

Problems in the Implementation of K-12 Curriculum by Grade 11 Students in Aurora Province, Philippines

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ABSTRACT

The K-12 Curriculum is implemented in the Philippines through the virtue of the Republic Act 10533. The new curriculum covers Kindergarten and 12 years of basic education: six years of primary education, four years of Junior High School (JHS), and two years of Senior High School (SHS). Due to abrupt changes in the curriculum, this resulted in different problems which may experience by the students. This research used both descriptive and inferential research design to identify the degree of problems encountered by 364 students. Suggestions of the students based on the problems were also collected together with the relationship of students' profiles to the different problems identified. Data from the survey questionnaire regarding the degree of problems were subjected to weighted mean and relationship of variables were determined through a chi-square test. The study revealed that curriculum implementation caused many problems. Classrooms, tables, chairs, books, a specialized teacher in major subjects, computer laboratory, audio-visual instrument, laboratories, Tech-Voc equipment, tuition fees, home distance to school, and financial matters were enumerated by the students as serious problems (Grand Mean= 3.33). A significant asymptotic value of 0.007 showed that the monthly family income of the students has a significant relationship to the different problems. Findings

concluded that as the family income decreases, problems encountered by the students become more serious.

Keywords — Education, K to 12 Curriculum, descriptive and inferential research design, Philippines

INTRODUCTION

Education has been imparted for generations now and said to be as very significant to every individual. From the time of Plato in ancient Greece passing down his teachings to a selected group of scholars worthy of such knowledge to the more equitable access to education that human aim for today, education continues to grow and change to be more inclusive in order to improve lives. In accordance, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has been mandated to lead the movement and coordinate the international efforts to reach Education for All (EFA). This was to expand early childhood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50 percent, achieve gender parity and gender equality, and improve the quality of education.

Bradley (2017) stressed that quality education is very important, and it is one of the keys to reducing and eradicating poverty. According to Lewin (2009), Education for All (EFA) and the Millenium Development Goals (MDGs) have generated commitments to improve greater access to education, and there has been good progress on some other sources of inequality like in gender disparities.

The importance of education was also emphasized in many collaborative studies and researches among the different countries in the ASEAN region. According to the ASEAN State of Education Report (2013), ASEAN leaders in the 11th ASEAN Summit took the initiative by calling upon the ASEAN Education Ministers to focus on enhancing regional cooperation in education. Promoting ASEAN awareness among ASEAN citizens, strengthening ASEAN identity through education, building ASEAN human resources in the field of education, and strengthening ASEAN university networking were the four (4) identified priorities by the Ministers. On December 15, 2008, when an ASEAN Charter came into effect, one of the purposes of ASEAN declared to be is to develop human resources through closer cooperation in education and lifelong learning, and in science and technology, for the empowerment of the peoples

of ASEAN and for the strengthening of the ASEAN Community. In 2009, the 14th ASEAN Summit in Cha-Am Hua Hin declared that various actions needed to be taken by 2015 to strengthen the role of education in building the ASEAN Community. Education was seen to have a significant role to play in contributing to the political and security, the economic, and the socio-cultural pillars supporting ASEAN. The 14th ASEAN Summit also adopted the ASEAN Socio-Cultural Community (ASCC) Blueprint, committing ASEAN to the strategic objective of: “ensuring the integration of education priorities into ASEAN’s development agenda and creating a knowledge-based society; achieving universal access to primary education; promoting early child care and development; and enhancing awareness of ASEAN to young people through education and activities to build an ASEAN identity based on friendship and cooperation. It urged the ASEAN Member States to promote lifelong learning and to support research and innovation, and it endorsed the importance of introducing ICT at all levels of education and of initiating its use at the primary school level. A total of 28 relevant actions for education in the ASCC Blueprint were listed. In 2011, the ASEAN 5-Year Work Plan on Education (2011-2015) was adopted, and it addressed the importance of universal access to basic education of high quality, provided by teachers who are well educated and able to teach knowledgeably about the history and heritage of their nation. It also addressed the need for TVET to be responsive to economic needs, and for higher education to focus on delivering world-class teaching, learning, and research.

From the clamor of lengthening the basic education system in the Philippines, through the Republic Act 10533, Philippines’ school structure conforms to a 6-4-2 structure, having very recently shifted from a 10-year to a 12-year basic education cycle as a response in the ASEAN agendas. Six years of elementary school (equivalent to primary in the other ASEAN Member States), four years of junior high school (known in other systems as lower secondary), and two years of senior high school (known in other systems as upper secondary) comprises the K-12 Basic Education Curriculum in the country. The K-12 Basic Education Reform Agenda is closely related to the Philippine EFA Plan of Action 2015 Critical Task No. 5 that mandates the expansion of basic education. The Philippine government is seeking to understand its international commitment to Education for All (EFA) through the K-12 program, which solidifies the integral value of basic education not only for individual development but also for the overall social development of any nation. By keeping abreast of the requirements of the 21st century, the K to 12 programs are considered necessary to prepare graduates

for work and guide them in choosing the most fitting profession. Senior High School, the last part in K-12 Curriculum, was started in the School Year 2016-2017, and the implementation of this resulted in the different problems, and the students usually experienced these. Based on this scenario, the researcher's interest in conducting the study focusing on identifying the degree of seriousness of the problems encountered by Grade 11 students. This will visibly reveal the current problems in the implementation of the K-12 Curriculum, especially in the rural areas of the country.

FRAMEWORK

According to Cooper (2009), education now is not just only based on acquisition of fact and policymakers debate that there is a need for change, that is transforming their education systems to have an Education for Sustainable Development (ESD), and UNESCO (2014) reported that many nations are poised to begin scaling that ESD.

Shifting from a traditional educational system in the Philippines was not so easy, and there were great chances that students may encounter different problems as they experience the implementation of those changes in the curriculum. Since the study tried to determine the significant relationship of the different variables included, the researcher considered the problems in the implementation of K-12 Curriculum in Aurora Province by Grade 11 students as the dependent variable (DV) of the study while students' profile and educational background as independent variables (IV).

OBJECTIVES OF THE STUDY

The primary purpose of this study was to determine the problems encountered by Grade 11 Students in the implementation of the K-12 Curriculum in Aurora Province. Specifically, it clearly determines (1) the characteristics of the student's profile in terms of age, sex, monthly family income, and parents' educational attainment, (2) student's educational profile such as chosen strand, type of school, and actual school fees, (3) the problems encountered by grade 11 students regarding the implementation of K-12 Curriculum, (4) students' suggestions based from the encountered problems, (5) identify significant relationship between student's profile and the problems in the implementation of K-12 Curriculum, and (6) identify significant relationship between student's educational background and the problems in the implementation of K-12 Curriculum.

METHODOLOGY

Research Design

This study utilized a descriptive and inferential method of research. The descriptive method was used to explain the personal and educational profile of Grade 11 students. Also, this will determine the degree of problems encountered by Grade 11 students and suggestions regarding the implementation of the K-12 Curriculum. On the other hand, the inferential design was used to determine the significant relationship between the independent variables and the dependent variable included in the study.

Research Site

The study was conducted within the eight municipalities of the Province of Aurora, Central Luzon Region, Philippines. The eight municipalities of the province (Baler, Maria Aurora, San Luis, Dipaculao, Dinalungan, Casiguran, Dilasag, and Dingalan) were divided into three: Northern Aurora, Central Aurora, and Southern Aurora.

Dilasag, Casiguran, and Dinalungan were the municipalities of Northern Aurora, which has seven (7) senior high schools while Baler, Dipaculao, Maria Aurora, and San Luis of Central Aurora has 11 senior high schools. Dingalan, the only municipality of Southern Aurora, has two senior high schools.

Participants

By stratified random sampling and Slovin's Formula with a 5% margin of error, the research was participated by 364 senior high students-respondents from the academic year of 2016-2017. The respondents were from the 20 schools among the eight districts of the Schools Division of Aurora and Higher Educational Institutions (HEIs) offering senior high school.

Instrumentation

The research utilized a questionnaire as the main data gathering tool in the study. The questionnaire was formulated by the researcher through the help of the members of the advisory committee, and was supplemented by the extensive library and internet browsing with reviews of related literature. The review of related literature and studies and various types of questionnaires related to the study were read by the researcher. Relevant items were gathered, listed, and modified based on locality practices and experiences. Some items in the

questionnaire were based on the initial interview conducted in relation to the improvement of the study. The tentative form of the questionnaire was referred to the adviser and other members of the dissertation advisory committee for comments and suggestions before subjecting the same to a pre-test to fifty senior high school students who were not included in the sample of the study. Revisions were made based on the facility of comprehension by the subject and ease in analyzing the data of the researcher before the questionnaires were converted into their final form for distribution to the selected subjects. Assuring the validity (4.81- excellent) and context reliability (0.93- VHR) with calculated coefficients were used.

After clearance was given to the researcher from the Research Review Board, the researcher sent a letter to the Schools Division Superintendent of the Schools Division of Aurora, who in return was presented by the researcher to the principals and school heads of the participating school and to Grade 11 senior high school students as respondents of the study. The questionnaires were personally distributed by the researcher and had conducted an interview to clarify some of the respondents' answers. The accomplished questionnaires were immediately retrieved by the researcher after its administration for more reliability and validity of the results.

Statistical Techniques

Aside from Frequency Distribution, Weighted Mean, and Percentage as employed statistical treatment analysis, Chi-square was used to deeply determine variables that affect the degree of the problems encountered by the students.

RESULTS AND DISCUSSIONS

1. Personal Profile of the Grade 11 Students in Aurora Province

The anticipated age of the students within the first year of Senior High School of the K-12 Curriculum was 17, and based on the result of this study, most of the students were at the right age to be in Senior High School. There were 224 female students and 140 male students under this study, and it was found out that males usually stopped after Grade 10 graduation because of their family situation that they need to help their parents in farming and fishing. Some of them also involved in carpentry and in labor. It was also attributed to the fact that there were only a few numbers of senior high schools in every municipality. Students enrolled in Grade 11 also belongs to a monthly family income which

was under the poverty line (P10, 000 and below), and this is because most of their parents engaged in a blue-collar job (fishing, farming, labor). Most of the parents were also high school graduate and high school undergraduate level. From that, most of the Grade 11 students claimed that pursuing further studies after Junior HS is a big challenge for them.

This was similar to the secondary education situation in Cambodia, as stated in the ASEAN State of Education Report (2013). Rural areas tend to have low participation or enrollment rates, and it continues to lag because many rural parts of Cambodia still do not have secondary schools. The report also revealed that young people from rural and remote parts of Cambodia were much less likely to proceed to upper secondary education, and boys appear to be more likely to drop out of school prematurely. Results were also supported by the ASEAN State of Education Report (2013) in Indonesia. The net enrolment rate dropped from 77.71% in lower secondary education to 57.74% in upper secondary education in 2011, confirming a sizable loss of students from the school system wherein access is a major consideration because upper secondary schools are less widely distributed than primary or lower secondary schools. World Bank (2011) also stated that the limited number of public institutions offering secondary education and the high cost of attending secondary school, particularly private schools are the main factors affecting the net enrollment rate at the secondary level.

2. Educational Background of the Grade 11 Students in Aurora Province

The study showed that 134 out of 364 students were enrolled in the General Academic Strand (GAS) in Senior High School. Top 2 of the students' reasons from that scenario were the availability of strands offered in their locality and the mindset that GAS is the best strand for those who were still undecided. Results also revealed that most of the Grade 11 students were enrolled in public high school and state colleges with senior high school. This implies that most of the students still grabbed the opportunity from those types of schools since they pay only for a minimal amount, unlike in private schools and private colleges or universities offering Senior High School. Moreover, this study finds out that students pay only about P100- P999 per school year since most of the Grade 11 students were in public institution and through the strict compliance of DepEd and CHED regarding the Memorandum and the Implementing Rules and Regulations in K12 Senior High School Voucher System or Subsidy of the Department of Budget and Management.

Walberg (2007) stated that parents of African American and Latino students also subsidize by their government through a voucher system in their education in public schools. Also, the ASEAN State of Education Report (2013) revealed that Brunei Darussalam's economy ensures that the education system does not experience any serious shortfall in funding. Brunei Darussalam provides 12 years of free public education for the children of citizens, and the children of non-citizens are required to pay only a nominal fee for attendance at a government school. Financial support for education is also relatively strong in Brunei Darussalam and also allocates a significant proportion (16.9% in 2012) of its annual budget to support the sector of education.

3. Different Problems Encountered by Grade 11 Students in the Implementation of K-12 Curriculum

In totality, implementation of the K-12 Curriculum in the country resulted in a diverse problem as personally experienced and observed by Grade 11 students from different schools. From the obtained weighted mean, it was revealed that students have extremely serious problems with the unavailability of books and other reference materials (4.77). The study also revealed that unavailability of books in the library (4.04), insufficient equipment/materials for different courses of TVL strand (3.88), not enough computer units in ICT Room (3.59), no audio-visual equipment in the classroom (3.55), overcrowded classroom (3.46), and lack of specialized teacher in major subjects in each strand (3.44) were considered by the Grade 11 students as serious problems. Furthermore, it was noticeable in the results of the study that facilities in the library (3.35), equipment and materials in Science Laboratory (3.34), high tuition and miscellaneous fees (3.26), not enough light and ventilation in classrooms (3.16), far distances of residence to school (3.15), insufficient number of chairs and tables in the classrooms (3.15), dilapidated and need to be repaired classrooms (3.15), and the high rental rates of boarding house/dormitory(3.11) were experienced by Grade 11 students in Aurora Province as moderately serious problems.

Mentioned problems were also experienced in Guatemala's educational system, as explained by Galicia (2016). Textbooks and teaching materials often do not arrive until the end of the school year, and thousands of children have to walk long distances to school. Also, despite the fact that the Guatemala government provides free education, school is expensive for poor children, and parents had to pay an annual registration fee and "voluntary contributions" to pay for repairs, computers, and security services to protect the building. Parents also have to

pay for school uniforms and supplies. In addition, classrooms and many school buildings, computer laboratories, and trained IT teachers were also considered as problems in Guatemala. Similarly, according to Rabanni (2011), the education sector in Uganda is constrained by many challenges like inadequate availability of learning materials, and large class sizes. This claim strengthened by the statement of Keating & Haynes (2007). Buildings of public schools in Washington DC were also having problems and urgently need for repairs. Moreover, Orfield (2009) also stated that African Americans and all Latino encountered severely poor physical facilities and an inadequate number of teachers in the school. On the other hand, the study of Durán-Narucki (2008) found that poor school conditions may experience by students and indeed impair learning, in part because it can reduce students' attendance, which in turn impairs their learning.

4. Suggestions of Grade 11 Students Based on Problems Encountered in K-12 Curriculum Implementation

In relation with the problems encountered in K-12 Curriculum implementation, all Grade 11 students suggested that enough number books for Senior High School in each subject areas must be given on time, provide more computer units in the ICT room, and classrooms must be equipped with audio-visual materials like a projector and TV screen. Also, students suggested that there should be expert teacher in major subjects in each strand of SHS, provincial and municipal government must strengthen their scholarship program and, educational financial assistance, zero-school fee policy should be employed in both private and public senior high schools, Science laboratories must have new equipment and materials needed for experimentations, government must build more senior high schools with different strands in the locality, and provide enough number of chairs and tables for each classroom.

This finding was correlated to the study of Olea (2019) that students believed that the integration of new technological tools in classroom instruction could provide collaborative learning opportunities for them. Her studies also discussed that students recognize the helpful utilization of new technological tools so as they can work collaboratively to gain learning. Calvo (2017) also stated that there are many proposals in the Government of Spain that led to the creation of educational materials (for the classroom and also for the whole school) and various training meetings to exchange experiences among the teachers.

Table 1. Relationship of the Students' Profile to the Problems Encountered by Grade 11 Students in K-12 Curriculum Implementation

Profile	Chi-Square Value	DF	Asymptotic Significance
Age	10.756 ^{ns}	6	0.154
Sex	5.032 ^{ns}	3	0.217
Monthly Family Income	75.899 ^{**}	2	0.007
Parents' Educational Attainment	15.857 ^{ns}	9	0.101

Legend: **-highly significant *-significant ^{ns}-not significant

5. Relationship of the Students' Profile to the Problems Encountered by Grade 11 Students in K-12 Curriculum Implementation

As shown in Table 1, the monthly family income has a chi-square value of 75.899 with an asymptotic significance of 0.007, which denotes that it has a highly significant relationship with the problems encountered by Grade 11 students regarding K-12 Curriculum implementation. The data from the tabular presentation of students' monthly family income from P10, 000, and below revealed that they are more likely to experience serious problems compared to students with higher monthly family income. This result confirmed that as the monthly income increases, the degree of problems encountered by Grade 11 students become less serious. Moreover, the results of the study also indicated that monthly family income is an important factor for the students as they are in the school as learners under the new curriculum of the Department of Education of the country. A student who belongs to a family where monthly income is enough to address the basic necessities and educational needs can also help to ease the degree of seriousness of problems encountered regarding the K-12 Curriculum implementation. This may be associated with the study of Berg (2010) that students belong to low-income suffered different problems or difficulties in school, and the level of their academic and financial difficulties may cause a higher drop-out rate compared to wealthier students. He also stated that low-income students face additional difficulties beyond the financial aspect. According to Bradley (2017), children living in poverty exhibit lower executive function (impulse control, attention management, task prioritization, working memory, etc.) because they were focused on basic survival functions. Also, schools located in lower-income areas have deficiencies that create their own barriers to learning for students. Even when tuition is free, there are other potentially prohibitive costs associated with attendance such as textbooks, school

supplies, uniforms, and transportation. Schools in lower-income areas are also typically over-crowded and have limited resources and infrastructure together with computers. She also stated that there were still economic barriers to sending poorer children to school. Nambissan (2010) stressed that poverty adversely affecting the Education as her study in India revealed.

Table 2. Relationship of the Students' Educational Background to the Problems Encountered by Grade 11 Students in K-12 Curriculum Implementation

Educational Background	Chi-Square Value	DF	Asymptotic Significance
Chosen Strand/Track	3.766 ^{ns}	5	0.278
Type of School	9.233 ^{ns}	4	0.172
School Fees	9.155 ^{ns}	8	0.112

Legend: **-highly significant *-significant ^{ns}-not significant

6. Relationship of the Students' Educational Background to the Problems Encountered by Grade 11 Students in K-12 Curriculum Implementation

Wrapping-up the result in Table 2 reveals that the chosen strand/track, type of school, and actual school fees were not significantly influenced the problems encountered by Grade 11 students in the Province of Aurora. This further implies that whether the student was enrolled in a private or public senior high school, in a strand of GAS, ABM, STEM, HUMMS or TVL, and paying an amount in school higher or lower than P1000; still, students experienced different problems in school because of the new curriculum implemented in the country.

CONCLUSIONS

Based on the findings of the study, the following conclusions were made. First, most of the Grade 11 students encountered different problems regarding the implementation of the K-12 Curriculum in the Philippines, wherein the majority inferred as serious problems to extremely serious problems. Second, top from the different problems experienced by Grade 11 students were the availability of books and reference materials, equipment/materials for different courses of TVL strand, computer units, audio-visual equipment in classrooms, and the number of classrooms and buildings. Third, students need free and enough supply of books and other reference materials together with audio-visual

materials/equipment and more computer units from the government. Fourth, the monthly family income of the Grade 11 students may affect the different problems encountered in K-12 Curriculum implementation. Grade 11 students with insufficient monthly family income were more likely to experience serious problems compared to Grade 11 students with sufficient monthly family income. Finally, all Grade 11 students were encountered different problems because of K-12 Curriculum implementation regardless of their chosen strand, type of school, and school fees.

TRANSLATIONAL RESEARCH

The findings of the study could be translated into educational programs or policies that continuously develop and help to uplift the situation of the Philippine educational system. Results also from the study could also be transformed to strengthen the different existing programs of the municipal and provincial government, which helps a lot in resolving problems faced by Grade 11 students in the first year of implementing senior high school of the K-12 Basic Education Curriculum.

RECOMMENDATIONS

The Department of Education in the Philippines must conduct a deeper assessment of the different problems encountered by Grade 11 students in the K-12 Curriculum. Specification and thorough analysis of the problems must be reported properly by the School Head to the Schools Division Superintendent up to the National Office. The Government should establish a specific committee that will focus and evaluate the different problems reported in implementing the new curriculum so that the right response must be given to the students and to the concern schools. Furthermore, problems with regards to classrooms, books, equipment, materials, and physical facilities should be immediately addressed by the Philippine Government since solutions are to be made by the bureaucracy because these are beyond the capacity of the students to control. The Local Government Unit also should help senior high schools in their municipalities by allocating necessary funds in specific problems encountered by Grade 11 students, as mentioned in this study. Forums and Career Guidance Program shall be conducted continuously in school to help students not only to understand the K-12 Curriculum but also to become more prepared and aware in its Senior High

School Program. The teacher needs to be more resourceful in the presentation of the lesson since the top of the students' problem was books and other reference materials. Contextualization, improvisation, and localization of instructional materials must be strengthened.

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