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Assessing the K-12 Program Implementation in the Philippines As an Input to School-Based Policy Plan

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ABSTRACT

The Philippines used the K-12 program also known as the Republic Act 10533 (RA 10533) to raise the quality of its education so that it would be on par with that of other countries. However, since this is a new educational scheme, the Filipinos may have some shortcomings on the knowledge and skills they need to meet the requirements of the K-12 program which triggers the researcher to come up with this study. This study looked at how secondary school teachers of Nueva Ecija University of Science and Technology (NEUST) implemented the K-12 program during the 2019-2020 school year. It looked at the curriculum, instruction, challenges, changes, and compliance with the standard. The descriptive method was used in the study to describe how the K-12 curriculum was being used in the school at the time. Purposive sampling was used to choose 69 people from NEUST's four campuses. Weighted means were used to figure out how they felt about the curriculum, teaching-related factors, and the problems and changes they had to deal with. The results showed that the curriculum's content, goals, and teaching-related factors are in line with the standards, policies, or guidelines set by RA 10533. However, some improvements are needed because elective subjects have been added.

Keywords: curriculum implementation, curriculum challenges, curriculum adjustment K-12 curriculum, 21st century learners, RA 10533

INTRODUCTION

Education is crucial to country development and progress (Combalicer, 2016). To achieve education's goals, a vehicle is needed, and that vehicle is the curriculum, which is all the learning experiences and intended learning outcomes planned and guided by the school through the reconstruction of knowledge of the learner's cognitive, affective, and psychomotor development (Aneke, Nnabuike, and Otegbulu, 2016). The curriculum is a core part of effective schooling and teaching; hence it is often the subject of educational reforms.

The Philippines underwent an educational reform to catch up with other countries. RA 10533, the "Enhanced Basic Education Act of 2013," states that "the State shall build, maintain, and support a full, appropriate, and integrated system of education responsive to the requirements of the people, the country, and society-at-large." The policy states that "every graduate of basic education shall be an empowered individual who has learned, through a program rooted on sound educational principles and geared towards excellence, the foundations for lifelong learning, the competence to work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous system.

The state built a viable basic education system to educate productive, responsible people with the necessary skills, values, and competencies for lifelong learning and employment. To do so, the state must: Provide every student with a globally competitive, pedagogically sound education that meets international standards; Broaden the goals of high school education for college preparation, vocational and technical career opportunities, creative arts, sports, and entrepreneurial employment in a rapidly changing and increasingly globalized environment; make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances, and diversity of learners, schools, and communities through the appropriate languages of teaching and learning, including (2015)

The new 12-year basic education curriculum adds kindergarten and two senior high school years to the 10-year program. The program is used in Filipino schools abroad that follow the Department's curriculum.

The K-12 initiative would give young Filipinos a brighter future by providing international-standard basic education. With the new 12-year curriculum, future Filipino students will be better prepared for undergraduate study abroad. K-12 Basic Education Program strives to give every Filipino child a worldwide education. (ICEF 2013)

Section 5 of RA 10533 requires DepED to design the improved basic education curriculum. The institution would cooperate with CHED to standardize basic and tertiary courses for Filipino graduates' global competitiveness. DepED coordinates with CHED and TESDA to ensure college preparedness and minimize remedial and duplicate basic education programs (TESDA).

In establishing the improved basic education curriculum, the Act requires the DepED to adopt the following standards and principles: The curriculum must be learner-centered, inclusive, developmentally appropriate, relevant, responsive, research-based, culture-sensitive, contextualized, global, use constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches, adhere to MTB-MLE principles and framework, and develop quality instructional materials and caddies. In addition, regional and division education units will approve locally-produced teaching materials. (2013 OGP)

Curriculum has many meanings. Depending on how extensively educators use or use the phrase, it relates to school lessons and academic material. Others define it as the knowledge and skills students are expected to learn; the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the print and non-print instructional materials used in the classroom, including books, journals, newspapers, videos and animations, power point presentations, computer assisted instruction and other readings used in a course. At the instruction level, it refers to the learning standards, lessons, assignments, and resources utilized to arrange and teach a particular course with student involvement so students can succeed in their community or society.

Aneke et al. (2016) apply the notion to society at large and say that the curriculum is how the educational system imparts the knowledge, skills, and attitudes defined by society. He said the curriculum is the vehicle that delivers the commodities (contents) to the learners.

To achieve the above, apply the curriculum. Alsubaie (2016) said the instructor is most crucial in curriculum implementation. Better teachers assist better learning since they know the most about teaching and introduce the curriculum in the classroom. Teachers' knowledge, experiences, and competencies make them crucial to curriculum creation. Since instructors' impact curriculum implementation, they must know and comprehend the curriculum.

Bondoc (2015) compared a teacher to a mother who prioritizes her children's education. She said teachers must put their soul into their job if they want their kids to be globally competitive and good people. Teachers must know their kids' needs better than curriculum implementers, she added. Never stop learning through technology, experimentation, and outdoor activities; pursue graduate degrees and field-related trainings and seminars.

The Philippine government examines creative programs and measures to strengthen the country's educational system (Montebon, 2014). In an effort to improve education, it adopted the K-12 program in 2012-2013, under RA 10533. Full implementation began 5 years ago.

The K-12 program aims to develop a functional basic education system that produces productive and responsible individuals with lifelong learning and employment skills. This program will improve basic education to meet kids' needs (Sequete 2015).

Constitutionally guaranteed is basic quality education (Article XIV, Section 1). K-12 implementation should be as important as the content. No matter how high the curriculum, if it's not applied well, the goal of education cannot be met.

The student interacts with curriculum content under the leadership of the teacher to acquire desired knowledge, attitudes, abilities, and skills (Aneke et al., 2016). The learner acquires the planned experiences, information, skills, concepts, and attitudes to perform effectively and responsibly in a given society (Chaudhary, 2015).

The Department of Education (DepEd) establishes the overall educational standards and imposes standardized testing for K-12 basic education, while private schools are free to determine their own curriculum within current rules and regulations.

The Nueva Ecija University of Science and Technology must follow this regulation because it serves high school students through its Laboratory High School. College of Education oversees said department. It was created for NEUST prospective educators to experiment, explore, and improve professionally.

Armstrong (2013) defines teaching strategies as approaches or well-planned procedures used by teachers to enhance learning so students learn the desired course content. He noted that the increased knowledge led to future achievable ambitions. Using the right method helps teachers understand how to handle their target set of students. He also emphasized learning ability evaluation as a fundamental to successful teaching tactics. He also recommended ten (10) useful tactics that, when employed appropriately, maximize learning: Similarities and differences, note taking and summarizing, recognition and effort reinforcement, homework and practice, nonlinguistic representation, goal setting and feedback, hypothesis generation and testing, cues, organizers, and questions, concept attainment, and mental rehearsal.

Localization and contextualization is a new learning strategy featured in the K+12 Curriculum, according to Ballesteros (2015). His study examined how localization and contextualization affect Science students' performance. He also identified the distinct techniques to meet the two approaches' goals. Graphic organizers, concept mapping, flowcharts, idea builders, KWL ("What I Know," "What I Want to Know," and "What I Learned," Think-pair-share, games strategy, interviews and surveys, model making strategy, interactive Engagement (IE), peer-assisted learning strategies (PALS), differentiated instructional materials, and experience-based environmental learning are used.

An effective and efficient teaching technique in schools would foster practical learning strategies among pupils. This refers to Wegner, Minnaert, and Strehlke's study (2013). With certain teaching methods, they help and guide their participants in acquiring these skills, leading to new knowledge production.

Learning techniques are internal and external behaviors that influence a learner's motivation, attention, selection, and processing of information. Their study discovered six instructional styles that help pupils establish their own learning strategies. Cooperation, elaboration, motivational, emotional, revision, organizational, and control techniques.

Chaudhary (2015) noted that teaching and learning are meaningless without proper resources and facilities. This includes curriculum implementation. The government should provide schools with textbooks, instructional tools, and stationery so instructors and students may completely execute the curriculum. He urged that the government offer schools, laboratories, workshops, libraries, and sports areas to facilitate implementation. The quality and availability of resources and facilities affect curriculum implementation.

According to Vizconde (2015), revisions in the Philippines' basic education curriculum have produced several issues, challenges, and concerns. Varied sections of the country have different perspectives on how quickly the reforms must be implemented and how ready the present system is to adapt. Her research revealed the following issues: 1) displacement of tertiary teachers; 2) lack of implementation guidelines; 3) lack of university students for two years; and 4) insufficient implementation resources; and prospects: 1) viability of graduate school programs, 2) flexibility in managing the curriculum for professional educational courses, and 3) empowering teacher education in developing the curriculum and resource materials.

Even Education Secretary Leonor Briones recognized that, while DepEd receives the largest share of the national budget as required by the Constitution, "the resources are never enough" to meet the needs of the whole Philippine education system. (2017)

Members of the Alliance of Concerned Teachers (ACT) picketed the Department of Education (DepEd) Central Office in Pasig City on the first day of school to push for increased education budget and compensation increases for teachers and employees.

Insufficient teachers, classrooms, facilities, equipment, and instructional materials exist. The research noted that even though the education budget for 2017-2018 grew by 17%, it has not addressed long-term shortfalls and is therefore far from international norms.

The survey found large inequalities in quality education. ACT asserts that as of November 2016, DepEd data revealed 13,995 classrooms, 88,267 teachers, 235 million instructional and other learning resources, 2.2 million school seats for 2016 and 66,492 sets - each seat with 45 seats and 1 teacher's desk; and 44,538 computer packages. Students and teachers suffer from a lack of learning materials.

Joselyn Martinez of ACT NCR Union stated instructors must use inadequate instructional materials. NCR provides 35 instructional resources for a class of 50 pupils. Teachers in places without learning resources fare badly. Martinez remarked, "They must get their own supplies."

Martinez says large public school classes remain. One class in Davao City has 70 pupils. Grades 5 and 6 at Muntinlupa Elementary School are temporarily in another school since new classrooms aren't ready (2016). Despite the "myriad of concerns and challenges" facing the K-12 program, many believe it's the key to our nation's future.

From the teacher's perspective, Intal (2018), Head Teacher III in Apalit, Pampanga, said in an online essay that the shift in our educational system took over to improve our educational system and to provide our students with vital employment skills. She noted that the government is providing teaching and curriculum guidelines, additional teachers, classrooms, and buildings for the K+12 initiative.

Abueva (2019) writes that Filipinos are competitive internationally. Current K-12 program would assist pupils become more competitive. Despite implementation challenges such as a shortage of budget, classrooms, school supplies, and teachers, K+12 education will benefit Filipinos in the long run, he said. He continues, "We must promote K+12 to strengthen our education and economy." Education is the key to social transformation. First K-12 Basic Education Program graduates in 2018. In Negros Occidental, 12,500 seniors completed the increased curriculum. Gladys Amelaine Sales, acting Negros Occidental Schools Division superintendent, said graduates are work-ready. She added the pioneer batch can work due to TESDA training (TESDA). Sales claimed the children were prepared to be globally competitive and have the requisite basic schooling skills. The DepEd official said the province's K-12 program was successful. (2019)

In an online article, Montemayor (2018) claimed that DepEd Secretary Leonor Magtolis Briones said the K to 12 program's main goal is to enhance education in the country, not to provide jobs for graduates. "The presumption that every senior high school student would have a job after graduation is not right," Briones said in a press briefing. "About 61%, or 700,000 to 800,000, plan to continue on to college." Briones stated 28% of technical vocational graduates were hired immediately owing to SHS's "work immersion" requirement. "They're TESDA-certified.

Muring (2014) wrote about school principals' important role as educational leaders. He said they're responsible for the school's vision and mission. He briefly listed the principal's key roles: They play a critical part in accomplishing the government's goal to deliver quality basic education. They are involved in all elements of the

school's management. He also noted that school principals have several hurdles, including curricular change. Among the challenges he mentioned were those brought on by advances in technology and higher community expectations for education, such as using information technology to support teaching and learning, adapting the school curriculum to suit the ability and disposition of young children to maximize their potential, and increasing community expectations for improvements to the educational system.

In addition to these issues, Fink and Resnick (2001), referenced by Bodnarchuk (2016), emphasized the constraints of the principal's function as instructional leader because it is an additional obligation. Principals conduct administrative and support functions. The former are administrative chores and obligations less connected with education and learning and more concerned with school operations. The latter involves assuring curriculum implementation, excellent instruction, and teacher professional development.

Squires (2015) emphasized principals' role as instructional leaders in curriculum transformation. Her research found that school culture and leader reflection influence curriculum implementation. Participants in her study identified three factors in successful change: cultivating a strong, sustained school culture oriented toward continual improvement and student achievement, developing authentic relationships and trustworthy leadership within the school culture, and establishing shared decision-making and leadership distribution within the school environment.

The different roles mentioned in the previous paragraphs are in accordance with RA 9155, particularly Section 7E par.3, which provides that, consistent with national educational policies, plans, and standards, the school heads and/or principal shall have Authority, Responsibility, and Accountability (AuRA) in managing all school affairs. Thus, a school's success depends on its principal. (officialgazette.gov.ph)

Under the NEUST Laboratory High School department, the school principal's key responsibilities are to: Formulate annual, medium-term plans, programs, projects, and budget; supervise teachers and students in classroom and co-curricular activities; sign daily time records of faculty under the area; chair meetings of area staff to thresh-out problems and formulate solutions; plan, manage, implement, monitor, and evaluate activities within the area; and coordinate. (NEUST LHS Principal)

The literature and studies studied greatly influenced the current investigation. With globalization and competitiveness expanding, countries strive to overhaul their educational systems. To compete with other nations, the Philippines must improve its education system. RA 10533 was passed for this reason. The statute specifies how the K-12 program should be implemented and which government entities should oversee its review and evaluation. To concretize the curriculum implementation process, the teacher must function as the final implementer. Aneke et al. (2016), Alsubaie (2016), and Bondoc (2015) discuss the importance of curriculum in the acquisition of skills, knowledge, and attitudes by students, as well as the role of teachers in the teaching and learning process. The study focuses on curriculum implementation and teachers' abilities to give quality instruction.

Armstrong (2013), Ballesteros (2015), Wegner, et al. (2013), Rheinberg (2000), and Chaudhary (2015) studied instructional styles, the importance of resource materials and facilities, and the acquisition of learning strategies, like the present study.

The study of Vizconde (2015) and various online articles published in news.mb.com.ph (2017), bulatlat.com (2017), sunstar.com.ph (2018), by Abueva (2019), and Montemayor (2018), which provide for the issues, concerns, and challenges besetting in the entire educational institutions of our country today because of the k+12 curriculum, also find application in the current study since all the obtained information has something to do with the descriptive analysis.

Finally, the online article of Muring (2014), the studies of Bodnarchuk (2016) and Squires (2015), and the provisions under section 7E of RA 9155 were all associated in the present study since they describe the school principal's crucial role in effective curriculum implementation. It's also relevant because it determines their major responsibilities for the school and our country's educational goals.

The abovementioned literature motivated the researcher to determine if the current implementation of the curriculum and instructions meets K-12 program requirements and objectives.

METHODOLOGY

Research Design

This study utilized the descriptive-survey method in gathering the necessary data in order to determine the curriculum, instruction, challenges and adjustments in the implementation of K+12 curriculum within the NEUST, Laboratory High School, during the School Year 2018-2019. The said method is deemed appropriate because the study involved survey and description of facts and conditions existing within the school itself. As stressed by Calderon (2012), descriptive research involves the description, recording, analysis and interpretation of the present nature, composition or processes of phenomena which focuses on prevailing conditions, or how a person, group or thing behaves or functions in the present.

Research Site

The study was conducted in several campuses of Nueva Ecija University of Science and Technology Laboratory Highschool.



Figure 1. Map of Nueva Ecija

Respondents of the Study

Permanent faculty members as well as their principal under each of the laboratory high school department in the four mentioned campuses of NEUST had served as the respondents of the study. This totals to 69 respondents from General Tinio Campus, San Isidro Campus, Gabaldon Campus and Fort Magsaysay Campus.

Research Instrument

The researcher had made use of a survey questionnaire as the main instrument for data gathering/collection. He also conducted personal interviews to obtain first-hand information or other relevant data in connection with his study.

Data Collection

A letter was sent to the office of the Vice President for Academic Affairs of the Nueva Ecija University of Science and Technology seeking the approval to administer the sets of questionnaires to the participants of this study. The questionnaire was administered personally by the researcher to the respondents with the help of the school principal and faculty president during the third week of August 2019.

Reliability and Validity

The reliability of the instrument was established using the test-retest method. The test-retest method is the administration of the instrument with at least two-week interval prior to the actual distribution and accomplishing of the instrument and this was done among the lecturer on hourly basis who are also teaching in the same department but are non-respondents of the study. The results of the two tests were correlated using Pearson Product Moment of Correlation formula. The reliability coefficient of 0.81 indicated that the instrument is reliable, i.e. it could give consistent results. Face validation was also used in this study. After constructing the instrument, the researcher consulted his dissertation adviser and the panel members of his dissertation committee, as well as other experts in the field of educational management. In this manner, the questionnaire was polished after undergoing many sets of revisions to incorporate the suggestions being made during consultations.

Data Analysis

Likert's four-point scale was used as guide by the respondents in responding to Parts II, III, IV and V of the instrument, which deals on the assessment of curriculum, instruction-related factors, challenges and adjustments in the implementation of K-12 program.

Scale		Response Mode
4	means	Strongly Agree
3	means	Agree
2	means	Disagree
1	means	Strongly Disagree

Data gathered were treated using the following statistical tools, as follows:

1. Data gathered for Parts II, III, IV and V of the instrument were interpreted using the following scoring guide.

Mode of Scoring	Verbal Interpretation
3.26 – 4.0	Strongly Agree
2.51 – 3.25	Agree
1.76 – 2.5	Disagree
1.00 – 1.75	Strongly Disagree

2. Frequency and percentage were used in treating data gathered under profile variables.

3. Weighted means were used in interpreting the data gathered under Parts II, III, IV and V of the instrument.

4. Pearson product moment correlation was used to test if there is an existing significant relationship between the profile variables of the respondents and their assessments on parts II, III, IV and V of the instrument.

RESULTS AND DISCUSSIONS

Demographic Profile of the Respondents

Age

Majority or 17.4 percent of them belonged to age group of 45-49, followed by 40-44 age brackets where 15.9 percent were identified, and by the age group of 50-54 age brackets (14.5 percent). The rest of the teachers were scattered in the other age brackets.

Sex

45 or 65.2 percent were females while 24 or 34.8 percent were males.

Civil Status

Data reveals that, 52 or 75.4 percent of the respondents were married and only 17 or 24.6 percent were single ones. Moreover, since most of the respondents were already in their middle ages, it is not surprising that they were already married.

Bachelor's degree and Major Field of Specialization

With regard to their bachelor's degree and major field of specialization, it can be gleaned that majority of the respondents are holders of a degree in secondary education (BSE) which accounts 33 or 47.83%, followed by BSIE, BS, and BSA with percentages of 15.94%, 14.49% and 11.59% respectively. It is also evident that of the 69 respondents, 10 or 14.49% of them are English majors. This was followed by the sciences which include general science, biology and chemistry majors combined, covering 14.4% of them. It is also noted that most of the teachers are mathematics and physical education majors which have their percentages of 10.14% and 11.59%, respectively. The rest of the specializations are among those that belong in the field of agriculture, computer science, industrial technology, mass communication and other fields of the arts and sciences.

Highest educational Attainment

As to their highest educational attainment, it can be gleaned that about 55 or 79.71% of the total respondents combined are holders of master's degree in line of their field of specialization. Though some of the English, mathematics and Filipino teachers have shifted into educational management as their major in their graduate studies, it still holds true, that the said field is still in line of their teaching career. Also, 4 or 5.80% of those who responded with units in advanced study. However, those 10 or 14.49% who responded with "none" are those who are at their retirable age and just waiting for few years prior to their retirement. Moreover, 38 or 55.07% of the respondents claimed that they did not pursue their doctorate degrees. Only 18 or 28.99% of them who responded "with units" stated that they continued their doctorate degree for professional growth. It is also sad to note that only 9 or 15.94% of the faculty and their principal when combined have successfully completed their doctorate degree programs.

Years of Teaching Experience

In terms of their years of teaching experience, the data provides that, 17 or 24.6% of the respondents had a teaching experience of 6 to 10 years; 13 or 18.8% had 16-20 years; 10 or 14.5% had 11-15 years; 8 or 11.6% for both 21-25 and 26-30 years of teaching experience; 7 or 10.1% had 1-5 years and the remaining 6 or 8.7% had 31-35 years of experience.

Engagements in Professional Development Activities

It can be gleaned that, 57 or 87.7% responded that they have continuously updating themselves by attending seminars or conferences for topics in relation their field of specialization. In addition, 55 or 84.6% stated they engage in doing extension works and projects. This proves that the respondents do not only render their service within the four corners of the classroom, but they also extend it towards their adopted communities. In the same manner, 37 or 56.9% responded that they already served as research presenters but only 20 or 30.8% was able to publish their scholarly works. Moreover, only 25 or 38.5% responded that they already served as speakers or trainers on various school-related activities including the provision of K-12 trainings to the DepEd teachers. The result is not surprising since the opportunity to be invited as guest speakers/trainers is limited and not everyone possesses the qualifications to be invited in such occasion.

Assessment of NEUST Laboratory High School K-12 curriculum based on content and objectives

Table 1. Assessment of the Respondents on Curriculum Content

A. Contents	TWM	VI	PWM	VI
1) The contents of the curriculum are presented in chronological order.	3.83	SA	3.50	SA
2) It follows the spiral progression approach to ensure continuity of learning.	3.95	SA	3.75	SA
3) Specific values for a particular subject are integrated in each topic.	3.80	SA	3.00	A
4) Contents are contextualized in the light of the present situation.	3.89	SA	3.50	SA
5) Abreast with the new trends and issues both for local and international.	3.81	SA	3.00	A
6) Instructional materials selected are based on their suitability to attain the objectives of the lesson	3.91	SA	3.50	SA
7) Geared towards developing the critical thinking skills of the students.	3.91	SA	3.75	SA
8) Contents are evaluated and revised annually.	3.72	SA	3.50	SA
9) Designs project-based learning situations for active students participation	3.82	SA	3.00	A
10) Integrates the culture, customs and traditions of the community	3.86	SA	3.25	A
11) Creates situations that enable the students to develop communication skills.	3.83	SA	3.50	SA
12) Designs activities that develop student creativity and flexibility.	3.89	SA	3.25	A
13) Shows no dichotomy between knowledge and skills.	3.72	SA	3.00	A
14) Integrates relevant scholarly works and ideas as needed	3.77	SA	2.75	A
15) Resources available in the immediate school environment and community are used to facilitate learning, hence, "localized".	3.86	SA	3.00	SA
Overall Weighted Mean (OWM)	3.84	SA	3.28	SA

Legend: WMT – Teacher’s weighted mean; WMP – Principal’s weighted mean

1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)
Based on their assessment, the first-five items which obtain the highest mean are: It follows the spiral progression approach to ensure continuity of learning; instructional materials selected are based on their suitability to attain the objectives of the lesson; geared towards developing the critical thinking skills of the students; designs activities that develop student creativity and flexibility; and contents are contextualized in the light of the present situation with a weighted mean of 3.95, 3.91, 3.91, 3.89 and 3.89 respectively. This means the teachers “strongly agree”, that the curriculum of NEUST laboratory high school adheres to the provisions of RA 10533 particular under section 5 of the same act. A careful scrutiny of the topics presented in the syllabus of instruction used by the teachers revealed that it jives with those topics listed under the DepEd’s curriculum guide, thus, it follows the spiral progression approach of learning content. The various syllabus used

per subject provides the students with different types of student activities and is dependent upon the lesson to be presented. These includes role playing, brainstorming, peer tutoring, simulation, debate, film viewing, concept mapping, problem solving and many others intended for the development of student creativity and flexibility as well as the enhancement of their critical thinking skills.

Taylor (2004) as cited by Ballesteros (2015) defined contextualization as the development of new skills, knowledge, abilities and attitudes in students when they are presented with new subject matter in a meaningful and relevant context. According to Ballesteros (2015), this was further elaborated by Febby (2011) who defined it as a concept of learning that helps teachers link between the materials taught with real-world situations of students and encourage them to make the connection between the knowledge possessed by its application in their lives as family members and in the community.

The next 5 highest computed mean are: Integrates the culture, customs and traditions of the community; The contents of the curriculum are presented in chronological order; creates situations that enable the students to develop communication skills; Designs project-based learning situations for active students participation; and Abreast with the new trends and issues both for local and international with their weighted means of 3.86, 3.86, 3.83, 3.83 and 3.82, where all are interpreted as “strongly agree”.

This means that, the teachers believed that all of these aspects are being observed and practiced in the high school department. Looking back at the syllabus of instruction, it can be noted that topics are so arranged which is in accordance to the DepEd’s curriculum guide and does have a specific time allotment for every discussion.

Localization, according to Taylor (2004) as cited by Ballesteros (2015) is “...Freedom for schools or local education authorities to adopt the curriculum to local conditions,” and “relating the content of the curriculum and the processes of teaching and learning to the local environment”. Corollary to this concept is the idea that teachers with long years of teaching experience can easily adapt to the new pedagogies of learning. Hence, with the application of right strategies, students will get easily motivated and they themselves can contribute to the development and production of the needed materials to be used.

On the other hand, the respondents stated that there must be an inclusion of the current trends and issues so as to increase the awareness of students. They added that, it is very much important to seek the opinions of the students regarding these issues for them to get more involved in the class.

The other items deals about project-based learning, values integration, integration of scholarly works and ideas, evaluation and revision of curriculum as well as there should be no dichotomy of knowledge and skills. The first three is better much appreciated when students are required to produce research-based outputs at an early age. In NEUST laboratory high school, research subjects are taken as early as Grade 10, and continue up to Grades 11 and 12. Here, at an early age, students are given the opportunity to defend their works in front of selected teachers who served as panel of evaluators. Those who have potentials or skills in this field are allowed to present their works in an in-house review intended only for them. Winners of this event will be awarded. It is deemed important to inculcate in the minds of these students at an early age the value of research to instill with them the importance of such kind of endeavor.

Meanwhile, the assessment of the principal on curriculum content did not reveal much of a deviation from the assessment of the teachers as evidenced from the computed overall weighted mean of 3.28 which is verbally interpreted as “strongly agree”.

This means that their responses are consistent with those of the teachers in terms of their assessment on curriculum content that it was aligned with the DepEd’s curriculum guide and was made in accordance with the provisions of RA 10533. The difference in their choices among the items listed can be attributed from the difference of their functions performed in school. Teachers are more on instruction, research and extension while their principal is focused more on supervisory functions.

Assessment of the K-12 curriculum based on objectives

Table 4. Respondents’ Assessment on Curriculum Objectives

B. Objectives	TWM	VI	PWM	VI
1) The objectives are clear and concise.	3.98	SA	3.50	SA
2) They are measurable, attainable and time bound.	3.89	SA	3.50	SA
3) They are basically designed to respond to the current needs of our country.	3.83	SA	3.00	SA
4) The objectives are student oriented.	3.94	SA	3.75	SA
5) The Objectives are geared towards the realization of national goals and aspirations.	3.82	SA	3.25	SA
6) They are realistic and attained with contemporary needs of the country.	3.71	SA	3.00	SA

7) Opinion of the students, parents and other stakeholders are solicited in the formulation of the objectives.	3.69	SA	3.50	SA
8) The objectives are assessed and modified once a year.	3.74	SA	3.75	SA
9) They are designed to realize the optimum development of the child.	3.82	SA	3.75	SA
10) The objectives is in accordance with the curriculum guide of the K-12 program.	3.94	SA	3.75	SA
Overall Weighted Mean (OWM)	3.84	SA	3.48	SA

Legend: TWM – Teacher’s weighted mean; PWM – Principal’s weighted mean

1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)
Based from the assessment of teachers, the first-five items which obtain the highest weighted mean are: The objectives are clear and concise; the objectives is in accordance with the curriculum guide of the K-12 program; They are measurable, attainable and time bound; The objectives are student oriented; and they are basically designed to respond to the current needs of our country where all are interpreted as “strongly agree”.

The overall weighted mean of 3.84 on the part of the teachers which was strongly confirmed by the computed overall weighted mean of 3.48 with that of their principal suggests that, the respondents “strongly agree” that all these characteristics are deemed incorporated within the NEUST’s educational goals, given the fact that it is already a well-established and known tertiary institution in the region, with good reputation in producing good quality graduates.

Assessment of the K-12 curriculum in relation to the following instructional-related factors: the learners; teaching strategies/techniques used; resource materials and facilities; school environment; culture and ideology; and instructional supervision and assessment.

Table 5. Assessment of the Items in Relation to the Learner As One of Instructional-Related Factors

A. The Learner	TWM	VI	PWM	VI
1) Considers the learner as the center of educational process.	3.95	SA	3.75	SA
2) Employs student groupings in accomplishing projects.	3.89	SA	3.25	SA
3) Recognize each learner as unique individuals.	3.92	SA	3.75	SA
4) Exposes students to the resources of community.	3.71	SA	3.00	SA
5) Needs of each individual learner are prioritized in the selection of subject matter.	3.95	SA	3.50	SA
6) The universal and individual characteristics of learners are considered.	3.82	SA	3.50	SA
7) Uses student-based knowledge on subject matter as spring board for discussion.	3.94	SA	3.00	SA
8) Recognize the learner’s physical, mental, and emotional development.	3.92	SA	3.50	SA
9) Establish good relationships to his/her students.	3.72	SA	3.25	SA
10) Recognize his/her student learning styles.	3.95	SA	3.50	SA
Overall Weighted Mean (OWM)	3.88	SA	3.40	SA

Legend: TWM – Teacher’s weighted mean; PWM – Principal’s weighted mean

1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)
As reflected in the table, the following assessments have been observed: Considers the learner as the center of educational process, recognize his/her student learning styles and needs of each individual learner are prioritized in the selection of subject matter, all obtained the highest weighted mean of 3.95, followed by, uses student-based knowledge on subject matter as spring board for discussion with a weighted mean of 3.94, Recognize each learner as unique individuals, Recognize the learner’s physical, mental, and emotional development both with weighted mean of 3.92. All are interpreted as “strongly agree”.

The teachers when asked as to why they prefer the selected items stated that, “Each learner is a unique person. We need to give proper attention to their needs so that we in turn would be guided in the preparation of our lessons.” Others reiterated that, “they shall be the focused of instruction and must be equipped with the so-

called 21st century skills in order to survive the modern world. All of these utterances are manifestations that the teachers are very aware with regard to the concept that the learner is the center of educational process and is the primary factor to be considered in the implementation of the curriculum (Chaudhary 2015). In addition, recognition of the learners learning style suggests that different learners learn differently, therefore it is necessary that they must be exposed with varied classroom activities depending on their needs. Equally important is the incorporation of the learner's ideas and suggestions during classroom discussions in order to encourage classroom participation.

The overall weighted mean of 3.88 which is interpreted as "strongly agree" merely implies that the respondents prefers the other listed items since they are intended for the student's holistic development.

The views of the teachers with respect to the learners do not contradict with the views of the principal as evident from the obtained overall weighted mean of 3.40 which is interpreted as "strongly agree".

This was in accordance with the view of Muring (2014) on the significant role played by the principal as the key leader of our educational system. As the key leader they must be deeply concerned with the success of each student and to ensure that quality basic education is being provided by the school. In other words, the principal are very much aware that they need to collaborate with their teachers and to work with them as a team so that the needs of their individual learner are addressed.

Table 6. Assessment of the Items in Relation to the Teaching Strategies/Techniques Used

B. Teaching Strategies/Techniques	TWM	VI	PWM	VI
1) Does team teaching to bring about effective teaching.	3.47	SA	3.75	SA
2) Invites resource speakers to share expertise in the subject matter.	3.21	A	3.00	A
3) Use varied types of teaching strategies designed to suit the needs of the new curriculum.	3.93	SA	3.75	SA
4) Employ more innovative techniques such as portfolio to make learning more output –based.	3.83	SA	3.75	SA
5) Make use of every possible resource to improve them professionally, most particularly in terms of instruction.	3.50	SA	3.25	A
6) Enhance teaching through the use of research-informed strategies.	3.49	SA	3.75	SA
7) Incorporates student practical experiences with the lessons.	3.67	SA	3.50	SA
8) Taps community as a learning laboratory.	3.66	SA	3.50	SA
9) Consults with experts on the proper implementation of K+12.	3.20	A	3.00	A
10) Employs student groupings in accomplishing projects.	3.52	SA	3.50	SA
11) Employ effective motivational techniques to sustain pupils' interest in the lessons.	3.67	SA	3.75	SA
12) Present lessons logically and sequentially and supports them with concrete examples.	3.80	SA	3.50	SA
13) Phrase simple questions that encourage pupil's participation.	3.54	SA	3.50	SA
14) Give detailed and redundant explanations for difficult points.	3.61	SA	3.00	A
15) Direct discussion effectively and allow pupils to participate in the discussion.	3.63	SA	3.75	SA
16) Give clear and specific directions and emphasize the values to be internalized during learning activities.	3.87	SA	3.75	SA
Overall Weighted Mean (OWM)	3.60	SA	3.50	SA

Legend: TWM – Teacher's weighted mean; PWM – Principal's weighted mean

1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)
Several strategies are designed to suit the needs of the new curriculum; Give clear and specific directions and emphasize the values to be internalized during learning activities; Employ more innovative techniques such as

portfolio to make learning more output –based; Present lessons logically and sequentially and supports them with concrete examples; and Employ effective motivational techniques to sustain pupils’ interest in the lessons, with their corresponding weighted means of 3.93, 3.87, 3.83, 3.80, and 3.67 all interpreted as “strongly agree”. Finding application on the view of Armstrong (2013) pertaining to the importance of teaching strategies, and the idea of Alsubiae (2016) relating to the role of teachers as the most important person in the curriculum implementation process, there is no question that in the field of teaching profession, teaching strategies and techniques are factors which serves as the means through which the desired objectives of the curriculum is attained, and the effectiveness of such means depends upon the ability of the teachers who employs it in the real classroom situation. Thus, the ability of the teachers to use effective strategies brings successful learning outcomes.

The overall all weighted mean of 3.60 which is interpreted as “strongly agree” would mean that the respondents are in favor of the different mentioned strategies. As the need arises, each or a combination of those strategies can be used by them in order to effectively deliver curricular instruction.

Again, the assessment of the principal with regard to the teaching strategies validates the assessment of the teachers based from the computed overall weighted mean of 3.50 interpreted as “strongly agree”.

The view of Fink and Resnick (2001) as cited by Bodnarchuk (2016) finds application in this particular case since it deals about the principal’s responsibilities in supporting quality instruction. This is attained by ensuring that the curriculum is properly implemented and that the delivery of quality instruction must be maintained. By immersing themselves in all aspects of the school system, principals need to monitor daily activities, as well as emerging issues arising from student-teacher conflicts. In the real classroom setup, this can be achieved by the conduct of classroom observation to ensure that the teachers are in the right direction of implementing the curriculum.

Table 7. Assessment of the Items on Resource Materials and Facilities

C. Resource Materials and Facilities	TWM	VI	PWM	VI
1) Reads varied references and materials on K+12.	3.63	SA	3.00	A
2) Collects a variety of learning materials for use in instruction.	3.66	SA	3.75	SA
3) Use instructional materials to motivate and sustain the varied interests of the pupils.	3.98	SA	3.50	SA
4) Select instructional materials that are consistent with pupils’ capabilities and learning styles.	3.98	SA	3.75	SA
5) Use mock-ups, realia, models, dioramas and exhibits to expedite the teaching-learning process.	3.80	SA	3.50	SA
6) Employs technology-assisted instruction where appropriate.	3.52	SA	3.75	SA
7) Uses Desktop/laptop computers in teaching.	3.63	SA	3.50	SA
8) Uses projector and ICT-related materials in teaching.	3.83	SA	3.75	SA
9) Provides 1:1 ratio of textbooks in every subject.	3.87	SD	3.50	A
10) Provides enough supplies of modules to be used in all subjects.	3.58	SA	3.25	A
11) Provides sufficient reference materials in the library.	3.52	SA	3.00	A
12) Uses Laboratory rooms/equipment to engage students to long retention of learning.	3.67	SA	3.75	SA
13) Uses books and other references in the community library.	3.53	SA	3.00	A
14) Provides numerous project materials and books.	3.21	A	3.50	SA
15) Enough number of classrooms.	3.47	SA	3.50	SA
16) Provision of pamphlets, magazines, newspapers and other periodicals in the library.	3.24	A	3.50	SA
17) Provision of computer rooms with internet facility.	3.87	SA	3.75	SA
Overall Weighted Mean (OWM)	3.65	SA	3.48	SA

Legend: TWM – Teacher’s weighted mean; PWM – Principal’s weighted mean

1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)
Based on the results of their assessments, the first-five items with the highest weighted mean are: Use instructional materials to motivate and sustain the varied interests of the pupils; Select instructional materials that are consistent with pupils’ capabilities and learning styles; Provision of computer rooms with internet facility; Provides 1:1 ratio of textbooks in every subject; and Uses projector and ICT-related materials in

teaching with their weighted means of 3.98, 3.98, 3.87, 3.87 and 3.83, respectively. Again it is interpreted as “strongly agree”.

The results of the teacher’s assessments merely shows that instructional materials or educational resources is deemed important in order to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. The initial implementation of the K-12 curriculum did not bring much effect to the NEUST laboratory high school in terms of resource materials and facilities since the same are available in each of its nearby colleges and other departments. The College of Arts and Sciences as well as the College of Education can provide for the laboratory rooms, chemicals and equipment when needed. The College of Industrial Technology with the laboratory rooms and materials needed to upgrade their tech-voc skills.

However, the availability of resource materials cannot be equated to adequacy. The availability of resource materials and facilities from one campus or from one college or department does not necessarily mean that they are also available in another campus, college or department of NEUST. This is made evident based from the previous answers of the respondents that they only “seek permission or requests” to be able to utilize the facilities of other departments when the need arises. In other words, in order to effectively implement the new curriculum, the issue on the “adequacy” of these resource materials and facilities must be resolved.

The use of print and non-print instructional materials and facilities is very important for many reasons. First, people tend not to remember what they are told if they don't have a visual to remember it by (especially if it's information they aren't highly motivated to remember). Second, students who are not academically inclined automatically tune out when a teacher is standing in the front and droning on and on about a topic. When there's something for them to watch, they end up paying attention and becoming engaged (in most cases). Third, students who are not native speakers may have a very difficult time understanding difficult or unfamiliar words, but if they have something visual to see, they can understand the concept and understand the new vocabulary faster.

As viewed from the table, the assessment of the principal does not run counter from the assessment of the teachers based from the result of the computed value of the overall weighted mean which is 3.48 that has an interpretation of “strongly agree”.

This only suggests that they are fully aware of the importance of these instructional materials and facilities so that the objectives of the new curriculum would be met. In addition, as instructional leaders who has the primary responsibility of ensuring that the new curriculum is properly implemented, it is part of their duty not only to assess the teaching methods employed by the teachers inside the class but also to monitor the teachers utilization of both their own and the school’s resource materials and facilities. In this manner, time and effort is saved on the part of the teachers while their students continuously learn. Thus, by virtue of the appropriate materials used in every class session, the curriculum implementation process becomes suited to the ability and disposition of every child so as to maximize their full potential as learners (Muring 2014).

Table 8. Assessment of the Items on School Environment

D. School Environment	TWM	VI	PWM	VI
1) Maintenance of classroom cleanliness and orderliness.	3.90	SA	3.50	SA
2) Makes the school environment-friendly.	3.94	SA	3.50	SA
3) School has established learning centers.	3.83	SA	3.25	A
4) Strict observance of classroom discipline.	3.93	SA	3.50	SA
5) Avoidance of any obstruction that will impede learning.	3.89	SA	3.25	A
Overall Weighted Mean (OWM)	3.90	SA	3.40	SA

Legend: TWM – Teacher’s weighted mean; PWM – Principal’s weighted mean

1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)
Based on the results of their assessments, the five items with the highest weighted mean are: Makes the school environment-friendly; Strict observance of classroom discipline; Maintenance of classroom cleanliness and orderliness; Avoidance of any obstruction that will impede learning and School has established learning centres which has an overall weighted mean of 3.90 and interpreted as “Strongly Agree”.

This only means that a positive school atmosphere encourages student attendance motivates them and allowing them to become more engaged a factor that helps cure many of the school woes. It also helps reduce stress for both teachers and students at the same time boosts a more positive mindset for everyone involved. Some studies even suggest that school climate is a key factor in student achievement and teacher retention. When the teachers

are asked as to how important the school environment is in facilitating the learning process, they replied, “it is their second home, and we treat them as our own children. As much as possible, we have to maintain the school’s friendly atmosphere so they will feel more secured, loved and focused. In this manner they will become more motivated and become participative.”

Here, the idea of Wegner, et.al (2013) is applicable. If the teacher considers the learner’s motivation and emotions as central condition for successful learning, it can promote active participation and a feeling of social integration.

It can be gleaned also from the table that the assessment of the principal does not negate with the assessment of the teachers as evidenced from the computed overall weighted mean of 3.40, which means that they “strongly agree” with their teacher’s views that the school environment must be conducive to the child’s learning development or progress. The results can also be attributed to the fact that, teachers and principals need to collaborate with each other in order to bring out the best quality service to their learners.

It is also worthy to note that from the principal’s perspectives, the items listed under table 14 are premised on an ideal learning environment through which the principal must be deeply concerned in order to carry out the school’s educational goals, by instilling student conduct and discipline strategies that results in a positive environment conducive to student learning.

Assessment of the items on Challenges experienced by the respondents in the implementation of the K-12 curriculum

Table 11. Respondents’ Assessment of the Items on the Challenges Experienced

IV. Challenges	TWM	VI	PWM	VI
1) Lack of proper initiatives to generate school funds/income.	1.22	SD	2.00	D
2) Failure of the parents and other stakeholders in the community to give voluntary contributions.	1.34	SD	2.00	D
3) Failure to initiate proper solicitations from selected persons/individuals such as politicians, or other organizations such as NGO’s, local and abroad.	1.52	SD	1.75	SD
4) Mismatched of teacher qualifications.	1.02	SD	1.25	SD
5) Lack of mastery on the subject being taught.	1.06	SD	1.25	SD
6) Insufficient number of seminars and workshops attended related to K-12.	1.68	SD	1.50	SD
7) Lack of proper training and skills.	1.60	SD	1.25	SD
8) Unbalanced student to teacher ratio.	1.68	SD	1.50	SD
9) Lack of knowledge, skills, proper attitudes and values pertinent to K+12.	1.05	SD	1.75	SD
10) Poor awareness on the goals, purposes, and objectives of K+12.	1.14	SD	1.50	SD
11) Failure to engage in research and extension activities.	1.54	SD	2.00	D
12) Inappropriate attitude and lack of work ethics fostered by colleagues.	1.48	SD	2.00	D
13) Inadequate knowledge on varied teaching strategies and techniques.	1.08	SD	1.25	SD
14) Insufficient knowledge on educational technology.	1.51	SD	1.50	SD
15) Inadequate knowhow on the use of varied assessment tools.	1.57	SD	1.75	SD
Overall Weighted Mean (OWM)	1.36	SD	1.62	SD

Legend: TWM – Teacher’s weighted mean; PWM – Principal’s weighted mean; 1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)

Based on the results of their assessments, the first-five items which obtained the highest weighted mean were: Mismatched of teacher qualifications; Lack of knowledge, skills, proper attitudes and values pertinent to K+12; Lack of mastery on the subject being taught; Inadequate knowledge on varied teaching strategies and techniques and Poor awareness on the goals, purposes, and objectives of K+12, with their weighted means of 1.02, 1.05, 1.06, 1.08, and 1.14, all interpreted as “strongly disagree”.

Here, the teachers believe that the subjects being taught by them are those that are within their field of specialization. They also disaffirm the notion that they lack proper attitudes, knowledge, skills and teaching strategies given the fact that most of these teachers are already “seasoned teachers”. Their strong disagreement

on poor awareness on the goals, purposes and objectives of K+12 also holds true given the fact that they attended numerous seminars and conferences pertaining to it. Their response to the different items on challenges experienced gained an overall weighted mean of 1.36, which means that the teachers “strongly disagree” on the idea that the implementation of K-12 curriculum has become a serious issue or big problem within their department.

This was confirmed by their principals since their assessment do not contradict with the assessment of the teachers as evidenced from the computed overall weighted mean of 1.62, which is interpreted as “strongly disagree”.

This is true since as previously mentioned, the resource materials and facilities as well as the necessary equipment are available to the high school students and are within reach inside the university system. Being available, the quality of education being offered is still maintained. This supports the view of Chaudhary (2015) who pointed out that no meaningful teaching and learning can take place within the school environment without the necessary resource materials and facilities available to the students. Any school system must meet these requirements in order for the curriculum implementation process to be effective.

Assessment of the items on the Adjustments made during the Implementation of the K-12 curriculum

Table 12. Respondents’ Assessment of the Items on the Adjustments Made in the Course of the K-12 Implementation

V. Adjustments	TWM	VI	PWM	VI
1) Have the initiative to asks local politicians for financial support.	3.23	A	2.75	A
2) Must have the initiative to ask solicitations from PTA, Alumni or other organizations such as NGO’s, local and abroad.	3.33	SA	2.75	A
3) Proper initiative in designing off and in-campus activities intended for fund-raising like the conduct of “color run”, auction sale of used goods for a cause.	3.57	SA	3.00	A
4) Teacher must assert to teach subjects within his/her field of specialization.	3.90	SA	3.50	SA
5) Teachers impart knowledge confidently and effectively, with the inclusion of important updates for each topic.	3.87	SA	2.75	A
6) Must have the drive to attend seminars and workshops related to K-12.	3.83	SA	3.25	A
7) Attend relevant K-12 trainings to keep abreast of the modern techniques of teaching and skill acquisition.	3.95	SA	3.50	SA
8) Proper scheduling and maximization of room utilization.	3.33	SA	3.25	A
9) Must have the initiative to seek administrative financial support to attend K-12 trainings.	3.23	A	3.00	A
10) Varied references and materials on K+12 are made accessible.	3.50	SA	3.00	A
11) Must undertake enough research-based trainings and workshops and be able to produced quality outputs.	3.87	SA	3.25	A
12) Plans and suggest measures to strengthen organizational relationships.	3.67	SA	3.25	A
13) They must undergo seminars and workshops on innovative techniques such as portfolio to make learning more output-based.	3.33	SA	3.75	SA
14) Must have knowledge and skills on the use of multimedia technology in the delivery of instruction.	3.92	SA	3.75	SA
15) Trainings on reliable assessment tools and techniques to evaluate student’s performance.	3.87	SA	3.50	SA
Overall Weighted Mean (OWM)	3.63	SA	3.22	A

Legend: TWM – Teacher’s weighted mean; PWM – Principal’s weighted mean; 1.00-1.75 Strongly Disagree(SD);1.76-2.50 Disagree(D);2.51-3.25 Agree(A);3.26-4.00 Strongly Agree(SA)

Based on the results of the computed weighted means, these are: Attend relevant K-12 trainings to keep abreast of the modern techniques of teaching and skill acquisition; Teacher must assert to teach subjects within his/her field of specialization; Must have knowledge and skills on the use of multimedia technology in the delivery of instruction; Teachers impart knowledge confidently and effectively, with the inclusion of important updates for each topic; Trainings on reliable assessment tools and techniques to evaluate student's performance; Must undertake enough research-based trainings and workshops and be able to produced quality outputs; with their weighted means of 3.95, 3.92, 3.90, 3.87, 3.87, and 3.87 all being interpreted as "strongly agree".

The result implies that the laboratory high school teachers despite in their long years of teaching experience still have that urge and eagerness to learn. This supports the statement that learning is a continuous process. For teachers to deliver quality instruction, they must constantly update and upgrade themselves all for the benefit of their students. The overall weighted mean of 3.67 means that the teachers "strongly agree" to the listed suggested items to be adapted as part of the adjustments for a sound and effective implementation of the K-12 curriculum.

This was evidently confirmed by their principals since their assessment does not deviate with those of the teachers as evidenced from the computed overall weighted mean of 3.22, which is interpreted as "Agree".

Correlation between the Profile Variables of the Respondents and their Assessments on the Curriculum and Instructional-Related Factors

Table 13. Correlation Analysis Between the Profile Variables and their Assessments on the Curriculum and Instructional Related Factors

	CON	OBJ	LEA	STRA	RMF	SE	CUID	ISA
AGE	0.053	-0.054	-0.445	-0.014	-0.02	0.567	0.959**	-0.336
SEX	-0.43	-0.438	-0.096	-0.02	-0.191	-0.359	-0.327	0.318
CS	0.171	0.14	-0.705*	-0.119	0.171	0.414	0.915*	-0.39
EA	0.287	0.265	-0.237	0.046	0.443	0.116	0.723	-0.424
TE	0.254	0.149	-0.286	0.064	0.026	0.612	0.961**	-0.312
PD	-0.064	-0.203	0.82**	0.065	-0.067	-0.403	-0.925*	0.209

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Legend: CS-Civil Status; EA-Educational Attainment; TE-Teaching Experience; PD-Professional Development; CON-Content; OBJ-Objective; LEA-Learner; STRA-Teaching Strategy; RMF-Resource Materials and Facilities; SE-School Environment; CUID-Culture and Ideology; ISA-Instructional Supervision and Assessment Based on the results of the correlation analysis, a high degree of association exists between the profile age as well as teaching experience and on their assessment of the variable "culture and ideology" with $r = .959$ and $.961$ respectively at $p < .01$.

This fact is reinforced based from the results of their assessments under Table 13 which they responded that they "strongly agree" on the listed items. The items listed thereunder are premised upon the "constitutional right of every child to be educated". Basic is the rule that if a right is constitutionally guaranteed, it must be recognized and respected without any form of discrimination as well as regardless of their beliefs, religion, culture and ideologies not only by teachers but by any person.

On the other hand, a significant relationship was not shown with respect to the respondent's sex and their assessment of the curriculum and instruction-related variables. This is not surprising since the teachers regardless of their sex must possess the necessary personal and professional qualifications in order to effectively implement the new curriculum.

The correlation analysis also shows that the civil status of teachers added by their involvement in professional development activities had a significant relationship with respect to their views on the 'learners' and with respect to their own 'culture and ideologies' as evidenced from their r values of $-.705$, $.820$, $.915$ and $-.925$ respectively at ($p > .05$ and $.01$).

This can be attributed to the previous observation that, since most of the teachers are already married, they value their learners just as their own children and at the same time treating them with fairness and with no discrimination. In addition, their acquired learning's from their involvement of professional activities have allowed them to improve their perspectives with respect to the application of different teaching pedagogies aimed to become totally effective and efficient as teachers.

However, it was not shown that a high degree of association existing between the profile variables of the respondents and their assessment on the curriculum, teaching strategies, resource materials and facilities, school environment, and on instructional supervision and assessment.

The above findings is anchored with the view of Bondoc (2015) when she stressed that “teachers must know their students’ needs better than others who are involved in the curricular implementation process. They should never stop learning through the acquisition of technological skills, doing experiments and outdoor activities; pursue their graduate studies, as well as attending trainings and seminars in relation to their field.” The above statements can be construed that the effectiveness of curriculum implementation is dependent upon the ability of teachers who is considered as the central figure in the curriculum implementation process (Chaudhary 2015). In other words the teachers must constantly improved themselves and upgrade their skills so they can intelligently decide as to, what the appropriate teaching strategies, resource materials and facilities to be used, how to creatively design a conducive environment for learning, and how to apply the best practices learned in guiding and assessing their students.

Correlation between the Assessment of the Challenges Experienced and the Adjustments Made by the Respondents in the K-12 Curriculum Implementation

Table 14. Correlation Between their Assessment on the Challenges Experiences and Adjustments Made in the K+12 Curriculum Implementation

		Challenges	Adjustments
Challenges	Pearson Correlation	1	0.325
	Sig. (2-tailed)		0.237
	N	15	15

Here, it was revealed that there was no significant relationship existing on their assessments as regards to the challenges experienced and the adjustments made where $r = .325$ at $(p > .05)$.

This can be attributed from the fact that the overall weighted mean of 1.36 for challenges experienced “strongly disagrees” with the overall weighted mean of adjustments made which is equal to 3.63, interpreted as “strongly agree”. In other words, the respondents in the laboratory high school department did not experience much of the adverse effects brought about by the curriculum change.

To illustrate, the respondents were asked about what are their experiences during the initial implementation of the program, they answered, There are no bad experiences or challenges whatsoever, we have not run out of equipment and facilities that we use during our laboratories, nor we have been displaced to other schools during the transition period.”

They added that, “We are familiar with the K+12 subjects, since these are the same subjects that we took during our undergraduate and graduate studies. We are only tasked to teach those subjects in line of our field, they claimed.”

However, their assessment on adjustments merely implies that the respondents “strongly agree” that the suggested items must be constantly practiced and performed by them so as to effectively implement the new curriculum.

CONCLUSION AND FUTURE WORKS

Based on the findings of the study, the curriculum used by the University generally follows the K-12 curriculum guidelines established by the Department of Education. It follows RA 10533, often known as the "Enhanced Basic Education Act of 2013."

The laboratory high school department's goals are in line with the K-12 program. Instructional goals are specific, quantifiable, achievable, reasonable, and time-bound. The curriculum change did not have a detrimental influence on the NEUST laboratory high school, according to respondents, because university materials, facilities, equipment, and human resources are available. Respondents were aware that revisions must be noticed and executed to meet new curricular objectives. No substantial association appears between their exams and K-12 curriculum implementation issues and changes.

RA 10533 won't be effective without the government's assistance. All public schools need adequate finance. Teachers must be knowledgeable, creative, and imaginative to execute and administer the curriculum. Only then is curricular content delivered effectively and the law's goals achieved.

Teachers must attend intense research and publication trainings to meet new curriculum problems. Statistical tool use and applications must be trained. The university and faculty researchers must invest in statistical tools. Online publication trainings must be offered.

Teachers must have the abilities and competencies to adapt the curriculum to students' needs and interests. They must have the expertise to indigenize and localize the curriculum to optimize the use of community resources for student projects and research work and to make the curriculum relevant and responsive.

Adjustments in the implementation of the new curriculum are also made if administrators and principals give sufficient incentives to instructors who develop instructional materials to augment their teaching assignments. Administrators at other NEUST campuses must prioritize modernized buildings and technology-related equipment to facilitate successful instruction.

To incentivize teachers and students to pursue research, a clear provision on incentives must be prioritized.

Explore and develop lasting links with community stakeholders, educational institutions, businesses, and agencies to act as K-12 curriculum partners. Students might also be oriented on the K-12 curriculum to help them comprehend its logic, aims, and value. These changes are needed to implement the K-12 program.

And lastly, use the result of this study as a benchmark and source of data for policy making and strategic plan in the future enhancement of the K-12 curriculum.

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