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The Philippine Education Today and Its Way Forward

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Abstract

The Philippines is concerned about the number of students attending schools, the quality of education they receive, and the state of the learning environment. Solving the education crisis in the Philippines means improving access to formal and non-formal learning opportunities, strengthening the government's capacity to improve the quality and relevance of teaching and learning environments, investing in the country's cognitive capital, and promoting teacher training. The Philippines has embarked on a transformation of its education system to align it with other advanced countries worldwide.

Keywords: *Education, Learning, PISA, DepEd, Teaching, K-12, Educational Initiative, Global*

Introduction

Today's education system in the Philippines is an American-style formal and informal system, with English as the primary language of instruction (Andaya et al., 2020; Aruta, 2023; Bayirli, 2023; Bernardo, 2023). The Enhanced Education Act of 2013 (Republic Act No. 10533) says that kindergarten must be a part of K–12. K–12 includes 12 years of basic education, 6 years of elementary school, 4 years of junior high school, and 2 years of senior high school. Kids will have enough time to study, and they will be helped to keep learning throughout their lives. This will prepare them for college, trade school, work, and starting their own business (Bernardo & Mante-Estacio, 2023; DepEd, n.d.).

Despite being a middle-income country with ample resources to support children's education, many Filipino children are missing out on learning opportunities (Bruza & Pawilen, 2023). Concerns are raised about how many kids are going to school, how well they are learning, and how bad the classes are where they learn. Being from a wealthy family or living in a town or other developed place makes it easier to get into private schools. In the same way, low-income households may have more trouble getting the classes, teachers, and other things they need to keep learning at a high level.

Many factors impede language education and learning, including limited access to technology resources, cumbersome and ineffective curricular skills, an imbalance in tasks, reliance on conventional evaluation methods, a lack of classroom motivation,

and linguistic barriers (Bruza & Pawilen, 2023; Kholid et al., 2022; Lee & Stankov, 2023; Magallanes et al., 2022; Orbeta & Paqueo, 2022).

Analysis

If the educational objectives are closely associated with the Programme for International Student Assessment (PISA), then chances will increase in terms of enhancing the global and intercultural competencies of Filipino students, their proficiency in the English language, and perhaps their performance in PISA assessments (Marcq & Braeken, 2022; Mun et al., 2020; Özcan & Bulus, 2022). The Philippines ranked second to the lowest in science and mathematics (Caraig, 2023; Jerrim, 2023). Only 22% of 7,233 15-year-old Filipino students in the PISA 2018 science literacy assessment met the minimum competency level (Calleja et al., 2023), while in the mathematics assessment, according to Bernardo et al. (2022), more than 50% obtained scores below the lowest proficiency level. This calls for educators to bridge the gap between difficulties in reading comprehension, mathematics, and science subjects for high school students in the Philippines. In the same way, there is a need to propose more specific strategies to address these non-cognitive characteristics that predict scientific literacy failure in terms of metacognitive reading techniques, classroom and school experiences, kids' mood and motivation, and family experiences and learning resources at home (Guido & Mangali, 2022; Gutiérrez-de-Rozas et al., 2022; Haw & King, 2023; Ignacio et al., 2022; Kusmaryono & Kusumaningsih, 2023). Proposing a



curriculum design and putting up training in the PISA framework should likely assist teachers and students in synchronizing learning opportunities and what should be realistically expected from them (Bruza & Pawilen, 2023; Camba Jr., 2022; Caraig, 2023; De Cadiz & Barquin, 2023; Sandoval-Hernandez et al., 2022).

Instructional materials should not be rushed but studied and quality-assured locally and nationally for teachers and students to focus only on processing the PISA-aligned content in their learning process, thus never having to waste time on clarifying whether or not they're using the right materials (Dizon & Sanchez, 2020; Espinosa et al., 2023; Faragher et al., 2021; Grey & Morris, 2022; Lapinid et al., 2022; Soner, 2022). Trinidad & King, 2022). Of course, a review of the spiral curriculum should be studied well to mitigate the skill gaps of students who are enrolled in their current grade levels due to the pandemic.

The Philippines has embarked on a significant transformation of its education system to align it with other Asian countries, extending primary education from 10 to 13 years. This initiative should increase the competitiveness of young Filipino graduates in the domestic and international job markets. The education crisis in the Philippines can be solved by improving access to formal and non-formal learning opportunities for children and young people and strengthening the government's capacity to improve the quality and relevance of teaching and learning environments.

Conclusion

Education is arguably the most important determinant of national development in the Philippines. To bring its education system to the rest of the world, the Philippines is currently undergoing a major reform, increasing the chance for competitiveness of young Filipino graduates in the domestic and international labor markets. More specifically, it is necessary to address the education crisis in the Philippines by increasing the availability of formal and non-formal learning opportunities for children and youth. This increases the current globally-equipped labor force of the country to a larger number in the next ten years.

In addition, it is essential to strengthen the government's capacity to improve the quality and relevance of teaching and learning environments, but needs more commitment and support in specific ways from other stakeholders, such as business and industry, parents, administrators, and teachers, who are the prime movers in the teaching and learning process in some ways.

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