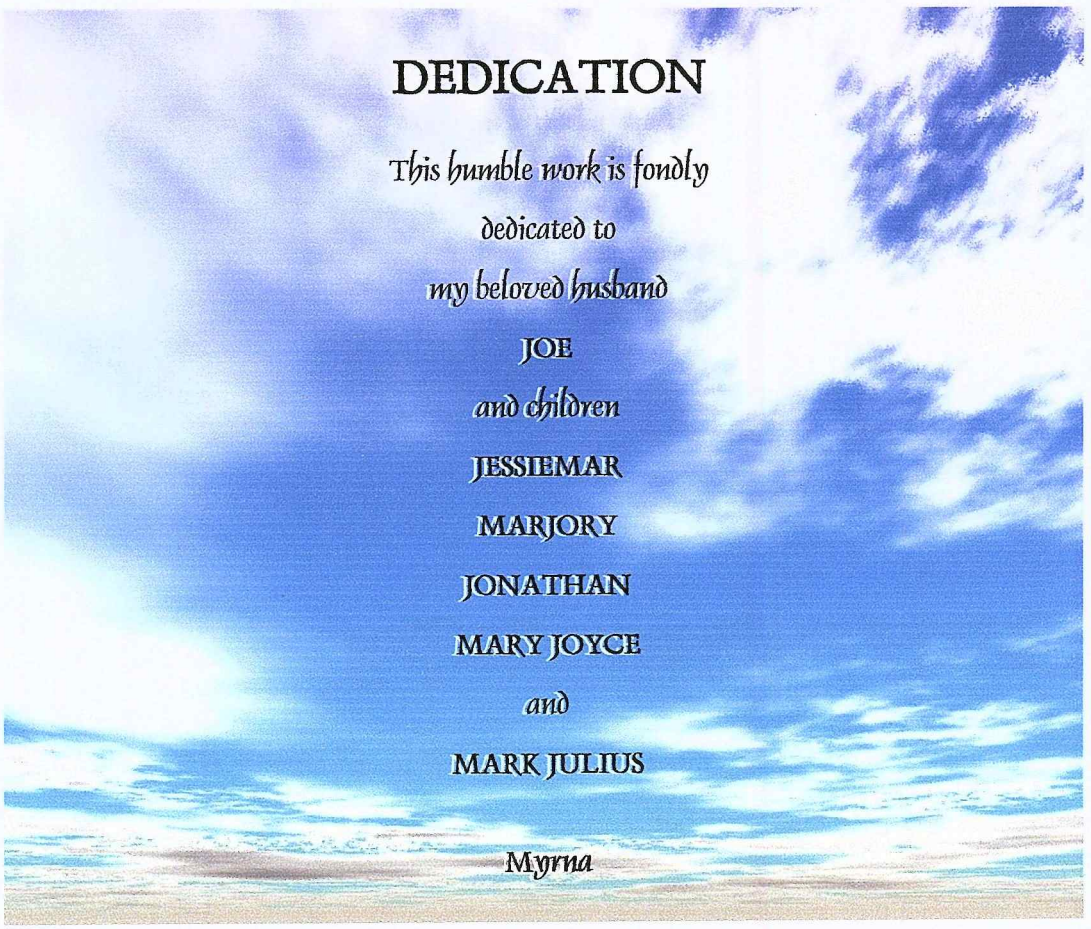
DEDICATION
This humble work is fondly
dedicated to
my beloved husband
JOE
and children
JESSIEMAR
MARJORY
JONATHAN
MARY JOYCE
and
MARK JULIUS
Myrna

ABSTRACT

This study determined the effectiveness and relevance of the CCE and QCE of academic staff of SUCs in the Eastern Visayas. This study utilized a descriptive method of research using comparative and correlational analyses. The CCE and QCE points earned, based on the NBC 461, of the instructors, assistant professors, associate professors, associate professors and professors were determined and associated with their academic ranks. Likewise, the CCE and QCE points earned by the four groups of respondents were compared by SUC category and rank. The combined responses of the four groups of respondents resulted to the following top three solutions: 1) Expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers, 2) Have adequate supply of tools, equipment and instructional materials needed for instruction, and 3) Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials, with overall means of 4.02, 3.92 and 3.88, respectively. This indicated the necessity of staff development, enhancing the equipment and facilities of the state college or university as well as strengthening the production function to address the problems relative to NBC 461 evaluation. As regards relevance of CCE instruments, the professors' group gave the highest rating, followed by the instructors, assistant professors and associate professors. However, for the effectiveness of the CCE instruments, the ratings given by the four groups of respondents were more or less the same. In terms of the relevance and effectiveness of the QCE instruments, the assistant professors gave the highest rating, followed by the professors, instructors and associate professors. There are problems encountered by the respondents relative to the CCE and QCE evaluation, however, they are manageable considering that they have identified solutions to address the problems encountered.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Teaching is generally considered as the primary function of faculty members in colleges and universities. Its increasing importance in the acquisition of knowledge, skills and attitudes necessary for the rapid progress and development of an emerging society is acknowledged by the academic community and the general public (Tang, 1973).

The teachers are accountable for the attainment of learning objectives in line with national development goals (The Education Act B. P. 232, 1982). They should also be agents of constructive change in the social, economic, cultural and political matters in the school and the community in the context of national policy. The first requisite to effective teaching is an excellent, scholarly and extensive preparation. Accordingly, the Department of Education prescribes basic qualifications for teachers, as follows (Manual of Information, 1970: 27-28): 1) For subjects in the senior year in college - holders of graduate degrees; 2) For graduate courses – holders of graduate degrees preferably doctoral degrees or those who have made outstanding achievements in the profession (Statistical Section, U. S. Embassy).

Within the academic community, colleges and universities are evaluated in terms of the quality of their faculty by looking at their educational

qualifications (Bernardo, 2005: 114-115). Among schools that offer graduate programs, a critical statistics is the ratio of faculty members who have master's and doctoral degrees. The desperation of some schools to increase this ratio is evidenced by attempts to hype the modest listings by adding accomplishments such as Ph. D. candidate, all-but-dissertation; M.A. units among their faculty's credentials. This is one of the problems of business schools and other professional schools that have to draw from the ranks of practicing professionals for their faculty. Most of the practitioners never had time to go to graduate school. Some of the very best practitioners in some profession did not even complete an undergraduate degree.

In the higher education environment of the future, faculty qualification of other higher education institutions would probably have to be tailored to the needs of the specific professions such as experience and status in the professions, and the like.

A common problem in Philippine schools is the incongruence between the educational preparation of teachers and their teaching assignments. Added to this is the lack of incentives that heighten teacher performance. Where teachers are well-trained and highly motivated to handle their classes, the quality of instruction is high. Where they are ill equipped for their work and poorly motivated the quality of instruction is low. These are the key factors in the successful implementation of any curriculum. Teaching performance is usually appraised by superiors. But appraisal that combines superiors, self-evaluation,

peers and students would be a powerful tool in fulfilling the development purposes of performance appraisal.

Teaching evaluation by students, peers, self and superiors involve teaching capability which can be spelled out in behavioral terms, that is, in terms of actual teacher behavior that can serve as benchmarks against which assessments of individual teacher may be compared.

The thrust of the evaluation would encourage professional development rather than discourage it. In any case, there is a need for research to further address the development of responsible and effective evaluation systems that consider enhancing the growth of the faculty member as an individual (Rifkin, 1995: 6).

The evaluation of teacher performance is to the researcher's knowledge a common practice in many colleges and universities. It is used not only by faculty as a source of feedback on their performance, but also by academic administrators for promotion and decision making on such matters as faculty salary increases, promotion, granting of scholarship and tenure.

The implementation of the CCE and QCE among SUCs in the country gives hope and inspiration to the academic staff. However, some academic personnel among SUCs have become frustrated due to the following major problems involving PASUC and DBM: 1) delayed implementation of NBC 461 on the leveled positions/ranks, 2) unstable date of processing and evaluation of documents for leveling, 3) the implementation of quota system which limits the

salaries and promotions of other qualified academic staff, 4) no movement/promotion occur during the years of postponement, and 5) strict evaluation of documents on criteria of achievement and performance. Other problems which are minor among SUCs are: 1) dishonesty in the actual leveling occurs, 2) no fixed interpretation of criteria of NBC 461 by committees, 3) limited study leave grant by the institution and board, 4) no training and limited knowledge on the part of the academic staff regarding performance criteria, 5) inadequate seminars, trainings and workshops on new strategies in teaching and innovative techniques on the part of academic staff, 6) lack of evaluation and action research on the failure and deficiencies that may be encountered on the implementation of program and activities, and 7) lack of college activities that foster professional growth and development.

The above mentioned problems which could result to the failure of the CCE and QCE motivated the researcher to conduct a study that would eventually and hopefully find solutions in solving the problem.

The researcher expects that the existence of the CCE and QCE of NBC 461 would help the administrators promote professional growth and quality performance and provide evaluation data as basis for sound personnel decision-making.

Statement of the Problem

This study determined the effectiveness and relevance of the CCE and QCE of academic staff of SUCs in Eastern Visayas.

Specifically, it sought answers to the following questions:

1. What is the profile of the instructors, assistant professors, associate professors and professors with respect to:

   1.1 age;

   1.2 sex;

   1.3 civil status;

   1.4 educational qualifications;

   1.5 academic rank;

   1.6 local designation;

   1.7 field of specialization;

   1.8 work experience in years:

      1.8.1 administrative experience; and

      1.8.2 teaching experience;

   1.9 performance rating;

   1.10 teaching load:

      10.1 number of preparations; and

      10.2 total work load; and

   1.11 relevant trainings attended?

2. What are the CCE and QCE points earned by the four groups of respondents based on the latest NBC 461 evaluation?

3. Is there a significant relationship between the CCE and QCE points earned by the four groups of respondents by academic rank?

4. Are there significant differences among the CCE and QCE points earned by the respondents by SUC category and rank?

5. Is there a significant relationship between the CCE and QCE points earned by the four groups of respondents and their profile?

6. What is the extent of relevance and effectiveness of CCE and QCE instruments as perceived by the four groups of respondents?

7. Are there significant differences among the perceptions of the four groups of respondents relative to the extent of relevance and effectiveness of CCE and QCE instruments?

8. Is there a significant relationship between the perceived relevance and effectiveness of CCE and QCE and the profile of the respondents?

9. What are the problems encountered by the four groups of respondents relative to CCE and QCE evaluation?

10. What solutions are suggested by the respondents based on the problems they encountered?

11. What policy recommendations can be proposed to improve CCE and QCE evaluation?

Hypotheses

Based on the foregoing specific questions, the following hypotheses were tested:

1. There is no significant relationship between the CCE and QCE points earned by the four groups of respondents by academic rank.

2. There are no significant differences among the CCE and QCE points earned by the respondents by SUC category and rank.

3. There is no significant relationship between the CCE and QCE points earned by the four groups of respondents and their profile, namely:

   3.1 age;

   3.2 sex;

   3.3 civil status;

   3.4 educational qualifications;

   3.5 academic rank;

   3.6 local designation;

   3.7 field of specialization;

   3.8 work experience in years:

      3.8.1 administrative experience; and

      3.8.2 teaching experience.

   3.9 performance rating;

   3.10 teaching load:

      3.10.1 number of preparation of work load; and

3.10.2 total work load; and

3.11 relevant trainings attended.

4. There are no significant differences among the perceptions of the four groups of respondents relative to the extent of relevance and effectiveness of CCE and QCE instruments.

5. There is no significant relationship between the perceived relevance and effectiveness of CCE and QCE and the profile of the respondents as follows:

5.1 age;

5.2 sex;

5.3 civil status;

5.4 educational qualification;

5.5 academic rank;

5.6 local designation;

5.7 field of specialization;

5.8 work experience in years:

5.8.1 administrative experience; and

5.8.2 teaching experience.

5.9 performance rating;

5.10 teaching load:

5.10.1 number of preparation of work load;

5.10.2 total work load; and

5.11 relevant trainings attended.

Theoretical Framework

This study is anchored on the faculty evaluation theory of Smith (1983:3-18) that evaluation of faculty is the gathering of information for understanding and improving performance as well as judging its quality. He further notes that the Southern Regional Education Board in a regional survey of faculty evaluation practices in 1976, reduced faculty evaluation down to two purposes. Firstly, faculty evaluation has a formative purpose – the results are used to support faculty development, growth and self-improvement. Secondly, faculty evaluation has a summative purpose – the results are used to make personnel decisions on tenure, promotion, reappointment, and salary.

Formative evaluation is typically conducted during the development or improvement of a program or product (or person and so on) and it is conducted, often more than once, for in house staff of the program with the intent to improve (Scriven, 1991: 18-68). The reports normally remain in house; but serious formative evaluation may be done by an internal or an external evaluation or preferably, a combination; of course; many program staff are, in an informal sense, constantly doing formative evaluation.

Moreover, formative evaluation is done to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects (Weston, et. al., 1995: 29-48).

Young and Givalamubise (1986) reported that both faculty and administrator perceived improving instruction as the ideal practice and specific purpose of faculty evaluation.

A primary function of formal assessment within the university is to produce what is known as summative evaluation (Kansan State University, 2005). As the term suggests, summative evaluations are done at the conclusion of the activity (e.g. a faculty member's evaluation year) and they are intended to produce judgments on the adequacy or effectiveness of the activity. Summative evaluations thus lend themselves to providing basis for personnel decisions such as merit salary raises, promotion and tenure. The evaluation results help to assure that the personnel decisions are reasonable and defensible and that they foster excellence. Summative is most effective when it is conducted with the cooperation and participation of those being evaluated.

Formative evaluation (Kansas State University, 2005) is intended to provide feedback for changing the activity being evaluated while it is still in progress. Often less formal in design, this type of evaluation serves the vital purpose of faculty development or professional improvement. This too is critical to the pursuit of institutional excellence so formative evaluation should be a major concern of unit faculty and heads. Formative evaluation can never be successful without the cooperation and participation of the faculty member being evaluated.

Both kinds of evaluation (Kansas State University, 2005) are vitally important but the mandate to provide sound and defensible tenure, promotion and salary recommendations clearly dictates that the systems devised by departments for this purpose are also desirable ends, and the report a faculty member receives for one year's summative evaluation can be formative with respect to later years or to the pursuit of promotion and tenure. Nevertheless, all parties concerned should understand that the system that provides the basis for personnel decisions must be developed primarily to serve the institutional need to make personnel decisions. Therefore, no unit should sacrifice effectiveness or accuracy in summative evaluations to achieve formative goals.

This is supported by a theory of an achiever. Mc Cleland (1953) has postulated with his achievement motivation theory that people with need to achieve do achieve more than those with low need or with no need at all. The former demonstrates a high need to achieve if they can influence the outcome and to work a problem rather than leave the outcome to chance. They want to get concrete feedback on how well they have performed since they are concerned with personal accomplishment rather than reward or success. They spend much time pondering on how to do things better.

In this, PASUC comes in where the scheme is to upgrade and promote highly qualified and deserving faculty member through a process of objective evaluation so that there will be a uniform criteria/standard in all SUCs.

A common criteria for evaluation (CCE) was adopted with four faculty rank: instructors, assistant professor, associate professor and professor. This has three components which are: educational qualification with 85 points, academic service and length of service with 25 points and professional achievement and development with 55 to 90 points. Qualitative Contribution Evaluation (QCE) was also adopted which focuses on instruction, research, extension and production as validating factor of CCE (Pada, 1998: 2).

The academic staff undergo every three years leveling under NBC 461 for purposes performance evaluation and for determining their academic rank/position which is the reason why the researcher conducted the study.

Conceptual Framework

The schematic diagram in Figure 2 shows the conceptual framework of the study. The research environment covers six state universities and four state colleges in Eastern Visayas.

The conceptual schema on page 13 further illustrates the three main variables; the first variable is the Common Criteria Evaluation with three major categories, namely: 1) educational qualification, 2) experience and length of service, and 3) professional development, achievement and honors. The second variable is the Qualitative Contribution Evaluation (QCE) with the performance areas in research, extension and production with various criteria on educational qualification, experience and length of service, professional development,

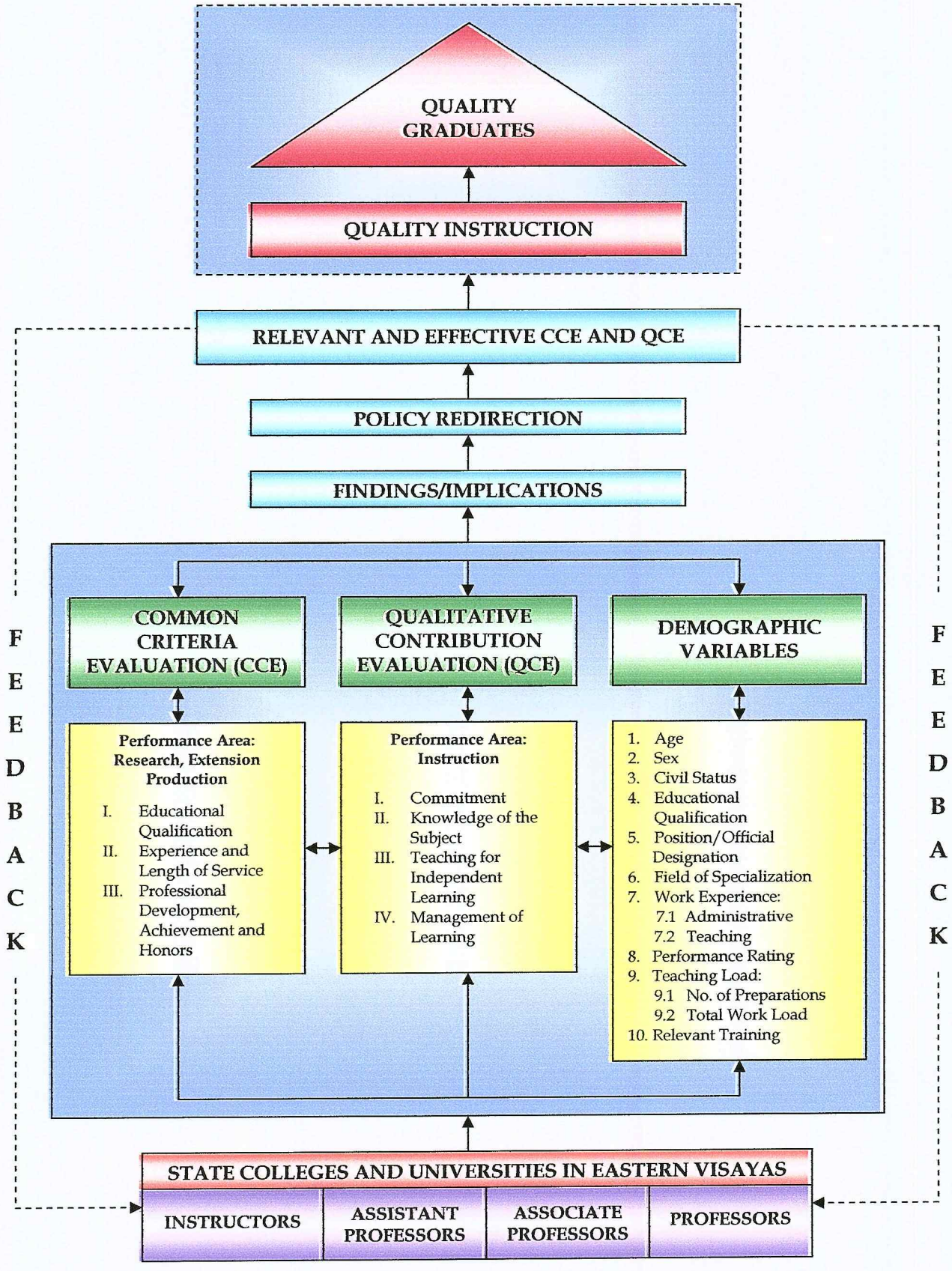

Figure 1. The Conceptual Framework of the Study

achievement and honors. The third is the demographic variables with age, sex, civil status, educational qualification, position/official designation, field of specialization, work experience in year either administrative or teaching experience, performance rating, teaching load with number of preparation of work load and total work load, and relevant training attended. These three main variables are essential for making efficient and effective academic staff.

In this particular study, feedback from the three main variables would serve as a springboard for redefining and redirecting the policies of educational instructions in the state universities and colleges in Eastern Visayas.

It is envisioned that with a well-defined and well-directed policies, the institutions would likewise develope qualified, efficient and effective academic staff. It is generally accepted that efficient and effective academic staff make quality instruction and produce a well-developed citizen workers. Hence, quality instructors would lead to quality education and eventually quality graduates.

Significance of the Study

The study was undertaken to find out the relevance and effectiveness of the Common Criteria for Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) of academic staff of SUCs in Eastern Visayas. The emergence of CCE and QCE of NBC 461 has drawn awareness on the part of academic staff and even educational managers since they would know their standing in terms

of instruction, research, extension and production whether they achieved their goals and objectives or their discrepancies on the role and responsibilities in the delivery of quality education and services. Significantly, this compared the result of CCE and QCE of academic staff of SUCs.

The findings of this study could help improve the educational programs, operation, management and practices of state universities and colleges in Eastern Visayas as well as the entire association of CHED, PASUC and DBM.

To the academic staff. Findings of the study would provide avenue for effective faculty members to be recognized and rewarded for their good performance. This could also provide constructive criticism among them and source of feedback on their performance for the improvement of the teaching and learning process. This could also help them ascertain students, peer and superiors' attitudes toward them which exert a powerful influence on the effectiveness of instruction.

To the administrators. The result of this study would provide them with basis in making decisions regarding faculty's promotion, granting of scholarship, tenure and salary increases. It would also promote professional growth and development and quality performance and they shall be guided on how to work the leveling for the competence of the academic staff.

To the students. This study would benefit the students for this would provide them a feeling of importance of participating in the improvement of the teaching and learning processes. This could also make them feel that the best

educational process is in essence democratic and that the opinion they make are a wholesome kind of cooperative effort to improve the learning situation.

To CHED, PASUC and DBM. This study would help improve the educational programs and personnel actions and academic staff of every state university and college in Eastern Visayas as well as the entire association of PASUC and CHED. DBM would be aware on the update release of the financial budget of the leveled academic rank/position to SUCs to avoid deletion and/or postponement of the target every three years leveling.

To the community. Greater participation could be achieved, hence greater support from the community to the college/university could be attained. Moreover, the community members could be assured of quality service to the students which in turn would redound to a more productive and progressive society in the future.

To future researchers. The output of this study would serve as reference material for future researchers who intend to conduct similar studies on faculty performance evaluation for academic staff.

Scope and Delimitation

This study assessed the points earned by instructors, assistant professors, associate professors as well as professors of SUCs in Eastern Visayas. More specifically, the points earned by these four groups of teaching personnel in the Common Criteria for Evaluation as well as Qualitative Contribution Evaluation

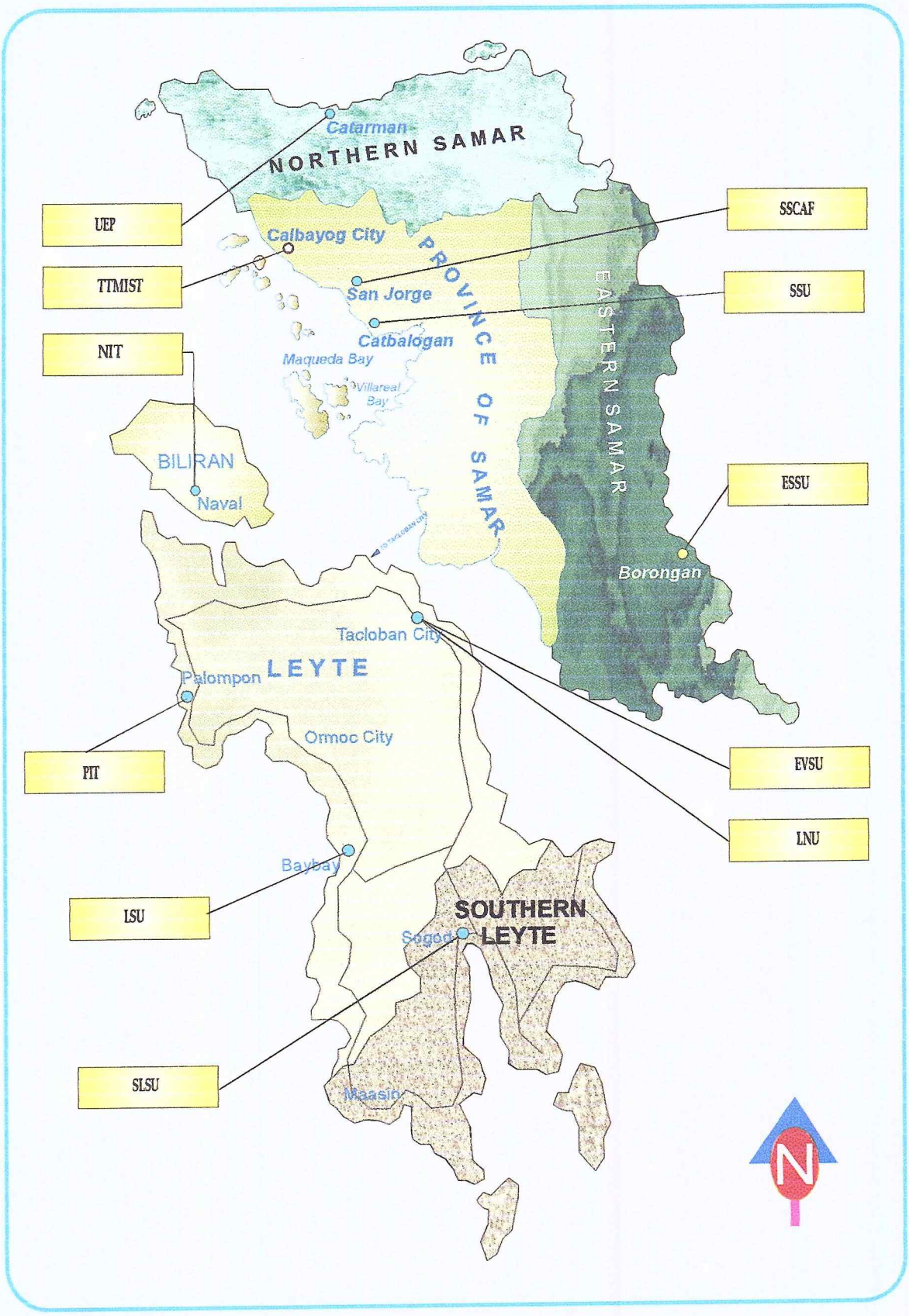

Figure 2. Map of Eastern Visayas Showing the Locations of the Respondent-SUCs

(CCE) were determined. Along CCE, the points were categorized in terms of three areas, namely: 1) educational qualification; 2) experience and length of service, and 3) professional development, achievement and honors. Meanwhile, along QCE, the points were categorized in terms of four areas, as follows: 1) commitment, 2) knowledge of the subject matter, 3) teaching for independent learning, and 4) management of learning.

The CCE points were correlated and compared to QCE points and were further correlated to the profile of the respondents such as: age, sex, civil status, educational qualification, academic rank, local designation, field of specialization, work experiences, performance rating, teaching load and relevant in-service training within the cut-off period.

A total of 503 academic staff were involved in the study. There were 140 instructors, 183 assistant professors, 122 associate professors and 61 professors. Furthermore, a total of 10 SUCs were covered by the study, that is, six state universities and four state colleges. These SUCs are: University of Eastern Philippines (UEP), Eastern Visayas State Universities (EVSU), Leyte State University (LSU), Eastern Samar State University (ESSU), Southern Leyte State University (SLSU), Leyte Normal University (LNU), Palompon Institute of Technology (PIT), Naval Institute of Technology (NIT), Tiburcio Tancinco Memorial Institute of Technology (TTMIST) and Samar State College of Agriculture and Forestry (SSCAF) (See Figure 2).

The main instruments used in the study were a survey questionnaire and documentary analysis. The data collected were analyzed using descriptive and inferential statistical tools.

The study was conducted during school year 2004 – 2005.

Definition of Terms

In order to provide a common frame of reference, the following terms are herein defined conceptually and operationally.

Agriculture. Conceptually, this term refers to a science or art of producing crops and raising a livestock (Romualdez, 1979: 38). In this study, this term is used as one department in an institution with courses offering in Agriculture.

Assistant professor. A teacher in a college who ranks immediately below an associate professor (Webster, 1998: 88). Operationally, this term refers to having a rank of assistant professor I with salary grade 15, CCE points bracket of 88 to 96 and QCE points of 80 for assistant professor II, salary grade 16, with 97-105 CCE points and 85 QCE points. For assistant professor III, salary grade of 17 with 106-114 CCE points and 90 QCE points. For assistant professor IV, salary grade 18 with 115 to 123 CCE points and 95 QCE minimum points.

Associate professor. A teacher in a college who ranks immediately above an Assistant Professor and immediately below a professor (Webster, 1998: 88). Operationally, this term refers to having sub-ranks of associate professor I to V

with salary grade from 19 to 23, having CCE points bracket from 124 to 158 and QCE minimum points from 76 to 100, respectively.

Clientele satisfaction. This is a strategic concept for the overall institutional image as the SUC seeks continuous improvement toward excellence. It is based on the belief that the quality of education will improve as the clientele (i.e., students, parents, community) assume more responsibility fro the value of education they draw from the institution. This demands constant sensitivity to clientele requirements and measurement of the factors that drive clientele satisfaction. Equally, this demands awareness of the latest developments in education and rapid response to the clientele requirements thereby improving both the quality of education and the relationships with students, parents and the community (Pada, Annex 2 of QCE). Operationally, this term is used as one factor/criteria of Qualitative Contribution Evaluation (QCE) for evaluating academic staff of SUCs.

Commitment. Conceptually, this term refers to an act or process of entrusting or consigning for safekeeping (Webster Comprehensive Dictionary, 1998: 264). Operationally, this refers to a faculty member's deep sense of responsibility to render service for the development of the students' well-being and for the advancement of his/her discipline.

Common Criteria for Evaluation (CCE). The CCE is a set of factors of services and achievements which establish the relative performance of a faculty in the State University or College for the period of evaluation (Pada, Annex 2 of

QCE). Operationally, this term refers to an evaluation/rating instrument used to evaluate faculty members to be rated by peers, students, self and immediate supervisor in an institution under SUCs.

Community responsibility. This term refers to ethics in support for public safety, environmental safety, and sharing of quality-related information with business, industry and government agencies within the community and the country. Community responsibility also includes responsiveness to community needs and processes to develop and maintain public thrust (Pada, Annex 2 QCE). Operationally, this term is used as one criterion in QCE rating instrument for evaluating academic staff of SUCs.

Extension. This refers to program or courses offered by a College primary for adults or out-of-school youth either in degree-credit area or non-credit areas for career development or culture enrichment purpose (Hawes and Hawes, 1982:84). Operationally, this refers to sharing of expertise by individual effort or though an institutional extension program.

Instruction. A process by which knowledge and skills are developed in learners by a teacher or in same cases by instructional devices; any form of teaching (Hawes and Hawes, 1982: 85). Operationally, it refers to actual classroom teaching, including practical work, field or laboratory time.

Instructor. A college teacher of lower rank than the lowest professional grade (Webster, 1998: 1006). Operationally, this refers to the rank from instructor

I to III with salary grade from 12 to 14, with points bracket of CCE from 65 to 87 and with minimum points of QCE from 80 to 90, respectively.

Knowledge of subject. This includes the faculty member's scholarship and expertise in his/her chosen field or discipline (Pada, Annex I of QCE). Operationally, this is one criterion used in rating faculty members of SUCs.

Leadership. Conceptually, this means position of a leader (Webster, 1998: 724). Operationally, this term refers to a professor (including board members and administrators) who must crate clear and visible quality values within the educational system. Reinforcement of these values and expectations require commitment and involvement Professors in collaboration with administrators and instructors or board members.

Management of learning. This refers to the faculty members' ability to organize teaching-learning processes to enable students to maximize their learning potentials (Pada, Annex 1 of QCE). Operationally, this term is one criterion in the instrument of QCE for instructors and assistant professors.

Partnership development. Conceptually, his refers to the college or university that seeks to build internal and external partnership that promote cooperation/collaboration serving mutual and larger community interests. These should consider longer-term objectives as well as short term needs, thereby creating a basis for mutual investments; the building of partnerships should address means of regular communication, approaches to evaluating progress, means of modifying objectives and methods to accommodate changing

conditions (Pada, Annex 2 of QCE). Operationally, this is one criterion used in instrument of QCE for associate professors and professors.

Production. Conceptually, this term refers as the act of producing; creation or manufacture (Webster, 1999: 109). Operationally, this refers to instructional production projects.

Professor. A teacher of the highest grade in a university or college, or in an institution where professional or technical studies are pursued (Webster, 1999: 1006). Operationally, this term refers to having sub-ranks of professor I to VI with salary grades 24 to 29, with CCE points bracket from 159 to 194, and the QCE minimum points from 61 to 90, respectively.

Qualitative contribution evaluation (QCE). This is the distinctive contribution by a faculty member seeking promotion to a higher rank or sub-rank and which generally accrues to the enhancement and sustenance of the overall image of the state universities and colleges in their constant endeavor towards excellence (Pada, Annex 1 of QCE). Operationally, this refers to the process of determining the eligibility of a faculty candidate for the particular rank and sub-rank indicated by the result of the application of common criteria for evaluation.

Rank. Generally, this term refers to the degree of an official standing especially in a relative position in a scale of dignity or of life, degree and grade (Webster, 1999: 1045). Operationally, this refers to the status of a faculty member in a college or university in relation to other staff members of the same

educational institutions, such as: professors, associate professors, assistant professors and instructors.

Research. A process of systematic inquiry, investigation, and analysis of data in order to increase knowledge, test hypothesis and arrive at conclusion (Hawes and Hawes, 1982: 105). Operationally, it refers to formal and action research involvement categorized as either individual or institutional research.

Science and Technology. This is defined as the art of acquiring knowledge and the application of scientific knowledge for practical purposes (Rabago, et. al., 1997: 3). Operationally, this term refers to a subject.

Teacher education. This term refers to professional education and training of teachers, consisting of course work combined with supervised practice teaching and also in-service courses (Dictionary of Education, 2000: 197). Operationally, this refers to one department in an institution with course offering allied to education.

Teaching for independent learning. This pertains to the faculty members ability to organize teaching-learning processes to enable students to maximize their learning potentials (Pada, Annex 1 of QCE). Operationally, this term is used as one criterion used in the instrument of QCE for instructors and assistant professors.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains related literature and studies taken from books, internet, pamphlets, documents and unpublished master's theses and dissertations. The information in the related literature includes the historical evolution of NBC 461 and 462, and were used by the researcher to substantiate and provide direction for this research undertaking.

Related Literature

As early as 1982, PASUC started deliberating on a scheme of upgrading/promoting highly qualified and deserving faculty members through a process of objective evaluation so that there will be a uniform criteria/standard in all SUCs (Pada, 1998:1). After several working papers presented and discussed with DBM, a Common Criteria for Evaluation (CCE) across programs and discipline was adopted and implemented under NCC 33 on January 2, 1985 retroactive July 1, 1984. This plan provided for four faculty ranks – Instructor, Assistant Professor, Associate Professor and Professor. The three components of the CCE are: Educational Qualifications with 85 points, Academic Experience and Length of Service with 25 points, and Professional Development and Achievement with 45 points or a total of 155 points.

A significant feature of NCC 33 is that the upward movement of a promotable faculty was granted using their own item without the need to wait for a vacant item. The enactment of RA 6758 (Salary Standardization Law) affected the salary grade levels of SUC faculty. Thus, authority adjustments were made until February 12, 1992, NCC 68 amended NCC 33. However, NCC 68 was amended by NCC 69 due to some deficiencies on September 23, 1993. Among the salient features are: Maximum Point Allocation was increased from 155 to 165; Earned Doctorate degree was required at the rank of Professor. The year 1994 gave birth to Commission on Higher Education (CHED). CHED whose mandate is to oversee the quality of Higher Education in the country, both public and private, reviewed NCC 69 and gave a comment that the instrument was quantitative and not qualitative and that there is a need for more emphasis on achievement and performance rather than on educational qualification. Woven around this thematic focus, a tripartite committee composed of DBM, CHED and PASUC was organized in 1996. It took two years to crystallize the revision along the thematic focus. Finally, NBC 461 was issued on June, 1998 superceding NCC 69. The salient revisions are as follows: 1) the modification of point allocation from 165 to 299. However, educational qualification remained as benchmark at 85 points and experience and professional services, status quo at 25 points. Professional achievement and honors increased from 55 points to 90 points; 2) Qualitative Contribution Evaluation (QCE) was adopted as validating factor of CCE. Two levels of QCE was adopted: QCE for instructor and assistant professor

is focused on teaching effectiveness; QCE for associate professor and full-fledged professors is focused on research, extension and production on top of or in addition to instructional functions; 3) modified quota system, wherein the quota for Associate Professor was withdrawn and the quota for professors was increased to 20 percent across SUCs. The quota for college professors and university professors was clarified. One SUC executive and one faculty for every six years. The salary grade for college professor was adjusted to Grade 30, the same as university professor; and 4) evaluation scheme where CHED-HEIs and TESDA-TEIs, will be evaluated every even year starting 1998, while SUCs are evaluated every odd year. It is expected that with these revisions, greater productivity and excellence in higher education in the public sector shall be achieved (Pada, 1998:2).

To accredit academic staff, Pada and Alcala (1998:10) stressed that the appointment to the position of Instructor II and Assistant Professor IV, the CCE points of at least 66 points for the higher sub-rank of Instructor position and at least 88 points for the Assistant professor position must br earned; master's degree is required for Assistant Professor II to IV.

Appointment to the position of associate professor should have the CCE points of at least 124, must have earned MA degree and the Qualitative Contribution in instruction, research, extension and production or must have contributed in at least two of the four functional areas (Pada and Alcala 1998:12).

The appointment to the position of professor should have CCE points of at least 159, must have earned doctorate for Professors 4 to 6 and Qualitative Contribution in instruction, research, extension and production or must have at least three of the four functional areas. For quota, 20 percent of the total number of the faculty positions and the rank is not applied in TESDA and CHED supervised schools except those offering graduate programs (Pada and Alcala 1998:14).

For faculty evaluation, according to Pada and Alcala (1998:2,3,4) in addition to the Common Criteria for Evaluation (CCE), promotion to higher rank and sub-rank shall be subject to Qualitative Contribution Evaluation (QCE). Continuous improvement toward excellence shall include well-defined and well-executed approach(es) aimed at enhancing the value of collegiate/university education to the clientele the SU/C pledge to serve. The improvement must be all four functional areas of the SU/C namely: instruction, research extension and production. For those seeking promotion to the higher sub-ranks of Instructors and Assistant Professor positions, the QCE shall be in the teaching effectiveness. The teaching effectiveness of instructors and assistant professor is evaluated using the following assessment areas with the corresponding weighted points as: commitment 0.20, knowledge of subject 0.30, teaching for Independent Learning 0.30 and Management of Learning 0.30, with a total of 100 percent. A common evaluation instrument is prepared by a joint committee of CHED, PASUC and TESDA. The evaluation is done by the faculty concerned, his peers, his

supervisor and his student beneficiaries. In rating using the criteria, the scale of 1 to 5 is used, with 5 as the highest. The faculty shall be evaluated regularly and the average rating is obtained for the particular CCE implementation. The following are the minimum points required under the QCE so that a faculty with the appropriate CCE credits can be promoted for Instructor II and III the minimum points are 80 and 90 and Assistant Professor I, II, III and IV the minimum points are 80, 85, 90 and 95 respectively. The instrument of evaluation are commitments, knowledge of subject, teaching for independent learning and management of learning.

Furthermore, Pada and Alcala (1998: 5-6) said that for those seeking promotion to the associate professor rank, the Qualitative Contribution (QC) shall be in any two functional areas, chosen by the candidate prior to any assessment year and for those seeking promotion to the professor rank, the QC shall be in any three functional areas chosen by the candidate prior to any assessment year. In each of the self-selected functional areas the candidate's qualitative contribution shall be assessed based on clientele satisfaction, leadership, partnership development and community responsibility. The weights applicable to the different ranks are as follows: For associate professor rank the weight points are 0.50 for instruction, 0.30. for research, 0.10 extension and 0.10 for production. For professor rank the weight points are 0.20 for instruction, 0.65 for research, 0.10 for extension and 0.05 for production. A common evaluation instrument is prepared by a joint committee of CHED and PASUC. The

evaluation is done by the ratee's client, direct supervisor, stakeholders in the completed projects and by his external and internal communities. Each area of assessment has a number of criteria and allotted 25 points. The raw point for the assessment areas is 100. The raw point garnered in each of the four assessment area is multiplied by the corresponding weight. In rating using the criteria, the scale of 1 to 5 is used with 5 as the highest. The faculty shall be evaluated regularly at the end of every academic year and the average rating is obtained for the particular CCE implementation. The total weighted points shall have the equivalent points corresponding to the sub-rank under each of the Associate Professor and Full Professor ranks as follows: For Associate Professor I, II, III, IV and V with the QCE minimum weighted points of 76, 80, 86, 91 and 96 and a maximum of 80, 85, 90, 95 and 100 respectively. For Full Professor I, II, III, IV, V and VII, College Professor and University Professor, the QCE minimum weighted points are 61, 65, 71, 76, 81, 86, 91, and 96 and the maximum weighted points are 65, 70, 75, 80, 85, 90, 95 and 100 respectively. The criterion for evaluation instrument to be rated by client is clientele satisfaction, to be rated by the immediate supervisor is leadership, to be rated by stakeholder in the completed projects/activities is partnership development and to be rated by the parties from the external and internal communities is community responsibility.

In the decentralization of faculty evaluation and computerization, Pada (2001:3) together with the DBM, CHED, TESDA and PASUC agreed that effective the 2nd cycle of NBC 461, the faculty evaluation and the computerization shall be

"decentralized" to ensure the expeditious evaluation process and issuance of computer print-outs. Twelve Faculty Computerization Zonal Centers, shall be established. The selection of the zonal center was based on ICT capability modal computer centers, accessibility and willingness of school head to accept leadership role. The zonal center shall be empowered to issue the final computer print out based on guidelines already issued by CHED, DBM and PASUC and other guidelines that shall henceforth be developed. The list of SUCs, CSIs integrated to SUCs and TEIs under the zonal centers is based on regional cluster accessibility. CHED and TESDA shall furnish PASUC the name of schools to be assigned to each zonal center. The head of the zonal center shall organize and designate the staff members composed of a director, evaluators and encoders. The staff member selected shall undergo hands-on training at TUP. The QCE will now be performed by the zonal center based on the guidelines that CHED shall therefore issue. A National Committee chaired by the PASUC president, the Directors of the zonal centers as members and assisted by the PASUC staff shall act as clearing house on policy matters that are to be formulated jointly with DBM, CHED and TESDA and to resolved issues and complaints coming from parties concerned, provided that such issues and concerns are officially transmitted by the SUC President. The CCE computerization and QCE fee earlier authorized shall be collected by the zonal centers and the disbursement breakdown shall be jointly determined by a group organized by PASUC and the director of zonal centers. The zonal centers shall pay TUP for a copy of the

computerization software to be drawn from the computerization fee paid by the schools'. Out of the 12 faculty computerization zonal centers, Eastern Visayas State University (EVSU) was selected as zonal center for Eastern Visayas. Due to established zonal center for the region, Chairperson Garcia issued CHED Memorandum Order No. 06 dated February 2, 2003., amending CMO No. 49, s. 1998, transferring the Regional QCE Team as follows: For SUCs and integrated CHED-Supervised Institutions, the regional chairman of PASUC as Chairman, the CHED regional director or representative, the NEDA regional director or representative and the DA/DOST regional director or representative as members.

Modified quota system (Bongcodin, 1998:4) stressed that effective upon implementation, the quota for the rank of associate professor shall be withdrawn. The quota for the rank of professor shall be adjusted to 20 percent of the total number of faculty positions of each SUC. Only one position of College/University Professor per College/University shall be authorized for every six years, the total of which shall not exceed the number of authorized colleges and external campuses of the respective SUC. Candidate to said rank shall be required to undergo screening as stipulated in Section 4.3 of NCC No. 69.

Exercise of Presidential discretion (Bongcodin, 1998:4) further stressed that under Section 6.0 of NCC 69 the exercise of presidential discretion is hereby extended to heads of HEIs and TEIs. To ensure standard implementation of the

presidential discretion, the Chairman of CHED and President of PASUC shall formulate and prescribe separate guidelines which shall be observed by the heads of HEIs and TEIs.

For the appointment to College/University Professor positions, the appointee must be a deserving faculty member occupying Professor position duly accredited by the PASUC Accreditation Committee who have complied satisfactory point allocation of 195-200 having a salary grade 30. SUC Presidents and Vice-Presidents may opt to receive the basic salary pertaining to their assigned academic ranks under the CCE, provided that they have complied with the requirements in the revised points allocation.

Garcia (2201) confirmed/approved the definition of the "no quantum leap policy" adopted by the Tripartite Group composed of CHED, DBM and PASUC. It is a standard to preclude inordinate upward movements of faculty members of newly converted SUCs and integrated CSIs who shall undergo initial evaluation under NBC 461. Then Commissioner Padua also defined the no quantum leap policy as a quality standard which shall limit promotions not exceeding six (6) sub-rank or the highest sub-rank of the next higher rank, e.g. from Instructor I evaluated during 1st cycle of NBC 461 as Associate professor or higher shall only be assigned Assistant Professor IV. Thereafter during succeeding evaluation, movement shall be up to the highest sub-rank of the next higher rank.

De Guzman (2005:218) pointed that the teaching responsibilities at the tertiary level focus on the abilities of the faculty to nurture meaningful self-

growth among students through careful, well-organized instructional planning development and evaluation of learning. This enhanced the faculty's strong preparation and mastery of subject matter and his/her craft in managing the instructional process inside the classroom. Thus the most significant dimensions cutting across the characteristics of effective teaching are the faculty's commitment to teaching, knowledge of subject, teaching for independent learning, and management of student learning. These are the four policies surrounding teaching effectiveness. Effective teaching is brought about by the inner drive of the faculty to guide student learning equipped by their mastery of subject content and competence in utilizing appropriate pedagogical requirements.

The Pocachontas Country Board of Education (2004: 1-5) is committed in ensuring that school personnel employed in the public schools of this country are evaluated in a fair and equitable manner and within a uniformly applied system. This policy is established to set parameters for observations and evaluations, identify components for improvement of plans and identify performance criteria for teacher. This evaluation policy has two major purposes: 1) to promote professional growth and development and quality performance; and 2) to provide evaluation data as one basis for sound personnel decisions. The four performance rating categories on the personnel evaluation form for employees are: exemplary, exceeds standards, meets standards, d) unsatisfactory. The scale for assessing the performance criteria is as follows: 1) Exemplary – Performance

consistently demonstrates expertise and mastery of performance criteria and/or evidence of any of the following: recognition at the state and/or national levels, leadership in staff development through presentations at the state and/or national levels and/or development and implementation of innovative instructional programs; 2) Exceeds standards – Performance consistently demonstrates expertise and mastery of performance criteria and evidence of any of the following: recognition at the schools, country and/or regional levels, leadership in staff development through presentations at the school, country and/or regional levels and/or implementation of innovative instructional programs; 3) Meets Standards – Performance is consistently adequate in meeting performance criteria; and 4) Unsatisfactory – Performance is not consistently acceptable in meeting performance criteria. Each employee shall be evaluated under his/her appropriate stage: A) Orientation: To ensure that all employee have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees; B) Observation of Classroom Teachers: Teachers with zero to two years of experience will be observed a minimum of three times for each written evaluation; C) Post Observation Conference: After each thirty minute observation of the teacher the supervisor shall conduct a post observation conference with the employee within five working days; and D) Evaluation: Evaluation shall address all levels of teachers' responsibilities.

Student evaluation of teacher performance or student rating, is one of the most controversial technique used to identify teacher effectiveness; few faculty members question the usefulness of rating in providing feedback about teaching that can result in improved instruction, but many continue to challenge student rating use in making personnel decisions (Marsh, et. al., 1979: 142).

However, Aleamoni (1981: 123) offers the following arguments to support the use of student rating of teacher performance: 1) Students are the main source of information about the environment, including teacher's ability to motivate students for continued learning, rapport or degree of communication between instructors and students; 2) Students are the most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks, homework and student interest; and 3) Student ratings encourage communication between students and their instructor. This communication may lead to the kind of instructor involvement in the teaching-learning process that can raise the level of instruction that will be recognized and rewarded. Faculty are concerned about the use of student ratings in both formative and summative evaluations for the following reasons: 1) Students lack the maturity and expertise to make judgment about course content or instructor style; 2) students' ratings are measures of popularity rather than of ability; 3) the rating forms themselves are both unreliable and invalid; and 4) other variables (such as grades received from the instructor, class size, or whether the course was required or elected) affect students' ratings .

According to policy handbook of Boise State University, (BSU Policy 5310–B), the unit's evaluation of faculty members follows three nested sets of systematic procedures and standards. These include: 1) faculty evaluation procedures for Boise State University; 2) faculty evaluation procedures for the College of Education (for professional education faculty within that college); and 3) faculty evaluation procedures of each department. The first overarching set of guidelines for faculty evaluations are those contained in the Boise State University Policy Handbook. In that document, BSU Policy 5310-B notes that every faculty member at the university shall be evaluated annually for the purposes of reappointment, granting promotion and/or tenure, and salary determination.

Specifically, the policy states that:

> The faculty and the dean of each college/school and the library shall establish guidelines for evaluating faculty within the general categories of teaching, scholarly/creative/research activities, and service. Such guidelines shall recognize variations among disciplines and departments . . .

This university policy further notes that:

> Faculty are responsible for submitting to the department chair by February 1, written evidence to demonstrate their teaching effectiveness as well as evidence of continuing work in scholarly/ research/creative activities, and service for the previous calendar year. Each data source should be related to the role of the faculty member in carrying out the mission of the University. In applying the guidelines, faculty members are to be evaluated according to their specific assignments.

Recommendations for reappointment, promotion in rank, the awarding of tenure, or increases in salary shall be based on merit and institutional needs and interests. Promotion in rank shall be accompanied by an appropriate increase in salary (University Council Policy, 1990). "Merit" shall be determined by considering relevant criteria including the following: 1) teaching effectiveness; 2) scholarly and professional achievements; 3) research, as evidenced by both published and unpublished works; 4) direction of graduate studies; 5) advisory and counseling service programs and administrative work of the University (other than teaching and research); 6) service to professional societies; 7) service to the programs and administrative work of the University (other than teaching and research); 8) professional activities in the community; 9) attributes of integrity, industry, objectivity, leadership, and cooperation. These criteria are not listed in order of importance, nor are they to be rigidly applied. Persons making such evaluations should keep in mind, however, the primary interest of the University in retaining and rewarding persons of superior teaching ability and scholarly achievement. "Institutional needs and interest" include faculty personnel actions taken in response not only to changes in and enrollment fluctuations within, discipline but also to counter-offers, equity considerations and competitive influences within disciplines.

The procedures below are intended to be used to apply the criteria above in the evaluation of a faculty member's performance for the purpose of reappointment and for the granting of salary increases. In reviews for tenure

and promotion, the criteria above are applied according to the procedures in the policy of tenure and promotion. Upon request, each full-time faculty member shall prepare and forward to the Chairman of the Department or Division, or otherwise to the Dean, an annual written report that will aid in the evaluation of the faculty member's performance.

Related Studies

Several studies show that faculty performance alone is not enough predictor of competence in teaching, it must consider other aspects like educational qualification, experience and professional services, achievement, honor and professional development, participation and others.

Bernadit (2000) made a study entitled "Competencies of Technology Home Economics Teachers in the Division of Calbayog City," where she found out that THE teachers proved their expertise and competence in teaching the subject. The instructional status of the Home Economics in secondary schools was significantly related to the competency level of the THE teacher – respondents. This means that when the facilities and equipment are "excellent", supervision is "adequate", community-school based activities are done "often", the competency level of the THE teacher is enhanced, which results to an excellent and/or very satisfactory performance. Excellence and very satisfactory performance are attributed to the teachers' commitment to their profession.

Bernadit recommended that the THE teachers be encouraged to undertake continuing education such as seminars, in-service trainings to include graduate and post graduate education specializing THE, to enhance and update their skills and competence in teaching the subject. Administrators are encouraged to give full support to the THE programs financially, to provide and upgrade school facilities and equipment to reinforce and enhance the competence of the THE teachers as well as students and to initiate the conduct of in-service trainings in THE to reinforce teacher skills. A qualification standard must be established as a guide in hiring of THE teachers.

The study of Bernadit and the present study are related inasmuch as both tried to look into performance of teachers. Both studies considered educational qualification as a factor that could affect teachers' performance. However, the study of Bernadit mainly considered secondary school teachers' in THE while the present study covered all teachers among SUCs in Eastern Visayas.

Doroja (2002) in her study "Interpersonal Values and Competency Needs of Public Elementary School Principals: Inputs to a Model Supervisory Enhancement Program" conclude that principals in central and non central schools were considerably mature, mostly formal, educationally fitted, with adequate salary and well-performing in their respective schools. The interpersonal values of elementary school principals from both central and non-central school were similar and both groups considered interpersonal values of conformity and leadership as most important to them. The degree of need for

the competencies was not influenced by the principal-related characteristics such as age, civil status, annual salary, educational qualification, training, performance rating, number of teachers, place of assignment and awards/honor. Male principals have different competency needs from female teachers and that their degree of need varied.

She recommends that public school principals who did not meet the basic requirements should enroll in graduate programs to obtain at least masteral degree. Value orientation and enhancement program be provided to them. An experimental study could be undertaken to test the effectiveness of the program and a separate enhancement program for male and female principals be made based on their respective competency needs.

The study of Doroja is similar to the present study in the sense that they both deal on competency; they differ only because the present study is concerned with the relevance and effective ness of the CCE and QCE of academic staff of SUCs in Eastern Visayas.

Elizalde (2000) disclosed that the competency level of the guidance counselors is most influenced by his/her educational background and major preparation or specialization. Most of the guidance counselors have been involved with the program for a number of years. The length of time is enough to give him/her the experience and know-how of the various guidance services. The guidance counselors need to improve the level of competency in the

inventory service, counseling, educational and vocational guidance and particularly in follow-up and research services.

She also reported that no matter how organized a guidance program is, it would be of no avail if the counselor lacks the skills and ability to impart the necessary knowledge, attitudes and skills required in the implementation. Therefore, it is very essential that the school hire a professionally trained guidance counselor. The subjects assigned to the guidance counselor be limited. They should be encouraged to finish their masteral studies and preferably encouraged to take up Guidance and Counseling as majors.

Her study was similar to the present study because it attempted to evaluate the competencies of the guidance counselors in the elementary schools in the Division of Samar and their attitudes towards the implementation of the various services in the guidance programs. Meanwhile, the present study attempted to evaluate competencies of the academic staff of SUCs in Eastern Visayas.

Espina (2000) in her study, "Effectiveness of Master Teachers Assistance and Instructional Competence of Non-Master Teachers: A Correlation" concluded that master teachers are older than the non-master teachers. In terms of gender, more female teachers are teaching than males. In disparity of educational qualification, master teachers were promoted because of higher or better qualification than the ordinary classroom teacher. The length of service of master teachers and non-master teachers clustered most from 33-35 years and 27-

29 years respectively because those teachers who were asked to serve in the central school should have more or less an accrued service of 5-10 years. The performance received by master teachers and non-master teachers are either "Very Satisfactory" or "Outstanding" which contribute to the fact that teachers in the central schools are more or less trained and are already exposed to the intricacies of a teaching job, hence are very good performers.

The study of Espina recommends the following: 1) Performance contract should be prepared by master teachers and it should be explicit about their functions, for clarity and guidance, 2) Team teaching should be made as a functional scheme in improving master teachers and non-master teachers work relation, 3) Ranking of master teachers should be based on merit and fitness to ascertain quality and/or competence in the delivery of the "goods" to the pupils, 4) "Culture of Excellence" should be promoted and be given focus by all members of the educational community, 5) Conduct in-service training for master teachers to equip them in their assisting, 6) "Time-on-Task" should be emphasized in managing classroom activities to avoid wastage of time resources, 7) Evaluation of performance of master teachers should be a serious matter of the school/district.

The study has significant bearing on the present study considering that there is relatedness being observed from both studies on the point effectiveness and/or competencies. They differ in terms of respondents, instruments, location and period of time since the former considered the elementary teachers, was

conducted at the four districts of Catbalogan seven years ago, while the latter uses academic staff of SUCs as her respondents using a questionnaire patterned to the NBC 461, the coverage is Eastern Visayas for the school year 2004-2005.

Teraza (1997) conducted a study entitled, "Influence of Teachers' Instructional Competence on Pupils' Achievement". This study found out that among the three areas of instructional competence, teaching performance proved to have the greatest influence on the performance of Grade VI pupils in the National Elementary Assessment Test, followed by professional skills, personal skills and teacher instructional competence.

Taraza concluded that the "Very Satisfactory" rating of teachers in the area of instructional competence was indicative of their dedication to the teaching profession, and this instructional competence could be considered as good predictor of the achievement test.

The study of Teraza and the present study are both assessment studies. The difference lies on their specific objectives because while the former was on the influence of teacher's instructional competence on pupils' achievement, the latter was on the relevance and effectiveness of Qualitative Contribution Evaluation (QCE) on faculty performance.

Ynalbis (1995) in her study, "Educational Qualification and Instructional Competence of Elementary Grade Teachers," disclosed that those teachers with "outstanding" ratings were the teachers with high qualifications and the remaining greater number of teachers with a "very satisfactory" rating were

those with advanced studies or units in graduate studies. These findings showed that the instructional competence was affected by teachers' educational qualifications which further led to the conclusion that when educational qualification is upgraded, instructional competence is improved.

From the above study, the following were the recommendations, 1) teachers should always attend seminars, professional meetings and educational trainings to gain new ideas, expand knowledge, and enrich experience; 2) should advance studies to gain expertise; and 3) should love work and should report to school early to have enough time for planning teaching processes.

The study of Ynalbis has significant bearing on the present study considering that there is relatedness being observed from both studies on the point of their objectives which are on teacher's effectiveness and/or competencies. They differed only in terms of samples, instruments and period of the study since the former considered the elementary teachers' competencies, while the latter is considered academic staff grouped instructors, assistant professors, associate professors and professors from SUCs in Eastern Visayas.

Olisco (1995) made an investigation on the level of competencies identified to be essential to teachers. He found out that the age of the individual may affect his competence in his job; that in many cases, the performance of the older worker differ from those of the younger ones. Usually, old workers have more exposure to work experiences and could be expected to perform better. He further noted that women workers had greater problems since most men

workers usually feel superior from women; thus, women workers have to be talented to overcome their sex and age handicap.

His study was similar to the present study in the sense that it was likewise on teaching competencies, but his study investigated the level of competencies that can be identified as essential to teachers, where his results mentioned the age as an essential factor to affect effective performance. This study further considered the plight of women in the teaching profession in comparison to their male counter parts.

This study differed from the aforementioned study in the sense that performance of the respondents was assessed using the criteria or indicators stipulated in NBC 461. Furthermore, this study considered the teaching personnel from SUCs in Eastern Visayas.

Barreto (1996) in his study, found out that in the educational system the students' rating as predictors of the general effectiveness of a teacher has yielded slightly stronger results on the students' reactions to the classroom environment. Teachers are usually evaluated by their heads/principals/supervisors to measure their efficiency on the job.

His study further revealed that the experiences of successful instructors have shown that instructors' job is not confined solely on the transmission of knowledge and information. Equally important are the instructors' work habits, attitudes, value judgment and personal adjustments in relation to the learners. In many ways, instructors shape the learners' personality, hence, the sooner the

instructor realizes his responsibilities, the better is the chance of progress in educating the youth.

He therefore concluded as a result of his study that quality education shall only be attainable if mentors are really competent. He further stated that achievement of the goals of instruction depends on the caliber, zeal and effectiveness of the teacher.

Barreto expressed support to the concept of the strong and direct relation of teacher competencies, qualifications and characteristics to the amount of learning students achieved which made it related to the present investigation. Both have similar focus which is on teachers' competencies, qualifications and characteristics. However, they differed inasmuch as the present study was concerned on academic performance of teachers from SUCs in Eastern Visayas.

The study of Magno (1995) on the "Relationship of Work Values, Job Satisfaction and Job Effectiveness of the Faculty of Baguio" showed that the faculty members are perceived by their students to manifest a very satisfactory level of job effectiveness. It further revealed that the faculty members are perceived by their dean to manifest a satisfactory level of job effectiveness.

This study is similar to the present study in relation to teaching effectiveness of the faculty members. However, they differed inasmuch as Magno focused more on the attitude values and satisfaction level of teachers while this study was concerned more on teachers' competencies based on the indicators identified under NBC 461.

Guillermo (1996) conducted a study on teaching qualities of instructors and professors. He found out that most of his teacher-respondents showed enough knowledge of human nature and of the social and physical environment to be able to assist their students in their discovery and development of more effective skills on problem solving and for satisfying their other needs.

He also found out in his study that emotionalized outcomes or value adaptations are the most potent of the acquired conduct controls in shaping behavior. The respondents of the study believed that usually, people do what they like to do, even to the extent of allowing their likes and dislikes, their desires and prejudices, to overcome their better judgment. The emotionalized outcomes of education that were identified in his study are as follows: attitudes, interests, appreciations, ideals, habits or conduct, morality, and morale.

The result of his study expressed support to the idea, that no matter what the teacher does whether intentionally, or unintentionally, the teacher acts as a model to the students, hence the enthusiasm for an activity may be more caught than taught, depending on the influence of the teacher. He recommended that a teacher must be very careful therefore, on the traits, attitudes and behavior he displays in and out of the classroom because students are good observers and imitators.

His study also focused on quality teachers for quality education but specifically concentrated on emotional outcomes or value adaptation of faculty, as it affects the teaching-learning process. This present study, on the other hand,

is specifically concerned with a survey to identify the relevance and effectiveness of the CCE and QCE earned by academic staff of state colleges and universities.

Decatoria (1996) mentioned in the conclusion of his study, that good teaching is affected by factors such as curriculum preparation, effective instruction, and appropriate assessment or evaluation of the teaching-learning results. It is basic for a teacher to be armed with good philosophical, psychological and societal objectives of education, and he should rate high in the following character traits: honesty, generosity, congeniality, tactfulness, friendliness, cooperativeness, high moral standard, and high ethical professional standard. Further he said that in his findings, respondents believe that a teacher should be concerned with the welfare of learners, and should continuously search for better ways of doing his teaching job, on how to avoid disciplinary problems and other classroom management problems. For discipline and good classroom management his study revealed that a teacher must possess these traits: self-analysis, self-control, self-criticism, self-confidence, self-culture, self-rating, and sacrifice.

Decatoria also reported that evaluating human performance is required as a feedback system and as a means of measuring the effective functioning of the organization and the efficient allocation of individuals to jobs, and also in determining where he could be best fitted in the system and where he could contribute effectively for the attainment of organization objectives.

His study is related to the present study inasmuch as it considered the need for evaluating personnel performance as measure of the effectiveness of an organization. Furthermore, his study focused on the general factors that affect teaching learning processes and specifically on the basic characteristics of a quality teacher. This present study, on the other hand, endeavored to assess the quality and characteristics of the present academic staff of SUCs to serve as a reference of plans for improvement.

Atherton (1995), as a result of his study came up with a list of competencies urgently needed for teachers in the field of vocational agriculture in Louisiana. This included the competencies in the following areas: program planning and development, lesson planning, teaching classes, department management, student organization activities, school-community relations, professional improvement, guidance and evaluation.

Atherton provided inputs to the researcher in terms teaching competencies and job performance to be surveyed among vocational agriculture. Atherton's listing of agriculture faculty competencies is generally similar to this study but his focus was on Louisiana teachers while this study focused on academic staff of SUCs.

Galido (1998) conducted a study on student evaluation of PSCA faculty performance. It was revealed that the performance rating of the faculty for the past five years (1993-1998) was very satisfactory. This result reveals that

students find their teachers to be effective in instruction, classroom management, evaluation and personal and social qualities.

The study is similar to the present study since it focused on faculty evaluation performance where students are considered as one rater in the QCE of instructors and assistant professors.

The study of Paterno (1996) on the relationship of vocational agriculture's knowledge of technical agriculture with his success as a teacher showed that there was a significant relationship between vocational agriculture teacher's knowledge of technical agriculture information and his success as a teacher.

The study is similar to this study since it focused on teaching competencies. However, it focused on the relationship of a vocational agriculture teacher's agricultural technical knowledge to his success as a teacher. This present study, on the other hand, is an assessment of the present teaching competencies and teaching performance of academic staff of SUCs.

Villena (1996) conducted a study to identify and validate competencies of teachers in teacher education of agricultural coverage on different areas of professional competencies such as planning, development and evaluation of local vocational programs, instructional planning, teaching methods and techniques, instructional evaluation, departmental management, guidance, school community relations, future farmers of the Philippines, adult education, professional role of development, supervised occupational experiences program and in coordinating the cooperative part-time training program.

Based on outcomes of the study, it was recommended, that aside from identifying the core of essential professional competencies required by vocational agriculture teachers of the school, there is a need for the establishment of a validated program for developing curriculum materials and laboratory experiences.

Furthermore, the researcher recommended the need for concerned teachers to endeavor to use a variety of teaching techniques and methods to make the teaching-learning process interesting; and that they need to remember that method is greatly determined by objectives to be accomplished; the skill of the teacher in using the method, the group of students to be taught; the place where the instruction will be undertaken and the length of time available.

Villena's study is similar to the present study since it focused on the teachers' competence and job performance. However, the present study focused on the different programs offered by SUCs in Eastern Visayas and the corresponding performance of the academic staff of SUCs.

The aforementioned studies provided the researcher inputs and insights on how to conduct the study. They provided guides and procedures in the formulation of the instrument and how the analysis of data were done.

Chapter 3

METHODOLOGY

This chapter describes the research methodology applied in this study. It includes the research design, instrumentation, validation of instrument, sampling procedures, data gathering procedures and statistical treatment of the data.

Research Design

This study utilized the descriptive method of research using comparative and correlational analyses. The CCE and QCE points earned, based on the NBC 461, of the instructors, assistant professors, associate professors and professors were determined and associated with their academic ranks. Likewise, the CCE and QCE points earned by the four groups of respondents were compared by SUC category and rank.

Furthermore, the extent of relevance and effectiveness of CCE and QCE instruments were elicited from the four groups of respondents whereby their perceptions were compared and significant differences were determined. The perceived relevance and effectiveness of the CCE and QCE by the respondents were associated with their personal characteristics to ascertain if relationship existed between the two variables.

Problems as well as solutions were also elicited from the respondents relative to the CCE and QCE evaluation.

The data which gathered through the survey questionnaire and documentary analysis were tabulated, organized and analyzed with the use of descriptive and inferential statistics, namely: frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Pearson-Product-Moment Coefficient Correlation, Fisher's t-test and analysis of variance (ANOVA).

Instrumentation

The researcher utilized the questionnaire in gathering the necessary data supplemented by documentary analysis and interview.

Questionnaire. The questionnaire – checklist was prepared by the researcher patterned from the NBC 461 leveling and evaluating instrument. It was designed in a manner that would obtain the desired data on the relevance and effectiveness of CCE and QCE of NBC 461 in SUCs Eastern Visayas.

There were two sets of questionnaire: Set 1 was designed for the SUCs instructors and assistant professors and Set 2 was for associate professors and professors. The said questionnaire contained the Common Criteria for Evaluation (CCE) under which are three main factors and criterion which are: educational qualifications, experience and professional services and professional development, achievement and honors; and the Qualitative Contribution

Evaluation (QCE) under which are: commitment, knowledge of subject, teaching for independent teaching, management of learning for the instruction. For research, extension and production QCE evaluating criteria are the following: clientele satisfaction, leadership, partnership development and community responsibility. The respondents were made to check the appropriate answers using the 5-point scale as to extent of relevance and the extent of effectiveness, as follows:

5 – Excellent Extent of Relevance	(E)	5 – Very Effective	(VE)
4 – High Extent of Relevance	(HE)	4 – Effective	(E)
3 – Moderate Extent of Relevance	(ME)	3 – Moderately Effective	(ME)
2 – Low Extent of Relevance	(LE)	2 – Less Effective	(LE)
1 – Negligible	(N)	1 – Ineffective	(IE)

The questionnaire was validated as explained in the validation of the instrument. It was administered to selected academic staff of SSPC for the tryout and the coefficient of reliability was determined.

Documentary analysis. The researcher availed of the second cycle evaluation result of the CCE and QCE evaluation based on the NBC 461 as well as the 201 Files of the respondents and the directory and/or organizational chart of the administration, deans, directors, heads and chairman to ascertain their personal information contained in the information sheets.

Validation of the Instrument

The researcher drafted the questionnaire which was patterned from the CCE and QCE guidelines based on the NBC 461. However, some revisions were made to capture the information needed in this particular investigation. The first draft was submitted to her adviser for perusal. Comments and suggestions of the adviser were considered in the revision of the questionnaire.

The questionnaire underwent expert validation through the members of the panel of examiners during and after her pre-oral defense whereby all suggestions given by the members of the panel were considered in the revision of the questionnaire. Then the instrument was pilot tested at Samar State University among its academic staff using 10 instructors and assistant professors, and eight associate professors and professors. The researcher employed the test-retest reliability method hence the pilot test was conducted twice to the same group of respondents in an interval of three weeks. After which the results of the two tests were tabulated and organized separately. The results of the two tryouts were correlated using the Spearman-Rank Order Coefficient Correlation and were interpreted using the interpretation guide of Ebel (1965: 242).

The average correlation coefficients were 0.73 and 0.70 for instructors/assistant professors and associate professors, respectively. This means that the reliability of the two sets of questionnaires were rather low and adequate for group measurement.

Sampling Procedure

The respondents of this study were the following: from state universities, 102 instructors; 119 assistant professor; 89 associate professors, 53 professors. From state colleges, 41 instructors; 58 assistant professors; 33 associate professors; 8 professors. For the total respondents; 143 instructors, 177 assistant professor, 122 associate professors and 61 professors. A grand total of 503 academic staff-respondents of State Universities and Colleges (SUCs) in Eastern Visayas.

The researcher used stratified random sampling technique in the selection of the respondents. This was used in the academic staff. The researcher determined the number of academic staff of the said group of respondents by college/university and the sample size was determined using Slovene's formula. After the sample size was identified, the proportion of respondents for each institution was determined and computed. The number of respondents in each group and the total number respondents by SUCs category in Eastern Visayas is shown in Table 1.

Table 1

The Sampling Frame of the Study

Academic Rank	SUC Category				Total Population (N)	Sample Size (n)	Percent
	University		College				
	N	n	N	n			
Instructors	264	102	60	41	324	143	44.14
Assistant Professors	324	119	137	58	461	177	38.39
Associate Professors	176	89	64	33	240	122	50.83
Professors	96	53	12	8	108	61	56.48
Total	860	363	273	140	1,133	503	44.40

Data Gathering Procedure

The researcher prepared a permit signed by the adviser and the dean seeking permission from the university and college president/OICs of the identified respondent-SUCs to field the instruments in their respective institution and to have access to records profile available in the Human Resource Management Office (HRMO).

Afterwhich, the researcher asked permission from the deans and the individual respondents from each institution. The questionnaires were personally given and distributed by the researcher to ensure high percentage of retrieval. The distribution of questionnaires started August 2004 and the retrieval was completed during the last week of October 2004.

The researcher traveled throughout the six provinces of the region namely: Samar, Leyte, Northern Samar, Eastern Samar, Southern Leyte and Biliran. While she was in the process of distributing questionnaires and collecting data, she also made actual observations and personal interview with some respondents. This was done to validate and cross-check some information obtained from the respondents and other documents.

The researcher encountered some problems in the fielding and retrieval of the questionnaire. These were time and financial constraints. The researcher found it difficult to have her travel approved on "official time" and she also had difficulties in looking for her substitute inasmuch as she was not on study leave.

In most cases, she was granted travel on official time in same instances she filed a "vacation leave". Thus, the data collection lasted for more or less three months.

Statistical Treatment of Data

Data gathered were tabulated, categorized, organized and analyzed with the use of appropriate descriptive and inferential statistical tools such as frequency count and percentages, arithmetic mean and standard deviation, weighted mean, Pearson-Product-Moment Coefficient Correlation, Fisher's t-test, one-way analysis of variance and Scheffe's test.

Frequency count and percentages. These descriptive statistics were employed to present the profile or personal characteristics of the respondents.

Arithmetic mean and standard deviation. These statistical tools were used to compute for the average age of the respondents and to describe the variability of the data with reference to the mean value.

Weighted means. The weighted means were computed for determining the extent of relevance and effectiveness of CCE and QCE instruments. The interpretation of the data was based on the following scale:

Scale	Range	Interpretation
4.51 – Above	5	Excellent Extent of relevance (E)/Very Effective (VE)/Most Serious Problem (MoP)/Most Effective Solution (MoS)
3.51 – 3.50	4	High Extent Relevance (HE)/Effective (E)/More Serious Problem (MP)/More Effective Solution (MS)

2.51 – 3.50	3	Moderate Extent of Relevance (ME)/Moderately Effective (ME)/Serious Problem (SP)/Effective Solution (ES)
1.51 – 2.50	2	Low Extent of relevance (LE)/Less Effective (LE)/Least Serious Problem (LP)/Less Effective Solution (LS)
1.50 and below	1	Negligible (N)/Ineffective (IE)/Not a Problem (NP)/Ineffective Solution (IS)

ANOVA. The one-way analysis of variance was used to compare the perceptions of the four groups of respondents relative to the relevance and effectiveness of CCE and QCE evaluation using the following computational table (Ferguson and Takane, 1989: 257):

Table 2

Table of Computational Formula for ANOVA

Source of Variations	df	Sum of Squares	Mean Squares	F
Between	K - 1	$SSB = \frac{\Sigma (T)^2}{N} - C$	$MSB = \frac{SSB}{K-1}$	$F = \frac{MSB}{MSW}$
Within	N – K	SSW = SST - SSB	$MSW = \frac{SSW}{N-K}$	
Total	**N – 1**	**$SST = \Sigma X^2 - C$**	-	-

where:

K - refers to the number of groups compared;

N - refers to the total number of cases;

C - refers to the correction factor [$(\Sigma X)^2/N$];

T - refers to the group total; and

n - refers to the number of cases per group.

The computed F–value was compared with the tabular/critical F–value at .05 level of significance with K – 1 and N – K degrees of freedom. When the former proved greater than the latter, the corresponding null hypothesis was rejected. Otherwise, the same was accepted.

Pearson Product Moment Correlation Coefficient. This statistical tool was used to determine the reliability of the development questionnaire and to find out whether there existed a relationship between the CCE and QCE points earned and their academic rank as well as the relationship between the CCE and QCE points earned and their personal variates and the relationship between the perceived relevance and effectiveness of CCE and QCE evaluation instrument and their personal vairates. The formula is suggested by Graham (1993:120) is applied, viz:

$$r = \frac{S_{xy}}{S_x S_y}$$

where:

x	-	refers to the CCE and QCE points earned and the perceived relevance and effectiveness of CCE and QCE evaluation instrument;
y	-	refers to the academic rank of the respondents and their personal characteristics;
S_{xy}	-	refers to the covariance of x and y;
S_x	-	refers to the standard deviation of x; and
S_y	-	refers to the standard deviation of y.

In interpreting the computed value for the reliability of the instruments, the table of Reliability Coefficient suggested by Ebel (1965: 242) was used as follows:

Table 3

Ebel's Interpretation Table of Reliability Coefficient

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly high, adequate for individual measurements
0.70 – 0.79	Rather low, adequate for group measurement
Below 0.70	Low, entirely inadequate for individual measurement although useful for group average and school surveys.

Fisher's t-test. This statistical tool was used for testing the correlational hypothesis of the study. The formula given by Walpole (1982: 307) was applied to wit:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

where:

r - refers to the computed correlation coefficient; and

N - refers to the number of paired data.

Finally, .05 level of significance was used in testing all the hypotheses.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of data based on the specific questions presented in this particular investigation. Included in this chapter are the profile of the academic staff of the SUCs in Eastern Visayas, the CCE and QCE points earned by the four groups of respondents based on the latest NBC 461 evaluation, the extent of relevance and effectiveness of the CCE and QCE instruments, the problems encountered by the four groups of respondents relative to CCE and QCE, solutions suggested by the respondents to address the problems encountered, and tests of hypotheses.

Profile of the Respondents

The personal profile of the respondents had been looked into to determine their background. The variates include: age, sex, civil status, educational qualification, position/official designation, field of specialization, administrative experience and/or teaching experience, performance rating, number of preparations of work load, total work loads and relevant trainings attended.

Age. Table 4 presents the age distribution of the respondents. As gleaned from Table 4, the mean age of the instructors-respondents was 36.05 years with a standard deviation of 3.59 years. For the assistant professors the mean age was 44.32 years with a standard deviation of 2.44 years. Among the associate

Table 4

Age Distribution of the Respondents

Age Bracket	Instructors		Assistant Professors		Associate Professors		Professors		Total	
	f	%	f	%	f	%	f	%	f	%
60 - 64	1	0.70	5	2.82	9	7.32	11	18.03	26	5.17
55 - 59	3	2.11	18	10.20	21	17.07	17	27.87	59	11.73
50 - 54	11	7.75	25	14.12	21	17.07	17	27.87	74	14.71
45 - 49	9	6.34	41	23.16	42	34.15	11	18.03	103	20.48
40 - 44	20	14.08	39	22.03	27	21.95	5	8.20	91	18.09
35 - 39	24	16.90	25	14.12	3	2.44	0	0.00	52	10.34
30 - 34	37	26.06	14	7.90	0	0.00	0	0.00	51	10.14
25 - 29	33	23.24	10	5.65	0	0.00	0	0.00	43	8.55
20 - 24	4	2.82	0	0.00	0	0.00	0	0.00	4	0.74
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	36.05 years		44.32 years		49.32 years		53.48 years		44.32	
SD	3.59 years		2.44 years		1.89 years		2.09 years		1.76	

professors, the mean age was 49.32 years with a standard deviation of 1.89 years. The professors' mean age was 53.48 years with a standard deviation at 2.09 years.

The foregoing data denoted that the four groups of respondents were already at their right age. The instructors were in the mid 30's while the assistant professors in the mid 40's, the associate professors were in their late 40's and the professors were in their early 50's.

Sex. Table 5 presents the sex distribution of the instructors, assistant professors, associate professors and professors. As gleaned from the said table, female dominance was observed as follows, 85 out of 142 or 59.86 percent among instructors, 109 out of 177 or 61.58 percent among assistant professors, 69 out of 123 or 56.10 percent among associate professors, and 31 out of 61 or 50.82 percent among professors.

Table 5

Sex Distribution of the Respondents

Sex	Instructors		Assistant Professors		Associate Professors		Professors		Total	
	f	%	f	%	f	%	f	%	f	%
Male	57	40.14	68	38.42	54	43.90	30	49.18	209	41.55
Female	85	59.86	109	61.58	69	56.10	31	50.82	294	58.45
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00

As a whole, there were 294 out of 503 females, equivalent to 58.45 percent and the remaining 209 or 41.55 percent were males.

Civil status. Table 6 contains data on the civil status of the four groups of respondents. From the same table it can be gleaned that 429 or 85.29 percent of the four groups were already married, 49 or 9.74 percent were single, 13 or 9.74 of were separated and 12 or 2.39 percent were widow/widower.

Table 6

Civil Status of the Respondents

Civil Status	Instructors		Assistant Professors		Associate Professors		Professors		Total	
	f	%	f	%	f	%	f	%	f	%
Single	38	26.76	9	5.08	2	1.63	0	0.00	49	9.74
Married	104	73.24	156	88.14	117	95.11	52	85.25	429	85.29
Widow/ Widower	0	0.00	5	3.39	2	1.63	4	6.56	12	2.39
Separated	0	0.00	6	3.39	2	1.63	5	8.19	13	2.58
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00

The data suggest that the respondents were responsible considering that despite their being married; they were able to cope with their responsibilities attached to their respective positions.

Educational qualification. The educational qualification of the respondents is revealed in Table 7. Among the 142 instructors, majority, that is, 86 or 60.56 percent were BS with MA units, followed by 31 or 21.80 percent who were Bachelor's degree holders. Meanwhile, out of the 177 assistant professors, the highest number were holders of master's degree with 54 or 30.51 percent. Among the associate professors and professors, majority of them were doctoral degree holders with 62 or 50.41 percent and 58 or 95.08 percent, respectively.

Table 7

Educational Qualification of the Respondents

Educational Qualification	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
Doctoral Degree	0	0.00	4	2.26	68	50.41	64	95.08	124	24.65
Doctoral – CAR	0	0.00	5	2.83	10	6.50	2	3.28	15	2.98
MA with Doctoral Units	2	1.41	38	21.47	48	38.21	0	0.00	87	17.30
Master's Degree	11	7.75	54	30.51	22	4.07	1	1.64	71	14.12
Master's – CAR	12	8.45	51	28.80	1	0.81	0	0.00	64	12.72
BS with MA Units	86	60.56	18	10.17	0	0.00	0	0.00	104	20.68
Bachelor's Degree	31	21.8	7	3.96	0	0.00	0	0.00	38	7.55
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00

The data suggest that the respondents were educationally qualified considering that they possess degrees higher than the minimum requirements for the positions they are in.

Academic rank. Table 8 presents the academic rank of the respondents. As gleaned from the same table, majority of them were Instructor I with 94 or 18.69 percent, followed by 71 or 14.12 percent who were Assistant Professor I, then 52 or 10.34 percent who were Assistant Professor II. The least number of the respondents, that is, one or 0.19 percent was a College Professor. The data imply

that majority of the respondents clustered at the lower academic rank levels which indicated stringent evaluation procedures for higher academic ranks.

Table 8

Academic Rank of the Respondents

Academic Rank	Number (f)	Percent
College Professor	1	0.19
Professor VI	19	3.78
Professor V	12	2.39
Professor IV	6	1.19
Professor III	9	1.79
Professor II	5	0.99
Professor I	9	1.79
Associate Professor V	15	2.98
Associate Professor IV	30	5.96
Associate Professor III	28	5.57
Associate Professor II	24	4.77
Associate Professor I	26	5.17
Assistant Professor IV	8	1.59
Assistant Professor III	46	9.15
Assistant Professor II	52	10.34
Assistant Professor I	71	14.12
Instructor III	13	2.58
Instructor II	35	6.96
Instructor I	94	18.69
Total	**503**	**100.00**

Local designation. In terms of local designation of the respondents, Table 9 provides the data. It can be gleaned from the table that majority of the respondents, that is, 316 or 62.82 percent had no local designation. There were 52 or 10.34 percent from the four groups of respondents who were designated advisers of organizations. While 33 or 6.56 percent from among the four groups were designated as head. As to the designation of Director and Coordinator Chairman or Manager there were 30 or 5.96 from among the four groups of respondents. There were eight or 1.59 percent who were designated as Vice-president and two or 0.40 percent who were designated as President from among the four group of respondents.

Table 9

Local Designation of Respondents

Designation	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
President	0	-	0	-	0	-	2	3.28	2	0.4
Vice-President	0	-	-	-	4	3.25	4	6.56	8	1.59
Dean	0	-	2	1.13	11	8.94	19	31.15	32	6.36
Director	3	2.11	6	3.39	12	9.76	9	14.75	30	5.96
Head	5	3.52	6	3.39	15	12.19	7	11.48	33	6.56
Coordinator/Chairman Manager	0	-	4	2.26	16	13.0	10	16.39	30	5.96
Adviser in Org./Other designation	1	0.71	18	10.17	24	19.53	9	14.75	52	10.34
No designation	133	93.661	41	79.66	41	33.33	1	1.64	316	62.82
Total	133	100.00	177	100.00	123	100.00	61	100.00	503	100.00

Likewise, it can be noted from the said table that most of those who were designated were either Associate Professors and Professors and most of those who had no designation were Instructors or Assistant Professors.

Work experience. Table 10 presents the administrative work experience of the respondents. As gleaned from Table 7, 133 or 93.66 percent of the instructors had no administrative work experience while seven or 4.93 percent had 1–5 years of administrative work experience and two or 1.41 percent had 6–10 years of administrative experience. Among the assistant professors, 144 or 81.36 percent had no administrative experience while 13 or 7.34 percent had 6–10 years of administrative experience; 17 or 9.60 percent had 1–5 years experience;

Table 10

Administrative Work Experience of Respondents

Administrative Work Experience (in years)	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
26 – 30	0	0.00	0	0.00	0	0.00	2	3.28	2	0.39
21 – 25	0	0.00	2	1.13	5	4.06	12	19.67	19	3.78
16 – 20	0	0.00	0	0.00	12	9.76	12	19.67	24	4.77
11 – 15	0	0.00	1	0.57	19	15.45	18	29.51	38	7.56
6 – 10	2	1.41	17	9.60	33	26.83	16	26.23	68	13.52
1 – 5	7	4.93	13	7.34	13	10.57	1	1.64	34	6.76
None	133	93.66	144	81.36	41	33.33	0	0.00	318	63.22
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	0.26 yrs.	-	1.32 yrs.	-	7.16 yrs.	-	14.97 yrs.	-	4.11 yrs.	-
SD	1.13 yrs.	-	3.46 yrs.	-	6.79 yrs.	-	6.02 yrs.	-	4.11 yrs.	-

two or 1.13 percent had 21–25 years of administrative experience; and only one or 0.57 percent had 11–15 years of administrative experience. From the associate professors, the highest number of 41 or 33.33 percent had no administrative work experience, followed by 33 or 26.83 percent who had 6-10 years of administrative experience and the least number of five or 4.06 percent had 21-25 year of administrative experience.

Among the professors, all of them had administrative experience and the highest number of 18 or 29.51 percent had 11-15 years of experience, followed by 12 professors or 19.67 percent with 21-25 and 16-20 years of administrative experience.

On the whole, the professors' group had the highest mean of administrative experience, followed by the associate professors with 14.97 years and 7.16 years, respectively. Meanwhile, the assistant professors on the average had 3.46 years of experience and the instructors had barely any experience at all, as evidenced by the mean of 0.26 year.

As to teaching experience, Table 11 contains the data. Among the instructors, their mean number of years of experience was 9.30 years with a standard deviation of 7.24 years; the assistant professors, had been teaching experience for 18.88 years with a standard deviation of 7.19 years; the associate professors, had been teaching for 23.49 years with standard deviation of 6.58 years while the professors, had been teaching for 27.26 years with standard

Table 11

Teaching Experience of Respondents

Teaching Experience (in years)	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
36 – 40	0	0.00	1	0.57	5	4.07	5	8.20	11	2.19
31 – 35	0	0.00	8	4.52	11	8.94	9	14.75	28	5.57
26 – 30	10	7.04	23	12.99	36	29.27	24	39.34	93	18.49
21 – 25	2	1.41	41	23.16	22	17.89	18	29.51	83	16.50
16 – 20	15	10.56	47	26.55	39	31.71	5	8.20	106	21.07
11 – 15	15	10.56	36	20.34	8	6.50	0	0.00	59	11.73
6 – 10	46	32.39	15	8.47	2	1.63	0	0.00	63	12.52
1 – 5	54	38.03	6	3.39	0	0.00	0	0.00	60	11.93
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	9.30 yrs.		18.88 yrs.		23.49 yrs.		27.26 yrs.		18.32 yrs.	
SD	7.24 yrs.		7.19 yrs.		6.58 yrs.		5.19 yrs.		9.28 yrs.	

deviation of 5.19 years. Thus, on the average, the respondents had been teaching for 18.32 years with a standard deviation of 9.28 years.

Furthermore, it can be noted that among the four groups of respondents, the professors posted the highest average of teaching experience of 27.26 years followed by the associate professors (23.49 years), the assistant professors (18.88 years) and the instructors (9.30 years). This indicated that generally, those who have been teaching longer tend to have higher academic rank.

Performance rating. Table 12 reveals the performance rating of the respondents. From the said table, it can be gleaned that the mean performance rating of the instructors was 9.23 with a standard deviation of 0.36; for the assistant professors, their mean performance rating was 9.41 with a standard deviation of 0.31; for the associate professors, their average performance rating was 9.39 with a standard deviation of 0.37; for the professors, their performance rating was 9.50 with a standard deviation of 0.40. It can be noted that among the four groups, the highest average performance rating was obtained by the professors while the lowest average performance rating was obtained by the instructors, with 9.50 and 9.23, respectively. Furthermore, the data suggest that the respondents were performing well.

Table 12

Performance Rating of Respondents

Performance Rating	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
9.8 – 10.0	7	4.93	13	7.34	16	13.00	14	22.95	50	9.94
9.8 – 9.7	34	23.94	90	50.85	46	37.40	29	47.54	199	39.56
9.2 – 9.4	41	28.87	34	19.21	36	29.27	10	16.39	121	24.06
8.9 – 9.1	45	31.69	32	18.08	14	11.38	3	4.92	94	18.69
8.6 – 8.8	8	5.63	7	3.95	7	5.69	3	4.92	25	4.97
8.3 – 8.5	6	4.23	0	0.00	2	1.63	0	0.00	8	1.59
8.0 – 8.2	1	0.70	1	0.56	2	1.63	2	3.28	6	1.19
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	9.23		9.41		9.39		9.50		9.36	
SD	0.36		0.31		0.37		0.40		0.36	

Teaching load. Table 13 reflects the number of preparations of the four groups of respondents. As reflected in the table, the mean number of the preparations of instructors was 5 with a standard deviation of 2 preparations; for the assistant professors their mean number of preparations was 4 with a standard deviation of 2; for the associate professors, the mean number of preparations was 3 with standard deviation of 2 preparations; and for professors was 3 with standard deviation of 1 preparation.

On the other hand, Table 14 reflects the total workload of the four groups of respondents. As gleaned from this table, the average workloads of the instructors were 23.49 with a standard deviation of 4.12; for the assistant professors, of 22.32 workloads with a standard deviation of 5.51; for the associate professors, 19.10 with a standard deviation of 6.79 workloads;

Table 13

Number of Preparations of the Respondents

Number of Preparation	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
7 - 9	15	10.56	15	8.47	3	2.44	0	0.00	33	6.56
4 - 6	97	68.31	110	62.15	53	43.09	11	18.03	271	53.88
1 - 3	30	21.13	52	29.38	67	54.47	50	81.97	199	39.56
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	5 preparations		4 preparations		3 preparations		3 preparations		4 preparations	
SD	2 preparations		2 preparations		2 preparations		1 preparation		2 preparations	

Table 14

Total Workload of the Respondents

Total Workload	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
36 - 40	0	0.00	1	0.56	1	0.81	0	0.00	2	0.40
31 - 35	1	0.70	1	0.56	2	1.63	0	0.00	4	0.80
26 - 30	43	30.28	46	25.99	15	12.20	2	3.28	106	21.07
21 - 25	76	53.52	87	49.15	44	35.77	4	6.56	211	41.95
16 - 20	14	9.86	18	10.17	21	17.07	6	9.84	59	11.73
11 - 15	7	4.93	15	8.47	25	20.33	18	29.51	65	12.92
6 - 10	1	0.70	9	5.08	13	10.57	19	31.15	42	8.35
1 - 5	0	0.00	0	0.00	2	1.63	12	19.67	14	2.78
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	23.49 workloads		22.32 workloads		19.10 workloads		11.11 workloads		20.50 workloads	
SD	4.12 workloads		5.51 workloads		6.79 workloads		6.35 workloads		6.82 workloads	

and for the professors, their average workload was 11.11 with a standard deviation of 6.35. It can be noted that the professors' group had the least average workload while the instructors' group had the highest workload. This could be due to the fact that most of the professors had local designations.

Relevant trainings attended. Table 15 reveals the number of relevant trainings attended by the respondents. As revealed in this table, the average relevant trainings attended by the instructors was 15 trainings with a standard deviation of 2 trainings; for the assistant professors, their mean number of relevant trainings attended was 29 with a standard deviation of 9 trainings; for the associate professors, 40 trainings with a standard deviation of a trainings; and for the professors, 64 trainings with a standard deviation of 12 trainings. It can be noted that the professors' group had the highest average number of trainings attended and the instructors' group had the lowest mean number of trainings attended. This could be attributed to the fact that the professors had been in the teaching profession for longer time compared to the instructors, assistant professors and associate professors.

Table 15

Relevant Trainings Attended by the Respondents

Number of Relevant Trainings Attended	Academic Rank								Total	
	Instructors		Assistant Professors		Associate Professors		Professors			
	f	%	f	%	f	%	f	%	f	%
76 - 90	0	0.00	0	0.00	0	0.00	9	14.75	9	1.79
61 - 75	0	0.00	0	0.00	0	0.00	28	45.90	28	5.57
46 - 60	0	0.00	6	3.39	33	26.83	22	36.07	61	12.13
31 - 45	0	0.00	62	35.03	76	61.79	1	1.64	139	27.63
16 - 30	66	46.48	108	61.02	14	11.38	1	1.64	189	37.57
1 - 15	76	53.52	1	0.56	0	0.00	0	0.00	77	15.31
Total	142	100.00	177	100.00	123	100.00	61	100.00	503	100.00
Mean	15 trainings		29 trainings		40 trainings		64 trainings		32 trainings	
SD	7 trainings		9 trainings		9 trainings		12 trainings		17 trainings	

CCE and QCE Points Earned by Four Groups of Respondents Based on the Latest NBC 461 Evaluation

Table 16 presents the mean QCE and CCE points earned by the four groups of respondents based on the latest NBC 461 evaluation. As presented by the said table, the professors obtained total mean CCE points of 174.16 while the same group of respondents earned QCE points of 95.09.

On the part of the associate professors, they obtained a total mean CCE points of 140.24 with 93.60 QCE points; the total mean CCE points earned by assistant professors was 107.79 and their mean QCE points was 94.59; the instructors obtained a total mean QCE points of 75.49 with mean QCE total points of 92.89.

Table 16

CCE and QCE Points Earned by the Respondents Based on NBC 461 Evaluation

Respondents	CCE								QCE	
	Educational Qualification		Academic Experience		Professional Achievement		Total Points		$\bar{X}$	SD
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
Professors	84.60	1.84	24.46	1.97	65.27	9.22	174.16	10.48	95.09	4.72
Associate Professors	78.84	6.61	21.75	12.73	40.94	8.22	140.24	10.10	93.60	8.53
Assistant Professors	63.64	8.87	14.24	5.79	29.53	6.72	107.79	11.43	94.59	3.18
Instructors	53.54	6.01	6.85	4.17	15.20	6.40	75.49	9.96	92.89	3.66
All Respondents	66.96	13.23	15.19	9.82	32.52	16.95	114.48	33.81	93.94	5.29

The foregoing data denoted that the four groups of respondents were fitted to their respective ranks being manifested by the CCE and QCE points earned which were within the limits per rank based on the criteria set by NBC 461.

Relationship Between the CCE and QCE Points Earned by the Respondents by Academic Rank

The relationship between the CCE and QCE points earned by the faculty-respondents and their academic rank was determined and the results are shown in Table 17.

Table 17

Relationship of CCE and QCE Points Earned by the Respondents by Academic Rank

Respondents	CCE		QCE		r	df	t	p-value (significance)
	$\bar{X}$	SD	$\bar{X}$	SD				
Professors	174.16	10.48	95.04	4.72	0.33	59	2.642	Significant
Associate Professors	140.29	10.10	93.60	8.53	0.13	120	1.430	Not Significant
Assistant Professors	107.79	11.43	94.60	3.17	0.22	181	2.971	Significant
Instructors	75.49	9.96	92.89	3.67	0.17	141	2.095	Significant
All Respondents	114.75	33.81	94.94	5.29	.1412	507	3.212	Significant

Table 17 shows that among the professors, assistant professors and instructors, the correlation coefficients were 0.33, 0.22 and 0.17, respectively. The p-value were 0.11 (professors), 0.003 (assistant professors) and 0.037 (instructors). These values were lesser than the level of significance, $\alpha = 0.05$. This led to the rejection of the hypothesis that "there is no significant relationship between the CCE and QCE points earned by the professors, assistant professors and instructors involved in the study." This implies that those who earned high CCE points also got high CCE points; those who earned low CCE points also got low CCE points.

Meanwhile, among the associate professors' group, the computed r was 0.13 with a p-value of 0.155. This p-value was lesser than the level of significance set at $\alpha = 0.05$ which led to the acceptance of the hypothesis. This means that the CCE points earned by the associate professors were not related to their QCE points earned.

Comparison of the CCE and QCE Points Earned by the Respondents by SUC Category and Rank

Tables 18-22 present the comparison of the CCE and QCE points earned by the respondents by SUC category and rank.

Table 18 presents the comparison of the CCE and QCE points earned by the respondents by rank. As presented, the computed F-ratio for CCE was 1551.95 with a p-value of 0.0000 which is less than the alpha level of .05.

Table 18

Comparison of CCE and QCE Points Earned by the Respondents Among Ranks

Respondents by ranks	CCE				QCE			
	$\bar{X}$	n	F-ratio	p-value	$\bar{X}$	n	F-ratio	p-value
Professors	174.16	61			95.09	61		
Associate Professors	140.24	122	1551.95	0.00000 Significant	93.60	122	4.027	7.557E.03 Significant
Assistant Professors	107.79	183			94.60	183		
Instructors	75.49	143			92.89	143		

Likewise, the same table reveals the comparison of the QCE points earned by the respondents among ranks. The computed F-ratio was 4.027 with p-value of 7.557E.03 which was less than the alpha level of .05. This led to the rejection of the hypothesis that "there is no significant difference between the CCE and QCE points earned by the respondents by rank."

This denoted that the CCE and QCE points earned by the respondents differed from one rank to the other. This could be attributed to the differences in the criteria for CCE and QCE.

As gleaned from Table 19, the comparison of CCE and QCE points earned by the instructors among SUCs posted a computed F-ratio of .245 with p-value of 0.62 and .210 with p-value of 0.65 for CCE and QCE, respectively. The p-values were more than the .05 alpha level which means that the differences in the CCE

Table 19

Comparison of CCE and QCE Points Earned by the Instructors Among SUCs

Respondents by SUCs	CCE				QCE			
	$\bar{X}$	n	F-ratio	p-value	$\bar{X}$	n	F-ratio	p-value
State Universities	75.23	102	.245	0.62 Not Significant	92.98	102	.210	0.65 Not Significant
State Colleges	76.15	41			92.67	41		
Grand Mean	75.49	143	-	-	92.89	143	-	-

and QCE points earned by the instructors among were not significant when compared by SUC category. This implies that the CCE and QCE points earned by the respondents were more or less the same regardless of whether the respondent came from a state college or university. This indicated that in the evaluation, uniformity of criteria and objectivity were applied.

In Table 20, the comparison of the CCE and QCE points earned by assistant professors among SUCs is depicted. From the said table, it can be noted that the computed F-ratios were 0.325 with p-value of 0.57 and .099 with p-value of 0.75 to compare the CCE and QCE points, respectively. The p-values were more than the alpha level of .05 which signified that there were no significant differences in the CCE and QCE points earned by the assistant professor when compared by SUC category.

Table 20

Comparison of CCE and QCE Points Earned by the Assistant Professors Among SUCs

Respondents by SUCs	CCE				QCE			
	$\bar{X}$	n	F-ratio	p-value	$\bar{X}$	n	F-ratio	p-value
State Universities	107.46	125	.325		94.55	125		
State Colleges	108.50	58		0.57 Not Significant	94.71	58	.099	0.75 Not Significant
Grand Mean	107	183	-	-	94.60	183	-	-

The result of the comparison of the CCE and QCE points earned by the associate professors among SUCs is shown in Table 21. Based on the comparative analysis, the computed F-ratios were .563 with p-value of 0.45 and 1.770 with p-value of 0.19 for CCE and QCE among SUCs, respectively. The p-values were more than the alpha level of .05; thus, the differences noted were not significant. This implies that the CCE and QCE points earned by the respondents were more or less the same regardless of whether the respondent came from a state college or university. This indicated that in the evaluation process, uniformity of criteria and objectivity were applied.

Table 21

Comparison of CCE and QCE Points Earned by the Associate Professors Among SUCs

Respondents by SUCs	CCE				QCE			
	$\bar{X}$	n	F-ratio	p-value	$\bar{X}$	n	F-ratio	p-value
State Universities	139.82	89			92.98	89		
State Colleges	141.37	30	.563	0.45 Not Significant	95.28	33	1.770	0.19 Not Significant
Grand Mean	140.24	122	-	-	93.60	122	-	-

Based on the result of the comparison of CCE and QCE points earned by the professors among SUCs presented in Table 22, the computed F-ratios were 4.375 with p-value of 0.41 and 1.594 with p-value of 0.21 for CCE and QCE comparison among SUCs, respectively. The p-value in comparing the CCE turned less than the alpha level of .05 hence, significant differences among the CCE points earned by professors from among SUCs were revealed on the other hand, the p-value in comparing the QCE points earned by professors from among the SUCs was greater than the alpha level of .05 hence, the QCE points earned by them from among the SUCs more or less were the same.

Table 22

Comparison of CCE and QCE Points Earned by the Professors Among SUCs

Respondents by SUCs	CCE				QCE			
	$\bar{X}$	n	F-ratio	p-value	$\bar{X}$	n	F-ratio	p-value
State Universities	175.23	53			94.80	53		
State Colleges	167.13	8	4.375	0.41 Significant	97.05	8	1.594	0.21 Not Significant
Grand Mean	174.16	61	-	-	95.09	61	-	-

This implies that CCE points earned by professors from state universities were greater than those earned by professors from state colleges. This could be attributed to the fact that state universities could have more provisions for professional activities than state colleges for them to earn more CCE points.

Moreover, for QCE points, the result indicated that uniformity of criteria and objectivity were applied in the evaluation process.

Relationship Between the CCE and QCE Points Earned by the Four Groups of Respondents and Their Profile

Tables 23-24 show the correlational analysis between the CCE and QCE points earned by the four groups of respondents and their personal profile, namely: age, sex, civil status, educational qualification, position/official

designation, field of specialization, administrative work experience, teaching experience, performance rating, teaching work load and relevant training attended.

Age. In correlating the CCE points earned by the four groups of respondents with their age, the computed r-value was 0.62 with the t-value of 17.80 at df = 507; with p-value of .0000 which was less than the alpha level of .05, this indicated that the correlation coefficient was significant.

Moreover, the computed r-value in associating the QCE points earned by the respondents with their age was 0.09 with the computed t-value of 2.050 at df = 507 with p-value of 0.04 which was less than the alpha level of .05, thus the correlation coefficient was significant.

Table 23

Relationship Between the CCE Points Earned by the Respondents and Their Personal Profile

Personal Profile	r	df	t-value	p-value	
Age	0.62	507	17.999	.0000	Significant
Sex	0.05	507	1.309	0.19	Not Significant
Civil Status	0.35	507	8.56	.000	Significant
Educational Qualification	0.85	507	36.950	.000	Significant
Academic Rank/Local Designation	0.92	507	54.47	.000	Significant
Field of Specialization	0.30	507	7.104	.000	Significant
Administrative Work Experience	0.70	507	22.158	.000	Significant
Teaching Experience	0.66	507	19.874	.000	Significant
Performance Rating	0.24	507	5.538	.000	Significant
Teaching Work Load	0.44	507	11.327	.000	Significant
Relevant Training Attended	0.92	507	54.650	.000	Significant

The result denoted that there was a proportional correlation between the CCE and QCE points earned by the respondents and their age. This meant older respondents earned higher CCE and QCE points than the younger respondents.

Sex. In correlating the CCE points earned by the respondents with their sex, the computed r-value was .05 with the t-value of 1.309 at df = 507 and p-value of 0.19 which was greater than the alpha level of .05. Thus, correlation coefficient was not significant. Furthermore, in correlating the QCE points earned by the four groups of respondents and their sex, the computed r-value was .01 with the computed t-value of .189 at df = 507 with p-value of 0.85 which was greater than the alpha level of .05. This denoted that the correlation coefficient was not significant.

Table 24

Relationship Between the QCE Points Earned by the Respondents and Their Personal Profile

Personal Profile	r	df	t-value	p-value	
Age	.09	507	2.050	0.04	Significant
Sex	.01	507	.189	0.85	Not Significant
Civil Status	.09	507	2.252	0.02	Significant
Educational Qualification	.08	507	1.750	0.08	Not Significant
Academic Rank/Local Designation	.08	507	1.792	0.07	Not Significant
Field of Specialization	.08	507	1.864	0.06	Not Significant
Administrative Work Experience	.15	507	3.456	.000	Significant
Teaching Experience	.09	507	2.121	0.03	Significant
Performance Rating	.69	507	21.898	.00000	Significant
Teaching Work Load	-.08	507	-1.837	0.07	Not Significant
Relevant Training Attended	.19	507	4.327	.00002	Significant

The foregoing result signified that there was no relationship between the CCE and QCE points earned by the four groups of respondents and their sex. This meant that sex of the respondents had nothing to do with the CCE and QCE points earned by them.

Civil status. In correlating the CCE points earned by the four groups of respondents with their civil status, the computed r-value was 0.35 and the t-value was 8.56 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus the correlation coefficient was significant.

Too, the computed r-value in associating the QCE points earned by the respondents with their civil status was 0.09 and the computed t-value was 2.252 at df = 507, with p-value of 0.02 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

The data denoted that there was a proportional correlation between the CCE and QCE points earned by the respondents and their civil status. This meant that the widows and married respondents tend to obtain higher CCE and QCE points than the single respondents.

Educational qualification. In correlating the CCE points earned by the four groups of respondents with their educational qualification, the computed r-value was 0.85 and the t-value was 36.950 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

Furthermore, the computed r-value in associating the QCE points earned by the respondents with their educational qualification was 0.08 the computed t-value was 1.750 at df = 507, with p-value of 0.08 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

The data denoted that there was a proportional correlation between the CCE points earned by the respondents and their educational qualification. Those who have obtained higher educational qualification earned higher CCE points than those who have lower educational qualification. However, there was no significant correlation between the QCE points earned by the four groups of respondents and the educational qualification.

Academic rank/local designation. In correlating the CCE points earned by the four groups of respondents with their position/official designation, the computed r-value was 0.92 and the t-value was 54.47 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation was significant.

On the other hand, the computed r-value in associating the QCE points earned by the respondents with their position/official designation was 0.08 and the computed t-value was 1.792 at df = 507, with p-value of 0.07 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

The data denoted that there was a proportional correlation between the CCE points earned by the respondents and their position/official designation.

Those who were given additional responsibilities or designations earned higher CCE points than full time faculty members. However there was no significant correlation between the QCE points earned by the four groups of respondents and their academic rank.

Field of specialization. In correlating the CCE points earned by the four groups of respondents with their field of specialization, the computed r-value was 0.80 and the t-value was 7.104 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

On the other hand, the computed r-value in associating the QCE points earned by the respondents with their field of specialization was 0.08 and the computed t-value was 1.864 at df = 507, with p-value of 0.06 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

The data denoted that there was a proportional correlation between the CCE points earned by the respondents and their field of specialization. Those who were given teaching assignments related to their fields of specialization earned higher CCE points, than the non majors. However, there was no significant correlation between the QCE points earned by the four groups of respondents and their field of specialization.

Administrative work experience. In correlating the CCE points earned by the four groups of respondents with their administrative work experience, the computed r-value was 0.70 and the t-value was 22.158 at df = 507, with p-value

of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

Moreover, the computed r-value in associating the QCE points earned by the respondents with their administrative work experience was 0.15 and the computed t-value was 3.456 at df = 507, with p-value of 0.000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

The data denoted that there was a proportional correlation between the CCE and QCE points earned by the respondents and their administrative work experience. This meant that the respondents who had longer administrative work experience obtained higher CCE and QCE points while those who had shorter administrative work experience tend to earned lower CCE and QCE points.

Teaching experience. In correlating the CCE points earned by the four groups of respondents with their teaching experience, the computed r-value was 0.66 and the t-value was 19.874 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

Furthermore, the computed r-value in associating the QCE points earned by the respondents with their teaching experience was 0.09 and the computed t-value was 2.121 at df = 507, with p-value of 0.03 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

The data denoted that there was a proportional correlation between the CCE and QCE points earned by the respondents and their teaching experience.

This meant that the respondents who longer teaching experience obtained higher CCE and QCE points than those respondents who had been in the teaching profession for just a short period of years.

Performance rating. In correlating the CCE points earned by the four groups of respondents with their performance rating, the computed r-value was 0.24 and the t-value was 5.538 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

Too, the computed r-value in associating the QCE points earned by the respondents with their performance rating was 0.69 and the computed t-value was 21.898 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

The data denoted that there was a proportional correlation between the CCE and QCE points earned by the respondents and their performance rating. This meant that respondents with high performance ratings obtained higher CCE and QCE points than those with low performance ratings.

Teaching work load. In correlating the CCE points earned by the four groups of respondents with their teaching work load, the computed r-value was 0.44 and the t-value was 11.327 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

On the other hand, the computed r-value in associating the QCE points earned by the respondents with their teaching work load was -0.08 and the

computed t-value was –1.837 at df = 507, with p-value of 0.07 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

The data denoted that there was a proportional correlation between the CCE points earned by the respondents and their teaching work load. This meant that those who had more teaching work load earned high CCE points; those who had less teaching work loads earned low CCE points. On the other hand, teaching work load showed no significant correlation with the QCE points earned by the respondents.

Relevant training attended. In correlating the CCE points earned by the four groups of respondents with their relevant training attended, the computed r-value was 0.92 and the t-value was 54.650 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

Moreover, the computed r-value in associating the QCE points earned by the respondents with their relevant training attended was 0.19 and the computed t-value was 4.307 at df = 507, with p-value of .00000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

The data denoted that there was a proportional correlation between the CCE and QCE points earned by the respondents and relevant training attended. This meant that respondents who attended more trainings earned high CCE and QCE points. Too, those who attended less trainings earned low CCE and QCE points.

Extent of Relevance and Effectiveness of CCE and QCE Instruments as Perceived by the Four Groups of Respondents

Tables 25-28 contain data on the perceptions of the four groups of respondents on the extent of relevance and effectiveness of the CCE and QCE instruments.

Pertaining to the CCE instruments, the extent of relevance of the three areas was perceived by the four groups of respondents as "high." The highest weighted mean was 3.93 for academic experience followed by 3.86 and 3.74 for professional achievement and educational qualification, respectively. In terms of grouping, the professors gave the highest mean of 4.03, followed by the instructors (3.91), associate professors (3.76) and assistant professors (3.76). Thus, the grand mean of 3.84 indicated that the extent of relevance of the CCE instrument was considered "high" by the faculty-respondents.

Table 25

Extent of Relevance of CCE Instruments as Perceived by the Four Groups of Respondents

Respondents	Educational Qualification		Academic Experience		Professional Achievement		Total Points	
	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description
Professors	4.02	HE	4.04	HE	4.04	HE	4.03	HE
Associate Professors	3.67	HE	3.88	HE	3.80	HE	3.76	HE
Assistant Professors	3.68	HE	3.90	HE	3.77	HE	3.76	HE
Instructors	3.75	HE	3.96	HE	3.97	HE	3.91	HE
All Respondents	3.74	HE	3.93	HE	3.86	HE	3.84	HE

LEGEND:

4.51 - 5.00 Excellent Extent of Relevance (E)
3.51 - 4.50 High Extent of Relevance (HE)
2.51 - 3.50 Moderate Extent of Relevance (ME)
1.51 - 2.50 Low Extent of Relevance (LE)
1.00 - 1.50 Negligible (N)

Thus, the foregoing data showed that the four groups of respondents were unanimous in their perceptions relative to the relevance of the CCE instruments.

In terms of effectiveness of the CCE, Table 26 presents the perceptions of the four groups of respondents. From the said table it can be seen that the four groups of respondents perceived the effectiveness of the CCE instruments as follows: educational qualification, 3.71 denoting "effective", academic experience, 3.93 or "effective" and professional achievement, 3.99 interpreted as "effective".

Table 26

Extent of Effectiveness of CCE Instruments as Perceived by the Four Groups of Respondents

Respondents	Educational Qualification		Academic Experience		Professional Achievement		Total Points	
	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description
Professors	3.83	E	3.90	E	4.00	E	3.91	E
Associate Professors	3.68	E	3.93	E	4.01	E	3.87	E
Assistant Professors	3.62	E	3.91	E	3.91	E	3.79	E
Instructors	3.80	E	3.96	E	4.07	E	3.93	E
All Respondents	3.71	E	3.93	E	3.99	E	3.86	E

LEGEND:

4.51 – 5.00	Very Effective (VE)
3.51 – 4.50	Effective (E)
2.51 – 3.50	Moderately Effective (ME)
1.51 – 2.50	Less Effective (LE)
1.00 – 1.50	Ineffective (IE)

By group, the following are the means: 3.93, 3.91, 3.87 and 3.79 for instructors, professors, associate professors and associated professors, respectively.

The foregoing data showed that the four groups of respondents were unanimous that the CCE instrument was effective as evidenced by the over-all mean of 3.86.

Along the perceptions of the four groups of respondents relative to the relevance of QCE instruments Table 27 presents the data. From the said table, it can be gleaned that the four groups of respondents gave the following means:

Table 27

Extent of Relevance of the QCE Instruments as Perceived by the Four Groups of Respondents

Respondents	Clientele Satisfaction / Commitment		Leadership / Knowledge of the Subject		Partnership Development / Teaching for Independence		Community Responsibility / Management of Teaching		Average	
	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description
Professors	3.98	HE	3.99	HE	3.89	HE	3.95	HE	3.98	HE
Associate Professors	3.73	HE	3.70	HE	3.65	HE	3.67	HE	3.72	HE
Assistant Professors	3.98	HE	4.03	HE	3.96	HE	3.96	HE	4.00	HE
Instructors	3.91	HE	3.94	HE	3.84	HE	3.86	HE	3.92	HE
All Respondent	3.90	HE	3.92	HE	3.85	HE	3.86	HE	3.91	HE

LEGEND:

4.51 - 5.00	Excellent Extent of Relevance (E)
3.51 - 4.50	High Extent of Relevance (HE)
2.51 - 3.50	Moderate Extent of Relevance (ME)
1.51 - 2.50	Low Extent of Relevance (LE)
1.00 - 1.50	Negligible (N)

clientele satisfaction – commitment, 3.90 denoting "high extent of relevance"; leadership – knowledge of the subject, 3.92 with an adjectival rating of "high extent of relevance"; partnership development – teaching for independence, 3.85 being interpreted as "high extent of relevance"; community responsibility – management of teaching, 3.86 which is interpreted as "high extent of relevance".

Based on the respondents' grouping, the following were the means: 4.00 for assistant professors, 3.98 for professors, 3.92 for instructors and 3.72 for associate professors; all these values corresponded to "high extent of relevance." As to the effectiveness of the QCE instruments based on the perceptions of the four groups of respondents, Table 28 reveals the data. As gleaned from the said table it can be noted that the four groups of respondents gave the following total means: clientele satisfaction – commitment, 3.89 denoting "effective"; leadership – knowledge of the subject, 3.98 with an adjectival rating of "effective"; partnership development – teaching for independence, 3.83 being interpreted as "effective"; community responsibility – management of teaching, 3.88 which is interpreted as "effective", while the average perception of the associate professors on the relevance of QCE questionnaire was 3.73 with an adjectival rating of "effective." On the part of associate professors and instructors they gave 4.01 and 3.93 or "effective."

The foregoing data signified that the four groups of respondents gave the same assessment on the effectiveness of the QCE instruments. They perceived it as "effective" being manifested by the grand mean of 3.91.

Table 28

Extent of Effectiveness of the QCE Instruments as Perceived by the Four Groups of Respondents

Respondents	Clientele Satisfaction / Commitment		Leadership / Knowledge of the Subject		Partnership Development / Teaching for Independence		Community Responsibility / Management of Teaching		Average	
	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description	$\bar{X}$	Description
Professors	3.90	E	4.08	E	3.88	E	3.85	E	3.93	E
Associate Professors	3.71	E	3.76	E	3.67	E	3.72	E	3.73	E
Assistant Professors	4.01	E	4.12	E	3.90	E	3.97	E	4.01	E
Instructors	3.90	E	3.95	E	3.86	E	3.92	E	3.93	E
All Respondent	3.89	E	3.98	E	3.83	E	3.88	E	3.91	E

LEGEND:

4.51 – 5.00	Very Effective (VE)
3.51 – 4.50	Effective (E)
2.51 – 3.50	Moderately Effective (ME)
1.51 – 2.50	Less Effective (LE)
1.00 – 1.50	Ineffective (IE)

Comparison of the Perceptions of the Four Groups of Respondents Relative to the Extent of Relevance and Effectiveness of CCE and QCE Instruments

This section discusses the results of the comparison of the perceptions of the four groups of respondents in terms of the relevance and effectiveness of CCE and QCE instruments.

Relevance of CCE Instruments. Table 29 reflects the comparison of the perceptions of the four groups of respondents on the relevance of the CCE instruments. As reflected in the said table, it can be noted that the professors gave a mean of 4.034 with SD = .6488 while the associate professors gave a mean of 3.756 with SD = .7565; the assistant professors gave a mean of 3.764 with SD = .6812 and the instructors gave a mean of 3.910 with SD = .7623. By inspection, were numerical differences in the perceptions of four groups of respondents. In ascertaining if the differences were significant, the computed F-ratio was 3.166 with a p-value of 0.02 which turned less than the alpha level of .05. This means that the variation in the perceptions among the four groups of respondents was significant. Thus, the corresponding null hypothesis was rejected.

Table 29

Comparison of the Perceptions of the Four Groups of Respondents Relative to the Relevance of CCE Instruments

Respondents	$\bar{X}$	SD	N	F-ratio	p-value (Significance)
Professors	4.034	.6488	61		
Associate Professors	3.756	.7565	122	3.166	0.02 Significant
Assistant Professors	3.764	.6812	183		
Instructors	3.910	.7623	143		

Effectiveness of CCE Instruments. Table 30 reflects the comparison of the perception of the four groups of respondents on the effectiveness of the CCE instruments. As reflected in the said table, it can be noted that the professors gave a mean of 3.910 with SD = .7282 while the associate professors gave a mean of 3.865 with SD = .7698; the assistant professors gave a mean of 3.793 with SD = .6775 and the instructors gave a mean of 3.929 with SD = .7924. By inspection, there existed numerical differences in the perceptions given by the four groups of respondents. In ascertaining if the differences were significant, the computed F-ratio was.997 with a p-value of 0.39 which turned greater than the alpha level of .05. This means that the observed differences in the perceptions among the four groups of respondents were not significant. Thus, the corresponding hypothesis was accepted.

Table 30

Comparison of the Perceptions of the Four Groups of Respondents Relative to the Effectiveness of CCE Instruments

Respondents	$\bar{X}$	SD	N	F-ratio	p-value (Significance)
Professors	3.910	.7282	61		
Associate Professors	3.865	.7698	122		
				997	0.39 Not Significant
Assistant Professors	3.793	.6775	183		
Instructors	3.929	.7924	143		

Relevance of QCE Instruments. Table 31 presents the comparison of the perceptions of the four groups of respondents on the relevance of the QCE instruments.

As reflected in the said table, it can be noted that the professors gave a mean of 3.974 with SD = .7539 while the associate professors gave a mean of 3.719 with SD = .8329; the assistant professors gave a mean of 4.001 with SD = .6729 and the instructors gave a mean of 3.915 with SD = .8481. By inspection, there were numerical differences in the perceptions given by the four groups of respondents. In ascertaining if these differences were significant, the computed F-ratio was 3.469 with a p-value of 0.02 which turned lesser than the alpha level of .05. This means that the differences in the perceptions among the four groups of respondents were significant. Thus, the corresponding hypothesis was rejected.

Table 31

Comparison of the Perceptions of the Four Groups of Respondents Relative to the Relevance of QCE Instruments

Respondents	$\bar{X}$	SD	N	F-ratio	p-value (Significance)
Professors	3.974	.7539	61		
Associate Professors	3.719	.8329	122	3.469	0.02 Significant
Assistant Professors	4.001	.6729	183		
Instructors	3.915	.8481	143		

Effectiveness of QCE Instruments. Table 32 shows the comparison of the perception of the four groups of respondents on the effectiveness of the QCE instruments. As reflected in the said table, it can be noted that the professors gave a mean of 3.933 with SD = .7606 while the associate professors gave a mean of 3.731 with SD = .8570; the assistant professors gave a mean of 4.009 with SD = .6632 and the instructors gave a mean of 3.929 with SD = .8421. By inspection, there were numerical differences the perceptions given by the four groups of respondents. In ascertaining if these differences were significant, the computed F-ratio was 3.203 with a p-value of 0.02 which turned less than the alpha level of .05. This means that the differences in the perceptions among the four groups of respondents were significant. Thus, the corresponding hypothesis was rejected.

Table 32

Comparison of the Perceptions of the Four Groups of Respondents Relative to the Effectiveness of QCE Instruments

Respondents	$\bar{X}$	SD	N	F-ratio	p-value (Significance)
Professors	3.933	.7606	61		
Associate Professors	3.731	.8570	122	3.203	0.02 Significant
Assistant Professors	4.009	.6632	183		
Instructors	3.929	.8421	143		

Relationship Between the Perceived Relevance and Effectiveness of CCE and QCE Instruments and the Profile of the Respondents

Tables 33-36 contain the results of the correlational analysis between the perceived relevance and effectiveness of the CCE and QCE instruments and the profile of the respondents according to age, sex, civil status, educational qualification, position/official designation, field of specialization, administrative work experience, teaching experience, performance rating, teaching work load and relevant training attended.

Age. In correlating the relevance and effectiveness of the CCE and QCE instruments with the age of the respondents, the following r-values were obtained: -.05, .04, .00, and with corresponding t-values of -1.154 with p-value of 0.25, -.933 with p-value of 0.35; -.5145E-03 with p-value of 1.00; and .107 with p-value of 0.91. The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Sex. In correlating the relevance and effectiveness of the CCE and QCE instruments with the sex of the respondents, the following r-values were obtained: -.03, -.03, -.01 and .01 and the corresponding t-values were: -.705 with p-value of 0.48; -.752 with p-value of 0.45; -.369 with p-value of 0.71; and .312 with p-value of 0.76. The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Table 33

Relationship Between the Relevance of CCE Instruments and the Personal Profile of the Respondents

Personal Profile	r	df	t-value	p-value	
Age	-.05	507	-1.154	0.25	Not Significant
Sex	-.03	507	-.705	0.48	Not Significant
Civil Status	-.07	507	-1.627	0.10	Not Significant
Educational Qualification	.02	507	.460	0.65	Not Significant
Academic Rank/Local Designation	.04	507	.938	0.35	Not Significant
Field of Specialization	.09	507	2.026	0.04	Not Significant
Administrative Work Experience	.06	507	1.325	0.19	Not Significant
Teaching Experience	-.02	507	-.532	0.59	Not Significant
Performance Rating	.03	507	.721	0.47	Not Significant
Teaching Work Load	-.00	507	-.033	0.97	Not Significant
Relevant Training Attended	.02	507	.532	0.59	Not Significant

Civil status. In correlating the relevance and effectiveness of the CCE and QCE instruments with the civil status of the respondents, the following r-values were obtained: -.07, -.07, .0120 and .05 while the corresponding t-values were: -1.627 with p-value of 0.10; -1.530 with p-value of 0.13; .270 with p-value of 0.79; and 1.031 with p-value of 0.30. The p-values were greater than the alpha level of .05 which denoted no correlation. Hence, the corresponding hypothesis was accepted.

Table 34

Relationship Between the Effectiveness of CCE Instruments and the Personal Profile of the Respondents

Personal Profile	r	df	t-value	p-value	
Age	.04	507	-.933	0.35	Not Significant
Sex	-.03	507	-.752	0.45	Not Significant
Civil Status	-.07	507	-1.530	0.13	Not Significant
Educational Qualification	.01	507	.316	0.75	Not Significant
Academic Rank/Local Designation	.01	507	.327	0.74	Not Significant
Field of Specialization	.01	507	.185	0.85	Not Significant
Administrative Work Experience	.03	507	.662	0.51	Not Significant
Teaching Experience	-.02	507	-.451	0.65	Not Significant
Performance Rating	.00	507	7.6303E-03	0.99	Not Significant
Teaching Work Load	.02	507	.380	0.70	Not Significant
Relevant Training Attended	-.01	507	-.190	0.85	Not Significant

Educational qualification. In correlating the relevance and effectiveness of the CCE and QCE instruments with the educational qualification of the respondents, the following r-values were obtained: .02, .01, -.05 and .04 while the corresponding t-values were: .460 with p-value of 0.65; .316 with p-value of 0.75; -1.141 with p-value of 0.25 and -.994 with p-value of 0.32. The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Academic rank/local designation. In correlating the relevance and effectiveness of the CCE and QCE instruments with the academic rank/local designation of the respondents, the following r-values were obtained: .04, .01,

-.0273 and -.03 and corresponding t-values were: .938 with p-value of 0.35; .327 with p-value of 0.74; -.614 with p-value of 0.54; and –.667 with p-value of 0.51. The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Field of specialization. In correlating the relevance of CCE instruments and the field of specialization of respondents, the r-values were 0.09, 0.01, 0.01, and 0.01 while the corresponding t-values were 2.023 (p = 0.04), 0.185 (p = 0.85), 0.169 (p = 0.87) and 0.155 (p = 0.88). All these p=values were greater than the level of significance, $\alpha = 0.05$ which denoted no significant correlation. Thus, the corresponding hypothesis was accepted.

Table 35

Relationship Between the Relevance of QCE Instruments and the Personal Profile of the Respondents

Personal Profile	r	df	t-value	p-value	
Age	-.00	507	-5.145E-03	1.00	Not Significant
Sex	-.01	507	-.369	0.71	Not Significant
Civil Status	.01	507	.270	0.79	Not Significant
Educational Qualification	-.05	507	-1.141	0.25	Not Significant
Academic Rank/Local Designation	-.02	507	-.614	0.54	Not Significant
Field of Specialization	.01	507	.169	0.87	Not Significant
Administrative Work Experience	-.02	507	-.392	0.70	Not Significant
Teaching Experience	.03	507	.682	0.50	Not Significant
Performance Rating	.06	507	1.294	0.20	Not Significant
Teaching Work Load	.09	507	2.089	0.04	Not Significant
Relevant Training Attended	.02	507	.343	0.73	Not Significant

Administrative work experience. In correlating the relevance and effectiveness of the CCE and QCE instruments with the administrative work experience of the respondents, the following r-values were obtained: .06, .03, -.03 and -.02 while the corresponding t-values were: 1.325 (p = 0.19), .662 (p = 0.51), -.682 (p = 0.50), and .456 (p = 0.65). The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Teaching work experience. In correlating the relevance and effectiveness of the CCE and QCE instruments with the teaching work experience of the respondents, the following r-values were obtained: -.02, -.02, .03 and .03 while the corresponding t-values were: -.532 with (p = 0.59), -.451 (p = 0.65), .682 (p = 0.50), and .702 (p = 0.48). The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Performance rating. In correlating the relevance and effectiveness of the CCE and QCE instruments with the performance of the respondents, the following r-values were obtained: .03, .00, .06 and .07 while the corresponding t-values were: .721 (p = 0.47), 7.6306E-03 (p = 0.99), 1.294 (p = 0.20), and 1.619 (p = 0.13). The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Table 36

Relationship Between the Effectiveness of QCE Instruments and the Personal Profile of the Respondents

Personal Profile	r	df	t-value	p-value	
Age	.01	507	.107	0.91	Not Significant
Sex	.01	507	.312	0.76	Not Significant
Civil Status	.05	507	1.031	0.30	Not Significant
Educational Qualification	.04	507	-.994	0.32	Not Significant
Academic Rank/Local Designation	-.03	507	-.667	0.51	Not Significant
Field of Specialization	.01	507	.155	0.88	Not Significant
Administrative Work Experience	-.02	507	.456	0.65	Not Significant
Teaching Experience	.03	507	.702	0.42	Not Significant
Performance Rating	.07	507	1.519	0.13	Not Significant
Teaching Work Load	.07	507	1.674	0.09	Not Significant
Relevant Training Attended	-.00	507	-.067	0.95	Not Significant

Teaching work load. In correlating the relevance and effectiveness of the CCE and QCE instruments with the teaching workload of the respondents, the following r-values were obtained: -.00, .02, .09 and .07 while the corresponding t-values were: -.033 ($p = 0.97$), .380 ($p = 0.70$), 2.089 ($p = 0.04$), and 1.674 ($p = 0.09$). The p-values were greater than the alpha level of .05 which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

Problems Encountered by the Four Groups of Respondents Relative to CCE and QCE Evaluation

This section discusses the problems encountered by the instructors, assistant professors, associate professors and professors relative to the CCE and QCE evaluation. The responses of these four groups of respondents are shown in Table 37.

The instructors assessed all the 12 listed problems as "more serious" where the first three problems based on the means are: 1) Inadequacy of physical plan, library facilities, books and other reference materials, 2) Lack of college/university activities that foster professional growth and development, and 3) Lack of funds for the purchase of modern instructional facilities, with weighted mean of 4.29, 3.91 and 3.87, respectively.

Among the assistant professors, these 12 problems were likewise assessed as "more serious." The top these problems are: 1) No training to staff regarding performance criteria (mean = 4.00), 2) Lack of college/university activities that foster professional growth and development (mean = 3.90), and 3) Lack of funds for the purchase of modern instructional facilities (mean = 3.88).

The associate professors, on the other hand considered seven problems as "more serious" and five problems as "serious." The top three problems are: 1) lack of funds for the purchase of modern instructional facilities, 2) Inadequacy of physical plan, library facilities, books and other reference materials,

Table 37

Problems Encountered by the Four Groups of Respondents

Problems	Respondents' Classification								Overall Mean	Interpretation	Rank
	Instructors		Asst. Prof.		Assoc. Prof.		Professors				
1. Inadequacy of physical plan, library facilities, books and other reference materials.	4.29	MP	3.76	MP	4.02	MP	3.22	SP	3.82	MP	1
2. Lack of funds for the purchase of modern instructional facilities.	3.87	MP	3.88	MP	4.09	MP	3.36	SP	3.80	MP	2
3. Inadequate supply of needed tools, equipment and instructional materials for instruction.	3.83	MP	3.75	MP	3.77	MP	3.39	SP	3.69	MP	3
4. Limited exposure to the new technologies like modern machineries, internets/computers and the like.	3.86	MP	3.84	MP	3.65	MP	3.33	SP	3.67	MP	4.5
5. No training of staff regarding performance criteria.	3.76	MP	4.00	MP	3.48	SP	3.45	SP	3.67	MP	4.5
6. Need study leave grant to grow professionally.	3.86	MP	3.82	MP	3.55	MP	3.33	SP	3.64	MP	6
7. Lack of seminars, trainings and workshop on new strategies in teaching and innovation techniques on the part of the professors and instructors.	3.70	MP	3.76	MP	3.64	MP	3.36	SP	3.62	MP	7
8. Lack of college/university activities that foster professional growth and development.	3.91	MP	3.90	MP	3.31	SP	3.25	SP	3.59	MP	8
9. Lack of evaluation and action research relative to the failure and/or deficiencies that may be encountered on the implementation of program and activities.	3.60	MP	3.71	MP	3.52	MP	3.39	SP	3.56	MP	9
10. Lack of coordination among the personnel in implementing the different programs and activities.	3.52	MP	3.58	MP	3.40	SP	3.34	SP	3.46	SP	10

Continued Table 37

Problems	Respondents' Classification								Overall Mean	Interpretation	Rank
	Instructors		Asst. Prof.		Assoc. Prof.		Professors				
11. Lack of incentives to personnel handling the different programs and activities.	3.59	MP	3.61	MP	3.23	SP	3.04	SP	3.37	SP	11
12. Lack of qualified staff to handle each area of concern.	3.63	MP	3.61	MP	2.99	SP	2.88	SP	3.28	SP	12
Other Problems Encountered:											
1. Delayed implementation of NBC 461 on the leveled positions/ranks.											
2. Unstable date of processing and evaluation of documents for leveling.											
3. The implementation of quota system which limits the salaries and promotions of other qualified academic staff.											
4. No movement/promotion occur during the years of postponement.											
5. Strict evaluation of documents on criteria pf achievement and performance.											
6. Dishonesty in the actual leveling occurs.											
Total	45.42	-	45.22	-	42.65	-	39.34	-	43.16	-	-
Grand Mean	3.79	MP	3.77	MP	3.55	MP	3.28	SP	3.60	MP	-

LEGEND:

4.51 – 5.00	Most Serious Problem (MoP)
3.51 – 4.50	More Serious Problem (MP)
2.51 – 3.50	Serious Problem (SP)
1.51 – 2.50	Least Serious Problem (LP)
1.00 – 1.50	Not a Problem (NP)

3) Inadequate supply of needed tools, equipment and instructional materials for instruction with weighted means of 4.09, 4.02, and 3.77, respectively.

The professors' group assessed all the 12 listed problems as "serious." The top three problems are: 1) No training of staff regarding performance criteria (mean = 3.45), 2) Lack of evaluation and action research relative to the failure and/or deficiencies that maybe encountered on the implementation of program and activities (mean = 3.39), and 3) Inadequate supply of needed tools, equipment and instructional materials for instruction (mean = 3.39).

In general, the four groups of respondents considered nine problems as :more serious" and three problems as "serious." The top three "more serious" were: 1) Inadequacy of physical plan, library facilities, books and other reference materials, 2) Lack of funds for the purchase of modern instructional facilities, and 3) Inadequate supply of needed tools, equipment and instructional materials for instruction, with means of 3.82, 3.80 and 3.69, respectively.

Moreover, among the four groups of respondents, the instructors, assistant professors and associate professors considered these listed problems as "more serious" with grand means of 3.79, 3.77, and 3.55, respectively; and only the professors gave a general assessment of 3.28 or "serious" which is lower than those given by the aforesaid three groups.

Solutions Suggested by the Respondents Based on the Problems They Encountered

This part discusses the solutions suggested by the respondents based on the problems they encountered. As shown in Table 38, the instructors assessed all the listed solution as "more effective," where the highest weighted mean was 4.31 which referred to "Provide college/university activities that foster professional growth to staff. This was followed by 4.28 and 4.17 for the following solutions: "Provide training to assist the employee in meeting the performance criteria," and "Conduct evaluation and researches on the implemented programs and activities to avoid failure and deficiencies. The grand mean was posted at 4.02 which indicated that this group of respondents considered all the listed solutions as "more effective."

Among the assistant professors' group, the same trend of responses was observed inasmuch as all the listed solutions were assessed by them as "more effective." The highest mean was found to be 4.20 for "Expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers. This was followed by 4.00 which referred to "Provide college/university activities that foster professional growth to staff," and 3.98 which corresponded to two solutions, namely: 1) Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials, and 2) Hire qualified personnel to handle areas of concern. The

Table 38

Solutions Suggested by the Four Groups of Respondents to Address the Problems They Encountered Relative to CCE and QCE Evaluation

Solutions	Respondents' Classification								Overall Mean	Interpre-tation	Rank
	Instructors		Asst. Prof.		Assoc. Prof.		Professors				
1. Expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers.	3.98	MS	4.20	MS	4.22	MS	3.66	MS	4.02	MS	1
2. Have adequate supply of tools, equipment and instructional materials needed for instruction.	4.14	MS	3.79	MS	4.10	MS	3.66	MS	3.92	MS	2
3. Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials.	3.88	MS	3.98	MS	4.11	MS	3.53	MS	3.88	MS	3
4. Send professors and instructors to seminar, training workshop on new strategies in teaching and innovation techniques.	3.90	MS	3.89	MS	4.23	MS	3.47	ES	3.87	MS	4
5. Provide college/university activities that foster professional growth to staff.	4.31	MS	4.00	MS	3.62	MS	3.49	ES	3.86	MS	5
6. Conduct evaluation and researches on the implemented programs and activities to avoid failure and deficiencies.	4.17	MS	3.86	MS	3.91	MS	3.41	ES	3.84	MS	6
7. Provide training to assist the employee in meeting the performance criteria.	4.28	MS	3.57	MS	4.05	MS	3.42	ES	3.83	MS	7
8. Hire qualified personnel to handle areas of concerns.	3.99	MS	3.98	MS	3.77	MS	3.52	MS	3.82	MS	8

Continued Table 38

Problems	Respondents' Classification								Overall Mean	Interpretation	Rank
	Instructors		Asst. Prof.		Assoc. Prof.		Professors				
9. Grant study leave to staff for professional growth.	3.93	MS	3.94	MS	3.90	MS	3.48	ES	3.81	MS	9
10. Encourage personnel coordination on the implemented programs and activities.	4.06	MS	3.84	MS	3.87	MS	3.44	ES	3.80	MS	10
11. Provide physical plant, library facilities, books and other reference materials.	4.07	MS	3.72	MS	3.74	MS	3.55	MS	3.77	MS	11
12. Provide incentives to personnel handling different programs and activities.	3.55	Ms	3.81	Ms	3.88	Ms	3.44	ES	3.67	MS	12
Solutions Suggested:											
1. Update implementation of NBC 461 on the leveled position/rank for promotion and movement to other qualified staff.											
2. Fixed/stable date of processing and evaluation of document for leveling.											
3. Exception cases on quota system be applied to state universities and colleges.											
4. Honesty be applied to both professor and academic staff who submits for leveling.											
Total	48.26	-	46.58	-	47.40	-	42.07	-	46.08	-	-
Grand Mean	4.02	MS	3.88	MS	3.95	MS	3.51	MS	3.84	MS	-

LEGEND:

4.51 – 5.00	Most Effective Solution (MoS)
3.51 – 4.50	More Effective Solution (MS)
2.51 – 3.50	Effective Solution (ES)
1.51 – 2.50	Least Effective Solution (LS)
1.00 – 1.50	Ineffective Solution (IS)

grand mean of the responses of assistant professors was 3.88 which implied tht this group considered the listed solutions to be "more effective."

In like manner, the associate professors gave an assessment of "more effective solutions" to all listed solutions in Table 38. The top three solutions based on the weighted means are: 1) Send professors and instructors to seminar, training workshop on new strategies in teaching and innovation techniques, 2) expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers, and 3) Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials, with weighted means of 4.23, 4.22 and 4.11, respectively. The grand mean of the responses of this group was 3.95 which indicated that the associate professors deemed the listed solutions as "more effective."

On the part of the professors' group, five solutions were assessed as "more effective" while seven solutions were considered as "effective." Among these listed solutions, the top three are as follows: 1) Expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers (mean = 3.66), 2) Have adequate supply of tools, equipment and instructional materials needed for instruction (mean = 3.66), and 3) Provide physical plant, library facilities, books and other reference materials (mean = 3.55). Thus, the grand mean resulted to 3.51 which implied that the professors generally assessed the listed solutions as "more effective."

As a whole, the combined responses of the four groups of respondents resulted to the following top three solutions: 1) Expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers, 2) Have adequate supply of tools, equipment and instructional materials needed for instruction, and 3) Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials, with overall means of 4.02, 3.92 and 3.88, respectively. This indicated the necessity of staff development, enhancing the equipment and facilities of the state college or university as well as strengthening the production function to address the problems relative to NBC 461 evaluation.

Policy Recommendations Proposed to Improve CCE and QCE Evaluation

Based on the findings of this study, the following policy recommendations to improve CCE and QCE evaluation are given:

1. DBM must be aware on the update release of the financial budget of the leveled academic rank of NBC 461 to SUCs to avoid deletion and/or postponement of the every three year set leveling and for the promotion and movement of the qualified staff.

2. The quota system which limits the salaries and promotions of other qualified academic staff should be relaxed in its implementation as an incentive for qualified faculty members.

3. Measures to ensure accuracy and honesty in the submission and evaluation of documents should be adopted.

4. The overall assessment on the effectiveness and relevance of the CCE and QCE evaluation is a plausible evidence that the program is neither too bad or too good. Evidently, criteria of the CCE and QCE evaluation which had been identified and indicated by the respondents which were rated lowest below mean scores should be given special attention for revitalization and improvement.

5. Better incentives should be provided by the policymakers of the NBC 461 to encourage the instructors, assistant professors, associate professors and professors to grow professionally in the service. There may be a need to create a committee to oversee the evaluation so that this will serve its purpose.

6. Conduct of more seminars, trainings and conferences to give more information to the instructors, assistant professors, associate professors and professors the mechanics of the evaluation based on the NBC 461.

7. Maximum efforts should be exerted by the SUCs administrators to provide appropriate instructional resources to ensure quality instruction will be given to the students and thereby improve the performance of the instructors, assistant professors, associate professors and professors and obtain higher CCE and QCE points.

8. SUCs administrators should give priority to the purchase of more reference materials, subscription of more journals and annuals, provision for

more library facilities and state-of-the-art information technology equipments to enhance the performance of the instructors, assistant professors, associate professors and professors.

9. All those involved in instruction should be fully aware of the criteria and mechanics of the CCE and QCE evaluation based on the guidelines set by NBC 461.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the findings, the corresponding conclusions that were drawn as well the recommendations formulated on the basis of the results of the study.

Summary of Findings

The following are the salient findings of the study:

1. The following are the means of the ages of the four groups of respondents: instructors - 36.05 years, assistant professors - 44.32 years, associate professors - 49.32 years and professors - 53.48 years; with standard deviations of 3.59 years, 2.44 years, 1.89 years and 2.09 years, respectively.

2. Majority of the respondents were females, with 85 out of 142 or 59.86 percent among instructors, 109 out of 177 or 61.58 percent among assistant professors, 69 out of 123 or 56.10 percent among associate professors, and 31 out of 61 or 50.82 percent among professors. As a whole, there were a 294 out of 503 female which was equivalent to 58.45 percent and the remaining 209 or 41.55 percent were males.

3. Likewise, majority of the respondents were married which accounted for 104 or 73.24 percent among instructors, 156 or 88.14 among assistant professors, 117 or 95.11 percent among the associate professors, 52 or

85.25 percent among professors. As a whole, there were 429 or 85.29 percent of the four groups were already married, 49 or 9.74 percent were single, 13 or 9.74 of were separated and 12 or 2.39 percent were widow/widower.

4. As regards educational qualification, most of the 142 instructors, that is 86 or 60.56 percent were BS with MA units, while, out of the 177 assistant professors, the highest number were holders of master's degree with 54 or 30.51 percent. Among the associate professors and professors majority of them were doctoral degree holders with 62 or 50.41 percent and 58 or 95.08 percent, respectively.

5. Based on the academic rank of the respondents, majority of them were Instructor I with 94 or 18.69 percent, followed by 71 or 14.12 percent who were Assistant Professor I, then 52 or 10.34 percent who were Assistant Professor II. The least number of the respondents, that is, one or 0.19 percent was a College Professor.

6. Majority of the respondents, that is, 316 or 62.82 percent had no local designation. There were 52 or 10.34 percent from the four groups of respondents who were designated advisers of organizations, while 33 or 6.56 percent from among the four groups were designated as head. As to the designation of Director and Coordinator Chairman or Manager there were 30 or 5.96 from among the four groups of respondents. There were eight or 1.59 percent who were designated as Vice-president and two or 0.40 percent who were President from among the four groups of respondents.

7. On the whole, the professors' groups had the highest mean of administrative experience, followed by the associate professors with 14.97 and 7.16 years, respectively. Meanwhile, the assistant professors on the average had 3.46 years of experience and the instructors had barely any experience at all, as evidenced by the mean of 0.26 year.

8. As to teaching experience, for the instructors, their mean number of years of experience was 9.30 years with a standard deviation of 7.24 years; the assistant professors had been teaching experience at an average of 18.88 years with a standard deviation of 7.19 years; the associate professors had been teaching for 23.49 years with standard deviation of 6.58 years while the professors had been teaching for 27.26 years with standard deviation of 5.19 years. Thus, on the average, the respondents had been teaching for 18.32 years with a standard deviation of 9.28 years.

9. The mean performance rating of the instructors was 9.23 with a standard deviation of 0.36; for the assistant professors, their mean performance rating was 9.41 with a standard deviation of 0.31; for the associate professors, their average performance rating was 9.39 with a standard deviation of 0.37; for the professors, their performance rating was 9.50 with a standard deviation of 0.40. It can be noted that among the four groups, the professors obtained the highest average performance rating while the instructors, with 9.50 and 9.23, obtained the lowest average performance rating respectively.

10. The mean number of the preparations of instructors was 5 with a standard deviation of 2 preparations; for the assistant professors their mean number of preparations was 4 with a standard deviation of 2; for the associate professors, the mean number of preparations was 3 with standard deviation of 2 preparations; and for professors was 3 with standard deviation of 1 preparation. In general, the average number of teaching preparations of the four groups of respondents was 3 with a standard of 2 preparations.

11. In terms of total workload, the average workloads of the instructors were 23.49 with a standard deviation of 4.12; for the assistant professors, of 22.32 workloads with a standard deviation of 5.51; for the associate professors, 19.10 with a standard deviation of 6.79 workloads; and for the professors, their average workload was 11.11 with a standard deviation of 6.35. It can be noted that the professors' group had the least average workload while the instructors' group had the highest workload.

12. The average relevant trainings attended by the instructors was 15 trainings with a standard deviation of 2 trainings; for the assistant professors, their mean number of relevant trainings attended was 29 with a standard deviation of 9 trainings; for the associate professors, 40 trainings with a standard deviation of a trainings; and for the professors, 64 trainings with a standard deviation of 12 trainings. It can be noted that the professors' group had the highest average number of trainings attended and the instructors' group had the lowest mean number of trainings attended.

13. The professors obtained total mean CCE points of 174.16 while the same group of respondents earned QCE points of 95.09. On the part of the associate professors, they obtained a total mean CCE points of 140.24 with 93.60 QCE points; the total mean CCE points earned by assistant professors was 107.79 and their mean QCE points was 94.59; the instructors obtained a total mean QCE points of 75.49 with mean QCE total points of 92.89.

14. The correlation coefficients between the CCE and QCE among the professors, assistant professors and instructors, were 0.33, 0.22 and 0.17, respectively. The p-values were 0.11 (professors), 0.003 (assistant professors) and 0.037 (instructors). These values were lesser than the level of significance, α = 0.05. This led to the rejection of the hypothesis that "there is no significant relationship between the CCE and QCE points earned by the professors, assistant professors and instructors involved in the study." Meanwhile, among the associate professors' group, the computed r was 0.13 with a p-value of 0.155. This p-value was lesser than the level of significance set at α = 0.05 which led to the acceptance of the hypothesis.

15. In comparing the CCE and QCE points earned by the respondents by SUC category and rank, the computed F-ratio for CCE was 1551.95 with a p-value of 0.0000, which is less than the alpha level of .05. Likewise, the same table reveals the comparison of the QCE points earned by the respondents among ranks. The computed F-ratio was 4.027 with p-value of 7.557E.03, which was less than the alpha level of .05. This led to the rejection of the hypothesis that

"there is no significant difference between the CCE and QCE points earned by the respondents by rank."

16. The comparison of CCE and QCE points earned by the instructors among SUCs posted a computed F-ratio of .245 with p-value of 0.62 and .210 with p-value of 0.65 for CCE and QCE, respectively. The p-values were more than the .05 alpha level which means that the differences in the CCE and QCE points earned by the instructors among were not significant when compared by SUC category.

17. The comparison of the CCE and QCE points earned by assistant professors posted computed F-ratios of 0.325 with p-value of 0.57 and .099 with p-value of 0.75 for the CCE and QCE points, respectively. The p-values were more than the alpha level of .05, which signified that there were no significant differences in the CCE and QCE points earned by the assistant professor when compared by SUC category.

18. Among the associate professors, the computed F-ratios were .563 with p-value of 0.45 and 1.770 with p-value of 0.19 for CCE and QCE among SUCs, respectively. The p-values were more than the alpha level of .05; thus, the differences noted were not significant.

19. Among the professors, the computed F-ratios were 4.375 with p-value of 0.41 and 1.594 with p-value of 0.21 for CCE and QCE comparison among SUCs, respectively. The p-value in comparing the CCE turned less than the alpha level of .05 hence, significant differences among the CCE points earned by

professors from among SUCs were revelaed; on the other hand, the p-value in comparing the QCE points earned by professors from among the SUCs was greater than the alpha level of .05 hence, the QCE points earned by them from among the SUCs were more or less the same.

20. In correlating the CCE points earned by the four groups of respondents with their age, the computed r-value was 0.62 with the t-value of 17.80 at df = 507; with p-value of .0000 which was less than the alpha level of .05, this indicated that the correlation coefficient was significant. Moreover, the computed r-value in associating the QCE points earned by the respondents with their age was 0.09 with the computed t-value of 2.050 at df = 507 with p-value of 0.04 which was less than the alpha level of .05, thus the correlation coefficient was significant.

21. With respect to their sex, for CCE, the computed r-value was .05 with the t-value of 1.309 at df = 507 and p-value of 0.19 which was greater than the alpha level of .05. Thus, correlation coefficient was not significant. Furthermore, for the QCE points earned by the four groups of respondents and their sex, the computed r-value was .01 with the computed t-value of .189 at df = 507 with p-value of 0.85 which was greater than the alpha level of .05. This denoted that the correlation coefficient was not significant.

22. In terms of the CCE points earned by the four groups of respondents and their civil status, the computed r-value was 0.35 and the t-value was 8.56 at df = 507, with p-value of .000 which was less than the alpha level of

.05. Thus the correlation coefficient was significant. Too, the computed r-value in associating the QCE points earned by the respondents with their civil status was 0.09 and the computed t-value was 2.252 at df = 507, with p-value of 0.02 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

23. Relative to the CCE points earned by the four groups of respondents and their educational qualification, the computed r-value was 0.85 and the t-value was 36.950 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant. Furthermore, the computed r-value in associating the QCE points earned by the respondents with their educational qualification was 0.08 the computed t-value was 1.750 at df = 507, with p-value of 0.08 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

24. In terms of the CCE points earned by the four groups of respondents and their position/official designation, the computed r-value was 0.92 and the t-value was 54.47 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation was significant. On the other hand, the computed r-value in associating the QCE points earned by the respondents with their position/official designation was 0.08 and the computed t-value was 1.792 at df = 507, with p-value of 0.07 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

25. As regards the CCE points earned by the four groups of respondents and their field of specialization, the computed r-value was 0.80 and the t-value was 7.104 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant. On the other hand, the computed r-value in associating the QCE points earned by the respondents with their field of specialization was 0.08 and the computed t-value was 1.864 at df = 507, with p-value of 0.06 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

26. Relative to the CCE points earned by the four groups of respondents and their administrative work experience, the computed r-value was 0.70 and the t-value was 22.158 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant. Moreover, the computed r-value in associating the QCE points earned by the respondents with their administrative work experience was 0.15 and the computed t-value was 3.456 at df = 507, with p-value of 0.000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

27. In terms of the CCE points earned by the four groups of respondents and their teaching experience, the computed r-value was 0.66 and the t-value was 19.874 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant. Furthermore, the computed r-value in associating the QCE points earned by the respondents with their teaching experience was 0.09 and the computed t-value was 2.121 at df

= 507, with p-value of 0.03 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

28. As regards the CCE points earned by the four groups of respondents and their performance rating, the computed r-value was 0.24 and the t-value was 5.538 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant. Too, the computed r-value for the QCE points earned by the respondents and their performance rating was 0.69 and the computed t-value was 21.898 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

29. Pertaining to the CCE points earned by the four groups of respondents and their teaching work load, the computed r-value was 0.44 and the t-value was 11.327 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant. On the other hand, the computed r-value for the QCE points earned by the respondents was -0.08 and the computed t-value was –1.837 at df = 507, with p-value of 0.07 which was greater than the alpha level of .05. Thus, the correlation coefficient was not significant.

30. Relative to the CCE points earned by the four groups of respondents and their relevant training attended, the computed r-value was 0.92 and the t-value was 54.650 at df = 507, with p-value of .000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

Moreover, the computed r-value for the QCE points earned by the respondents was 0.19 and the computed t-value was 4.307 at df = 507, with p-value of .00000 which was less than the alpha level of .05. Thus, the correlation coefficient was significant.

31. Pertaining to the CCE instruments, the extent of relevance of the three areas was perceived by the four groups of respondents as "high." The highest weighted mean was 3.93 for academic experience followed by 3.86 and 3.74 for professional achievement and educational qualification, respectively. By group, the professors gave the highest mean of 4.03, followed by the instructors (3.91), associate professors (3.76) and assistant professors (3.76) which resulted to a grand mean of 3.84 or "high."

32. In terms of effectiveness of the CCE, the four groups of respondents perceived the effectiveness of the CCE instruments as follows: educational qualification, 3.71 denoting "effective", academic experience, 3.93 or "effective" and professional achievement, 3.99 interpreted as "effective". By group, the following are the means: 3.93, 3.91, 3.87 and 3.79 for instructors, professors, associate professors and associated professors, respectively. Consequently, the over-all mean was 3.86 or "effective."

33. Relative to the relevance of QCE instruments, the four groups of respondents gave the following means: clientele satisfaction – commitment, 3.90 denoting "high extent of relevance"; leadership – knowledge of the subject, 3.92 with an adjectival rating of "high extent of relevance"; partnership

development – teaching for independence, 3.85 being interpreted as "high extent of relevance"; community responsibility – management of teaching, 3.86 which is interpreted as "high extent of relevance". By group, the following were the means: 4.00 for assistant professors, 3.98 for professors, 3.92 for instructors and 3.72 for associate professors; all these values corresponded to "high extent of relevance."

34. As to the effectiveness of the QCE instruments, the four groups of respondents gave the following total means: clientele satisfaction – commitment, 3.89 denoting "effective"; leadership – knowledge of the subject, 3.98 with an adjectival rating of "effective"; partnership development – teaching for independence, 3.83 being interpreted as "effective"; community responsibility – management of teaching, 3.88 which is interpreted as "effective", while the average perception of the associate professors on the relevance of QCE questionnaire was 3.73 with an adjectival rating of "effective." On the part of associate professors and instructors they gave 4.01 and 3.93 or "effective." The grand mean was 3.91 or "effective".

35. In ascertaining if the differences in the perceptions of the four groups of respondents on the relevance of the CCE were significant, the computed F-ratio was 3.166 with a p-value of 0.02, which turned less than the alpha level of .05. This means that the variation in the perceptions among the four groups of respondents was significant. Thus, the corresponding null hypothesis was rejected.

36. Meanwhile in comparing the perceptions of the four groups of respondents on the effectiveness of CCE, the computed F-ratio was.997 with a p-value of 0.39 which turned greater than the alpha level of .05. This means that the observed differences in the perceptions among the four groups of respondents were not significant. Thus, the corresponding hypothesis was accepted.

37. As regards the relevance of the QCE instruments, the computed F-ratio was 3.469 with a p-value of 0.02, which turned lesser than the alpha level of .05. This means that the differences in the perceptions among the four groups of respondents were significant. Thus, the corresponding hypothesis was rejected.

38. Along effectiveness of the QCE instruments, the computed F-ratio was 3.203 with a p-value of 0.02, which turned less than the alpha level of .05. This means that the differences in the perceptions among the four groups of respondents were significant. Thus, the corresponding hypothesis was rejected.

39. In correlating the relevance and effectiveness of the CCE and QCE instruments with the age of the respondents, the following r-values were obtained: -.05, .04, .00, and with corresponding t-values of -1.154 with p-value of 0.25, -.933 with p-value of 0.35; -.5145E-03 with p-value of 1.00; and .107 with p-value of 0.91. The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

40. For the sex variate, the following r-values were obtained: -.03, -.03, -.01 and .01 and the corresponding t-values were: -.705 with p-value of 0.48; -.752 with p-value of 0.45; -.369 with p-value of 0.71; and .312 with p-value of 0.76. The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

41. In terms of the civil status of the respondents, the following r-values were obtained: -.07, -.07, .0120 and .05 while the corresponding t-values were: -1.627 with p-value of 0.10; -1.530 with p-value of 0.13; .270 with p-value of 0.79; and 1.031 with p-value of 0.30. The p-values were greater than the alpha level of .05, which denoted no correlation. Hence, the corresponding hypothesis was accepted.

42. Relative to the educational qualification of the respondents, the following r-values were obtained: .02, .01, -.05 and .04 while the corresponding t-values were: .460 with p-value of 0.65; .316 with p-value of 0.75; -1.141 with p-value of 0.25 and –. 994 with p-value of 0.32. The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

43. In terms of the academic rank/local designation of the respondents, the following r-values were obtained: .04, .01, -.0273 and -.03 and corresponding t-values were: .938 with p-value of 0.35; .327 with p-value of 0.74; -.614 with p-value of 0.54; and –.667 with p-value of 0.51. The p-values were greater than the

alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

44. For the field of specialization of respondents, the r-values were 0.09, 0.01, 0.01, and 0.01 while the corresponding t-values were 2.023 (p = 0.04), 0.185 (p = 0.85), 0.169 (p = 0.87) and 0.155 (p = 0.88). All these p-values were greater than the level of significance, α = 0.05 which denoted no significant correlation. Thus, the corresponding hypothesis was accepted.

45. As regards administrative work experience of the respondents, the following r-values were obtained: .06, .03, -.03 and -.02 while the corresponding t-values were: 1.325 (p = 0.19), .662 (p = 0.51), -.682 (p = 0.50), and .456 (p = 0.65). The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

46. Along the teaching work experience of the respondents, the following r-values were obtained: -.02, -.02, .03 and .03 while the corresponding t-values were: -.532 with (p = 0.59), -.451 (p = 0.65), .682 (p = 0.50), and .702 (p = 0.48). The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

47. Pertaining to the performance of the respondents, the following r-values were obtained: .03, .00, .06 and .07 while the corresponding t-values were: .721 (p = 0.47), 7.6306E-03 (p = 0.99), 1.294 (p = 0.20), and 1.619 (p = 0.13). The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

48. In terms of the teaching workload of the respondents, the following r-values were obtained: -.00, .02, .09 and .07 while the corresponding t-values were: -.033 ($p = 0.97$), .380 ($p = 0.70$), 2.089 ($p = 0.04$), and 1.674 ($p = 0.09$). The p-values were greater than the alpha level of .05, which denoted no significant correlation. Hence, the corresponding hypothesis was accepted.

49. In general, the four groups of respondents considered nine problems relative to the implementation of NBC 462 as "more serious" and three problems as "serious." The top three "more serious" were: 1) Inadequacy of physical plan, library facilities, books and other reference materials, 2) Lack of funds for the purchase of modern instructional facilities, and 3) Inadequate supply of needed tools, equipment and instructional materials for instruction, with means of 3.82, 3.80 and 3.69, respectively. Moreover, among the four groups of respondents, the instructors, assistant professors and associate professors considered these listed problems as "more serious" with grand means of 3.79, 3.77, and 3.55, respectively; and only the professors gave a general assessment of 3.28 or "serious" which is lower than those given by the aforesaid three groups.

50. As a whole, the combined responses of the four groups of respondents resulted to the following top three solutions: 1) Expose staff to new technologies through sending them to training actually use operation of modern machineries and internets or computers, 2) Have adequate supply of tools, equipment and instructional materials needed for instruction, and 3) Create

income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials, with overall means of 4.02, 3.92 and 3.88, respectively. This indicated the necessity of staff development, enhancing the equipment and facilities of the state college or university as well as strengthening the production function to address the problems relative to NBC 461 evaluation.

Conclusions

Based on the foregoing findings, the following conclusions were drawn:

1. The typical instructor of SUCs in Eastern Visayas is female, in her mid 30's, married, has earned MA/MS units, has no local designation, no administrative experience, has been teaching for 6 – 10 years with very satisfactory performance, has 4 – 6 teaching preparations and 21-25 workloads, and has attended 1 – 15 trainings.

2. The typical assistant professor of SUCs in Eastern Visayas is female, in her mid 40's, married, a master's degree holder, has no local designation, no administrative experience, has been teaching for 16 – 20 years with very satisfactory performance, has 4 – 6 teaching preparations and 21-25 workloads, and has attended 16-30 trainings.

3. The typical associate professor of SUCs in Eastern Visayas is female, in her late 40's, married, a doctorate degree holder, has no local designation, no administrative experience, has been teaching for 16 – 20 years

with very satisfactory performance, has 1 – 3 teaching preparations and 21-25 workloads, and has attended 31-45 trainings.

4. The typical professor of SUCs in Eastern Visayas is female, in her early 50's, married, a doctorate degree holder, designated as dean, with 11-15 years of administrative experience, has been teaching for 26 – 30 years with very satisfactory performance, has 1 – 3 teaching preparations and 6-10 workloads, and has attended 61-75 trainings.

5. The four groups of respondents were at the prime of their age, fitted to their respective ranks as manifested by the CCE and QCE points they earned.

6. Among the instructors, assistant professors and professors, the CCE points earned where positively and significantly correlated to their QCE points. Thus, those who obtained high CCE points likewise obtained high QCE points and those who earned low CCE point also earned low QCE points.

7. Among the associate professors, the CCE points they earned had nothing to do with the QCE points earned.

8. The CCE and QCE points earned by the respondents differed significantly by academic rank.

9. The CCE points by the instructors, assistant professors and associate professors from state colleges and from state universities did not differ significantly. However, among professors, the CCE points earned by professors from state universities were significantly higher than those from state colleges.

10. The QCE points earned by the four groups of respondents from state colleges and from state universities did not differ significantly which indicated uniformity of criteria and objectivity in the evaluation process.

11. Age, civil status, educational qualification, academic rank/local designation, field of specialization, administrative work experience, teaching experience, performance rating, teaching work load and relevant trainings attended are directly related to the CCE points earned by the respondents. This indicated that these are the factors that could affect the CCE points earned by the respondents.

12. Moreover, age, civil status, administrative work experience, teaching experience, performance rating and relevant trainings attended are directly related to the QCE points earned by the four groups of respondents. These are the factors that could affect the QCE points earned by the respondents.

13. The faculty-respondents expressed that the extent of relevance of the CCE and QCE instruments is high and that said instruments are effective.

14. As regards relevance of CCE instruments, the professors' group gave the highest rating, followed by the instructors, assistant professors and associate professors. However, for the effectiveness of the CCE instruments, the ratings given by the four groups of respondents were more or less the same.

15. In terms of the relevance and effectives of the QCE instruments, the assistant professors gave the highest rating, followed by the professors, instructors and associate professors.

16. The profile of the four groups of respondents was not related to their perceived extent of relevance and effectiveness of the CCE and QCE instruments.

17. There are problems encountered by the respondents relative to the CCE and QCE evaluation, however, they are manageable considering that they have identified solutions to address the problems encountered.

Recommendations

The following are recommendations are herein presented:

1. DBM must be aware on the update release of the financial budget of the leveled academic rank of NBC 461 to SUC to avoid deletion and/or postponement of the every three-year leveling set and for the promotion and movement of qualified academic staff.

2. The quota system which limits the salaries and promotions of other qualified academic staff should be relaxed in its implementation as an incentive for qualified faculty members.

3. Measures to ensure accuracy and honesty in the submission and evaluation of documents should be adopted.

4. There is a need to intensify information dissemination regarding the process of CCE and QCE evaluation to the instructors, assistant professors, associate professors, as well as the professors of SUCs based on the guidelines of NBC 461.

5. There is need for a uniform interpretation of the criteria among members of the local evaluation/review committee in order to enhance the leveling of positions based on the provisions of NBC 461.

6. Administration should give extra incentives for best performers based on the CCE and QCE evaluation among the instructors, assistant professor, associate professors and professors.

7. QCE items should be recrafted so the different groups of stakeholders can understand and be able to effectively evaluate the instructors, assistant professors, associate professors and professors.

8. Instructors, assistant professors, associate professors, as well as the professors must be encouraged to update themselves by finishing post graduate degrees and attending relevant trainings.

9. The state university/college should come up with a realistic and just staff development program to ensure that the needs of teaching personnel be appropriately addressed.

10. There is a need for the SUC to come up with a procurement program to ensure that needed institutional facilities be made available and adequate to enhance the teaching competencies of the academic staff.

11. Parallel studies in other regions may be conducted to validate the findings of this study.

12. A similar study could be conducted which would focus on validating the QCE points earned by the academic staff from the students, clientele, supervisors, and the like.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

Republic of the Philippines
Commission on Higher Education
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 16, 2004

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

In my desire to start writing my Dissertation proposal, I have the honor to submit for your approval one of the following research problems, preferably No. 1.

1. **"The Qualitative Contribution Evaluation (QCE) and Educational Qualification of Instructor and Professors of Agricultural State Colleges and University of the Three Provinces of Samar."**

2. "The Impact of Program Accreditation in the Performance of State Universities and Colleges in Samar."

3. "Management of Technical – Vocational School of Samar."

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Approved:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 2, 2004

DR. SOCORRO O. BOHOL
College President
SSCAF, San Jorge, Samar

Dear: Dr. Bohol,

Please be informed that you have been designated as adviser of **Ms. Myrna B. Alamin**, candidate for the degree in **Doctor of Philosophy** major in **Educational Management** who proposes to write a dissertation on "**THE QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF INSTRUCTORS AND PROFESSORS OF AGRICULTURAL STATE COLLEGES AND UNIVERSITY OF THE THREE PROVINCES OF SAMAR.**"

Thank you for your cooperation.

Very truly yours,

(SGD.) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD.) SOCORRO O. BOHOL, Ph.D.
Adviser

In 3 copies:
1st copy – for the Dean
2nd copy – for the Adviser
3rd copy – for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

April 6, 2004

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

This dissertation **proposal** entitled "**THE QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF INSTRUCTORS AND PROFESSORS OF AGRICULTURAL STATE COLLEGES AND UNIVERSITY OF THE THREE PROVINCES OF SAMAR**," prepared and submitted by **Myrna B. Alamin** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy** major in **Educational Management** is recommended for Pre-Oral examination on the date and time convenient to your office.

(SGD.) SOCORRO O. BOHOL, Ph.D.
Adviser

Date of Oral Defense	:	April 13, 2004
Day	:	Tuesday
Time	:	1:30 P.M.
Venue	:	SSPC Graduate School Dean's Office

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The University President
Leyte Institute of Technology (LIT)
Tacloban City

Sir:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) BONIFACIO S. VILLANUEVA, Ed. D.
LIT President

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The College President
TTMIST
Calbayog City

Sir:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) EDUARDO S. CAILLO, Ph. D.
TTMIST President

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The University President
Leyte Normal University (LNU)
Tacloban City

Madam:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) CRES V. CHAN-GONZAGA, Ph. D.
LNU President

APPENDIX G

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The College President
Eastern Samar State College (ESSC)
Borongan, Eastern Samar

Sir:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) REYNALDO A. LOMBRIO, Ed. D.
ESSC President

APPENDIX H

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The College President
SSCAF
San Jorge, Samar

Madam:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVEKSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) SOCORRO O. BOHOL, Ph. D.
SSCAF President

APPENDIX I

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The College President
Palompon Institute of Technology (PIT)
Palompon, Leyte

Madam:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) ISABELA L. MAHLER, Ph. D.
OIC-PIT President

APPENDIX J

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The University President
Southern Leyte State University (SLSU)
Sogod, Southern Leyte

Sir:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) LEONARDO C. MANALO, Ph. D.
SLSU President

APPENDIX K

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The College President
Naval Institute of Technology (NIT)
Naval, Biliran

Madam:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, "COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) EDITA S. GENSON, Ed. D.
NIT President

APPENDIX L

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The University President
University of Eastern Philippines (UEP)
Catarman, Northern Samar

Sir:

I have the honor to request permission to conduct a survey among academic staffs, students, immediate supervisors and project in-charge in your institution. This is in connection with my dissertation paper entitled, **"COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."**

I further request from your good office that I be allowed to field the questionnaires and ask for photocopying of your academic staff profile as of last year 2003-2004 which contains the following: 1) age, sex, and civil status; 2) educational qualification; 3) position/official designation; 4) field of specialization; 5) work experience in years; 5.1) administrative experience; 5.2) teaching experience; 6) performance rating; 7) teaching load; 7.1) no. of preparation of work load; 7.2) total work load; and 8)relevant training.

I believe that whatever consideration your office can extend the researcher will be of great help to this endeavor.

I am anticipating for your kind understanding on this request.

Thank you very much.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) PEDRO D. DESTURA, Ph. D.
UEP President

APPENDIX M

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

The President and Zonal Computerization Center
Leyte Institute of Technology
Tacloban City

Sir:

In connection with my dissertation research work entitled "**COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS,**" may I have the honor to request permission for photocopying of the final print out of the Second Evaluation of NBC 461 Cut-Off Date: June 30, 2001 of the following SUCs: 1) Leyte Institute of Technology (LIT), Tacloban City; 2) Leyte normal University (LNU), Tacloban City; 3) Naval Institute of Technology (NIT), Naval, Biliran; 4) Palompon Institute of Technology (PIT), Palompon, Leyte; 5) Leyte State University (LSU), Baybay, Leyte; 6) Southern Leyte State University (SLSU), Sogod, Southern Leyte; 7) Eastern Samar State College (ESSC), Borongan, Eastern Samar; 8) Samar State Polytechnic College (SSPC), Catbalogan, Samar; 9) Samar State College of Agriculture and Forestry (SSCAF), San Jorge, Samar; 10) Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST), Calbayog City; and 11) University of Eastern Philippines (UEP), Catarman, Northern Samar.

Should this office merit this request, all data that this writer might have will be held with a great confidentiality.

Anticipating for your considerable and favorable action with this request.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, Graduate of Graduate Studies

APPROVED:

(SGD.) BONIFACIO S. VILLANUEVA, Ed. D.
LIT President

APPENDIX N

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

Sir/Madam:

The undersigned is presently conducting a study entitled, ""COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS."

In this connection, I am requesting your vulnerable assistance by answering all the questions in the questionnaire.

Rest assured that whatever finding obtained in the study will be kept highly confidential.

Thank you very much and more power to you.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

QUESTIONNAIRE

Common Criteria for Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) of Academic Staff of State Universities and Colleges (SUCs) in Eastern Visayas
(For Instructors and Assistant Professors)

Part I. Profile of Respondents

Direction: Please supply the following information by filling the blanks/putting a check as provided below. All information will be treated with confidentiality.

1. Name of University/College: _____
   Address: _____
2. Name of Respondent (optional): _____
3. Age: _____
4. Sex: Male ( ) Female ( )
5. Civil Status: Single ( ) Married ( )
   Widower ( ) Separated ( )
6. Position/Official Designation: _____
7. Highest Educational Attainment: _____
8. Field of Specialization: _____
9. Work Experiences (in years):
   9.1 Administrative Experiences: _____
   9.2 Teaching Experiences: _____
10. Performance Rating: _____
11. Teaching Load:
    11.1 No. of Preparations of Work Load: _____
    11.2 Total Work Load: _____
12. Relevant Trainings Attended: (within the last three years)
    _____
    _____
    _____
    _____

Part II. Common Criteria for Evaluation (CCE) of NBC 461 Among Academic Staff

Directions: Below are the specific factors of service and achievements of the Common Criteria for Evaluation (CCE) of NBC 461 Among Academic Staff. Please answer the questions to the best of your knowledge and honestly as you can by checking the numbers provided which corresponds to what you feel most accurately indicate the extent of relevance and extent of effectiveness as indicated by the following:

	Extent of Relevance		Extent of Effectiveness
5	for excellent extent of relevance, indicating that recognition at international levels, leadership in staff development through presentation at international levels and/or development and implementation of innovative instructional programs.	5	for very effective, indicating that the performance consistently demonstrate expertise, mastery and exemplary in teaching.
4	for high extent of relevance, indicating that recognition at the state and/or national levels, leadership in national levels and implementation of innovative instructional program.	4	for effective, indicating that the performance consistently demonstrate above or exceed standard in teaching.
3	for moderate extent of relevance, indicating that recognition at the regional levels, leadership in regional levels and implementation of innovative instructional program.	3	for moderately effective, indicating that the performance is consistently adequate in meeting performance criteria or meets standards.
2	for low extent of relevance, indicating that recognition at the institutional, community and/or local levels, leadership in local and implementation of innovative instructional program.	2	for less effective, indicating that the individual teacher is not working/teaching.
1	for negligible	1	for ineffective

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					I. Educational Qualifications					
					1. Doctoral Degree					
					2. Master's Degree					
					3. LLB, M.D.					
					4. Diploma Course (above a bachelor's degree).					
					5. Bachelor's Degree (4 years)/BS Vet. Med.					
					6. Special Courses: a. 3-year Post Secondary Course. b. 2-year Post Secondary Course.					
					7. Additional Equivalent and Relevant Degree Earned. a. Additional MA Degree b. Additional BS Degree					
					8. Additional Credits Earned					
					II. Experience and Professional Services					
					1. Full-time academic service/teaching in college.					
					2. Full-time academic service in tertiary level other than from SUC, CHED Supervised-TESDA School.					
					3. Administrative Designation as: a. President b. Vice-President c. Dean, Director, School Supt./VSA d. College Department e. Principal, Supt., Head of Unit					
					4. Full-time Industrial/Agricultural/ Teaching Experience as: a. Engineer, Plant/Farm Manager. b. Technician c. Skilled Worker					
					5. Experience as: a. Cooperating Teacher b. Basic Education Teacher					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					III. Professional Development Achievement and Honors					
					1. Innovations, Patented Inventions, Publications and Other Creative Work. 1.1 Innovations, patented invention and creative work as well as discovery for educational technology Scientific or Cultural Value. a. International b. National c. Institutional					
					2. Creative Work/Published Book.					
					3. Scholarly research/monogram/educational Tech. Articles in Tech. Scientific/Professional Journals: 1. International 2. National 3. Local					
					4. Instructional Manual/Audio-Visual Materials developed and approved for use: 1. International 2. National 3. Local					
					5. Expert Services, Training and Active Participation in Professional/Technical Activities: 5.1 Training and Seminar a. International b. National/Regional c. Local					
					5.1.1 Certified, industrial, agro-industrial or Fishing Training.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					5.1.2 Participation in conferences, seminars, workshops, maximum of five days: a. International b. National/ Regional c. Local					
					5.2 Expert Services Rendered 1. Serving as short term consultant/expert in an activity of an Educ'l. Tech. Prof. and Scientific and Cultural nature sponsored by the government and other agencies: a. International b. National c. Local					
					2. Services rendered as Coordinator, Lecturer, Resource Speaker or Guest Speaker in Conferences, Workshops and Training Courses (with audience) a. International b. National c. Local					
					3. Expert Services as Adviser in Doctoral Dissertation, Masteral and Undergraduate Thesis (Max. of 10 points) even outside your school: a. Doctoral Dissertation b. Masteral Thesis c. Undergraduate Thesis					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					4. Certified Services as Reviewer, examiner in the PRC or CSC.					
					5. Expert Services in accreditation work as member of the Board of Directors, Member of the Tech. Committee or Consultant Group.					
					6. Expert Services on Trade Skills Certificate.					
					7. Service as Coach/Trainer in Sports or Adviser of Student Organization/School Organ.					
					6. Membership in Professional/Honor Societies and Honors Received. 6.1 Current individual membership in relevant professional organization. 1. Learned Society 1.1 Full Member 1.2 Associate Member					
					2. Honor Society					
					3. Scientific Society					
					4. Professional Office					
					5. Member PAVE/ PAFTE					
					6.2 Undergraduate academic honors earned: 1. Summa Cum Laude					
					2. Magna Cum laude					
					3. Cum Laude					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					6.3 Scholarship/Fellowship: Degree or Non-Degree. a. International Competition 1. Doctorate					
					2. Masteral					
					3. Non-Degree					
					b. International Non-Competition 1. Doctorate					
					2. Masteral					
					3. Non-Degree					
					c. National/Regional Competitive 1. Doctorate					
					2. Masteral					
					3. Non-Degree					
					d. National/Regional Non-Competitive 1. Doctorate					
					2. Masteral					
					3. Non-Degree					
					e. Local Competitive/Non-Competitive					
					7. Awards of Distinction received in recognition and achievement in relevant areas of specialization/professional assignment of the faculty concerned. a. International					
					b. National/Regional					
					c. Local					
					8. Community Outreach – One for every year of participation in service-oriented project in the community.					
					9. Professional Examination a. Engineering, Accounting, Medicine, Law, Teachers Board.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					b. Marine Board/Seamen Certificate, Master Electrician, Professional Radio Operator Certificate.					
					c. Other Trade Skills Certificate.					

Part III. Qualitative Contribution Evaluation (QCE) of NBC 461 for Instructors and Assistant Professors

Directions: Below are the assessment area with performance criteria of Qualitative contribution evaluation (QCE) of NBC 461 for instructors and assistant professors. Please answer the questions to the best of your knowledge and honestly as you can by checking the number provided which correspond to what you feel most accurately indicated the extent of effectiveness and the extent of relevance as indicated by the following:

	Extent of Relevance		Extent of Effectiveness
5	- for excellent extent of relevance, indicating that recognition at international levels, leadership in staff development through presentation at international levels and/or development and implementation of innovative instructional programs.	5	- for very effective, indicating that the performance consistently demonstrate expertise, mastery and exemplary in teaching.
4	- for high extent of relevance, indicating that recognition at the state and/or national levels, leadership in national levels and implementation of innovative instructional program.	4	- for effective, indicating that the performance consistently demonstrate above or exceed standard in teaching.
3	- for moderate extent of relevance, indicating that recognition at the regional levels, leadership in regional levels and implementation of innovative instructional program.	3	- for moderately effective, indicating that the performance is consistently adequate in meeting performance criteria or meets standards.
2	- for low extent of relevance, indicating that recognition at the institutional, community and/or local levels, leadership in local and implementation of innovative instructional program.	2	- for less effective, indicating that the individual teacher is not working/teaching.
1	- for negligible	1	- for ineffective

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					I. Commitment					
					1. Demonstrates sensitivity to students' ability to attend to and absorb content information.					
					2. Integrates sensitivity his/her learning objectives with those of the students in a collaborative process.					
					3. Makes self-available to students beyond official time slots.					
					4. Tries-out innovative strategies in his/her class to further motivate students to engage more actively in learning.					
					5. Displays continuous enthusiasm for knowledge.					
					II. Knowledge of Subject					
					1. Demonstrates mastery of the subject matter.					
					2. Draw and shares information on the state of the art theory and practices in his/her discipline.					
					3. Integrates subject to practical circumstances and learning intents/purposes of students.					
					4. Raises problems and issues relevant to the topic(s) of discussion.					
					5. Presents ideas/concepts clearly and convincingly within the students intellectual level.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					III. Teaching for Independent Learning					
					1. Creates teaching strategies that allow students to participate using concepts they need to understand (interactive discussion).					
					2. Enhances students' self-esteem.					
					3. Allows students to create their own course with objectives and realistically defines student-professor rules and make them accountable for their performance.					
					4. Allows students to think independently and make their own decisions and holding them accountable for their performance based largely on their success in executing decisions.					
					5. Makes the students apply concepts to demonstrate understanding of the lesson.					
					IV. Management of Learning					
					1. Crates opportunities for extensive contribution for students (e.g. breaks class into dyads, triads, or buss/task group).					
					2. Assumes roles as facilitators, resource, coach, inquisitor, integrator, referee in drawing students to contribute knowledge and understanding of the concepts at hand.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					3. Designs and implements learning conditions and experienced that promote healthy exchange and/or confrontations.					
					4. Structures/re-structures learning and teaching-learning context to enhance attainment of collective learning objectives.					
					5. Stimulates students' desire and interest to learn more about the subject.					

Part IV. Problems Encountered by the Respondents

Directions: The following are the statements, which identify the problems encountered by the respondents. Please check the corresponding scale number provided at the right column as you personally deem appropriate and consistent with your experience and observation considering the scale provided below and rank on the blank provided before the number by assigning them No. 1 to the most serious problem, 2 to the more serious problem, and so on, assigning the biggest number to the least serious problem.

5 - most serious problem, indicating that the problems are encountered even in foreign countries and/or international.

4 - more serious problem, indicating that the problems are encountered nationwide and/or national SUCs.

3 - serious problem, indicating that the problems are encountered regionally and/or regional SUCs.

2 - least serious problem, indicating that the problems are encountered within the institution/college/university.

1 - not a problem.

Rank	Problems	Perception				
		5 (Most)	4 (More)	3 (Serious)	2 (Least)	1 (Not)
	1. Lack of funds for the purchase of modern instructional facilities.					
	2. Lack of seminars, trainings and workshop on new strategies in teaching and innovation techniques on the part of the professors and instructors.					
	3. Have limited exposure to the new technologies like modern machineries, internets/computers and the like.					
	4. Lack of qualified staff to handle each areas of concern.					
	5. Lack of incentives to personnel handling the different programs and activities.					

Rank	Problems	Perception				
		5 (Most)	4 (More)	3 (Serious)	2 (Least)	1 (Not)
	6. Need study leave grant to grow professionally.					
	7. Inadequate supply of needed tools, equipment and instructional materials for instruction.					
	8. Inadequacy of physical plan, library facilities, books and other reference materials.					
	9. Lack of coordination among the personnel in implementing the different programs and activities.					
	10. Lack on evaluation and research of action for the failure and or deficiencies that may encountered on the implementation of program and activities.					
	11. No training to staff regarding performance criteria.					
	12. Lack college/university activities that foster professional growth and development.					
	13. Others, please specify _____ _____ _____ _____					

Part V. Solutions

Directions: The following are statements, which identify the solutions to the problems by the respondents. Please check the corresponding scale number provided at the right column as you personally deem appropriate and consistent with your experience and observation considering the scale provided below and rank them on the blank provided before the number by assigning No. 1 to the most effective solution, 2 to the more effective solution and so on assigning the biggest number to the least effective solution.

5 - for most effective solution, indicating that the response or condition is extensively functioning well.

4 - for most effective solution, indicating that it immediately responds to the problem.

3 - for effective solution, indicating that it responded to the problem.

2 - for least effective solution, indicating that it slowly responds to problem.

1 - for ineffective solution, does not respond.

Rank	Solutions	Perception				
		5 (MostE)	4 (MoreE)	3 (E)	2 (LE)	1 (NE)
	1. Send professors and instructors to seminar, training and workshop on new strategies in teaching and innovation techniques.					
	2. Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials.					
	3. Expose staff to new technologies through sending them to trainings actually use operation of modern machineries and internets or computers.					
	4. Hire personnel duly qualified to handle areas of concern.					

Rank	Solutions	Perception				
		5 (MostE)	4 (MoreE)	3 (E)	2 (LE)	1 (NE)
	5. Provide incentives to personnel handling different programs and activities.					
	6. Grant study leave to staff for professional growth.					
	7. Have adequate supplies of tools, equipment and instructional materials needed for instruction.					
	8. Provide physical plant, library facilities, books and other reference materials.					
	9. Encourages personnel coordination on the implemented programs and activities.					
	10. Conduct evaluation and researches on the implemented programs and activities to avoid failure and deficiencies.					
	11. Provides training to assist the employee in meeting the performance criteria.					
	12. Provide college/university activities that foster professional growth to staff.					
	13. Others, please specify _____ _____ _____ _____					

APPENDIX O

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 2004

Sir/Madam:

The undersigned is presently conducting a study entitled, "**COMMON CRITERIA FOR EVALUATION (CCE) AND QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF ACADEMIC STAFF OF STATE UNIVERSITIES AND COLLEGES (SUCs) IN EASTERN VISAYAS.**"

In this connection, I am requesting your vulnerable assistance by answering all the questions in the questionnaire.

Rest assured that whatever finding obtained in the study will be kept highly confidential.

Thank you very much and more power to you.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

QUESTIONNAIRE

Common Criteria for Evaluation (CCE) and Qualitative Contribution Evaluation (QCE) of Academic Staff of State Universities and Colleges (SUCs) in Eastern Visayas
(For Associate Professors and Professors)

Part I. Profile of Respondents

Direction: Please supply the following information by filling the blanks/putting a check as provided below. All information will be treated with confidentiality.

1. Name of University/College: _____
   Address: _____
2. Name of Respondent (optional): _____
3. Age: _____
4. Sex: Male ( ) Female ( )
5. Civil Status: Single ( ) Married ( )
   Widower ( ) Separated ( )
6. Highest Educational Attainment: _____
7. Position/Official Designation: _____
8. Field of Specialization: _____
9. Work Experiences (in years):
   9.1 Administrative Experiences: _____
   9.2 Teaching Experiences: _____
10. Performance Rating: _____
11. Teaching Load:
    11.1 No. of Preparations of Work Load: _____
    11.2 Total Work Load: _____
12. Relevant Trainings Attended: (within the last three years)
    _____
    _____
    _____
    _____

Part II. Common Criteria for Evaluation (CCE) of NBC 461 Among Academic Staff

Directions: Below are the specific factors of service and achievements of the Common Criteria for Evaluation (CCE) of NBC 461 Among Academic Staff. Please answer the questions to the best of your knowledge and honestly as you can by checking the numbers provided which corresponds to what you feel most accurately indicate the extent of relevance and extent of effectiveness as indicated by the following:

	Extent of Relevance		Extent of Effectiveness
5	for excellent extent of relevance, indicating that recognition at international levels, leadership in staff development through presentation at international levels and/or development and implementation of innovative instructional programs.	5	for very effective, indicating that the performance consistently demonstrate expertise, mastery and exemplary in teaching.
4	for high extent of relevance, indicating that recognition at the state and/or national levels, leadership in national levels and implementation of innovative instructional program.	4	for effective, indicating that the performance consistently demonstrate above or exceed standard in teaching.
3	for moderate extent of relevance, indicating that recognition at the regional levels, leadership in regional levels and implementation of innovative instructional program.	3	for moderately effective, indicating that the performance is consistently adequate in meeting performance criteria or meets standards.
2	for low extent of relevance, indicating that recognition at the institutional, community and/or local levels, leadership in local and implementation of innovative instructional program.	2	for less effective, indicating that the individual teacher is not working/teaching.
1	for negligible	1	for ineffective

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					I. Educational Qualifications					
					1. Doctoral Degree					
					2. Master's Degree					
					3. LLB, M.D.					
					4. Diploma Course (above a bachelor's degree).					
					5. Bachelor's Degree (4 years)/BS Vet. Med.					
					6. Special Courses: a. 3-year Post Secondary Course.					
					b. 2-year Post Secondary Course.					
					7. Additional Equivalent and Relevant Degree Earned: a. Additional MA Degree					
					b. Additional BS Degree					
					II. Experience and Professional Services					
					1. Full-time academic service/teaching in college.					
					2. Full-time academic service in tertiary level other than from SUC, CHED Supervised-TESDA School.					
					3. Administrative Designation as: a. President					
					b. Vice-President					
					c. Dean, Director, School Supt./VSA.					
					d. College Department					
					e. Principal, Supt., Head of Unit.					
					4. Full-time Industrial/Agricultural/ Teaching Experience as: a. Engineer, Plant/Farm Manager.					
					b. Technician					
					c. Skilled Worker					
					5. Experience as: a. Cooperating Teacher					
					b. Basic Education Teacher					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					III. Professional Development Achievement and Honors					
					1. Innovations, Patented Inventions, Publications and Other Creative Work. 1.1 Innovations, patented invention and creative work as well as discovery for educational technology Scientific or Cultural Value. a. International b. National c. Institutional					
					2. Creative Work/Published Book.					
					3. Scholarly Research/Monogram/ Educational Tech. Articles in Tech. Scientific/Professional Journals: a. International; b. National c. Local					
					4. Instructional Manual/Audio-Visual Materials developed and approved for use: a. International b. National c. Local					
					5. Expert Services, Training and Active Participation in Professional/Technical Activities: 5.1 Training and Seminar a. International b. National/Regional c. Local					
					5.1.1 Certified, industrial, agro-Industrial or Fishing Training.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					5.1.2 Participation in conferences, seminars, workshops, maximum of five days: a. International b. National/ Regional c. Local					
					5.2 Expert Services Rendered 1. Serving as short term consultant/expert in an activity of an Educ'l. Tech. Prof. and Scientific and Cultural nature sponsored by the government and other agencies: a. International b. National c. Local					
					2. Services rendered as Coordinator, Lecturer, Resource Speaker or Guest Speaker in Conferences, Workshops and Training Courses (with Professional Audience) a. International b. National c. Local					
					3. Expert Services as Adviser in Doctoral Dissertation, Masteral and Undergraduate Thesis (Max. of 10 points) even outside your school:					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					a. Doctoral Dissertation b. Masteral Thesis c. Undergraduate Thesis					
					4. Certified Services as Reviewer, Examiner in the PRC or CSC.					
					5. Expert Services in accreditation work as member of the Board of Directors, Member of the Tech. Committee or Consultant Group.					
					6. Expert Services on Trade Skills Certificate.					
					7. Service as Coach/Trainer in sports or Adviser of Student Organization/School Organ.					
					6. Membership in Professional/Honor Societies and Honors Received 6.1 Current individual membership in relevant professional organization. 1. Learned Society 1.1 Full Member					
					1.2 Associate Member					
					2. Honor Society					
					3. Scientific Society					
					4. Professional Office					
					5. Member PAVE/ PAFTE					
					6.2 Undergraduate academic honors earned 1. Summa Cum Laude					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					2. Magna Cum Laude 3. Cum Laude					
					6.3 Scholarship/Fellowship: Degree or Non-Degree: a) International Competition 1. Doctorate 2. Masteral 3. Non-Degree					
					b) International Competition 1. Doctorate 2. Masteral 3. Non-Degree					
					c) National/Regional Competitive 1. Doctorate 2. Masteral 3. Non-Degree					
					d) National/Regional Competitive 1. Doctorate 2. Masteral 3. Non-Degree					
					e) Local Competitive/ Non-Competitive					
					7. Awards of Distinction received in recognition and achievement in relevant areas of specialization/professional assignment of the faculty concerned: a. International b. National/Regional c. Local					
					8. Community Outreach- One for every year of participation in service-oriented project in the community.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					9. Professional Examination a) Engineering, Accounting, Medicine, Law, Teachers Board b) Marine Board/Seamen Certificate, Master Electrician, Professional Radio Operator Certificate c) Other Trade Skills Certificate					

Part III. Qualitative Contribution Evaluation (QCE) of NBC 461 for Instructors and Assistant Professors

Directions: Below are the assessment area with performance criteria of Qualitative contribution evaluation (QCE) of NBC 461 for instructors and assistant professors. Please answer the questions to the best of your knowledge and honestly as you can by checking the number provided which correspond to what you feel most accurately indicated the extent of effectiveness and the extent of relevance as indicated by the following:

	Extent of Relevance		Extent of Effectiveness
5	- for excellent extent of relevance, indicating that recognition at international levels, leadership in staff development through presentation at international levels and/or development and implementation of innovative instructional programs.	5	- for very effective, indicating that the performance consistently demonstrate expertise, mastery and exemplary in teaching.
4	- for high extent of relevance, indicating that recognition at the state and/or national levels, leadership in national levels and implementation of innovative instructional program.	4	- for effective, indicating that the performance consistently demonstrate above or exceed standard in teaching.
3	- for moderate extent of relevance, indicating that recognition at the regional levels, leadership in regional levels and implementation of innovative instructional program.	3	- for moderately effective, indicating that the performance is consistently adequate in meeting performance criteria or meets standards.
2	- for low extent of relevance, indicating that recognition at the institutional, community and/or local levels, leadership in local and implementation of innovative instructional program.	2	- for less effective, indicating that the individual teacher is not working/teaching.
1	- for negligible	1	- for ineffective

Part IV. Problems Encountered by the Respondents

Directions: The following are the statements, which identify the problems encountered by the respondents. Please check the corresponding scale number provided at the right column as you personally deem appropriate and consistent with your experience and observation considering the scale provided below and rank on the blank provided before the number by assigning them No. 1 to the most serious problem, 2 to the more serious problem, and so on, assigning the biggest number to the least serious problem.

5 - most serious problem, indicating that the problems are encountered even in foreign countries and/or international.

4 - more serious problem, indicating that the problems are encountered nationwide and/or national SUCs.

3 - serious problem, indicating that the problems are encountered regionally and/or regional SUCs.

2 - least serious problem, indicating that the problems are encountered within the institution/college/university.

1 - not a problem.

Rank	Problems	Perception				
		5 (Most)	4 (More)	3 (Serious)	2 (Least)	1 (Not)
	1. Lack of funds for the purchase of modern instructional facilities.					
	2. Lack of seminars, trainings and workshop on new strategies in teaching and innovation techniques on the part of the professors and instructors.					
	3. Have limited exposure to the new technologies like modern machineries, internets/computers and the like.					
	4. Lack of qualified staff to handle each areas of concern.					
	5. Lack of incentives to personnel handling the different programs and activities.					

Rank	Problems	Perception				
		5 (Most)	4 (More)	3 (Serious)	2 (Least)	1 (Not)
	6. Need study leave grant to grow professionally.					
	7. Inadequate supply of needed tools, equipment and instructional materials for instruction.					
	8. Inadequacy of physical plan, library facilities, books and other reference materials.					
	9. Lack of coordination among the personnel in implementing the different programs and activities.					
	10. Lack on evaluation and research of action for the failure and or deficiencies that may encountered on the implementation of program and activities.					
	11. No training to staff regarding performance criteria.					
	12. Lack college/university activities that foster professional growth and development.					
	13. Others, please specify _____ _____ _____ _____					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					I. Clientele Satisfaction (To be rated by the clientele)					
					1. The needs of the clientele are reflected in the plan.					
					2. Processes and procedures adopted enable him to respond quickly to changing requirements of the clientele.					
					3. Meets and discusses with clientele to assess quality of services provided.					
					4. Involves clientele in planning processes for intended educational services.					
					5. Adopts and implements a system that is supportive of realizing clientele satisfaction.					
					II. Leadership (To be rated by the immediate supervisor)					
					1. Participates in quality initiatives undertaken by the college/university.					
					2. Provides/shares with colleagues, students and parents information relative to the latest development in quality practices.					
					3. Encourages participation in all of the decision making process.					
					4. Develops new ways of responding to clientele request that improve response time and clientele satisfaction.					
					5. Develops/promotes processes that prevent/resolve problems.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					III. Partnership Development (To be rated by stakeholders in the completed projects/ activities)					
					1. Involves students, colleagues, parents in planning, implementing, evaluating quality standards and plans.					
					2. Regularly meets concerned sectors to discuss ways in which the departments and the colleges can create learning and working environment.					
					3. Establishes alliances with local residents, business and other government functionaries.					
					4. Develops community support system through the alliance for sustaining effective learning and working environment.					
					5. Works with members of the faculty, staff, and community to identify and implement ways to improve quality of education and educational processes.					
					IV. Community Responsibility (To be rated by parties from the external and internal communities)					
					1. Strives to create safe learning and working environment.					
					2. Makes everyone aware of their responsibility to the community.					

Extent of Relevance					Indicators	Extent of Effectiveness				
5 (E)	4 (HE)	3 (ME)	2 (LE)	1 (N)		5 (VE)	4 (E)	3 (ME)	2 (LE)	1 (IE)
					3. Focuses on helping staff, students and colleagues understand community needs.					
					4. Develops programs that support community activities.					
					5. Supports community initiatives to improve environment.					

CURRICULUM VITAE

Name	:	MYRNA BRAZAS ALAMIN
Academic Rank/Position	:	Assistant Professor III (SG 17)
Office and Address	:	Samar State College of Agriculture and Forestry, San Jorge, Samar
Civil Status	:	Married
Date and Place of Birth	:	June 23, 1964 Catbalogan, Samar
Spouse	:	Jose D. Alamin
Children	:	Jessiemar, Jonathan, Mark Julius Marjory, Mary Joyce
Home Adrees/Residence	:	Km. 2 South Road, Catbalogan, Samar, 6700 Cell Phone No. 09208259835

EDUCATIONAL QUALIFICATION/BACKGROUND

Post Graduate	:	Doctor of Philosophy (Ph. D.) Major in Educational Management Samar State University Catbalogan, Samar 1999 – 2005
Graduate	:	Master of Arts (M.A.) Major in Home Economics Samar State Polytechnic College Catbalogan, Samar 1992 – 1996
College	:	Bachelor of Science in Industrial Education (BSIE) Major in Garments Technology Samar State Polytechnic College Catbalogan, Samar 1982 – 1986

CURRICULUM VITAE

Rank	Solutions	Perception				
		5 (MostE)	4 (MoreE)	3 (E)	2 (LE)	1 (NE)
	5. Provide incentives to personnel handling different programs and activities.					
	6. Grant study leave to staff for professional growth.					
	7. Have adequate supplies of tools, equipment and instructional materials needed for instruction.					
	8. Provide physical plant, library facilities, books and other reference materials.					
	9. Encourages personnel coordination on the implemented programs and activities.					
	10. Conduct evaluation and researches on the implemented programs and activities to avoid failure and deficiencies.					
	11. Provides training to assist the employee in meeting the performance criteria.					
	12. Provide college/university activities that foster professional growth to staff.					
	13. Others, please specify _____ _____ _____ _____					

Part V. Solutions

Directions: The following are statements, which identify the solutions to the problems by the respondents. Please check the corresponding scale number provided at the right column as you personally deem appropriate and consistent with your experience and observation considering the scale provided below and rank them on the blank provided before the number by assigning No. 1 to the most effective solution, 2 to the more effective solution and so on assigning the biggest number to the least effective solution.

5 - for most effective solution, indicating that the response or condition is extensively functioning well.

4 - for most effective solution, indicating that it immediately responds to the problem.

3 - for effective solution, indicating that it responded to the problem.

2 - for least effective solution, indicating that it slowly responds to problem.

1 - for ineffective solution, does not respond.

Rank	Solutions	Perception				
		5 (MostE)	4 (MoreE)	3 (E)	2 (LE)	1 (NE)
	1. Send professors and instructors to seminar, training and workshop on new strategies in teaching and innovation techniques.					
	2. Create income generating projects that will augment additional income of the college/university for the purchase of modern instructional facilities, equipment and materials.					
	3. Expose staff to new technologies through sending them to trainings actually use operation of modern machineries and internets or computers.					
	4. Hire personnel duly qualified to handle areas of concern.					

Secondary	:	Samar School of Arts and Trades Catbalogan, Samar 1978 – 1982
Elementary	:	Catbalogan I Central Elementary School Catbalogan, Samar 1972 – 1978

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET)
Catarman, Northern Samar
October 26, 1986

HONORS AND AWARDS RECEIVED

Outstanding in Garments Technology
Fourth Year College
Samar State Polytechnic College
Catbalogan, Samar
1985 – 1986

Second General Excellence
Third Year College
Samar State Polytechnic College
Catbalogan, Samar
1984 – 1985

Outstanding Pupil
Catbalogan I Central Elementary School
Catbalogan, Samar
1977 – 1978

PROFESSIONAL EXPERIENCE/POSITION HELD

Assistant Professor III
Samar State College of Agriculture and Forestry (SSCAF)
San Jorge, Samar
2004 to Present

Cooperating Teacher, College of Agriculture
UEP, University Town
Catarman, Northern Samar
October to March, 2001

Speaker, Convocation Program
SSCAF, San Jorge Samar
February 10, 1991

Coach, Provincial Youth Skills Competition
TESDA provincial Competition
August 14 – 15, 1997

MEMBERSHIP IN ASSOCIATION

Lifetime Member, Philippine Association for Home Economics
State Colleges and Universities (PAHESCU)
April 23, 2003

Bonafide Member, Philippine Association of Campus Student Advisers
October 23, 2003

Bonafide Member, SSCAF Personnel Association (SSCAFPA)
2000 – 2002

Bonafide Member in Philippine Association for Graduate Education (PAGE)
Region VIII, 1999

Lifetime Member, Philippine Association for Vocational Education (PAVE)

Member, Philippine Home Economics Association
DECS Quezon City
November, 1990

SEMINARS ATTENDED

7the Annual Membership Conference/Seminar – Workshop of the Philippine Association for Home Economics' in State Colleges and Universities (PAHESCU), Inc., Pampanga Agricultural College (PAC), Magalang, Pampanga, April 23 – 25, 2003.

Assistant Professor I
SSCAF, San Jorge, Samar
November, 2001 to June, 2004

Teacher I
Samar National Agricultural School (SNAS)
San Jorge, Samar
July 24, 1991 to October 31, 2001

Secondary School Teacher (SST) I
Tarangnan National High School (TNHS)
Tarangnan, Samar
July 1, 1988 to July 23, 1991

EXPERT SERVICES

Coach in Ladies Dressmaking – Open Category
5th Provincial Skills Competition
TESDA, Catbalogan, Samar
October 17, 2003

Trainer, Basic Dressmaking
TESDA Tie-Up with SSCAF
August 21, 2003 to October 7, 2003

Facilitator, Seminar on Technology and Home Economics
SSCAF, San Jorge, Samar
September 15, 2003

Facilitator, Student Leadership Training
SSCAF, San Jorge, Samar
August 8 and 9, 2003

Cooperating Instructor, Teacher Education Department
SSCAF, San Jorge, Samar
November 4, 2002 to January, 2003

Expert Dressmaking
4th Provincial Skills Competition
TESDA, Catbalogan, Samar
October 4 – 5, 2000

23rd Annual National Convention and Seminar – Workshop on Campus Advising of the Philippine Association of Campus Student Advisers (PACSA), Teachers' Camp, Baguio City, November 17 – 20, 2002.

Presentation of Research and Extension Outputs of the College of Graduate Studies and Research and Development Center, SSPC, Catbalogan, Samar, February 2, 2002.

Strategic Planning Seminar – Workshop for Faculty and Administrative Staff, SSCAF, San Jorge, Samar, October 15 – 17, 2002.

Seminar – Workshop "Experiment Design and Field Plot Techniques," SSCAF, San Jorge, Samar, February 12 – 14, 2002.

Institutional R & D capability and Team Building Seminar – Workshop for Industry and Energy Researchers, SSCAF, San Jorge, Samar, December 19 – 20, 2002.

Seminar on Technology and Home Economics, Samar State College of Agriculture and Forestry, San Jorge, Samar, September 15, 2003.

20th Biennial Congress of the Philippine Home Economic Association, Mother Ignacia St., Quezon City, November 8 – 9, 1990.

TRAININGS ATTENDED

Competency Assessors' Course Conducted by Technical Education and Skills Development Authority (TESDA), Igot Cove Bar & Grill, Maulong, Catbalogan, Samar, July 28 to August 1, 2003.

Orientation of the Use of Non-Compatriot Judging and Computer-Based BIC System Conducted by TESDA, Cocina de Cabral, Catbalogan, Samar, October 10, 2003.

Commercial Baking Conducted by TESDA, SSCAF, San Jorge, Samar, October 16 – 20, 2000.

Gifts/Toys/Housewares Making (TSUP), TESDA RTESDC Region VIII, Tacloban City, April 28 to May 16, 1997.

Cake Making and Decorating (Basic) FYDP, SSPC, Catbalogan, Samar, April 3 to May 31, 1992.

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