

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City, Metro Manila

**EIGHTEENTH CONGRESS**  
First Regular Session

**HOUSE RESOLUTION NO. 626**



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Introduced by Representative Hon. Elpidio F. Barzaga, Jr.

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**RESOLUTION**  
**DIRECTING THE COMMITTEE ON BASIC EDUCATION AND CULTURE,**  
**COMMITTEE ON HIGHER AND TECHNICAL EDUCATION**  
**AND OTHER APPROPRIATE COMMITTEES**  
**TO CONDUCT AN INVESTIGATION IN AID OF LEGISLATION**  
**INTO THE EDUCATIONAL PERFORMANCE OF THE PHILIPPINES**

**WHEREAS**, Section 1, Article XIV of the Philippine Constitution states that, "The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."

**WHEREAS**, Section 2, Article XIV of the Philippine Constitution also states that, to wit:

Section 2. The State shall:

- (1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;
- (2) Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;
- (3) Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;
- (4) Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and

(5) Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.”

**WHEREAS**, the Philippines is ranked the lowest in reading comprehension and second lowest in science and mathematics among 79 countries according to the Organization for Economic Cooperation and Development (OECD) tested around 600,000 15-year old students in 79 countries through the 2018 Programme for International Student Assessment (PISA). It compared the quality of basic education of the 79 member and partner countries of the OECD. According to the OECD website, each “cycle” of the study explores a distinct domain such as Collaborative Problem Solving (PISA 2015) and Global Competence.

**WHEREAS**, in Trends in International Mathematics and Science Study (TIMSS), another international assessment test, in 2003, the last year the Philippines participated in the study, the country ranked only 34<sup>th</sup> out of 38 countries in high school mathematics and 43<sup>rd</sup> out of 46 countries in high school science.

**WHEREAS**, according to a United Nations (UN) 2016 report, the Philippines has the highest literacy rate at 97.95 percent among Southeast Asian countries such as Brunei, Indonesia and Singapore. Based on the Education for All Global Monitoring Report of UNESCO in 2006, being “literate” is defined as being able to read and write text. Adding the ability to understand a simple message in any language or dialect, the concept of “basic literacy” comes in. If a person has these abilities with the further addition of numeracy skills, then one has attained a significantly higher level of literacy called “functional literacy”.

**WHEREAS**, although functional literacy remains high, the poor performance in the PISA questions the Filipinos’ ability to use their reading and mathematics and science knowledge and skills to meet real life challenges. As written in the Philippine Daily Inquirer on 13 December 2019 entitled “The Importance of PISA”, opinion writer Michael Tan said, “the PISA report explains what it means to be a low performer, for which the Philippines had the most numbers as a percentage of the students who took the tests; Low performers in reading struggle with recognizing the main idea in a text. In mathematics, they cannot compute the approximate object in a different currency or compare the total distance across two alternative routes. In science, low performers are unable to use basic or everyday scientific knowledge to interpret data and draw a valid scientific conclusion.”

**WHEREAS**, in a paper published and submitted to the International Workshop on Data Disaggregation for the Sustainable Development Goals on 30 January 2019 by the Philippine Statistics Authority (PSA) entitled, “Education Equality in the Philippines”, the following figures are alarming. In 2016, less than 40% passed the licensure exams in various fields, less than 50% of faculty members in higher education institutions have at least a Master’s degree and only 13.3% have a Ph.D. degree. In the same paper, 25.6% in elementary schools and 33.2% in secondary schools have access to the internet for teaching



purposes. Worse, even in this digital age, there are still schools with no access to electricity, 88.7% in elementary schools and 93.1% in secondary schools. It was also stated that in 2017, there are 3.6 million out of school children and youth, where there are more female out of school children and youth than males. It was found that lack of personal interest is the main reason for not attending school while marriage and family matters for females.

**WHEREAS**, in an article published in the Manila Bulletin dated 18 May 2019, entitled “Has Change Come to Philippine Education”, it stated that some groups and stakeholders expressed concern on issues that might indicate the current state of the country’s education. Citing another PSA release entitled, “Filipino Families Are Most Deprived in Education” PSA noted that “six out of 10 families in 2016 and five out of 10 families in 2017 were deprived of basic education” and that “six out of 10 families had at least one family member aged 18 years old and above who did not complete basic education in 2016 and five out of 10 in 2017.”

**WHEREAS**, in the same Manila Bulletin article, it also quoted Philippine Business for Education (PBED), Synergeia Foundation CEO and President Dr. Nene Guevara saying that there is an “ongoing reading crisis” in the country. He cited results from a study which covered Grades 1 to 6 students over 90 local government units nationwide, she revealed that “prior to any reading intervention” – there were 53 percent frustrated readers and 23 percent independent readers for the school year 2017.

Further, the same article said that, to wit:

“Guevara furthered that 23% of the subjects “could not comprehend” and seven percent ‘could not read at all.’ She also noted that some teachers in public schools are not ‘competent readers’ which is among the factors why many Filipino students couldn’t read properly.

Some teachers also decry that because of ‘so much work,’ they barely have time to teach. Under the Magna Carta for Public School Teachers, teachers are required to devote up to “six hours of actual teaching per day.”

According to the study conducted by the Philippine Institute for Development Studies (PIDS) entitled “Pressures on Public School Teachers and Implications on Quality,” teachers are given administrative or student support role such as paper works, seminars, training workshops, among others.”

**WHEREAS**, in our hometown of Dasmariñas, Cavite, in a focus group discussion where public school teachers, head teachers, school heads and supervisors discussed the PISA results, the following are their observations:

(1) learners do not pay much attention in reading, attributing to too much exposure in social media and electronic gadgets;

(2) public school teachers, administrators and supervisors have multiple ancillary tasks that limits their time to prepare better lesson plans and instructional materials;

(3) little attention given by parents at home;

(4) limited exposure in drills and practices due to time constraints as an effect of the 2-3 shifting scheme;

(5) classroom shortage that results to shifting of classes wherein the number of minutes per learning area is shortened by at least 10 to 20 minutes. Class size is also adjusted from the standard 1:35 for grades 1 to 3 and 1:45 for grades 4-12 that can even go up to 1:60;

(6) lack of libraries and reading centers because funds are directed to the building of classrooms;

(7) cluttered curriculum especially in K to 3. Most of the teachers tend to finish all competencies even though the students have not shown mastery. Students have also failed to connect the lessons from simple to complex. Thus, teachers had to reteach the past lessons in the previous grade level in order to connect the topics;

(8) there are also problems in competency of teachers to teach in English and the inconsistent policy in the medium of instruction. In the past, English was used from the first quarter to the fourth quarter. At present, English is only used in the third and fourth quarter only;

(9) lack and even absence of learning and reading materials in English;

(10) congested classrooms. In Dasmariñas, Cavite, most of the schools are "mega" schools. These affects the monitoring and supervision by school heads and supervisors who cannot do a thorough classroom observations and walkthrough observations;

(11) teachers are not trained and prepared to handle early students in Reading and Language. Oftentimes, they use the language that they are comfortable with rather than the recommended medium of instruction;

(12) teachers are given teaching loads in English, Science and Math when they are not competent to handle or is different from their specialization;

(13) students who took the PISA are not familiar with the use of computers in the said assessment;

(14) students are not familiar with the PISA questions that are different from the usual assessments given inside the classroom and other assessments given by the DepEd such as the NAT. The students focus on content rather than competencies;



(15) critical and creative thinking skills of the students are not fully developed because these skills are not reflected in the activities and questioning in the classroom;

(16) lack of learning facilities such as laboratories and computers;

(17) socio-economic status or those who are in the lower income groups are usually absent and this affect their academic performance;

(18) wrong implementation of "No child left behind policy". Teachers do not fail students who are not competent to advance to the next level to avoid teaching remedial classes during summer vacation;

(19) 187 day non-negotiable contact time for actual teaching and learning is compromised because of numerous school and division activities, teachers' trainings;

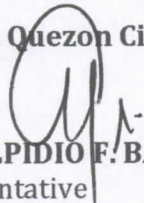
(20) frequent academic and non-academic contests where teachers are designated as coach/trainer focusing on selected students who are already excelling in academics neglecting those that need more assistance and coaching;

**WHEREAS**, also in our hometown of Dasmariñas, Cavite where the student population has increased to one hundred twelve thousand, four hundred eighty (112,480), the release of the Basic Educational Fund for the construction of classrooms and the incomplete construction of school projects have already been brought to the attention of DepEd.

**WHEREAS**, this should serve as a wake-up call and instill educational reforms in order to improve the quality of our education. Thus, we welcome the Department of Education (DepEd) when it joined the PISA for the first time in 2018 as part of their reform plans on quality basic education. As reported in the Philippine News Agency website, the DepEd said that, "The PISA results, along with our own assessments and studies, will aid in policy formulation, planning and programming."

**NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED** by the House of Representatives directing the Committee on Basic Education and Culture, Committee on Higher and Technical Education and other appropriate committee to conduct an investigation, in aid of legislation, into the educational performance of the Philippines, and a review of relevant existing laws.

**Done this 16th of December, 2019, Quezon City.**

  
**HON. ELPIDIO F. BARZAGA, JR.**  
Representative

Lone District of the City of Dasmariñas, Cavite