



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region X-Northern Mindanao
DIVISION OF CAGAYAN DE ORO
Fr. William Masterson Road
Upper Balulang, Cagayan de Oro City



June 24, 2019



Memorandum No. 189 s., 2018

TO: WENNIE RUTHSEN C. PILAPIL
Head Teacher III
Bonbon Elementary School

1. Attached is a communicated from Ms. Cecilia S. Reyes re: Focused Group Discussion (FGD) and Key Informant Interviews (KII) to examine the extent of PBB design. This aims to examine the effect of the PBB on government employees' motivation and productivity and determine whether it is achieving its design objectives.
2. You are hereby directed to facilitate the conduct of the said activities in your school which is scheduled on July 8, 2019.
3. The study team will conduct the Key Informant Interviews (KIIs) and Focused Group Discussions (FGDs) at Bonbon National High School from 10:00am to 12:30pm as indicated in their letter.
4. Please guided accordingly.


JONATHAN S. DELA PEÑA, Ph.D., CESO V
Schools Division Superintendent

Study on the Process Evaluation of the Performance-Based Bonus Scheme

Inbox



Anna Rita P. Vargas <AVargas@mail.pids.gov.ph>

Mon, Jun 17, 3:59 PM
(21 hours ago)

to me, Jana, Sherryl

Dr. Jonathan S. Dela Peña, CESO V
Schools Division Superintendent
Department of Education – Cagayan de Oro City Schools Division Office
Upper Balulang, Masterson Ave, Cagayan de Oro City

Dear **Dr. Dela Peña**:

The Philippine Institute for Development Studies (PIDS), a state-run policy think tank attached to the National Economic and Development Authority (NEDA), is currently conducting a research study titled "Evaluation of the Performance-Based Bonus (PBB) Scheme", led by Dr. Jose Ramon G. Albert, Senior Research Fellow at the Institute, along with Dr. Ronald U. Mendoza, dean of the Ateneo School of Government and co-investigator for this project. This study aims to examine effect of the PBB on government employees' motivation and productivity, particularly to determine whether it is achieving its design objectives and determine whether it is worth pursuing given its budgetary implications.

The study team will conduct the following Key Informant Interviews (KIIs) and Focused Group Discussions (FGDs) to examine the extent the PBB design has been executed and to identify, implementation deficits, if any, taking note of the issues and challenges encountered by the government agencies/units in FGD the conditions to qualify for the PBB in DepEd Region X:

| Date | Time | Activity | Location |
|--------------|---------------------|---|---|
| July 8, 2019 | 10:00 am - 11:00 am | FGD with teachers and staff (5-9 participants) | Bonbon National High School (Cagayan de Oro City) |
| | 11:00 am - 12:30 pm | KII with school principal & PBB focal person (1-3 participants) | Bonbon National High School (Cagayan de Oro City) |

| | | | |
|--|----------------------|--|---|
| | | | ayan de Oro City) |
| | 1:30 pm - 2:30 pm | FGD with members of RPREC (1 representative from DepEd V) and DPREC (2 representatives each from DepEd CDO SDO and DepEd Bukidnon SDO) | Dep Ed X Regi onal Offic e (Cag ayan de Oro City) |

We hope that DepEd Cagayan de Oro City SDO could lend us assistance in providing meeting rooms for the interviews and selecting officials and staff subject for FGDs/KIIs. An advanced copy of the guide questions is enclosed with this letter so that participants can prepare for the said interviews.

You may contact Jana Flor V. Vizmanos, research assistant of Dr. Albert, through e-mail: jvizmanos@mail.pids.gov.ph or telephone number at (02) 877-4090 and mobile number 09399325984 for further inquiries and clarification.

Thank you and we look forward to your continued support in this activity.

Sincerely yours,

(signed)
CELIA M. REYES
President

Disclaimer:
The information contained in this communication is intended solely for the use of the individual or entity to whom it is addressed and other parties authorized to receive it. It may contain confidential or legally privileged communication. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or taking any action in reliance on the contents of this information is strictly prohibited and may be unlawful. If you have received this communication in error, please notify us immediately by responding to this e-mail and then immediately delete it from your system. Opinions contained in this e-mail or any of its attachments do not necessarily reflect the opinions of the Agency.

...

[Message clipped] [View entire message](#)



10 June 2019

Dr. Jonathan S. Dela Peña, CESO V

Schools Division Superintendent

Department of Education – Cagayan de Oro City Schools Division Office

Upper Balulang, Masterson Ave, Cagayan de Oro City

Dear **Dr. Dela Peña**:

The Philippine Institute for Development Studies (PIDS), a state-run policy think tank attached to the National Economic and Development Authority (NEDA), is currently conducting a research study titled “Evaluation of the Performance-Based Bonus (PBB) Scheme”, led by Dr. Jose Ramon G. Albert, Senior Research Fellow at the Institute, along with Dr. Ronald U. Mendoza, dean of the Ateneo School of Government and co-investigator for this project. This study aims to examine effect of the PBB on government employees’ motivation and productivity, particularly to determine whether it is achieving its design objectives and determine whether it is worth pursuing given its budgetary implications.

The study team will conduct the following Key Informant Interviews (KIIs) and Focused Group Discussions (FGDs) to examine the extent the PBB design has been executed and to identify, implementation deficits, if any, taking note of the issues and challenges encountered by the government agencies/units in FGD the conditions to qualify for the PBB in DepEd Region X:

| Date | Time | Activity | Location |
|--------------|---------------------|--|---|
| July 8, 2019 | 10:00 am - 11:00 am | FGD with teachers and staff (5-9 participants) | Bonbon National High School (Cagayan de Oro City) |
| | 11:00 am - 12:30 pm | KII with school principal & PBB focal person (1-3 participants) | Bonbon National High School (Cagayan de Oro City) |
| | 1:30 pm - 2:30 pm | FGD with members of RPREC (1 representative from DepEd V) and DPREC (2 representatives each from DepEd CDO SDO and DepEd Bukidnon SDO) | DepEd X Regional Office (Cagayan de Oro City) |

We hope that DepEd Cagayan de Oro City SDO could lend us assistance in providing meeting rooms for the interviews and selecting officials and staff subject for FGDs/KIIs. An advanced copy of the guide questions is enclosed with this letter so that participants can prepare for the said interviews.

You may contact Jana Flor V. Vizmanos, research assistant of Dr. Albert, through e-mail: jvizmanos@mail.pids.gov.ph or telephone number at (02) 877-4090 and mobile number 09399325984 for further inquiries and clarification.

Thank you and we look forward to your continued support in this activity.

Sincerely yours,

CELIA M. REYES
President

Proposed FGD/KII Guide for DepED

Structure and section objectives

| Section | Time | Intent |
|--|------|--|
| A. Introduction | 3' | <ul style="list-style-type: none"> ■ Warm-up and establish moderator rapport ■ Get to know the respondents better |
| B. Questions | | |
| 1. DepED Managers/Officials in charge of PBB | 25' | <ul style="list-style-type: none"> ■ Discuss what respondents know about objectives of Performance-Based Bonus (PBB) scheme ■ Identify the effects of PBB on agency performance and productivity ■ Identify top issues that respondents are concerned about PBB ■ Identify policies or regulation changes to address these issues |
| 2. Members of the PREC (Division, Region and Central Office) PBB Task Force | 40' | <ul style="list-style-type: none"> ■ Investigate how this group interprets, operationalizes, and implements the core components of the PBB; ■ Discover challenges and issues encountered and manner and quality of response |
| 3. Heads of Bureaus/SDO/Schools | 40' | <ul style="list-style-type: none"> ■ Assess whether concepts on PBB and implementation processes are interpreted correctly and carried out accurately on the ground |
| 4. Teachers and Other Staff | 50' | <ul style="list-style-type: none"> ■ Investigate how teachers interpret the concepts of the program on the ground, and whether the policy is being implemented to the letter. ■ Validate the PBB process of implementation in schools through the eyes of teaching personnel and staff; and ■ Assess strengths and weaknesses of the policy based on manner of implementation from the perspective of teaching personnel and staff. |
| C. Closing | 2' | <ul style="list-style-type: none"> ■ Wrap up and thank respondent for participating |

4

A. Introductions (5')

1. Moderator introduces himself/herself and thanks participants for joining the focus group discussion/agreeing to be interviewed (for KII)
2. Introduce PIDS, the PBB study (e.g., description and objectives) and the study team; Orient the respondents on the objective of the FGD/KII. Reminders:
 - a. There are no right or wrong answers.
 - b. Everyone encouraged to share their thoughts and feelings as candidly as possible.
 - c. Responses are to be treated with utmost confidentiality, but request is being made to record conversations for ease of documentation.
 - d. Keep mobile phones off or on silent mode.
3. Ask interviewee to introduce themselves: name, age, work (i.e. position and unit). How long have they been in their current position, and what is the nature of their position.

B. Guide Questions on the PBB Processes for:

1. Agency Managers on Processes regarding PBB Scheme

Discussion Point 1: Program Logic/Framework

1. What are the objectives of the Performance Based Bonus (PBB) scheme? When did the scheme start, what is its legal basis, why was it conceived, and do you think it is still relevant today?
2. What do incentive schemes, particularly those in the performance based incentive system, in government generally promote? On what is PBB based? What realities in Philippine government can the PBB implementation respond to vis a vis the Results-based Performance Management System? What need is the PBB trying to address and how does it intend to achieve it? Are there government goals that the PBB hopes to achieve that were not being addressed by previous incentive plans?
3. Have there been policy changes effected after the initial implementation of the PBB that you know of? Are you aware of any deviations or modifications made from initial to current design of the PBB? If so, why do you think those changes were made?

Discussion Point 2: Program Organization /Governance

4. Are the operational procedures for the PBB well-established and followed?
5. What are the institutional structures that have been set up at DepED/your agency for the PBB? Are the agency support systems for submitting, checking, validating, transmitting carried out properly? Are resources used effectively and efficiently?
6. Has the administration, staff, and coordination with bureaus/offices in the Central Office and with other key players, such as the AO25 IATF, been efficient regarding the PBB?

Discussion Point 3: Implementation

7. In what years did DepED participate in the implementation of the PBB scheme? Did all or select employees only qualify for the PBB? (If select employees only: Why? What were the requirements that were not satisfied by other employees?)
8. In your opinion, did the grant of PBB improve the productivity and performance of DepED/your agency and employees? Would DepED/your agency have reached productivity and performance targets even without the PBB? (Ask evidence).
9. Did DepED issue guidelines for the implementation of the PBB that were different from other agencies? As far as you know, what are the aspects of these guidelines that are unique to DepED?
10. What are the issues, opportunities and challenges that you encountered in complying with the PBB requirements (since 2012-2018)?
 - a. What has been your experiences at DepED in participating in the scheme? How long did it take you to comply with the PBB requirements?
 - b. How did the agency prepare for the PBB requirements?
 - c. What mechanisms have you put in place to ensure compliance?
 - d. What are the barriers and enablers to program implementation?

- e. Were there costs (e.g., financial costs and staff-time) incurred by the agency to comply with the PBB requirements (for instance for setting up and maintaining the Quality Management System)? How much are the costs?
 - f. So far, how successful has DepED/your agency been in carrying out the terms of the PBB? Can you provide three major benefits of the PBB to the DepED/agency?
11. What measures have you put in place at DepED to cascade the PBB to the rank-and-file? What concrete evidence can you cite to show that the rank-and-file understood what is expected of them?
 12. Do you think regular feedback can be sourced and used from DepED/agency stakeholders, such as teaching personnel and staff, regarding PBB processes?
 13. What are the best practices of offices, districts, regions, and central office (or other agencies outside of DepED) that you have heard of or read about regarding the PBB? Are there any 'bad' practices that you have heard of or read about so far?
 14. What challenge/s have you encountered related to the implementation of the PBB? What have you done to respond to these challenges?
 - What issues and concerns do you have now on PBB?
 - Have workloads increased with the implementation of the PBB scheme?
 - What policies or regulation changes do you think will help address them?
 15. What mechanisms have you put in place to ensure compliance?
 16. What complaint mechanisms have been set up to respond to concerns and issues? What are the most common problems have you encountered regarding the PBB and how have you responded?

Sub-Discussion Point: Ways Forward

17. In your opinion, has the PBB met its overall objectives? What do you consider as the major strengths in the design and implementation of the PBB scheme? How about the major weaknesses?
18. Do you have any suggestions on how to improve the design and implementation of the PBB (whether at your agency/DepED or government wide)?

2. Members of the PREC (Division, Region, And Central)/PBB Task Force

Discussion Point 1: Program Logic/Framework

1. What are the objectives of the Performance Based Bonus (PBB) scheme? What theory or framework supports the implementation of the PBB? What realities in the Philippine bureaucracy is the PBB program responding to?
2. Are there productivity goals that the PBB would achieve that were not being addressed by the current PBIS?
3. What end-goal do you see your bureau achieving in implementing the PBB? How will your bureau contribute to the achievement of the objectives of the PBB scheme?

4. Is the PBB expected to democratize access to resources and benefits that have traditionally excluded certain groups?

Discussion Point 2: Program Organization/Governance

5. Is your staff (personnel, other staff) sufficient in number and competencies? Is your staff trained to meet the standards needed in effectively assessing/reviewing factors to qualify for the PBB?
6. In terms of training, are there quality measures being followed?
7. In terms of resources, are there quality assurances put in place?
8. Are outcome measurements regularly done and monitored? If so, how are measurements carried out, and using what tools?
9. What kind of reports on PBB implementation do you produce and provide the DepEd leadership? How often are these provided? What is the process like?

Discussion Point 3: Implementation

10. What are the specific functions of your agency in the PBB implementation?
11. What kind of preparations did you do prior to PBB implementation? Were the specific costs to these preparations (whether in financial or human terms)?
12. What concrete plans have you carried out towards the successful implementation of PBB in this division/district?
13. How has your office carried out the terms of the PBB implementation? Do you consider the guidelines for the PBB adequate and appropriate?
14. Do you think the stakeholders are effectively being serviced by the PBB?
15. How does your bureau address complaints and policy questions?
16. What is/are the biggest implementation challenge/s have you faced (or are facing)? What have you done to respond to these challenges?
 - What issues and concerns do you have now on PBB?
 - Have workloads increased with the implementation of the PBB scheme?
 - What policies or regulation changes do you think will help address them?
17. **What monitoring systems are in place to ensure compliance with the program? What does your agency do when units are not compliant?**

Sub-discussion Point: Ways Forward

18. In your opinion, has the PBB met its overall objectives? What do you consider as the major strengths in the design and implementation of the PBB scheme? How about the major weaknesses?
19. Do you have any suggestions on how to improve the design and implementation of the PBB (whether at your agency/DepED or government wide)?

3.

Heads of Bureaus/SDOs/Schools

Discussion Point 1: Program Logic/Framework

1. What are the objectives of the PBB scheme? Why do you think the PBB was it conceived? What theory or concept supports the implementation of the PBB?
 - What is the overall program logic of the PBB, and how does your office contribute to the realization of the objectives of the program?
 - What concrete plans prioritizing the achievement of your goals have your bureau/division/school made?
2. Have you made adjustments in the implementation of the PBB program to suit your unique situation? If so, what are these adjustments?
3. How does your school carry out PBB? What is the process of ranking employees/teachers? (For schools: Does your school have parameters of evaluation not found anywhere in the region/division/central offices?)
4. What challenge/s to the PBB have you encountered and resolved so far?

Discussion Point 2: Program Organization /Governance

5. What are the main operational procedures implemented at your level? Are they well-established and followed? How is program compliance ensured?
6. Is your staff sufficient in number and trained to meet the standards needed for teaching in providing support for the MTB-MLE program?
7. Are there gaps between job requirements and staff qualifications?
8. Are outcome measurements regularly done and monitored?
9. How do you ensure resources are used effectively and efficiently?
10. What are the primary program functions in implementing the PBB? Are these functions consistently performed?
11. Do you have sufficient number of teachers in the region that could carry out the PBB? Is the number of PBB focal persons sufficient?
12. Have your teachers been trained to meet the standards set by the DepEd? Are there gaps between job requirements and staff qualifications?
13. What do you do when teachers are perpetually disqualified from the PBB?
14. Is there efficient coordination between you and teachers and staff, and you and regional offices of the DepEd regarding the PBB implementation?
15. How do you mobilize resources to follow the PBB implementation? Are resources used effectively and efficiently? What accountability measures are in place to ensure compliance?

Discussion Point 3: Implementation

16. What has been your biggest achievement in the implementation of the PBB in your school? What has been the biggest disappointment so far?
17. What program of action is taken when there are complaints?
18. What are the specific functions of your office in the PBB implementation?

19. What are the specific functions of a PBB focus person?
20. How do differences in regional contexts affect implementation?
21. What major challenge/s have you encountered related to the implementation of the PBB?
What have you done to respond to these challenges?
 - What issues and concerns do you have now on PBB?
 - Have workloads increased with the implementation of the PBB scheme?
 - What policies or regulation changes do you think will help address them?
22. What end-goal/s do you see your bureau achieving in implementing the PBB?

Sub-discussion Point: Ways Forward

23. In your opinion, has the PBB met its overall objectives? What do you consider as the major strengths in the design and implementation of the PBB scheme? How about the major weaknesses?
24. Do you have any suggestions on how to improve the design and implementation of the PBB (whether at your agency/DepED or government wide)?

4. Teachers and other Staff

Discussion Point 1: Program Logic/Framework

1. What do you know about the PBB? (i.e., its objectives and rationale)
 - What are the objectives of the PBB? Why did government implement it?
 - How do you think the PBB will achieve its objectives?
 - What are the things / images that come to mind when you hear the word PBB?
2. What government incentive system are you aware of? (You may cite all that you personally know.)
3. What do you think is the purpose of DepED in implementing the PBB the way it does?
4. Are you familiar with the PBB process and its requirements, that is, conditions for the agency to qualify (such as implementing a Quality Management System)? Does the agency have all these requirements (particularly QMS)?
 - What are your thoughts about the PBB process and its requirements?
5. Without any sort of a reward system, would you be doing what you have been doing right now?

Discussion Point 2: Program Organization /Governance

6. What processes does your agency follow regarding the PBB? Are these process carried out in a systematic manner?
7. How cooperative have the teachers been in carrying out the PBB processes?
8. What troubleshooting process or grievance process is adopted if there are issues?

Discussion Point 3: Implementation

9. How does your department/bureau/unit work together to set clear, achievable targets? (Do you meet as a team regarding your unit targets? Do you have one-on-one discussions with your immediate bosses regarding your individual performance targets?)
 - On a scale of 1 to 5 (1 being the lowest and 5 being the highest), please provide a rating for your managers in your department in their diligence in setting performance indicators and targets (and in monitoring them)? (i.e., diligence means hard-working, thoroughness, persistence).
 - What do you think is expected of you in relation to the PBB? Do you have direct input in defining your own individual performance goals? The unit targets? The agency targets? Do you know the individual performance targets of others at your level?
 - What inputs have you provided in the PBB implementation? (e.g. documentation, feedback)
 - Are you satisfied with how the PBB is being implemented in your school?
10. Were you and other staff adequately prepared before the PBB was implemented in your school? If so, what kind of preparation?
11. Did DepEd issue clear guidelines in the implementation of the PBB program? If so, what were the primary guidelines given?
12. What major challenge/s have you encountered related to the implementation of the PBB? What have you done to respond to these challenges?
 - What issues and concerns do you have now on PBB?
 - Have workloads increased with the implementation of the PBB scheme?
 - What policies or regulation changes do you think will help address them?
13. Has PBB helped in monitoring performance of your school?
 - With PBB, are teachers working together better to achieve targets for your school? In what way?
14. Has PBB improved performance and productivity of teachers?
15. Has PBB helped in improving service delivery of government? In what way?
16. Do you think that with the PBB, other teachers in your school contribute more than is expected of them in their jobs?
17. Have you or your department received your performance rating?
18. In your last performance evaluation, your bureau/unit was rated as... (Note: If your bureau has not yet been rated, please give your best estimate as to what rating you expect)
 - i. Best bureau/unit
 - ii. Better bureau/unit

- iii. Good bureau/unit
 - iv. Below satisfactory bureau/unit
19. In your last performance evaluation, your performance was rated as... (Note: If you have not yet been rated, please give your best estimate as to what rating you expect)
- i. Best performer
 - ii. Better performer
 - iii. Good performer
 - iv. Below satisfactory performer
20. Does the annual performance appraisal process (or PBB process) disqualify individuals who do not contribute to the agency meeting its performance targets?
21. With PBB, has the performance appraisal process significantly improved?
22. Is the rating process for individual PBB transparent?
23. Do you think both bureau and individual rankings are a good idea? If not, which do you think is a good idea, bureau rankings or individual rankings?
24. Do you consider the bonuses associated with the PBB scheme as a substantial component of your compensation?
25. Has the pay system become fair (i.e., hard-working people are rewarded) or unfair with the implementation of the PBB scheme?
26. Are others of the same level as you have motivated in their work because of PBB?

Sub-Discussion Point: Feedback, support, and monitoring

27. What kind of support do you get from your school leadership? What kind of support does your school get from the DepED leadership?
28. What inputs do you get from Regional/CO of the DepED?
29. Are you regularly provided information about the monitoring and evaluation (M&E) of the PBB implementation processes? Do you provide feedback on the M&E processes and/or results?
30. What accountability measures are in place on the PBB? What transparency mechanisms are in place to address issues?
31. What information dissemination activities were conducted to inform you of any new policy on the PBB?
32. The general guidelines suggest implementing an internal communications strategy. Is there one that you know of in this school?

Sub-Discussion Point: Perceptions of Work Environment

33. How would you compare your school as a place to work relative to private school you know about?

34. How frequently do you interact with other teachers and other staff in the school?

- i. Very infrequently (less than 5 times per year)
- ii. Infrequently
- iii. Neither more nor less frequently
- iv. Frequently
- v. Very frequently (more than 100 times per year)

35. If you left your job for a private school, how much of a salary increase would you expect?

- i. I would not expect an increase.
- ii. 1-10%
- iii. 11-20%
- iv. 20-50%
- v. 50-100%
- vi. More than double my current salary

Explain your answers

36. How do you see other teachers at your level? Are they productive/not productive during work hours? Are you satisfied with the pay you receive for your work?

37. Does your principal/school head rate you based on your performance (i.e., how well you did your job) or based on his/her personal opinion of you? Is there favouritism in your school?

38. Does your school punish underperformers? Are punishments applied to those who do the least in furthering the goals of the school?

39. How does management in your school impose punishments, if ever?

- i. Forced transfers
- ii. Withholding promotions
- iii. Below satisfactory ratings
- iv. Withholding bonus
- v. Suspension from work
- vi. Dismissal from work
- vii. Punishments are never imposed
- viii. Other, please specify: _____

40. What are the concerns and challenges in your work now?

Sub-discussion Point: Ways Forward

41. In your opinion, has the PBB met its overall objectives? What do you consider as the major strengths in the design and implementation of the PBB scheme? How about the major weaknesses?
42. Do you have any suggestions on how to improve the design and implementation of the PBB (whether at your agency/DepED or government wide)?

C. Closing (5')

Wind down session. Ask if there are questions. Otherwise, thank respondent/s for their time and give token from PIDS.