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# Perspectives on the Implementation of the K to 12 Program in the Philippines: A Research Review

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**Abstract** – The government implemented the K to 12 programs to enhance the educational system of the country in order to accelerate the mutual recognition of Filipino graduates and professionals across the world. Learners were able to master the skills and develop core competencies which are the essential things to meet the demand of the global market. This analysis used a systematic approach and review design to come up with a general idea that answers the main objectives of this research review. This research specifically looked into the different perspectives of the teachers, parents and students on the implementation of the K-12 program in the Philippines which added two more years before a student can proceed to college. It also described the various problems that arise as a result of the implementation of this new program and the action plans established by the government to address these issues. Moreover, to make possible recommendations that help improve the curriculum to make sure that quality education can be delineated to all the learners who will be part of this new program.

**Keywords** – K to 12 Programs, Mastery of Skills, Competitive Graduates, Challenges of the New Program, Teaching Approaches, Perspectives, Action Plans.

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## I. INTRODUCTION

Education was the most essential tool for everyone to become successful in life. It encouraged everyone to step forward and excel in creating positive effects where recognition and achievement can be acquired. It provided everyone the ability to think critically in both ways, to get a better decision in order to cope and handle different life challenges and generated motivation for everyone to have better prospects needed to grow on their own chosen path in life.

Across the world, education has been provided the most attention among everything else because it decided the future of every country. Among the countries around the world, the Philippines was the last country in Asia and one of the only three countries in the world with a 10-year pre-university program (Yap, R, 2011). To align the country's curriculum and meet the need of the global market where quality education became a must for everyone, the Philippine Educational system adapted to a modern and more dynamic curriculum where it followed the 12-year program.

K to 12 program implementation aimed at creating more skilled students with basic skills for lifelong learning and employment. This program promoted the mutual recognition of Filipino learners and professionals in other countries because they were able to master the skills and learn the core competencies which were necessary to meet the demands of the global market. This new program created learners who have been prepared for jobs, entrepreneurship and middle-level skills development since they had to graduate on the program at the age of 18 (<https://www.pap.org.ph/donec-massa-id-mi-tincidunt>).

Learners who graduated under this course were considered young adults so, they were prepared with the nece-

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-ssary qualifications because they struggled with much higher learning when they entered tertiary education. This new education scheme in the Philippines has given the students the chance to choose on their own as they pursue a specific track that made them successful in a certain area. The government claimed that this placed Filipino learners at the same level as the rest of the world as they obtained a spot in the competitive labor market (<http://k12philippines.com/three-practical-benefits-of-the-philippines-k-to-12-curriculum/>). Through these specializations, learners were prepared in a holistic way as they faced the upcoming future.

In Abueva, A. (2019), implementing the K-12 Program in the Philippine Curriculum of Basic Education was the key to the growth of our country. Although the government has faced many problems as it implements the program over several years, it has been a necessary improvement as it has been critical to the success of our nation to increase the quality of our education.

As stated in Cruz, I., (2010), in one of his columns in a local newspaper, he pointed out the following reasons why we should support the K to 12 basic education system in the Philippine basic education curriculum, which enables students to have sufficient training time to carry out subject-related tasks that have made them more ready in different subjects, the students of this program are well qualified to enter the workforce, and the Filipino graduates are immediately accepted as professionals abroad, adopting the universal standard of education followed by all nations.

From a positive point of view, the K to 12 program offers a greater solution to the problems that the country was facing, particularly in the employment phase, as the Filipino graduates worked abroad. These problems include the need for teachers to be trained in pedagogy, education research, measurement and evaluation, and classroom management (Bala, C., 2017) to ensure that instructions are delivered in a meaningful way and a lack of government budget to provide the necessary resources to support this new curriculum, including junior and senior high school teachers.

Despite all the problems found as a result of the implementation of this new curriculum, many had believed that the long-term effects of the K to 12 program were very beneficial to all Filipino graduates. Therefore, support and encouragement for the betterment of the new educational system implemented by the government be shown by all Filipinos. By investing more time and resources to education, national growth and development can truly be achieved.

## **II. OBJECTIVES OF THE STUDY**

This research paper would like to know the perspectives of teachers, parents and students on the implementation of K to 12 programs in the country. This research used a systematic procedure to analyze the data.

This sought to answer the following question:

1. What are the challenges of the K to 12 program upon its implementation?
2. What are the teaching approaches used in K to 12 programs to enhance the lesson?
3. What are the views of teachers, students and parents on the implementation of this new curriculum?
4. Based on readings, what are the proposed action plans that would address the gaps seen in this new curriculum?
5. What are the recommendations that can be created to address the problems under the implementation of K to

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12 programs?

### III. METHODOLOGY

This research paper used a systematic search and review design specifically on “phenomenology design” where personal views were analyzed to understand and to provide insights as to how the problem can be resolved. Data were extracted to find some values which are very useful in creating new knowledge.

The content and presentation of this paper utilized related studies or reviews as a point of reference in finding comprehensive information that answers the questions of this research paper. Moreover, this looks into possible solutions to address the gaps of the existing issues identified on the implementation of the K to 12 programs.

### IV. PRESENTATION OF DATA AND ANALYSIS

K to 12 programs is believed to be the key to increase the quality education of the country that addresses the demand of the global market where skills are essential to be possessed by any graduate to become employable all throughout the country. Thus, this chapter discusses the data that were gathered from different reviews that answer the questions of this paper.

#### A. *Challenges on the Implementation of the K to 12 Program in the Philippines*

The K to 12 Program covers Kindergarten and 12 years of Basic Education to provide sufficient time for mastery of concepts and skills, develop lifelong learners and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (<https://www.officialgazette.gov.ph/k-12/>).

The implementation of the new curriculum was a solution to the different issues in the country but also, it came with different problems considering that it created a big change in the entire educational system of the country and Filipinos were affected by this change.

Findings of Ednave, R., et. al., (2018) stated that the implementation of the K to 12 programs presented the following challenges: a) lack of preparation and professional development; b) excessive academic burden on students; and c) integration of lessons in the real-life context. This would be a great challenge for all teachers to engage in different training and to pursue higher education in order to manage the changes and ensure that their growth corresponds to the demands of society.

The K-12 Basic Education Program proposed by the Department of Education adds two years of secondary education to allow graduates to pursue one of three paths: postgraduate employment, higher education or entrepreneurship. The reform faced challenges in the redesign of the curriculum, in the deployment and training of teachers at the start of the program, in ensuring the sustainability of the program, and in meeting the necessary infrastructure (Sergio, M., 2012).

As mentioned in the study of Cocal, C. and Marcellano, G., (2017), it claimed that the current physical and educational facilities and services of the various public elementary schools in Pangasinan did not comply with the minimum specifications laid down by the Department of Education. There was a great need for schools to improve their physical facilities and educational resources in order to implement the K+12 program effectively and efficiently. The financial resource was a major problem for the schools with regard to the implementation of the K+12 program.

Findings from different research papers should give an eye-opener to the government in particular to the Department of Education to come up with the necessary approaches to provide immediate solutions to address all these problems identified to ensure that the goals of this new curriculum can be achieved. The findings gave also provided the government with a road map of what was required to be done and that an immediate response was needed to avoid delay in the outcome, especially for learners who were key participants in this program. As a result, the partnership and coordination of the different experts in education have been essential to the creation of the best action plan that worked in addressing these issues arise upon the implementation of this program.

### *B. Teaching Approaches to K to 12 Program*

Learning was considered to be something that would bring change to any individual. The result of learning may not be observed until an individual engages in different academic activities.

In the teaching field, learning was considered to be the most essential goal that a teacher must achieve at the end of the lesson. Students learned best if the discussion was interesting and required the participation of the audience. In view of this idea, teachers adapted different teaching strategies to ensure that the delivery of instructions was successfully transmitted to the mind of the students in an effective way. Teaching strategies must be assessed by the teachers to make sure its effectiveness as it was used during discussion.

According to the analysis by Torio, V., et. al., (2016), students had an average to high motivation with intrinsic and extrinsic motivation in the top two of the six motivational components. The results showed positive effects on academic performance and motivation can be obtained from the use of Whole Brain Teaching (WBT) as a teaching technique.

Cited from a study conducted by Mojares, G. stated that the use of different types of teaching strategies was a key factor in bringing the teaching and learning process into harmony. The teaching methods and brainstorming were the most frequently used teaching strategies, while the community resource method was rated as moderately applied. It was also found that age, educational attainment, and number of years of teaching had something to do with the degree to which different teaching methods were implemented in English. The claim on the use of interactive teaching was supported by the study by Gordonas, A., (2017), which stated that the teaching method dominated teaching strategies. Meanwhile, the least used among the list of teaching strategies is the reinforcement of tape recordings. As far as indirect training is concerned, the discovery method ranked number 1 and the lowest in rank is the case study. As for the Interactive Training, the recitation was ranked highest while the debate was revealed to have the lowest mean verbally interpreted as occasionally. As far as individual studies are concerned, surveys rate number 1 while distance learning has the lowest mean. As far as experimental teaching is concerned, dramatization has had the highest mean. In the meantime, the case studies had the lowest average. Interactive teaching is dominated by teaching strategies used by literary teachers verbally interpreted as frequently while the least is direct instruction.

Another study, which focused on teaching Science subjects, found that the lack of students was caused by cultural factors specifically related to language and schooling values, thereby affecting a significant level of students' interest, performance, and achievement in science. The findings of the same study also showed that the success of teaching science depends on teaching practice and the technique used by educators, regardless of whether the class is classified as ethnic or multi-ethnic. In order to improve the quality of teaching for a similar

group of students, the use of different teaching pedagogy has encouraged them to become competitive to science. Based on the case study findings, the best strategy to foster scientific interest was to build a positive self-concept to increase the level of achievement among diverse learners in multicultural contexts, including teacher-related limitations (Sarmiento, C., 2010).

In view of the findings on the different teaching strategies, it gave teachers an overview of how to deal with the students with different learning styles without compromising the students learning. It was a must that teachers must have a passion for teaching as well as the ability to understand the different interests and needs of the students to avoid delay of instruction. Moreover, it was truly vital in the teaching field that effective and appropriate teaching strategies must be considered during the delivery of instruction where it maximized the teacher-student participation inside the classroom because it developed students' competencies in dealing with problems independently.

### *C. Perspectives toward K to 12 Program*

As Luistro (2010) stated in the Dollage, D (2011) report, he pointed out that the Philippine education system was seeking the achievement of excellent undergraduates at the elementary and secondary levels. The Department of Education pronounces an additional two years in the basic education of children, which all Filipinos believe will benefit from it. Nevertheless, the experiences of the people involved in this transition are unique, particularly the family, the teachers, and the students.

From a teacher's point of view, as quoted from the Acosta study, I. and Acosta, A., (2016) found that there were five predisposing factors, namely: qualifications, hiring requirements, streamlining of courses, management of surplus labor, and alternative programs to assess the readiness of senior high school teachers and higher education institutions to ensure stability and to encourage and protect the health of the faculty involved and other workers in the higher education field.

Vizconde, C. (2015) stressed the emerging issues of the K to 12 systems in its study: 1) the displacement of teachers at tertiary level; 2) the lack of information on the guidelines for implementation; 3) the lack of university students for two years; and 4) the lack of resources for implementation.

A positive impression was identified by the study by Lacorte, E. (2011) that teachers are likely to have been adequately prepared for the implementation of the K to 12 programs in terms of teaching skills, teaching strategies and teaching materials and there was a considerable variation in the readiness of private and public schools, as well as the readiness of their respective teachers, and this, was mostly attributable to the different settings and conditions in the two groups of schools.

Crisol, L., et. al., (2014) affirmed that the teachers had approved the implementation of the program. They believed that the program effectively provided students with the fields and careers they had chosen. Although they were willing to take part in the program, they still do not find themselves equipped to teach students because they believe they need more training.

On the other hand, the study revealed the perspectives of students who (a) regarded communication as essential to their learning experience, and (b) moderately satisfied with their blended learning experience. The predictive model of student satisfaction, using three forms of experiences, was accurate. Of the three types of interaction, the learner-content interaction was the strongest predictor of student satisfaction when the design of the course

involved a small number of collaborative activities. In addition, student personality has been identified as a vital factor for interaction and satisfaction in this type of course design. Students who reported having an extroverted personality experienced more interaction and a higher level of student satisfaction than those who self-reported as introverted (Belland, B., et. al., 2014).

Students have been enthusiastic about the introduction of the K-12 program, and are also hopeful that it will be successful in achieving its objectives. In addition, students are willing to invest their time and resources to carry out the curriculum (Crisol, L., et. al., 2014). The K-12 program concerned only students who are not yet ready to enter the world of work. This program will pave the way for a generation of graduates who are equipped not only with knowledge but also with skills that are relevant to their day-to-day experiences of future sustainable development (Mohammad, N., 2016).

The findings revealed by students generally show that the implementation of a new science curriculum has a positive impact on the learning of science concepts, the acquisition of scientific skills and the development of scientific attitudes and values. Among the different learning domains that the K12 Science Curriculum wants to improve, it is the values and attitudes training domain that students have agreed to be relevant to them (Montebon, D. 2014).

In addition, a misunderstanding of the views of parents on the implementation of the K to 12 programs has been established. As cited in the Cabansag, M. report (2014), myths about the essence of the additional two years of basic education known as the senior high school have had a negative impact on the lower economic status of parents.

Article written by Umil, A. And Andres, I., (2012) quoted from Garry Martinez's statement, based on the latest Family Income and Expenditure Survey (FIES), that families prioritize food spending and other basic needs. "The additional two years of education will be an additional burden on the OFWs. Loan money for enrolment or they'll work three times as hard just to pay for school fees and other fees.

However, findings from the study of Mohammad, N. (2016), stressed that some parents viewed this program in a negative light, which gave them and their children a different burden both physically and financially, but some parents viewed the program positively and thought that it helped learners to choose and decide the career that best suits their skills. Different perspectives were identified from various studies from those individuals who were involved with the change of the educational system of the country. There were positive and negative impressions however, let us viewed in wider perspectives the beneficial effects of this new curriculum. It was not an aim of this new curriculum to give additional years for sufferings but rather to standardized the educational system of the country where it strengthened the academic subjects and prepared students' work readiness as skills were enhanced and developed. Furthermore, this new system produced graduates who were competent, skills and highly employable.

#### *D. Action Plans to Address the Gaps of the K to 12 Program*

The fundamental reason for the introduction of the K to 12 systems can better be clarified by looking at possible reinforcements to adhere to the flawed development on the implementation of this new system and to meet the expectations and demands of the global market.

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Training must be a priority for students to improve 21st-century skills such as critical thinking, problem solving

and communication to a global and productive workforce. Administrators and teachers need to work together towards a shared vision of success in the classroom. This means that, if the curriculum is to be implemented, knowledge and experience are needed in order to improve competence and positive attitude, this will enable schools to solve problems and implement change. In addition, the Principals should identify the needs of staff and integrate them with the needs of the school (Calub, C., 2019).

Furthermore, according to the study of Aydin, H., et.al., (2017), they stressed that: 1) schools must change the structures, culture and curricula and education programs to meet the needs of a diverse student body; 2) researchers in higher education institutions must focus their work on helping the federal government, state leaders and school districts decide on the most appropriate reforms and changes in curricula and education in school settings; 3) more resources from a variety of sources need to be invested in technology-use learning so that teachers can better prepare students to use technology, especially in the context of new assessments; 4) educators need to identify and promote an agenda that prepares young people for global citizenship; 5) the core values of educators must include loyalty, honesty, dedication and achievement, the promotion of diversity and gender equality, selection and fairness for all students.

## **V. CONCLUSION**

The implementation of the K to 12 programs in the Philippines gave different impressions and speculations from teachers, parents, and students who were greatly involved in this change if this helped the country improved its system in the field of education to match it with the demand of the global market. After the data were analyzed and interpreted, it can be concluded that:

1. Regardless of the different challenges that the program had faced, teachers, parents and students had great hope that this addressed the county's problem in developing the country's economy;
2. K to 12 programs gave graduates the ability to become competitive on their own chosen field of specialization who possessed with the necessary skills and competencies; and
3. Different Interactive teaching strategies and techniques must be used in this new curriculum because it gave the students the ability to immerse themselves with the real environment and able to see a bigger picture of it.

## **VI. RECOMMENDATIONS**

The K to 12 programs had something that needs to be on top of the government's priorities because this was believed to be the solution of all the problems that the country is facing today. Different researches had been conducted to know the things that needed to be worked on under the implementation of this new curriculum that gave different perspectives among teachers, parents, and students. Thus, this paper would like to recommend the following:

1. Engagement of teachers into different training and seminars must be maximized to make sure that they possessed the necessary competencies and skills to deal with the students who were become part of this new curriculum;
2. School facilities, laboratory and instructional materials must be enhanced for this new curriculum to make sure that learnings were supported among the students;
3. Schools should focus on engaging students into different research activities where they can create inventions

to develop self-confidence, and independence; and

4. Further researches must be conducted to identify and to keep on track the progress on this new curriculum.

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### AUTHOR'S PROFILE



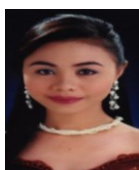
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