

THE PHILIPPINES' PISA 2022 RESULTS: A CALL FOR ACTION

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The Programme for International Student Assessment (PISA) is a significant international assessment that evaluates the educational performance of 15-year-old students across various countries. PISA aims to measure students' abilities in reading, mathematics, and science, providing critical data that informs educational policy and practice globally (Zhang et al., 2022)

In 2022, the result of the PISA conducted by the Organization for Economic Co-operation and Development (OECD) for 15-year-old learners showed that the Philippines ranked 77th out of 81 countries globally, which is less than the OECD average in mathematics, science, and reading.

The country's educational system has serious problems, as evidenced by these findings, especially about students' critical thinking and problem-solving skills. The gap between educational experiences and the competencies evaluated by international standards is an important problem. PISA places a strong emphasis on the application of information to real-world scenarios, which many students fail to do.

To address these challenges, the Department of Education (DepEd) has launched key initiatives to help students perform better in future PISA assessments. DepEd is introducing programs that use PISA-style test questions to help students improve their problem-solving and critical-thinking skills. This practice aims to make students more familiar with the type of questions asked in international assessments.

Additionally, teachers who taught English, mathematics, and science took a nationwide PISA-like test on January 07, 2025, which helps them to understand the skills needed to succeed and align their teaching methods with global standards. This step is essential since training programs aimed at improving teachers' abilities to develop PISA-like reading tasks have shown positive outcomes, enhanced their instructional practices and ultimately benefited student learning experiences. Studies have shown that developing teachers' competencies in creating PISA-aligned tasks is essential for enhancing students' reading and mathematical literacy (Fadhillah & Emilia, 2022).

Moreover, improving student performance is greatly helped by continuous teacher training. According to Wizaya (2024), teacher quality is a critical factor influencing student performance in PISA assessments, as it directly correlates with educational outcomes. Such training is crucial, especially in contexts where teachers may lack familiarity with international assessment standards or the specific competencies required for PISA (Setyawarno et al., 2023). This suggests that the support for professional development programs is essential, especially when it comes to creating lessons that are in line with PISA.

These DepEd initiatives are focused on improving how students learn and preparing them for global challenges. By using PISA-aligned test questions and training of teachers, DepEd aims to raise the quality of education in the Philippines. In addition, as an action-based platform and a reflective tool, the PISA assessment has uses beyond testing. Teachers, students, and parents must all support the country to improve its international rankings. Modern teaching techniques and student-centered learning approaches, as well as teacher development, can help the Philippines achieve better educational outcomes.

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