

## **PIDS study notes teachers' 'gripes' in award of PBB**

By Cai Ordinario – January 15, 2020

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Teachers complain of unfair implementation of the performance-based bonus (PBB), as well as the lack of information about the program, according to a study released by the Philippine Institute for Development Studies (PIDS).

In a Policy Note, PIDS consultant Jennifer Monje said respondent teachers lament that PBB may have failed to incentivize teachers who are doing well in their tasks.

“PBB seems to have a positive effect on tasks that are quantitative in nature, such as when teachers submit reports more promptly, or when more teachers comply with requirements compared to the previous years, but have no direct effect on the quality of performance,” the PIDS study read.

The study found that there was no difference in the bonus received by highly rated teachers and “satisfactory” teachers.

On top of this, the most that these satisfactory teachers receive is just a reminder to improve their performance. There are currently no sanctions for teachers who have low performance ratings.

Finding out that their PBB payout was the same as satisfactory teachers, those who performed well feel resentment toward the PBB.

“Teachers believe that the PBB scheme is ‘gamed’ by freeloaders who receive the same benefit even when they do not contribute at all to the productivity of the agency as a whole,” Monje said.

Further, in order to understand the PBB, teachers had to conduct their own research to obtain the information they need.

The research found out that some school heads and principals do not even completely understand the PBB scheme.

This highlighted the lack of communication protocol in schools regarding the PBB. This has proven as one of the challenges in program implementation.

“The absence of communication protocols, as well as an efficient manner of cascading information from the top of the bureaucracy to the teachers on the ground, threatens program understanding and implementation,” Monje said.

In order to address these concerns, the PIDS consultant recommended that the appointment of a PBB focal person and stiffer sanctions for teachers rated “satisfactory” for two consecutive school years.

Monje said mandating a school-level focal person that directly communicates and coordinates with the regional office is needed to explain the parameters of teacher evaluation.

Having a focal person will also reduce the anxiety felt by teachers regarding the PBB and the goals set for them to attain in order to receive a high rating.

The study also recommended exacting greater accountability from teachers. This means putting in place a mechanism that will address “unacceptable teacher performance.”

“When teachers consistently perform only satisfactorily year after year, they should not merely merit a ‘strict talking to’ by school heads or principals,” Monje said.

The performance-based incentive system (PBIS) for government employees was created in July 2012 through Executive Order 80 issued by then-President Benigno S. Aquino.

The PBIS cover the productivity enhancement incentive in the amount of P5,000, which is given annually across the board and PBB, which is given annually to qualified government agencies and their employees.