

# IMPLEMENTATION OF THE K-12 CURRICULUM: ADEQUACY OF PROGRAM RESOURCES

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**Abstract:** This study determined the ‘Adequacy of the Program Resources in the Implementation of the K-12 Curriculum’. The subjects of the study were the Public Elementary School Teachers. The descriptive research design was adopted in this study. The questionnaire used to determine the perceived adequacy of the program resources in the implementation of the K-12 curriculum in Basilan, in the areas of: Professional Knowledge, Professional Attitude and Interest, Resource Adequacy, Professional Teaching Capacity, School Culture, Time, and Professional Support. The instrument that was utilized was the Curriculum Implementation Questionnaire developed by Lewthwaite and Fisher (2003). An instrument reliability analysis conducted based on the pre-test data yielded an Alpha value of 0.983, which is interpreted as high instrument reliability. To determine the perceived adequacy of the program resources in the implementation of the K-12 curriculum, the Weighted Mean and Ranking were used.

**Keywords:** K-12 Curriculum; Professional Knowledge; Professional Attitude and Interest; Resource Adequacy; Professional Teaching Capacity; School Culture; Time; Professional Support.

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## I. INTRODUCTION

The K-12 Curriculum envisions “holistically developed learners with 21st century skills” (DepEd Primer, 2011). At the core of this basic education program is “the complete human development of every graduate”. The DepEd discussion paper (2010) on the enhanced K-12 basic education program explains that this new setup “seeks to provide a quality 12-year basic education program that each Filipino is entitled to”. Furthermore, the purpose is not simply to add 2 more years of education “but more importantly to enhance the basic education curriculum”.

Education plays an important role in the lives of the students and for the society. A responsive and productive citizen are essential element to promote development, therefore education sector in the Philippines must be aware of crucial steps to take in order to produce graduates that are not only focused on themselves but are responsive to the needs of the society. This K-12 curriculum introduced new pattern of systems for the Philippine education sector. Human capital, infrastructures, grading system and managing system in a school are now assessed in order to develop an effective curriculum, shaped to produce responsive individuals for the society (Cogal et al, 2019). That would be a long list of needs of resources. Resources in education are the total sum of everything used directly or indirectly for the purpose of education and training to support, facilitate or encourage transmission and acquisition of knowledge (Ehinola, 2009).

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students’ learning. Better

teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom (Sowell, 2000). Providing for the resources needed by the teachers is a prerequisite for the effective implementation of the K-12 curriculum.

Thus, there is a need to determine the perceptions of teachers on the adequacy of the program resources in the implementation of the K-12 curriculum in Basilan, to serve as basis in improving the implementation of the K-12 program in the province.

## II. BODY OF ARTICLE

### STATEMENT OF THE PROBLEM

The purpose of the study was to determine the adequacy of the program resources in the implementation of the K-12 curriculum in Basilan. It sought answers the question:

What is the level of adequacy of the program resources in the implementation of the K-12 curriculum in Basilan, in terms of:

- a. Professional Knowledge;
- b. Professional Attitude and Interest;
- c. Resource Adequacy;
- d. Professional Teaching Capacity;
- e. School Culture;
- f. Time; and
- g. Professional Support?

### THE RESEARCH METHOD

This study sought to determine the adequacy of the program resources in the implementation of the K-12 curriculum. In describing the nature of the situation, as it exists at the time of the study, the descriptive method was appropriate to use. Thus, this study used the descriptive research design.

### THE RESEARCH INSTRUMENT

When factual information is desired, a questionnaire is used when it gives an opportunity for establishing rapport, explaining the purpose of the study, and explaining the meaning of items (Best and Kahn, 1998). A two-part survey questionnaire was used in this study.

The first part drew information about the socio-demographic profile of the teachers, which includes: gender, highest educational attainment and experience.

The second part of the questionnaire determined the level of adequacy of the program resources in the implementation of the K-12 curriculum, in the areas of: Professional Knowledge, Professional Attitude and Interest, Resource Adequacy, Professional Teaching Capacity, School Culture, Time, and Professional Support.

### THE VALIDITY OF THE INSTRUMENT

Since the instrument that was adopted was the Curriculum Implementation Questionnaire developed by Lewthwaite and Fisher (2003), which validity had already been established, then there is no need to subject it to a validation process.

### THE RELIABILITY OF THE INSTRUMENT

A pre-testing of the questionnaire was conducted on Thirty (30) public elementary school teachers, who were not included in the study. An instrument reliability analysis was conducted based on the pre-test data yielded an Alpha value of 0.983, which is interpreted as high instrument reliability.

### STATISTICAL TREATMENT OF DATA

To determine the level of adequacy of the program resources in the implementation of the K-12 curriculum, the Weighted Mean and Ranking were used.

### III. THE LEVEL OF ADEQUACY OF THE PROGRAM RESOURCES IN THE IMPLEMENTATION OF THE K-12 CURRICULUM

Table 1 shows the summary of means, descriptions, and ranks of the ratings on the extents/degrees of the adequacy or sufficiency of the K-12 program resources provided to the teachers to achieve or execute of the perceived goal, objectives, and standards of the K-12 Curriculum in terms of Professional Knowledge, Professional Attitude and Interest, Material Resource, Professional Teaching Capacity, School Culture, Time, and Professional Support.

**Table 1: Summary of Means, Descriptions, and Ranks of the Ratings on the Extents of the Adequacy of the K-12 Program Resources in the Implementation of the K-12 Curriculum**

AREA	MEAN	DESCRIPTION	RANK
A. Professional Knowledge	3.51	Much Adequate	6
B. Professional Attitude and Interest	3.74	Much Adequate	3
C. Material Resource	3.24	Moderately Adequate	7
D. Professional Teaching Capacity	3.62	Much Adequate	4
E. School Culture	4.00	Much Adequate	1
F. Time	3.58	Much Adequate	5
G. Professional Support	3.80	Much Adequate	2
OVERALL	3.64	Much Adequate	NA

The teachers perceive that in the implementation of the K-12 Curriculum, the resources provided to the teachers were rated as much adequate. These are, as ranked:

1. School Culture
2. Professional Support
3. Professional Attitude and Interest
4. Professional Teaching Capacity
5. Time
6. Professional Knowledge

Only the area of Material Resource was rated to be moderately adequate by the teachers. The Curriculum Indicators are, as ranked:

1. Teachers have ready access to K-12 curriculum materials and resources.
2. K-12 curriculum resources are well maintained.
3. The K-12 curriculum resources are well organized.
4. The facilities at this school promote the K-12 curriculum.
5. The equipment that is necessary to teach the K-12 curriculum is readily available.
6. The school is well resourced for the K-12 curriculum.

#### IV. CONCLUSION

The teachers perceive that the level of adequacy of the program resources in the implementation of the K-12 Curriculum implementation in Basilan, is moderately adequate, in the areas of Professional Knowledge, Professional Attitude and Interest, Resource Adequacy, Professional Teaching Capacity, School Culture, Time, and Professional Support.

With the perceived adequacy or sufficiency of the K-12 program resources provided to the teachers in the implementation of the K-12 curriculum rated as 'much adequate', the provision of adequate and appropriate educational resources should be enhanced and accelerated further to the level of 'very much adequate', by the Department of Education.

Material Resource which was rated to be moderately adequate by the teachers should be provided by the Department of Education to much higher notches.

The specific resource-indicators rated to be relatively less adequate and therefore should be focused upon for improvement by the educational managers, are:

- a. The schools should be well resourced, for the K-12 curriculum.
- b. The equipment that is necessary to teach the K-12 curriculum should be made readily available.
- c. The facilities that should be provided in schools should promote the K-12 curriculum.
- d. Organize the K-12 curriculum resources.
- e. K-12 curriculum resources should be kept well maintained.
- f. Teachers should have ready access to K-12 curriculum materials and resources.
- g. Provide enough time in the school week to do an adequate job of teaching the requirements of the K-12 curriculum.
- h. Make teachers secure in their knowledge concepts pertinent to the K-12 curriculum.
- i. Make sure that teachers are adequately prepared to teach the K-12 curriculum.
- j. Allot enough time in the school program to fit the K-12 curriculum properly.
- k. Equip teachers with the K-12 curriculum knowledge, skills and attitudes that they need.
- l. Provide teachers with sound knowledge of strategies known to be effective for the teaching of the K-12 curriculum.
- m. Encourage teachers to possess the necessary knowledge to effectively teach their subjects in the K-12 curriculum.
- n. Provide teachers with sound understanding of alternative ways of teaching ideas to foster student learning.
- o. Allot teachers the time to effectively deliver the requirements of the K-12 curriculum.
- p. Allocate teachers adequate time in the overall school program to teach K-12 curriculum.
- q. Cultivate teachers to become confident to teach the K-12 curriculum.
- r. Train teachers to possess the skills necessary to teach the K-12 curriculum.
- s. Make teachers adequately prepared to teach to the requirements of the K-12 curriculum.

Conduct an in-depth analysis on the reasons why the teachers perceive some resource-items to be less adequate, and take the appropriate action towards the successful implementation of the K-12 Curriculum in their schools.

For future researchers, (a) conduct studies on the possible reasons or circumstances of the lower ratings accorded by the teachers in some schools, (b) With the scope of this study limited to the public elementary schools, conduct parallel studies in the different public secondary schools, and (c) Conduct studies on the K-12 curriculum-related educational resource inputs.

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