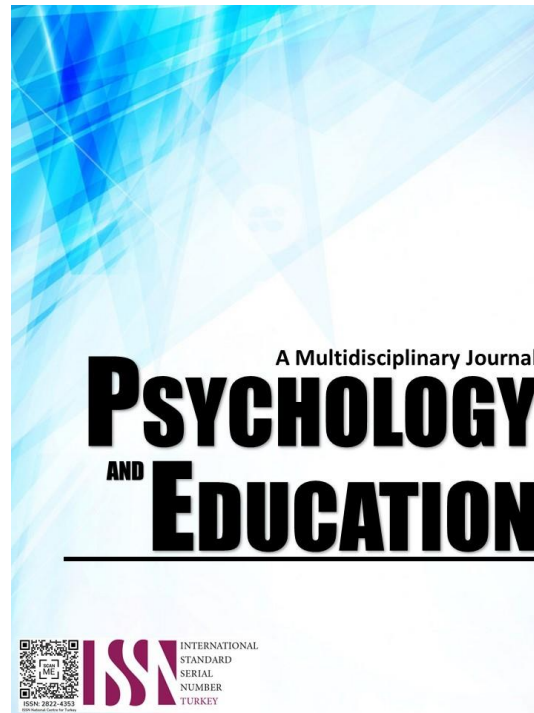


THE PERSPECTIVE OF STATE UNIVERSITIES AND COLLEGES (SUCS) ON OFFERING FILIPINO COURSES IN THE CONTEXT OF THE K-12 BASIC EDUCATION PROGRAM



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The Perspective of State Universities and Colleges (SUCs) on Offering Filipino Courses in the Context of the K12 Basic Education Program

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Abstract

This study aimed to determine the perspective of faculty and students on the significance of offering Filipino subjects in tertiary education in the implementation of the K-12 Curriculum. The study respondents were the thirty Faculty and 103 BSED Students from 1st Year to 4th Year of Northern Iloilo State University (NISU), Batad Campus. A researcher-made questionnaire checked by the adviser and professors who were experts in validating and refining items was used to gather the data needed in the study. The descriptive statistics like mean and standard deviation were used to describe the data in finding the significant differences between the variables such as National Identity, Preservation of Culture, Emblem of Independence, Proof of Nationalism & Patriotism, Inculcate Unity & Progress, value system, beliefs, Tradition, Culture were determined using the T-Test test set at .05 level of confidence. Findings revealed that no significant differences existed between Faculty and Students regarding National Identity, Preservation of Culture, the Emblem of Independence, Proof of Nationalism & Patriotism, value system, Beliefs, Traditions, and Culture. However, significant differences were observed between Faculty and Students to Inculcate Unity & Progress. Instead of the findings, it was recommended that along with the advocacy and pursuit of the Filipino subjects in the tertiary education, there shall always have value integration that Filipino is that as Filipinos, it is what binds us as countrymen of the Philippines. It teaches us to be good at speaking in Filipino, but it also showcases Filipino as a common language and Filipino as a culture. Thus, this also means that being knowledgeable in Filipino also determines that you are a true Filipino, keeping the true essence of nationalism.

Keywords: *K12 basic education, filipino language, faulty, students*

Introduction

K-12 has made its entry into our education curriculum despite the odds. It is ongoing, even with the many doubtfulness, objections, and interventions of many sectors, particularly the parents of affected students and the students themselves. The Department of Education is making a decisive stand on its full implementation, ensuring that schools, especially in the secondary levels, are K-12 ready. It has the strong backing and support of the government, particularly from the former president himself, Benigno Simeon Aquino. He is believed to have this as his brainchild, together with former Dep-Ed Secretary, Bro. Armin C. Luistro (Almerino et al., 2020). Before its implementation, the country was the only one left in Asia and two others that still have a ten-year basic education curriculum. They say the ten years of primary education are far disadvantageous for our students finding their way in a globally competitive job market. The shift to the K-12 curriculum is not simply a way of adding years to one's child's schooling. It gives a guarantee to the full development of a nation. Oppositionists find the longer educational cycle of K-12 critical in giving Filipino students a higher quality of education and cited that this curriculum will prolong the agony of students in going to school and put a lot of Filipino secondary students

on the drop-out list (Mohammad, 2016). The study on the readiness of higher education institutions for the implementation of the Senior High School program showed five predisposing factors; eligibility, staffing guidelines, course streamlining, workforce surplus management, and alternative programs. Also, and protects the welfare of the affected faculty and other employees in the higher education sector (Acosta and Acosta, 2016).

The K to 12 Law was enacted in 2013 to enable basic education graduates to gain mastery of core competencies and skills. The graduates have already taken Filipino, Panitikan, and the Constitution as university-ready (Rey, 2019).

Looking at the real scenario, we can see that Filipino as a subject would not already occupy a stable place in the tertiary education curriculum. It will indeed displace many Filipino teachers who have centered their teaching on Filipino alone. This will also result in higher tuition fees and the popping up of other problems, some of which we haven't anticipated nor predicted.

Filipino as a national language unified the Philippines and brought the spirit of unity (Custodio, 2018). Research revealed bilingual education programs in the Philippines have deficient proficiency levels among

teachers and students in Filipino and English. State Colleges and Universities (SUCs) emphasize teaching and learning English than nurturing the national Language (Philippine Daily Inquirer, 2015).

The 1987 Constitution of the Republic of the Philippines - Article XIV, Section 3. (2) They shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency (Republic of the Philippines- Official Gazette, 2022).

The Commission on Higher Education (CHED) issued Memorandum Order No. 59, or the General Education Curriculum (GEC) in 1996, which states nine units each for Filipino and English subjects. This is the first time for both languages to be given equal treatment in a curriculum (Philippine Daily Inquirer, 2015). The implementation of additional two years in senior high school (SHS) Filipino subject was not given importance at the tertiary level. The Commission on Higher Education/CHED Memorandum Order (CMO) No. 20, Series of 2013 aims to remove Filipino as a subject in college by 2016. The college and university professors in Filipino are against eliminating the issues. This move is a most unpatriotic action (Silverio, 2014).

Therefore, the researcher would like to find out the perception of faculty and students of NIPSC Batad Campus on the significance of offering Filipino subjects in the tertiary education in the implementation of the K-12 curriculum by the respondents answering questions which will give answers to the following: If Filipino subjects should be taught in the tertiary level with the implementation of the K-12 due to the following reasons: National Identity, Preservation of Culture, Emblem of Independence, Proof of Nationalism & Patriotism, Inculcate Unity & Progress. Also if Filipino is very useful at the tertiary level for it will make us learn and understand better our: value system, beliefs, Tradition, and Culture. The researcher also would like to find out if, in the implementation of the K-12, is Filipino subjects still perceived as a necessity to be taught at the tertiary level and what are your expectations to achieve in the offering of Filipino subjects at the tertiary level in line with the K-12 curriculum?

This study aimed to determine the perception of faculty and students of NIPSC Batad Campus on the

significance of offering Filipino subjects in tertiary education to implement the K-12 curriculum.

Methodology

Research Design

In this study, the researcher used a descriptive survey method of investigation. The researcher considered this research design appropriate for this study since the aim was to establish the significance of offering Filipino subjects in tertiary education to implement the K-12 curriculum.

Research Local

NISU System is all situated in the 5th district of Iloilo, and the so-called geographical area of Central Philippines, particularly the "back doors of the provinces of Masbate, or Southern Masbate, Eastern Capiz, Northern region, Northern Iloilo and the Bantayan group of islands in Northern Cebu.

Research Respondents

The study respondents were randomly selected thirty (30) instructors/professors of NISU - Batad Campus. This was a purposive sampling wherein the respondents would supply the much-needed information for the study. The teachers were either male or female belonging to different age brackets, and were all Filipino citizens, particularly from the Ilonggo ethnic group.

As to the respondents among students, one hundred three (103) BSED (Bachelor of Secondary Education) students majoring in English, Mathematics, and TLE (Technology and Livelihood Education) from all year levels in the tertiary education of the NISU - Batad Campus, Batad, Iloilo. Both males and females belonging to different age brackets were all Filipino citizens, particularly from the Ilonggo ethnic group.

Table 1. *Distribution of Respondents*

<i>Respondents</i>	<i>N</i>	<i>P</i>	<i>%</i>
Faculty	30	43	69.76%
Students	103	107	96.26%
1 st Year	(15)	(16)	(93.75%)
2 nd Year	(31)	(31)	(100%)
3 rd Year	(29)	(30)	(96.66%)
4 th Year	(28)	(30)	(93.33%)
Total	133	150	88.66%

Research Sample

To achieve the study's sample size, Random Sampling was used to identify the sample size for the instructors/professors to be included in the investigation.

Research Instruments

A researcher-made questionnaire was used as an instrument for the respondents to answer questions about the study during the investigation. The questionnaire consisted of two parts: Part 1 was the general information about the respondents. Part 2 was designed to determine the perception of faculty and students on the significance of offering Filipino subjects in tertiary education in the implementation of the K-12 curriculum by the respondents answering questions that gave answers regarding the importance of offering Filipino as a subject. The respondents' responses to the items were determined by taking the frequency of each opinion as to the level of their agreement or disagreement based on the quantity patterned from the Likert's Scale. The response categories were classified into a five-point scale, with five as the highest positive score and one as the lowest negative score.

Validation Procedure

The drafted questionnaire was checked by the adviser and professors, who are experts in validating and refining the items through comments and corrections to the questionnaire. The research instrument was finalized and reproduced according to the number of respondents with a 1:1 ratio, meaning one questionnaire to be answered by one respondent both on the part of the professors/instructors and the students.

Data Gathering Procedure

The researcher distributed the questionnaires to the respondents. Ample time was given to the respondents

to answer the questions responsibly and carefully. The researcher then retrieved the questionnaires. Data gathering was then started. Tallying and collation of responses to the different questions were done and were carefully analyzed.

Results and Discussion

Table 2 shows the perception of faculty and students if Filipino subjects should be taught in tertiary education in terms of different categories.

Table 2. *Perception of faculty and students if Filipino subjects should be taught in tertiary education in terms of different categories.*

	<i>Mean</i>	<i>Description</i>	<i>Standard Deviation</i>
<i>National Identity</i>			
Faculty	3.94	Agree	.85
Students	4.02	Agree	.72
<i>Preservation of Culture</i>			
Faculty	4.37	Strongly Agree	.86
Students	4.33	Strongly Agree	.65
<i>Emblem of Independence</i>			
Faculty	4.58	Strongly Agree	.53
Students	4.52	Strongly Agree	.61
<i>Proof of Nationalism and Patriotism</i>			
Faculty	4.38	Strongly Agree	.72
Students	4.39	Strongly Agree	.57
<i>Inculcate Unity and Progress</i>			
Faculty	4.91	Strongly Agree	.28
Students	4.53	Strongly Agree	.53
<i>Values System</i>			
Faculty	4.68	Strongly Agree	.57
Students	4.51	Strongly Agree	.57
<i>Beliefs</i>			
Faculty	4.40	Strongly Agree	.63
Students	4.28	Strongly Agree	.63
<i>Tradition</i>			
Faculty	4.51	Strongly Agree	.60
Students	4.44	Strongly Agree	.52
<i>Culture</i>			
Faculty	4.44	Strongly Agree	.58
Students	4.53	Strongly Agree	.56

As shown in Table 2, the faculty obtained the mean of 3.9445 while the students obtained the mean of 4.0291, both described as "Agree." This implies that both faculty and students got the same level of perception that Filipino subjects should be taught in tertiary education as a national identity. In the preservation culture, the faculty obtained the mean of 4.3778 while the students obtained the mean of 4.3398, and both were described as "Strongly Agree." This implies that both faculty and students got the same level of perception that Filipino subjects should be taught in tertiary education to the preservation of Culture. In Emblem of Independence, the faculty obtained the mean of 4.5889 while the students obtained the mean of 4.5227, and both were described as "Strongly Agree." This implies that both faculty and students got the same level of perception if Filipino subjects should be taught in tertiary education as the

emblem of independence. In Proof of Nationalism and Patriotism, the faculty obtained the mean of 4.3889 while the students received the mean of 4.3981, and both were described as "Strongly Agree." This implies that both faculty and students got the same level of perception if Filipino subjects should be taught in tertiary education as proof of nationalism and patriotism. In Inculcate Unity and Progress, the faculty obtained the mean of 4.9111 while the students obtained the mean of 4.5372, and both were described as "Strongly Agree." This implies that both faculty and students got the same level of perception of Filipino subjects should be taught in tertiary education to inculcate unity and progress. To Value System, the faculty obtained the mean of 4.6889 while the students obtained the mean of 4.5146, and both described as "Strongly Agree." This implies that both faculty and students got the same level of perception of Filipino is very useful in the tertiary level as to value system. As to Beliefs, the faculty obtained the mean of 4.4000 while the students obtained the mean of 4.2880, and both were described as "Strongly Agree." This implies that both faculty and students got the same level of perception of Filipino is very useful at the tertiary level as to beliefs. As to Traditions, the faculty obtained the mean of 4.5111 while the students obtained the mean of 4.4434, and both described as "Strongly Agree." This implies that both faculty and students got the same level of perception of Filipino is very useful at the tertiary level as to traditions. As to Culture, the faculty obtained the mean of 4.4444 while the students obtained the mean of 4.5340, and both described as "Strongly Agree." This implies that both faculty and students got the same level of perception of Filipino, which is very useful in the tertiary level Culture.

Learning "Panitikan" help learners understand Filipino traditions, values, and aspirations as a nation-building foundation. Thus, eradicating the Filipino, Panitikan and Constitution denied the soul as a citizen and future leader of the country (Andaqui, 2019)). The use of Filipino in English classrooms asserts cultural belief. Respect, accountability, honesty, and solidarity aid learners in completing classroom tasks; thus, English teachers, through their mother tongue, achieve values and identities in the local Culture (Paez, 2018). Furthermore, in multi-lingual countries like the Philippines, a national language is a must for understanding national identity and cultivation of Culture (Custodio, 2018). A freed communist society like Turkmenistan replaced Cyrillic with Latin; the results showed the significant power of alphabets to represent the community's identity (Clement, 2008). Experts from the Filipino department at the University

of the Philippines (UP) state the importance of the Filipino Language and Philippine literature, such as nurturing learners' consciousness of heritage and individuality. Thence, learners can value democracy and citizenship through learning the subjects (Madarag, 2019).

Table 3 represents the difference in the perception of faculty and students if Filipino subjects are taught in tertiary education in terms of different categories.

Table 3. *The difference in the Perception of Faculty and Students if Filipino Subjects Should Be Taught in the Tertiary Education in various categories*

	Mean	SD	df	t	P-value
<i>National Identity</i>					
Faculty	3.94	.85	128.42	-.37	.707
Students	4.02	.72			
<i>Preservation of Culture</i>					
Faculty	4.37	.86	120.25	-.38	.702
Students	4.33	.65			
<i>Emblem of Independence</i>					
Faculty	4.58	.53	163.17	-1.06	.288
Students	4.52	.61			
<i>Proof of Nationalism and Patriotism</i>					
Faculty	4.38	.72	123.01	.11	.913
Students	4.39	.57			
<i>Inculcate Unity and Progress</i>					
Faculty	4.91	.28	280.05	-8.70	.000
Students	4.53	.53			
<i>Values System</i>					
Faculty	4.68	.57	144.74	-2.53	.012
Students	4.51	.57			
<i>Beliefs</i>					
Faculty	4.68	.632	144.92	-1.47	.142
Students	4.51	.63			
<i>Traditions</i>					
Faculty	4.51	.60	131.32	-.96	.338
Students	4.44	.52			
<i>Culture</i>					
Faculty	4.44	.58	141.66	1.29	.199
Students	4.53	.56			

In the National Identity, the p-value of .707 is higher than 0.05; hence, the null hypothesis was accepted. This means that no significant difference appeared between faculty and students' perception of Filipino subjects should be taught in tertiary education as to national identity. In Preservation of Culture, the results show that the p-value of .702 is higher than 0.05. Hence, the null hypothesis was accepted. This means that no significant difference appeared between faculty and students' perception of Filipino subjects should be taught in tertiary education for the preservation of Culture. While the Emblem of Independence, the results shows that the p-value of .288 is higher than 0.05; hence, the null hypothesis was accepted. This means that no significant difference appeared between faculty and students' perception that Filipino subjects should be taught in tertiary education as to emblem of independence. In the Emblem of Independence, the results show that the

p-value of .913 is higher than 0.05. Hence, the null hypothesis was accepted. This means that no significant difference appeared between faculty and students' perception of Filipino subjects should be taught in tertiary education as proof of nationalism and patriotism. In Proof of Nationalism and Patriotism, the results represent the p-value of .913 is higher than 0.05. Hence, the null hypothesis was accepted. This means that no significant difference appeared between faculty and students' perception that Filipino subjects should be taught in tertiary education as proof of nationalism and patriotism. While the Inculcate Unity and Progress, the p-value of .000 is higher than 0.05; hence, the null hypothesis was rejected. This means that a significant difference appeared between faculty and students' perception of Filipino subjects should be taught in tertiary education to inculcate unity and progress. In the Value System, the p-value of .012 is higher than 0.05. Hence, the null hypothesis was accepted. This means that no significant difference between faculty and students' perception of Filipino is beneficial at the tertiary level as to value system. The Beliefs, the results indicate the p-value of .142 is higher than 0.05. Hence, the null hypothesis was accepted. This means that no significant difference between faculty and students' perception of Filipino is very useful in the tertiary level beliefs. To the Tradition, the p-value of .338 is higher than 0.05. Hence, the null hypothesis was accepted. This means that there is no significant difference between faculty and students' perception of Filipino as very useful at the tertiary level traditions. As to Culture, the p-value of .199 is higher than 0.05. Hence, the null hypothesis was accepted. This means that no significant difference between faculty and students' perceptions of Filipino is very useful at the tertiary level.

A survey conducted by the Pew Research Center revealed Language signifies national identity. Countries selected on the survey exposed the importance of their native Language. They can converse effectively using their Language (Stokes). For instance, indigenous languages are dying, and many more are at risk; one Language vanishes every two weeks. The recovery of the native Language is crucial. These indigenous languages safeguard the prolongation and transmission of Culture, customs, and history. There is a strong bond between Language and Culture. Through Language, Culture and cultural ties are conveyed. The relationship between Language and Culture starts at one's birth (Leveridge, 2021).

Furthermore, the Language we speak is inclined by society and our Culture. Thus, Language represents a person's identity and cultural upbringing. Without our

Language, it can be challenging to create one's cultural distinctiveness (Alfarhan, 2016).

Results in Table 4 show that the faculty responded 100% to the "YES." In comparison, students responded 93% for the "YES" and 6.80% for the "NO," with the totality of 94.74% for the "YES" and 6.80% for the "NO" for both faculty and students on the necessity of Filipino subjects to be taught in the tertiary level in the implementation of the K-12 curriculum. Neutral gained 0% from the respondents.

Table 4. *Perception of Faculty and Students if Filipino subject is still perceived as a necessity to be taught in the tertiary level in the implementation of the K-12*

<i>Filipino is still perceived as a necessity to be taught at the tertiary level</i>	<i>N</i>	<i>Yes</i>	<i>%</i>	<i>Neutral</i>	<i>%</i>	<i>No</i>	<i>%</i>
Faculty	30	30	100%	0	0%	0	0%
Students	10	9	93%	0	0%	1	10%
Total	40	39	97.5%	0	0%	1	2.5%

"One who does not treasure his language is worse than a beast or a putrid fish," according to Dr. Jose Rizal (Arcon and Garcia, 2019)). Many professors, teachers, and even students are against the eradication of Filipino as a subject at the tertiary level. A group of Filipino and Panitikan advocates states the Supreme Court elimination of the subjects in tertiary level executed as the effective medium of instruction as stated in the constitution (Novallo, 2019)).

Conclusion

The level of perception of faculty and students in the significance of offering Filipino subjects in the tertiary education in the implementation of the K-12 curriculum in the Northern Iloilo Polytechnic State College in terms of national identity, preservation of Culture, emblem of independence, inculcation unity, and progress, value system, unity and progress, value system, beliefs, Tradition, and Culture. The faculty and students of the NIPSC Batad Campus strongly agree that Filipino subjects are really important and should be taught in tertiary education in the implementation of the K-12 curriculum due to the following reasons: national identity, preservation of Culture, and emblem of independence. Also, they strongly agree that Filipino is beneficial at the tertiary level for it will make us learn and understand better our value system, beliefs, Tradition, and Culture. In a variable that states inculcating unity and progress, it

was noted that there was a significant difference existed therefore, the null hypothesis for inculcating unity and progress was rejected. After knowing that faculty and students have a strong level of acceptance in the offering of the Filipino subjects at the tertiary level, they believe that Filipino is essential to be taught in college. Lastly, faculty and students showed through their responses in the qualitative item of the research questionnaire the importance of Filipino subjects in Philippine Education.

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