ACCEPTABILITY OF THE K TO 12 BASIC EDUCATION PROGRAM AMONG THE SELECTED STATE UNIVERSITIES AND COLLEGES IN REGION VIII PHILIPPINES

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ABSTRACT

This is a descriptive study which generally aimed to determine the acceptability of K to 12 Basic Education Program among selected State University and Colleges in Region VIII. This study utilized ninety four (94) laboratory high school instructors and six (6) school heads with a total of one hundred (100) respondents from the selected SUCs in Region VIII Philippines chosen using purposive sampling. The instrument used in the conduct of the study was a survey questionnaire which served as the main tool in the gathering of data. Analysis and interpretation of data with the aid of appropriate statistical tools were made. A follow-up research focusing on the assessment and evaluation of the K to 12 Basic Education Program should be conducted to determine the effectiveness of the said program.

Keywords: Basic education, K to 12 programs, Level of acceptability

Introduction

This study focused on Acceptability of the K to 12 Basic Education Program Among the selected State Universities and Colleges in Region VIII. This program will require all incoming students to enroll into two more years of basic education. Thus, the K to 12 system basically include the Universal kindergarten, 6 years of elementary, 4 years of junior high school with an additional 2 years for senior high school. Moreover, the program aims to uplift the quality of education in the Philippines in order for graduates to be easily employed. The program also aims to meet the standards required for professionals who want to work abroad.

Most importantly, the system aims to fully enhance and develop the students in order for them to be will-prepared especially in emotional and cognitive aspects. Through this, graduates will be able to face the pressures of their future workplace.

According to the Department of education (2010) had been observed from the results of several studies conducted as early as 1925 with the Monroe Survey, Prosser Survey in 1930, UNESCO Mission Survey in 1949, Education Act of 1953, Swanson Survey in 1960, Presidential Commission to Survey Philippine Education in 1970, Congressional Commission on Education Report in 1991, Presidential Commission on Educational Reforms in 2000, and Presidential Task Force on Education in 2008.

These reports have shown the poor quality of basic education reflected in the low achievement scores of Filipino students. It was stated that, many students who finish basic education, do not get adequate instructional time or time on task. This quality of education is reflected in the inadequate preparation of high school graduates for the world of work or entrepreneurship or higher education. High school graduates do not possess the basic competencies or emotional maturity essential for the world of work. According to the World Bank Philippines Skills Report in 2009 as cited by *Maramag (2011)*, there is a mismatch in the labor and education markets. The report revealed, based on a survey of employers, serious gaps in critical skills of graduates such as: problem-solving, initiative and creativity and gaps in specific technical skills are evident.

Cognizant to this urgent and critical concern and in line with the priorities of the Aquino administration, the Department of Education is taking a bold step to enhance the basic education curriculum by implementing K to 12 Basic Education Program in the Philippines. The Department of Education believes that this curriculum is least disruptive to the current curriculum, most affordable to government and families, and aligned with international practice.

A lot of factors have to be considered for the K to 12 Basic Education to succeed. For it to succeed, different stakeholders must support the new program in one way or another. One way of

determining their support is to know how acceptable the program to the teachers and school administrators being one of the implementers. A result of this study is believed to help and improve the delivery of quality education not only in Region VIII but as well as nationwide. Hence, this study is proposed.

Framework of the Study

This study took hold of the following theoretical and conceptual framework as its main and strong foundation which has material relevance to the problem investigated.

Theoretical framework. This study is anchored on Educational systems theory (EST) of Theodore W. Frick (2004). According to him, the main goal of educational reform is to improve student academic achievement, and if successful, this would be expected to subsequently improve economic conditions and the quality of life. This theory will guide sound decision making instead of guesswork. Furthermore, he believes that it is necessary to develop an underlying educational systems or reforms in a manner that it can be tested through logical and empirical validation. John Dewey's curriculum theory (2004). He believes that the curriculum should ultimately produce students who would be able to deal effectively with the modern world. Therefore, curriculum should not be presented as finished abstractions, but should include the child's preconceptions and should incorporate how the child views his or her own world. Dewey uses four instincts, or impulses, to describe how to characterize children's behavior. Thee four instincts according to Dewey are social, constructive, expressive, and artistic. Curriculum should build an orderly sense of the world where the child lives. Dewey hoped to use occupations to connect miniature versions of fundamental activities of life classroom activities. The way Dewey hoped to accomplish this goal was to combine subject areas and materials. By doing this, Dewey made connections between subjects and the child's life. Dewey is credited for the development of the progressive schools some of which are still in existence today.

Conceptual framework. The study sought o determine the profile of the laboratory high school instructors in terms of sex, age, highest educational attainment, academic rank, length of service, number of years designated as school head; find out the level of acceptability; identify the K to 12 training programs attended by the laboratory high school instructors and school heads; determine the problems met by the laboratory high school instructors and school heads in the

implementation of the K to 12 program,; and identify the advantages of K to 12 Basic Education Program in its initial implementation.

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  ┌─────────────────────┐      ┌──────────────────────────┐        ┌──────────────┐
 ╱ Educational and      ╲      │ Profile of Laboratory    │        │  Improved    │
│  Curriculum            │     │ High School              │        │  Quality     │
│  Development Theories  │ ──▶ │                          │  ──▶   │  Education   │
│  Frisk's Educational   │     │ Instructors and School   │        └──────────────┘
│  System Theory (EST)   │     │ Heads                    │
 ╲ John Dewey's         ╱      │                          │
  ╲ Curriculum Theory  ╱       │ Problems Met in the      │
   └────────────────┘          │ Implementation of K to 12│
                               │                          │
                               │ Advantages in the Initial│
                               │ Implementation of K to 12│
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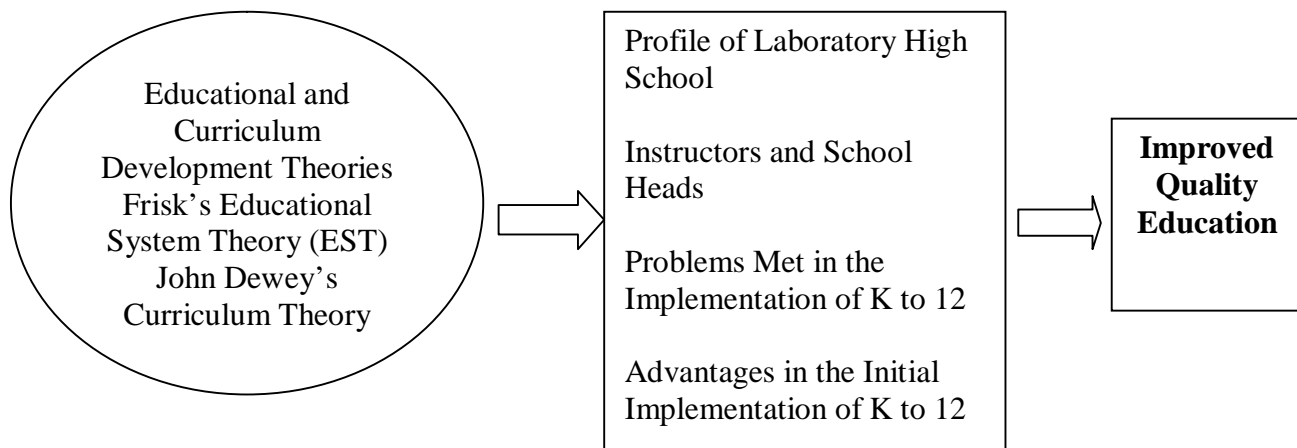
2.0 Methodology

This study design descriptive method of research using individual questionnaire and document analysis to collect quantitative and qualitative data from the respondents. Study was conducted in selected State Universities and Colleges in Region VIII. There are one hundred (100 respondents from six (6) State Universities and Colleges were utilized as subjects of this study. These include the ninety-four (94) laboratory high school instructors and six (6) school heads. This study made us of purpose sampling. There were two research instruments utilized in this study. The questionnaire was arranged according to the order of the intent of the study. The researcher personally administrated the instruments to the respective respondents. The data were then collected, classified and tabulated. The results of this study were tabulated, categorized, and described after the conduct of the investigation. In categorizing the results of the data, the following were adopted.

Table 1. Distribution of the Respondents by SUCs in Region VIII

SUCs	LHS Instructors	%	School Heads	%
1. Eastern Visayas State University	11	11.7	1	16.7
2. Leyte Normal University	16	17	1	16.7
3. Naval State University	29	30.8	1	16.7
4. Palonpon Institute of Technology	11	11.7	1	16.7
5. Samar State University	9	9.6	1	16.7
6. Visayas State University	18	19.1	1	16.7
Total	**94**	**100**	**6**	**100**

3.0 Results and Discussions

Table 2 shown the subjects of the study were ninety four (94) laboratory high school teachers and six (6) school heads with a total of one hundred (100). The result of age implies that the respondents of the study were quite young in the service. Highest Educational Attainment of the respondents this implies that the greater number of the respondents have attained higher teaching skills or competencies. Academic Rank of the respondents this implies that majority of them still has the need to upgrade their educational qualification and academic ranks. Number of years designated as School Head this indication that they are still new in their position/designation. Length of service of the respondents it implies that majority of the respondents are still young in the service.

Table 2. Respondents personal profile by SUCs in Region VIII

Personal Profile	f	%
Sex:		
Male	32	32
Female	68	68
Total	**100**	**100**
Age		
21-25	21	21
26-30	12	12
31-35	19	19
36-40	10	10
41-45	8	8
46-50	12	12
51-55	9	9
56-60	5	5
61-65	4	4
Total	**100**	**100**

Highest Educational Attainment

BS degree holder	9	9
BS degree with MA units	31	31
MA degree holder	34	31
MA w/Doctorate units	19	19
Doctorate degree	7	7
Total	**100**	**100**

Academic Rank

Part-time Instructor	13	13
Instructor I	46	46
Instructor II	8	8
Instructor III	9	9
Assistant Professor I	9	9
Assistant Professor II	5	5
Assistant Professor III	2	2
Assistant Professor IV	0	0
Associate Professor I	4	4
Associate Professor II	0	0
Associate Professor III	4	4
Associate Professor IV	0	0
Professor I	0	0
Total	**100**	**100**

Length of Service

16 years and above	25	25
11-15 years	11	11
6-10 years	17	17
5 years and below	47	47
Total	**100**	**100**

Table 3 shown that the frequency of the respondents based on the number of years designated as school heads grouped into years which they acquired the said position such as: those who were designated for 16 years and above, those with 11-15 years of designation, those who were designed for 6-10 years with 5 years and below

Table 3. Number of Years Designated as School Head

Personal Profile	f	%
Length of Service		
16 years and above	1	16.67
11-15 years	0	0
6-10 years	0	0
5 years and below	5	83/33
Total	**100**	**100**

Table 4. On the Level of Acceptability of K to 12 Basic Education Program

Statement	WM	Interpretation
1. Accepted K to12 Program through the series of Advocacy gatherings and consultations conducted.	4.0	Accepted
2. K to 12 improves the quality of education via the Senior High School Program.	4.2	Accepted
3. K to 12 is one of the fixed ways to respond to the Philippines Basic Education.	4.0	Accepted
4. K to 12 Program is an answer on the need to Address the issue on mismatch of competencies And the job requirements of industries and the Business sector.	4.1	Accepted
5. K to 12 Program prepares the students for possible Employment after graduation..	4.2	Accepted
6. The Program seeks as an avenue for students to be Productive despite the absence of opportunities to Proceed to higher education.	4.2	Accepted
7. The program serves as an option to be productive Despite the absence of opportunities to proceed to Education.	4.1	Accepted
8. K to 12 serves as an avenue for students to be Well-prepared for college work.	4.2	Accepted
9. Additional of two (2) years in Senior High School (Grade 11 and 12) is a major deliverable under the K to 12 Basic Education Program.	4.0	Accepted
10. K to 12 Program is not actually adding two years Rather it reduces two years if one has to think of the Benefits that he/she will gain the program.	3.8	Accepted
11. K to 12 Program is a way of reducing the expenses Among parents in sending their children to school as Employment is already assured in the basic education Level.	3.5	Moderately Accepted
12. The success of the K to 12 Program lies in the Collaboration among various education sectors, such As the DepEd, CHED, and TESDA, especially in its Stage of implementation.	4.4	Accepted
13. The Program seeks to equip the Senior High School Students with relevant and globally competitive skills Which will foster employability and entrepreneurship Or techno-premiership.	4.1	Accepted
14. K to 12 Program shall pave the way towards progress In the attainment of the goal on global competitiveness Among the citizens of the country.	4.1	Accepted
15. Personally support for the implementation of the K to 12 Senior High School Program in basic education.	4.2	Accepted
AWM	**4.1**	**Accepted**

Table 5 shows the frequency and ranking in accordance to the acquaintance gained from the training and seminars participated. This implies that although the respondents were trained to teach using varied strategies if they don't utilize their time productively, then learning is not improved.

Table. 5 K to 12 Trainings and Seminars Attended

K to 12 Training and Seminars	f	Rank
1. Preparing the lesson plan.	69	2
2. Using the appropriate instructional materials	63	4
4. Giving Assessment to the performance of the students.	59	5
5. Using Rubrics as assessment of learning outcomes.	54	6
6. Applying varied teaching strategies to enhance learning.	70	1
7. Utilizing the time wisely and productively.	49	9
8. Diagnosing the learner's needs.	50	8
9. Understanding the content of the module.	51	7.5
19. Conveying the knowledge to the students.	51	7.5
11. Using reference such as books, internet and other resources	68	3

*Multiple Response

Table. 6 Problems Met of the Laboratory High School Instructors on the Implementation of the K to 12   Basic Education Program

Statement	WM	Interpretation	
1. Overcrowded classrooms. Problem	3.4	Moderately	Felt
2. Modules given were not clear since they are only photocopied. Problem	3.5	Moderately	Felt
3. There were no LCD Projector and laptop available to enhance Learning. Problem	3.1	Moderately	Felt
4. No internet access in the school. Problem	2.7	Slightly	Felt
5. Assessment of student's performance was not clear. Problem	2.8	Moderately	Felt
6. Inadequate monitoring of application of training gains. Problem	3.0	Moderately	Felt
7. Non-application of learning gained from the training. Problem	3.0	Moderately	Felt
8. There are no books or references available. Problem	3.0	Moderately	Felt
9. Instructors don't have enough knowledge about rubrics system Of assessment. Problem	2.7	Slightly	Felt

Statement	WM	Interpretation
10. Giving of grades to the students are not properly discussed.	2.5	Slightly Felt Problem
11. Instructors are overloaded and have no time for making Visual aids.	3.0	Moderately Felt Problem
12. Soft copy of the teaching materials was corrupted.	2.6	Slightly Felt Problem
13. Instructors have difficulties in understanding the content Of the modules.	2.4	Slightly Felt Problem
14. Instructors find it hard to convey to the students the learning Of the text and references.	2.4	Slight Felt Problem
15. Instructors don't have concrete resources about primary References related to the topic.	2.7	Slight Felt Problem
AWM	**2.9**	**Moderately Felt Problem**

Table 7 analyzes the problems met by the School Heads on the implementation of the K to 12 Basic Education program. The researcher prepared benchmarks to gather responses from the School respondents.

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Table. 7 Problems Met of the School Heads on the Implementation of the K to 12   Basic Education Program

Statement	WM	Interpretation
1. Overcrowded classrooms.	4.0	Moderately Felt Problem
2. Modules given were not clear since they are only photocopied.	4.5	Very Much Felt Problem
3. There were no LCD Projector and laptop available to enhance Learning.	3.7	Moderately Felt Problem
4. No internet access in the school.	3.2	Moderately Felt Problem
5. Assessment of student's performance was not clear.	3.0	Moderately Felt Problem
6. Inadequate monitoring of application of training gains.	4.0	Much Felt Problem
7. Non-application of learning gained from the training.	3.5	Moderately Felt Problem
8. There are no books or references available.	3.5	Moderately Felt Problem
9. School Head don't have enough knowledge about rubrics system Of assessment.	3.7	Much Felt Problem

10. Giving of grades to the students are not properly discussed. Problem	3.2	Moderately	Felt
11. School Head are overloaded and have no time for making Visual aids. Problem	3.2	Moderately	Felt
12. Soft copy of the teaching materials was corrupted. Problem	3.0	Moderately	Felt
13. School Head have difficulties in understanding the content Of the modules. Problem	3.2	Moderately	Felt
14. School Head find it hard to convey to the students the learning Of the text and references. Problem	3.0	Moderately	Felt
15. School Head don't have concrete resources about primary References related to the topic. Problem	3.2	Moderately	Felt
AWM	**3.5**	**Moderately**	**Felt**

Problem

Table 8 shows the advantages of the said program which were ranked in accordance to the responses of the respondents. This implies that the majority of the respondents believed that K to 12 Program's advantage is to decongest the curriculum and encourages practically towards teaching.

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Table. 8 Advantages of K to 12 Program in its Initial Implementation

Statement	f	Rank
1. The program is decongested and easy to teach.	63	1
2. The topics are well arranged.	50	6
3. It is a student and Instructors-friendly program.	58	2
4. Students learn fast and are attentive to the discussion	41	7
5. There are plenty of activities for the students in the module	56	4
6. Instructors are well guided on the topics presented.	39	8
7. The subject is to be taught only three hours a week.	30	10
8. Instructors have enough time to prepare instructional materials.	32	9
9. The program focused on students holistic development.	57	3
10. English and Filipino languages are used as medium of instruction	53	5

*Multiple Responses

4.0 Conclusion

After thorough of the results on the findings gathered from the study, the following conclusions were drawn. Teaching is still the profession that is dominated by females and it is also an accepted fact that there is a dire need to attract more males to teaching profession. K to 12 Basic Education Program peaked with satisfactoriness and acceptability from the respondents. A greater of respondents who attended the K to 12 training and seminars were acquainted in application of teaching strategies in enhancing learning. Most of the benchmark statements of problems met were interpreted by instructors and school head –respondents as Moderately Felt Problem. Majority of the respondents that K to 12 Program's advantage is to decongest the curriculum and encourages practically towards teaching.

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