



Assessment of Senior High Teachers, Parents, and Students on the Implementation of K to 12 Program in Panacan National High School

Alysa A. Balayo*, Jennifer V. Castañeda, Nova B. Deriada, Leanne Christine Abegail N. Esporas, Rex P. Fajardo Jr., Myra Alma C. Sumaydeng, Jergen Jel C. Labaria

For affiliations and correspondence, see the last page.

Abstract

This study was conducted in March 2022 to assess the implementation of the K to 12 Curriculum in Panacan National High School, Panacan, Narra, Palawan. A total of 9 Senior High teachers, 152 Senior High parents, and 152 Senior High students from Panacan National High School served as the respondents of the study. Data collection involved the use of a survey questionnaire. Descriptive statistics were used to evaluate the retrieved data. The adoption of the K–12 Curriculum in Panacan National High School received a positive assessment from the senior high teachers there. Both Senior High Parents and students at Panacan National High School gave the K–12 Curriculum implementation in Panacan National High School a favorable review and evaluation.

Keywords: Assessment, Parents, Implementation, Senior High Teachers, K -12

Introduction

One of only three nations in the world and the most recent in Asia to adopt a 10-year pre-university curriculum is the Philippines (Yap, R. 2011). The Philippine Education system changed to a more contemporary and dynamic curriculum during the course of a 12-year program to match the national curriculum with the needs of the international market, where a high-quality education has become a must for everyone.

The K to 12 Curriculum was launched by the Philippine government in 2012, starting with students in grades 1 and 7. Subsequent levels were added as these students advanced to the succeeding grade levels the following academic year. Prior to this, in the academic year 2011–2012, Republic Act 10157 was passed, establishing kindergarten instruction as a component of the Philippines' basic education system. Following that, the nation was able to establish the K–12 system thanks to Republic Act 10533, also referred to as the "Enhanced Basic Education Act of 2013".

The Philippine K to 12 curriculum program includes a minimum of one year of kindergarten education and a total of 12 years of basic education, which is typical of the majority of nations in the globe. The previous ten-year basic education program was extended by two years in order to encourage learning mastery and better prepare students for the workplace rather than just for postsecondary study. The K–12 Enhanced Basic

Education Program includes a strengthened spiral-progressive science and math curriculum. The use of spiral progression minimizes learning gaps and enables students to study subjects and acquire skills according to their developmental and cognitive stages.

The K–12 Program is expected to deliver a higher-quality education, according to the Department of Education, based on a spiral-progressing curriculum that starts with straightforward topics and gets more difficult as students grasp concepts and skills. Graduates of the K to 12 Program are therefore seen to be better equipped to compete internationally for employment prospects. The change in the basic education cycle resulted in stakeholder talks. To get feedback and comments on educational reform, policy talks and summits on education have been organized, although the K–12 Program's implementation and efficacy are still under scrutiny. Kids, teachers, and parents constantly respond in a number of ways. There are two groups made up of grade 7 students. Students in grade 7 in the K–12 Program are challenged to a certain level of confidence through a variety of learning activities supported by learning modules.

On the other hand, implementation is still a difficult issue for schools who lack the necessary resources to accept the K–12 Program. The preparation of lessons, the delivery of instruction itself, the assessment of student performance, and general classroom management all require teachers to adapt to novel methodologies. Important information on the status of the K–12 Program's first implementation in schools may be found in the impact statements from the

program's direct beneficiaries. The technical working groups use this information as a basis for curriculum revision and future improvement.

The progress of our nation depended heavily on A. Abueva's book (2019), which integrated the K–12 Program into the Philippine Basic Education Curriculum. Even though the government has faced numerous obstacles in putting the program into practice over the years, it has been a crucial development since raising the standard of education in our country is fundamental to its success.

Despite the difficulties that resulted from the implementation of the new curriculum, many individuals thought that the K–12 program would have significant long-term benefits for all Filipino graduates. Therefore, all Filipinos should show their support and encouragement for the recently implemented educational system by the government. More time and resources should be invested in education if we want to see national progress and development.

In order to better understand the K to 12 Program and evaluate its full implementation over the past eight years at Panacan National High School in Narra, Palawan, where teachers, parents, and students have all played significant roles in its implementation, the researchers developed this type of study.

Research Questions

The purpose of this study was to determine how senior high teachers, parents, and students felt about the Panacan National High School's K-12 program implementation in Narra, Palawan. It specifically sought to find answers to the following questions:

1. What is the assessment of Senior High School Teachers of Panacan National High School in the implemented K to 12 Program in terms of:
 - 1.1 availability of school resources;
 - 1.2 process of K to 12 Implementation;
 - 1.3 contextualization of K to 12 Program?
2. What is the assessment of Senior High School Parents of Panacan National High School in the implemented K to 12 Program in terms of:
 - 2.1 K to 12 Program;
 - 2.2 assurance on the employability of the graduates;
 - 2.3 K to 12 Program help working students in college and students intending to pursue College;
 - 2.4 issues on the budget for the K to 12;
 - 2.5 issues on the implementation of the K to 12 program?
3. What is the assessment of Senior High School

Students of Panacan National High School in the implemented K to 12 Program in terms of:

- 3.1 K to 12 Program;
- 3.2 assurance on the employability of the graduates;
- 3.3 K to 12 Program help working students in college and students intending to pursue college;
- 3.4 issues on the budget for the K to 12;
- 3.5 issues on the implementation of the K to 12 program?

Methodology

Research Design

The descriptive research design was used in this study. It will describe the respondents' profiles in terms of age, gender, civil status, number of years in service, specialization, subject/s handled, and greatest educational attainment for Senior High Teachers. Age, gender, number of children, occupation, monthly income, and greatest educational attainment for Senior High Parents, and age, gender, strand, and grade level for students. Respondents will rate the K to 12 Program's execution on a five-point Likert scale, with five (5) being the greatest and one (1) being the lowest level for each K to 12 Program indicator.

Locale of the Study

This study was conducted at Panacan National High School in Narra Del Norte District, Narra, Palawan.

Respondents of the study

The respondents of this study include Panacan National High School Senior High School Parents, Teachers, and Students.

Sampling Procedure

Purposive sampling was used to select the respondents. In this system, the researchers select the sampling units in a subjective manner with the goal of creating a sample that appears to be representative of the community. The chance of selecting a specific sampling unit as a sample is based on the researchers' subjective evaluation.



Instrumentation

The research team's questionnaires developed for this study. Using a survey of the teachers, parents, and students in the senior high school, the K to 12 Program's implementations in Panacan National High School is evaluated. The statements were translated into Filipino so that the questionnaire would be easier for the parents to understand. The validity and reliability of the questionnaires created by the researchers will be tested in Senior High Teachers, Parents, and Students who will be excluded from the number of respondents.

Data Collection Procedure

The researchers obtained authorization to perform the study from the Narra del Norte District Public Schools District Supervisor and the school principal of Panacan National High School.

During their free time, the survey questionnaire was delivered to the teachers. During the distribution of self-learning modules, parents and students were handed questionnaires. After the respondents have completed the surveys, they will be retrieved. They were given clear instructions, and respondents were guaranteed that their responses would be kept private.

Results and Discussion

The data from Senior High Teachers, Parents, and students in Panacan National High School Narra, Palawan School Year 2021-2022, is presented, analyzed, and interpreted in this section. The findings of the investigation are tabulated and analyzed by the researchers.

Table 1. *Senior High Teachers' Assessment as to Resources on the Implementation of K to 12 Program*

Indicators	Mean	Interpretation
1. There are enough number of Senior High School teachers in the school.	4.22	Agree
2. The teachers who teach in Senior High School are specialist.	3.44	Neutral
3. The daily time allotted for the subject is enough to finish the lesson.	4.00	Agree
4. The class size is ideal.	3.89	Agree
5. There is enough time for the preparation of each teacher.	4.00	Agree
6. Instructional materials, manipulative and technology such as modules, computer, tablet, calculators, and internet are available.	3.56	Agree
7. There are enough formative and summative tests given to the students.	4.22	Agree
8. There are enough seminars and trainings for professional development conducted before the implementation and during the implementation.	3.22	Neutral
9. The students have the access to services in addressing their needs.	3.56	Agree
10. The parents involve themselves in the implementation of the curriculum.	3.56	Agree
Grand Mean	3.77	Agree

Nine respondents were chosen at random from Senior High Teachers. Table 1 shows the replies of the selected continents to the questionnaire about Resources on the Implementation of K to 12 Program in Panacan National High School, Narra, Palawan School Year 2021-2022.

The Senior High Teachers in Panacan National High School are "Agree" that Assessment as to Resources on the Implementation of K to 12 Program with the mean 3.77. Except for the statements "The teachers who teach in Senior High School are specialists" with a mean of 3.44 and "There are enough seminars and trainings for professional development conducted before and during the implementation" with a mean of 3.22, the majority of the statements about Resources on the Implementation of K to 12 Program in Panacan National High School, Narra, Palawan School Year 2021-2022 are Agree.

Table 1.1 *Senior High Teachers' Assessment as to Process on the Implementation of K to 12 Program*

Indicators	Mean	Interpretation
1. There is a teacher organization in the school which addresses concerns of teachers.	4.22	Agree
2. Teachers are involved in the curricular decision-making.	3.56	Agree
3. The school follow the required competencies in the curriculum.	3.56	Agree
4. Remedial classes and counselling are held academically-challenged learners like intervention and tutoring.	3.56	Agree
5. Holding of grade-level meetings at which the focus is on substantive issues of teaching and learning process.	3.56	Agree
6. There is a review on the performance of students based on data presented such as quizzes, examinations and achievement tests.	3.78	Agree
7. The teachers and principals are encouraged to develop a culture of inquiry in their schools in order to promote a work environment that encourages reflection and thoughtful discussion among colleagues.	3.89	Agree
8. Written support materials are provided to teachers.	3.67	Agree
9. Students are grouped according to their social aptitude or ability during class discussion.	3.78	Agree
10. The program asks students to work on worthwhile learning tasks.	3.33	Neutral
Grand Mean	3.69	Agree

Table 1.1 shown the Grand Mean of 3.69, the Senior High Teachers' Assessment of the Process on the Implementation of the K to 12 Program in Panacan National High School, Narra, Palawan for the School Year 2021-2022 demonstrates that they are in agree. One statement, "The program asks students to work on worthwhile learning tasks," has a mean of 3.33, indicating that it is neutral, while all of the other statements mentioned above are in "agree" with indicated mean.

Table 1.2 *Senior High Teachers' Assessment as to Contextualization on Implementation of K to 12 Program*

Indicators	Mean	Interpretation
1. Information is sent home to present about students' learning.	3.56	Agree
2. The program fosters students' application of learning at home with their parents.	3.44	Neutral
3. Communication to parents is available to explain this program like holding an orientation to them.	3.89	Agree
4. It deprived the other siblings to study.	2.78	Neutral
5. The materials provide sufficient and appropriate material for homework.	3.00	Neutral
6. The curriculum is likely to be interesting, engaging and effective for all students, regardless of gender or ethnicity.	3.67	Agree
7. Teachers are in favor of adoption and implementation of this curriculum, based on what they know so far.	3.89	Agree
8. Students are in favor of adoption and implementation of this curriculum, based on what they know so far.	3.78	Agree
Grand mean	3.50	Agree

Teachers in Panacan National High School, Narra, Palawan School Year 2021-2022 are "Agree" about the Assessment as to Contextualization on Implementation of K to 12 Program, as shown by the grand mean 3.50 in Table 1.2 on the mentioned table above, with only three statements being neutral: first "The program fosters students' application of learning at home with their parents with the mean 3.44," second "It deprived the other siblings of the opportunity to study" with a mean of 2.78, and the third "The materials provide sufficient and appropriate content for homework" with a mean of 3.00, indicating that the statements is Neutral.

Table 2. *Senior High Parents' Assessment on Implementation of K to 12 Program*

Indicators	Mean	Interpretation
1. I believed that K to 12 has offered a more balanced approach to learning that enabled them to acquire and master lifelong process skills	3.88	Agree
2. I believed that K to 12 helped us to lessen the burden of spending for college just to make our children employable.	4.00	Agree
3. I believed that our children were equipped with skills, competencies and recognized certificates equivalent to a two-year college degree.	3.11	Agree
Grand Mean	3.66	Agree

Table 2 shown the Senior High Parents' Assessment on Implementation of K to 12 Program in Panacan National High School, Narra, Palawan School Year 2021-2022 with a grand mean 3.66 indicates that they are agree. As a result, all of the statements of the K-12 program's implementation that they scored agree are aligned.

Table 2.1 *Senior High Parents' Assessment on Assurance on the Employability of the Graduates of K to 12 Program*

Indicators	Mean	Interpretation
2. I believed that DepEd has entered into an agreement with business organizations and local and foreign chambers of commerce and industries that graduates of K to 12 was considered for employment.	3.72	Agree
3. I believe that the K to 12 basic education curriculum was sufficient in preparing student for work.	3.99	Agree
4. I am aware that the curriculum enabled students to acquire National Certificates in accordance to the TESDA training regulations.	3.67	Agree
5. I believed that K to 12 allowed graduates to have middle-level skills and offered them better opportunities for employment or become entrepreneurs.	3.04	Neutral
6. I learned that there was school-industry partnership for technical-vocational tracks that allowed students to gain work experienced while studying and offered opportunity to be absorbed by the companies.	3.51	Agree
Grand Mean	3.65	Agree

The Senior High Parents' Assessment on the Assurance of the Employability of the Graduates of the K-12 Program in Panacan National High School, Narra, Palawan School Year 2021-2022 is provided in Table 2.1 With a mean score of 3.94, it can be concluded that they agree with the statement "I believed that competency requirements matched the standards necessary skills needed by the labor market". Additionally, with a mean score of 3.72, the second statement, "I believed that DepEd had entered into an agreement with business organizations and local and foreign chambers of commerce and industries that graduates of K to 12 are regarded for employment, indicates that they are in agree. As a result, the grand mean for their scores on the statements with which they agree is 3.65.

Table 2.2 *Senior High Parents' Assessment on K to 12 Program Help Working Students in College and Students Intending Pursue College*

Indicators	Mean	Interpretation
1. I believed that DepEd has collaborated with CHED to provide more opportunities for working students to attend classes.	3.91	Agree
2. I believed that DepEd has worked with the Department of Labor and Employment and ensured that jobs were available to K to 12 graduates and considered working students.	4.18	Agree
3. I believed that the K to 12 basic education curriculum was in accordance with the College Readiness Standards from CHED, which sets the skills and competencies needed of K to 12 graduates who wish to pursue higher education.	4.04	Agree
Grand Mean	4.04	Agree

Senior High Parents' Assessment on K to 12 Program



Help Working Students in College and Students Intend to Pursue College in Panacan National High School, Narra, Palawan School Year 2021–2022 is provided in Table 2.2. The grand mean of 4.04 implies that they are in agree. All of the statements made about how the K–12 Program helps working college students and students intending to pursue a degree are indicated that they are agree.

Table 2.3 Senior High Parents’ Assessment on Issues on the Budget for the K to 12 Implementation

Indicators	Mean	Interpretation
1. I have learned that the Grades 11 and 12 was offered for free in public schools.	4.07	Agree
2. I believed that the K to 12 graduates has higher earning potential to be more competent and skilled.	4.10	Agree
3. I have known that the K to 12 graduates received a national certification from TESDA, which enabled them to have higher employment opportunities.	3.76	Agree
Grand Mean	3.98	Agree

The Senior High Parents' Assessment on Budget Issues for the K–12 Implementation at Panacan National High School, Narra, Palawan School Year 2021–2022 is displayed in Table 2.3. With a mean score of 4.07, the statement "I have learned that Grades 11 and 12 was offered for free in public schools" shows that they agree. The second statement, "I believed that K–12 graduates have higher earning potential to be more competent and skilled," was followed by a mean score of 4.10, indicating that they also agree. "I have known that the K to 12 graduates received a national certification from TESDA, which enabled them to have higher employment opportunities" is the third statement with a mean score of 3.76. As a result, the grand mean is 3.98, which is consistent with their affirmative response.

Table 2.4 Senior High Parents’ Assessment on Issues with Implementation of the K-12 Program

Indicators	Mean	Interpretation
1. It allows students to stay in school for longer periods of time.	3.84	Agree
2. Additional burden to the teachers and students.	4.04	Agree
3. This has resulted in additional financial issues.	3.65	Agree
4. It made it impossible for the other siblings to study.	3.07	Neutral
5. This will make it difficult for the student to decide which subject to take.	3.64	Agree
6. There are several facilities that are lacking, such as a computer lab and a library.	4.07	Agree
7. There is a lack of classroom, teaching, and non-teaching personnel.	4.28	Agree
8. It thwarts parents' plans to have their children start working early in order to assist them financially.	3.69	Agree
Grand Mean	3.78	Agree

The Senior High Parents' Assessment on Issues with K-12 Program Implementation in Panacan National High School, Narra, Palawan School Year 2021–2022 is shown in Table 2.4, with a grand mean of 3.78 indicating that they agree. With a mean score of 3.84, respondents to the first statement—"It allows students to stay in school for longer periods of time—said they agreed. With a mean of 4.04, the second statement, "Additional burden to the teachers and students," shows that they are in agree. The next statement, "This has led to additional financial issues," was followed by a mean 3.65 responses indicating agree. With the exception of the fourth statement, "It made it impossible for the other siblings to study," they all neutral and their mean response was 3.07. With a mean of 3.64, the fifth statement, "This will make it difficult for the student to choose which subject to pursue," shows that they agree. With a mean of 4.07, the six responses to the statement "There are several facilities that are lacking, such as a computer lab and a library," show that they agree. A mean score of 4.28 for the seventh statement, "There is a lack of teaching and non-teaching personnel," shows that respondents agree. The statement, "It frustrates parents' aspirations to have their children start working early to help them financially," has a mean score of 3.69, indicating that the respondents agree.

Table 3. Senior High Students Assessment on Implementation of K to 12 Program

Indicators	Mean	Interpretation
1. I believed that K to 12 offered a more balanced approach to learning that enabled us to acquire and master lifelong learning skills.	4.24	Agree
2. I believed that program crams a 12-year curriculum allowing students like me to master the competencies I need.	4.48	Agree
3. I believed that K to 12 helped freeing my parents of the burden of having to spend for college just to make me employable.	3.78	Agree
4. I believed that K to 12 helped me equipped with skills, competencies and received recognized certificates equivalent to a two-year college degree.	3.92	Agree
Grand Mean	4.10	Agree

These are 152 Senior High School Students from Panacan National High School, Narra, Palawan, who were chosen at random and provided questionnaires regarding their Assessment on K to 12 Program Implementation. Table 3 shows the responses from the respondents.

Table 3 reveals that respondents in Panacan National High School, Narra, Palawan School Year 2021-2022 “agree” with the mean (4.10) of the Assessment on K to 12 Program Implementation.



Table 3.1 *Senior High Students Assessment on Assurance on the Employability of the Graduates of K to 12 Program*

Indicators	Mean	Interpretation
1. I believed that DepEd has entered into an agreement with business organizations and local and foreign chambers of commerce for industries that graduates of K to 12 was considered for employment.	3.39	Neutral
2. I believed that there was a matching of competency requirements and standards so that 12-year basic education graduates have the necessary skills needed by the labor market.	3.76	Agree
3. I believed that the K to 12 basic education curriculum was sufficient to prepare students for work.	3.99	Agree
4. I am aware that the curriculum enabled students to acquire Certificates of Competency and National Certification that in accordance to TESDA training regulations.	4.41	Agree
5. I believed that K to 12 allowed graduates to have middle-level skills and offered better opportunities to be gainfully employed or become entrepreneurs.	4.22	Agree
6. I learned that there was a school-industry partnership for technical-vocational tracks that allowed students to gain work experience while studying and offered the opportunity to be absorbed by the companies.	4.36	Agree
Grand Mean	4.02	Agree

One hundred fifty-two respondents were chosen at random from Panacan National High School, Narra, Palawan. Table 3.1 shows the replies of the selected continents to the questionnaire about Assessment on Assurance on the Employability of the Graduates of K to 12 Program.

The Senior High Students of Panacan National High School, Narra, Palawan are “Neutral” that the Department of Education has entered into an agreement with business organizations and local and foreign chambers of commerce for industries where graduates from K to 12 were considered for employment with the mean 3.39, followed by there was a matching of competency requirements and standards so that 12-year basic education graduates have the necessary skills needed by the labor market with the mean 3.76. Likewise, the K to 12 basic education curricula was sufficient to prepare students for work with a mean 3.99, whereas the statement that “I am aware that the curriculum enabled students to acquire Certificates of Competency and National Certification that in accordance to TESDA training regulations” with a mean 4.41. Otherwise, the statement “I believed that K to 12 allowed graduates to have middle-level skills and offered better opportunities to be gainfully employed or become entrepreneurs” with a mean 4.22. Lastly, with the mean 4.36 is the statement “I learned that there was a school-industry partnership for technical-vocational tracks that allowed students to gain work experience while studying and offered the opportunity to be

absorbed by the companies”. The grand mean of 4.02 reveals that the respondents from Senior High Students of Panacan National High School, Narra, Palawan School Year 2021-2022 are “Agree” in the statements about Students Assessment on Assurance on the Employability of the Graduates of K to 12 Program.

Table 3.2 *Senior High Students Assessment on K to 12 Program Help Working Students in College and Students Intending Pursue College*

Indicators	Mean	Interpretation
1. I believed that DepEd has collaborated with CHED to provide more opportunities for working students to attend classes.	3.92	Agree
2. I believed that DepEd has worked with the Department of Labor and Employment and ensured that jobs are available to K to 12 graduates and consideration were given to working students.	3.81	Agree
3. I believed that the K to 12 basic education curriculums was in accordance with the College Readiness Standards from CHED, which sets the skills and competencies needed of K to 12 graduates who wish to pursue higher education.	4.01	Agree
4. I learned that CHED downloaded its general education subjects to K to 12, and ensured the mastery of core competencies for K to 12 graduates. This leads to a reduction in the number of years of college courses, resulted to s decrease in educational expenses of households.	3.95	Agree
Grand Mean	4.11	Agree

In order to obtain information for the assessment on K to 12 Program Help Working Students in College and Students Intending to Pursue College in Panacan National High School, Narra, Palawan School Year 2021–2022, 152 respondents from Senior High Students were chosen. The results are shown in table 3.2 on the current page. The meaning of the item means and grand mean is the same as that in table 3.2

The Senior High Students are “Agree” with all of the statements on the K to 12 Program Helps Working Students in College and Students Intending to Pursue College as can be seen from the grand mean 4.11 in Table 3.2.

Conclusion

Based on the results of the study, the following conclusions were drawn: (1) The Senior High Teachers in Panacan National High School had a positive assessment regarding on the implementation of K to 12 Curriculum in Panacan National High School. (2) The Senior High Parents in Panacan National High School had a positive assessment regarding on the implementation of K to 12 Curriculum in Panacan National High School. (3) The



Senior High Students in Panacan National High School had a positive assessment regarding on the implementation of K to 12 Curriculum in Panacan National High School.

Based on the findings of the study, the following recommendations were offered: (1) For the Philippine Government through the different sectors in industry and employment:(1.1) Using the abilities they learned in the K–12 curriculum, let the seniors explore their experiences. (1.2.) Give graduates of grades K through 12 the chance to work and pursue possibilities in our nation. (2) For the Department of Education:(2.1) The K–12 Curriculum should continue to be supported in order to maintain the improvement in educational quality. (2.2) Follow up on and assess the K–12 Curriculum implementation on a quarterly or annual basis. (3) For the School heads: (3.1) Encourage the community's stakeholders to support the K–12 curriculum's implementation in all local schools.

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Affiliations and Corresponding Information

Alysa Balayo
San Francisco Javier College - Philippines

Jennifer Castañeda
Princess Urduja Elementary School
Department of Education - Philippines

Nova Deriada
Manaile Elementary School
Department of Education - Philippines

Leanne Christine Abegail Esporas
Dignuzon Elementary School
Department of Education - Philippines

Rex Fajardo
Bagong Sikat National High School
Department of Education - Philippines

Myra Alma Sumaydeng
Panacan National High School
Department of Education - Philippines

Jergen Jel Labaria
Western Philippines University