

Tales of Promotions and Performance on the National Budget Circular (NBC) 461

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Abstract— *The Higher Education Institution's professional promotion system is intended to govern the university administrators to ensure that the university's strategic directions and operations are in the hands of qualified faculty members. This paper Identified the narratives of the promotion and performance of the Sorsogon State University faculty throughout the implementation of the NBC 7A cycle for faculty assessment. This paper described the faculty evaluation experience and method, compared the institutional and zonal center evaluation findings, and determined the influence of research performance on the academic rank of faculty. It was found out that the assessment sparked concerns among faculty members, particularly with relation to the professional accomplishment criteria, where research publishing appeared to have an impact on faculty promotions. Although the NBC 461 cycle 7-A guidelines and evaluation instruments were utilized at both the institutional and zonal levels, only the zonal centers have a computerized system that stores the earned points of the faculty for re-evaluation at each cut-off cycle as a reference for the maximized criterion. This could explain the huge disparity between zonal and institutional evaluation findings. Local biases may be introduced by the halo effect, but not at the zonal level. Academic advancement does not depend just on research publishing, as the NBC 461 instrument considers various aspects of professional accomplishment in addition to research publication. Therefore, it is vital that the policies include robust support for faculty researchers, the establishment of research collaborations, the acquisition of external research grants, and a review of the incentive structure.*

Keywords— *Faculty Promotions and Performance, Philippine HEIs, National Budget Circular.*

I. INTRODUCTION

One of the foundational components of a learning institution is the faculty complement. According to Schimanski and Alperin (2018), the Review, Promotion and Tenure (RPT) served as important determinants of an organization's performance. The importance of research has often been boosted through RPT processes at the expense of teaching and service, which usually results in a mismatch between how faculty members spend their time and what is considered in their assessment. Most people concur that RPT requirements should encourage the publication of high-quality, peer-reviewed works; however, in practice, the value of publications is frequently determined by using expedients like the publication venue's reputation rather than the quality and rigor of peer review of each item. In his meta-analytic research of the subject, Bowling (2007) observed that the link between job satisfaction and performance can be partially diminished after excluding generic personality characteristics. Additionally, it was eliminated after organization-based self-esteem was considered.

The previous study suggested that other factors, in addition to satisfaction, may also affect how well the faculty provides its services. As a government institution, Sorsogon State University promotes its faculty in accordance with the National Budget Circular's (NBC) guidelines. The Common Criteria Evaluation (CCE) and the Qualitative Contribution Evaluation (QCE), which were initially put into effect on June 1, 1998, are the two parts of the standards. It amended and improved the National Compensation Circular (NCC) No. 69's Compensation and Position Classification Plan for Faculty Positions.

This research aimed to consider the impact of researchers' performance on the promotion to NBC 461 by analysing the assessment results of the NBC cycle 7A. The 7a cycle's covered years are from 2013 to 2016. The difficulties that the faculty members encountered were also explored through recounting of their experiences. The major goal is to pinpoint the numerous elements that influence how faculty members get promoted. Similarly, this paper provided the foundation for the necessary administrative response based on the actual faculty demand.

The rational expectancy theory serves as the foundation for this research. According to this hypothesis, the outcomes of the past have an impact on the future. The idea is that because people base their decisions on the information at hand as well as their prior experiences, they tend to make the right decisions most of the time. The theoretical and empirical arguments for the essential linkages between organizational change and the procedure associated to it were examined in Mehboob and Othman's (2020) study. The research included examining the growth in resistance to change among academic professionals, particularly among academic employees. In general, this article could serve as a solid foundation for designing faculty development programs and formulating policies that may benefit the institution, the administration, the faculty, and the learning process' end users, the students.

II. OBJECTIVES

This study identified the narratives on the promotion and performance of the faculty of Sorsogon State University during the conduct and implementation of faculty evaluation through NBC 7A cycle. Specifically, this paper aimed to (1) describe the faculty evaluation experience and process; (2) compare the institutional and zonal center evaluation results, and (3) determine the influence of research performance in the academic rank of faculty.

III. METHODOLOGY

The nature of this study is descriptive. It used a qualitative research approach. The research framework was based on the rational expectancy theory. The narrative description of the evaluation procedure was done while comparing the institutional and zonal printouts. The Office of Research and Development Services (ORDS) was contacted for the faculty research performance data for this purpose.

IV. RESULTS AND DISCUSSIONS

This paper presents the faculty evaluation procedural experience, comparison between the printouts of the institutional and zonal center evaluation of NBC 461 7A, and trend of the faculty research publication.

1. Faculty Evaluation Procedural Experience

The evaluation of the faculty adhered to strict guidelines and rules. It is the outcome of a thorough analysis that took place over time and involved numerous memoranda. The specifics of the said method are described in this paper. It provides the procedure for evaluating faculty, accreditation of full fledge professors and implementation of NBC 461 7a Cycle. Some distinct faculty accounts of their experiences during the covered cycle of assessment are presented for further discussions.

1.1 Process of faculty evaluation during the NBC 7A cycle

Preparation for the review of the materials for NBC-7-A began with the May 11, 2017 issuance of SSC Memorandum No. 14, S. 2017, from the Office of the President. This document is titled Guidelines for the Evaluation of NBC 461-2016. It specifies the rating period from July 01, 2013 to June 30, 2016, the evaluation procedures, and the creation and packaging of documents. The memo cites SSC Memo No. 9, 2015, SSC Memo No. 13, 2015, and the Common Criteria Evaluation of the NBC 461. On the same date, May 11, 2017, another memorandum from the office of the President, SSC Memorandum No. 15, s. 2017, was issued. Its subject is the composition of the NBC 461 evaluation committee. The Local Evaluation Committee (LEC) and the Institutional Review Committee (IRC) are the two designated committees. Its reference is the SSC Memo No. 13, s. 2017.

On May 22, 2017, the President issued a notice of Information regarding the postponement of the submission and evaluation of CCE documents for NBC 461, 2016 cut off, to a later date pending upon PASUC approval of Qualitative Contribution Evaluation (QCE) on the last week of the same month. The notice states that the final date of submission of both the CCE and QCE documents shall be announced later.

The President approved the request of the Vice President for Academic Affairs, dated November 08, 2017, about the overtime services of the identified faculty and employees who will work on the review of the CCE and QCE documents. The covered period of the review is November 8, 2017, to December 9, 2017. The request stated further that the result of the evaluation is expected to be submitted at the Regional Zonal Center no later than December 15, 2017.

The Institutional printout for NBC 461 cycle 7-A, together with the CCE and QCE folders were submitted to the office of

the Zonal Director on December 14, 2017. On January 24, 2018, another transmittal letter for the Institutional printout for NBC 461 Cycle 7A, together with CCE and QCE folders was submitted to the office of the Zonal Director. This is based on the administrative decision to provide humane consideration to those who did.

In spite of this accommodation, there were still faculty members who did not submit their QCE folders, thus expectedly considered as no movement in their present academic rank. When traced by the researchers and asked for their reasons, they are about personal preference because of nearing retirement and a thought that implementation is still at stake. These are samples of their code-switched and comments in a regional language:

On April 4, 2018, the draft printout of the NBC 461 (Cut off June 30, 2016) which was the basis for printing the final NBC 461 print out was received at the records office through the transmittal letter from the Zonal director, dated March 22, 2018. This was based on the PASUC advisory No. 80, s. 2018 dated May 22, 2018. It came from the PASUC President, Dr. Tirso A. Ronquillo to All Zonal Center Directors to All SUC presidents/Heads. It may imply having the element of urgency indicated in the subject as: Submission of NBC No. 461 Evaluation and Funding Requirement to Implement Cycle 7A.

The results of the evaluation of the CCE and QCE documents from local to institutional committees and the Zonal center were subjected to rectification before the final printouts. The office of the Vice President for Academic Affairs (VPAA) accommodated some requests, answered queries and endorsed said requests to the zonal center. Below is a sample of a letter requesting rectification that resulted to a positive result.

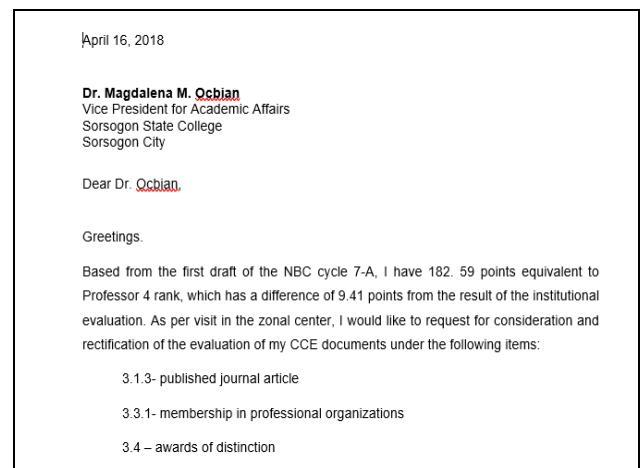


Plate 1. Sample letter of rectification addressed to the VPAA

When interviewed, the faculty recounted that she personally went to the zonal center and paid Php 150 rectification fee, with the letter of endorsement from the office of the VPAA. In the final print out, her request paid off when she got a point of 183.09, equivalent to Professor rank. This is how she described her experience:

*Mabuti na lang, nag try ako.
Vigilant na dapat para hindi na maulit ang*

nangyari noong 6th cycle. [It is advantageous to take risks. It is necessary to be vigilant so that what occurred in the sixth cycle does not occur again.]

This means that faculty effort is required for rectification to be effective. It is also possible that the faculty had a nasty experience with the NBC 6th cycle evaluation that taught them to be more vigilant and careful during the 7a cycle of evaluation.

On May 29, 2018, the Zonal Director sent a transmittal letter of the final printout of the NBC 461 (Cut-off June 30, 2016), certified true and correct as of May 25, 2018. It was received in the Records Office on June 7, 2018. The letter specified that in case of rectification in the CCE points, the authorized representative of the institution should present a letter of request from the head of the institution. It also clearly stated the instruction on the limit and rectification period. Accordingly, there was no faculty member who applied for rectification after the final print-out.

1.2 Accreditation of Full Professors

The submission of documents for the Accreditation of Full Professors was advised through the PASUC V Memorandum dated December 3, 2018. It was received in the Records office on December 4, 2018. The memorandum required the SUC V Presidents to submit the list of candidates together with the accomplished application form on or before December 14, 2018. Further, the same memo identified the timeline as January 15, 2019- the last week of January as the submission of documents duly reviewed by the Institutional Review Committee. It also mentioned the accreditation fee amount of ten thousand pesos (10,000.00) per candidate. Its reference is the PASUC Memorandum dated May 14, 2014, with the subject, Enhanced Guidelines on the Accreditation of Full Professors. There are 17 potential faculty who answered the call.

Through the SSC Memorandum No. 58, s. 2018, dated December 06, 2018, the President called for the Vice-Presidents, Campus Administrators, Dean-SGS, Staff Directors, HRMO, Program Deans, FA, FO, and Faculty members on the composition of the Institutional Review Committee for Full Professor Accreditation. On December 19, 2018, the VPAA issued a notice of information to the Institutional Review Committee. It pertains to the Review of Documents of Candidates for Professorial Accreditation. The committee was advised to attend the meeting on January 11, 2019, at 8:30 am at the SSC Board Room for the institutional review of the documents of applicants.

Through the first endorsement of the VPAA, dated January 21, 2019, to the Office of the President, the evaluation result of the Institutional Review committee was submitted to the PASUC Chair. The transmittal was released from the records office on January 24, 2019. The list of the professors and their documents were submitted for evaluation by the Regional Accreditation Committee (RAC). The said documents include five copies of the portfolio per candidate; a hard copy of the duly accomplished application form which was sent on December 14, 2018; and the copy of the evaluation result from

the Institutional Review Committee.

The PASUC V Memorandum dated February 26, 2019, address to the SUC V Presidents provided the list of faculty candidates and the schedule of the evaluation for Full Professors. The memorandum stated that the schedule of evaluation is on March 18, 19, and 20, 2019 at CSPC, Nabua, Camarines Sur. The paper also advised the amount of accreditation fee per candidate.

In addition, on March 12, 2019, another PASUC V Advisory with the subject, Evaluation Schedule for Full Professor Candidates was communicated to the SUC V Presidents. It included the final timetable and list of candidates for Full professors, as well as the names of the respective evaluators. In the case of SSC, just two candidates were initially pre-selected and scheduled for interviews. Through a faculty appealing letter addressed to SSC president and then forwarded to the president of PASUC V, another faculty was added to the list.

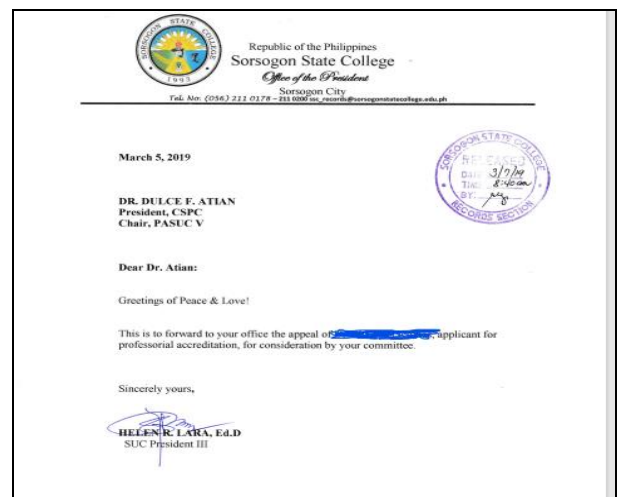


Plate 2. Copy of the letter of endorsement to the PASUC V President

When interviewed, this is how the faculty accounted for the eventful experience.

Sabi daw, pag may katwiran, ipaglaban. Timing lang talaga ang publication ng research. Naalala ko pa, na reject yun nung una, pero blessing in disguise, na accept sa journal na mas maganda ang indexing. Yun ang naging savior ko para maging professor. [Accordingly, it is acceptable to fight for what is right. The publication of the research article occurred at a favorable time. I recalled that it was initially rejected but then published in a journal with a better indexing system. It contributed to my accreditation as a full-fledged professor].

According to the experience of one of the professors, the institution plays a role in the promotion of its faculty members. Nonetheless, faculty participation is still required, hence, collaborative effort is necessary. Furthermore, it may be inferred that it is also essential to keep a positive attitude in

the face of rejection.

After four months, on July 31, 2019, the SSC records office received the Accreditation Report of the PASUC National Accreditation Committee for Full-Fledge Professors, dated June 18, 2019. SSC gained an additional three professors after hurdling the accreditation. This further means that hard work gains positive outcomes.

The results find ally in the paper of Esponilla, Tolentino, Barbacena, & Portez (2020) which identified documentation, university responsibility and faculty responsibilities among the challenges and concerns of faculty promotion system in Philippine higher education. In addition, the study concluded that the challenges and issues are indicative of promotion trends that need to be examined when formulating a standard faculty promotion policy.

1.3 Implementation of NBC 461 Results.

Finally, on August 30, 2019, the Department of Budget and Management (DBM) and the Commission on Higher Education (CHED) issued Joint Circular No. 1. It has the subject: Guidelines to Implement Special Provision no. 3 of the Miscellaneous Personnel Benefits Fund (MPBF) in the FY 2019 General Appropriations Act (GAA), "Implementation of National Budget Circular (NBC) No. 461.

Another Memorandum from PASUC V dated September 17, 2019 requested the presence of the Chairman/Head of the internal Evaluation Committee of NBC 461 7th-A Cycle on September 22, 2019 relative to the request of CHED Regional Director Freddie Bernal as the Chairman of the Ad Hoc Committee to serve as resource person relative to NBC evaluation and other related documents. On the next day, September 23, 2019, CHED Regional Memorandum No. 111 s, 2019 addressed to the SUC Presidents reiterated the NBC 461 Additional Guidelines Pursuant to the Memorandum from the office of CHED Commissioner, Dr. Aldrin A. Darilag, CHRP, RMT, RN as discussed in the Special BOT Meeting in reference to the presentation of the results of NBC 461 conducted last September 22. The Memorandum was addressed to the SUC board secretaries. To wit;

The board secretaries were advised to reflect in the referendum to be routed for approval the following: (1) The SUC Evaluation Committee shall be given 3 days, effective the date of this advice, to rectify the list before resubmitting to the AdHoc Committee. Universal sampling shall be employed in reviewing the documents. (2) Faculty members who do not possess the entry level requirement for master's degree shall be removed from Form 1 that will be submitted to the AdHoc Committee. (3) Faculty members who were not Accredited for Professorship will be included in the list, but the rank reflected will be the rank as of December 31, 2018. (4) The AdHoc Committee shall be given 3 days after receiving the rectified copy of Form 1 from the SUC Evaluation Committee to validate the list before submission to CHED National Office.

With this, the SUC Evaluation Committee of SSC rectified the list prior to its submission to the Ad Hoc Committee on September 23, 2019. The universal sampling was employed in reviewing the documents. It removed from Form 1 all faculty members who did not meet the entry level requirement of

master's degree. Moreover, faculty members who were not Accredited for Professorship are still included in the list, with ranks reflected in the December 31, 2018 zonal print-out and with a notation not accredited instead of assigning them the Associate Professor V rank. Moreover, cross-checking of the form 1 with the plantilla was also made.

Some of those faculty members were asked what they thought might be the reason they were not accredited. Their typical response pertains to noncompliance with the fundamental requirement, which is publication of research in journals identified by CHED and those with reputable indexing bodies. This is one of the direct responses of one of the faculty members:

Hindi na ako nag submit ng paper for professoriate accreditation. Alam ko man lang na di ako papasa, wala akong napa publish pa sa mga pigtataram na journal na Scopus daw. [I did not submit documentation for accreditation as a professor. I am aware that I will not pass because I have no Scopus-indexed publications].

This could mean that the faculty are aware of how far they have come and if they are ready to be accredited. Once they know they have a small chance of becoming full professors, they do not even try to apply. It could also mean that they know the basic requirement, which is that research must be published in indexing bodies.

It was recommended by Salazar-Clemena (2006) that collegial collaboration, conference participation, and grant-review committees can improve a career. In university assignments and committees, many supportive and cooperative academics may be requested to perform more. Moreover, Guido and Orleans (2020) suggested that the university must internationalize education research and guide and aid its academic researchers as the academicians conduct their study. There can be centers that should be outfitted with essential research and information equipment (such as research-related software and records including papers, reports, and the like.

2. Comparison between the printouts of the institutional and zonal center evaluation of NBC 461 7A

Only permanent faculty members are the subject of the discussion because they are the only ones impacted by the implementation of NBC 461. In the 7a cycle evaluation, 165 faculty members from Sorsogon State College were considered, 151 of whom held permanent positions and 14 of whom were on a non-permanent status. The administration considered including those in the non-permanent status since they have completed master's degree programs and given the temporary permanent status. They were aware that the results were on paper but not for implementation yet.

Of the 151 faculty, only 131 or 87% have movement in their academic ranks with reference to the zonal evaluation print-out. There are 20 faculty who retained their present ranks. These include the five associate Professor V and 1 University Professor who did not participate in the accreditation of full professors. The same publication-related issues accounted for their refusal to do so. Accordingly, in the

case of a university professor level, she preferred not to apply for another accreditation. This is how she reasoned out when asked:

Happy na ako at satisfied sa Prov VI, ayaw ko na ng stress. May kasabihan, the higher the rank, the higher the expectations. [I am happy and satisfied to hold a professor VI rank. I do not want to stress myself anymore. Accordingly, the higher the rank, the higher is the expectation].

This exact quote from the sole faculty member who has attained the position of university professor suggests satisfaction. It is the institution's highest academic position, with compensation and salary grade equivalent to that of the SUC III president. From a different perspective, the feeling of satisfaction and the personal decision to avoid emotional stress were indicators of a lack of motivation attributable to the institution's past performance. A candidate for a university professor position had been interviewed three times without success. The same concept applies to the other faculty members who remained associate professors V despite attaining the required number of points for full professorships. However, publication was the primary reason they did not apply for accreditation.

Sixty-nine percent or 90 of these 131 faculty members achieved academic sub-ranks one or two steps higher than category 1 on form 1 of the Ad Hoc Committee. In contrast, 41 or 31% of faculty members received three or more steps higher sub-ranks designated as category 2.

Furthermore, there are 11 or 8% faculty members who earned points for Professorial ranks and participated in the accreditation of full professors. However, only three faculty members satisfied the requirements and passed the accreditation as full-fledged professors. They were accredited as Professor 6, Professor 5, and Professor 3. On the other hand, there are eight (8) faculty members, who did not satisfy the requirements for accreditation as a full-fledged professor and were assigned to Associate Professor V position.

This finding agrees with the paper of Schimanski and Alperin (2018). which discussed review, promotion, and tenure (RPT) standards. Accordingly, RPT should foster high-quality peer-reviewed works, but in practice, publications are often valued based on shortcuts like the reputation of the publication venue rather than the quality and rigor of peer review of each item.

In addition, Dioses, (2019) proposed that the fullest possible dissemination of information be made to the entire faculty of state universities and colleges to facilitate their professional development and growth, especially for the purpose of promotion.

2.1 The Institutional Evaluation and Zonal Computerization Center Results

Since the evaluation of faculty performance using the NBC 461 instruments commenced on the institutional level, the comparison of evaluation result may give significant insights to the faculty of SUCs. The line graph (fig.1) shows the specific number of steps the faculty earned in both institutional and zonal evaluation results.

The graph shows that there is one faculty member who got

evaluated nine steps higher in the institutional, while none in the zonal. For the eight steps, both committees evaluated the same with a frequency of one faculty. Two faculty members got seven steps higher in the institutional and only one in the zonal evaluation. There are seven faculty members who got six steps higher sub ranks in the institutional as compared to the three faculty members in the zonal evaluation.

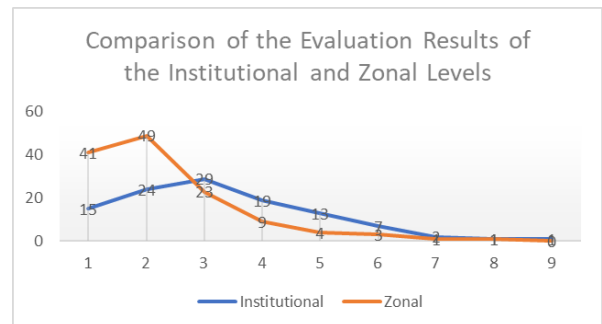


Fig. 1. Comparison of step increase between zonal and institutional evaluation

For the five steps increase in the academic sub rank, there are 13 faculty members in the institution while only four are in the zonal printout. There is a difference of 10 in the frequency of faculty members who got four steps higher in academic sub rank. Nineteen were evaluated in the institutional printout but only nine in the zonal. There are 29 in the institutional and only 23 in the zonal printout who got three steps higher academic sub rank. There is an increase in the number of faculty members who got one to two steps higher academic sub rank in the zonal printout compared with the institutional. There are only 24 in the institutional but 49 in the zonal center in the number of those who got two steps higher academic sub rank. For the one step higher, there are only 15 in the institutional evaluation but 41 in the zonal evaluation.

The line graph above further shows the difference between the institutional printout and the zonal printout. The number of steps increase in the academic sub ranks are categorized into two. Category 1 is 1-2 steps increase in sub rank and category 2 is for the increase in 3 steps and above. The zonal evaluation result for category 2 (3 steps and above increase) is only 27% compared to the institutional evaluation result which derived 48% of the faculty in the same category. On the other hand, the zonal evaluation result generated 60% of faculty for category 1 (1-2 steps increase) while there is only 26% in the institutional result.

These observations indicate that the zonal result tends to lean towards faculty members belonging to category 1 as compared to those faculty belonging to category 2. These small increase in the performances as reflected in the result of the evaluation maybe the average professional growth pacing of faculty for three years. They may have a variety of tasks and other responsibilities that are not earning adequate points per NBC 461 evaluation instrument. It also may be attributed to the fact that the zonal center has a computerized system that automatically identifies if the faculty has already earned the maximum number of points in a certain criterion in the evaluation.

On the other hand, the institutional result showed more

faculty members belonging to category 2 as opposed to those faculty belonging to category 1. It can be inferred that there are new and old faculty members with many outstanding accomplishments who joined the evaluation. The first timers' accomplishments based on the NBC 461 instrument are evaluated from the time they were hired as professionals until the cut off year of the evaluation cycle, hence, earning more points. On the other hand, there are distinguished and fast-paced faculty-achievers in the institution who earned extraordinarily greater points within the span of three years. But the large number of faculty may be overscored since the institution does not have a computerized system that stores the earned points of the faculty for re-evaluation every cut of cycle as reference for maximized criterion. This system automatically rejects the point once the maximum point is reached. This is not known at the level of the institutional evaluation; thus, the local evaluators may have still provided the points to the faculty despite having reached the maximum points.

Despite these increases in the academic sub ranks, 40 or 26% of the faculty who joined the evaluation have no movement in the institutional result. This is opposed to the zonal evaluation result with only 20 or 13% of faculty who have not increased in sub ranks. This means that the institutional evaluation committee may have imposed stricter evaluation on their faculty. It may also be interpreted that the halo effect must have played with the evaluators especially so that they knew mostly those faculty who joined the evaluation cycle. On the other hand, the zonal may have maintained their unbiased evaluation for most faculty of the institution because of their unfamiliarity to the person.

The above discussion is in congruence with the study of Almonte-Acosta (2007) which suggests that building a research culture should consider the interplay between the trifocal function of HEIs, the researcher's thinking, and the body of institutional policy. Teaching, research, and community service/extension have historically comprised the faculty's duties in higher education institutions. Faculty personnel at universities are required to become educators, researchers, and service-oriented professionals. Therefore, the said conventional trio is anticipated to operate in accordance with the institution's specific aims and mission, without bias or prejudice.

3. Trend of the Faculty Research Publication

Of the 151 permanent faculty who joined the NBC 461 evaluation cycle 7-A, only 17 of them published their completed research articles in the refereed journals as the lead or main author. However, two of these faculty members belonged to the group who did not move from their ranks. This means that paper publication alone is not enough to elevate one's points to the next sub rank. They may have maximized their points to this criterion and publication will not count anymore as a point.

Five of these 17 academic members were identified as qualified for full professors. This is when the significance of published research in peer-reviewed journals for faculty seeking full professor status becomes apparent. The Enhanced Guidelines for the Accreditation of Full Professors includes

this second level of review. Faculty members are required to apply and submit a portfolio for the initial document examination and shortlisting by the PASUC regional evaluation committee. The candidates undergo a written examination and are required to attend a panel interview on a predetermined day and time. The professorial sub rank will only be granted to individuals who passed the accreditation exam.

Of these 17 faculties with publications, one earned university professor points and is recommended for University Professorial accreditation. Table 1 shows the number of faculty members with journal publications as the main or lead author per movement in sub rank. It also shows their number of published research within the evaluation cycle.

Table 1 reflects the number of faculty with research publication within the evaluation cycle as the lead or main author. This implies that the institution has accomplished 32 research publications as contribution of these 18 faculty members. The majority or five of the faculty with publication went two steps higher in their sub-ranks. Each of them published 1-2 research. On the other hand, 23% or 4 faculty increase 4 sub rank higher, but each has only 1 publication.

TABLE 1. Faculty with Research Publication as the Lead or Main Author

Movement by Sub-ranks (No. of steps)	No. of Faculty with publication as the Lead or Main author	%	No. of published researches within the cycle	Highest number of published research of the faculty
8	1*	6%	3	3
6	2*	12%	10	4
4	4	23%	4	1
3	1	6%	1	1
2	5	29%	8	2
1	2*	12%	4	3
0	2	12%	2	1
	17	100%	32	

* with 3-6 publications

Interestingly, two faculty with publications belong to each of the six steps, one step, and no movement in the sub rank. However, based on the raw data, these faculty members have different numbers of publications. Each of those who remained in their positions published one study. For one step up, one faculty has published three research articles while the other has only one. Meanwhile, the faculty who advanced six steps in their sub-ranks published six research papers during the cycle, while the other published four. Furthermore, only one faculty member advanced three steps in sub-ranks with only one publication, compared to one who advanced eight steps in sub-ranks with three published research projects.

The data also shows that the faculty who went 6-8 steps higher in sub ranks managed to have more than two publications. Surprisingly, these faculty are among the five applicants for full professor. It was found out that these three faculty members were the only ones who qualified and passed the accreditation of full professors. They are the new professors of the institution awarded with Professor 6, Professor 5, and Professor 3 academic ranks. The findings imply that although research publication alone does not have a huge influence on the advancement of the academic sub-rank, research publication in this experience played a huge role in the accreditation of full professor. It suggests that being the main author of at least three published research in a peer

reviewed and reputable journal/s is one of the evident factors in passing the full professorship accreditation.

The descriptive study by Rogayan Jr. and Corpuz (2022) evaluated the research output of a Philippine state institution as the basis for policy creation in terms of publishing. The study measured research productivity based on the number of articles published in worldwide refereed journals such as Scopus and Commission on Higher Education (CHED)-accredited publications. In addition, the number of academic researchers with publications and total citations were examined. Most of the data originated from online publications located in Google Scholar and Scopus.

Accordingly, the university's research output in terms of publications published in international refereed journals has been rather high. However, there are very few publications published in Scopus-indexed and CHED-accredited journals.

V. CONCLUSIONS

Faculty performance and promotion through NBC 461 cycle evaluation is the famous and most awaited yet challenging activity in the SUC academic community. It involves evaluation of the faculty every three years along educational qualification, academic experience, and professional achievements. For the faculty, this process is their way towards advancing their academic ranks with an increase in salary. However, the evaluation has raised issues from the faculty members especially along professional achievement criterion where research publication seemed to influence the promotions of the faculty. Although, the NBC 461 cycle 7-A guidelines and evaluation instruments were used in the institutional and zonal levels, only the zonal center have computerized system that stores the earned points of the faculty for re-evaluation every cut-off cycle as reference for maximized criterion.

This could explain the striking difference in the result of evaluation from the zonal and institutional levels. Halo effect may also bring biases in the local evaluation but not in the zonal level. Advancing academic ranks do not rely on research publication alone as the NBC 461 instrument evaluates other areas of professional achievement aside from research publication.

Moreover, points can still be earned from educational qualification and academic experience criteria. Earned points in the evaluation cycle determines the step increase in academic ranks. There is a need of at least 12 earned points to advance the faculty to 1 sub rank higher within Instructor and Assistant Professor ranks, at least 10 earned points within Associate Professor rank and at least 7 earned points within Professor rank. A first timer in NBC evaluation cycle may get greater points in academic experience criterion while new degree holders of the advanced education programs may receive greater points under educational qualification criterion. However, despite these facts, it is noteworthy that research publication in this experience acted a major role in the accreditation of full professor. Faculty applying for accreditation as full-fledge professor must be able to publish three or more research in the refereed journals as lead researcher to be awarded with the professorial rank.

VI. RECOMMENDATIONS

The policies on research in Philippine HEIs, as set by CHED via the NHERA agenda, must be reinforced by measures and strategies to eliminate the prevailing misconception that research is only an "added" function rather than a fundamental function of HEIs. Universities and colleges that are serious about becoming research institutions must investigate the research culture qualities that faculty members believe contribute to research production. The conclusions of this study are unquestionably not a solution for the status of research productivity in Philippine HEIs, but it is hoped that they point in the right direction to capitalize on capabilities, identify deficiencies, analyze potential, and reduce dangers to the development of a research culture. Globally, the research output of universities of higher education is a vital measure of quality. In most worldwide university rankings, research production and other research-related attributes are considered. It has been noticed that the world's best scholars govern the leading colleges. Therefore, it is suggested that the number of publications and citations, as well as the h index of a researcher, be utilized to quantify research output. Therefore, it is thought essential that the policies include robust support for faculty researchers, the establishment of research collaborations, the acquisition of external financing for research, and a review of the incentive structure. In addition, a computerized system based on the common framework criteria for evaluation may be developed and utilized in every institution.

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