

# Attitudes Between Students and Teachers of Mindanao State University-Sulu Laboratory High School Towards the K-12 Shift

Erlinda S. Jawatan\*

*Assistant Professor IV, Mindanao State University Sulu, Patikul, Sulu, Philippines*

**Abstract:** This study used descriptive research design to determine the attitudes between the students and teachers of MSU-Sulu Laboratory High School towards the K-12 Shift. All teachers and grade-9 students were utilized as respondents of the study. Weighted arithmetic mean was used to determine the attitudes of both teachers and students towards the K-12 shift and the overall attitudes of teachers and students. Pearson product moment correlation coefficient was used to determine the relationship of the parents' and the students' attitudes towards K-12 shift. The teachers and students showed high positive and high willingness attitudes towards K-12 shift. There is positive significantly high correlation between teachers' and students' attitudes towards K-12 shift.

**Keywords:** Students' attitudes, Teachers' attitudes, K-12 shift of curriculum.

## 1. Introduction

Teachers and students are remarkably organized the school into formal educational system. The teachers would be a facilitator of learning and the students are the recipient of learning associated explicitly with well-arranged culturally oriented curriculum. In the case of the public schools in the Philippine setting, the school is existed and patronized under the banner of the Department of Education (DepEd) upholding the K-12 Basic Education Curriculum. The K-12 Basic Education Curriculum is composed of (K) kindergarten, six years of elementary education, four years of junior high school and two years of senior high school which was gradually implemented during the time of the Philippine President Benigno Aquino III. The start of the implementation was during the school year 2012 and the terminal period of implementation shall be in the school year 2018 where the colleges and universities completely administered the senior high school.

The change of Revitalized Basic Education Curriculum (RBEC) to the K-12 Basic Education Curriculum has made, not only the students but also the teachers, to react negatively. On the part of the teachers, they have found difficulty in organizing the lessons using the spiral progression scheme and localization strategies. On the part of the students, they found difficulty in the constructivist approach of learning emphasized the changed from the teacher centered to the student centered learning

strategies. The teacher centered learning strategies are usually developed by the teachers. The lessons are presented in such a way that the teacher is the most knowledgeable of the subject matter. The teacher started the lesson using proper motivation and then present the new lesson in a manner that the students are reactive and prepared for the learning process. On the other hand, in the constructivist approach of learning, the students are motivated to give their own learned experiences through questioning. The task of the teacher is much on the facilitator of the class activities. The student constructs their own opinions, ideas and premise as a reaction to the question.

The initiation of the learning processes involved difficult task on the students as well as the teachers. The method of teaching requires new trend and issues. The modular teaching approach is encouraging and the cooperative learning approach initiates new environment in the teaching learning process. Hence, the attitudes of the students and teachers strangely enhanced in the K-12 Basic Education Curriculum. No less than the educators' comments during the DepEd-CEAP Mindanao Summit organized by CEAP's National Basic Education Commission (NBEC) and co-hosted by Ateneo de Davao University on 17-18 February, 2014, the intention was to appreciate progress attained in the implementation of the K-12 educational reform. In this summit Atty. Joseph Estrada commented that the presentations on the K-12 were more problematic. Brother Armin Luistro, FSC, DepED Secretary, spearheaded the presentations with an update on where K-12 is. He reminded all of a prior commitment: basic education was not merely to be reformed, but transformed. It was to be genuinely "learner centered". He pointed to a nearly-completed K-12 curriculum that would allow for creativity, innovation, and in Mindanao, a "Mindanao perspective." Therefore, such features as the mother-tongue based education, and an assessment system based on the conviction, "No child is a failure!" were to be appreciated.

## 2. Statement of the Problem

The progress of teaching and learning is practically based on interest of teachers and the students. The more the teacher become enthusiastic in teaching the more the students

\*Corresponding author: [asdansalan@gmail.com](mailto:asdansalan@gmail.com)

positively responsive in the learning phenomena. On the other hand, the negative impression of the teachers in the implementation of the curriculum would influence the students' attitudes towards negative responds. This study will seek answers of the following research questions: What is the attitude of the students and teachers of MSU-Sulu Laboratory High School towards the shift of the K-12 program? What is the overall attitude of the respondents to the shift of the program? Is there significant correlation between the attitudes of the students and teachers of MSU-Sulu Laboratory High School towards the shift of the K-12 program? The null hypothesis states that "There is no significant correlation between the attitudes of the students and teachers of MSU-Sulu Laboratory High School towards the shift of the K to 12 program."

The attitude and interest of the students on the content and learning process in the curriculum are very essential things achieving the education objectives. The responses of the students to the evaluation process indicates the positive and negative attitudes of the students and teachers. The teachers who are enthusiastic in teaching can ultimately produce good and quality students. The result of this study is significant to the teachers and the students for them to determine their attitudes towards teaching and learning.

The researchers and curriculum designer can also benefit from the results of this study. The researcher can use the findings of the study to further studies and verification. The curriculum developer can determine the interest of the students and the teachers as evaluative process in curriculum development.

The focus is the attitudes of teachers and students on the shift of the curriculum to the K-12 Basic Education. The measure of attitudes of the teachers and the students will be delimited to the answers of the respondents to the checklist questionnaire prepared by the researcher for the purpose of the study. The respondents of the study will be delimited to the Grade 10 teachers and Grade 10 students of MSU-Sulu Laboratory High School during the school year 2016-2017.

### 3. Literature Review

#### 1) *Strengthening Early Childhood Education (Universal Kindergarten)*

Every Filipino child now has access to early childhood education through Universal Kindergarten. At 5 years old, children start schooling and are given the means to slowly adjust to formal education. Research shows that children who underwent Kindergarten have better completion rates than those who did not. Children who complete a standards-based Kindergarten program are better prepared, for primary education. Education for children in the early years lays the foundation for lifelong learning and for the total development of a child. The early years of a human being, from 0 to 6 years, are the most critical period when the brain grows to at least 60-70% of adult size.

#### 2) *Making the Curriculum Relevant to Learners (Contextualization and Enhancement)*

Examples, activities, songs, poems, stories, and illustrations are based on local culture, history, and reality. This makes the

lessons relevant to the learners and easy to understand. Students acquire in-depth knowledge, skills, values, and attitudes through continuity and consistency across all levels and subjects. Discussions on issues such as Disaster Risk Reduction (DRR), Climate Change Adaptation, and Information & Communication Technology (ICT) are included in the enhanced curriculum.

#### 3) *Building Proficiency through Language (Mother Tongue-Based Multilingual Education)*

Students are able to learn best through their first language, their Mother Tongue (MT). Twelve (12) MT languages have been introduced for SY 2012-2013: Bahasa Sug, Bikol, Cebuano, Chabacano, Hiligaynon, Iloko, Kapampangan, Maguindanaoan, Meranao, Pangasinense, Tagalog, and Waray. Other local languages will be added in succeeding school years. Aside from the Mother Tongue, English and Filipino are taught as subjects starting Grade 1, with a focus on oral fluency. From Grades 4 to 6, English and Filipino are gradually introduced as languages of instruction. Both will become primary languages of instruction in Junior High School (JHS) and Senior High School (SHS).

After Grade 1, every student can read in his or her Mother Tongue. Learning in Mother Tongue also serves as the foundation for students to learn Filipino and English easily. Subjects are taught from the simplest concepts to more complicated concepts through grade levels in spiral progression. As early as elementary, students gain knowledge in areas such as Biology, Geometry, Earth Science, Chemistry, and Algebra. This ensures mastery of knowledge and skills after each level. For example, currently in High School, Biology is taught in 2nd Year, Chemistry in 3<sup>rd</sup> Year, and Physics in 4th Year. In K to 12, these subjects are connected and integrated from Grades 7 to 10. This same method is used in other Learning Areas like Math.

#### 4) *Ensuring Integrated and Seamless Learning (Spiral Progression)*

Subjects are taught from the simplest concepts to more complicated concepts through grade levels in spiral progression. As early as elementary, students gain knowledge in areas such as Biology, Geometry, Earth Science, Chemistry, and Algebra. This ensures mastery of knowledge and skills after each level. For example, currently in High School, Biology is taught in 2nd Year, Chemistry in 3<sup>rd</sup> Year, and Physics in 4th Year. In K to 12, these subjects are connected and integrated from Grades 7 to 10. This same method is used in other Learning Areas like Math.

#### 5) *Gearing Up for the Future (Senior High School)*

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. SHS subjects fall under either the Core Curriculum or specific Tracks.

### 4. Core Curriculum

There are 7 learning areas under the core curriculum. These are Languages, Literature, Communication, Mathematics,

Philosophy, Natural Science, and Social Sciences. Current content from some General Education subjects are embedded in the SHS curriculum.

*Tracks:* Each student in Senior High School can choose among 3 tracks: Academic; Technical-Vocational-Livelihood; and Sports and Arts. The Academic track includes strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM). Students undergo Immersion, which may include earn-while-you-learn opportunities, to provide them relevant exposure and actual experience in their chosen track.

*TVET (Technical Vocational Education & Training) National Certificate:* After finishing Grade 10, a student can obtain Certificates of Competency (COC) or a National Certificate Level I (NC I). After finishing a Technical-Vocational-Livelihood track in Grade 12, a student may obtain a National Certificate Level II (NC II), provided he/she passes the competency-based assessment of the Technical Education and Skills Development Authority (TESDA). NC I and NC II improves employability of graduates in fields like Agriculture, Electronics, and Trade.

*Modeling Best Practices for Senior High School:* In SY 2012-2013, there are 33 public high schools, public technical-vocational high schools, and higher education institutions (HEIs) that have implemented Grade 11. This is a Research and Design (R&D) program to simulate different aspects of Senior High School in preparation for full nationwide implementation in SY 2016-2017. Modelling programs offered by these schools are based on students' interests, community needs, and their respective capacities.

*Nurturing the Holistically Developed Filipino (College and Livelihood Readiness, 21st Century Skills):* After going through Kindergarten, the enhanced Elementary and Junior High curriculum, and a specialized Senior High program, every K to 12 graduate will be ready to go into different paths – may it be further education, employment, or entrepreneurship. Every graduate will be equipped with: Program implementation in public schools is being done in phases starting SY 2012–2013. Grade 1 entrants in SY 2012–2013 are the first batch to fully undergo the program, and current 1st year Junior High School students (or Grade 7) are the first to undergo the enhanced secondary education program. To facilitate the transition from the existing 10-year basic education to 12 years, DepEd is also implementing the SHS Modeling.

Private schools craft their transition plans based on: (1) current/previous entry ages for Grade 1 and final year of Kinder, (2) duration of program, and most importantly, (3) content of curriculum offered. In accordance with pertinent provisions of the Consultation that: the state shall protect and promote the right of all citizens to quality education at all levels ([Article XIV] Section 1); establish, maintain and support a complete adequate and integral system of education relevant to the needs of the people and society (Article XIV, section 2); exercise reasonable supervision and regulation of all educational institutions and as reiterated Republic Act 7722 otherwise known as the Higher Education Act of 1994, the

Commission on Higher Education shall set minimum standards for programs and institutions of higher learning (section 8d) (CHED MO # 20, s. 2013).

In the pursuit of educational reforms that include the enhanced basic education curriculum through K-12 which in its consideration of the College Readiness Standards (CEB Resolution No. 298-2011) has integrated GE courses of higher education programs in the senior high school core courses thus, has created a window for revision of the current GE curriculum (CHED Memo # 59 s, 1996). The new GE curriculum aims to expose undergraduate students to various domains of knowledge and ways comprehending social and natural realities, developing in the process, intellectual competencies and civic capacities (CHED MO # 20, s. 2013).

## 5. Core Learning Areas

*Oral Communication:* The development of listening and speaking skills and strategies for effective communication in various situations. The development of reading and writing skills as applied to a wide range of materials other than poetry, fiction and drama. Basic understanding of media and information as channels of communication and tools for the development of individuals and societies. Recognizes that this foundation is necessary to develop in the students the ability to be creative and critical thinkers as well as responsible users and producers of media and information. Study and appreciation of the literatures of the region where the school is located in relation to the literatures of the other regions of the country.

*Personal Development:* This course makes senior high school students aware of the developmental stage that they are in, in order to understand themselves and their significant persons better as they make important career decisions as adolescents. It consists of modules, each of which addresses a key concern in personal development. Using the experiential learning approach, each module invites students to explore specific themes in their development. Personal reflections, sharing and lectures help to surface and articulate relevant concepts, theories and tools in different areas in psychology.

*General Mathematics:* The course will introduce to students how to solve problems involving polynomial, rational, exponential and logarithmic functions, to solve business-related problems, and to apply logic to real-life situations.

*Statistics and Probability:* The course will introduce to students how to find the standard deviation of a random variable, to solve problems involving binomial, Poisson and normal distributions, to apply sampling techniques and distributions, to estimate population invariants, and to apply basic hypothesis-testing methods to statistical claims.

*Life/Physical Sciences 1 (Physics and Chemistry):* This course will focus on the evolution of our understanding of matter, motion, electricity, magnetism, light, and the universe from ancient times to the present; applications of physics and chemistry concepts in contexts such as atmospheric phenomena, cosmology, astronomy, vision, medical instrumentation, space technology, drugs, sources of energy, pollution and recycling, fitness and health, and cosmetics.

### A. *Life/Physical Sciences II (Life/Physical Sciences II)*

*Fundamentals of Biology and Earth Science:* The course is designed to provide a general background for the understanding of earth science and biology. It covers the earth structure, composition and processes. Issues, concerns and problems pertaining to earth's resources and natural hazards are also included. It also deals with the basic principles of plant and animal biology which contain the life processes at the cellular, organism, population, community and ecosystem levels.

*Physical Education 1 to 4:* These courses will provide students with moderate to vigorous physical activities (PAs) for at least 60 minutes. These PAs should include fitness/ exercise, sports, dance, and recreation activities. Students can select from the menu of PA courses classified accordingly: [1] Fitness /Exercise; [2] Sports; [3] Dance; [4] Recreation (aquatics and mountaineering). Participation in these PAs should result to improvements in physical fitness and the pursuit of an active lifestyle for optimum health.

### 6. Method

The quantitative descriptive method was adopted. Descriptive method described the attitudes of teachers and students on the shift of curriculum to K-12 Basic Education Curriculum. It further explores to describe the relationship between the attitudes of teachers and students. The checklist questionnaire personally prepared by the researcher to initiate the data on the attitudes of teachers and students on the shift of curriculum in MSU-Sulu Laboratory High School. It utilized all teachers and 30 senior students of MSU-Sulu to answer the checklist questionnaire. Senior students was used because the study requires opinion of the students on the shift of curriculum, therefore it needs students who can relate the observation of the curriculum. Stratified random sampling design was used to select thirty students from the one-hundred eighty senior students from three different sections. Descriptive statistics was utilized in the analysis and interpretation of data.

### 7. Results

The teachers perceived positive high willingness ( $\mu = 4.52$ ) and the students also perceived positive high willingness ( $\mu = 5.48$ ). There is high positive willingness of both teachers and students towards K-12 shift of curriculum. There is high significant ( $r = .792$ ;  $p = 0.000$  at  $\alpha = 0.05$ ) positive correlation between the attitudes of the teachers and students towards K-12 shift curriculum. The hypothesis is rejected. Hence, there is positive significant relationship between the attitudes of teachers and students. The teachers positively willing to accept the K-12 curriculum as part of the innovative curriculum development and the students also have positive attitudes to accept the new K-12 curriculum shift.

### 8. Conclusion

The curriculum shift from the Revitalized Basic Education Curriculum (RBEC) to the K-12 Basic Education Curriculum or simply K-12 Curriculum is positively willingly accepted by both teachers and grade-9 students of MSU-Sulu Laboratory High School. Their perceptions on the attitudes towards K-12 shift are positively significantly correlated. The students are willing to accept the K-12 curriculum as well as the teachers.

### References

- [1] Bacani, Ramon (2012). K-12 Education in Southeast Asia: Regional Comparison of the Structure, Content, Organization and Adequacy of Basic Education. SEAMEO and INNOTECH. Phil.
- [2] Br. Luistro, Armin A. (2012). Message from the Department of Education: K-12 Toolkit: Resource Guide for Teacher Education, School Administrators and Teachers SEAMEO and INNOTECH. Phil.
- [3] CHED Memorandum Order No. 20, Series of 2013. General Education Curriculum: Holistic Understanding, Intellectual and Civic Competencies. Commission on Higher Education.
- [4] Ocampo, Dina S. (Usec) (2014). The K-12 Curriculum. [www.gov.ph/k-12](http://www.gov.ph/k-12).
- [5] Tuguinayo Jr., Jose D. (2015). Senior High School Program of the K-12 Sport and Arts Tracks. Curriculum Development Division. Bureau of Secondary Education. Department of Education.