

# How Readiness to Implement the K-12 Curriculum Influences Academic Performance in High Schools in the Philippines

**Junior K. Ahamad<sup>a</sup>, Abdulhalim H. Jauhari<sup>b</sup>, Suharto A. Luddin<sup>c</sup>, Allan J. Abdurahman<sup>d</sup>, <sup>a,b,c,d</sup>Tawi-Tawi Regional Agricultural College, Bongao, Tawi-Tawi, Philippines, Email: [ahamadjunior@gmail.com](mailto:ahamadjunior@gmail.com), [bjjau153@gmail.com](mailto:bjjau153@gmail.com)**

Twenty-first century education occurs amidst a proliferated global technological networking environment. Its great challenge is to equip senior high students across cultural education disciplines with enriched teaching pedagogy, for lifelong learning efficiency and excellence, globally. As part of broader efforts to address deteriorating education in the Third World, Asian-wide, the Philippines' K+12 curriculum program is now reforming education. Therefore, this descriptive correlational survey research was set at Tawi-Tawi Regional Agricultural College. It determined the influence of Pre-Post Diagnostic Learning Assessments, of the K-12 Enhanced Basic Education Curriculum Implementation Readiness, on Academic Performance Efficiency among Senior High Instructors and Grade Eleven (11) Senior High students. The respondents were the classroom instructors/teachers and teaching school heads. They were considered by total enumeration, and selected from the total population of the institution assigned to teach in the senior high school laboratory. Simple random sampling technique was used, with a structured questionnaire to collect the data which was analyzed and interpreted, by employing both descriptive and inferential statistics. The majority of the respondents were female, married, Tausog. Their length of service ranged from 6-10 years. They were 31-35 years old, had appropriate qualifications, and held degrees. The K-12 Education Curriculum Implementation Readiness, was studied among Senior High Instructors and Grade Eleven students. That criterion of readiness, which was used/adopted and confirmed by the school heads in supervising their teachers, related to the K-12 basic education curriculum. This study assessed the perspective of that readiness as 'strongly agree'. The Academic Performance Efficiency among Senior



High Instructors and of Grade Eleven (11) Students in English and Math Curricula offered at Tawi-Tawi Regional Agricultural College both revealed a good correlation. The significant influence of the Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness on the Academic Performance Efficiency among Senior High Instructors and of Grade Eleven (11) students registered as significant.

**Key words:** *Learning assessment, K-12 Education Curriculum, academic performance efficiency, descriptive method, Tawi-Tawi Regional Agricultural College, Philippines.*

## Introduction

The Philippines is the only inspired democratic county in South-East Asia facing the challenges of deteriorating equality education amidst a proliferated global technology learning environment in the twenty-first century. As part of broader efforts to address the deteriorating quality education in the Third World, Asian-wide, the national Philippines initiative, known as the K+12 curriculum program, is now reforming the educational system. Towards this end, there is a need for a high-level assessment across cultural technological academic disciplines to equip prospective graduates, particularly senior high students, with enriched teaching pedagogy preparedness/readiness for lifelong academic learning efficiency and excellence.

The reformation of the entire Philippines Educational System to improve quality education country-wide, occurs particularly in remote areas. It will also take effect in the province of Tawi-Tawi as an emerging southern frontier province. The people, especially indigenous groups, long for higher education that would allow them to work in government, through the implementation of the K+12 senior high school program equipping them with twenty-first century skills as designed and mandated by the Philippine Educational Plan. The new perspective of education is the K+12 Basic Education curriculum. It aims to provide great access for both non-indigenous and indigenous people in Tawi-Tawi known as “Tausug” “Sama” or Sama dilaut or Bajao, and other tribes, etc.. They can thereby participate actively and acquire higher education that will promote vocational skills, commercial courses and technological education. This give them equal access to opportunities in the mainstream of national educational leadership of the government, in terms of sociological, economical, political and educational participation for progressive development, help them cope with the global context.

In a nut-shell, education can be considered a continuous, never-ending process; one of acquiring and accumulating knowledge, skill and pedagogical concepts that are essentially required to make people become productive in the work place, and give equal access to



opportunities, jobs and employment in the government. It can allow participation in strong educational management outreach programs and give a leadership dispensation to serve less fortunate people. Such a noble goal deserves meticulous concern and overriding educational development programs. Thus, improving the standard of education for quality assurance and excellence at all levels is vital to the development paradigm, one that is responsive to the needed shifts and demands of changing times, to better the condition of people in society. Some people view education as a process of only developing skills, attitude and values required for citizenship and active participation, to be productive in the society. Others view education differently, as a product in a market place, to be bought and sold by academic institutions wherein the mark brand is quality, which is in the parlance of excellence; a mark of global competitiveness. For educators, the school system bears a great responsibility to cope with the challenges of twenty-first century education, amidst our current society. It is perceived to enhance quality education, by providing necessary ways to meet the goals and objectives of education modernization, for an improved quality of man into a holistic and morally adjusted individual, achieving desired professional growth and development in society.

The President of the Philippines, Benigno Semion Aquino III believed that:

*“Education is the key to the long-term problems of the country. If we fix basic education, we fix the long-term problems of the country. And if we fix the country’s problems, we will build a truly strong society...” He further declares that “We need to add two years to our basic education. Those who can afford pay up to fourteen years of schooling before university, thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance at succeeding,” President Aquino elaborated.*

In support of the desired end of the President, for the Filipino people to become worldly prosperous in life and to cope with educational policy standard guidelines (PSGs) as translated by various CMOs, the Philippines Government has enacted the Republic Act 10533 known as the Enhanced Basic Education Act of 2013. This law is equally reflected in the provision of the Philippines Constitution, Article XIV, section 1, 2, 3:

*“to establish, maintain and support a complete adequate and integrated system of education relevant to the needs of the people, the country and society at large; that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life the competence to engage in the world and be productive, the ability to coexist in fruitful harmony with local, and global communities, the capability to engage in autonomous, creative and critical thinking, and the capacity and willingness to transform others and one’s self;” (RSSO Gazette of the Republic of the Philippines, N.D.).*



Education in the Philippines is managed and regulated by the Department of Education, commonly referred to as ‘the DepEd’. It is constitutionally mandated to provide quality and excellence in the interest of holistic human resource development, parallel to the “Every Student Succeeds Act of Education (ESSA). The Department controls the Philippine education system, including the curriculum used in schools and the allocation of funds. It also regulates the construction of schools and other educational facilities, and the recruitment of teachers and staff. In 2011, the country started to transition from its old 10-years basic educational system to a K+12 educational system, as mandated by the Department (K+12 Primer, 2011). The new system is now compulsory, along with the adoption of new curriculums for all schools. The transition period ended with the 2017-2018 school year; the graduation date for the first group of students who entered the new system. Students will learn more effectively if the instructor uses instructional resources and materials for instruction. It is therefore necessary that the instructor develop, produce and utilize instructional materials, such as; learning modules, self-learning kits and instructional gadgets that give instructions more functions, and which will contribute to student development. However, although educational planners are promoting the new paradigm-shift, to reform the educational system, it is a sad commentary that teachers promulgating the new trends of educational reform are miserably poor in terms of academic-vocational competence. Most are poorly trained and poorly equipped with the necessary, proliferated global technology utilized for instructional/teaching facilities. Pupils and elementary students, include collegiate or even graduate education students, and teachers or classroom instructors, are poorly facilitated with global teaching facilities. Such facilities include laptops, computer desk tops, other necessary technological gadgets, and internet access. They also lack the skills, abilities and knowledge to get into the virtual trends of global information and communication. Hence, this meticulous endeavour was conducted and designed to investigate the New Educational Perspectives of Higher Education Institutions for K+12 seniors, and Indigenous Youth Preparation for their Technical Employment and its implication for sustainability in the Tawi-Tawi province. It further sought answers to the specific research problems below.

### **Related Literature**

As Gregoreo (1961) once claimed, no school system or education program is better than the quality of the teaching personnel who compose it. As such, the administration of teaching is important in our school system. The primary concern is to develop and retain teachers, supervisors, and administrators qualified to achieve a standard of competence as high as human and financial resources permit. The attainment of this aim is considered the highest concern of any school administrator or supervisor. Indeed, school administrators exist solely to make it possible for teachers to do effective work.



Every teacher ought to prefer his calling to all other professions. Indeed, all other professions consider teaching as their instrument to lead their own profession. Teachers ought to have the spirit of motherly treatment to the young they constantly mould in their life time as public servants. Thus, to be a good teacher one has to be a human being. This implies that one's school should not have a starched manner that would deter pupils or students, but rather that the teacher is interested in them and in making learning more meaningful to their lives.

Similarly, teachers have to make their pupils or students, of whatever age, respect, admire and love not only the personality of the teachers but also their teaching. For it is only through teachers and their corresponding teaching that learning can be expected to occur to its best advantage. If the teachers do not realize this pedagogy of teaching even at the start of their journey as teachers, it suggested that such teachers should definitely get out of the teaching profession. Teaching of the right sort makes one aware of what lies most deeply in the minds and hearts of people, what they rate most highly, what distresses them, what they have to fight against.

Therefore, it is every teacher should study what he can to sustain and dignify the teaching profession. The former should assist in raising the standards of the profession. This concept denotes that there is a need in the teaching profession for a greater spirit of loyalty for mutual support and fidelity. Teachers should not limit their services because of their low salary. Teachers can give evidence of their dedication by cooperating with other teachers in local and national organizations that work for professional improvement. This means that they should lend active support to any group sincerely concerned with improving the quality of teaching and learning.

Moreover, the teaching profession in the Philippines is different from other professions, with respect to the value of experience gained in practice, and the necessity for continuous contact with advancing knowledge. People do not reward teachers as highly proficient, unless they keep themselves abreast of what is essentially required to make teaching touch the lives of young people who are considered the hope of this fatherland. Essentially, it must be that the individual teacher can be trusted to see the importance of continued study throughout his career. However, the fact is that much evidence points to the desirability, and in many cases, the actual necessity of applying some stimulus to members of the teaching profession, to increase their devotion to constant intellectual efforts.

Teaching is an art. Like all arts it demands devotion, perception, humour, understanding, solid training and plain hard work. The vocation commenced with preparation through proper schooling and rigid training. It is a kind of profession where all other professions originate from it. To be effective, teaching should be anchored on solid foundations, and the latter is known as the basic principle underlying the teaching-learning situation. This is considered an investment of everything one has, which is decent, humorous and good.



To be a good teacher one has to be a human being, considerate, and understand not only the plight of students but also their biological equipment. As such, the teacher has to make her or his students of whatever age respect, admire and love them. If the teacher does not realize all these even at the beginning of her or his struggle in preparing himself of become teacher, he or she would better keep out of the teaching profession.

Apparently, teaching of the right sort makes one aware of what lies most deeply in the minds and hearts of people, what they seek most, what distresses them, and what they have to fight against. It is wonderful just to tell them that they are not alone, that we all fight against fears and insecurity and loneliness. To be able to say this with conviction to someone in trouble or bewilderment is one of the greatest rewards of teaching profession (Aquino, 1976).

Former Education Secretary Jesli A. Lapus, during the 2006 National Educators Congress stressed the following important highlights in education:

“Our ability to improve basic education rests on our ability to create strong and capable schools. With the continuous dialogue and partnership with both the Commission on Higher Education (CHED) and the Technical Education Skills Development Authority (TESDA), we expect to further improve our nation’s capacity to provide relevant education of our people. The Teacher Education and Department Program (TEDP) through its Teacher Performance and Department Framework established seven domains that represent the desired features of the teaching and learning process namely: (1) Social Regard for Learning; (2) The Learning Environment; (3) The Diversity of Learners; (4) TLE Curriculum; (5) Planning; Assessing and reporting; (6) Community Linkages; and (7) Personal Growth and Professional Development.”

The seven domains emphasized effective transfer of learning of study areas.

There are basic principles that govern and influence the design and development, organization and management, and implementation of Technology Education as a component of Philippine Education. These principles are basic or fundamental truths that explain why technology education is essential in the education and training of learners and harnessing them as a powerful force in nation building. Most importantly, they serve as guidelines in planning, developing, organizing, managing, implementing, evaluating and monitoring this educational program.

In brief, the following are basic principles of technology education: (1) Technology education must be planned to support and enhance the socio-economic development goals and programs of the country. (2) Technology education must be designed to meet diverse education and training needs of people. It must provide general technology education, technical and



vocational education, undergraduate and graduate programs in various technologies relevant to the country's development. (3) Technology education is more effective if students have adequate general education to serve as a foundation or tool to learn technical knowledge and skills. (4) General technology education must equip people to acquire functional technological literacy, which is essential in society. (5) Specialized technology education must prepare people for gainful employment, and provide upgrading and continuing education and training for those already employed. (6) Technology education must be so designed as to match the manpower needs of the various sectors of the world of work. (7) Technical and vocational instructions must seek the cooperation and participation of industry and other sectors with respect to policy formulation, strategic planning, curriculum development, on-the-job training, and other mutually beneficial efforts. (8) Technology education must contribute to the overall development of individuals as effective members of family and society. (9) Technology education must be supported with adequate funds for operation and maintenance, up-keeping and improving facilities, and for instruction, research and extension services. (10) The quality of technology education must be insured through effective admission policies, curriculum improvement, faculty development, improvement of facilities and logistics, instructional processes, testing and evaluation and management system. (11) Technology education must be supported with effective technology, teacher education programs which should include short term technical/vocational teacher training, pre-service teacher training leading to a baccalaureate degree, masteral and doctoral programs. (12) Technology education must be implemented with adequate facilities (classrooms, shops, laboratories, equipment, tools, etc.) and logistics (instructional supplies and materials). (13) Technology education must be carried out by professionally-trained teachers with industry and/or occupationally-related experience. (14) Technology education, to be effective, must be supported with research development. (15) Technology education must provide extension education for those who are out-of-school youth, unemployed, underemployed and others who are desirous to develop skills for employment.

Aside from the aim of stabilizing in senior high school the knowledge of technology education, the DepEd also issued DepEd Order No. 32, s. 2015 titled "Adopting the Indigenous Peoples Education Curriculum Framework". Pursuant to DepEd Order No. 62, s. 2011 titled Adopting the National Indigenous People Education (IPEDs) Policy Framework and DepEd Order No. 43 s. 2013 titled Implementing Rules and Regulations of Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013.

The inclusive dimensions of the right to education are reflected more elaborately in the Revised Recommendation concerning Technical and Vocational Education. It provides that technical and vocational education be available to persons with disabilities, and socially and economically disadvantaged groups, groups such as immigrants, refugees or minorities (including indigenous peoples), and underprivileged and marginalized youth, to integrate them more easily into society (UNESCO, 2008). It is, therefore, imperative to give further



momentum to the Education for All (EFA) process. Advocacy of the right to education as a fundamental human right, with a focus on its inclusive dimensions, and with greater emphasis on the obligations of Governments for its more effective implementation, is indispensable for advancing the EFA agenda.

The roundtable discussion paper for the twenty-fifth anniversary session of the International Fund for Agricultural Development (IFAD) Governing Council states in the abstract that:

*“IFAD can play an important role in reducing global poverty by addressing indigenous peoples’ development needs. Helping them to overcome their poverty in ways that protect their environment would also make a major contribution toward preserving the world’s environment. The geographical overlap between on-going conflicts and the areas inhabited by indigenous peoples suggests that ending their marginalization would help to promote the stability needed to foster sustainable development.”*

A report of Michael Alfred Dockery (2013) in the introduction states that “An analysis of the associations between these dimensions of culture and prior educational attainment and participation in a vocational training course confirms previous findings of a positive association between culture and participation in Vocational Education Technology (VET)”. This is then shown to extend to current participation in formal education. Importantly, positive associations between culture and engagement in education and training apply not only to the participation dimension of culture, but extend also to cultural identification. The final empirical chapter investigates the possibility of different incentives for participating in education and training for Indigenous people, with varying strengths of engagement with their culture and for those living in remote versus non-remote areas. It is then the study of:

*“every teacher to do what he can to sustain and dignify the teaching profession. He should assist in raising the standards of the profession. There is a need in the teaching profession for a greater spirit of loyalty for mutual support and fidelity. The teacher should not limit his services just because of the low salary he receives. With this, the teacher can give evidence of his dedication to teaching by cooperating not only with their students and their parents but also their peers, and superiors that work hard for professional improvement. He should likewise lend active support to any group that is sincerely concerned with improving the quality of teaching and eventually the quality of education by raising the standard of learning.”*

Seemingly, a good teacher should make himself competent, by acquiring necessary knowledge and skills through in-service training. Likewise, if the teacher is to keep himself fit for the important service he has to render to society, he must be physically healthy, mentally, alert, emotionally stable, and morally upright. He must know himself, his strengths and his limitation, his potentialities, and his interests, in order that he may develop them.



Finally, he must grow in his calling, or else his calling will outgrow him. As such, the teacher should avail himself of every possible opportunity to help promote the moral, social, education, economic and civic welfare of the people of the community in which he is a member.

Similarly, the teacher's knowledge of the subject-matter is an important factor in effective teaching. A teacher must know more than what is given in the textbooks. He should be in possession of a certain amount of facts if he is to do his work adequately. Knowledge has the added virtue of lending confidence to the teacher in possession of it. This essential quality of a teacher can be certainly made possible through in-service training or education. The latter would provide an opportunity for the teacher to widen his horizon and his understanding of the pedagogy of teaching. They would able to keep themselves abreast of modern teaching methods and strategies required for effective teaching.

As claimed by education writers and as public school officials insist, personality is one of the most important factors in the successful teacher's equipment. Personality is made up of all the factors that make the individual what he is, the complex pattern of characteristics that distinguishes him from the others of his kind. Personality is the product of many integrating force and factors, namely; physical, mental, social, and emotional as these are influenced by the environment and the training of the individual. In other words, an individual's personality is a composite of his physical appearance, his mental capacity, his emotional behaviour, and attitudes towards other.

The influence of the teacher's personality upon success in the teaching-learning venture has long been recognized. This includes the teacher's appearance, voice, manner, and heart. Other influence can be perceived in the interests, enthusiasm, and vital convictions, which give force and character to the personality development of the individual teacher. To this end, it is widely recognized that teachers' profiles of all sorts are considered a great determinant of effective teaching-learning situation. Thus, to expose teachers to various fields of endeavour is tantamount to the improvement of teaching competency for individual teachers.

Technology driven curriculum development is the norm of the twenty-first century. Learning centres and classrooms increasingly provide computers as requirements for interaction among students. Technology multi-media use influences educational goals and learning experiences among students. Today, undergraduate degrees in computer technology are increasingly in great demand throughout the developed countries in the world.

Needless to say that social diversity including religion, world culture, and social groupings affect curriculum development. They influence the types of topics and methods for teaching information. In other words, developing relevant curriculums takes into account society's expectations, accommodating group traditions and promoting equality and world awareness



and action toward reversing and ending the pollution continuously affecting curriculum development. Typical elementary classrooms teach recycling and healthy environment practices.

Today, part of the curriculum innovation in the country is the enhancement of the K to 12 Basic Education Curriculum. What are K to 12 curriculums in the Philippines context? What are the philosophical and legal bases of K to 12 Basic Education Curriculum? K to 12 means kindergarten and 12 years of elementary and secondary education. The Enhanced K to 12 Basic Education Program seeks to provide for a quality 12-year basic education program that each Filipino is entitled to. This is consistent with Article XIV, section 2 (1) of the 1987 Philippine Constitution which states that “The State shall establish, maintain, and support a complete, and integrated system of education relevant to the needs of the people and society.”

The philosophical and legal bases of the K to 12 Basic Education Program are: the 1987 Philippine Constitution, Education Act of 1982, R.A 1925, Governance of Basic Education Sector Reform Agenda (BESRA) and the four pillars of education (UNESCO).

The goal of K to 12 Basic Education Program is to make graduates of K to 12 be holistically developed Filipinos with twenty-first century skills prepared for higher education, middle level skills development, employment and entrepreneurship. The K to 12 Basic Education vision states that graduates of Enhanced K to 12 Education Program will acquire mastery of basic competencies, be more emotionally mature, be socially aware, pro-active, involved in public and civic affairs, be adequately prepared for the world of work or entrepreneurship or higher education, be legally employable with potential for better earnings, and be globally competitive. Every graduate of the enhance K to 12 Basic Education Program is an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one’s self.

The new features of the K to 12 Basic Education Curriculum are: vertical continuum and horizontal articulation of competencies, mother tongue as a learning area and medium of instruction, spiral progression in science and math, and MAPEH beginning in Grade 1. The K to 12 Basic Education Curriculum has the following learning areas for Grades 7-10: English, Filipino, Mathematics, Science, and Aralin Panlipunan, Edukasyon sa Pagpapakatao, MAPEH, and Technology and livelihood Education. (DepEd Presentation: leadership Matters-Addressing the K to 12 Challenge. 30 March 2012, Cebu City). In the long run what will the country gain from the K to 12 Basic Education Program? Another DepEd presentation uploaded to the internet says: K to 12 will facilitate an accelerated economic growth; K to 12 will facilitate mutual recognition of Filipino graduates and professionals in other countries; a



better educated society provides a sound foundation for long term socio-economic development. According to this presentation, several studies have shown that the improvements in the quality of education will increase GNP growth by as much as 2%. Studies in the United Kingdom, India, and the United States shows that additional year of schooling also have a positive impact on society.

In 2012 the Philippines launched its K to 12 Basic Education program. Through this reform, the Philippines is catching up with global standards in secondary education and is attaching a high value to kindergarten. The structure, curriculums, and philosophy of the educational system are undergoing reform and environment. The key points of the new policy are for “preparation” for higher education, “eligibility” for entering local and overseas higher institutions, and immediate “employability” on graduating, all leading toward a “holistically developed Filipino” (Okabe, 2013). Okabe observed that basic education in the Philippines has been a problem. Access to primary schools through the Education for All (EFA) policy experienced a setback. At the same time, access to and the level of enrolment in secondary education has remained almost the same. Other problems include dropout rates and congested curriculums as a result of the number of courses that the schools must cram into their curriculums to fulfill the mandated educational requirements.

In 2012 the Philippines government declared the start of a fundamental overhaul of the country’s educational system under a policy called “K to 12 Basic Education program. It is the most comprehensive basic education reform initiative ever done in the country”. (SEAMEO INNOTECH, 2012) Okabe (2013) explained that under the K to 12 Basic Education Program, the length of basic education has been expanded. Two more years have been added to the existing four years of secondary education, which will extend basic education to 21 years, and one year, kindergarten has been mandated.

Republic Act No. 10157 (An Act Institutionalizing kindergarten into the Basic Education System and Appropriating Funds Thereof) was enacted on January 20, 2012. This act declares: “In consonance with the Millennium Development Goals (MDG) on achieving Education for All (EFA) by year 2015, it is hereby declared the policy of the state to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education ... sufficiently prepare them for formal elementary schooling (Cited by Okabe, 2013)”.

The learning goal in the K to 12 curriculum is the acquisition of twenty-first century skills. Notably (1) learning and innovation skills; (2) information technology (IT) and media skills; (3) effective communication skills; and life and career skills (SEAMEO INNOTECH, 2012). Another observer of the K to 12 Philippine Basic Education program was Sheldon Shaeffer Director at the Bureau Organization (UNESCO) in the Asia-Pacific. He said that the K to 12 program was a necessary reform to make the system comparable to and competitive with



other countries. Shaeffer further said that a 12-year educational cycle would be “more useful to the personal needs and employment opportunities of its graduates”. The two additional years in senior high school are envisioned to serve as a specialization period for high school students, whether invocations skills, music, the arts or sports. This would give high school graduates the option to pursue jobs with a basic education diploma or proceed to college (Quismundo, 2012).

To the DepEd officials, the congested curriculum partly explains the present state of education in the Philippines. In addition, the short basic education program affects the human development of Filipino children, since this short basic education program does not prepare high school graduates for the world of work or entrepreneurship or higher education. (DepEd presentation, 2010). In other words, the Enhanced K to 12 Basic Education Program seeks to provide for a quality 12-year basic education program that each Filipino is entitled to. This is consistent with Article XIV, Section 2 (1) of the 1987 Philippine Constitution which state, “The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society”.

Regarding the curriculum innovations, His Excellency, President Benigno S. Aquino III had said and I quote:

*“We need to add two years to our basic education. Those who can afford pay up to fourteen years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance at succeeding.”*

This historical background of the K to 12 Enhance Basic Education Program provides us with the information as presented by DepEd in 2010. As early as 1925, studies have observed the inadequacy of the basic education curriculum. As one of the most studied reforms, recommendations of either adding or restoring seventh grade or adding an extra year to basic education have been put forward. Those studies were:

Monroe Survey (1925): Secondary education did not prepare for life and recommended training in agriculture, commerce and industry; Prosser survey (1930): Recommended improving phases of vocational education such as 7<sup>th</sup> Grade work shop, provincial school, practical arts training in the regular high schools, home economics, placement work, gardening and agricultural education; UNESCO Mission Survey (1949): Recommended the restoration of Grade 7; Education Act of 1953: Under Section 3, mandated that the primary course shall be composed of four grades (Grade I-IV and the intermediate course of three grades Grade V-VII); Swanson Survey (1960): Recommended the restoration of Grade 7; Presidential Commission to Survey Philippine Education (PCSPE) (1970): high priority to be given to the implementation of an 11-year program.



## **Objective**

This study aimed to determine (a) the respondents' demographic profiles; (b) the level of pre- and post diagnostics learning assessment of the K - 12 enhanced basic education curriculum implementation readiness among senior high instructors and Grade Eleven (11) students at the Tawi-Tawi Regional Agricultural College ('senior high instructors and students'); (c) the academic efficiency among senior high instructors and students; (d) the significant influence of their implementation readiness on academic performance efficiency; and (e) the relationship between implementation readiness and their academic performance.

## **Methodology**

### ***Research Design***

This study used quantitative descriptive methodology. Descriptive research methodology was restricted to factual registration. There was no quest for an explanation as to why reality showed itself this way. In principle, descriptive research is not aimed at theory development. Instead it is about describing how reality is in a given study. In this regard descriptive research is tailor-made for making new inventions, if any are obtained through this study.

### ***Research Locale***

This study was conducted at Tawi-Tawi Regional Agricultural College in Bongao Municipality, Tawi-Tawi. The respondents were the senior high faculty and students.

### ***Sampling Design***

This study used convenient sampling design. The samples are readily or easily accessible. Regardless of teachers' characteristics, the samples will be twenty-five (25) secondary school teachers from each high school, randomly selected from the total populations of secondary school teachers of high schools covered in the study.

**Table 1: Demographic Profile of the Respondents**

<b>Demographic Profile</b>	<b>f</b>	<b>%</b>
<b>Sex;</b>		
1. Male	24	48.0%
2. Female	26	52.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>
<b>Civil Status;</b>		
1. Single	11	22.0%
2. Married	28	56.0%
3. Separated	11	22.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>
<b>Tribe;</b>		
1. Sama	16	32.0%
2. Tausug	27	54.0%
3. Cebuano	7	14.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>
<b>Religion;</b>		
1. Islam	50	100.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>
<b>Length of Service;</b>		
1. 1-5	12	24.0%
2. 6-10	5	10.0%
3. 11-15	7	14.0%
4. 16-20	11	14.0%
5. 21-25	13	22.0%
6. 26-30	2	4.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>
<b>Age;</b>		
1. 25-30	7	14.0%
2. 31-35	5	10.0%
3. 36-40	5	10.0%
4. 41-45	12	24.0%
5. 46-50	11	22.0%
6. 51-55	7	14.0%
7. 56-60	3	6.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>

Continuation of Table 1 for Teachers' Profile

<b>Teachers' Profile</b>	<b>f</b>	<b>%</b>
<b>Eligibility;</b>		
1. Professional	2	4.0%
2. Professional Board for Teacher	46	92.0%
3. Other _____ Specify	2	4.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>
<b>Degree Completed;</b>		
1. BSEED	30	60.0%
4. Other _____ Specify	20	40.0%
<b>Total</b>	<b>50</b>	<b>100.0%</b>

The majority of the respondents were female, married, Tausog. Their length of service ranged from 6-10 years. Their ages ranged from 31-35 years old. They have appropriate qualifications and hold degrees.

### ***Research Instrument***

This study used a checklist questionnaire to collect the raw data.

The instrument had four parts. Part I solicited data regarding the respondents' demographics. Part II was generative with questions on the perceptions and perspective of the K+12 Basic Education Curriculum. Part III consisted of questions regarding the academic performance of Senior High Instructors, and the GPA of Grade 11 students, in preparation for the technical and vocational employment of the prospective K-12 graduates.

Internal validity and reliability were measured using the test-re-test method. The questionnaire was distributed to ten non-respondents. The responses were analyzed through the Correlation Split half method, to determine the Correlation Coefficient as at least .70 and Cronbach's Alpha .80.

### ***Data Gathering Procedures***

The researchers wrote to the School Principal of the laboratory high school intended for the study. The purpose of the researchers' letter was to ask permission to study the target respondents. As soon as permission was granted, the questionnaire was personally given to the target respondents. This was retrieved two days after the questionnaire was administered to the target respondents.



### ***Data Analysis***

The gathered data were analyzed by both descriptive and inferential statistics. The demographic profiles were treated through frequency count and percentage distribution. Data on the perception and academic perspective of the K-12 Enhanced Basic Education Curriculum, support services and the technical and vocational employment were statistically analyzed by mean and standard deviation. Tests as to significant influences of the independent variables on the dependent variables were ascertained by regression analysis at five percent (5%) probability. The raw data was scientifically computed using the Statistics Package for Social Science (SPSS).

### **Results and Discussion**

#### ***K-12 Education Curriculum Implementation Readiness***

The K-12 Education curriculum is commonly used and adopted among instructors and grade eleven students. School heads who supervised their teachers confirmed the readiness and implementation of the curriculum, and that the K-12 basic education perspectives are strongly agreed with.

Curriculum and teaching learning perspectives, such as the subjects offered, have to be changed. The mother tongue is used in grades I, II and III, vocational and technology subjects are taught in senior high, in line with twenty-first century skills. Spiral teaching processes are used, as are constructivist approaches. They are student-centred. Teachers are merely facilitators. Students learn by doing. A technology and modular-based teaching approach is used. The mean level ranged from 4.34-4.52. The standard deviation ranged from .688-.677. The grand mean of 4.37 was confirmed as strongly agreed.

The K-12 Basic Education Perspective, such as a widespread international commitment to realize Education For All (EFA), solidifies values. It solidifies the inherent value of basic education, not only for individual development but also overall social development. This mandates lengthening its cycle of Basic Education to 12 years. Educational innovation and technology has supported the Department of Education. Basic education in the country must undergo reforms to meet the demands of the twenty-first century. The Department and allied stakeholders are responding to the urgent need to improve the quality of basic education. Graduates who opt to proceed to tertiary education are deemed better. The K-12 basic education curriculum will prepare students with lifelong skills that they learn while schooling. K-12 graduates have acquired middle-level skills and will have better opportunities for gainful employment. Also, the additional years will better prepare K-12 graduates for college and other levels. The mean level ranged from 4.32-4.50 with the standard deviation ranging from .683-.707, with the grand mean of 4.36 confirmed as strongly agreed.



*Academic Performance Efficiency among Instructors and Senior High Grade Eleven Students in English and Math Curricula was well reflected.*

The Academic Performance Efficiency among Instructors and students of senior high Grade Eleven was well-confirmed.

The Academic Performance Efficiency among Senior High Instructors and Grade Eleven Students in English and Math Curricula at Tawi-Tawi Regional Agricultural College, was studied. The descriptive statistics showed: A. pre-test (examination in Mathematics) has a mean of 24.54 with a standard deviation of 2.384; B. post-test (examination in English) has a mean of 24.68 with a standard deviation of 2.226; and the total grand mean of 24.61 confirmed the homogeneous mean score as 'good'.

*The Significant Relationship between the Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness and Academic Performance Efficiency among Instructors and Grade 11 Students at the Tawi-Tawi Regional Agricultural College*

There was a significant relationship between the Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness, and the Academic Performance Efficiency among Instructors and Grade Eleven. Statistical analysis to determine the influence of former variables on the later mentioned was significant, at a 5% level of significant confidence.

The study produced an overall measure of contribution and for Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness on the Influence of Academic Performance Efficiency of the respondents. The Coefficient of determination R squared value of .319, implied that, of the total variation of relationship between for Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness on the Influence Performance Efficiency of respondents, 24.532 percent can be explained taken collectively. However, the observed overall F value of .678 with Probability Value of .815a greater than the alpha level (P. value > .000) indicated that, Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness, on the Influence Performance Efficiency, taken collectively among the respondents, was revealed to be significant.

## **Conclusions**

On the bases of the foregoing findings, the clamour for the K-12 Education Implementation Readiness among Instructors and Grade Eleven students that are commonly used or adopted and confirmed by the school heads, in supervising their teachers, were K-12 enhanced basic



education curriculum and K-12 basic education perspectives assessed as ‘strongly agree’. As empirically observed, training and instructional supports in the campus occur amidst a proliferated global technology in twenty-first century teaching. Instructional materials were observed to be the weakest link. The competencies of instructors teaching the K-12 Senior High subjects, for having not attended training in the K-12 and the student’s educational foundation, are similarly ill-fated in coping with the trends conditioned for the educational paradigm. Therefore, to strongly agree with the analysis of the findings might provide a lingering doubt to consider, due to the inconsistency of results with the reality of the classroom environment. Analytically, the perceptions of the respondents in providing data for the assessment may have been influenced by the cultural context in the service areas where the respondents might have come from. Therefore, a need to conduct further research in other institutional cultural environments, for further assessment on the same variables, deserves meticulous consideration, to verify the authenticity of the findings which demand objective considerations.

Finally, statistical findings attest there was a significant influence from the Learning Assessments of the K-12 Enhanced Basic Education Curriculum Implementation Readiness, on the Academic Performance Efficiency among Instructors and Grade Eleven (11) students. This suggests further scientific investigation.



## REFERENCES

- Alfred Michael Dockery (Research Report). (2013). Cultural Dimensions of Indigenous Participation in Vocational Education and Training: New Perspectives. Centre for Labor Market Research and Curtin University. Commonwealth of Australia.
- Br. Armin A. Luistro FSC (2015). (Sec) 01 Apr 2015 DepEd Order No. 8, s. 2015. Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. DepED Complex, Meralco Avenue, Pasig City 1600.
- Br. Armin A. Luistro FSC (2015). (Sec). 29 Jul 2015 DepEd Order No.32, s.2015. Adopting the Indigenous Peoples Education Curriculum Framework. DepED Complex, Meralco Avenue, Pasig City 1600.
- DepEd Orders Nos. (62, s. 2011 and 43 s. 2013, May 14/15, 2015). Curriculum Human Rights Education Indigenous Peoples Education Policy Programs. SMA DO Adopting IPs Education Curriculum Framework.
- IFA Report (1978-2003). Indigenous People and Sustainable Development: Discussion Paper. Via del Serafico. Rome, Italy.
- Kanain, Evelyn K. (2015). Implementation of K-12 Senior High School in the Vocational High Schools of Sulu: Perception and Advocacy. Dissertation. Sulu State College Jolo, Sulu.
- Tutong, Erlinda K. (2015). Participation of the State College and University in Sulu: implementation of the k-12 Senior High School Curriculum. Dissertation. Sulu State College. Jolo, Sulu.
- UNESCO Report (2008). Inclusive Dimensions of the Right to Education Normative Bases: Concept Paper. Prepared for the Eight and Ninth Meetings of the joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education. France: UNESCO.
- UNPFI Report (2010). Gender and Indigenous Peoples: Overview Prepared by the Secretariat of the Permanent Forum on Indigenous Issues and the Advancement of Woman and the Division for the Advancement of Women. New York: Briefing Note No. 1, Gender and Indigenous Peoples.



International Journal of Innovation, Creativity and Change. [www.ijicc.net](http://www.ijicc.net)  
Volume 10, Issue 6, 2019

---

[www.dukane.com/av](http://www.dukane.com/av). And [www.conveyclassrooms.com](http://www.conveyclassrooms.com). (2015). Bringing New Dimensions to Educaton. There Progressive School Districts Bring Education Technology to Life Using Powerful yet Simple Solutions to make K-12 Teaching More Effective.