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**RAPID APPRAISAL OF THE IMPLEMENTATION OF THE K to 12
CURRICULUM: INPUT TO POLICY FORMULATION**

A Thesis
Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education with Specialization
in Educational Management

by

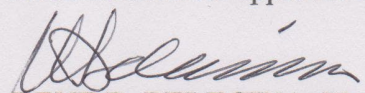
Rea B. Peñano

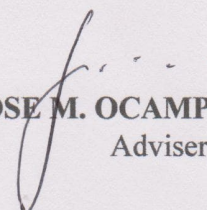
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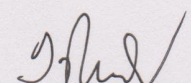
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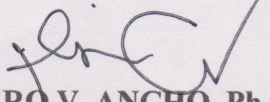
This thesis entitled **"RAPID APPRAISAL OF THE IMPLEMENTATION OF THE K TO 12 CURRICULUM: INPUT TO POLICY FORMULATION"** prepared and submitted by **REA B. PEÑANO** in partial fulfilment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management, is hereby recommended for approval and acceptance.

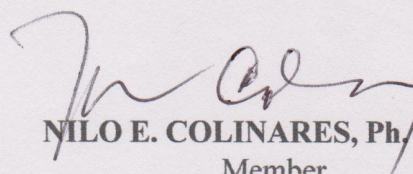

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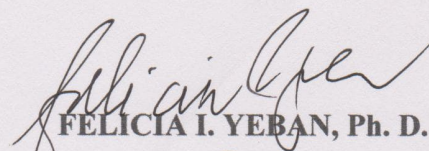

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R. B. P.

ABSTRACT

Researcher: Rea B. Peñano

Title: Rapid Appraisal of the Implementation of the K to 12 Curriculum: Input to Policy Formulation

Key Concepts: K to 12 Enhanced Basic Education Curriculum
Rapid Appraisal
Curriculum Evaluation
Learning Competencies
Curriculum Design

Degree: Master of Arts in Education

Specialization: Educational Management

Adviser: Rene R. Belecina, Ph. D.
Jose M. Ocampo, Ph. D.

The main purpose of this descriptive method of study was to determine the status of the implementation of the K to 12 curriculum as perceived by the public junior high school teachers and administrators in terms of curriculum design, learning resources, learning competencies, assessment and rating of learning outcomes, support for teachers and for students through rapid appraisal approach and identify some input to policy formulation that can be offered based on the findings of the study.

Results showed that the implementation of the K to 12 curriculum design, assessment, and rating of learning outcomes was rated very satisfactory, while learning competencies, learning resources, support for teachers, and support for students were rated satisfactory. Despite this rating, most of the items under each category were considered weaknesses, hence, indicating the need for improvement. No significant differences were noted between the observation of teachers and administrators in the implementation of the K to curriculum in curriculum design, learning competencies and assessment and rating of learning outcomes, support for learning resources, teachers and students.

The results of the study served as a basis in recommending policies for the improvement of each curricular category evaluated. It is therefore recommended to conduct further research on these policies, especially on the implementation and evaluation of their effectiveness in addressing the weak areas of the K-12 curriculum.

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Chapter I

THE PROBLEM AND ITS BACKGROUD

Introduction

Since 1987, the Philippine government has given the education sector the greatest importance and consideration, allotting the highest budgetary priority in consonance with the constitutional mandate that “The State shall protect and promote the right of all citizens to quality education at all levels.” However, in spite of all these supports rendered in the field of education, the government is still far from attaining it. Presently, participation rate in education has worsened; dropouts have increased; and achievement levels of Filipinos both nationally and internationally have remained on the lower level (Angeles, 2005).

One of the reasons behind the situation is thought to be the congested curriculum. Apparently, 10 years of basic education, instead of 12 years as the case of other countries, is insufficient to allow for the acquisition and mastery of the skills intended by the curriculum. Last 2011, the Philippines was the only Asian country that has a 10-year basic education system, and one among the three countries in the world that remained to be at the 10-year pre-university education system.

Due to the worldwide necessities and demands of a longer cycle of learning at the basic education, the Philippine government lengthened its basic

education cycle from 10 years to 12 years starting July 2010, as expressed in the first State of the Nation Address (SONA, 2010) of President Benigno Simeon Aquino III. Aligned with this commitment in pursuit of quality education for all, the Department of Education (DepEd) together with its stakeholders responded to the critical and urgent need to improve the basic education's quality through a major reform in education consisting of kindergarten, six years of elementary, and six years of education known as K to 12, aligned with the Bologna Accord and the Washington Accord (Valarao, 2012). Based on these two international accords, the argument therefore is that the Philippines' current 10 – year basic education system runs unparalleled with the rest of the world.

At the heart of this basic education reform is the curriculum's decongestion and enhancement for learners' mastery of the basic competencies and broadening the succession of learning to complete kindergarten up to grade 12. Addition of kindergarten and two years in high school intensifies the basic education, guarantees graduates' acquisition of the necessary skills, and reaching the suitable age for employment. Those who want to continue education after the senior high school are expected to enrol in any college or university (K to 12 Toolkit).

The implementation of K to 12 curriculum is an answer to the needs of global education. Nevertheless, any curriculum implementation might work well for a while; but in some cases, things are likely to go wrong and therefore would need fixing. Consequently, new generation of learners demands for new

possibilities that will open up new circumstances, new knowledge, new technologies, and new methods. Therefore, curriculum design implementation and its effects are monitored regularly and effectively in an all-encompassing, all embracing effort. Such examination of the present state of education helps in identifying the “lapses and weaknesses in its operation and governance; the negative factors that is in this system; and everything that causes it to become a problem” (Celarta, 2006).

From “Basic Education” to the “K to 12 Program” is a form of change in curriculum. Its curriculum implementation triggered people within the education sector and even from the public sector to create and express their reactions on this matter. On the side of the program supporters, they have claimed that the program is the answer to the woes of the basic education, while opponents contended that it would just create bigger problems.

Several questions need to be addressed in relation to the curricular implementation of the K-12 program. How well is this new curriculum implemented? Is it implemented properly in accordance to what is prescribed and expected? Is this really an answer to the longing for quality education in the Philippines? If it has some lapses, what are the things that can be done to address them? These are some questions that can only be answer through curriculum assessment.

Angeles (2005) proved in his study that the curriculum itself had several complications on implementation, including deficiency of understanding of curriculum objectives; teachers who not within their field of specialization were over-burdened with assignments; and insufficient teaching resources. Poor quality education is another problem because of the teachers' deficiencies with regards to the required skills, resources, and incentives. Accordingly, teachers and students were directly or indirectly influenced by the deprived state of physical facilities. Lack of self-improvement seminar and inconsistency of teacher monitoring and evaluation as well as low compensation rates among the incentives had to be improved.

Similarly, the study of Garcia and Militante (2002) also revealed that public schools have very low completion rate, even graduates are devoid of fundamental skills and learning. Schools found some difficulties in adopting any educational transformations and developments fitted in local conditions. Some of the country's public schools are functioning under sub-standard situations of the schools, buildings, classrooms and school sites, inadequate instructional materials and supplies, and insufficient furniture and equipment. These are just some of the problems stated as shortcomings of the Philippine educational system.

Bautista (2006) stressed that the use of program assessment determines the efficiency of a curriculum and even the organization itself. It specifically attempts to determine information related to the following: a) aims and purposes

of the project presently assessed b) programs' intentions as a result c) level of program standards attained d) creation of excellent outcomes and e) outputs of the implementation enough to authorize prolongation. These basic ideas can be identify in evaluating a program.

According to the study of Baciles (2000), assessing, modifying and updating learning program regularly to make a curriculum responsive to the needs of secondary education are always recommended. He also advised to re-examine different programs of study for further evaluation so that necessary adjustment could be made in terms of contents, instructional procedures and strategies, as well as learning experiences. With this a continuous monitoring of the implementation of curriculum should be done and a follow-up formative evaluation of the curriculum should be made (Rabutan, 2006).

The DepEd recognizes that the quality of learning is greatly influenced by the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students. A need to evaluate the implementation of a curriculum is important for it is a manner where persons adapt in order to collect information that will allow them to take or eradicate something. It emphasizes on learning whether the curriculum planned, established, and executed is creating the anticipated outcomes. It aids to recognize the strengths and weaknesses of program developed as its execution continue (Anastacio, 2000). Therefore, it is imperative for the DepEd to

perform monitoring and evaluation of its curriculum implementation through rapid appraisal method.

Monitoring the implementation of the k to 12 Curriculum is an essential and integral element of effective implementation and strategy of the k to 12 Basic Education Program. Its main purpose is to track the progress of program implementation and also to determine whether or not the curriculum framework, standards, competencies, content, strategies and instructional activities are delivered or implemented properly and consistently in the classrooms as envisioned during its implementation.

Given these premises, the study attempted to assess the status of implementing the K to 12 curriculum specifically in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, and support for teachers and students. The results of the study were used to formulate recommendations as input to policy formulation of the enhanced K to 12 basic education curriculum.

Conceptual Framework

The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) is the basis of implementation of the newest curriculum of the Department of Education which is also known as K to 12. This act describes how the new curriculum will be implemented in the Philippines both in private and in public schools. Its implementation policies were focused specifically on curriculum

design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students. These areas of K to 12 curriculum were also supported by additional deped orders and guidelines to ensure the effectiveness and efficiency of its implementation.

The curriculum design of the K to 12 applies the spiral approach for each subject by creating similar concepts established in growing difficulty and sophistication beginning from grade school. Curriculum design with spiral or progression approach are expected to be used and followed by the teachers (DepEd Order No. 31. s. 2012).

The advancement of the Filipino learners satisfactorily prepared for employment, business, middle skills development, and higher level of education is the main goal of K to 12 Curriculum design. It focuses on understanding for mastery and has eliminated the unreasonably repetitive competencies, and therefore considered as decongested. This is also unified as it guarantees smooth development between grade levels and continuum of proficiencies through spiral progression where learning of values, attitudes, knowledge, and skills rises in complexity and extensiveness (SEAMEO INNOTECH, 2012)

The K to 12 curriculum is design to be responsive and relevant as it focuses on the Filipino students; context focused and universal; culture- and gender-sensitive; appropriate for learners' development; concentrates on the 21st century success; and responds to the community requirements. It uses

constructive, integrative, and inquiry-based approaches to advance the learning competencies. Thus, its flexibility is enough for enabling and allowing schools in localizing, indigenizing and enhancing the curriculum based on their own social and educational settings.

The preferred results of the K to 12 curriculum design are definite when it comes to expectancies as expressed in the standards of learning. As the overall ideas, learners are expected to become intelligent, critical and creative thinkers in any situations of life; active participants in cultural and artistic activities; exhibit communicational competence; sustainably use resources; make value based and knowledgeable decision; execute their civic responsibilities; and promote lifelong suitability and wellness at the end of Grade 10 (DepEd Order No. 31, s. 2012).

Learning competencies ensures smooth transition between grade levels. From one level to another, competencies and standards have continuation, completed in a curriculum structure that is unified. Skills, knowledge, attitudes and value competencies increase in complexity and breadth using spiral progressive learning. For more meaningful learning, these universal principles ensure incorporation of what learners acquire through grade levels and across learning ranges (SEAMEO INNOTECH, 2012).

On the other hand, the development of learners' intellectual capabilities and talents must be accompanied by the development of their morals and outlooks based on the Department of Education's vision, mission, and core

values. To support these ideas, schools must make sure that their homeroom guidance program promotes them. Additional opportunities may be integrated into class discussion in all learning competencies (DepEd Order No. 08, s. 2015).

To support the initial operation of the K to 12 Curriculum, the Department of Education (DepEd) has allotted funds for providing centrally procured learners' modules, activity packages, and other instructional materials. These learning resources will bridge the gaps of the teacher's guides and textbooks presently used in schools. Basic Education Information System (BEIS) reported data of enrolment serves as the basis for the provisions of the educational materials/packages. These learning materials shall be delivered directly to the schools. (DepEd Order No. 13, s 2012).

As the basic learning resource, modules shall be provided. These materials are considered self-instructional which allow learners to learn independently and cooperatively. Schools where internet connection is available are encouraged to improve and expand students' understanding through e-based resources and video materials. Existing textbooks in the school may also be used if possible. References for teachers contain matrix of existing books, prototype lesson plans, teaching guides, lesson exemplars, modules and workbooks (DepEd Order No. 31, s 2012).

To continuously support the operation of the curriculum, the education sector provides the list of available learning resources as reference materials for

planning instruction across the subject areas. The regional and division offices are encouraged to make an inventory of existing materials available in the locality to supplement the lists of prescribed resources. Likewise, they ensure that every public secondary school is provided with these learning resources (DepEd Memo No. 97, s. 2012).

As described in DepEd Order No. 31, s. 2012, the assessment and rating of learning outcomes is holistic with stress on formative and developmental purpose of quality that assures student learning. It is also standard-based as it strives to ensure that educators will impart the expected principles so that learners will aim to attain what is expected or even beyond it. The learners' achievement of content and performance standards is, therefore, a concrete indication of learning.

Theoretically, according to DepEd Order no. 8 s. 2015, assessment in classroom is a shared progression between the educators and learners. It is an essential portion of teaching and learning. Educators deliver suitable assessment when they want to evaluate learners' existing and evolving abilities holistically while allowing them to yield accountability in the progression. This distinguishes the variety of learners in the classroom, the necessity for numerous ideas of evaluating their different learning abilities and capabilities, and the responsibility of learners as co-members in the process assessment.

At the heart of this assessment and rating of learning outcomes framework is the appreciation and careful consideration of the learners' area of growth. Suitable assessment is dedicated to guarantee learners' achievement in transforming from directed to self-governing display of learning and to enable them to transfer this successfully in future situations. From this point of view, assessment and rating of learning outcomes facilitates the development of learners' higher-order thinking and 21st century skills.

Assessment and rating of learning outcomes means an excellent assurance to identify student development in the accomplishment of standards, stimulate self-reflection and individual responsibility to one's learning, and offer standards for evaluating student achievement (DepEd Order No. 73, s 2012).

Schools are encouraged to demonstrate and present student outputs across subjects as culminating activity at the end of every quarter. Learners may show some performances as a sort of an exhibition in different subjects as proof of their learning or achievement of the expected performance. Thus, when guardians receive the report card and deliberate with teachers, they will be observing what students are learning in school (DepEd Order No. 74 s. 2012).

Starting from School Year 2012-2013, public elementary and secondary schools teachers will have enough time in preparing the needed provision for student-centered activities and other instructional materials as the DepEd implements flexibility in the creation of daily lessons. The K to 12 Curriculum

have been provided with Teachers' Guides as the department's support for teachers (DepEd Order No. 31, s. 2012).

A copy of the guiding principle on the preparation of Daily Lessons was provided as support for teachers to allow them to do other significant teaching-related jobs, which contain but not restricted to making instructional materials, evaluating learners' output, and performing interventions. Teachers shall not be forced to make detailed lesson plans if they do not have more than two years in service, including their experience with the private school; instead, they may implement the daily lesson logs. On the other hand, teachers who have at least 3 years of experience shall be required to prepare detailed lesson plans (DepEd Order No. 70, s. 2012).

To guarantee that the improved basic education program achieves the mandate for excellent teachers and school leaders, the DepEd and CHED, in partnership with relevant stakeholders in government, university, businesses and nongovernmental organizations shall execute teacher education and training programs as support for teachers: (a) Present teachers shall be reoriented to meet the new K to 12 curriculum content and performance standards. (b) New graduates of the current Teacher Education curriculum undertake further training upon hiring to advance their skills to the standards of the new program. From this time, such professional development programs as those specified shall be introduced and accompanied regularly throughout the school year to confirm

continuous advancement of skill as a support for teachers (Republic Act 10533 K – 12 LAW).

In terms of support for students, the learning time can be prolonged to contain off-school learning involvements in the community or at home for transmission of learning to actual life circumstances as provided for in the curriculum. The results of such off-school learning involvements are typically in the form of products and performances which shall be supervised and credited accordingly. Self-governing/ cooperative learning changes the learners' capacity for independent learning, cooperation, goal-orientation, sense of responsibility, and accountability for results (DepEd Order No. 31, s 2012).

Teachers should employ classroom assessment methods that are consistent with curriculum standards. It is important for teachers to always inform learners about the objectives of the lesson so that the latter will do something to attain the standards or even perform beyond expectations. The teacher provides immediate feedback to students about their learning process as a sort of support for students (DepEd Order no. 8 s. 2015).

Teachers should serve as facilitators of learning by making some modification from teacher's guide if it is needed to suit the students' ability as long as the support for students are met. They are heartened to improve the teacher's guide to create activities that will advance higher order thinking skills (DepEd Order No. 70, s. 2012). Accomplishment of learners in special curricular

areas and in specific academic disciplines is given appreciation to support the students (DepEd Order No. 74 s. 2012).

Parents or guardians must be informed when the students' grades in written works and performance tasks are underneath expectations. The information about the below expectation performance should not be later than the fifth week of that quarter to enable them to monitor and support the students in improving and preparing for quarterly assessment. Support for student can be of the form of intervention through remediation and extra lessons from the teacher/s of that subject when the former obtains a grade below 75 in any subject in a quarter (DepEd Order no. 8 s. 2015). Outcomes of the assessment through levels shall be discussed right away to support the students, based on the standards of assessment as learning. To improve further and plan purposefully how they can address any learning difficulties, students should learn from the results of the assessment (DepEd Order No. 31, s 2012).

For the support for students affective development, learners who demonstrate behaviors that are not consistent with or do not reflect the core values according to DepEd Order no. 8 s. 2015 may need additional psychosocial support from the school. The class adviser should discuss these observations with the parents/ guardians to promote the child's affective development. Further probing may be needed to better understand the learner's situation and context.

In support of the holistic development of Filipino learners, the education department released policy guidelines for awards and recognitions for the K to 12 learners. This policy aims to give all the learners equal opportunity to excel in relation to the standards set by the curriculum and focus on their own performance rather than compete with one another. It recognizes that all students have their unique strengths that need to be identified, strengthened, and publicly acknowledged. Awards and recognition given to the students are categorized into academic excellence, leadership, outstanding performance in specific disciplines, work immersion, research innovation, club or organization achievement, and special recognition (DepEd Order No. 36, s. 2016).

On the other hand, when it comes to support for students' career guidance, there should be a regular conduct of career advocacy activities for high school students. This activity refers to Department of Education's collaboration with the DOLE, the TESDA, and CHED (R.A. 10533 K – 12 LAW). With this, schools are required to conduct activities under the Career Guidance Program to promote consciousness in the significance of selecting a career that fits their skills and welfares that correspond to the existing resources and necessities of the humanity (DepEd Order No. 41 s. 2015).

A need to evaluate the implementation of a program is important. As cited by Anastacio (2000), evaluation is a manner where persons adapt in order to collect information that will allow them to take or eradicate something. It emphasizes on learning whether the curriculum planned, established, and

executed is creating the anticipated outcomes. It aids to recognize the strengths and weaknesses of program developed as its execution continue.

On evaluation, Zulueta (2003) posited that curriculum is evaluated to inform future planning and practices. Current practices are regularly considered with a view to identify points for development. He viewed evaluation as a process of judging, measuring, and testing to determine how far performance reflects the standard criteria for a particular progress.

Similar to the idea of evaluation, Mercado (2005) provides a concise description of assessment as an enduring practice intended at understanding and cultivating student knowledge. It includes creating clear expectations; setting suitable principles and high standards for excellent learning; systematically collecting, scrutinizing, and interpreting indication to define how well performance meets those expectations and criteria; and using the subsequent information to document, clarify, and expand performance. When it is embedded excellently with institutional structures, assessment can help focus combined devotion, inspect our expectations, and generate a shared educational culture devoted to guaranteeing and cultivating the excellence of education.

Baciles (2000), in his study, recommended the regular assessment of educational program and make needed modifications and updates to make curricula responsive to the needs of secondary education. He also urged to re-examine different programs of study for further evaluation so that necessary

adjustment could be made in terms of contents, instructional procedures, and strategies as well as learning experiences. According to Abanes, (2003), there are different purposes of assessment in education. Some of them are: (1) assessment for teaching and learning; (2) assessment for program planning, evaluation, and policy contexts; (3) assessment for screening and diagnosis of exceptionalities; (4) assessment for guidance and counseling; and (5) assessment in educational research.

Furthermore, assessment and evaluation are systematic examinations of whether schools are attaining the products which have been established for a program. Assessment is vital for several reasons: (1) Assessment outcomes offer information that assists the organizations to regulate how they might develop courses and programs over deviations in curriculum, teaching strategies, teaching materials and all related zones; (2) It is an instrument that leads to unceasing series to improve the system (Lucero, 2014).

Knowing that the K to 12 curriculum is not yet fully implemented, a more accurate way of assessing and evaluating its implementation is called as rapid appraisal. Rapid appraisal is the acquisition of recognition as used in determining problems in the community, and for monitoring and evaluation of ongoing events focusing on the scheme of the curriculum. The rapid appraisal method is useful for collecting information on a wide range of community activities to improve an enhanced understanding of schemes' dynamics. For school contexts, teachers are in the position to describe such dynamics. Thus,

junior high school teachers are included in the group of respondents since they have better understanding of the structure and even the actual phenomena happening in the educational institutions where they belong.

In nature, rapid appraisal is multi-disciplinary through its flexibility in the progression of gathering evidence. It is intended to create inferences, hypotheses, assessments, or conclusions with gaining of new data in a restricted duration (Grandstaff & Grandstaff, 1987). With this method, drawing inferences while hypothesizing and assessing the observed system of implementing the K to 12 Program resulted into firm conclusions in a short period of time.

Rapid appraisal ideas can be applied in the following situations: (1) making formative evaluations as a sort of modifications during the implementation of a project design indicating a problem from the feedback of its partner or client; (2) once there is insufficient information and an immediate decision from the key management is needed; (3) in monitoring results, when evidences are gathered and the repeated strategies are performed over time for assessment and evaluation; (4) to recognize well the problems behind the results acquired; and (5) for assessing the effectiveness of a project before it has been implemented (Bamberger, 2006).

Formative evaluations are the frequent uses of rapid appraisal method. Outcomes are supported through triangulation as a confirmation or proof on the validity of results from any of method imposed. Similarly, this method can also be

used in the perspective of summative evaluations. Rapid appraisal methods and techniques balance the application of quantitative methods through gathering information from representative sampling. For instance, based on the survey, teachers expressed that they encountered difficulties in doing the daily lesson log, but the specific ideas behind these teachers' reactions were not defined and identified. Interviews can then be performed by the researcher to identify the needed information to conceptualize a concrete explanation expressing the teachers' difficulties and struggles in preparing the daily lesson log.

In a particular area of study, no fixed guidelines describe which techniques and methods are to be applied. In a rapid appraisal method, standards must be implemented to guarantee the validity of the collected information. (1) The scheme and collection procedures of evaluation should start with a full knowledge of the appraisal questions and the respondent's desires for evaluative data. The evaluation scheme and the methodology used should be guided by client's intentions. (2) It is advisable to implement several methods of collecting data through rapid appraisal techniques and methods to decrease the level of bias and increase the findings' validity. With this, information gathered through the use of one method can be correlated with the data gathered through the use of other methods. As a result, the researcher will then have the ability to create reliable and valid results (Vondal, 2010).

Rapid Appraisal on K to 12 Enhanced Basic Education Program includes collection of information grounded in sampling through a variety of

understandings and perceptions of individuals involved in education system. The information are then expressed and narrated through the understanding and interpretation of the researcher in supplying specific detail and idea about the situation. Proper imprecision, finest ignorance and triangulation are the most popular features of rapid appraisal. It generally encompasses fast and enlightened knowledge, understanding the system's situation as results. Evaluation should be a strict identification of educational needs, focusing the content of the educational activity, identifying potential audiences, and determining whether the prevailing program idea merits further consideration.

Rapid appraisal, when applied as an educational assessment, begins in the initial information gathered before the researcher's appointments in the field. The researcher gradually increases his/her awareness and develops the information initially contained by collecting additional evidences using direct observations and semi-structured interviews.

Mainly, rapid appraisal methods are appreciated in a short space of time when qualitative information of a condition is essential. It offers researchers a chance for evaluating educational necessities successfully. Appreciating the methods on how respondents perceive complications is significant for the implementations. Learning happens and is shared in the field during the interaction between respondents and researcher. Reflection on different ideas coming from attending and witnessing involvements is essential on the part of the researcher.

Application of rapid appraisal method increases the K to 12 Curriculum's relevance and acceptance in the Philippine educational system. Rapid appraisal of curriculum ensures program preparation; problem detection and possible interventions related with appropriateness and development in the field of education. This method ensures that new activity or implementation is well known in the perspective of the educators.

Premised on the above mentioned concepts, the researcher felt that there is a need to have a rapid appraisal of the implementation of the K to 12. The assessment includes the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for students and for teachers so that the finding could serve as bases for policy formulation to improve the curriculum implementation.

The study was anchored on the Rapid Appraisal (RA) model of evaluation formulated by Rowa – Dewar (2008) and her colleagues on their study of Nationwide, Multisite Public Involvement in Scotland. The model gave the researcher a clear insight of what variables are to be included in the evaluation and how the present study is to be conducted. Following the approach, Figure 1 presents the rapid appraisal model of assessing the K to 12 Basic Education Curriculum.

The framework of this study was also anchored on the Input, Process and Output (IPO) Model of evaluation formulated by Hernandez (2003) in his

evaluation on the extent of implementation of the new general education curriculum for English language teaching. According to his study, the implementation of the program is characterized by the interdisciplinary approach that would both a national and global community. Thus to achieve that goal, several components have to be injected in the program. This is contained in the input evaluation. It determines what resources are available in the program. Hence, the program objectives and program contents have to be spelled out in the curriculum blueprint or in the master plan of instruction. Given the objectives and available range of content options of meeting them, it has to be studied whether the schools under study have made the most appropriate choice. Likewise, teachers' qualifications have to be considered. Furthermore, appropriate instructional resources have to be made available. With this, input evaluation attempts to validate the accuracy and adequacy of the curriculum and instructional design in meeting the program goals.

The different components injected into the program also have to be processed through an evaluation called as the process evaluation. This evaluation assess the extent to which the program is implemented. The process of implementation depends largely upon the methods and strategies employed in the system. Concerned with the mechanism of implementation, this process evaluation looks at the program as it is being carried out. Hence, this phase calls for feedback to and from those who are part of the program.

To find out the extent to which the curriculum has been implemented and the influence it has brought to the implementers and intended recipients, the entire set-up of the program has to be evaluated. This is the last phase of the evaluation called the output evaluation. The respondents' perceptions and results of observations and interview serve as the product or output which determines how far the program has gone for possible continued implementation, revision and termination.

The Input Process Output (IPO) system approach model gave the researcher a clear insights of what variables are to be included in the evaluation and on how the present study is to be conducted. Thus, the researcher come up with the framework and enabling mechanisms for the conduct of her rapid appraisal of the implementation of the K to 12 curriculum as an input to policy formulation. It is directed towards improving the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students of the K to 12 Curriculum.

The theoretical framework in Figure 1 provides the direction upon which the rapid appraisal of the implementation of the K to 12 curriculum is built. It describes the three important elements (Input, Process and Outputs) which are fundamental in gathering of significant data.

The inputs are the necessary interventions that the Department of Education provided to supervisors, school heads, teachers and students in order

to implement the program effectively. These include capability building, curriculum guides, instructional packages for teachers and students, and provision of funding support which were presented in the Republic Act No. 10533, otherwise known as “Enhanced Basic Education Act of 2013”.

The process explains how the researcher reliably collects significant information on the effect of the inputs provided by the DepEd to implementers and end-users (school heads, teachers and students). Using appropriate instruments, such information were gathered through the conduct of the rapid appraisal activities; one-on-one interview, survey, and focus group discussion. Likewise, it explains the key data management process to include collation, analysis and interpretation of data.

The desired outputs are the key information on the implementation of the K to 12 curriculum. These include curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students. On the other hand, recommendations or input to policy formulation is the last part of the output phase.

All the three elements are inter-related and were not viewed in isolation from each other. The framework thus served as a guide for researcher in executing the rapid appraisal activities accordingly.

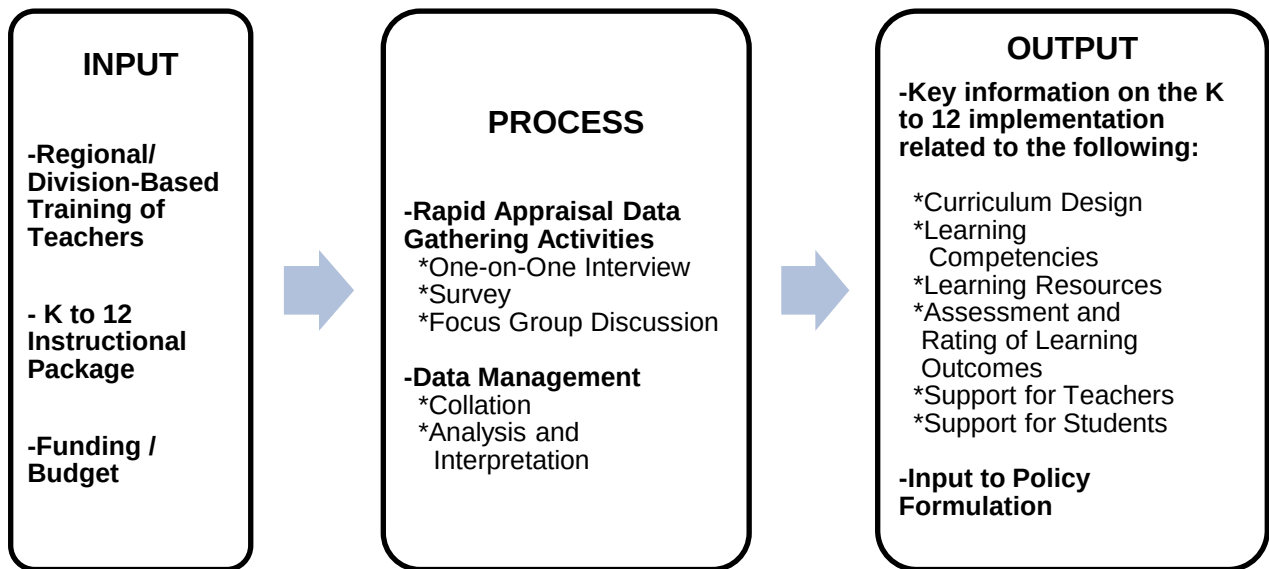


Figure 2. Conceptual Paradigm

Statement of the Problem

The study aimed to determine the status of implementation of K to 12 as perceived by the public school teachers and administrators as bases of input to policy formulation.

Specifically, it sought to answer the following questions:

1. What is the status of the implementation of the K to 12 curriculum as perceived by the public school teachers and administrators in terms of the following:

- 1.1. Curriculum Design;
- 1.2. Learning Competencies;
- 1.3. Learning Resources;

1.4. Assessment and Rating of Learning Outcomes;

1.5. Support for Teachers; and

1.6. Support for Students?

2. What are the strengths and weaknesses of the implementation of the K to 12 curriculum in terms of the following:

2.1. Curriculum Design;

2.2. Learning Competencies;

2.3. Learning Resources;

2.4. Assessment and Rating of Learning Outcomes;

2.5. Support for Teachers; and

2.6. Support for Students?

3. Is there a significant difference between the perceptions of the public schools administrators and teachers on the implementation of the K to 12 curriculum in terms of the following:

3.1. Curriculum Design;

3.2. Learning Competencies;

3.3. Learning Resources;

3.4. Assessment and Rating of Learning Outcomes;

3.5. Support for Teachers; and

3.6. Support for Students?

4. What input to policy formulation can be offered based on the findings of the study?

Hypothesis

The study proceeded from the hypothesis that there is significant difference in the perception of public schools administrators and teachers on the implementation of K to 12 Curriculum in terms of the following:

- a. Curriculum Design
- b. Learning Competencies
- c. Learning Resources
- d. Assessment and Rating of Learning Outcomes
- e. Support for Teachers
- f. Support for Students

Scope and Delimitation of the Study

This study aimed at assessing the status of the implementation of K to 12 curriculum to use as bases in offering inputs to policy formulation based on the findings.

Furthermore, the study was conducted during the school year 2016-2017. The respondents who participated are the administrators and teachers of the public secondary schools in the Municipality of Alfonso, Cavite such as Alfonso

National High School, Buck Estate National High School, Kaysuyo National High School, Kaytitinga National High School, Lucsuhin National High School and Taywanak National High School.

The study was focused on the assessment of K to 12 curriculum in terms of curriculum design, teaching competencies, learning resources, assessment and rating of learning outcomes, support for teachers, and support for students.

Significance of the Study

The results of the study will be significant to the following:

- **Teachers.** The inputs to policy formulation of this study once implemented will be of great help to them as a means of improving their performance and achieving satisfaction towards their job. This will also help them improve their teaching strategies further to support the needs of the K to 12 learners.
- **Parents.** This will help them realize that their child still needs their support in dealing with results of their assessment to strategically plan improvements how they can help in addressing any learning difficulties to cope with the requirements of the K to 12 curriculum.
- **School Administrators.** The input to policy formulation enumerated in this study will serve as their basis for improving the K to 12 curriculum

implementation. This will enlighten them as regards the needs of improving the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and students in their respective schools.

- **Students.** The result of this study may increase the support that they will receive from their parents, teachers, and administrators. This will prepare them to have strong knowledge foundation in junior high school, which can serve as their best tool once they enter the senior high school level.
- **Curriculum Planner.** This study will serve as guide in assessing and evaluating the K to 12 Enhanced Basic Education Program. Likewise, the result of this study, specifically the input to policy formulation, will also help them in redesigning the K to 12 curriculum program to achieve its objectives and standards.
- **Future Curriculum Researchers.** Researchers who will conduct studies involving curriculum evaluation can refer to the results of this study.

Definition of Terms

For a better understanding on the concepts used in the study, the following terms are operationally defined.

Assessment and Rating of Learning Outcomes. This discusses the approaches intended to determine and describe students' knowledge, validate the achievement of curriculum through individual learning, or to excellently confirm and create conclusion on students' upcoming position or future. It has always been an integral component of the educational process (Stock, Davies & Wehmeyer, 2004). It supplies indications of students' accomplishments.

Content Standards These describe what learners are estimated to recognize, what is expected for them to perform based on their learning, and the understandings or implications that they create or express as they integrate the acquired ideas and concepts. These are general principles or basis of determining whether the students learned through their minds or not (DepEd Order no. 31, s. 2012). These are ideas expressed in the learning competencies as the basis of how the students will improve in knowledge and skills.

Curriculum. According to Reyes (2000), this refers to the whole content and application of the curriculum undertaken by the learners to achieve the proposed educational objectives through some sort of assessment. It is also a design for learning involvements and improvements beneath the supervision of an educational institution. It is a path or structure of program for learning (Oliva, 2009). These are set of courses that specify how implementation of K to 12 Enhanced Basic Education Program is expected.

Curriculum Design. It refers to the comprehensive concept and structure of ideas in the curriculum. This is an organized instructions of how the curriculum should be implemented over a period of time (Print, 1988) as explained in the curriculum as a concept presented in the K to 12 Enhanced Basic Education Program.

Curriculum Evaluation. It is a process of realizing whether the planned, established, and applied curriculum can create the expected outcomes. It helps to determine the curriculum's strong points and faults as it is being implemented (Anatacio, 2000). This has been executed in the study by assessing the K to 12 implementation in terms of curriculum design; learning competencies; learning resources; assessment and rating of learning outcomes; support for teachers; and support for students.

Independent/Cooperative Learning. It is a kind of learning which develops students' ability of learning by themselves, or by team-work, though directed and guided to become responsible and accountable for the learning outcomes (Deped Order No. 31, s 2012). This was the prescribed method of learning of the curricular content.

K to 12 curriculum. The newest curriculum implemented in the Philippine education system which declares a compulsory kinder education and an additional of two more years in high school known as the senior high school where students are given opportunity to choose from the list of

tracks they want to pursue such as sports, arts and design, academic and technical-vocational..

Learning Competencies. These are the desired attributes that the learners should acquire in the process of learning to achieve the stated objectives (Reyes, 2012). In the study, these are instructional objectives adopted in the teaching-learning plan.

Learning Resources. These refer to any kind materials used by the teachers for the students to understand and appreciate the lesson well. These refer to the learners' module and teachers' guide generally needed for K to 12 curriculum to happen.

Perception. This refer to the result of perceiving or observation. Perception also means awareness of the elements of environment through physical sensation (Webster, 1973). In this study, perception refers on the personal observation of teachers and school heads in the implementation of the K to 12 curriculum.

Performance Standards. These explain the projected level of understanding where learners use the acquired knowledge in reacting and responding to real-life situations and doing things alone while keeping in mind their responsibilities. These are the basis of how learners learn through their hearts and actions (Deped Order No. 31, s 2012). These are the basis of

how the students understand the lesson as they relate or apply what they have learned in their real life contexts.

Policy Formulation. This is a process of changing or improving specific system once evaluation has been done. These are set proposed guidelines for innovations based on the program's identified weaknesses (Hameed, 2014). These are suggestions and recommendations made to improve the Philippines' education system of implementing the K-12 curriculum.

Rapid Appraisal. As described by Scotland (2005), it is a quick and concise method of gaining quantitative data about the problem or situation. It applies present data about the place or department and key individual to consolidate responses among the group with regard the situation. In this study, it provides a quick insight into the status of K to 12 curriculum among public school teachers and administrators' perceptions on its implementation.

Spiral Progression Approach. It refers to the K to 12 curriculum design being applied in all subjects of the new curriculum initiating from common concepts but expressed in different levels of difficulties depending on the state of the learners (Deped Order No. 31, s 2012). This is the approach generally applied in Mathematics and Science where a specific branch of these subjects is discussed in specific grading period and other branches discussed on the other quarters.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents conceptual and research literature that bear relevance to the present background information which supports the conduct of this research. Literature and research cited enhanced enthusiasm of the researcher to undertake this study and have afforded her heightened information of the direction of the study.

Implementing Curriculum Change

It is said that no curriculum is fruitful if it does not result in change. It must improve quality of students and post a positive effect. If teachers see themselves differently as they develop new insights, clarify their concepts and use of subject matter, and examine their values, students will have a different kind of experience (Ayala, 2000). In the Philippines, the change in the educational system was made through the Republic Act No. 10533 which is also known as the “Enhanced Basic Education Act of 2013.” This aims to upgrade its 10-year basic education system to a 13-year program. The Philippine government mandated the change in educational system believing that the extended program is the best program for pre-college. In addition, it has been a standard program for all the schools worldwide, and its reform is in compliance to global education standards.

When the crisis in innovation is revealed, educators should respond by reforming curriculum with good reason. With this, educational community should offer a vision of school improvement that matches the need. Changes would be incremented, but it would lead the way from the current place called the school to another structurally more powerful institution that adapts changes (Miller, 2002).

Transformation requires broad knowledge and preparedness to comprehend others' sensitivity and situation. Individuals often respond realistically and reasonably in accordance to what they observe in their environment. Variations among these responses happen due to the differences in experiences and the way how they experience the same situation. Curriculum transformers should not refer only on their own insights but also on the perspective of others. Change implementation is not about ending the system and allowing something new to happen. Instead, it happens through collaboration, discussion, opinion, goals modification, reorganizing policies, and managing the combined outlooks and principles (Everard et al., 2004).

Corollary to this, Obiagu (2015) enumerated the issues, challenges, and prospect so the implementation of a curriculum in Secondary School in Nigeria. He shared a correlation between the perspective of the teachers and students. Overcrowded classes, unequipped facilities, insufficient supply of learning materials, unqualified teachers for teaching the subject, non-participation in planning, and lack of students' involvement in the teaching-learning process were identified as drawbacks of the implementation.

Okechukwu (2015) in his study revealed the inadequacy of the quantity of teachers and facilities and even participation of teachers and other school personnel in the implementation of curriculum. He discussed that these factors are needed in order to have an effective implementation of the educational policies in the secondary education, but more teachers and other school personnel should be hired by the government. The needed facilities and learning materials should also be provided.

Meanwhile, (Co, 2013) identified problems in a school-based curriculum such as lack of preparation among teacher, insufficient teaching materials, and low achievement level of the school. In order to have successful curriculum improvement, he suggested that the school administrators, teachers, and stakeholders need to collaborate as strong promoters for academic excellence and prepare students to be globally competitive. School-based curriculum improvement should be thoroughly analyzed, well-planned, implemented properly, and evaluated.

Another curriculum study (Leocario, 2013) mentioned that the curriculum was not being implemented as planned. It has been supported by the study of Omirin (2015) describing that the implementation of the educational policies in secondary schools was only theoretical, since policies were not implemented properly. In the said study, science and vocational subjects in schools were not totally implemented, while others were just partially implemented.

The challenges in the implementation of a new curriculum would mostly affect the teachers (Hameed, 2014). The lack of proper training among them, along with the overloaded work was said to be difficult. Learning aides, curriculum and objectives, document, which were important in their teaching, were not provided on time for the teachers. The success of implementation of a new curriculum depends on the teacher's readiness since they are the implementors of curriculum in the classroom. While changes are happening in the curriculum, it was recommended that teachers should be greatly involved in the processing of the curriculum. The teachers should also be subjected to continuous in-service training for their own professional growth.

Similarly, Volante's study (2016) discussed that implementing new curriculum which requires preparation for additional teaching load creates a big problem for teachers. They also had to improve their skills and attend more trainings. The students faced challenges with the daily schedule, allowances, expenses, and the new environment. The administrator had trouble in searching for teachers and possible partners for the planning for the curriculum. Partners for the development, with external linkages needed for the students' immersion and "On-the-Job Training" were also among the challenges faced.

These are just some of the problems encountered when it comes to reform in curriculum. Identifying these weaknesses and lapses in the implementation of a new curriculum may not be possible if there is no proper evaluation.

Curriculum and Evaluation

Smith (2000) quoted Kerr's definition of curriculum as "all learning which is planned and guided by the school, whether it is carried on in groups or individually inside or outside the school". Curriculum focuses not only on the individual rights as students pursue their own interests but on the responsibility of each individual to society as it seeks out ways to share and express those interests (Cohen, 2002).

Print (1993) shares the same view on curriculum as an area of vital importance to the professional teacher. It has become an established part of teacher education program that teachers need to be knowledgeable about it and its implementation. On the other hand, the curriculum must be child-centered in such a way that the children's needs for learning are satisfied through the prescribed competencies as applied in the reality of life (Caswelt et al., 1999).

Curriculum as defined by Schmidt et al. (2001) is an opportunity provided for students through an organized structure for learning. Curriculum implementation is an area of focus in measuring and understanding school change as it operates in various perspectives underlying assumptions such as curriculum knowledge, curriculum change, and role of teacher (Popham, 2008). Further, Nelson et al. (2007) describe that a program for change reveals the characterization in education and level of understanding in an area and reflects political decisions.

On the other hand, the word evaluation is widely applied to many different activities. People are willing to conduct evaluation when they need to show that they have completed something. Evaluation is a vital part of any teaching program or course because learning takes place during analysis, development, and implementation processes. Continuous evaluation is also a critical element in the process of designing teaching programs using systematic approach (Posner, 2000).

There are many definitions of educational evaluation. For instance, Stufflebeam and Webster (1983) described educational evaluation as “structured method of accompanying and assisting individuals to review and expand the educational objectives value”. Steinmetz (1983) demonstrated that it gives suggestions for making judgement of worth in education. Cronbach (1983) illustrated that educational evaluation is the “collection and use of information to make decisions about educational program”. Although different people give different definitions of educational evaluation, they have the same focus, which can be concluded by Stufflebeam’s (2003) statement, “Improving is the most important drive of evaluation and not just proving”. The objectives for evaluation can be derived from any educational levels: for example, there may be set of instructional materials used nationally, the teaching activities of a single school, or the educational experiences of a single pupil.

Effectiveness of an education system depends on the criteria used. The effectiveness of the institution can be recognized by examining their major

operating processes and achievement. Turner (2009) describes that projects are effective at managing and delivering change because they help in achieving strategic goals and in identifying the desired performance improvements. There are five basic stages by which projects are undertaken: concepts, feasibility, design and appraisal, execution and control, and close-out. Projects can be categorized according to how well-defined are the goals and methods of achieving the goals.

Sulins and Miron (2005) stated that one of the major functions of curriculum or school evaluation was the accountability of particular curriculum projects. In parallel to the accountability, many evaluations have a “monitoring-improving” function as listed by Parrish and Bitter (2003): quantify a measure of students’ needs; design curriculum to meet the needs between the students as well as actual expenditures on education; and link those expenditures to the evaluation results for further improvement.

No matter how well-crafted the curriculum is, no matter how successful stakeholders are at addressing basic education’s resource gaps, and no matter how much support the program garners, Tever (2012) avers that if its implementation is not done the right way, then the entire generation-- millions of students are put at risk of even becoming poorer than what the present has now. Excellent implementation of curriculum requires crucial evaluation and investigation together with improvement of teaching staff in the manner of implementation and participation of experts.

Research findings and other literature suggest that curriculum needs to be regularly evaluated, assessed, or monitored to identify some areas which desire improvements, require change, or need continued application. Thus curriculum evaluation of the K to 12 Curriculum is needed primarily to determine whether the educational institutions are on the right track of implementation.

Monitoring K to 12 Program

Based on the DepEd Memorandum No. 196, s. 2012 entitled Monitoring of Grades 1 and 7 classes of the K to 12 Program released last October 22, 2012, the Department of Education Central Office (DepEd-CO) through the Bureau of Elementary Education (BEE), Bureau of Secondary Education (BSE), and the Regional Search Teams (RSTs) shall conduct the monitoring of classes of the K to 12 program in randomly selected public elementary and secondary schools nationwide.

The activity aimed at gaining information, related facts and opinion in evaluating the reality of implementing the curriculum. Definitely, it sought to: (1) determine the strong points and faults of enhancing teachers' ability, sustenance in program and instructional materials; (2) identify the magnitude of involvement in executing their roles as reformists of the curriculum; and (3) collect observations on the K to 12 BEP of learners, teachers, school heads and community education stakeholders.

Monitoring is important and essential part of an excellent strategy implementation. Its main purpose is to track the progress of program implementation and to determine whether or not the curriculum framework, standards, competencies, content, strategies, and instructional activities are delivered or implemented properly and consistently in the classrooms as envisioned during the first school year of implementation.

This activity shall not just fulfil the critical function of identifying the implementation problems/ issues, but certainly meant to identify corrective measures, necessary services, support and interventions that education stakeholders in the field may provide to improve program implementation. Thus it is a means of gathering significant data and implementation experiences by the different schools that could be used as bases for early intervention and planning of next steps by curriculum specialists and policy makers of the Department of Education, which is generally aimed at K to 12 curriculum evaluation.

The study by Baciles (2000) recommended the regular assessment of educational program and make needed modifications and updates to make a curriculum responsive to the needs of secondary education. He also urged to re-examine different programs of study for further evaluation so that necessary adjustment could be made in terms of contents, instructional procedures and strategies, as well as learning experiences.

Best as cited by Bautista (2006) stressed that the use of program evaluation is to determine the effectiveness of a program and sometimes the organization. It attempts to answer the question such as: a) What are the aims and purposes of the project presently assessed? b) What are programs' intentions as a result? c) Are the program standards attained? d) Do these programs create excellent outcomes? and e) Are the outputs of the implementation enough to authorize prolongation? These basic questions should be answered in evaluating a program. They primarily deal with the program activities and the worth of the activities as revealed by what they accomplished.

On the same way, Zulueta (2003) pointed out some fundamental principles and procedures to be observed in the evaluation process, such as: (1) identification of objectives; (2) selection, development, and administration of evaluation instrument; (3) interpretation of the results; and (4) use of the evaluation information.

DepEd Order No. 35 s. 2005 includes monitoring and evaluation result in relation to the implementation of the new curriculum through the identification of strengths and development areas of Basic Education Curriculum (BEC) after its pilot implementation during S.Y. 2002-2003. The monitoring was conducted on September 2002, October 2003, and September 2004, with the findings primarily based on the quality data which were compared to quantitative data. Apparently, no marked difference was observed in both sources of findings. Nevertheless, the themes and patterns of school practices that emerged from the Basic

Education Curriculum implementation were the following: (1) There were gross consistencies between means and ends; (2) Teachers wanted to know more about integrated teaching; (3) Teachers had restricted understanding on the learning theory known as constructivism; (4) Students were having difficulties using English as learning medium; (5) Several factors constrained teachers from playing their roles as facilitators of learning process; (6) Promising alternative supervisory approaches were emerging; (7) Teachers needed more knowledge and skills to operationalize MAKABAYAN as a “Labor of Life”; (8) Teachers were divided on how to teach Values; (9) Teachers taught to the test, and students studied to the test; and (10) Schools were moving through shared governance.

Angeles (2005) claimed that the curriculum itself had various problems on implementation, including lack of understanding of curriculum objectives; teacher were over-burdened with assignments not within their field of specialization; and lack of teaching resources. Another problem was the low state of quality education because teachers did not have all the required skills, resources, or incentives for high sustained performance. Accordingly, teachers tended to use traditional teaching and evaluation approaches. Teachers and students were influenced directly or indirectly by poor state of physical facilities. Low level of self-improvement seminar and inconsistency of teacher monitoring and evaluation as well as low compensation rates among the incentives had to be improved.

Similarly, in the assessment made by Camonino (2000) of non-formal education program in selected district of the Division of Quezon City, it revealed that there were inadequacy of materials, equipment and other resources. Despite these situations, the non-formal education implementers and educators who facilitated the class were efficient, committed, and dedicated in their jobs. Thus, adjustments of the teachers in the field had a great contribution for the better result of curriculum implementation. As reflected also in the study of Vitug (2002), students learned from teachers who possess positive attitude in handling the subject because students were influenced to be positive as well.

Further, the study of Loudon, Chapman, Clarke, Cullity, and House (2006) of the University of Western Australia, on an application of rapid appraisal revealed that: (1) Judgements about the quality and impact of CIP2 were strongly mediated by the method of data collection and by the respondents' role, but not by years of experience, school location, phase of schooling or basis of employment; (2) Teachers generally believed that their school had been focused on CIP2 implementation, but that the implementation has been flawed; (3) Teachers did not rate CIP2 resources highly; (4) Teachers did not rate MCJ and SIS professional development highly; (5) CIP2 does not appear to have been effective in improving consistency and comparability of teachers' judgements; (6) Teachers did not believe that CIP2 has been effective in improving reporting; (7) Teachers were not convinced that CIP2 had improved their capacity to identify and use standards; (8) Almost all teachers reported increased workloads as a

direct result of CIP, yet most teachers and school administrators remained committed to teaching; (9) Teachers disagreed on the idea that the curriculum had increased students' achievements; (10) Teaching, assessment, or reporting had not improved in recent years as perceived by the teachers.

Garcia and Militante (2002) discovered that public schools have been turning out incomplete graduates, even devoid of fundamental skills and learning. Some of the problems stated as shortcomings of the Philippine educational system are as follows: (1) Schools have been indiscriminate in adopting any educational innovations and trends fit in local conditions; (2) At least 33% of the country's public schools are operating under sub-standard conditions of the schools, buildings, classrooms and school sites, inadequate instructional materials and supplies, and insufficient furniture and equipment.

In 2011, Samaniego conducted a study on Teaching Integrated Science Using Understanding by Design (Ubd) in the Division of City Schools in Manila. She found out that the difficulties which were encountered by the integrated science teachers, science head teachers, and principals of the Division of City Schools in Manila as regards UBD implementation were: low proficiency in grammar, writing skills and technical skills among students; and limited time-allotment in covering the whole teaching content in teaching Integrated Science.

The following measures are the top priorities which were formulated for the improvement of teaching integrated science in using UBD framework:

bringing science teacher together with higher education facilitators like scientists and educational leaders to increase their subject matter knowledge and improve student learning, evaluating and monitoring curriculum innovation outcomes as to the learning needs and difficulties; providing support for the content and processes development; encouraging the use of variety of teaching styles; facilitating regular teachers' meetings; promoting collaboration among science leadership network; and providing materials for teaching.

Similarly, Anatacio (2000) made a descriptive – evaluative research in Physical Education with 104 students. The study revealed that the intents of the program were based on the policies and plans set by the DECS, but unwritten policies were also included because they were necessary in the implementation of the program and the accomplishment of objectives. It was found that there were discrepancies between the intents and actualities after the analysis. This showed that there was still a need to improve the college service physical education.

In his study, Palmores (2006) also uncovered that some of the goals of the tutorial program in Mathematics of the Technological Institute of the Philippines (TIP) in Cubao, Quezon City were realized and that it was a big help for the tutees in answering and discussing their assignments. The tutorial program was helpful too as a follow-up to the discussion in the regular classes. He added that the program should have been more effective if not for the following hindrances: (1) There was proper coordination among the department chair and the faculty

members who could have assisted in the implementation of the program; (2) Equipment and teaching materials for the tutorial sessions were inadequate as manifested by the evaluation of the tutees and the student tutors; (3) The time allotted for the tutorial session was insufficient to accomplish the assigned task; and (4) Information and promotion campaign strategies were unsatisfactory.

The same pattern of problems were noted by Vicencio as cited by Rabutan (2006) on the implementation of the new Social Studies Program in Beantay, Ilocos Sur. The following were the findings on methods and approaches: (1) Most common approach used in the teaching of Social Studies as claimed by teachers was the eclectic method; (2) The conceptual approach was used often by some of the teachers; (3) The most common reason of the teachers for not using the conceptual approach was the lack of attention and encouragement given by the school heads; (4) Discussion method adapted by the teachers for use in the classroom was believed to be effective. Further, on the problems besetting the program, she unveiled the following: (1) The most serious problem besetting the implementation of the Social Studies program appeared to be the inadequacy of materials for teaching purposes; (2) Teachers were not well-acquainted with the various approaches in teaching Social Studies; and (3) The teachers needed a more effective supervisory assistance.

As a result of an evaluation of the interdisciplinary mathematics curriculum made by Rabutan (2006), the following recommendations were given: (1) A continuous monitoring of the implementation of the interdisciplinary curriculum in

the said private school should be done; (2) A similar study in which the administrators were asked of their perception of the interdisciplinary mathematics curriculum should be conducted; (3) A series of in-service trainings that would educate further the mathematics teachers about the interdisciplinary mathematics curriculum should be conducted; and (4) A follow-up formative evaluation of the curriculum should be made.

Similarly, Ramos (2010) in her study recommended that: (1) program objectives and procedures be regularly examined and reviewed to determine additional aims and policies to help in the reconstruction needed for the component with the greatest gap or discrepancy; (2) policies be formalized and reiterated during the orientation period and as needed to modify false practices; (3) continuous professional development be supported by the administration to intensify the program personnel's competence; and (4) inventory of the program facilities and equipment be done to further promote quality instruction; (5) the, provisions be made to repair, replace, upgrade, or make new acquisitions.

In an assessment made by Abad (2010) on the home study program, it was recommended that enhancement of policies, particularly in the area of students' management and development, student services and Christian formation be proposed. Sufficient first hand activities should be included in all subject areas. On the other hand, based on the findings by Bautista (2006) on his evaluation of the computer education program, the following were recommended: (1) A training program to enhance the teaching competencies of computer

education teacher be conducted; (2) Review and modifications on the objectives and content of instructions maybe conducted in order to streamline and provide the most suitable goals and contents of instruction to the needs of the changing world; (3) Appropriation for the procurement of computer facilities can be included in the priority list of the education offices. Further, strengthening the adopt-a-school program through networking with other government agencies and non-government organizations with focus on the acquisition of computer facilities may be done. Computer education contracting scheme can also be considered.

Similar to this study is the one prepared by De Castro (2014) focusing on the appraisal of modelling program in Senior High School. His study revealed that in terms of preparation for higher education, its intentions were not completely quantifiable and achievable. These were inadequate in some instances and unattainable for some schools. He also added that some schools have fewer topics while others are overwhelming. Textbooks remained to be the most readily available and used instructional materials, and this was followed by the modules. On the other hand, motivation of the students was affected by the change of faculty every two quarters.

In addition to that, he exposed that there was insufficiency of DepEd orientation which is essential for curriculum proper implementation. Another factor that affects the curriculum implementation was the shortage of classrooms and experienced teachers. Equipment and facilities for instruction were not

enough for the effective execution of curriculum. Likewise, teachers' traveling expenses during trainings and seminars outside the division were not supported.

The numerous volumes of literature and studies about curriculum assessment and evaluation show how educators are serious about the quality of DepEd programs. These provided vital and relevant information which gives clear direction to the present study. These enlightened the way in which the researcher evaluated the K to 12 Enhanced Basic Education through rapid appraisal procedure accurately while formulating policies for curriculum's improvement at the end. The commitment for a regular monitoring and evaluation of specific curriculum shall continue for the reason that it is a necessity for a better functioning or innovation of the Philippine education system.

Chapter III

RESEARCH METHODOLOGY

This chapter presents the research design and the methods used by the researcher in conducting the study. It also discusses the instrument utilized in order to have standard system in analyzing the gathered data.

Research Design

The study utilized the rapid appraisal and descriptive method of research. The design provides accurate assessment that would arise from the data gathered. Descriptive research is focused on the examination of the connection among the independent factors and the creation of concrete ideas, principles, or theories that extend their conclusion beyond the sample on variables tested while rapid appraisal is concern on assessment of a project's effectiveness before it was fully implemented (Bamberger, 2006).

The study made used of the rapid appraisal and descriptive research design since it involved observation and assessment of the subjects without influencing them in any way even though the curriculum is not yet fully implemented. This focused on the condition of the K to 12 curriculum implementation and its curriculum design, learning competencies, learning resources assessment and rating of learning outcomes, support for teachers, and support for students.

Participants of the Study

This study was conducted in six (6) public high schools in the district of Alfonso. Table 1 shows the participating schools of the study. Among the six public high schools, 124 are the junior high school teachers and 6 are the administrators.

Table 1
Distribution of Respondents of the Study

Schools	Number of Administrators	Number of Teachers
1. Alfonso National High School	1	34
2. Buck Estate National High School	1	10
3. Kaysuyo National High School	1	9
4. Kaytitinga National High School	1	27
5. Lucsuhin National High School	1	35
6. Taywanak National High School	1	9
Total	6	124

Research Instrument

The following research instruments were utilized in gathering the data and information on the assessment of the K to 12 Implementation.

- **Survey questionnaire.** This assessed the implementation of K to 12 Curriculum in terms of curriculum design, learning resources, teaching competencies, assessment and rating of learning outcomes, support for teachers and support for students. Each area contains 10 indicators

which were culled from the prescription of Department of Education on the implementation of K to 12 Enhanced Basic Education Curriculum as gleaned from DepEd Orders, DepEd Memoranda, K to 12 Toolkit (SEAMEO INNOTECH, 2012), and Republic Act 10533 K to 12 Law. Each statement was designed to describe the way how the respondents expressed their observations as to strongly observed (SO) = 4; moderately observed (MO) = 3, not observed (NO) = 2; or no opportunity to observe (NOO) = 1.

In finalizing the list of statements suited for the rapid appraisal of the implementation of K to 12 curriculum, four (4) experts from the faculty of Philippine Normal University – Manila and two from the supervisors of the Department of Education (DepEd) - Division of Cavite were consulted. The corrections, suggestions, and comments made by the validators regarding the items in the questionnaire were considered for the final draft.

Unstructured Interview Questionnaire. This was made to fully understand the participants' perception on the extent of the implementation of K to 12 curriculum in terms of curriculum design, learning resources, teaching competencies, assessment and rating of learning outcomes, support for teachers, and support for students. This was used to triangulate or validate their answers to the survey

questionnaire. This was advantageous because a full range and depth of information was gathered.

Data Gathering Procedure

The following stages were followed in gathering the data:

Stage 1. Permission and Approval. A permission letter was submitted to the Division of Cavite Schools Division Superintendent (SDS) and a letter of approval was secured prior to the conduct of the study. A copy of the SDS approval letter together with a permission letter to each school principal was then given to start the surveys and interviews to the respondents.

Stage 2. Data Collection. Structured survey questionnaire was given to each school administrator and K to 12 teachers to assess their level of observations on how their school implemented the K to 12 curriculum. This questionnaire directly focused on the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers, and supports for students prescribed from Laws, DepEd Memos, DepEd Orders and K to 12 Toolkit as to the manner by which the curriculum has been implemented for the last five school years. The different parts of the survey questionnaire were explained to the participants and all questions of the participants were addressed promptly.

Stage 3. Validation of Data Collected. The data and information gathered through the questionnaire were supplemented with unstructured one-on-one interview for the administrators or school heads of each school, and a focus group discussion (FGD) for the junior high school teachers in Alfonso, Cavite (refer on appendices E, F and G).

Administrator respondents were considered as the key informants on the one-on-one interview since they are the main observers of the implementation of the K to 12 curriculum. This unstructured interview focused on their observations of the K to 12 curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers, and support for students as the curriculum has been implemented for the last five school years. Questions were framed further during the conversation scheduled on the vacant time of the school heads.

On the other hand, FGD with the group of teachers in each school was used to test ideas consolidated from the survey questionnaires of the teachers. This was also used to get their reactions, comments, and suggestions in the implementation of K to 12 in terms of its curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers, and support for students as the curriculum has been implemented in their school. The researcher served as a moderator as she introduced the topic, stimulated, and focused the discussion. Each conversation between the respondents and the researcher was then recorded by the

researcher herself. Meanwhile, the FGD was done after the last period of classes to avoid disruption of lessons.

Data Analysis Procedure

The data gathered in the survey were collated, tallied, and appropriately summarized by the researcher. The frequencies employed for each of the items were categorized and presented in tables with the data and results treated using the following statistical tools.

1. **Mean.** The weighted mean ratings in each item of the six core dimensions were computed by school and then summarized by group, categorized as teachers and administrators. The responses of the participants were expressed using the component legend (Strongly Observed = 4, Moderately Observed = 3, Not Observed = 2 and No Opportunity to Observed = 1). The total score in each item was computed and divided by the total number of participants. The computed mean of each item was interpreted according to its verbal description and equivalent value. Verbal interpretation which fell under the very satisfactory level was considered strengths of the K to 12 implementation and the remaining results were considered weaknesses.

Table 2
Verbal Interpretation of the Mean Rating of the Respondents

Scale	Response Code	Verbal Interpretation
3.51 to 4.00	VS	Very Satisfactory
2.51 to 3.50	S	Satisfactory
1.51 to 2.50	F	Fair
1.00 to 1.50	P	Poor

This was used in determining the status of implementation of K to 12 curriculum in the district of Alfonso as perceived by the junior high school teachers as well as the administrators.

2. **Standard Deviation.** This was used to describe the degree of dispersion among the results of observation of teachers and administrators in the implementation of the K to 12 Basic Education Program.

3. **T- Test for Independent Samples.** This was used to determine if there were significant differences between the perceptions of the public school administrators and teachers on the implementation of the Enhanced Basic Education Curriculum in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers, and support for students.

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the numerical and statistical data results gathered, including their analysis and interpretation.

The data were analyzed and interpreted according to the research questions of the study presented in the first chapter of this research.

Problem 1. What is the status of the implementation of the K to 12 curriculum as perceived by the public school teachers and administrators in terms of the following:

- 1.1. Curriculum design;**
- 1.2. Learning competencies;**
- 1.3. Learning resource;**
- 1.4. Assessment and rating of learning outcomes;**
- 1.5. Support for teachers; and**
- 1.6. Support for students?**

The K-12 curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers, and support to students have ignited varied opinions and perceptions from stakeholders and observers. The next six tables presented describe how these curricular elements were viewed and implemented in the field.

Table 3
Status of the Implementation of K to 12 on Curriculum Design

DESCRIPTORS	Administrators N = 6		Teachers N = 124		Overall N = 130	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The k to 12 curriculum specifically describes the content areas to be covered to ensure mastery of concepts and skills.	3.83	VS	3.46	S	3.65	VS
2. The k to 12 ensures smooth transition from one grade level to another. There is a continuum of competencies through spiral progression where learning of knowledge, skills, values and attitudes increases in depth and breadth.	3.67	VS	3.46	S	3.56	VS
3. The overall arching goal of K to 12 Curriculum is the development of the Filipino learners to be adequately prepared for work, entrepreneurship, middle level skills development, and higher education.	3.67	VS	3.44	S	3.55	VS
4. The k to 12 curriculum is relevant and responsive as it centers on the Filipino learners, it is developmentally appropriate and focuses on succeeding in the 21st century.	3.17	S	3.37	S	3.27	S
5. The curriculum responds to the needs of the community.	3.33	S	3.32	S	3.33	S
6. K to 12 curriculum is enriched in terms of contents, values, strategies and assessments. It uses integrative, inquiry-based, and constructive approaches to develop the competencies of learners.	3.83	VS	3.46	S	3.65	VS
7. K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino Child.	3.83	VS	3.53	VS	3.68	VS
8. The curriculum is gender- and culture-sensitive.	3.50	S	3.43	S	3.46	S
9. The curriculum is contextualized and global.	3.67	VS	3.46	S	3.56	VS
10. The curriculum is flexible enough to enable and allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts.	3.33	S	3.44	S	3.38	S
Overall Mean	3.58	VS	3.44	S	3.51	VS
Legend: VS - Very Satisfactory, S - Satisfactory, F - Fair, P - Poor						

Table 3 shows that K to 12 curriculum design was rated very satisfactory by the administrators and K to 12 teachers in the field. Highest mean rating from the administrators is 3.83 on items 1, 6 and 7. Also, item 7 with a mean rating of 3.53 got the highest mean rating response from the teachers. They revealed that the curriculum was learner-centered as it focused on the optimum development of the Filipino child. It continuously ensured the mastery of concepts and skills through the described content areas. In fact, it was enriched in terms of contents, values, strategies, and assessments while using integrative, inquiry-based, and constructive approaches to develop the competencies of learners; thus, some characteristics of a good school are encouraged since they are collaborative, pupil centered, committed to a variety of teaching and learning styles with the students' much involvement in their own learning process as possible. The curriculum also has explicit high expectations, has shared values and goals, and has provided an effective learning environment.

As cited by Quijano (2012), educators always wanted the curriculum to be learner-focused, meaning, less of teacher's activities. The teachers really served as facilitators and as much as possible, they refrained from dictation – let the teacher do this, do that. They engaged the children on how to be able to think, focus on higher order thinking skills; make decisions; and be able to put to practice what they have learned. Each of them expressed the importance of focusing on the optimum development of the Filipino children in their own way.

On the other hand, item 4 got the lowest rating from the administrators. As they generally observed, the K to 12 curriculum has not fully considered relevance and responsiveness to the needs of the Filipino learners since the development of the students in the skills needed to be productive and successful in the 21st century were only moderately identified. This was supported by the statement of one of the administrators, saying:

“Skills needed were really hard to fulfill since most of the students enrolled in our school find difficulties in the basic arithmetic and even in reading comprehension. In some worse cases, some junior high school students who came into school are slow readers.”

Teachers, on the other hand, rated item number 5 lowest with a mean value of 3.32. They explained that the response of the curriculum to the needs of community is not that evident so far. The department needs to exert more effort on this area since everything is new in the curriculum, and adjustments are made from time to time. Thus, the main purpose of the curriculum design was not really given importance and appreciation.

It has been supported by the idea of Fullan (1994) about the limiting factor of implementing the curriculum. He said that clarity (about goals and means) is one of the crucial factors affecting innovation. Ideally, the long term goal which can be brought by the curriculum is good; but reality wise, the road in reaching the target is under construction, not yet completed, thus so far behind (De Justo, Digal & Lagura, 2012).

The idea of transforming the curriculum is really hard to accept more specifically to the part of the teachers because they are the main implementer of those changes. The fact that they had already conditioned themselves of the lessons that they were discussing for many year which means they already knew what's next after the other lesson. Many creative and organized teachers had prepared and saved previous years teaching materials so they don't need to spend more time in preparing such. Some already had patterns or copies of the previous school year's lesson plans and all they are going to do is to copy and take some modification from it. From all of these, teachers find it annoying to make necessary adjustment towards curriculum.

It is on this account that school heads and supervisors should take part in encouraging the teachers under their supervision. They should look for some ideas that may help the teachers in coping up with the innovations required by the new curriculum. Moral support can be a great sort of encouragement for them but provisions for teaching materials and sending them to seminars and trainings can ease the situation. Thus, a full support coming from the administration can increase teachers' level of acceptance towards the K to 12 curriculum.

Table 4
Status of the Implementation of K to 12 on Learning Competencies

DESCRIPTORS	Administrators N = 6		Teachers N = 124		Overall N = 130	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Learning competencies for each grade level is attainable for the whole school year.	3.33	S	3.15	S	3.24	S
2. There is spiral progression in learning where content knowledge, skills, values and attitudes increases in depth and breadth.	3.53	VS	3.58	VS	3.56	VS
3. There is a clear curriculum framework in each subject area.	3.33	S	3.26	S	3.30	S
4. Students participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.	3.33	S	3.23	S	3.28	S
5. Students demonstrate communicative competence.	3.00	S	3.14	S	3.07	S
6. Students think intelligently, critically and creatively in real life situations.	3.17	S	3.18	S	3.17	S
7. Learning is acquired through the available resources.	3.67	VS	3.67	VS	3.67	VS
8. Competencies include civic duties and responsibilities.	3.50	S	3.20	S	3.35	S
9. The unified standards ensure integration of what learners learn across grade levels and across learning areas for more meaningful learning.	3.33	S	3.16	S	3.25	S
10. Learning competencies focus on how students can make informed and values-based decision.	3.50	S	3.23	S	3.36	S
Mean	3.37	S	3.28	S	3.32	S
Legend: VS - Very Satisfactory, S - Satisfactory, F - Fair, P - Poor						

Learning competencies are increasingly becoming an important component in the lives of individuals. These are the key tools that help human being overcome the challenges in the society. Learning competencies are indicators of performance in life-role activities. They usually involve the ability

and facility to create effective results in a person's life. More often than not, these indicators are manifested through the individual's skills that are relevant to real – life situation. These skills are usually helpful in meeting the demands and expectations of society.

In terms of K to 12 learning competencies as shown in Table 4, the teachers and administrators have the same observations. They both said that the desired attributes that the learners should acquire in the process of learning were satisfactorily achieved in the field. These competencies as cited by Dubois (1993) is the performance that is a deliberate and purposeful action that a learner faces just to attain an anticipated output or outcome of something valuable for themselves and even for others. These were considered to be a result or product that an individual renders to co-worker, client, costumer, or constituent. From here, learning standards or competencies are behaviors or features as well as personal understandings, talents and intelligences, aspect of self-, and social roles which can be used to achieve successful or exemplary performance. Without learning competencies, an individual fails to perform any learning task efficiently and effectively (Zulueta, 2010).

Similar to the over-all observations in the implementation of the K to 12 learning competencies, both the administrators and teachers expressed their lowest mean rating in item number 5 with a mean value of 3.00 from the administrators and 3.14 from the teachers. As far as their observations are concerned, due to some hindrances in teaching and learning processes, they

said that students demonstrate their communicative competence only with a lower rate of satisfaction. Thus, it can be said that the implementation of learning competencies is considered only as slightly effective. Learner's ability of using language to communicate well is known as communicative competence. As one of the teachers said:

“Assessing students’ communicative competence is challenging. It contains note-taking and summarizing, which combine listening and writing competencies, letters for writing, and information gap and role-play activities for speaking,”

On the other hand, because each education stakeholder believes that whatever resources available should be used on maximum level so that learning is acquired, the highest rating of both respondents falls in item number 7 with a mean rating of 3.67 from the administrators and 3.27 from the teachers, which both described as very satisfactory. This is one of the proofs that Filipinos know how to maximize everything available in the environment especially when it comes to quality education. Administrators and teachers always make everything possible with or without complete provisions for learning competencies to be acquired successfully. Thus, the said item was rated very satisfactory.

Table 5
Status of the Implementation of K to 12 on Learning Resources

DESCRIPTORS	Administrators N = 6		Teachers N = 124		Overall N =130	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The list of available resources as reference materials for planning instruction across the subject areas is given for each teacher.	2.50	F	3.02	S	2.76	S
2. The regional and division offices make an inventory of existing materials available in the locality to supplement the lists of prescribed resources.	2.67	S	3.00	S	2.83	S
3. Learning activity packages, modules and other instructional materials support the initial implementation of the K to 12 Curriculum.	2.83	S	2.95	S	2.89	S
4. Learning activity packages, modules and other instructional materials filled-in the gaps of the textbooks and teachers' manuals currently being used in schools.	2.83	S	2.91	S	2.87	S
5. Modules are provided on time and serve as the basic learning resource.	2.83	S	2.81	S	2.82	S
6. Modules are self-instructional materials that lead students to independent and cooperative learning.	2.67	S	3.07	S	2.87	S
7. Existing textbooks are still useful.	3.00	S	3.12	S	3.06	S
8. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.	3.00	S	3.02	S	3.01	S
9. The allocation of the learning packages/ materials is based on the enrolment data reported in the electronic - Basic Education Information System (EBEIS)	3.33	S	3.06	S	3.19	S
10. The materials for each school are delivered directly.	2.67	S	3.09	S	2.88	S
Mean	2.83	S	3.00	S	2.92	S
Legend: VS- Very Satisfactory, S- Satisfactory, F- Fair, P- Poor						

Meanwhile, Table 5 illustrates the result of the responses on how the learning resources are made available for the implementation of K to 12

curriculum. Explicating the data could mean that teachers and administrators moderately observed the presence of some learning resources. Specifically, the 2.50 mean rating of administrators in item number 1 falls on the fair mean rating since the list of available resources as reference materials for planning instruction across the subject areas has not been completely provided for the teachers during their K to 12 orientation and seminar. On the other hand, the highest mean rating of 3.33 was given to item number 9, "Allocation of the learning packages/ materials is based on the enrolment data reported in the Basic Education Information System (BEIS)". This appears accurate in most of the schools since they only have small population of students, but not in some big schools. This statement is only true in subjects where modules were provided. On the other hand, teachers gave the lowest mean rating of 2.81 for item number 5, "Modules are provided on time" described as only moderately observed. Based on focus group discussion, the teachers implied that only some subjects have modules. These data implies that the DepEd generally does not also comply completely with what are stated in the Enclosure No. 1 of DepEd Order No. 31 s. 2012 which states that "Modules shall be provided as the basic learning resource. These are self – instructional materials that lend themselves to independent learning. Resource for teachers includes teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules." This order still remained to be an order but not a realization. Most of these learning resources are not in the hands of the students even in the teachers nor in the administrators.

Even though lessons from the given learning competencies are not really the same with the previous curriculum, teachers were forced to browse different kinds of books to sustain the needs for teaching and learning process. This is the reason why item number 7 is said to be very satisfactory with an average mean of 3.67 from the responses of both groups. A matter of looking for the right references in every lesson is the major solution to sustain the right information needed by the students every day. Aside from available books, other resources were gathered by the teachers from the internet. When there is no internet connection in the school, the teachers have no choice but to go back in the long period of manual searching in the previous books and references.

Thus, learning in k to 12 can also be considered incomplete since modules as expected to serve as the basic learning resource are underprovided or worse in some of the subjects are absent. Teachers and students adjusted themselves many times to cope up with these needs thus learning flow slowly. It has been supported by the idea that effectiveness in teaching and learning process can only be well attained in areas which are adequately equipped and sufficiently supplied with materials needed to raise learners' understanding of the concepts (Manicio, 2012). If the government really want quality education for our youth, we should ensure first the complete provision for the new curriculum's learning resources. Failure to comply would also mean failure to a 100% quality education.

Table 6

Status of the Implementation of K to 12 on Assessment and Rating of Learning Outcomes

DESCRIPTORS	Administrators N = 6		Teachers N = 124		Overall N =130	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards.	3.67	VS	3.55	VS	3.61	VS
2. Assessment promotes self-reflection and personal accountability to one's learning.	3.67	VS	3.42	S	3.54	VS
3. Assessment provides a basis for the profiling of student performance.	3.50	S	3.51	S	3.51	VS
4. The assessment process is holistic, with emphasis on the formative and developmental purpose of quality assuring student learning.	3.33	S	3.46	S	3.40	S
5. The assessment process is standard-based as it seeks to ensure that teachers will teach to the standards.	3.50	S	3.51	S	3.51	VS
6. The assessment process is standard-based as it seeks to ensure that students will aim to meet or even exceed the standards.	3.50	S	3.51	VS	3.51	VS
7. The students' attainment of standards in terms of content and performance is a critical evidence of learning.	3.67	VS	3.51	VS	3.59	VS
8. Assessment in the classroom helps the students perform well in relation to the learning standards.	3.67	VS	3.75	VS	3.71	VS
9. The outputs of off-school learning experiences are monitored and credited accordingly.	3.33	S	3.46	S	3.40	S
10. Students prepare exhibition of their performance in different subjects as evidence of their learning or attainment of performance standards.	3.33	S	3.46	S	3.40	S
Mean	3.52	VS	3.51	VS	3.52	VS
Legend: VS- Very Satisfactory, S- Satisfactory, F- Fair, P- Poor						

According to K -12 School Effectiveness Framework, an effective assessment is when students and teachers share a common understanding of the learning goals and students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the curriculum. The new K to 12 assessment and rating of learning outcomes prescribed by the DepEd did not hinder the efficiency and effectiveness of the teaching and learning process which has been proved by very satisfactory rating shown in Table 6.

The idea of the very satisfactory mean rating given by the administrators in four out of ten items really proved the comprehensive procedure in assessing and rating of learning outcomes of the K to 12 curriculum. It basically refer on the idea that K to 12 curriculum assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards and served a critical evidence of learning which helps the students perform well in relation to the learning standards and specifically encourages students' attainment of standards in terms of content and performance promotes self-reflection and personal accountability to one's learning.

. It has been supported by the status of the implementation of k to 12 on assessment and rating of learning outcomes response during the one-on-one interview of one the administrator which was described as follows:

“In our school, we did not encounter a big problem in the implementation of the K to 12 assessment and rating of learning

outcomes. All ideas are clearly interpreted in the set of issued DepEd orders and are easily understood and applied in the field. ”

That statement of the school head was also supported by the idea that assessment in the classroom helps the students perform well in relation to the learning standards which was the highest mean rating focus of the teachers' rating. These concepts just proved that the k to 12 assessment and rating of learning outcomes policies provided a clear information and procedure for the teachers to follow and implement properly and effectively.

The responses of teachers and administrators in items 4, 9, and 10 which describe that all falls on the same mean rating equivalent to 3.33 was considered to be the lowest rating in this category, though still included within the range satisfactory. They observed that assessment process was implemented holistically, focusing on the developmental and progressive drive of excellent student learning, while outputs of off-school learning experiences are monitored and credited accordingly. Students also prepare presentation of their outputs in various subjects as indication of their understanding or accomplishment of performance standards while the teachers monitor and credit them accordingly. Based on the over-all mean of the K to 12 assessment and rating of learning outcomes with very satisfactory rating, it can be inferred that the designs on this area were fully implemented in the field.

Table 7
Status of the Implementation of K to 12 on Support for Teachers

DESCRIPTIONS	Administrators N = 6		Teachers N = 124		Overall N =130	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.	2.83	S	2.99	S	2.91	S
2. Teachers have more time for the preparation of necessary support instructional materials and student-centered activities as the Department of Education (DepEd) adopts flexibility in the preparation of daily lessons.	3.50	S	3.20	S	3.35	S
3. Teachers' Guides (TGs) are prepared for teachers.	3.17	S	3.22	S	3.19	S
4. Guidelines are given to teachers on the preparation of Daily Lesson Logs (DLLs).	3.17	S	3.15	S	3.16	S
5. The K to 12 program enables the teachers to do other meaningful teaching-related tasks, which include but not limited to preparing instructional aids, assessing learners' portfolio and conducting learning interventions, rather than the preparation of Daily Lesson Logs (DLLs).	3.00	S	3.15	S	3.08	S
6. In-service Training on Content and Pedagogy- Current DepEd teachers are retained to meet the content and performance standards of the new K to 12 curriculum.	3.67	VS	3.35	S	3.51	VS
7. Training of New Teachers – New graduates of the current Teacher Education curriculum undergo additional training, upon hiring to upgrade their skills on the content standards of the new curriculum.	3.33	S	3.25	S	3.29	S
8. The list of available resources as reference materials for planning instruction across the subject areas is provided for each teacher.	3.00	S	3.28	S	3.14	S
9. To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd and CHED, in collaboration with relevant partners in government organizations, conduct teacher education and training programs.	3.00	S	3.28	S	3.14	S
10. Professional development programs are initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skill.	3.50	S	3.28	S	3.39	S
Mean	3.22	S	3.22	S	3.22	S

Legend: **VS-** Very Satisfactory, **S-** Satisfactory, **F-** Fair, **P-** Poor

In terms of support rendered for the K to 12 teachers as prescribed by the DepEd from some memoranda, orders and laws, Table 7 shows that these are only considered satisfactory by the teachers and even administrators. Basically, the idea that the teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are only moderately provided for teachers as their teaching resources gained the lowest mean rating of 2.83 from the administrators and 2.99 from the teachers. Aside from that, teachers rated the lowest the idea that this K to 12 program enables them to do other meaningful teaching-related tasks, which include but not limited to preparing instructional aids, assessing learners' portfolio and conducting learning interventions, rather than the preparation of Daily Lesson Logs (DLLs).

It has been supported by the statement of a teacher saying:

"This school year (2016 – 2017), I experienced a hard time preparing for my lessons since the DepEd released a new daily lesson log framework. It is very different from the previous setting. The released DepEd order does not have additional information on how this form can be accomplished. I just accomplished it based on my own idea."

On the same way, a parallel observation was also described from item 6 which was given the highest mean rating by both groups of respondents. The administrators' mean rating of 3.67 and the teachers' mean rating of 3.35 really indicated that the in-service training on content and pedagogy of current DepEd teachers are retained to meet the content and performance standards of the new K to 12 curriculum. This was strongly observed and described as very

satisfactory. Teachers undergo additional training during summer and semestral break upon hiring to upgrade their skills to the content standards of the new curriculum, and this is basically described as professional growth. According to Arizona Education Association (Keith and Girling, 1991), professional growth is the process of establishing, adapting and extending one's skills and knowledge as a teacher. Professional growth must be continuous and integrated into a collegial model of teacher relation. It implies that teachers are capable; that their decision-making powers change over time; and that organization can promote, nurture, encourage, and enhance that growth and change. Professional development of teachers is conducted on the assumption that improved teacher capabilities will in turn improve student learning (Moyle, 2007).

In facing the globalization challenges, educators are expected to have the essential abilities and capabilities. As Smaldino, Lowther, and Russel (2008) state, "Teachers of the future need to demonstrate readiness to explore and learn some technical skills that enrich and develop learning involvements." Thus, greater focus on professional development among new teachers is considerably in compliance with the expectations on the support among the K to 12 teachers.

From all these ideas, support for teachers of the K to 12 Curriculum was considered to be satisfactory, indicating that many things are still needed to focus on and accomplish in the education sector.

Table 8
Status of the Implementation of K to 12 on Support for Students

DESCRIPTIONS	Administrators N = 6		Teachers N = 124		Overall N =130	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The off-school learning experiences at home or in the community for transfer of learning to real life situations are provided.	3.33	S	3.14	S	3.24	S
2. The outputs of such off-school learning experiences, usually in the form of products and performances, are monitored and credited accordingly.	3.33	S	3.21	S	3.27	S
3. Independent/ cooperative learning develops the student capacity for self-directed learning, teamwork, goal-orientation, and sense of responsibility and accountability for results.	3.67	VS	3.27	S	3.47	S
4. Students who did not meet expectations at the end of the quarter or grading period are required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period.	3.50	S	3.23	S	3.36	S
5. Every learning deficiency is bridged even for those students whose grade is above 75%.	3.33	S	3.21	S	3.27	S
6. Results of the assessment across levels are given back immediately to the students, consistent with the principle of assessment as learning.	3.50	S	3.36	S	3.43	S
7. Students learn from the results of the assessment to improve further and plan strategically how they can address any learning deficiency.	3.33	S	3.39	S	3.36	S
8. Students who excel academically are given recognition.	3.55	VS	3.47	S	3.51	VS
9. Teachers take modification of / or deviation from TGs / TMs whenever necessary to suit the learners' ability provided that the learning standard and competencies are met. They are encouraged to enhance the TGs to provide activities that will develop higher thinking skills.	3.83	VS	3.56	VS	3.70	VS
10. To properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with DOLE, TESDA and CHED, regularly conduct career advocacy activities for secondary level students.	3.17	S	3.20	S	3.18	S
Mean	3.46	S	3.30	S	3.38	S

Legend: **VS-** Very Satisfactory, **S-** Satisfactory, **F-** Fair, **P-** Poor

Support for students shown in Table 8 expresses congruent responses from each group of respondents. The administrators and the teachers agreed that the least support received by the students was the proper guidance from the DepEd, in coordination with DOLE, TESDA, and CHED in choosing the career tracks that they intend to pursue. The students did not receive regular conduct of career advocacy activities since most of the schools at Alfonso, Cavite do not have official guidance counselor. Most of them only have teachers assigned in guidance office; but due to some other teaching related tasks, most of them failed to do the career guidance regularly.

On the other hand, if they can have time to conduct a career guidance for students, this activity may not be 100% effective since they do not even undergo additional trainings for career guidance, and thus ill-equipped to handle this area of supporting the students.

Vitug (2002) explained that the positive and negative attitudes of students toward guidance depend on how the counselor first appreciate the task. If the counselor is not confident in the task s/he is doing, then most likely the students will have the same attitude and lack of confidence. On the other hand, if the counselor likes what s/he is doing, then most likely the students will appreciate and like the career guidance as well.

One of the teachers said,

“Teacher may affect students’ career planning in a positive way without knowing it. For example, if the teacher is an excellent English teacher, some of them may be inspired to pursue a degree in literature. That’s how influential teachers are to their lives. Teachers should be open to sharing their thoughts and talk about their personal qualities, particularly their talents and strengths.”

The item on teachers taking modification of / or deviation from TGs / TMs whenever necessary to suit the learners’ ability provided that the learning standard and competencies was rated very satisfactory by the administrators with a mean rating of 3.83. The teachers gave the same rating with a mean of 3.56.

As reflected in the studies of Vitug (2002) and Peter (2005), students learn better from teachers who possess positive attitude in handling the subject and students as well. Parallel with this, the study of Delpit (2003) stated that teachers should know their students and the students’ intellectual heritage, and use this knowledge in their instruction by always demanding students to give their best by helping them understand their important role in learning. Thus, adjustments performed by teachers are great help for their students. The way students learn illustrates the way their teachers deliver the lessons to them.

Problem 2. What are the strengths and weaknesses of the implementation of the K to 12 curriculum in terms of the following:

2.1. Curriculum design;

2.2. Learning competencies;

2.3. Learning resource;

2.4. Assessment and rating of learning outcomes;

2.5. Support for teachers; and

2.6. Support for students?

The items presented in Tables 3 to 8 were grouped according to their mean ratings. Verbal interpretation which falls under the very satisfactory level were considered strengths of the K to 12 implementation, while the remaining results were considered weaknesses. With these identified weaknesses, suggestions and recommendations were made. These ideas came from the consolidated results of the focus group discussions among the junior high school teachers and one-on-one interview with the administrators as the key informants.

Table 9
Strengths and Weaknesses of the Implementation of K to 12

Areas	Strengths	Weaknesses
1. Curriculum Design	• The k to 12 curriculum specifically describes the content areas to be covered to ensure mastery of concepts and skills. • The k to 12 ensures smooth transition from one grade level to another. There is a continuum of competencies through spiral progression where learning of knowledge, skills, values and attitudes increases in depth and breadth. • The overarching goal of K to 12 Curriculum is the development of the Filipino learners to be adequately	• The k to 12 curriculum is not so relevant and responsive as it centers on the Filipino learners, it is developmentally appropriate and focuses on succeeding in the 21st century. • The curriculum do not completely responds to the needs of the community. • The curriculum is not considered fully gender- and culture-sensitive. • The curriculum is moderately contextualized and global.

	prepared for work, entrepreneurship, middle level skills development, and higher education. • K to 12 curriculum is enriched in terms of contents, values, strategies and assessments. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners. • K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino Child.	• The curriculum is not that flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.
2. Learning Competencies	• There is spiral progression in learning where content knowledge, skills, values and attitudes increases in depth and breadth. • Learning is acquired through the available resources.	• Learning competencies for each grade level is not attainable for the whole school year. • Clear curriculum frameworks were not observed in some subject areas. • Learning competencies do not allow most of the students to participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness. • Most of the students do not demonstrate communicative competence. • Learning competencies do not allow majority of the students to think intelligently, critically and creatively in real life situations • Most of the competencies do not focus on civic duties and responsibilities. • The unified standards do not ensure integration of what learners learn across grade levels and across learning areas for more meaningful learning. • Learning competencies does not mainly focuses on how students can make informed and values-based decision.
3. Learning Resources	• No identified strength.	• The list of available resources as reference materials for planning instruction across the subject areas is not given for some teachers. • There is no annual regional and division inventory of existing materials available in the locality to supplement the lists of prescribed resources. • Insufficient quantity of learning activity packages, modules, and other instructional

		materials do not satisfy the initial implementation of the K to 12 Curriculum. • Learning activity packages, modules and other instructional materials filled-in the gaps of the textbooks and teachers' manuals are not currently being used in schools. • Modules are not provided on time to serve as the basic learning resource. • For the majority of students' level of learning, modules are not considered self-instructional materials that lead students to independent and cooperative learning. • Not all existing textbooks are still useful. • Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks, and modules are just partially provided for teachers as their teaching resources. • The allocation of the learning packages/ materials is not based on the enrolment data reported in the electronic -Basic Education Information System (EBEIS) • The materials for each school are not delivered directly.
4. Assessment and Rating of Learning Outcomes	• Assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards. • Assessment promotes self-reflection and personal accountability to one's learning. • Assessment provide basis for the profiling of student performance. • The assessment process is standard-based as it seeks to ensure that teachers will teach to the standards. • The assessment process is standard-based as it seeks to ensure that students will aim to meet or even exceed the standards. • The students' attainment of standards in terms of content and performance is a critical evidence of learning.	• The assessment process is partially holistic, with emphasis on the formative and developmental purpose of quality assuring student learning. • The outputs of off-school learning experiences are not properly monitored and credited accordingly. • Students' exhibition of their performance in different subjects as evidence of their learning or attainment of performance standards were not done regularly.

	Assessment in the classroom helps the students perform well in relation to the learning standards.	
5. Support for teachers	In-service Training on Content and Pedagogy- Current DepEd teachers are retained to meet the content and performance standards of the new K to 12 curriculum.	- Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are just partially provided for teachers as their teaching resources. - Teachers do not have experience more time for the preparation of necessary support instructional materials and student-centered activities as the Department of Education (DepEd) adopts flexibility in the preparation of daily lessons. - Not all teachers' guides (TGs) are prepared for teachers. - Only guidelines but not an in depth discussion are given to teachers on the preparation of Daily Lesson Logs (DLLs). - Due to demands of many paper works, the K to 12 program do not enables the teachers to do other meaningful teaching-related tasks. - New graduates of the current Teacher Education curriculum do not undergo additional training, upon hiring to upgrade their skills to the content standards of the new curriculum. - The list of available resources as reference materials for planning instruction across the subject areas were not fully provided for each teacher. - The DepEd and CHED, in collaboration with relevant partners in government organizations conducts a minimal teacher education and training programs which does not surpass the professional needs of the teacher. - Professional development programs are initiated and conducted irregularly throughout the school year to ensure constant upgrading of teacher skill.
6. Support for Students	- Students who excel academically are given recognition. - Teachers take modification of / or deviation from TGs / TMs whenever necessary to suit the learners' ability provided that the learning standard and competencies are met. They are encouraged to enhance the TGs to provide activities that will develop	- The off-school learning experiences at home or in the community for transfer of learning to real life situations are not fully provided. - The outputs of such off-school learning experiences are usually in the form of products and performances are not monitored and credited regularly. - Due to the majority level of students' capacity of

	higher thinking skills.	learning, independent/ cooperative learning do not fully develops the student capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results. • Students who did not meet expectations at the end of the quarter or grading period are required to undergo remediation after class hours are done just for compliance and not for the purpose that they can immediately catch up as they move to the next grading period • Every learning deficiency is not fully bridged even for those students whose grade is above 75%. • Results of the assessment across levels are not given back immediately to the students, consistent with the principle of assessment as learning. • Most of the students do not learn from the results of the assessment to improve further and plan strategically how they can address any learning deficiency. • There is no proper coordination between the DepEd, DOLE, TESDA and CHED with regards to the regular conducts of career advocacy activities for secondary level students.
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Based on the results shown in Table 9, there are more items under the weaknesses than strengths. This means that the DepEd needs to exert more efforts satisfying the expected ideas in the implementation of the K to 12 curriculum. The content of the program itself was said to be competent in nature, but its implementation shows weaknesses attributable to different factors.

Based on the perceived gaps, the ratings and reasons given by the evaluators, and personal experiences and observations of the researcher, some suggestions and recommendations were enumerated. The following are the specific ideas shared by the respondents.

The curriculum design of the K to 12 curriculum should be relevant and responsive as it centers on the Filipino learners; it is developmentally appropriate (age appropriate) and focuses on succeeding in the 21st century. This was very ideal but the problem was the lack of regular monitoring. Some of the teachers advised that there should be regular monitoring and evaluation quarterly in terms of implementing the curriculum design. It should mainly focus on how teachers indigenize, localize, and enhance the curriculum for it to become applicable enough to the needs of the society.

When it comes to learning competencies, the learning standards that focuses on the ideas of how we can allow students to think intelligently, critically and creatively in life situations got the lowest rating. The fact that the learning competencies are too ideal only for fast and average level of learners, the coverage seems not attainable for the whole school year and not parallel with the issued learning modules. In order that this may be realized, the following measures are offered:

- **Minimize the learning competencies.** Generally, for the type of students now, most of the learning competencies in the subject are just finished for the sake of compliance but not for mastery. Many of the teachers finish the assigned learning competencies at the end of the quarter, but the mastery of learning is not ensured. Thus, eliminating some learning competencies and retaining only those that are basically needed for

students' mastery can greatly help in improving the implementation of the K to 12 Basic Education Curriculum.

- **Matching of learning competencies with the learning module.** Since there is an observation that some of the learning competencies of the subjects are not parallel to the teaching guides and learning modules issued to them, it is suggested that revisions be made. They should check the congruency between the learning competencies and the learning materials used to consider the complementation of the two.

On the other hand, the area describing the learning resources rated as the least is on providing the lists of available resources as reference materials for planning instruction across the subject areas to support the implementation of the enhanced K to 12 Basic Education Curriculum. The fact that the list is hardly noticeable or absent is one concern raised. In some cases also, only the list is available but not the reference materials themselves. To resolve this problem, copies of the list of available resources and even reference materials for planning instruction across the subject areas should be provided for each teacher as soon as possible. Personal copies of the list of existing textbooks which are still useful in the implementation of the K to 12 curriculum are needed by each teacher since not all have the access and ability to browse the internet. Doing this minimizes the teachers' time in looking for the lesson's related references, giving them more time instead on planning for teaching and learning process to flow smoothly.

The reality that not all students have their own copy of module, some need to share their module with their classmates, and some are forced to photocopy the module makes the respondents rate the provision of these the least in learning resources area. To clearly observe this DepEd Order, the following measures are suggested:

- **Learning resources should be provided in advance.** Teachers and administrators suggest that at least 2 months before the opening of classes, modules should reach their schools so that teachers can have more time to browse the references before the actual teaching situation. Teachers can familiarize themselves with the concepts of the subjects that they will handle.
- **Regular updating of learning resources.** Some also suggested that the department should make the learners' modules and teachers' guide completely updated, available and accessible either online or offline ahead of time. At the same time, they should produce an updated reference book parallel to the content of the module. It should also be packaged sturdy enough to last for a long time.
- **Prepared teaching support materials distributed.** Prepared videos in CD which are related to the lessons for the students to learn not only through theory and off-school activity but also through integration of technology are highly recommended by the teachers. It minimizes the time consumed searching for them through internet or preparing the lessons,

which consequently afford them more time for personal, physical and mental preparations for the following day.

- **Extended support for learning resources.** There should also be an extension of the support rendered in terms of learning resources such as LCD projector and laptop for every subject teacher, so that they will not keep on refilling the ink of their pentel pen, fold manila papers nor cut pictures for their visual aids. The same thing for the tools and equipment needed for the actual learning and hands-on activity.
- **Completing the supply of learners' materials.** One of the biggest problems encountered in the implementation of K to 12 is the insufficient supply of learning materials; thus, it is suggested that the DepEd provide complete numbers of modules for the students. It will be considered as greatest help in the achievement level of the learners.
- **Make action plans regarding insufficiency of modules to distribute equally among students.** Even though the greatest blame about the insufficient learning materials falls on DepEd, the school should not just wait for the department's action. The school head together with the teacher should look for other options that they can do through an action plan knowing that some learners' materials are distributed by DepEd in downloadable form.

On the other hand, focusing on the assessment and rating of learning outcomes, the item with the lowest rating was on awareness that assessment

process is holistic, with emphasis on the formative or developmental purpose of quality assuring student learning. Teachers encounter difficulties in creating reliable assessment tools due to many assigned tasks. Thus, the following measures are suggested to have this guideline implemented completely:

- **Ready-made Tests.** To improve the level of assessment and rating of learning outcomes, respondents suggest that the division should also provide a ready-made test at the end of the quarter so that the teachers can clearly evaluate whether their students learned the expected knowledge, process or skills, understanding and product or performance.
- **Rubrics for Teachers and Students.** Rubrics should also be provided for every suggested activity presented in the students' module. In this case, not only teachers can determine the level of students' participation and comprehension, but even the students can relate in the assessment and rating of their own learning outcomes.

Another item under assessment and rating of learning outcomes included in the lowest mean rating was the implementation of culminating activity since it was not implemented and documented regularly. In realizing this, it is recommended to do:

- **Strict compliance on culminating activity at least every quarter.** Teachers should be the one responsible of identifying the great performers in the class that will present what they have learned in specific

subject. They may record the students' performance during the actual teaching and learning process so that they will only be flashed using the LCD projector during the culminating activity; or they may ask their students for an actual performance during the culminating activity. It should be a one-day affair where other students in each grade level together with the parents serve as audiences.

For the support for teachers, the item describing that the teaching guides, prototype lesson plans, lesson exemplar, matrix of existing books, workbooks and modules are provided for teachers as their teaching got the lowest mean rating. The reason behind this could be that the teaching guides, modules and matrix of existing books were only available for some subjects, while prototype lesson plans and lesson exemplars were not available in most of the subjects. To have this properly done, the following measures are recommended:

- **Availability of prepared lesson plans that can serve as references in doing teachers' daily lesson log.** Teachers can focus on the teaching and learning process rather than writing every night when this recommendation is implemented. With this, teachers will have their patterns on the flow of the lessons and will just have some modifications through contextualization and localization.

Another item involved in the least rated item for the support for teacher is the reality of the DepEd Order stating that "The K to 12 program enables the

teachers do other meaningful teaching-related tasks, which include but not limited to preparing instructional aids, assessing learners' portfolio and conducting learning interventions, rather than the preparation of Daily Lesson Logs (DLLs), which was not totally observed in the field. For this to become ideal, the following recommendations were expressed by the respondents:

- **Supervision and motivation for teachers in accomplishing the daily lesson log or plan.** As cited by Ilao (2003) in her study, teachers should be highly motivated to improve their performance not only for the better, but also for the best. Principals and supervisors should ensure that the teachers under their jurisdiction follow the rules in lesson planning called the daily lesson log. Knowing that there are some school heads who are still pushing for the use of the previous semi-detailed lesson plan, the curriculum itself requires teachers to focus themselves on the content of the lessons and not to overwork on detailing much how the lesson goes.
- **Continuous and additional trainings, seminars, and conferences for the teachers regarding the preparation of daily lesson logs and plans that can be used within the division and district level.** If there are continuous and additional trainings for the teachers, the opportunity for their growth and advancement will be truly realized. There must be room for their creativity and innovation to improve their performance. If teachers will be challenged to perform their tasks efficiently, they will be fully motivated to improve and upgrade themselves.

Talking about the support for students, the item which states that “to properly guide the students in choosing the career tracks that they intend to pursue, the DepEd in coordination with DOLE, TESDA and CHED, shall regularly conduct career advocacy activities for secondary level students” got the lowest mean rating. Regular conduct of career advocacy activities for secondary levels is not implemented regularly and professionally since most of the public schools do not have licensed guidance counselor who are knowledgeable enough in career guidance. In realizing this, the following measures are recommended:

- **Constant coordination with the parents.** It should be with regard the academic status of the students so that the student problems might be settled in the school through the help and guidance of both the teachers and parents. It should also focus on proper guidance in choosing the career tracks that they intend to pursue.
- **Ensure a licensed guidance counselor for each school.** Career guidance is one of the difficult tasks in school, thus, a licensed guidance counselor is needed in this role instead of a teacher- counselor with many teaching loads. If this personnel cannot be provided at hand, the department should provide each teacher-counselor a rigid training in career guidance and counselling.
- **Teacher and parent support in career guidance.** It should start with the academic status of the students. All problems of the students should be settled in the school through the help and guidance of both the teachers

and parents. At the same time, teachers and parents should work hand in hand in dealing with students' career guidance. Both of them are responsible for the students' success in the future, thus, they should coordinate with each other.

- **Create orientation program for the parents to support the needs of the students in the learning process.** The school should orient parents of students who do not meet expectations in each quarter of their specific responsibilities in the improvement of behavior toward learning. It should include ideas on how the students may earn a higher level of learning for the next quarter.

Problem 3. Is there a significant difference between the perceptions of the public schools administrators and teachers on the implementation of the K to 12 curriculum in terms of the following:

- 3.1. Curriculum design;**
- 3.2. Learning resource;**
- 3.3. Learning competencies;**
- 3.4. Assessment and rating of learning outcomes;**
- 3.5. Support for teachers; and**
- 3.6. Support for students?**

Using T-test for independent samples determined the substantial differences between the perceptions of the public school administrators and teachers on the implementation of the Enhanced Basic Education Curriculum in terms of curriculum design, learning competencies, learning resources,

assessment and rating of learning outcomes, support for teachers, and support for students. The table below indicates the results of this comparison on perceptions between two groups of respondents.

Table 10
T-test for the Difference in Perception by Administrators and Teachers on K to 12 Program Implementation

Areas	Respondents	Mean	Standard Deviation	Mean Difference	Computed t-value	Tabular t-value	Interpretation
Curriculum Design	Administrators	3.58	0.24	0.18	0.91	1.98	Not Significant
	Teachers	3.44	0.06				
Learning Competencies	Administrators	3.37	0.19	0.14	0.79	1.98	Not Significant
	Teachers	3.21	0.05				
Learning Resources	Administrators	2.83	0.24	0.14	0.71	1.98	Not Significant
	Teachers	3.00	0.09				
Assessment and Rating of Learning Outcomes	Administrators	3.52	0.15	0.05	0.32	1.98	Not Significant
	Teachers	3.51	0.1				
Support for Teachers	Administrators	3.20	0.27	0.17	0.80	1.98	Not Significant
	Teachers	3.20	0.10				
Support for Students	Administrators	3.43	0.20	0.07	0.36	1.98	Not Significant
	Teachers	3.30	0.13				

The T-test result exposed the insignificant differences among the perceptions of teachers and administrators on the implementation of K to 12 curriculum in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and students. There seemed to be consistency on the commonalities of their

perceptions as regards the K to 12 implementation. These suggest that the information gathered are proven correct and true both in the eyes of those who supervise the implementation and those who are considered to be as actors for implementation.

Child-centered learning, lifelong learning, and experiential learning – as the key features of the new curriculum - are not new to the department, though teachers are made aware of these ideas. This proves that in one way or another, curriculum design is applied to attain the overall arching goal of K to 12 curriculum which is the development of the Filipino learners to be adequately prepared for work, entrepreneurship, middle level skills, and higher education while responding to the needs of the community by localization, indigenization, and enhancement.

Common ideas about learning competencies imply that a smooth transition of content knowledge, skills, values, and attitudes are included in the learning competencies for Grade 7 to Grade 10 delivered through the available resources with unified standards that ensured integration of what learners learn across grade levels and across learning areas for more meaningful learning. The schools maintained the quality of learning as the students think intelligently, critically and creatively in real life situations while performing their civic duties and responsibilities. This revealed that teachers and administrators alike show their devotion and commitment in the field in spite of difficulties in finding ways on

how they can accommodate those learning competencies at the end of each quarter.

Responses on learning resources do not differ significantly for both groups. Learning resources of new curriculum are very detailed compared to the previous curriculum, but apparently, they cannot be appreciated due to their scarcity. Knowing that the department has already released DepEd Order No. 31 s. 2012 on the allocation of learning packages / materials is assuring, but said packages are only available and used in some subject areas, while scarce or none at all for other subjects. It is expected that these must be distributed equally to the number of students; but based on the interview done by the researcher, modules are given to the students during their class and they should return these again to their teachers at the end of the period so that other sections can use them. On the other hand, some teachers distributed the modules into 1:2 or 1:3 ratio, meaning they cannot totally learn independently in a regular manner due to scheduled use of modules among several group members. It merely implies that the effectiveness of the materials might not be experienced by all students.

Another reason on ineffectiveness of learning resources is due to their late delivery. In the implementation of grade 7, modules for the first and second quarter came near the end the second quarter, while the third and fourth quarter modules came during the 2013 summer vacation. Some grade 7 teachers complained that even up to this moment student modules were unavailable or incomplete. Other modules are not yet released. Teachers also found it hard to

find one reference book parallel to the competencies of the curriculum. Some teachers looked for other reference materials which required the students to buy to have their own copy such as Math Time for Math, Batikan in Filipino and the like.

Even though most of the learners' materials were made available for students and teachers at the end of the initial school year implementation, teachers' guides were urgently made available by the department during the orientation seminar, which took place before the initial implementation of specific grade level. Learners' modules were missing then, but the teachers' guide was considered a good help in the teaching and learning process especially when handed on time.

As regards assessment and rating of learning outcomes as cited in DepEd Order No. 31 and 73 s. 2012, both groups considered all cited ideas as strongly implemented. As presented in Table 9, a negligible difference in the mean ratings of the two groups and the computed t value imply that there was no significant difference between their observations.

Teachers of different grade levels quickly adjust themselves in the grading system of the new curriculum in different ways. Teachers already applied these assessment strongly not only in categorizing the students' daily outputs or outcomes but even in the summative examinations. As educators, they demonstrated how assessments and rating of learning outcomes primarily serve

as a quality assurance tool to track students' progress in the attainment of standards as they promote self-reflection and personal accountability of students' learning through holistic process. They see to it that the standards-based process of assessments ensured their teaching to the standards while students met or even exceeded the standards in terms of content and performance as a critical evidence of learning.

On the other hand, support for teachers in some ways was highly appreciated. As stated by most of the teachers during the FGD, they experienced a more productive seminar and training in their school this school year, and this made them feel more comfortable in teaching. Aside from that, teaching guides were provided to them at the end of the training, unlike last school year when the teaching guides were either insufficient or unavailable. But some teachers experienced difficulties in preparing and implementing the lesson using the Daily Lesson Log (DepEd Order no. 42 s. 2016); thus, less time were allotted for teachers' preparation of other instructional materials and student-centered activities.

In all of these expected activities, teachers continue learning to keep abreast with development and the emerging concerns in education. Teachers themselves are learners in the process even as they continue to influence effective learning (Harris, 2007; Gordo et al., 2006). This has been slightly observed now on how the DepEd supports the K to 12 teachers.

In terms of support for students, remediation programs are still improving to uplift the level of students from the beginning level. Achievers in the academic fields are highly appreciated and recognized by the school administrators and teachers.

Through teachers' modification of / or deviation of TGs / TMs to suit the learners' ability, learning standard and competencies were met. At the same time, independent/ cooperative learning developed the students' capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results. These helped them improve further by planning strategically how they can address any learning deficiency.

This means that the commitment of DepEd to support the K to 12 students is increasing. They assured that learners are learning in the process of interacting with the teachers, as well as in enabling learning environments that has been planned and provided for them. Teachers are continuously serving as facilitators of learning process and as directors of learning conditions and environments for learning.

Problem 4. What input to policy formulation can be offered based on the findings of the study?

The following are just input to policy formulation that were offered based on the results of the study and was anchored on DepEd Memorandum No. 196, s. 2012

I. Rationale

- A. The DepEd recognizes that the quality of learning is greatly influenced by the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students. A need to evaluate the implementation of a curriculum is important for it is a manner where persons adapt in order to collect information that will allow them to take or eradicate something. It emphasizes on learning whether the curriculum planned, established, and executed is creating the anticipated outcomes. It aids to recognize the strengths and weaknesses of program developed as its execution continue (Anastacio, 2000). Therefore, it is imperative for the DepEd to perform monitoring and evaluation of its curriculum implementation through rapid appraisal method.
- B. Monitoring the implementation of the k to 12 Curriculum is an essential and integral element of effective implementation and strategy of the k to 12 Basic Education Program. Its main purpose is to track the progress of program implementation and also to determine whether or not the curriculum framework, standards, competencies, content, strategies and instructional activities are delivered or implemented properly and consistently in the classrooms as envisioned during its implementation.

- C. Successful curriculum implementation is a result of the systematic use of appropriate strategies for delivering and assessing the targeted learning objectives. Excellent implementation of curriculum requires crucial evaluation and investigation together with improvement of the main actors and facilities (Tever, 2012).
- D. Several monitoring and evaluation are done throughout the DepEd to improve curriculum implementation. However, most of these are top-down processes wherein expert's observation of the teaching and learning process is the main focus. Example of these are the Division Oplan Pagmamasid (DOP) and the Municipal Oplan Pagmamasid (MOP) done by the designated subject or district supervisors.
- E. This activity shall not just fulfil the critical function of identifying implementation problems /issues but certainly meant to identify corrective measures, necessary services, support and interventions that education stakeholders in the field may provide to improve program implementation. Thus, it is a means of gathering significant data and implementation experiences by the different schools that could be used as bases for intervention and planning of next steps by curriculum specialists and policy makers of the Department of Education.

II. Policy Statement

A. Regular assessment of educational program and performing needed modifications and updates are recommended to make a curriculum responsive to the needs of education. Re-examining curriculum implementation for further evaluation are also needed so that necessary adjustment could be made in terms of contents; instructional materials, procedures and strategies; as well as teaching and learning experiences (Baciles, 2000). It is therefore incumbent upon the DepEd to ensure the ideal implementation of the K to 12 Basic Education curriculum in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students. As such, this policy highlights the fact that quality education is at the school where curriculum implementation were monitored, evaluated and improved.

B. Knowing that every school year is a new opportunity for any planned transformations and therefore plans for the whole school year are not yet fully implemented during the semestral break, a more accurate way of assessing and evaluating its implementation is called as rapid appraisal. Rapid appraisal is the acquisition of recognition as used in determining problems in the community, and for monitoring and evaluation of ongoing events focusing on the scheme of the curriculum. The rapid appraisal method is useful for

collecting information on a wide range of community activities to improve an enhanced understanding of schemes' dynamics. For school contexts, teachers are in the position to describe such dynamics. Thus, junior high school teachers are included in the group of appraisers since they have better understanding of the structure and even the actual phenomena happening in the educational institutions where they belong.

C. In effect, action points that directly address to the quality of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students must be included in the SIP. The space and opportunities for teachers and other stakeholders to collaboratively discuss strategies that will lead to better improve the K to 12 curriculum implementation can be integral to SIPs and LACs. Further, this policy reiterates that good curriculum implementation is the primary goal of each school and its monitoring and evaluation is one of the most vital functions of school heads/principals.

D. In this policy, the DepEd should institutionalize a regular rapid appraisal method of monitoring and evaluating the K to Basic Education Curriculum implementation in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students every semestral break. Regular monitoring and evaluation through rapid appraisal aim to determine the strengths and

weaknesses as well as the improvements needed in the implementation of the K to Basic Education Curriculum at the middle of every school year.

- E. In the DepEd, the procedures and results of monitoring and evaluation through rapid appraisal of the K to Basic Education Curriculum implementation can be discussed during **Learning Action Cell (LAC)** sessions where group of teachers are engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become the school-based communities that identifies specific and exact situations of curriculum implementation.
- F. Key aspects of the monitoring and evaluation through rapid appraisal processes are ongoing collaborative learning or problem solving within a shared domain of professional interest, self-directed learning, and reflective practice leading to action and self-evaluation, and collective competence.

III. K to 12 Basic Education Curriculum's Rapid Appraisal

A. Theoretical Framework

1. This policy provides the framework and enabling mechanisms for the conduct and implementation of K to 12 Basic Education Curriculum's Rapid Appraisal

in schools or in clusters. It is directed towards improving the curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students of the K to 12 Curriculum.

2. The theoretical framework in Figure 2 provides the direction upon which the monitoring activities of the implementation of the K to 12 curriculum is built. It describes the three important elements (Input, Process and Outputs) which are fundamental in gathering of significant data.
3. The inputs are the necessary interventions that the Department of Education provided to supervisors, school heads, teachers and students in order to implement the program effectively. These include capability building, curriculum guides, instructional packages for teachers and students, and provision of funding support.
4. The process explains how the monitors will reliably collect significant information on the effect of the inputs provided by the DepEd to implementers and end-users. Using appropriate instruments, such information will be gathered through the conduct of these activities; classroom observation, interview, survey, focus group discussion and inspection of materials.

Likewise, it explains the key data management process to include collation, analysis and interpretation of data, writing and dissemination of reports.

5. The desired outputs are the key information on the implementation of the K to 12 curriculum. These include the teaching and learning process, management, perceptions and attitudes. The outputs shall also include recommendations for policy formulation.
6. All the three elements are inter-related and should not be viewed in isolation from each other. The framework thus serves as a guide for monitors to help execute the rapid appraisal activities accordingly.

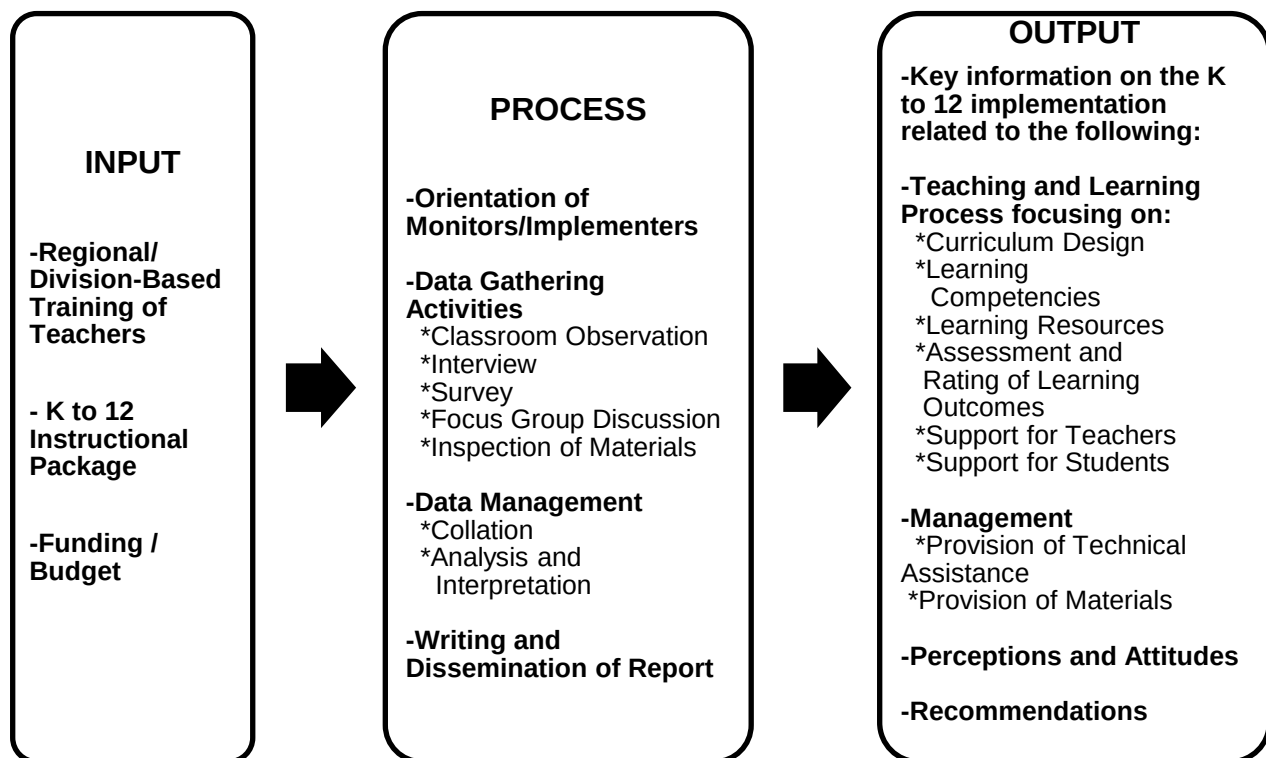


Figure 2. Framework of the K to 12 Curriculum's Rapid Appraisal

B. Focus of the K to 12 Basic Education Curriculum's Rapid Appraisal

1. Curriculum Design

- a. Curricular coverage
- b. Level of difficulties in spiral progression approach

2. Learning Competencies

- a. Sequencing of competencies
- b. Clustering of competencies within and across learning areas
- c. Adequacy of learning competencies
- d. Appropriateness of contents and performance standards

3. Learning Resources

- a. Availability and sustainability of existing instructional materials provided for the K to 12 curriculum
- b. Adequacy of the support of learning materials
- c. Provision of holistic, integrative and interactive learning
- d. Use of additional time for tool subjects
- e. Utilization of community resources

4. Assessment and Rating of Learning Outcomes

- a. Standards for written and performance output
- b. Instruments for rating learning outcomes

5. Support for Teachers

- a. Utilization of orientation and training inputs to teachers
- b. Follow-up training, Learning Action Cell (LAC) session
- c. Provision of Technical Assistance by DepEd local officials

6. Support for Students

- a. Provision of Technical Assistance by teachers and parents
- b. Awards and Recognition Policies and Procedure

C. Methodology

Gathering of data will focus on these areas: curriculum design and learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and support for students. Since the monitoring process will follow the rapid appraisal approach, this will use the triangulation technique. Triangulation technique is divided into three categories such as direct observation (classroom observation of teachers in delivering the K to 12 curriculum lessons, feedbacks on the teaching and learning materials), focus group discussion through LAC session, and filing up of survey forms for teachers.

1. Sampling Procedures

All schools are instructed to have their K to 12 Basic Education Curriculum's rapid appraisal at the middle of the school year or during the semestral break. Focus group discussions should happen during the LAC session of the month of

October or November for teachers, second quarter parent-teacher conference for parents and students' second general assembly for students. .

2. Rapid Appraisal Instruments

The table below provides the information on the type of instruments which will be administered in each school and the targeted respondents.

Instrument	Type	Form No. / Description	Respondents
Classroom Observation Guide	Observation	1 (Instructional Supervision Form 3A)	School Head Teacher
School Head's Observation Questionnaire	Observation	2 (Appendix E)	School Head
Teacher's Survey Questionnaire	Interview	3 (Appendix F)	Teachers
Focus Group Discussion	Dialogue	4 (Appendix G)	Teachers Students Parents

3. Appraising and Reporting Process

Rapid Appraisal accomplishment report should be consolidated by district which means each district is considered as one team with the district supervisor as team leader and school heads as members or key informants. Data submitted by each team will be analyzed, interpreted, and used as inputs in the refinement of the curriculum and accompanying learning materials and for policy formulation in relation to implementation of the K to 12 Curriculum.

4. Rapid Appraisal Procedure

- a. Explain purpose of rapid appraisal to respondents
- b. Conduct interviews with the teachers
- c. Observe actual teaching of all learning areas and actual situation of the K to 12 Basic Education Curriculum Implementation
- d. Conduct separate Focus Group Discussions (FGD) with the group of learners, teachers and parents.
- e. Conduct exit meeting

5. Rapid Appraisal Team Responsibilities

- a. Each appraising team is responsible for the following:
 - a.1. Securing appraisal kit from the public schools district supervisor
 - a.2. Preparation of rapid appraisal accomplishment report
 - a.3. Submission of consolidated forms
 - a.4. Summarize findings as inputs to policy formulations or innovations
- b. Appraisers shall work as a team – working, helping, consulting and cooperating with one another.
- c. The team shall see to it that all instruments are retrieved and properly accomplished and consolidated.
- d. Attend debriefing sessions

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

This chapter presents generalized concepts made within the covered period of study. These were based on the results of the study used to link with the conclusions and recommendations offered.

Summary

The study aimed to determine the status of implementation of K to 12 as perceived by the public school teachers and administrators in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, support for teachers and students so that input to policy formulation can be offered based on the findings.

The study utilized the descriptive method of research. Administrators and teachers from the public junior secondary schools of Alfonso, Cavite served as the participants of the study. They evaluated the implementation of K to 12 Program and its significant components mentioned earlier by doing a rapid appraisal assessment.

A permission letter was submitted to the Division of Cavite, Schools Division Superintendent (SDS) and a letter of approval was secured prior to the conduct of the study. A copy of the SDS approval letter together with a permission letter to each school's principal or school head was then administered

to pursue the surveys and interviews of the respondents. Structured survey questionnaire was given to each school administrator and K to 12 teachers to assess their level of observations on how their school implemented the K to 12 curriculum. The data and information gathered through the questionnaire were supplemented with unstructured one-on-one interview for the administrators or school heads of each school. On the other hand, focus group discussion was used to test ideas consolidated from the survey questionnaires of the teachers.

Findings

Based on the data gathered and analyzed, the study yielded these findings:

1. From the assessment of the administrators, the K to 12 curriculum design and assessment and rating of learning outcomes are considered very satisfactory; but learning competencies, learning resources, and support for teachers and students only fall under satisfactory level. On the other hand, teachers rated assessment and rating of learning outcomes as the only area of the K to 12 implementation that can be considered as very satisfactory; and the rest of the other area such as curriculum design, learning competencies, learning resources, and support for teachers and students were on the satisfactory level.
2. All categories under the implementation of the K to 12 curriculum (curriculum design, learning competencies, learning resources,

assessment and rating of learning outcomes, and support for teachers and students) generally fell on the satisfactory level and were considered weaknesses. Among the categories evaluated, learning resources contained items which were all under the weaknesses category.

3. In spite of some differences of ideas with regard the implementation of the K to 12 curriculum, it was found that teachers and administrators responded congruently and similarly as regards its assessment. Thus, there were no significant differences between the assessment of teachers and administrators in the implementation of K to 12 curriculum in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, and support for teachers and students.
4. Inputs to policy formulation of the K to 12 Basic Education Curriculum are needed to satisfy its implementation in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, and support for teachers and students.

Conclusions

The following conclusions were drawn based on the findings.

1. The implementation of K to 12 curriculum in terms of curriculum design, and assessment and rating of learning outcomes are very satisfactory

while learning competencies, learning resources, and support for teachers and students are satisfactory.

2. The actual implementation of the K to 12 Basic Education Curriculum did not completely and excellently satisfy what was expected and prescribed by Department of Education.
3. Teachers' and administrators' perceptions in the implementation of K to 12 curriculum in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, and support for teachers and students are similar with each other.
4. Excellent and accurate execution of the K to 12 Basic Education Curriculum can be achieved through policy formulations.

Recommendations

In order to improve the K to 12 Basic Education Curriculum, the following recommendations are suggested:

1. There should be a regular monitoring and evaluation of the K to 12 to maintain the very satisfactory level of implementation of curriculum design and assessment and rating of learning outcomes. Monitoring and evaluation is also needed to improve the implementation of the K to 12 curriculum in terms of learning competencies, learning resources, support for teachers and support for students as implemented in every school.

2. To convert the weaknesses of the K to 12 curriculum implementation into strengths, such improvements are needed to apply which includes the reduction of learning competencies and matching it with the learning modules; regular updating of learning resources and making action plans regarding insufficiency of modules to distribute equally among students; provision for ready-made tests and rubrics for each subject area and strict compliance on culminating activity; supervision and motivation for teachers in accomplishing the daily lesson log; and higher level of concern, constant coordination with parents, higher recognition for every task, and career guidance can expand the support for students.
3. To maintain the mutual perceptions about the status of the implementation of the K to 12 curriculum, there should be regular conversation or dialogue between the school head with his or her teachers.
4. To satisfy the implementation of the K to 12 curriculum in terms of curriculum design, learning competencies, learning resources, assessment and rating of learning outcomes, and support for teachers and students additional inputs to policy formulation are needed.
5. Similar studies on the implementation of the K to 12 Basic Education Curriculum be conducted.

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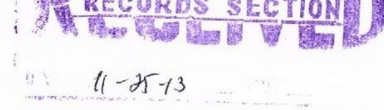
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Appendix A



25 November 2013

DR. VICTORIA R. PAMIENTA
Schools Division Superintendent
Division of Cavite
Trece Martirez City



Dear Dr. Pamienta,

The undersigned is presently conducting a study entitled "Rapid Appraisal on the Implementation of the K to 12 Curriculum: Input to Policy Formulation" in partial fulfilment of the requirements for the Degree Master of Arts in Education with specialization in Educational Management at the Philippine Normal University-Manila.

This study will venture to assess the views of administrators and grade 7 and 8 teachers in the public High Schools of Alfonso with regards to the implementation of the K to 12 Basic Education Curriculum and base from the result, formulate policies suited for improvement of the said curriculum.

In line with the thrust of the study, may I seek permission from your good office to gather information on teachers and administrators to administer questionnaires, conduct interviews and take pictures of each school. The respondents of my study are the Alfonso, Cavite Grade 7 and Grade 8 public high school Teachers and Administrators.

This hopes to come up with usable suggestions and recommendations that will help to improve the implementation of K to 12 Education Scheme in Alfonso, Cavite.

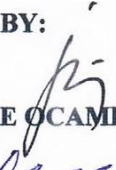
Your favorable response will be highly appreciated.

Thank you and God bless.

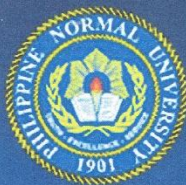
In Christ,


REA B. PEÑANO
Researcher

NOTED BY:


DR. JOSE OCAMPO
Adviser


DR. RENE BELECINA
Adviser



PHILIPPINE NORMAL UNIVERSITY

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18 August 2016

CHERRYLOU D. DE MESA
Schools Division Superintendent
Division of Cavite
Trece Martirez City

Dear Madam,

The undersigned is presently conducting a study entitled "Rapid Appraisal of the Implementation of K to 12 Curriculum: Input to Policy Formulation" in partial fulfilment of the requirements for the Degree Master of Arts in Education with specialization in Educational Management at the Philippine Normal University-Manila.

This study will venture to assess the views of administrators and grade 7 and 8 teachers in the public High Schools of Alfonso with regards to the implementation of the K to 12 Basic Education Curriculum and base from the result, formulate policies suited for improvement of the said curriculum.

In line with the thrust of the study, may I seek permission from your good office to gather information on teachers and administrators to administer questionnaires, conduct interviews and take pictures of each school. The respondents of my study are the Alfonso, Cavite Grade 9 and Grade 10 public high school Teachers and Administrators.

This hopes to come up with usable suggestions and recommendations that will help to improve the implementation of K to 12 Education Scheme in Alfonso, Cavite.

Your favorable response will be highly appreciated.

Thank you and God bless.

In Christ,


REA B. PEÑANO
Researcher

NOTED BY:


DR. JOSE OCAMPO
Adviser


DR. RENE BELECINA
Adviser

Appendix B



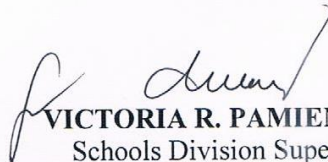
Republic of the Philippines
Department of Education
Region IV-A (CALABARZON)
DIVISION OF CAVITE
Trece Martires City

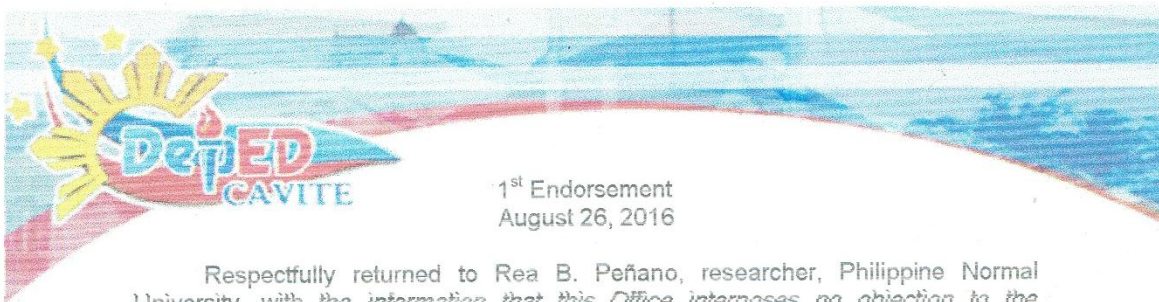


1st Endorsement
November 25, 2013

Respectfully returned to **REA B. PEÑANO**, researcher, Philippine Normal University, with the information that this Office interposes no objection to the attached request to conduct a study entitled "**RAPID APPRAISAL OF THE IMPLEMENTATION OF K TO 12 CURRICULUM: INPUT TO POLICY FORMULATION**", provided that the following conditions will be taken into consideration:

1. There should be **PROPER COORDINATION WITH THE PRINCIPALS OF SECONDARY HIGH SCHOOLS OF ALFONSO**;
2. The activity **SHOULD BE SCHEDULED AFTER CLASS HOURS**;
3. The activity **SHOULD NOT DISRUPT CLASSES NOR INTERFERE WITH THE REGULAR ACTIVITIES OF THE SCHOOL**;
4. **Written consent** from the parents should be secured and kept on file in the Principal's office for ready reference;
5. Participation to this activity is **STRICTLY VOLUNTARY**;
6. The School Head concerned should submit to this Office a **completion report** regarding the conduct of the activity, and
7. A copy of the research shall be submitted to the Library Hub through the Division Librarian, for utilization of other researchers in this division.
8. Should observe policy on "**Time – on – Task**".


VICTORIA R. PAMIENTA, Ed. D.
Schools Division Superintendent
And concurrent OIC, Division of Cavite



1st Endorsement
August 26, 2016

Respectfully returned to Rea B. Peñano, researcher, Philippine Normal University, with the information that this Office interposes no objection to the attached request to conduct a study entitled "Rapid Appraisal of the Implementation of the K to 12 Curriculum: Input to Policy Formulation", provided that the following conditions will be taken into consideration:

1. There should be proper coordination with the Secondary School Heads within the Municipality of Alfonso;
2. The activity should be scheduled after class hours;
3. The activity should not disrupt classes nor interfere with the regular activities of the school;
4. Participation to this activity is strictly voluntary;
5. The researcher should submit to this Office a completion report of the activity;
6. In case there are selected pupils who will be interviewed, Written consent from the parents should be secured and kept on file in the Principal's office for ready reference;
7. A copy of the research shall be submitted to the Library Hub through the Division Librarian, for utilization of other researchers in this division.


CHERRYLOU D. DE MESA
OIC - Schools Division Superintendent

AGREEMENT

I agree to submit a copy of the research to the Division Library Hub through the Division Librarian for the utilization of other researchers in this Division.


REA B. PENANO

Signature over Printed Name

School/District: KAYSUYON NHS - ALFONSO

Contact No.: 0927 4242 681

Appendix C



I am currently undertaking a study with the permission from the Schools Division Superintendent entitled “Rapid Appraisal of the Implementation of the K to 12 Curriculum: Input to Policy Formulation” in partial fulfilment of the requirements for the Degree Master of Arts in Education with specialization in Educational Management at the Philippine Normal University-Manila.

This study will venture to assess the views of grade 9 and 10 teachers and administrators in the public High Schools of Alfonso with regards to the implementation of the K to 12 Basic Education Curriculum and base from the result, formulate policies suited for improvement of the said curriculum.

In this connection, the undersigned is soliciting your wholehearted cooperation by extending information needed through questionnaires and interviews. Attached are the copies of survey questionnaire for you and for the teachers in your school.

Any data gathered from you and your subordinates will be used exclusively for this study and answers should be treated confidentially.

Your favorable response will be highly appreciated.

Thank you and God bless.

In Christ,

REA B. PEÑANO
Researcher

Appendix D

Dear respondent,

I am currently undertaking a study entitled “Rapid Appraisal of the Implementation of the K to 12 Curriculum: Input to Policy Formulation” in partial fulfilment of the requirements for the Degree Master of Arts in Education with specialization in Educational Management at the Philippine Normal University-Manila.

Rapid appraisal is a method of gaining quantitative information about specific system implemented in a fast and succinct way. It provides a quick insight into the issues affecting an area and the priorities for change. It is an approach that draws on multiple evaluation methods and techniques that quickly, yet systematically, collect data when time in the field is limited. In this study, the researcher wants to evaluate the implementation of K to 12 curriculum in terms of its curriculum design, learning resources, learning competencies, assessment and rating of learning outcomes, support for teachers and students. Thus, suggests some policy formulation for its identified weaknesses.

In view of this, may I request you to answer the hereto attached survey questionnaire. Your honest-to-goodness response would help me gather the needed data for this study. Rest assured that all information that you will be providing here will be treated with utmost confidentiality.

Thank you very much.

The Researcher

Appendix E

Survey Questionnaire

For Administrators

Part 1 Profile of Respondent

Directions: Fill in the required information in each blank and put a check mark (/) in each box that describes you. This information will be handled confidentially.

Name: (optional) _____

Gender: _____ **Age:** _____ **Civil Status:** _____

Educational Attainment:

- | | |
|--|--|
| ☐ Bachelors Degree
☐ With Masteral Units
☐ Masters Degree | ☐ With Doctoral Units
☐ Doctoral Degree |
|--|--|

Rank:

- | | |
|--|---|
| ☐ Teacher-In-Charge
☐ Principal I | ☐ Principal II
☐ Principal III |
|--|---|

Part II Rapid Appraisal of the Implementation of the K to 12 Implementation

Directions: The following statements describe observation on how the DepEd implemented the K to 12 Curriculum. Check the appropriate column that best describes your observation in your school's K to 12 program execution. Use the following legend.

SO	Strongly Observed
MO	Moderately Observed
NO	Not Observed
NOO	No Opportunity to Observe

A. Curriculum Design

DESCRIPTION	SO	MO	NO	NOO
1. The k to 12 curriculum specifically describes the content areas to be covered to ensure mastery of concepts and skills.				
2. The k to 12 ensures smooth transition one grade level to another. There is a continuum of competencies through spiral progression where learning of knowledge, skills, values and attitudes increases in depth and breadth.				
3. The overall arching goal of K to 12 Curriculum is the development of the Filipino learners to be adequately prepared for work, entrepreneurship, middle level skills development & higher education.				
4. The k to 12 curriculum is relevant & responsive to the needs of the Filipino learners as it develops them in the skills needed to be productive and				

successful in the 21 st century.				
5. The curriculum responds to the needs of the community.				
6. K to 12 curriculum is enriched in terms of contents, values, strategies and assessments. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners.				
7. K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino Child.				
8. The curriculum is gender- and culture-sensitive.				
9. The curriculum is contextualized and global.				
10. The curriculum is flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.				

B. Learning Competencies

DESCRIPTION	SO	MO	NO	NOO
1. Learning competencies ensures smooth transition from one grade level to another.				
2. There is spiral progression in learning where content knowledge, skills, values and attitudes increases in depth and breadth.				
3. There is a unified curriculum framework in each subject area.				
4. Students participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.				
5. Students demonstrate communicative competence.				
6. Students think intelligently, critically and creatively in real life situations.				
7. Learning is acquired through the available resources.				
8. Competencies include civic duties and responsibilities.				
9. The unified standards ensure integration of what learners learn across grade levels and across learning areas for more meaningful learning.				
10. Learning competencies focuses on how students can make informed and values based decision.				

C. Learning Resources

DESCRIPTION	SO	MO	NO	NOO
1. The list of available resources as reference materials for planning instruction across the subject areas are given for each teacher.				
2. The regional and division offices make an inventory of existing materials available in the locality to supplement the lists of prescribed resources.				
3. Learning activity packages, modules & other instructional materials support the initial implementation of the K to 12 Curriculum.				
4. Learning activity packages, modules & other instructional materials filled-in the gaps of the textbooks and teachers manuals currently being used in schools.				
5. Modules are provided on time and serve as the basic learning resource.				
6. Modules are self-instructional materials that lend students to independent and cooperative learning.				
7. Existing textbooks are still useful.				
8. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.				

9. The allocation of the learning packages/ materials are based on the enrolment data reported in the Basic Education Information System (BEIS)				
10. The materials for each school are delivered directly.				

D. Assessment and Rating of Learning Outcomes

DESCRIPTION	SO	MO	NO	NOO
1. Assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards.				
2. Assessment promotes self-reflection and personal accountability to one's learning.				
3. Assessment provide basis for the profiling of student performance.				
4. The assessment process is holistic, with emphasis on the formative and developmental purpose of quality assuring student learning.				
5. The assessment process is standards-based as it seeks to ensure that teachers will teach to the standards.				
6. The assessment process is standards-based as it seeks to ensure that students will aim to meet or even exceed the standards.				
7. The students' attainment of standards in terms of content and performance is a critical evidence of learning.				
8. Assessment in the classroom helps the students perform well in relation to the learning standards.				
9. The outputs of off-school learning experiences are monitored and credited accordingly.				
10. Students prepare exhibition of their performance in different subjects as evidence of their learning or attainment of performance standards.				

E. Support for Teachers

DESCRIPTION	SO	MO	NO	NOO
1. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.				
2. Teachers have more time for the preparation of necessary support instructional materials and student-centered activities as the Department of Education (DepEd) adopts flexibility in the preparation of daily lessons.				
3. Teachers' Guides (TGs) are prepared for teachers.				
4. Guidelines are given to teachers on the preparation of Daily Lessons (DLs).				
5. The K to 12 program enable the teachers do other meaningful teaching-related tasks, which include but not limited to preparing instructional aids, assessing learners' portfolio and conducting learning interventions, rather than the preparation of Daily Lesson Logs (DLLs).				
6. In-service Training on Content & Pedagogy- Current DepEd teachers are retrained to meet the content and performance standards of the new K to 12 curriculum.				
7. Training of New Teachers – New graduates of the current Teacher Education curriculum undergo additional training, upon hiring to upgrade their skills to the content standards of the new curriculum.				
8. The list of available resources as reference materials for planning instruction across the subject areas are provided for each teacher.				

9. To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd and CHED, in collaboration with relevant partners in government organizations conduct teacher education and training programs.				
10. Professional development programs are initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skill.				

F. Support for Students

DESCRIPTION	SO	MO	NO	NOO
1. The off-school learning experiences at home or in the community for transfer of learning to real life situations are provided.				
2. The outputs of such off-school learning experiences are usually in the form of products and performances are monitored and credited accordingly.				
3. Independent/ cooperative learning develops the student capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results.				
4. Students who did not meet expectations at the end of the quarter or grading period are required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period.				
5. Every learning deficiency is bridged even for those students whose grade is above 75%.				
6. Results of the assessment across levels are given back immediately to the students, consistent with the principle of assessment as learning.				
7. Students learn from the results of the assessment to improve further and plan strategically how they can address any learning deficiency.				
8. Students who excel academically are given recognition.				
9. Teachers take modification of / or deviation from TGs / TMs whenever necessary to suit the learners' ability provided that the learning standard and competencies are met. They are encouraged to enhance the TGs to provide activities that will develop higher thinking skills.				
10. To properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with the DOLE, the TESDA and the CHED, regularly conduct career advocacy activities for secondary level students.				

Appendix F

Survey Questionnaire

For Teachers

Part 1 Profile of Respondent

Directions: Fill in the required information in each blank and put a check mark (/) in each box that describes you. This information will be handled confidentially.

Name: (optional) _____

Gender: _____ **Age:** _____ **Civil Status:** _____

Educational Attainment:

- | | |
|--|--|
| ☐ Bachelors Degree
☐ With Masteral Units
☐ Masters Degree | ☐ With Doctoral Units
☐ Doctoral Degree |
|--|--|

Rank:

- | | |
|---|--|
| ☐ LSB Teacher
☐ Teacher II | ☐ Teacher I
☐ Teacher III |
|---|--|

Part II Rapid Appraisal of the Implementation of the K to 12 Implementation

Directions: The following statements describe observation on how the DepEd implemented the K to 12 Curriculum. Check the appropriate column that best describes your observation in your school's K to 12 program execution. Use the following legend.

SO	Strongly Observed
MO	Moderately Observed
NO	Not Observed
NOO	No Opportunity to Observe

A. Curriculum Design

DESCRIPTION	SO	MO	NO	NOO
1. The k to 12 curriculum specifically describes the content areas to be covered to ensure mastery of concepts and skills.				
2. The k to 12 ensures smooth transition one grade level to another. There is a continuum of competencies through spiral progression where learning of knowledge, skills, values and attitudes increases in depth and breadth.				
3. The overall arching goal of K to 12 Curriculum is the development of the Filipino learners to be adequately prepared for work, entrepreneurship, middle level skills development & higher education.				
4. The k to 12 curriculum is relevant & responsive to the needs of the Filipino				

learners as it develops them in the skills needed to be productive and successful in the 21 st century.				
5. The curriculum responds to the needs of the community.				
6. K to 12 curriculum is enriched in terms of contents, values, strategies and assessments. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners.				
7. K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino Child.				
8. The curriculum is gender- and culture-sensitive.				
9. The curriculum is contextualized and global.				
10. The curriculum is flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.				

B. Learning Competencies

DESCRIPTION	SO	MO	NO	NOO
1. Learning competencies ensures smooth transition from one grade level to another.				
2. There is spiral progression in learning where content knowledge, skills, values and attitudes increases in depth and breadth.				
3. There is a unified curriculum framework in each subject area.				
4. Students participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.				
5. Students demonstrate communicative competence.				
6. Students think intelligently, critically and creatively in real life situations.				
7. Learning is acquired through the available resources.				
8. Competencies include civic duties and responsibilities.				
9. The unified standards ensure integration of what learners learn across grade levels and across learning areas for more meaningful learning.				
10. Learning competencies focuses on how students can make informed and values based decision.				

C. Learning Resources

DESCRIPTION	SO	MO	NO	NOO
1. The list of available resources as reference materials for planning instruction across the subject areas are given for each teacher.				
2. The regional and division offices make an inventory of existing materials available in the locality to supplement the lists of prescribed resources.				
3. Learning activity packages, modules & other instructional materials support the initial implementation of the K to 12 Curriculum.				
4. Learning activity packages, modules & other instructional materials filled-in the gaps of the textbooks and teachers manuals currently being used in schools.				
5. Modules are provided on time and serve as the basic learning resource.				
6. Modules are self-instructional materials that lend students to independent and cooperative learning.				
7. Existing textbooks are still useful.				
8. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their				

teaching resources.				
9. The allocation of the learning packages/ materials are based on the enrolment data reported in the Basic Education Information System (BEIS)				
10. The materials for each school are delivered directly.				

D. Assessment and Rating of Learning Outcomes

DESCRIPTION	SO	MO	NO	NOO
1. Assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards.				
2. Assessment promotes self-reflection and personal accountability to one's learning.				
3. Assessment provide basis for the profiling of student performance.				
4. The assessment process is holistic, with emphasis on the formative and developmental purpose of quality assuring student learning.				
5. The assessment process is standards-based as it seeks to ensure that teachers will teach to the standards.				
6. The assessment process is standards-based as it seeks to ensure that students will aim to meet or even exceed the standards.				
7. The students' attainment of standards in terms of content and performance is a critical evidence of learning.				
8. Assessment in the classroom helps the students perform well in relation to the learning standards.				
9. The outputs of off-school learning experiences are monitored and credited accordingly.				
10. Students prepare exhibition of their performance in different subjects as evidence of their learning or attainment of performance standards.				

E. Support for Teachers

DESCRIPTION	SO	MO	NO	NOO
1. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.				
2. Teachers have more time for the preparation of necessary support instructional materials and student-centered activities as the Department of Education (DepEd) adopts flexibility in the preparation of daily lessons.				
3. Teachers' Guides (TGs) are prepared for teachers.				
4. Guidelines are given to teachers on the preparation of Daily Lessons (DLs).				
5. The K to 12 program enable the teachers do other meaningful teaching-related tasks, which include but not limited to preparing instructional aids, assessing learners' portfolio and conducting learning interventions, rather than the preparation of Daily Lesson Logs (DLLs).				
6. In-service Training on Content & Pedagogy- Current DepEd teachers are retrained to meet the content and performance standards of the new K to 12 curriculum.				
7. Training of New Teachers – New graduates of the current Teacher Education curriculum undergo additional training, upon hiring to upgrade their skills to the content standards of the new curriculum.				
8. The list of available resources as reference materials for planning				

instruction across the subject areas are provided for each teacher.				
9. To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd and CHED, in collaboration with relevant partners in government organizations conduct teacher education and training programs.				
10. Professional development programs are initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skill.				

F. Support for Students

DESCRIPTION	SO	MO	NO	NOO
1. The off-school learning experiences at home or in the community for transfer of learning to real life situations are provided.				
2. The outputs of such off-school learning experiences are usually in the form of products and performances are monitored and credited accordingly.				
3. Independent/ cooperative learning develops the student capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results.				
4. Students who did not meet expectations at the end of the quarter or grading period are required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period.				
5. Every learning deficiency is bridged even for those students whose grade is above 75%.				
6. Results of the assessment across levels are given back immediately to the students, consistent with the principle of assessment as learning.				
7. Students learn from the results of the assessment to improve further and plan strategically how they can address any learning deficiency.				
8. Students who excel academically are given recognition.				
9. Teachers take modification of / or deviation from TGs / TMs whenever necessary to suit the learners' ability provided that the learning standard and competencies are met. They are encouraged to enhance the TGs to provide activities that will develop higher thinking skills.				
10. To properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with the DOLE, the TESDA and the CHED, regularly conduct career advocacy activities for secondary level students.				

Appendix G

Unstructured Interview Questionnaire

A. Curriculum Design

1. What can you say about the following statements about the K to 12 curriculum design?

- The k to 12 curriculum specifically describes the content areas to be covered to ensure mastery of concepts and skills.
- The k to 12 ensures smooth transition one grade level to another. There is a continuum of competencies through spiral progression where learning of knowledge, skills, values and attitudes increases in depth and breadth.
- The overall arching goal of K to 12 Curriculum is the development of the Filipino learners to be adequately prepared for work, entrepreneurship, middle level skills development & higher education.
- The k to 12 curriculum is relevant & responsive to the needs of the Filipino learners as it develops them in the skills needed to be productive and successful in the 21st century.
- The curriculum responds to the needs of the community.
- K to 12 curriculum is enriched in terms of contents, values, strategies and assessments. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners.
- K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino Child.
- The curriculum is gender- and culture-sensitive.
- The curriculum is contextualized and global.
- The curriculum is flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

2. What do you think are the strengths of the K to 12 Basic Education Curriculum design?

3. How about its weaknesses?

4. What can you suggest to improve the K to 12 Basic Education Curriculum design?

B. Learning Competencies

1. What can you say about the following statements about the K to 12 curriculum learning competencies?

- Learning competencies for each grade level is attainable for the whole school year.

- There is spiral progression in learning where content knowledge, skills, values and attitudes increases in depth and breadth.
- There is a unified curriculum framework in each subject area.
- Students participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.
- Students demonstrate communicative competence.
- Students think intelligently, critically and creatively in real life situations.
- Learning is acquired through the available resources.
- Competencies include civic duties and responsibilities.
- The unified standards ensure integration of what learners learn across grade levels and across learning areas for more meaningful learning.
- Learning competencies focuses on how students can make informed and values based decision.

2. What do you think are the strengths of the K to 12 Basic Education Curriculum learning competencies?

3. How about its weaknesses?

4. What can you suggest to improve the K to 12 Basic Education Curriculum learning competencies?

C. Learning Resources

1. What can you say about the following statements about the K to 12 curriculum learning resources?

- The list of available resources as reference materials for planning instruction across the subject areas are given for each teacher.
- The regional and division offices make an inventory of existing materials available in the locality to supplement the lists of prescribed resources.
- Learning activity packages, modules & other instructional materials support the initial implementation of the K to 12 Curriculum.
- Learning activity packages, modules & other instructional materials filled-in the gaps of the textbooks and teachers manuals currently being used in schools.
- Modules are provided on time and serve as the basic learning resource.
- Modules are self-instructional materials that lend students to independent and cooperative learning.
- Existing textbooks are still useful.
- Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.

- The allocation of the learning packages/ materials are based on the enrolment data reported in the electronic -Basic Education Information System (EBEIS).
 - The materials for each school are delivered directly.
2. What do you think are the strengths of the K to 12 Basic Education Curriculum learning resources?
 3. How about its weaknesses?
 4. What can you suggest to improve the K to 12 Basic Education Curriculum learning resources?

D. Assessment and Rating of Learning Outcomes

1. What can you say about the following statements about the K to 12 curriculum assessment and rating of learning outcomes?
 - Assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards.
 - Assessment promotes self-reflection and personal accountability to one's learning.
 - Assessment provide basis for the profiling of student performance.
 - The assessment process is holistic, with emphasis on the formative and developmental purpose of quality assuring student learning.
 - The assessment process is standard-based as it seeks to ensure that teachers will teach to the standards.
 - The assessment process is standard-based as it seeks to ensure that students will aim to meet or even exceed the standards.
 - The students' attainment of standards in terms of content and performance is a critical evidence of learning.
 - Assessment in the classroom helps the students perform well in relation to the learning standards.
 - The outputs of off-school learning experiences are monitored and credited accordingly.
 - Students prepare exhibition of their performance in different subjects as evidence of their learning or attainment of performance standards.
2. What do you think are the strengths of the K to 12 Basic Education Curriculum assessment and rating of learning outcomes?
3. How about its weaknesses?
4. What can you suggest to improve the K to 12 Basic Education Curriculum assessment and rating of learning outcomes?

E. Support for Teachers

1. What can you say about the following statements about the K to 12 curriculum support for teachers?

- Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.
- Teachers have more time for the preparation of necessary support instructional materials and student-centered activities as the Department of Education (DepEd) adopts flexibility in the preparation of daily lessons.
- Teachers' Guides (TGs) are prepared for teachers
- Guidelines are given to teachers on the preparation of Daily Lesson Logs (DLLs).
- The K to 12 program enable the teachers do other meaningful teaching-related tasks, which include but not limited to preparing instructional aids, assessing learners' portfolio and conducting learning interventions, rather than the preparation of Daily Lesson Logs (DLLs).
- In-service Training on Content & Pedagogy- Current DepEd teachers are retrained to meet the content and performance standards of the new K to 12 curriculum.
- Training of New Teachers – New graduates of the current Teacher Education curriculum undergo additional training, upon hiring to upgrade their skills to the content standards of the new curriculum.
- The list of available resources as reference materials for planning instruction across the subject areas are provided for each teacher.
- To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd and CHED, in collaboration with relevant partners in government organizations conduct teacher education and training programs.
- Professional development programs are initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skill.

2. What do you think are the strengths of the K to 12 Basic Education Curriculum support for teachers?

3. How about its weaknesses?

4. What can you suggest to improve the K to 12 Basic Education Curriculum support for teachers?

F. Support for Students

1. What can you say about the following statements about the K to 12 curriculum support for students?

- The off-school learning experiences at home or in the community for transfer of learning to real life situations are provided.
- The outputs of such off-school learning experiences are usually in the form of products and performances are monitored and credited accordingly.
- Independent/ cooperative learning develops the student capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results.
- Students who did not meet expectations at the end of the quarter or grading period are required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period.
- Every learning deficiency is bridged even for those students whose grade is above 75%.
- Results of the assessment across levels are given back immediately to the students, consistent with the principle of assessment as learning.
- Students learn from the results of the assessment to improve further and plan strategically how they can address any learning deficiency.
- Students who excel academically are given recognition.
- Teachers take modification of / or deviation from TGs / TMs whenever necessary to suit the learners' ability provided that the learning standard and competencies are met. They are encouraged to enhance the TGs to provide activities that will develop higher thinking skills.
- To properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with DOLE, TESDA and CHED, regularly conduct career advocacy activities for secondary level students.

2. What do you think are the strengths of the K to 12 Basic Education Curriculum support for students?

3. How about its weaknesses?

4. What can you suggest to improve the K to 12 Basic Education Curriculum support for students?

Appendix H

Basis for the Formulation of the Areas of Study

A. CURRICULUM DESIGN	
DESCRIPTION	BASIS
1. The k to 12 curriculum specifically describes the content areas to be covered to ensure mastery of concepts and skills.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
2. The k to 12 ensures smooth transition one grade level to another. There is a continuum of competencies through spiral progression where learning of knowledge, skills, values and attitudes increases in depth and breadth.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
3. The overall arching goal of K to 12 Curriculum is the development of the Filipino learners to be adequately prepared for work, entrepreneurship, middle level skills development & higher education.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
4. The k to 12 curriculum is relevant & responsive to the needs of the Filipino learners as it develops them in the skills needed to be productive and successful in the 21 st century.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
5. The curriculum responds to the needs of the community.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
6. K to 12 curriculum is enriched in terms of contents, values, strategies and assessments. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
7. K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino Child.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
8. The curriculum is gender- and culture-sensitive.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
9. The curriculum is contextualized and global	• Republic Act No. 10533 K – 12 LAW
10. The curriculum is flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.	• Republic Act No. 10533 K – 12 LAW
B. LEARNING COMPETENCIES	
DESCRIPTION	BASIS
1. Learning competencies ensures smooth transition from one	• Republic Act No. 10533 K – 12

grade level to another	LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
2. There is spiral progression in learning where content knowledge, skills, values and attitudes increases in depth and breadth. (	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
3. There is a unified curriculum framework in each subject area.	• Republic Act No. 10533 K – 12 LAW • K to 12 Toolkit - SEAMEO INNOTECH, 2012
4. Students participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
5. Students demonstrate communicative competence.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
6. Students think intelligently, critically and creatively in real life situations.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
7. Learning is acquired through the available resources.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
8. Competencies include civic duties and responsibilities.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
9. The unified standards ensure integration of what learners learn across grade levels and across learning areas for more meaningful learning. (	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
10. Learning competencies focuses on how students can make informed and values based decision.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 08, s. 2015
C. LEARNING RESOURCES	
DESCRIPTION	BASIS
1. The list of available resources as reference materials for planning instruction across the subject areas are given for each teacher.	• Republic Act No. 10533 K – 12 LAW • DepEd Memorandum No. 97, s. 2012
2. The regional and division offices make an inventory of existing materials available in the locality to supplement the lists of prescribed resources.	• Republic Act No. 10533 K – 12 LAW • DepEd Memorandum No. 97, s. 2012
3. Learning activity packages, modules & other instructional materials support the initial implementation of the K to 12 Curriculum.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 13, s. 2012
4. Learning activity packages, modules & other instructional materials filled-in the gaps of the textbooks and teachers manuals currently being used in schools.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 13, s. 2012

5. Modules are provided on time and serve as the basic learning resource.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
6. Modules are self-instructional materials that lend students to independent and cooperative learning.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
7. Existing textbooks are still useful.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
8. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
9. The allocation of the learning packages/ materials are based on the enrolment data reported in the Basic Education Information System (BEIS)	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 13, s. 2012
10. The materials for each school are delivered directly.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 13 s. 2012

D. ASSESSMENT AND RATING OF LEARNING OUTCOMES

DESCRIPTION	BASIS
1. Assessment is used primarily as a quality assurance tool to track student progress in the attainment of standards.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 73, s. 2012
2. Assessment promotes self-reflection and personal accountability to one's learning.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 73, s. 2012
3. Assessment provide basis for the profiling of student performance.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 73, s. 2012
4. The assessment process is holistic, with emphasis on the formative and developmental purpose of quality assuring student learning.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
5. The assessment process is standards-based as it seeks to ensure that teachers will teach to the standards.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
6. The assessment process is standards-based as it seeks to ensure that students will aim to meet or even exceed the standards.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
7. The students' attainment of standards in terms of content and performance is a critical evidence of learning	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
8. Assessment in the classroom helps the students perform well in relation to learning standards.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 73, s. 2012
9. The outputs of off-school learning experiences are monitored and credited accordingly.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 74, s. 2012
10. Students prepare exhibition of their performance in different subjects as evidence of their learning or attainment of	• Republic Act No. 10533 K – 12 LAW

performance standards.	• DepEd Order No. 74, s. 2012
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E. SUPPORT FOR TEACHERS

DESCRIPTION	BASIS
1. Teaching guides, prototype lesson plans, lesson exemplars, matrix of existing books, workbooks and modules are provided for teachers as their teaching resources.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
2. Teachers have more time for the preparation of necessary support instructional materials and student-centered activities as the Department of Education (DepEd) adopts flexibility in the preparation of daily lessons.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
3. Teachers' Guides (TGs) are prepared for teachers.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s. 2012
4. Guidelines are given to teachers on the preparation of Daily Lessons (DLs).	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 70, s. 2012 • DepEd Order No. 42, s 2016
5. Teachers who have been in service for more than two years, private school experience included, are not required to prepare detailed lesson plans. They may adopt the Daily Lesson Logs.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 70, s. 2012
6. In-service Training on Content & Pedagogy- Current DepEd teachers are retrained to meet the content and performance standards of the new K to 12 curriculum.	• Republic Act No. 10533 K – 12 LAW
7. Training of New Teachers – New graduates of the current Teacher Education curriculum undergo additional training, upon hiring to upgrade their skills to the content standards of the new curriculum.	• Republic Act No. 10533 K – 12 LAW
8. The list of available resources as reference materials for planning instruction across the subject areas are provided for each teacher.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 97, s 2012
9. To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd and CHED, in collaboration with relevant partners in government organizations conduct teacher education and training programs.	• Republic Act No. 10533 K – 12 LAW
10. Professional development programs are initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skill.	• Republic Act No. 10533 K – 12 LAW

F. SUPPORT FOR STUDENTS

DESCRIPTION	BASIS
1. The off-school learning experiences at home or in the community for transfer of learning to real life situations are provided.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012
2. The outputs of such off-school learning experiences are usually in the form of products and performances are monitored and credited accordingly.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012
3. Independent/ cooperative learning develops the student capacity for self-directed learning, teamwork, goal-orientation, sense of responsibility and accountability for results.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012

4. Students who did not meet expectations at the end of the quarter or grading period are required to undergo remediation after class hours so that they can immediately catch up as they move to the next grading period	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012
5. Every learning deficiency is bridged even for those students whose grade is above 75%.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012
6. Results of the assessment across levels are given back immediately to the students, consistent with the principle of assessment as learning.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012
7. Students learn from the results of the assessment to improve further and plan strategically how they can address any learning deficiency	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 31, s 2012
8. Students who excel academically are given recognition.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 74, s 2012 • DepEd Order No. 36, s 2016
9. Teachers take modification of / or deviation from TGs / TMs whenever necessary to suit the learners' ability provided that the learning standard and competencies are met. They are encouraged to enhance the TGs to provide activities that will develop higher thinking skills.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 70, s 2012
10. To properly guide the students in choosing the career tracks that they intend to pursue, the DepEd, in coordination with the DOLE, the TESDA and the CHED, regularly conduct career advocacy activities for secondary level students.	• Republic Act No. 10533 K – 12 LAW • DepEd Order No. 41, s 2015

Appendix I



Philippine Normal University
College of Graduate Studies and Teacher Education Research
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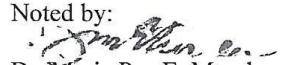
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Appendix J

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18 March 2017

CERTIFICATION

This certifies that I have edited the thesis titled “Rapid Appraisal of the Implementation of the K to 12 Curriculum: Input to Policy Formulation” by Rea B. Peñano, a candidate in MA in Educational Management.



MERRY RUTH M. GUTIERREZ

CGSTER Faculty

Appendix K
Curriculum Vitae



REA B. PEÑANO
Kaysuyo, Alfonso, Cavite
Mobile no.: 09750936576

PERSONAL BACKGROUND

Date of Birth:	February 25, 1983
Place of Birth:	Balayan, Batangas
Sex:	Female
Civil Status:	Married
Citizenship:	Filipino

EDUCATIONAL BACKGROUND

2009 – 2017	Philippine Normal University Taft Avenue, Manila Master of Arts in Education Major in Educational Management
1999 – 2003	Philippine Christian University Palapala, Dasmariñas, Cavite Bachelor of Secondary Education Major in Mathematics
1995 - 1999	Kaytitinga National High School Kaytitinga I, Alfonso, Cavite

1989 - 1995

Kaytitinga Elementary School
Kaytitinga I, Alfonso, Cavite

WORK EXPERIENCE

September 01, 2016 – Present

Kaysuyo National High School
Kaysuyo, Alfonso, Cavite
Teacher III

November 27, 2013– August 31, 2016

Kaysuyo National High School
Kaysuyo, Alfonso, Cavite
Teacher II

January 16, 2006 – November 26, 2013

Kaysuyo National High School
Kaysuyo, Alfonso, Cavite
Teacher I

June 01, 2004 – January 15, 2006

Kaysuyo National High School
Kaysuyo, Alfonso, Cavite
LSB Teacher