

Implementation of K to 12 Curriculum and the Learning Competencies in English in the Secondary Schools of the Division of Northern Samar

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Abstract - The clamor for the improvement of education in the country is a never-ending concern, hence the radical change in the basic education curriculum of the Philippines. The study determined the level of attainment of the learning competencies in Grade 7 and 8 English; assessed the level of adequacy of instructional materials; ascertained the degree of problems/difficulties encountered in the implementation of the K to 12; and found out the significant relationship between the variables.

The study had 240 Grade 7 and Grade 8 English teachers in the division of Northern Samar as respondents of the study. Their responses were validated by their own students. Utilizing the descriptive-correlational design, the study used a survey instrument to gather data.

Majority of the respondents have attained the learning competencies. Instructional materials were adequate. Majority of the problems were fairly serious. Adequacy of instructional materials significantly affected the attainment of learning competencies in English while seriousness of the problems encountered did not significantly predict attainment of learning competencies in English.

Teachers have passion in school even if they encountered problems and difficulties in the implementation of K to 12 Curriculum. As a result, students still managed to attain the learning competencies in English.

Keywords-- K to 12 Curriculum, English, Learning Competencies, Secondary Schools, Philippines

I. INTRODUCTION

The clamor for the improvement of education in the country is a never-ending concern, hence the radical change in the basic education curriculum of the Philippines. The process of reviewing the K to 12 Curriculum started in 2013, which took into consideration both worldwide trends and Philippine realities. After a series of consultations, the K to 12 has been restructured and had its pilot implementation in 2013. The Restructured K to 12 Curriculum goals, objectives, structure and content comply with the 1987 Constitution of the Republic of the Philippines, the 2001 Governance of Basic Education Act, and the 1982 Education Act. It aims at raising the quality of the Filipino learners and graduates and empowering them for lifelong learning, which requires the attainment of functional literacy (BEC Handbook). The impetus of restructuring was the result of the finding of the old curriculum which was found to be "overcrowded" and insufficient relevance and so to decongest the K to 12 was realized. Globalization, technology explosion and information explosion were just few of many reasons for the restructuring.

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For decades, the Philippines was highly praised as one of the most highly educated countries in Asia but recent test scores tell a different story. The Philippine Star wrote that one in five 12-years old scored the mastery level of 75 percent in Math, Science, Social Studies and Languages in the 2004-2005 school year. The dilemma confronting the educational system is not only in the Philippines, its consequence is even felt by countries that are considered highly industrialized and technologically advanced.

In the United States, public education is on the verge of radical reform. The impetus for a sweeping change is provided by the persistence of severe problems of a systematic nature, which show no hint of fading away. Too many public schools have been ravaged by on-going financial troubles, which undermine educational services. The growing public concern over the quality of education based on the widespread perception that standards have fallen and that too many public schools are failing to meet the intellectual need of student (Noguere, 1998).

Educational unrest and the clamor for the improvement of the quality of education in the country is a never-ending concern, which the Department of Education must address. The search for its solution is a continuing process, which must involve everybody. This is so because the social and political terrain in which education takes place is ever changing. What was best in the 50's and the 60's was not anymore in the 80's and the 90's and may no longer be relevant in the 2000s.

The Division of Northern Samar NAT result also revealed that for the last three years English always ranked last among the five subjects tested: school year 2005-2006 the MPS as 53.09 percent and during the school year 2006-2007 the MPS was 66.65 percent (Infante, 2008).

It is therefore within this context of this depressing verity, which caused some confusion into the researcher's mind, that this proposed study was conceived. The inconsistency of the test result in English subject keeps bugging into her mind. This particular subject is the discipline preferred by the researcher as it observed that most teachers have this difficulty in teaching the competencies- difficult nevertheless it the most enjoyable, fascinating and challenging subject to be taught. Being a teacher herself, she knew the plight of her co-workers in the academe. The K-12 Curriculum after its pilot implementation have not been followed up and closely monitored by the implementer. Program after program have been implemented and the K to 12 has slips into nonexistence. Thus, it is the researcher's desire find out how far is the extent of implementation as far as competencies of English subjects is concern as stated in the handbook of K to 12.

II. METHODOLOGY

This study involved 240 public secondary school English teachers in the Division of Northern Samar. Descriptive correlational design was employed in the research. The respondents were made to answer a questionnaire consisted of three parts. Part one consisted of learning competencies in English tailored from the K to 12 curriculum. Part two measured the level of adequacy of instructional materials and Part three assist the degree of seriousness of the problems or difficulties met in the implementation of K to 12 curriculum. The respondents answered the items in the questionnaire and the data were scored and interpreted as follows.

| Numerical Range | Verbal Equivalent | Description |
|-----------------|-------------------|---------------------|
| 5 | 4.2 – 5.0 | Highly Attained |
| 4 | 3.4 – 4.1 | Attained |
| 3 | 2.6 – 3.3 | Moderately Attained |
| 2 | 1.8 – 2.5 | Less Attained |
| 1 | 1.0 – 1.7 | Not Attained |

The level of adequacy of instructional materials was rated as follows:

| Numerical Range | Verbal Equivalent | Description |
|-----------------|-------------------|-----------------|
| 5 | 4.2 – 5.0 | Very adequate |
| 4 | 3.4 – 4.1 | Adequate |
| 3 | 2.6 – 3.3 | Fairly Adequate |
| 2 | 1.8 – 2.5 | Inadequate |
| 1 | 1.0 – 1.7 | Very Inadequate |

The extent of use of communicative competence approach in Grades 7 and 8 is scored as follows:

| Numerical Range | Verbal Equivalent | Description |
|-----------------|-------------------|----------------|
| 5 | 4.2 – 5.0 | Mostly Used |
| 4 | 3.4 – 4.1 | Always Used |
| 3 | 2.6 – 3.3 | Sometimes Used |
| 2 | 1.8 – 2.5 | Seldom Used |
| 1 | 1.0 – 1.7 | Not Used |

The degree of seriousness of the problems encountered in the implementation of K to 12 Curriculum is also rated and interpreted as follows:

| Numerical Range | Verbal Equivalent | Description |
|-----------------|-------------------|----------------|
| 5 | 4.2 – 5.0 | Very Serious |
| 4 | 3.4 – 4.1 | Serious |
| 3 | 2.6 – 3.3 | Fairly Serious |
| 2 | 1.8 – 2.5 | Least Serious |
| 1 | 1.0 – 1.7 | Not Serious |

III. RESULT AND DISCUSSION

Level of Attainment of Competencies in English Subject

Table 1 shows the level of attainment of competencies in teaching English subject among Grade 7 and Grade 8 students which grouped by skills. Out of 4 items in the listening, speaking and viewing skills, competency number 2 was rates as moderately attained while the other competencies were rated attained; the mean for the first group of skills was rated moderately attained. For the second group of skills namely, reading, viewing and responding, item number 2 was rated

moderately attained and the other items were rated attained. The mean for the second group of skills was 3.44 and was rated attained. In the third group of skills namely, writing and representing, all the items were rated attained. The overall mean for the level of attainment of competencies in English subject group by particular skills was 3.44 and was rated attained. So, it can be inferred that majority of the students have attained the learning competencies in English as provided in the K to 12 program.

When group according to grade level, in Grade 7 out of seven (7) items, item number 6 was rated highly attained, item number 1 was rated attained and the rest of the items were rated moderately attained. The grand mean for grade seven (7) competencies was 3.26 and was rated moderately attained. For the Grade 8 group, out of five items, (2) two items were rated moderately attained, these were the first and second items and the other items were rated attained. The weighted mean for Grade 8 was 3.61 and this was rated attained.

This findings is supported by Gatongay’s study that teachers had average knowledge on content, thus students did not highly attained the learning competencies in English subject.

TABLE 1. LEVEL OF ATTAINMENT OF COMPETENCIES IN ENGLISH SUBJECT

| LEARNING COMPETENCIES | Weighted Mean | Interpretation |
|--|---------------|----------------------------|
| A. Listening, Speaking and Viewing | | |
| Students comprehend and communicate in the language through listening, speaking, and responding. | 3.59 | Attained |
| Students listen in order to obtain information. | 2.78 | Moderately Attained |
| Gain information in order to obtain information. | 3.48 | Attained |
| Students respond to text in different ways (verbal and non-verbal) which can indicate comprehension. | 3.43 | Attained |
| Mean | 3.32 | Moderately Attained |
| B. Reading, Viewing and Responding | | |
| Students view and read a variety of text in the language and respond appropriate. | 3.52 | Attained |
| Students view and read text both to obtain information and for enjoyment. | 2.98 | Moderately Attained |
| Students construct mean from a variety of visual texts by using their own knowledge. | 3.65 | Attained |
| Students experience culture as a frame of reference through which they decode combinations of written symbols and visual representations | 3.61 | Attained |
| Mean | 3.44 | Attained |

| C. Writing and Representing | | |
|--|-------------|-----------------|
| Students write a variety of text in the language. | 3.75 | Attained |
| Students write for a range of purposes including social contact, enjoyment to initiate action or transmit information. | 3.56 | Attained |
| Mean | 3.65 | Attained |
| GRAND MEAN | 3.44 | Attained |

| Grade 7 | Weighted Mean | Interpretation |
|--|---------------|----------------------------|
| The Learner | | |
| • Communication in various contexts and for a variety of purposes. | 3.58 | Attained |
| • Heads widely for different purposes including information and enjoyment. | 2.67 | Moderately Attained |
| • Comprehend selections using variety of strategies and expenses and supports responses to various types of texts. | 3.02 | Moderately Attained |
| • Uses correctly the grammar and vocabulary elements specified in the grade. | 2.84 | Moderately Attained |
| • Selects and uses different forms writing for specific purposes. | 3.33 | Moderately Attained |
| • Uses Information Technology (IT) to communicate in the first language (LI). | 4.32 | Highly Attained |
| • Demonstrate knowledge and understanding if the local culture studied. | 3.07 | Moderately Attained |
| Mean | 3.26 | Moderately Attained |

| Grade 8 | Weighted Mean | Interpretation |
|---|---------------|---------------------|
| The Learner | | |
| • Communicates in various contents and for a variety of purposes. | 3.38 | Moderately Attained |
| • Listen actively and critically to analyze and evaluate a speakers message. | 3.39 | Moderately Attained |
| • Speaks clearly and appropriately to different purposes and occasions using effective communication skills that reflect such demands as interviewing, reporting, requesting and providing information. | 3.64 | Attained |
| • Selects and uses different forms of writing for specific purposes. | 4.08 | Attained |
| • Presents oral and written reports including presentations strengthened by visuals and media. | 3.55 | Attained |
| Mean | 3.61 | Attained |

Level of Adequacy of Instructional Materials

Table 2 shows the level of adequacy of instructional materials as revealed in this table, it presents that in the printed materials all items are adequate except the newspaper which was rated as fairly adequate, the weighted mean for printed materials was 3.71 and was rated adequate. In the graphic materials, all items were adequate; the weighted mean was 3.83 and was rated as adequate. In the exhibits, all items were adequate except museums which were rated as fairly adequate; the weighted mean was 3.62 and was rated adequate. For visual aids, two items were rated very adequate, these were chalkboards and LCD projectors, and the other items were rated adequate; the weighted mean was 3.93 and this was rated as adequate. For the audio aids, one item was rated fairly adequate and this was phonograph while VCD/DVD was rated very adequate and the rest were adequate, the rated mean was 3.75 which was rated adequate. For the audio visual aids, all items were adequate the weighted mean was 3.53 and was rated as adequate. The grand mean for the instructional materials was 3.76 and this was interpreted as adequate. The result indicates that most school have adequate instructional materials in the implementation of the K to 12 programs. Specifically in the teaching of English subject in grade 7 and grade 8.

This study is confirmed in Espiña and Leraza’s study that there are sufficient supplies and instructional materials in the implementation of the RBEC Curriculum.

TABLE 2. LEVEL OF ADEQUACY OF INSTRUCTIONAL MATERIALS

| Instructional Materials | Weighted Mean | Interpretation |
|------------------------------|---------------|-----------------|
| Printed Materials | | |
| • Textbooks | 3.45 | Adequate |
| • Work Books | 3.87 | Adequate |
| • Lesson Guide/Manuals | 3.91 | Adequate |
| • Pamphlets | 4.00 | Adequate |
| • Magazine Articles | 3.72 | Adequate |
| • Newspapers | 3.29 | Fairly Adequate |
| Mean | 3.71 | Adequate |
| Graphic Materials | | |
| • Charts | 3.52 | Adequate |
| • Graphs | 4.14 | Adequate |
| • Maps/Globes | 4.09 | Adequate |
| • Posters | 3.56 | Adequate |
| Mean | 3.83 | Adequate |
| Exhibits | | |
| • School Made Displays | 3.76 | Adequate |
| • Structured Bulletin Boards | 3.78 | Adequate |
| • Museums | 3.33 | Fairly Adequate |
| Mean | 3.62 | Adequate |
| Visual Aids | | |
| • Chalk Boards | 4.32 | Very Adequate |
| • White Boards | 3.86 | Adequate |
| • Still Pictures | 3.79 | Adequate |
| • Photographs | 3.66 | Adequate |
| • Illustrations | 4.00 | Adequate |
| • Slides | 3.56 | Adequate |
| • Film Strips | 3.95 | Adequate |
| • Overhead Projector | 3.99 | Adequate |
| • LCD Projector | 4.28 | Very Adequate |
| Mean | 3.93 | Adequate |
| Audio Aids | | |
| • Radio | 3.86 | Adequate |
| • Phonograph | 3.23 | Fairly Adequate |
| • Tape Recorder | 3.50 | Adequate |
| • VCD/DVD | 4.42 | Very Adequate |
| Mean | 3.75 | Adequate |
| Audio-Visual Aids | | |
| • Motion Pictures | 3.56 | Adequate |
| • Television | 3.45 | Adequate |
| • Video Cameras | 3.43 | Adequate |
| • Internet | 3.67 | Adequate |
| Mean | 3.53 | Adequate |
| GRAND MEAN | 3.76 | Adequate |

Assessment on the Degree of Seriousness of the Difficulties/Problems Encountered

Table 3 show the assessment on the degree of seriousness of the problems encountered in the implementation of the K to 12 program.

Of the twenty (20) items difficulties and problem encountered, 12 items were considered serious, 7 items found

as fairly serious and one (1) was least serious. Problems which are considered “serious” are inadequate supervision, difficulty of integration of values, disruption of classes due to trainings and other school activities, absence of basic English facilities, lack of instructional materials and references, use of integration with confidence, wise and productive utilization of the increased time allotment, various interactive teaching learning approaches not fully utilized, lack of interests of students, difficulty in framing higher order thinking skills (HOTS) questions, teachers’ negative attitude towards change, and lack of knowledge/skills in lesson planning and teaching. These problems are centered on the teaching-learning process. The grand mean of the 20 items difficulties and problems was 3.33 and was interpreted as fairly serious. This means that teachers and students can carry out problems in the implementation of the K to 12 Curriculum.

TABLE 3. DIFFICULTIES/PROBLEMS ENCOUNTERED

| Difficulties/Problems Encountered | Weighted Mean | Interpretation |
|---|---------------|-----------------------|
| Inadequate supervision | 3.63 | Serious |
| Difficulty of integration of values | 3.62 | Serious |
| Disruption of classes due to trainings and other school activities | 3.58 | Serious |
| Absence of Basic English Facilities | 3.52 | Serious |
| Lack of instructional materials and references | 3.50 | Serious |
| Use of integration with confidence | 3.47 | Serious |
| Wise and productive utilization of the increased time allotment | 3.47 | Serious |
| Various interactive teaching learning approaches not fully utilized | 3.48 | Serious |
| Lack of interests of students | 3.44 | Serious |
| Difficulty in framing higher order thinking skills (HOTS) questions | 3.42 | Serious |
| Teachers negative attitude towards change | 3.42 | Serious |
| Lack of knowledge/skills in lesson planning and teaching | 3.42 | Serious |
| Lack of textbooks and audio-visual aids | 3.34 | Fairly Serious |
| Big enrolment in small classrooms | 3.33 | Fairly Serious |
| Proper implementation of the K to 12 Curriculum | 3.28 | Fairly Serious |
| Inadequate support of stakeholders | 3.20 | Fairly Serious |
| Lack of financial support by the government | 3.11 | Fairly Serious |
| Lack of moral support by the parents | 3.01 | Fairly Serious |
| Lack of mastery of subject matter by the teachers | 2.86 | Fairly Serious |
| Absenteeism of students | 2.58 | Least Serious |
| Mean | 3.33 | Fairly Serious |

Test of Relationship between Adequacy of Instructional Materials, Seriousness of Problems Encountered and Attainment of Learning Competencies in English Subject

Multiple Regression analysis was employed to determine the effect of adequacy of instructional materials and seriousness of the problems encountered on the attainment of learning competencies in English subject. Summary Table (Table 4a) showed an overall correlation of 0.5355 and an R-value of 0.287. This means that 28.7 percent of the variance in the dependent variable could be attributed to the independent variables.

Analysis of Variance showed an F-value of 24.55 with a significance value of $\alpha = 0.002$ which is less than the 0.05 margin of error level. Generally, there is significant relationship between the independent and dependent variables. This means that adequacy of instructional materials and seriousness of the problems encountered had effect on the attainment of learning competencies in English subject. However, specific beta coefficients in Table 4c showed that only adequacy of instructional materials ($\beta=0.43, \rho<.05$) significantly affected attainment of learning competencies in English. Seriousness on the problems encountered ($\beta=0.047, \rho>.05$) did not significantly predict attainment of learning competencies in English. This means that teachers and students cannot attain the learning competencies in English subject if these are insufficient instructional materials. Problems they encountered are tolerable and they can carry out the learning competencies even if they have met these problems. Problems have nothing to do in the attainment of the learning competencies in English subject.

TABLE 4A. SUMMARY TABLE

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------|----------|-------------------|----------------------------|
| 0.5355 | 0.287 | 0.412 | 0.356 |

TABLE 4B. ANALYSIS OF VARIANCE

| | Sum of Squares | df | Mean Square | F | Sig | Interpretation |
|------------|----------------|-----|-------------|--------|-------|----------------|
| Regression | 18.638 | 2 | 9.319 | 24.551 | 0.002 | Significant |
| Residual | 24.8 | 225 | 0.110 | | | |
| Total | 43.438 | 227 | | | | |

TABLE 4C. BETA COEFFICIENTS

| Independent Variables | B | Significance | Interpretation |
|---|-------|--------------|-----------------|
| Adequacy of Instructional Materials | 0.423 | 0.004 | Significant |
| Seriousness of the Problems Encountered | 0.047 | 0.491 | Not Significant |

IV. CONCLUSIONS

Teachers as well as students are dedicated and committed to the teaching and learning process thus they have attained the learning competences in English subject as reflected in the curriculum guide of the K to 12 curriculum. Instructional materials are adequate in the Division of Northern Samar specifically in the Secondary Department. In the implementation of the K to 12 curriculum, problems and difficulties encountered by the teachers and the students is fairly serious it is tolerable hence teachers and students endure these problems thus they were able to attain the learning competences successfully.

V. RECOMMENDATIONS

Teachers should be exposed to trainings or seminars related to English subject focusing on the learning competences that are moderately attained. Teacher should be consulted by Curriculum planners and designers because the success of the implementation of every program lie on the hands of the front liners – the teachers. Similar research maybe conducted in other division to compare the result of this study to the findings of the future researchers.

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