

**EIGHTEENTH CONGRESS OF THE** ]  
**REPUBLIC OF THE PHILIPPINES** ]  
*Second Regular Session* ]



**SENATE**

**P.S. Res. No. 526**

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**Introduced by SEN. WIN GATCHALIAN**

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**RESOLUTION**

**DIRECTING THE SENATE COMMITTEE ON BASIC EDUCATION, ARTS AND CULTURE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, ON THE QUALITY OF TEACHER EDUCATION AND TRAINING AND THE PERFORMANCE OF TEACHER EDUCATION INSTITUTIONS, FOR THE PURPOSE OF CRAFTING POLICY RECOMMENDATIONS AND COMPLEMENTARY AND AMENDATORY LEGISLATION TO FURTHER STRENGTHEN THE LAWS ENHANCING THE QUALITY OF TEACHER EDUCATION AND TRAINING AND TEACHER EDUCATION INSTITUTIONS**

1       **WHEREAS**, the 1987 Philippine Constitution declares that the State  
2 shall enhance the right of teachers to professional advancement and ensures  
3 the protection of the State of the non-teaching academic and non-academic  
4 personnel;<sup>1</sup>

5       **WHEREAS**, the teacher is the heart and soul of education, hence, the  
6 need to provide teacher quality education and training in order for them to be  
7 equipped with knowledge and skills that will ensure the delivery of quality  
8 education to learners, thereby helping them grow as responsible individuals  
9 and citizens of the Philippines;

10       **WHEREAS**, in the 1991 report made by the Congressional Commission  
11 on Education to Review and Assess Philippine Education (EDCOM), its  
12 recommendations are to strengthen pre-service education to address the  
13 inadequacy of trained and effective teachers in the country and improve and

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<sup>1</sup> Article XIV, 1987 Constitution.

1 expand in-service training programs for both public and private school  
2 teachers, while highlighting the principle that the quality of education in any  
3 society cannot rise above the quality of its teachers and this quality, in turn,  
4 depends on the quality of the institutions that educate and train them;

5 **WHEREAS**, the EDCOM report observes that the teachers' poor  
6 performance is due to poor teacher training, low quality of students enrolled  
7 in teacher training, and meager opportunities for professional development,  
8 among others;

9 **WHEREAS**, on August 4, 1994, Congress enacted Republic Act No.  
10 7784 or "An Act to Strengthen Teacher Education in the Philippines by  
11 Establishing Centers of Excellence, Creating a Teacher Education Council for  
12 the Purpose, Appropriating Funds Therefor, and for Other Purposes", in order  
13 to provide and ensure quality education by strengthening the education and  
14 training of teachers nationwide through a national system of excellence for  
15 teacher education towards their continuing professional growth;

16 **WHEREAS**, the National Educators Academy of the Philippines (NEAP),  
17 pursuant to Letter of Instruction No. 1487, series of 1985, otherwise known  
18 as "Institutionalizing a Revitalized Program of Teacher In-Service Training in  
19 the Public Schools", Administrative Order No. 282, series of 1992, otherwise  
20 known as "Renaming the National Education Learning Center as the National  
21 Educators Academy of the Philippines and for Other Purposes", and other  
22 relevant issuances by the Department of Education (DepEd), is mandated to  
23 provide the learning and development needs of the increasing number of  
24 teachers and school leaders by streamlining professional development,  
25 making training activities programmatic and accountable, effectively linking  
26 professional development with career progression, and generating efficient  
27 use of resources;<sup>2</sup>

28 **WHEREAS**, despite the creation of the Teacher Education Council  
29 (TEC) and the NEAP, the issue raised by the 1991 EDCOM report on the poor  
30 professional development of teachers due to insufficient pre-service and in-  
31 service training programs is still irrepressible to this day, as evidenced by the

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<sup>2</sup> DepEd Order No. 011, series of 2019, known as Implementation of the NEAP Transformation.

1 DepEd’s call for Teacher Education Institutions (TEIs) to train their teachers  
2 and students to use project-based learning and learner centered-activities  
3 and the Philippine Business for Education’s report that only twenty percent  
4 (20%) of the 1,258 TEIs nationwide have their curricula aligned with the  
5 Philippine Professional Standards for Teachers;<sup>3</sup>

6 **WHEREAS**, one alarming situation that bolsters the 1991 EDCOM  
7 report is that the commencement of training for distance learning, which is a  
8 Twenty-First (21<sup>st</sup>) Century skill that a teacher shall readily possess, has only  
9 been commenced this year due to the Coronavirus Disease 2019 pandemic.  
10 Accordingly, out of 800,000 teachers across the country, only forty percent  
11 (40%) have been trained on distance learning by June 2020;<sup>4</sup>

12 **WHEREAS**, as culled from the 2016 report by the World Bank Group  
13 and Australian Aid on the teacher workforce in the Philippines<sup>5</sup>, it was found  
14 in 2013 and 2014 that: (a) the teachers’ performance on content knowledge  
15 assessments was poor; (b) despite their overall poor performance, teachers  
16 have some relevant skills and knowledge upon which to build; (c) teachers  
17 assess their weakest skills as those associated with the learning environment  
18 and planning and assessment; and (d) most teachers receive some in-service  
19 training but only for short periods;

20 **WHEREAS**, the report of the World Bank Group and Australian Aid is  
21 supported by the Licensure Examination for Teachers (LET) passing rate *vis-*  
22 *à-vis* the performance of TEIs;

23 **WHEREAS**, from the data collected from the Professional Regulation  
24 Commission (PRC), the elementary teacher licensure examination results  
25 from 2014 to 2019 show that the average passing rate was only twenty-eight  
26 percent (28%), while the results for the secondary teacher licensure  
27 examination for the same period show that the average passing rate was only  
28 thirty-six (36%);

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<sup>3</sup> <https://www.pna.gov.ph/articles/1053507>. Accessed on September 15, 2020.

<sup>4</sup> <https://newsinfo.inquirer.net/1297181/only-4-out-of-10-teachers-trained-so-far-for-distance-learning-deped-tells-senators>. Accessed on September 15, 2020.

<sup>5</sup> World Bank Group and Australian Aid, 2016. Developing a Proficient and Motivated Teacher Workforce in the Philippines. *Philippines Education Note*; June 2016. <http://documents1.worldbank.org/curated/pt/351711468567066113/pdf/106950-REVISED-PH-PETS-QSDS-Note-3.pdf>. Accessed on September 13, 2020.

1           **WHEREAS**, based on the overall LET performance of examinees, the  
2 number of LET takers who failed the examination generally increased from  
3 2014 to 2018, *viz.*: (a) 151,262 out of 226,483 in 2014; (b) 165,147 out of  
4 250,625 in 2015; (c) 180,372 out of 266,022 in 2016; (d) 219,118 out of  
5 314,024 in 2017; and (e) 236,397 out of 352,274 in 2018. Notwithstanding  
6 the increase in the number of examinees from 2014 to 2018, the failing rate  
7 has remained high, ranging from sixty-six percent (66%) to seventy percent  
8 (70%);

9           **WHEREAS**, based on the 2018 data of PRC on distribution of TEIs of  
10 LET for the elementary level, 52% was categorized as worse performing while  
11 38% was categorized as poor performing TEIs. For the secondary level, 44%  
12 was categorized as poor performing while 25% was worse performing TEIs;

13           **WHEREAS**, another manifestation showing the declining quality of  
14 teacher education and training and performance of TEIs in the country is  
15 contained in the 2020 report of the Philippine Normal University (PNU) which  
16 states that in 2015, out of the 3,944 assessed pre-service teachers on their  
17 knowledge of Mathematics taught at Grades 6 and 10, only five percent (5%)  
18 of aspiring teachers garnered a score of more than fifty percent (50%) or above,  
19 and thirty-six percent (36%) of aspiring teachers achieved a score of more  
20 than fifty percent (50%), respectively;

21           **WHEREAS**, PNU, in its report, discussed that the summary of gaps in  
22 pre-service teacher education is identified through the following: (a) the  
23 outcomes of most syllabi of TEIs cannot be mapped with the competency  
24 standards set in CHED Memorandum Order No. 30, series of 2004; (b) most  
25 syllabi are topical; (c) course descriptions merely describe the subject and not  
26 the intent of the course; (d) there are too many course outcomes; and (e) there  
27 is no constructive alignment between outcomes, content, and assessment;

28           **WHEREAS**, with the said state of quality of the teachers and TEIs in  
29 the country, the quality of student learning is consequently adversely affected  
30 as established, among others, by the dismal performance of the country in  
31 the Programme for International Student Assessment (PISA) examination in

1 2018, by the poor results from standard entrance tests conducted among  
2 elementary and secondary students, as well as the tertiary levels<sup>6</sup>;

3 **WHEREAS**, despite the existence of the TEC, NEAP, and TEIs, the  
4 glaring figures on the LET passing rate, the huge number of TEIs with less  
5 than fifty percent (50%) passing rates, the low scores of pre-service teachers  
6 on assessment of their knowledge on various core subjects, the poor  
7 performance of the country in the PISA examination in 2018, and the  
8 teachers' lack of training on essential pre-service and in-service programs, are  
9 concrete indicators that the quality of teacher education and training and  
10 performance of TEIs have been deteriorating;

11 **WHEREAS**, in light of these indicators, there is a need to ascertain the  
12 issues, challenges, and limitations affecting the quality of teacher education  
13 and training and the performance of TEIs so that efforts can be directed on  
14 strengthening pre-service and in-service programs that are responsive to the  
15 demands of the 21<sup>st</sup> Century, focusing on the assessment of the performance  
16 of teachers and TEIs, and maximizing the collaboration between the TEC,  
17 NEAP, TEIs, and other education stakeholders in formulating and developing  
18 policies or programs on pre-service and in-service education;

19 **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE**  
20 **PHILIPPINES**, to direct the Senate Committee on Basic Education, Arts and  
21 Culture to conduct an inquiry, in aid of legislation, on the quality of teacher  
22 education and training and the performance of TEIs, in order to craft policy  
23 recommendations and complementary and amendatory legislation to further  
24 strengthen the laws enhancing the quality of teacher education and training  
25 and teacher education institutions.

Adopted,



**WIN GATCHALIAN**

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<sup>6</sup> <https://www.pna.gov.ph/articles/1087967>. Accessed on September 14, 2020.