

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City  
EIGHTEENTH CONGRESS  
First Regular Session

House Bill No. 5709



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INTRODUCED BY HONORABLE LIANDA B. BOLILIA

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EXPLANATORY NOTE

A strong science and math education facilitates students' curiosity, inventiveness, critical thinking, creativity, objectivity, and open-mindedness. Students who are scientifically literate have the potential to overcome subconscious biases and make better-informed decisions. Science and math eliminate the noise emanating from emotions and gut feel.

Unfortunately, our society has a weak scientific orientation. The 1925 Monroe Survey (a survey of the educational system of the Philippine Islands), which was authorized by the Philippine Legislature at that time, found that Filipino students had no aptitude for science at all and that they had a good arithmetic, but not analytical skills.<sup>1</sup> Since then, we have been rated poorly in terms of quality of science and math education based on global competitiveness indices. Science and math have never been the strong suit in the basic education curriculum of the country.

Research and data show that the engine of economic growth stems from new ideas, inventions, and innovations – or the technological frontier. This has happened to Singapore, South Korea, and Taiwan. Their graduates were math and science-savvy rather than service oriented or English language-conscious.

Sadly, the lackluster science and math education is exacerbated by the brain drain phenomenon among qualified science and math teachers. Since 1990, more than 12,000 science and mathematics teachers left the Philippines to seek better opportunities in the United States, Canada, and other countries.<sup>2</sup> The lack of qualified science and math teachers leads to the practice of assigning non-science

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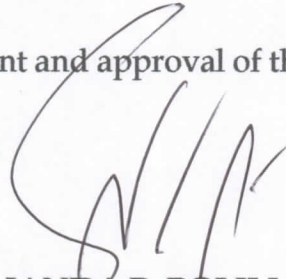
<sup>1</sup> Alba, Michael. "Why has the Philippines Remained a Poor Country?"  
<https://www.econstor.eu/obitstream/10419/46668/1/538098074.pdf>

<sup>2</sup> Cortes, Tan, and Sevillano (2005). *Teacher leavers: Brain drain or technology transfer?* DOST-SEI. Taguig, Metro Manila.

teachers to teach these subjects. The inadequate preparation of teachers handling science and math subjects makes learning less meaningful for young learners.

In this regard, this bill<sup>3</sup> seeks to provide a one-time three (3) salary step increment for teachers with specialization in science and/or mathematics with the thrust of giving focus to teaching these subjects as early as in basic education. Harnessing the skills of our teachers will help advance science, math, and technology for poverty reduction and unprecedented progress.

In view of the foregoing, the immediate enactment and approval of this bill is earnestly sought.



**LIANDA B. BOLILIA**  
Representative  
4<sup>th</sup> District, Batangas

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<sup>3</sup> A similar bill was also filed in the 17<sup>th</sup> Congress by the author.



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AN ACT  
INSTITUTIONALIZING THE SALARY STEP INCREMENT FOR TEACHERS  
WITH SPECIALIZATION IN SCIENCE AND/OR MATHEMATICS

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2 *Be it enacted by the Senate and the House of Representatives of the Philippines in*  
3 *Congress Assembled:*

4  
5 **SECTION 1. *Declaration of Policy.*** – The State shall give priority to education to  
6 foster patriotism and nationalism, accelerate social progress and promote total  
7 human liberation and development. In line with this, it is hereby declared the  
8 policy of the State to enhance the right of teachers to professional development and  
9 ensure that teaching will attract and retain its rightful share of the best available  
10 talents through adequate remuneration and other means of job satisfaction and  
11 fulfillment.

12  
13 **SECTION 2. *Coverage.*** This Act shall cover incumbents of Teacher I, Teacher II,  
14 and Teacher III positions in public elementary and secondary schools who  
15 specialize in teaching Science and/or Mathematics.

16  
17 **SECTION 3. *One-time salary step increment.*** – The grant of three (3) salary steps  
18 increment for this purpose is effected only once. The Schools Division HRMO/ AO  
19 shall maintain a Registry of Science and Mathematics Teachers already granted the  
20 salary steps increment in this regard.

21  
22 **SECTION 4. *Qualifications.*** – One-time three (3) salary increments shall be  
23 granted to a Teacher who meets all of the following criteria for qualification:

24  
25 **A. Elementary Level**

26 **1. Teacher I (SG-11), Teacher II (SG-12), Teacher III (SG-13)**

27 **a. Education. –**

- 28 **i. At least 27 units of Master of Arts in Education, major in**  
29 **Science or Mathematics Education; or**

- 1                   ii. Bachelor of Elementary Education with at least 120 hours
- 2                   Special Training in Science/Mathematics at the international,
- 3                   national, and/or division level in Teacher training institutions
- 4                   duly recognized by DepEd, including DOST and UP-
- 5                   NISMED; or
- 6                   iii. Bachelor's degree with 18 units in Professional Education
- 7                   with at least 120 hours Special Training in Science/
- 8                   Mathematics at the international, national, and/or division
- 9                   level in Teacher training institutions duly recognized by
- 10                  DepEd, including DOST and UP-NISMED.
- 11                  b. Teaching Load. - At least three (3) teaching loads per day, all in
- 12                  Science or all in Mathematics or a combination thereof.
- 13                  c. Performance Rating. - Average rating of Very Satisfactory for the last
- 14                  three (3) school years.
- 15                  d. Teaching Experience. - At least three (3) years experience in teaching
- 16                  Science and/or Mathematics as of the end of the last school year.
- 17                  e. Related Training. - Continuing professional education - minimum
- 18                  of 20 hours training per year related to Science and/or Mathematics,
- 19                  not previously used as basis for promotion through the Equivalents
- 20                  Record Form.

21

22       **B. Secondary Level**

23       **1. Teacher I (SG-11), Teacher II (SG-12), Teacher III (SG-13)**

- 24       a. Education. -
- 25           i. At least 27 units of Master of Arts in education, major in
  - 26           Science or Mathematics Education; or
  - 27           ii. Bachelor of Secondary Education, major in Science or
  - 28           Mathematics; or
  - 29           iii. Bachelor's degree with 18 units in Professional Education,
  - 30           plus Certificate Program for High School Non-Specialist
  - 31           Teachers in Science/Mathematics with minimum rating of
  - 32           75% or its equivalent.
- 33       b. Teaching Load. - At least four (4) teaching loads per day, all in
- 34       Science or all in Mathematics or a combination thereof.
- 35       c. Performance Rating. - Average rating of Very Satisfactory for the last
- 36       three (3) school years.
- 37       d. Teaching Experience. - At least three (3) years experience in teaching
- 38       Science and/or Mathematics as of the end of the last school year.
- 39       e. Related Training. - Continuing professional education - minimum
- 40       of 40 hours training per year related to Science and/or Mathematics,
- 41       not previously used as basis for promotion through the Equivalents
- 42       Record Form.

43

44       **SECTION 5. Rules and Regulations.** - The Department of Education and the

45       Department of Budget and Management shall promulgate the necessary rules and

46       regulations to implement the provisions of this Act.

1  
2 **SECTION 6. *Repealing Clause.*** – All laws, decrees, executive orders, rules and  
3 regulations, or parts thereof which are inconsistent with this Act are hereby  
4 repealed, amended or modified accordingly.  
5

6 **SECTION 6. *Effectivity.*** – This Act shall take effect fifteen (15) days after its  
7 publication in the Official Gazette or in at least two (2) newspapers of general  
8 circulation.  
9

10  
11 Approved,