

**The Status of K to 12 Basic Education Program in the Philippines: A Reference for Teachers' Twenty-First Century Skills Development Plan**

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**Abstract**

The Department of Education, with its major aim to enhance the quality of basic education and make the country at par with other countries, has paved the way to the K to 12 Basic Education Program. In its initial phase of implementation, this paper seeks to assess the extent of implementation on curriculum and instruction; standards and assessment; learning environment; governance, operations, and administration; human resource management and development; and finance. As frontlines of the academe, school heads and teachers assessed these aspects. Findings reveal that the K to 12 Program is implemented to a high extent as assessed by school heads and teachers. In terms of schools' performance, enrolment rate had an increasing trend. Achievement, repetition and drop-out rates vary for the past three years. School heads' evaluation of teachers' performance based from CB-PAST is very satisfactory. Learners were assessed as fairly competent in learning and literacy while competent in life skills. These form the bases for the Proposed Skills Development Plan. It is also urgent to enhance the quality management systems and curriculum implementation to uplift the quality of basic education in the country.

**Keywords:** basic education; K to 12; twenty-first century skills; teachers; development plan

**1. Introduction**

Almost all countries around the world provide twelve years of basic education. Cognizant to this global educational system, the Philippine government changed the old ten-year basic education to 12 years or the K to 12 Program. The K to 12 Basic Education Program is the flagship program of DepEd that desires to offer a curriculum which is attuned to the 21st century.

The Schools Division of Cotabato City, under the umbrella of DepEd XII, adheres to the policy directions and mandates. Its unique contribution is to implement the program which complements the guidelines, rules, and regulations of the order. The modification of curriculum and instruction; standards and assessment; learning environment; human resource management and development; and finance are crucial in operating a school. The effect of such is magnified through the schools', teachers' and learners' performances.

While this program is still in its early stage of implementation, a comprehensive assessment is necessary to determine the depth and breadth of the program. With the inclusion of several indicators for every area, capsulizing the details to bring out key results, this program is worth evaluating. The departure from the Restructured Basic Education Program to the K to 12 has also identified competencies of teachers. CB-PAST and 21<sup>st</sup>-century skills are intertwined to bring out the qualities of a global teacher. These prevailing situations have to be assessed in the context of Cotabato City Division that prompted the researcher to conduct the study. This study assessed the implementation of the K to 12 Basic Education Program through the extent of implementation as viewed by the school administrators and teachers and its relationships with the School Performance, Teachers' Performance, and Learners' Performance. These variables will serve as bases for 21<sup>st</sup> Century Skills Development Plan for Public Elementary School Teachers of Cotabato City, Philippines.

### **1.1 Statement of the Problem**

This study sought answers to the following questions:

1. What is the extent of implementation of the K to 12 Basic Education Program as assessed by school heads and teachers of public elementary schools in terms of (a) Curriculum and Instruction, (b) Standards and Assessment, (c) Governance, Operations and Administration, (d) Learning Environment, (e) Human Resource Management and Development, and (f) Finance?
2. What is the performance of public elementary schools in terms of (a) Enrolment Rate, (b) Achievement Rate, (c) Repetition Rate, and (d) Drop-out Rate?

3. What is the level of performance of elementary teachers in the implementation of K to 12 Basic Education Program as assessed by their school principals based on the CB-PAST?
4. What are the 21<sup>st</sup> Century Skills of teachers in public elementary schools as assessed by their school heads in terms of (a) Learning and Innovation Skills; (b) Information, Media and Technology Skills; and (c) Life and Career Skills?
5. What are the 21<sup>st</sup> Century Skills of learners in public elementary schools as assessed by their teachers in terms of (a) Learning Skills; (b) Literacy Skills; (c) Life Skills?
6. Is there a significant relationship between the extent of implementation of K to 12 Basic Education Program and school performance?
7. Is there a significant relationship between the extent of implementation of K to 12 Basic Education Program and the teachers' level of performance in terms of the CB-PAST?
8. Is there a significant relationship between the extent of implementation of K to 12 Basic Education Program and the teachers' level of performance in terms of the 21<sup>st</sup> Century Skills?
9. Is there a significant relationship between the extent of implementation of K to 12 Basic Education Program and the learners' performance?
10. What 21<sup>st</sup> Century Skills Development Plan for public elementary school teachers should be developed and implemented based on the relationships of the extent of implementation of the K to 12 Program and schools', teachers' and learners' performances?

## 2. Related Literature and Studies

The K to 12 Enhanced Basic Education has become the flagship program of the DepEd in its desire to offer a curriculum which is attuned to the 21<sup>st</sup> century. Glenn (2018) states that an effective curriculum provides teachers, students, school heads and community stakeholders with a measurable plan and structure for delivering a quality education. Ultimately, a viable curriculum is the most powerful factor in identifying student success (Marzano, 2003).

The K to 12 program is a learner-centered, enriched and designed to address diverse learners need. The central element of the program is the enhancing of the basic education curriculum to ensure that learners acquire sufficient knowledge and

skills they will need to become productive members of the society (Luistro, 2012). This curriculum has been given more focus to allow mastery of concepts and skills and develop lifelong learners. It has salient features such as strengthening early childhood education (Universal Kindergarten), making curriculum relevant to learners (Contextualization and Enhancement), building proficiency through language (Mother Tongue-Based Multilingual Education), ensuring integrated and seamless learning (Spiral Progression) and gearing up for the future and nurturing the holistically developed Filipino (Department of Education, 2010).

## **2.1 Theoretical and Conceptual Framework**

This study is anchored with the principle of congruency. The Congruence Model created by Nadler & Tushman (1980), specifies the congruence of the output for the success of the organization. In an educational system, the output can be referred to as the performance of the entire school, its teachers, and learners. Hatch & Cunliffe (2006) presented the organizational culture model which implies that the organization will become effective when there is a high degree of consistency in its organizational elements.

In addition, this study is also related to the theory of Total Quality Management (TQM) by Edward Deming in which the educational institutions of today are concerned with quality. This management model is relative to K to 12 Basic Education Program and it will guide school administrators on how they manage the 21<sup>st</sup> Century teaching and learning in order to achieve high-quality output and performance among teachers, learners, and the entire school system.

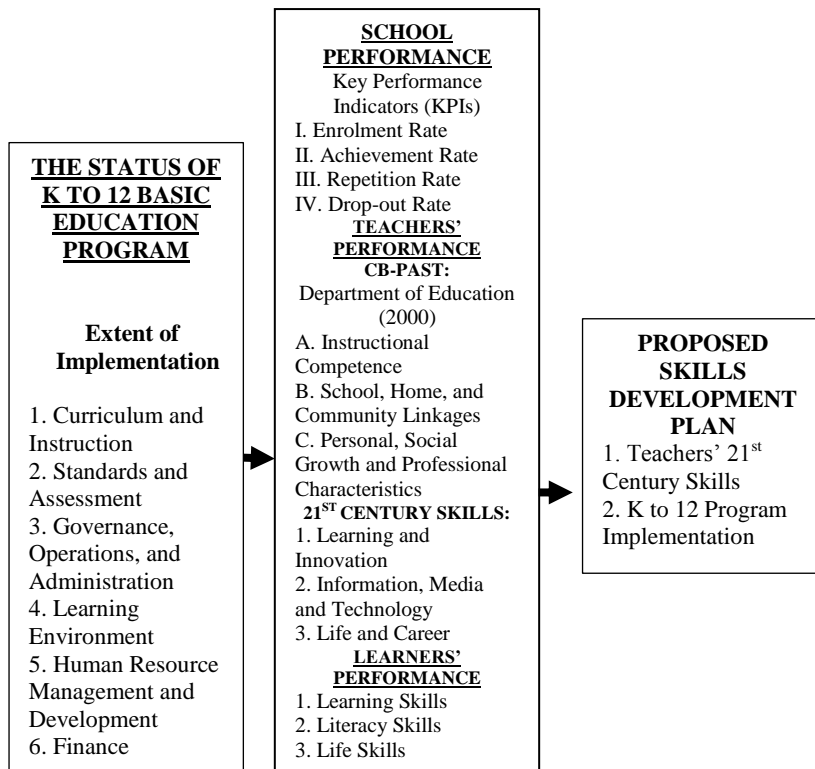


Figure 1 Conceptual Framework

### 3. Methodology

#### 3.1 Research Design

This study employed the descriptive-evaluative research design that used both quantitative and qualitative techniques. It included the evaluation of the extent of implementation of the K to 12 Basic Education Program through survey method with key informant interviews and focus group discussions.

### **3.2 Respondents of the Study**

The respondents of the study were the school heads, teachers, and pupils from Grades I to III of the different public central elementary schools which belong to the eight (8) districts of the Department of Education-Schools Division of Cotabato City. This study utilized cluster sampling technique to determine the respondent school per district and purposive sampling for the identification of the central school per district as the respondent-school. Census sampling was utilized for the school administrators who belong to schools within each district.

Random sampling technique was used in order to identify the teacher-respondents and pupil-respondents in every school. The sample size had been determined through the computation using the Slovin Formula:  $n = N (1 + (N * e ^2))$  with 0.05 margin of error. The sample included 8 elementary school heads, 144 elementary teachers, and 383 elementary pupils. This sample is derived through random sampling from the total population of the respondents which are clustered according to districts.

### **3.3 Research Instruments**

A separate set of survey questionnaires was used in the research to be accomplished by the school heads and teachers as respondents. The researcher also utilized guide questions in generating secondary data on Key Performance Indicators (KPIs) that determined the performance of public central schools. The CB-PAST was used to identify the teachers' level of performance. Observation form was used to validate the results of the teachers' level of performance and their 21<sup>st</sup> Century Skills adapted from Partnership for 21<sup>st</sup> Century Skills (2005) as well as those of their learners through Situation, Task, Action, Result (STAR) Observation Monitoring Tool. Key Informant Interviews (KII) guide questions were utilized for the Key Performance Indicators (KPIs) and Focus Group Discussion (FGD) guide to supplement the arguments.

### **3.4 Statistical Treatment**

In the analysis of the data, means; overall means; and standard deviations were used to describe and evaluate the extent of implementation of the K to 12 Basic

Education Program, the 21<sup>st</sup> Century Skills of learners, and Teachers’ Appraisal. In terms of the School Performance, percentages and means were used.

The Pearson Product Moment Correlation Coefficient (Pearson r) two-tailed test was applied to treat data on the relationship of the variables. These data were encoded in the Statistical Package for Social Sciences (SPSS) for their analysis and interpretation.

#### 4. Results and Discussions

##### For the statement of the problem #1

**Table 1 Overall Implementation of K to 12 Basic Education Program**

Component	Principals’ Rating (n=8)		Teachers’ Rating (n=144)		Overall Rating		
	Mean	SD	Mean	SD	Mean	SD	Description
1. Curriculum and Instruction	4.01	0.29	3.80	0.43	3.81	0.42	High Extent
2. Standards and Assessment	3.88	0.35	3.75	0.49	3.75	0.48	High Extent
3. Learning Environment	3.41	0.42	3.64	0.52	3.62	0.51	High Extent
4. Governance, Operations and Administration	4.41	0.42	4.05	0.62	4.07	0.61	High Extent
5. Human Resource Management and Development	4.04	0.42	3.95	0.56	3.96	0.55	High Extent
6. Finance	3.48	0.75	3.38	0.70	3.38	0.71	Moderate Extent
Overall Mean and SD	3.87	0.44	3.76	0.55	3.77	0.55	High Extent

Legend: Scale	Range	Description	Interpretation
5	4.50-5.00	Very high extent	93-100% implementation
4	3.50-4.49	High Extent	85-92% implementation
3	2.50-3.49	Moderate Extent	77-84% implementation
2	1.50-2.49	Low extent	69-76% implementation
1	1.00-1.49	Very low extent	60-68% implementation

The extent of implementation of the K to 12 Basic Education Program in its early stage of implementation for the past four school years is high extent in general as rated by school heads and teachers. In terms of curriculum and instruction; standards

and assessment; governance, operations and administration; learning environment; and human resource management and development generally rated as implemented to a high extent. However, only finance was assessed to a moderate extent of implementation.

**For the statement of the problem #2**

**Table 2 School Performance for the Last Three Years**

Performance Indicators	School Year						Overall	
	2012-2013		2013-2014		2014-2015		Mean	SD
	Mean	SD	Mean	SD	Mean	SD		
Enrolment Rate	280.2	232.7	287.68	237.85	278.42	215.47	282.1	22 8.6
Achievement Rate	74.3	6.79	80.87	2.50	75.25	6.099	76.8	4.2
Repetition Rate	75.3	6.09	1.71	.83	.64	.74	.88	.6
Drop-Out Rate	.06	.23	.00	.00	.74	1.22	.26	.4

With regard to the schools' performance in terms of enrolment rate, the majority of the public elementary schools had an increasing trend. Achievement rate of some schools has a fluctuating and increasing trend. Both repetition and drop-outs were closer to zero percent (0%).

**For the statement of the problem #3**

**Table 3 Teachers' Level of Performance-based on the CB-PAST (n=144)**

Schools	N	Mean	SD	Description
A	52	3.17	.382	Very Satisfactory
B	26	3.35	.485	Very Satisfactory
C	14	3.21	.426	Very Satisfactory
D	8	3.38	.518	Very Satisfactory
E	12	3.08	.289	Very Satisfactory
F	12	3.25	.452	Very Satisfactory
G	10	3.00	.000	Very Satisfactory
H	10	3.30	.483	Very Satisfactory
Total / Overall Mean and SD	144	3.22	.379	Very Satisfactory



In general, the school head-respondents rated their teachers as very satisfactory in terms of the level of teachers' performance in the implementation of the K to 12 Program based on the CB-PAST components.

**For the statement of the problem #4**

**Table 4 Overall Teachers' Performance on 21<sup>st</sup> Century Skills (n=144)**

Components	Mean	SD	Description
Learning and Innovation	3.72	0.4694	Competent
Information, Media and Technology	3.61	0.5755	Competent
Life and Career	3.88	0.5345	Competent
Overall Mean and SD	3.74	0.53	Competent

Generally, school heads' assessment of the twenty-first century skills of their teachers was competent. However, in terms of learning and innovation skills, based from the key informants' statements, teachers are less competent in creating new and worthwhile ideas (creativity and innovation), synthesizing and making connections (critical thinking), and utilizing multiple media and technologies (communication and collaboration). On information, media and technology skills, teachers are competent in using technology as a tool to research and fairly competent on using digital technologies and applying a fundamental understanding of the ethical and legal issues surrounding the access and use of information technologies (ICT literacy).

**For the statement of the problem #5**

**Table 5 Overall Learners' Performance on 21<sup>st</sup> Century Skills (n=383)**

Components	Mean	SD	Description
Learning Skills	3.49	0.6500	Fairly Competent
Literacy Skills	3.27	0.6844	Fairly Competent
Life Skills	3.65	0.6743	Competent
Overall Mean and SD	3.47	0.67	Fairly Competent

The learners were generally rated as fairly competent in terms of learning skills. Teacher-respondents affirmed that their pupils need improvement on the sufficient facility in English to understand spoken discourse and communicate with others, effective expression of ideas in formal and informal compositions, and use of cues, questions, and advanced organizers. Learners were assessed as fairly competent on literacy skills such as using media and technology for studying and educational use; adapting new media and using appropriate technology in critical thinking, problem-solving, reasoning, communicating, making connections, representations, and decisions in real life.

Learners were assessed as competent in terms of life skills.

**For the statement of the problem #6**

**Table 6 Relationship of the K to 12 BEP and Schools' Performance**

School Performance Indicators		Curriculum and Instruction	Standards and Assessment	Learning Environment	Governance, Operations, and Administration	Human Resource	Finance
Enrolment Rate	Pearson Correlation	.363**	.421**	.391**	.427**	.453**	.204*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.014
	N	144	144	144	144	144	144
Achievement Rate	Pearson Correlation	-.172*	-.210*	-.111	-.204*	-.228**	-.096
	Sig. (2-tailed)	.040	.011	.184	.014	.006	.255
	N	144	144	144	144	144	144
Repetition Rate	Pearson Correlation	-.352**	-.305**	-.257**	-.262**	-.190*	-.196*
	Sig. (2-tailed)	.000	.000	.002	.002	.023	.019
	N	144	144	144	144	144	144
Drop-Out Rate	Pearson Correlation	.008	-.127	-.075	-.026	-.214*	-.075
	Sig. (2-tailed)	.925	.128	.369	.757	.010	.369
	N	144	144	144	144	144	144

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

There are significant relationships between the extent of implementation of K to 12 Basic Education Program and schools' performance such as enrolment, achievement and repetition rates. However, on the contrary, only drop-out rate has no significant relationship with the former.

**For the statement of the problem #7**

**Table 7 Relationship of the Extent of Implementation of K to 12 BEP and Teachers' Performance-based from the CB-PAST**

Component		CI	SA	LE	GOA	HRMD	FIN	Description
Teachers' Performance	Pearson Correlation	.140	.144	.071	.012	-.065	.148	Not significant
	Sig. (2-tailed)	.095	.085	.397	.890	.442	.078	Not significant

\*\* Correlation is significant at the 0.01 level (2-tailed).

There is no significant relationship between the extent of implementation of K to 12 Basic Education Program and teachers' performance based on the CB-PAST.

**For the statement of the problem #8**

**Table 8 Relationship of the Extent of Implementation of K to 12 BEP and Teachers' 21<sup>st</sup> Century Skills**

K to 12 Component		Learning and Innovation Skills	Description	Information, Media and Technology Skills	Description	Life and Career Skills	Description
Curriculum and Instruction	Pearson Correlation	.163	Not Significant	.176*	Significant	.182*	Significant
	Sig. (2-tailed)	.051		.035		.029	
	N	144		144		144	
Standards and Assessment	Pearson Correlation	.164*	Significant	.145	Not Significant	.163	Not Significant
	Sig. (2-tailed)	.050		.082		.050	
	N	144		144		144	
Learning Environment	Pearson Correlation	.198*	Significant	.169*	Significant	.207*	Significant
	Sig. (2-tailed)	.017		.043		.013	
	N	144		144		144	
Governance, Operations and Administration	Pearson Correlation	.143	Not Significant	.157	Not Significant	.183*	Significant
	Sig. (2-tailed)	.088		.059		.028	
	N	144		144		144	
Human Resource Management and Development	Pearson Correlation	.180*	Significant	.203*	Significant	.219**	Significant
	Sig. (2-tailed)	.031		.014		.008	
	N	144		144		144	
Finance	Pearson Correlation	.068	Not Significant	.095	Not Significant	.030	Not Significant
	Sig. (2-tailed)	.415		.256		.718	
	N	144		144		144	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

On the other hand, there are significant relationships between the extent of implementation of K to 12 Basic Education Program in terms of curriculum and instruction; learning environment; and human resource management and development and twenty-first century skills of teachers particularly learning and innovation;

information, media and technology; and life and career skills. However, standards and assessment; governance, operations and administration; and finance have no significant relationships with the teachers' skills in general.

**For the statement of the problem #9**

**Table 9 Relationship of the Extent of Implementation of K to 12 BEP and Learners' 21<sup>st</sup> Century Skills**

K to 12 Component		Learning Skills	Description	Literacy Skills	Description	Life Skills	Description
Curriculum and Instruction	Pearson Correlation	.116	Not Significant	.187*	Significant	.100	Not Significant
	Sig. (2-tailed)	.166		.025		.234	
	N	144		144		144	
Standards and Assessment	Pearson Correlation	.162	Not Significant	.216**	Significant	.120	Not Significant
	Sig. (2-tailed)	.052		.009		.151	
	N	144		144		144	
Learning Environment	Pearson Correlation	.121	Not Significant	.161	Not Significant	.051	Not Significant
	Sig. (2-tailed)	.147		.054		.546	
	N	144		144		144	
Governance, Operations, and Administration	Pearson Correlation	.090	Not Significant	.147	Not Significant	.080	Not Significant
	Sig. (2-tailed)	.283		.079		.342	
	N	144		144		144	
Human Resource Management and Development	Pearson Correlation	.114	Not Significant	.169*	Significant	.091	Not Significant
	Sig. (2-tailed)	.172		.043		.281	
	N	144		144		144	
Finance	Pearson Correlation	.002	Not Significant	.050	Not Significant	.010	Not Significant
	Sig. (2-tailed)	.977		.554		.909	
	N	144		144		144	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Generally, there are significant relationships between the extent of implementation of K to 12 Basic Education Program in terms of curriculum and instruction, standards and assessment, and human resource management and development with the learners' performance on literacy skills.

**For the statement of the problem #10**

The crafting of a 21<sup>st</sup> Century Skills Development Plan for public elementary school teachers can be utilized for the effective implementation of the K to 12 Basic Education Program. This plan is based on the extent of implementation of the said program and its relationships with the schools', teachers' and learners' performances.

#### 4.1 Discussion

The extent of implementation of the K to 12 Basic Education Program in its early stage of implementation for the past four school years is high extent in general as rated by school heads and teachers. In terms of curriculum and instruction; standards and assessment; governance, operations and administration; learning environment; and human resource management and development generally rated as implemented to a high extent. However, only finance was assessed to a moderate extent of implementation. This is supported by the sentiments of the teacher-respondents on budget allocation from the School MOOE for teachers' instructional materials, seeking financial support and assistance and initiating fund-raising activities and income-generating projects for curriculum development.

On the contrary, during the key informant interview conducted, the school head-respondents attested that they had fairly implemented the ICT integration starting Grade I and employing differentiated instruction (curriculum and instruction); assessment on experimental and analytical skills or higher-order thinking skills and appropriate use of traditional and authentic assessment tools (standards and assessment); availability of ICT corner in the classroom, sufficient number of computer sets for hands-on learning of pupils, and presence of spacious classrooms for varied strategies and activities ( learning environment); strengthening external linkages and social marketing (governance); and professional development strategies such as opportunities for study grants and scholarships (human resource management).

With regards to the schools' performance in terms of enrolment rate, the majority of the public elementary schools had an increasing trend. Achievement rate of some schools has a fluctuating and increasing trend. Both repetition and drop-outs were closer to zero percent (0%).

In general, the school head-respondents rated their teachers as very satisfactory in terms of the level of teachers' performance in the implementation of the K to 12 Program based from the CB-PAST components: instructional competence; school, home and community linkages; and personal, social growth and professional characteristics.

Meanwhile, generally, school heads' assessment of the twenty-first century skills of their teachers was competent. However, in terms of learning and innovation

skills, based from the key informants' statements, teachers are less competent in creating new and worthwhile ideas (creativity and innovation), synthesizing and making connections (critical thinking), and utilizing multiple media and technologies (communication and collaboration).

Regarding the information, media and technology skills, teachers are competent in using technology as a tool to research and fairly competent on using digital technologies and applying a fundamental understanding of the ethical and legal issues surrounding the access and use of information technologies (ICT literacy). As to the life and career skills, in general, teachers were assessed as competent in the areas of flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. As per assessment of the teachers, the learners were generally rated as fairly competent in terms of learning skills. Teacher-respondents affirmed that their pupils need improvement on the sufficient facility in English to understand spoken discourse and communicate with others, effective expression of ideas in formal and informal compositions, and use of cues, questions, and advanced organizers. When it comes to literacy skills, pupils were assessed as fairly competent most especially in using media and technology for studying and educational use; adapting new media and using appropriate technology in critical thinking, problem-solving, reasoning, communicating, making connections, representations, and decisions in real life. Learners were generally assessed as competent in terms of life skills. However, the teacher-respondents attested that the learners have lack of skills in demonstrating the ability to improve their work or output, taking initiative when they question, create and present output.

There are significant relationships between the extent of implementation of K to 12 Basic Education Program and schools' performance such as enrolment, achievement and repetition rates. However, on the contrary, only drop-out rate has no significant relationship with the former. There is no significant relationship between the extent of implementation of K to 12 Basic Education Program and teachers' performance based on the CB-PAST. On the other hand, there are significant relationships between the extent of implementation of K to 12 Basic Education Program in terms of curriculum and instruction; learning environment; and human resource management and development and twenty-first century skills of teachers particularly learning and innovation; information, media and technology; and life and career skills. However, standards and assessment; governance, operations and

administration; and finance have no significant relationships with the teachers' skills in general. Generally, there are significant relationships between the extent of implementation of K to 12 Basic Education Program in terms of curriculum and instruction, standards and assessment, and human resource management and development with the learners' performance on literacy skills. Contrastingly, the implementation of the learning environment; governance, operations and administration; and finance do not have significant relationships with the learners' skills.

The crafting of a 21<sup>st</sup> Century Skills Development Plan for public elementary school teachers can be utilized for the effective implementation of the K to 12 Basic Education Program. This plan is based on the extent of implementation of the said program and its relationships with the schools', teachers' and learners' performance. Its objectives and contents also respond to the needs of teachers in the six areas of the program, school performance indicators, and 21<sup>st</sup>-century skills.

## **5. Recommendations**

First, there is a strong need to innovate and monitor programs, projects, and activities anchored with the vision-mission, goals, and objectives of the K to 12 Program among school heads and teachers. Revisiting and revising the school improvement plans of public elementary schools should also be practiced in order to achieve better performance indicators. Second, school heads should intensify the conduct of SLAC sessions that would update teachers on the implementation of the K to 12 Program. Third, education supervisors should capacitate school heads on 21<sup>st</sup> Century Skills Development of Teachers. Fourth, school heads must innovate a monitoring and evaluation tool for teachers' 21<sup>st</sup> Century Skills. Finally, teachers should also integrate 21<sup>st</sup> Century Skills development into their classroom instruction and come up with an assessment tool measuring these skills. Finally, the twenty-first century skills development plan was proposed (Table 10) to address the gaps in the different areas of K to 12 program implementation.

**Table 10 PROPOSED SKILLS DEVELOPMENT PLAN**

<b>Key Result Area 1: Improve Schools' Performance through enhanced K to 12 Implementation</b>									
<b>K to 12 Component</b>	<b>Indicator</b>	<b>Objectives</b>	<b>Focus</b>	<b>Target</b>	<b>Activities</b>	<b>Time Frame</b>	<b>Resources</b>	<b>Expected Outputs</b>	<b>Expected Outcomes</b>
A. Curriculum and Instruction	Increased knowledge, understanding and application on alternative delivery modes of instruction	Intensify conduct of Flexible Learning Options (FLO)	School-based Training on FLO	School Heads, Teachers	Conduct intensive training	Year-Round	School MOOE	School Action Plan on FLO sessions	Well-trained teachers
		Seek assistance to NGOs in order to procure supplemental reading materials	Assistance from NGOs	School Heads, Teachers	Coordinate with NGOs	Year-Round	Donations Sponsorship	Supplemental K to 12 Reading Materials	Coordinated with NGOs
		Innovate learners' worksheets for enrichment learning activities	Worksheets	School Heads, Teachers	Conduct workshops on making worksheets	Summer	School MOOE	Worksheets for K to 12	Conducted workshops on making worksheets
B. Standards and Assessment	Enhanced application of balanced assessment	Train teachers on balanced assessment	SLAC Sessions	School Heads, Teachers	Conduct SLAC session on balanced assessment	1 <sup>st</sup> quarter S.Y 2016-2019	School MOOE	Teacher-made authentic assessment tools	Well-trained teachers
C. Learning Environment	Enhanced skills on making the learning environment interactive through ICT	Conduct intensive and interactive ICT lessons to pupils for them not to cut classes	Interactive ICT lessons	School Heads, Teachers	Conduct interactive ICT lessons  Peer teaching/ Mentoring	Year-Round	School MOOE	Lesson plans integrating ICT	Motivated learners not to stop schooling
	Enhanced skills in making the learning environment child-friendly	Intensify Child-Friendly School System and Classroom Restructuring	Child-Friendly School System	School Heads, Teachers	Provide technical assistance/ support	Year-Round	School MOOE	Child-Friendly classrooms  Evaluation Tool	Intensified CFSS



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D. Governance, Operations, and Administration	Increased stakeholders' involvement and participation in school programs and activities	Strengthen collaboration/linkages with stakeholders in order to address the needs of the less-privileged pupils  Disseminate information on updates about K to 12 programs to the community	Collaboration/linkages with stakeholders  Information dissemination	School Heads, Teachers, External Stakeholders  School Heads, Teachers, External Stakeholders	Conduct quarterly stakeholders' conference  Intensify Adopt-a-School Program	Year-Round  Summer 2016	Donations  School MOOE	Deed of Donations  Memorandum of Agreement (MOA)  Flyers and brochures on K to 12 updates	Strengthened stakeholders' participation Motivated learners  Sustained zero drop-out  Disseminated information to the community
E. Finance	Acquired knowledge and skills on the different aspects of financial management: -Planning -Organizing -Controlling -Monitoring financial resources	Conduct fund-raising activity to purchase school supplies, reading materials, and books  Propose, plan and implement an income-generating project that will augment funds on instructional materials of teachers for better learning outcomes  Conduct training on the different aspects of financial management	Fund-Raising Activity  Income-Generating Project (IGP)  Division Training	School Heads, Teachers  School Heads, Division Personnel, Teachers	Conduct fund-raising activity  Prepare a project proposal  Implement the proposed and planned project  Conduct training on financial management	Year-Round  Year-Round  Year-Round	Fund-Raising Proceeds  Net Income of the project  School MOOE	Records of purchased items  Project Proposal  Monitoring Tool for the project  Training Output	Conducted fund-raising activity  Proposed, planned and implemented project  Implemented the training on financial management

## 6. Conclusion

In general, the implementation of the K to 12 Program in its initial years became successful and beneficial for the improvement of schools' performance. However, this program needs further enhancement on the different areas. School heads and teachers had variations in their assessment due to the unique perceptions and situations in their respective workplace. The development of 21<sup>st</sup> Century teaching and learning process is a great challenge for school heads, teachers, and learners.

Furthermore, to fully implement the K to 12 Program effectively, congruence of all the elements of the educational organization such as the teachers, learners and the school as a whole is a significant factor. There is also urgency in enhancing the total quality management systems and curriculum implementation among school heads to further improve the standards of schools' teachers' and learners' performances. Finally, it is timely to craft and design a Proposed Skills Development Plan which can be managed by the school heads in order to meet the needs of the teachers and for the effective implementation of K to 12 Program through the development of schools', teachers' and learners' performances.

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