

# Teachers' Reclassification, under NBC 461: Burdensome and Prolific

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**Abstract:- Constitutional mandates are constructively altered by higher authorities in professions thru promulgations but warrant a different procedure by the main objective specified therein, in which case, in effect this antecedent burdens to few but prolific to the majorities. To avoid false accusation, logical calculation is a must to plot the conflict of interventions. Through this study, NBC No. 461 Common Criteria for Evaluation and CSC Qualification Standards for Teachers are weighted on how it affects to the life of the teachers. This paper has its unique research criterion it only involves readings of facts about NBC 461 and traces issues concerning therein, collated articles and evidences that helps eradicate unsettled arguments prima facie over the other. Perhaps lapses either in the part of the governance or in its system will be dealt thoroughly so that prejudices can be regulated, if not at least weighted. Based on NBC 461 results historic evaluation reviews of the regulated criterion evidently lapses resolute professional maladies, there were those suffered from distresses of inappropriate ruling but good will of those in adversaries but inversely attains reciprocated results which turns their luck to have the appointment tendered thereon.**

**Keywords:-** *FACTS ABOUT NBC No. 461, DBM-NBC 461, PASUC NBC 461 CCE GUIDELINES, CSC QS for Teachers in SUCs and LCUs.*

## I. INTRODUCTION

Historically, The State Universities and Colleges (SUCs) in the Philippines were once exempted from the coverage of the National Position Classification and Compensation Plans which defines the manner by which government employees in the country will have to be remunerated based on a standard scale. SUC's have different schemes in upgrading the positions of the faculty which gave rise to disparities in pay and compensation among similar comparable positions. These disparities led to demoralization and contentious disagreement among the ranks of the faculty members. There are issues regarding the fairness and equity in compensation among faculty members in academic institutions, which resulted to dissension and dissatisfaction of those faculty under disproportions of subjective professional qualification requirements and inimical to sound public administration. ("Facts about NBC 461," n.d.)

In public service, government authorities always pronounced that their platform of government are beneficial to the society, this principles is implied to Sec.1, Article 3, of the 1987 Philippine Constitution, which says that "Every Filipino has the right to equal protection and opportunity". Nevertheless, promises were sometimes broken due to constructive perspective by few in a higher positions in the commission, set criterion by de facto that constitute to secure quality education but adversary to the claimant satisfaction e.g. prior to any promulgation, it is emphasized under CSC MC No. 1, s. 1997 that the qualification standards for a teacher's tenure originally needs only the applicant to be a graduate of any baccalaureate degree related to the job specified and eligibility is none required (RA 1080). And everyone in the system are entitled to be promoted for a position title from Instructor I-IV, and Assistant Professor I-IV as long as he obtained the points stipulated therein under NBC No. 461 –CCE. However, this criterion has been repealed and a new set of an institutional policy prejudice the majority especially those who are inadequate and the points system ruined instead it is by preference that an applicant should be a master's degree holder.

Traditionally, it is ideal for Filipinos to take his options in sending their siblings to schools from childhood to adolescence. Even during adulthood they need to be train, educate and equip themselves to be more competitive to their chosen fields. However, options prevail almost to the employers. Though Filipino Families are in hardship to strive for their children education they continually sent their children to school hoping that one day their dream for their children came true that somehow could finish their studies and landed a good tenure. Phenomenon tells that they even need to gamble their lands, savings, food allotments, houses, etc. thru salary collaterals or either pawn all their jewelries.

And still they have to gamble certain amount to entails the expenses to undertake a review and took a licensure examination in their chosen field of profession for them to pass the examination as prerequisite to be a license teacher and acquires the certificates as proof of eligibility. Then, once passed the licensure examination, undergo the ranking and selection process of the employer to acquire the legal documents e.g. NBI, Residence Certificate, Police Clearance and etc. for records and safety purposes this incurred again a financial investment, this scenario was handed down from generation to generation. Hypothetically, this moves was

against to the country's pedagogy and advocacies. In school, or either in any religious sectors gambling was desperately condemned believing that this is depravity. Indeed, this is a hypocritical in nature, true to the real life situations that every institution are longing for a higher chances of enrollees, stratification has been made possible just to meet the target number of enrollees, comforted students under scholarship programs, invited sponsors, grantors or donors from public or private agencies or individuals who offers scholarship, advocated school programs thru radio broadcasting, television advertising, networking, tarpaulins display, distributed pamphlets during the school visitations, reduced enrolment adversaries, and applied electronic processing on enrollment. This stratification progressively increased the numbers of enrollees and proportionately produced more graduates which occasionally creates inflation of work force over the number of work vacancies which led to unemployment.

Indeed, this research paper can be a basis of information's relative to: the educational system and employment scheme of the Philippines; Integration of outputs to the Philippine Pedagogy Agenda; Information, Education and Communication Materials for dissemination; Validation of results by Technical Experts; Presentation of results to CHED and related agencies; and the Formulation and conduct of intervention and mitigating measures for the country's progressive interventions. The study should trace also the root causes of unemployment, analyze the impacts of the school curriculum offerings, and evaluate the outcomes of the educational system and practices of the school. It also acquires the total number of graduates within the last 4 years, Obtain the total number of graduates who already at work for the last 4 years, and Calculate the total percentage of workers over the total number of graduates within the last 4 years. Possibly, trace the dominant courses in demand by the employer or in the labor market, trace venue and avenues of graduates after graduation; and examine the government remedial actions to reduce unemployment.

## II. OBJECTIVES OF THE STUDY

The study generally aimed to determine how NBC 461 affects to the life of SSCT teachers. Specifically, this study answers the following questions: 1) What are the Hierarchical preferences for Teacher's tenure? 2) How NBC 461 correlates to determine the Hierarchical preferences for Teacher's tenure? 3) Is there any significance of NBC 461 to the life of the teachers? 4) In effect, what is the impact of this NBC 461 to the life of the teachers?

## III. LITERATURE REVIEW

### ➤ *FACTS ABOUT NBC 461 ("Facts About NBC 461," n.d.)*

State Universities and Colleges (SUCs) in the Philippines were once exempted from the coverage of the National Position Classification and Compensation Plans which defines the manner by which government employees in

the country will have to be remunerated based on a standard scale. SUCs have different schemes in upgrading the positions of the faculty which gave rise to disparities in pay and compensation among similar comparable positions. These disparities led to demoralization and contentious disagreement among the ranks of the faculty members. There are issues regarding the fairness and equity in compensation among faculty members in academic institutions.

### ➤ *Presidential Decree No. 885 – Equal Pay for Substantially Equal Work*

Recognizing the problem on pay disparities, Presidential Decree No. 985 was issued in 1976. This authoritative order revises the position classification and compensation systems in the national government founded on the principle of "equal pay for substantially equal work" and to base difference in pay among them in accordance with the difficulty of their duties and responsibilities. The decree established a system of compensation standardization and position classification in the national government for all departments, bureaus, agencies, and offices including government-owned or controlled corporations and financial institutions. The standardization and position classification system classified positions by occupational groups, series and classes, according to similarities or differences in duties and responsibilities, and qualification requirements.

### ➤ *Evolution of the Standardization and Classification System*

From that time on, the standardization and classification system in the remuneration of government employees particularly in state universities and colleges underwent revisions through the years. These revisions were deliberated upon by concerned agencies that gave rise to a series of circulars from national government agencies particularly the Department of Budget and Management or DBM. National Compensation Circular (NCC) No. 33 of 1985 established the position classification and compensation scheme for faculty positions in SUCs. This was followed by NCC No. 68, and NCC No. 69. All these compensation schemes covered faculty positions in SUCs.

In 1998, the coverage of the standardization scheme, as provided for in National Budget Circular (NBC) No. 461, expanded. The standardization scheme covered not only the SUCs but also Commission on Higher Education (CHED)-supervised higher education institutions or HEIs and Technical Education and Skills Development Authority (TESDA)-supervised Technical Education Institutions or TEIS.

### ➤ *Agencies Responsible for the Development of the Faculty Upgrading Scheme*

The development of the standardization and classification scheme for teachers was made possible by deliberations between two agencies: the Philippine Association of State Universities and Colleges or PASUC and the Department of Budget and Management (DBM). This culminated in the development and adoption of common,

objective criteria to be used for evaluation of faculty members. A Common Criteria for Evaluation (CCE) was used to determine the appropriate positions for qualified and deserving faculty members. CCE served as the primary basis for recruitment, classification and promotion of a faculty. Points were assigned to each of the criteria the total of which will determine the relative positions or ranks of the faculty concerned in a table of salary grade scale (see below Table 1).

Faculty Rank	Sub-Rank	SG	Point Bracket
<b>Instructor</b>	I	12	65 – Below
	II	13	66 – 76
	III	14	77 – 87
<b>Assistant Professor</b>	I	15	88 – 96
	II	16	97 – 105
	III	17	106 – 114
	IV	18	115 – 123
<b>Associate Professor</b>	I	19	124 – 130
	II	20	131 – 137
	III	21	138 – 144
	IV	22	145 – 151
	V	23	152 – 158
<b>Professor</b>	I	24	159 – 164
	II	25	165 – 170
	III	26	171 – 176
	IV	27	177 – 182
	V	28	183 – 188
	VI	29	189 – 194
<b>College/University Professor</b>		30	195-200

Table 1:- Faculty Salary Grade Scale (based on NBC 461)

The latest corresponding salaries for each salary grade level is discussed in Salary Increase for Government Employees for 2011.

Later, a Qualitative Contribution for Evaluation or QCE was devised to incorporate qualitative evaluation of faculty members in the four functional areas of the academe namely research, instruction, extension and production. Greater responsibility is required of faculty members in the higher ranks as follows:

- For upgrading to any sub-rank in the Instructor and Assistant Professor positions, a faculty candidate shall satisfy the CCE points corresponding to the rank/sub-rank plus the qualitative contributions in the area of instruction measured in terms of teaching effectiveness.
- For upgrading to the rank Associate Professor I – V, a faculty candidate shall satisfy the CCE points corresponding to the rank/sub-rank plus qualitative contributions in at least two (2) of the four functional areas.
- For upgrading to the rank of Professor I – VI, a faculty candidate shall satisfy the CCE points corresponding to the

rank/sub-rank plus qualitative contributions in at least three (3) of the four functional areas.

#### IV. CONCLUSION

Results revealed that hiring policy of the Philippines is very constructive, in the sense that it is useful to the extent. However, this hiring policy burdensome of few, but prolific to majorities. As it is emphasized that “The Teacher’s Reclassification procedurally prolific though discriminant among to less fortunate” (Masuhay, 2018).

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