

Implications of K+12 Program to Students, Parents, and Teachers of San Antonio Central School

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Abstract - This study was conducted to determine the reaction of the parents, teachers, and the Grade VI students in San Antonio Central School about the implementation of the K+12 program. Specifically, the study sought answers to the following questions: What are the student's sources of information about the K+12 program? What are the student's perceptions about the implementation of the K+12 program? What are the parent's perceptions about the implementation of the K+12 program? What are the teacher's perceptions about the implementation of the K+12 program in terms of academic performance and students' welfare? To answer the above questions, the researchers used a survey method as well as personal interviews. The responses were consolidated, tallied, and were analysed. Results obtained revealed that the majority of the respondents are positive towards the implementation of the program for they believed that the added years will provide them ample knowledge and skills and enable them to become globally-competitive graduates. Further, it was recommended that: (1) The students should continue to pursue their studies despite the change in the curriculum, (2) orientations about the K+12 program should be given to the students for them to be motivated to continue their education, (3) Teachers should find ways for professional growth, especially with the current trends in education for them to be effective in their fields and (4) Future researchers should consider looking into the other aspects of the K+12 curriculum shift such as cognitive preparedness, environmental conditions, and others.

Keywords: student; K-12; parents; academic performance; implementation; teachers' perception.

I. Introduction

The K+12 Basic Education Program has been put forward as early as 1925. It is a well-studied reform of either adding 7th grade on adding an extra year to basic education why is the K+12 Basic Education Program has been put forward. (Picciano, A.G. & Seaman, J., 2007).

The enhanced curriculum can give progress in our economy and the quality of education will be at par with international standards our students will learn new things that can develop them as a human. Also, the teachers can apply new teaching strategies. We need the cooperation between the teachers and parents because every student needs to receive support from their parents and teachers to become successful and qualified for the world of workable to face the trials and survive in different environments and to be a globally competitive person. (Setzer, J.C., & Lewis, 2005).

Psychologically speaking the short education programs affects the human development of Filipino children. A Filipino is legally a child before he or she turns 18 years old. Psychologists and educators say that

children under 18 are generally not emotionally prepared for entrepreneurship on employment in higher education disciplines.

Commonly Grade Six pupils graduate at the age ranging from 1-13 years old and fourth-year High School students graduates at the age range of 15-17 years old. Therefore, these graduates are still considered children and they are not capable to handle serious situations like decision-making and work tasks. (Zabberg, I., & Lewis L., 2000)

The goal of the K+12 Basic Education Program is to create a functional basic education system. That will produce productive and responsible citizens equipped with the essential competencies and skills for both lifelong learning and employment. This program will enhance the basic education system to full functionality to fulfill the agenda of President Aquino of having quality education as a long-term solution to poverty to achieve these goals. The program has the following main objectives. To allow every student to receive quality education based on an enhanced and decongested curriculum that is internationally recognized and comparable. Develop a rational curriculum focused on excellence, produce a pool of highly qualified and adequately trained teachers. Achieve high academic standards especially in Mathematics, Science, and English at all levels. Produce graduates who are globally competitive and whose credentials are recognized internationally. To change public perception that High School education is just a college p rather. It should allow one to take advantage of opportunists' far gainful concern on employment and self-employment in a rapidly changing and increasingly globalized env. (Hanusek Erick A., et al., 2004.

Review of Related Literature

Marston (2011) conducted a related study about the Perception of Students and Parents involved in Primary to Secondary School Transition Programs. Transition programs, of different formats and complexities, based on both Australian and international research, have been introduced in some schools to facilitate a transitive environment.

This research a to investigate and compare the perceptions of students, parents, and teachers involved in several of these programs.

Transition programs can alleviate issues associated with the transition between Primary and secondary schools. Although executive staff and teachers also provided valuable information and perceptions.

This study is related to the researcher's study for this also focuses on the perception of parents but is different because it focuses on both the perception of students and parents regarding the transition programs from primary to secondary school.

Narrates (2011) conducted a study about the Effects of Broken Homes among Early Teenagers on their Academic Performance these studies cited by the researchers have also shown that the country's education program is equivalent to the 12-year education cycle followed abroad except that it is being completed in only 10 years. These researches analyze and study what will be the effects of the K+12 educational systems on the country, parents, and students. This study becomes related to my study in the sense that it is concerned with the effects of K – 12 programs on the parents.

The only difference is that this study is focused on the effects of K + 12 programs on the students whose parents are working abroad, and how it affects their academic performance.

Manalo (2012) conducted a study about the Enhanced K+12 program as Perceived by the Parents of Grade Six Pupils at Cabanatuan District, San Antonio Central School, the School Year 2015-2016, this study is related to the researcher's study because this focus on the perception of parents and reactions on K -12 implementation only differ on the respondents because this study has a wider respondent than the researcher's study.

Zelman (2012) conducted a study about the implementation of the K + 12 Education Reform in Qatar's Schools, this study is a reform of education for a new era, because it views education as the key to the nation's economic and social progress. This study, one of several RAND studies that trace and document the reform process in Qatar, was designed to assess progress made in the first years of the K+12 reform's implementation in Qatar's schools and the perception of the parents on the Implementation of the K + 12 programs.

This study has a relation to the researcher's study because it also gets the perception of the parents on the K+12 implementation. Tan (2011) conducted a study on the Most Perceived Problems on K+12 Implementation of the Students Luzon Elementary School, Tagkawayan Quezon.

This study is related to the researcher's study as it also focuses on the problems perceived about the K+12 program which affects the students' performance and parents' perception.

Objectives of the study

- To determine the perception of parents, teachers, and students regarding the implementation of the K+12 program in the Philippines
- To identify if parents, teachers, and students are ready to adapt to the K+12 program in the Philippines
- To identify problems which perceived by the parents, teachers and students in regards to the implementation of K+12 program.

Methodology

A sample consisting of 80 Respondents: 25 parents, 15 teachers, and 40 students of grade VI level in San Antonio Central School Nueva Ecija.

Data collection sources

Primary data

A questionnaire is administered to the 80 respondents and primary data is extracted by this method

Secondary data

Secondary data is collected through articles, websites, etc.

Limitations of the study:

- Sample size is limited

- Locale of the study is limited

- Time is a major constraint

Results and Discussion

Table: 1

Teachers’ perception regarding the implementation of the K+12 program in the Philippines

Indicators	Weighted Mean	Interpretation	Rank
1. It will prolong the years of stay of the students in school.	4.28	MT	6
2. Additional burden to the parents and students.	4.57	VMT	5
3. This will cause additional financial problems.	4.91	VMT	3
4. It will deprive the other siblings to study	2.82	T	9
5. This will confuse the student on what course to get.	3.65	MT	7
6. There are lots of facilities lacking like computer laboratory, library, and others;	4.94	VMT	2
7. There will be a shortage of classrooms, teachers, and non-teaching personnel.	5.00	VMT	1
8. Additional dependency on parents.	4.85	VMT	4
9. Vague future.	1.71	ST	10
10. It will detail their plan of having their children work early to be able to help them financially.	3.75	MT	8

Legend:

4.50 – 5.00 Very Much True (VMT)

3.50 – 4.49 Much True (MT)

2.50 – 3.49 True (T)

1.50 – 2.49 Slightly True (ST)

1.00 – 1.49 Not at all true (NT)

From the above table, it is evident that teachers are among the closest people who are indirectly affected by this new Department of Education program. Nevertheless, the teachers are the stakeholder of the San Antonio Central School. Their ultimate concerns were all beneficial to the students. In descending order were the parents’ perceived problems regarding the implementation of the program. These were the following indicators with their corresponding weighted mean: There will be a shortage of classroom, teachers, and non-teaching personnel, (5.00);

There are lots of facilities lacking like computer laboratory, library, and others, (4.94); This will cause an additional financial problem, (4.91); Additional dependency to parents, (4.85); Additional burden to the parents and students, (4.57); It will prolong the years of stay of the students in school, (4.28); This will confuse the student what course to get, (3.65);

It will detail their plan of having their children work early to be able to help them financially, (3.57); it will deprive the other siblings to study, (2.82); vague future, (1.71). The data presented implied that the parents were also evaluating the advantages and disadvantages of the implementation of the K – 12 programs. The parents are aware of the benefits that their students can get from K – 12 programs.

Table: 2
Parents’ perception regarding the implementation of the K+12 program in the Philippines

Indicators	Weighted Mean	Interpretation	Rank
1. It is remarkable and I am excited about the full implementation of K – 12 programs.	2.4	T	10
2. It will help my son/daughter learn skills that are relevant to have a sustainable and decent life in the future.	4.45	VMT	3
3. It gives hope that my son/daughter can work abroad.	4.31	VMT	4
4. It gives hope to change the economic status of the family.	4.11	MT	5
5. It helps my son/daughter to be molded into a better person.	3.4	T	9
6. It adds a financial burden to the family.	4.82	MT	1
7. I will not send my son/ daughter to school because of this long-term education.	3.77	MT	7
8. I am lack information about the K+12 Program.	3.65	MT	8
9. I am not confident to s my son/daughter to grades 11 and 12, because I am not aware of this program	4.62	VMT	2
10. I will not send my son or daughter to college because they can work after grade 12.	3.91	MT	6

Legend:

4.50 – 5.00 Very Much True (VMT)

3.50 – 4.49 Much True (MT)

2.50 – 3.49 True (T)

1.50 – 2.49 Slightly True (ST)

1.00 – 1.49 Not at all true (NT)

From the above table, it is found that shows that implementation of the K – 12 programs add a financial burden to the family, (4.82); I am not confident to send my son/daughter to grades 11 and 12, because I am not aware of this program, (4.62); It will help my son/daughter learn skills which are relevant to have a sustainable and decent life in the future, (4.45); It gives hope that my son/daughter can work abroad, (4.31); It gives hope to change the economic status of the family, (4.11); I will not send my son or daughter to college because they can work after grade 12, (3.91); I will not send my son/ daughter to school because of this long-term education, (3.77); I am lack of information about the K+12 Program, (3.65); It helps my son/daughter to be mold as a better person, (3.4); and It is remarkable and I am excited with the full implementation of K – 12 programs, (2.4).

The data presented implied that the parents were more concerned about the financial impact of the implementation of the K – 12 programs and the possible effects on their life.

Table: 3
Grade Student’s Sources of Information about the Implementation of K + 12 Program

Indicators	Weighted Mean	Interpretation	Rank
1. Television	4.54	VMT	4
2. Newspaper and magazines	3.71	MT	5
3. Books	2.37	T	7
4. Radio	1.37	NT	8
5. Internet	1.14	NT	9
6. PTA Meetings	5.00	VMT	1
7. Friends and Relatives	3.05	T	6
8. Teacher2s and School Administrations	4.68	MT	3
9. Orientation Conferences	4.94	VMT	2

Legend:

4.50 – 5.00 Very Much True (VMT)

3.50 – 4.49 Much True (MT)

2.50 – 3.49 True (T)

1.50 – 2.49 Slightly True (ST)

1.00 – 1.49 Not at all true (NT)

From the above table, it is found that shows that sources of information of the K – 12 programs were, Television, (4.54); Newspapers and magazines, (3.71); Books, (2.37); Radio, (1.37); Internet, (1.14); PTA Meetings, (5); Friends and Relatives, (3.05); Teachers and School Administrators, (4.68); Orientation Conferences (4.94).

The foregoing data implied that the source of information of the parents about K+12 programs came from PTA Meetings and Orientation Conferences. Parents from Barangay Sta. Cruz doesn't have access to the internet. Therefore, they rely on the people who will discuss information such as the K+12 programs. These people are usually in the Department of Education who are knowledgeable regarding the K+12 programs.

Table: 4
Students' perception regarding the implementation of the K+12 program in the Philippines

Indicators	Weighted Mean	Interpretation	Rank
1. It enhances the knowledge and skills of the students	4.68	VMT	3
2. It boosts the self-confidence of the students.	4.34	MT	4
3. It gives students more time to other learning opportunities beyond the classroom.	3.2	T	10
4. Graduates will possess competencies and skills relevant to the job market.	4.91	VMT	1
5. Graduates will be prepared for higher education	4.89	VMT	2
It can give an additional burden to me, because of additional 2 years in study.	4.00	VMT	5
I am lack information equipped the K+12 program	3.65	MT	8.5
It will be a burden to me because I will spend more money especially on the students that are working	3.91	MT	7
I think I will not continue to college because I can work after I took grade 11/12	4.11	VMT	6
I will give up my studies because of this long-term education.	3.65	MT	8.5

Legend:

4.50 – 5.00 Very Much True (VMT)

3.50 – 4.49 Much True (MT)

2.50 – 3.49 True (T)

1.50 – 2.49 Slightly True (ST)

1.00 – 1.49 Not at all true (NT)

From the above table, it is evident that the graduates will possess competencies and skills relevant to the job market, (4.91); followed by Graduates will be prepared for higher education, (4.89). It enhances knowledge and skills of the students, (4.68); It boosts the self-confidence of the students, (4.34); I think I will not continue to college because I can work after I took grade 11/12 (4.11); It can give additional burden to me, because of additional 2 years in study. (4.00); It will be a burden to me because I will spend more money especially on the students that are working, (3.91); I am lack information of K+12 program and I will give up my studies because of this long-term education, (3.65); and It gives students more time to other learning opportunities beyond the classroom, (3.2). The data presented implied that the K-12 program aims to e graduates with the necessary skills to prepare them as the future workforce of the country.

I. Conclusion

The following conclusions were derived from the findings:

Student's Sources of Information about the K – 12 Program.

In this study, there were 10 indicators as a source of information presented, needed by the students to know about the K – 12 programs. The majority of the respondents had their sources of information from television.

Students' Perception about the Implementation of K-12 Program.

The k- 12 program enhances the skills and competencies of the students. . It can give additional burden to the students, because of additional 2 years in study.

Parents' Perception about the Implementation of the K – 12 Program.

These K – 12 programs will be a burden on the part of parents and students, not just for emotional, physical reasons but also in financial aspects because this program will prolong the years of stay in the school of the students.

This K – 12 program's main goal is to equip the graduates with knowledge and skills that will arm Pilipino graduates to be at a solid ground where if not for excellence with foreign countries but at least, quality workers.

Teachers' Perception about the Implementation of the K – 12 Program.

This program is not ready to implement because there will be a shortage of classrooms, teachers, and non-teaching personnel.

I. References

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Author(s) Profile

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