BEST PRACTICES AND PROBLEMS IN THE INITIAL IMPLEMENTATION OF THE K+12 CURRICULUM AMONG TEACHERS IN INFANTA, QUEZON: IMPLICATIONS TO AN EFFECTIVE IMPLEMENTATION OF SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed at identifying/investigating the practices of Kindergarten, Elementary and Secondary Teachers in the implementation of K+12 curriculum and the underlying problems along with its implementation with an end view of determining the teachers' best practices to come up with a more effective implementation of the Senior High School. The research work used percentage and mean to analyze demographic profile and responses and Pearson r to determine whether the relationship between practices and problems existed. The findings revealed that in the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques This research endeavor was delimited to the teachers who are under K+12 curriculum for the S.Y. 2014-2015. This study provided significant information on which best practices are needed to be adapted and which problems are needed to be addressed for the learners' benefits. This research employed a descriptive-correlation research to identify the best practices and determine the most pressing problems among teachers in the initial implementation of K+12. The results of data gathered were correlated to be the bases for the effective implementation of Senior High School.

Key words: K + 12 Curriculum, Best Practices and Problems in the areas of: Teaching Preparation/Readiness, Curriculum Enhancement, Teaching Strategies and Techniques, Learning Resources, Student Preparation/Readiness.

Introduction

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and college, university or apprenticeship.

Education has always been considered a vital factor in achieving the general objectives of national development and progress.

Section 1 Article 14 of the 1987 Philippine Constitution provides that "the state shall protect and promote the right of all citizens to quality education at all levels" and Section 2 of Republic Act 7722 otherwise known as the Higher Education Act of 1994 mandates that "the State shall protect, foster and promote the right of all citizens to affordable and quality education at all levels". To promote such provisions the government continuously explores innovative programs and measures to improve the educational system. In its effort to effect quality education, the current administration through the Commission on Higher Education (CHED), the Department of Education (DEPED) and the Technical Education and Skills Development Authority (TESDA) is deliberately undertaking a paradigm shift in order to design a new educational landscape that would make Filipino graduates at par or even better than their counterparts abroad.

The CHED recently issued Memorandum Order No. 46 series of 2012 with subject "Policy Standard to Enhance Quality Assurance in Philippine Higher Education through an Outcomes-Based and Typology- Based Quality Assurance". This policy standard is intended "to enhance the quality assurance system of Philippine higher education through learning competency based standards and an outcome-based system of quality assurance…" It mandates among others, "Philippine higher education to produce thoughtful graduates imbued with values reflective of a humanist orientation, analytical problem solving skills, the ability to think through ethical and social implications of a given course of action, the competency to learn throughout life, and to produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national, academic, and industry standards and needs and international standards…"

On the part of DEPED, it constituted a functional partnership with TESDA to configure an enhanced basic education by adding senior high school in basic education and formulating a relevant and responsive curriculum. This initiative is articulated in Republic Act 10533 known as Basic Education Act of 2013. The Act provides that it is the policy of the State to empower every basic education graduate who has learned the following: life-long foundations of learning, work competency and productivity, harmonious coexistence with local and global communities, creative and critical thinking and transformation of oneself and others. Therefore, the State should create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment". The discharge of this directive has been assigned to the DEPED that is

mandated first and foremost to "give every student an opportunity to receive quality education that is globally competitive based on the pedagogically sound curriculum that is at par with international standards".

As an investment in the nation's economic recovery, social unity, and political stability, education calls for a sincere and full commitment by the political leadership and all sectors of society to give the children and youth all the opportunities for acquiring and developing necessary skills, attitudes, values and scientific creativeness to become self-sufficient, self-reliant, and ultimately lead a useful and productive life in a fast changing modern world.

It is well established that improvements in education are associated with long-term improvements in economic performance. There are three broad theories about how education influences economic performance:

- The basic human capital approach is that education improves the overall skills and abilities of the workforce, leading to greater productivity and improved ability to use existing technology, and thus contributing to economic growth.
- The innovation approach links education to improving the capacity of the economy to develop new ideas and technologies.
- An extension of this is the knowledge transfer approach, which sees education as a means of spreading the knowledge needed to apply new ideas and make use of new technologies (OECD, 2010a).

However, there is an important question as whether there is a causal link between education and economic performance, and if so, in what direction? It may be that the two are associated, but not causally linked. It also could be that better economic performance leads to an increase in educational participation and achievement. Or it could be that having more people with education leads to improved economic performance.

In general, education and economic performance are likely to be interlinked. Having a more educated workforce enables firms to take advantage of new economic opportunities, leading to improved performance. Also, economic growth can lead to greater national and personal wealth, which increases the resources available and opportunities for education. Economic analysis shows that on the whole, improvements in school-level education lead to improvements in economic performance, and more so than the other way around. Analyses using international cognitive tests have shown that it is improvements in cognitive skills, rather than years of schooling, which have a strong influence on economic growth. The amount of schooling undertaken is not related to growth, unless it also results in improved cognitive skills. Therefore, the quality of education is very important (OECD, 2010a).

The evidence about the relationship between tertiary education and economic performance is less clear. Long-run analysis of the economy has shown that increased tertiary education is related to economic performance. Razzak and Timmins (2010) showed that increases in the proportion of employees with bachelor's degrees and above are highly correlated to increases in the average gross domestic product per person. However, it is not clear if the growing economy attracted more degree-qualified workers or the increase in degree-qualified workers stimulated economic growth, or a combination of both.

According to President Benigno Aquino III, "Education is the key to the long-term problems of the country. If we fix basic education, we fix the long-term problems of the country. And if we fix the country's problems, we will build a truly strong society."

Education will contribute to economic growth. Several studies have shown that the improvements in the quality of education will increase GDP growth. A better educated society provides a sound foundation for long-term socio-economic development.

According to the human capital theory, the economic development of a nation is a function of the quality of its education. In other words: the more and better educated a people, the greater the chances of economic development.

It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth. Empirical analyses tend to support the theoretical prediction that poor countries grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries. However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "human capital". Recent study of the determinants of aggregate economic growth has stressed the importance of fundamental economic institutions and the role of cognitive skills.

The modern world in which we live is often termed a "knowledge society"; education and information have become production factors potentially more valuable than labor and capital. Thus, in a globalized setting, investment in human capital has become a condition for international competitiveness.

In a forum, Juan Miguel Luz, a former Department of Education Undersecretary, stated that the quality of the Philippine education has really been declining continuously for roughly 25 years. Describing the quality of Philippine school education today, another senior Department of Education official stated the following: "Our schools are failing to teach the competence the average citizen needs to become responsible, productive and self-fulfilling. We are graduating people who are learning less and less."

Apart from the above-mentioned statements which came from the country's former educators, another set of facts came out that the Philippine Educational system is continuously declining. Guillermo M. Luz, co-chairman of the National Competitiveness Council presented the result of the recent Global Competitiveness. Report on the World Economic Forum which showed the Philippines ranks a poor seventh among nine Southeast Asian nations in the area of education and innovation. The report also showed that the Philippines only fared better than Cambodia, among the Southeast Asian countries that were surveyed in the field of education, science and technology, and innovation. Of 138 countries, the Philippines ranked 98th in economies, 69th in the educational system, 112th in Science

and Math, and 76th on the Internet access. In all categories the Philippines was falling behind Singapore, Brunei, Malaysia, Indonesia, Thailand and Vietnam.

The educational status of the country is parallel to its economic status. This supports what Ronald Meinardus wrote in his article that the economic development of a nation is a function of quality education. It only means that if the Philippine economy would be the basis of identifying how much quality its educational system possesses, one would come up to a conclusion that the country has a poor educational system.

There are lots of factors which hinder Filipinos from achieving quality education. Almost all Filipinos already know this. As a matter of fact, when Luz delivered this statement about how the quality of Philippine education is, no one in the forum disagreed. Apart from the fact that the government and non-government people have identified those factors; some already proposed different possible solutions on how the Filipinos can uplift the quality of education.

One measure taken by the government specifically by the Department of Education is the implementation of the enhanced basic education curriculum - the K+12 basic education curriculum. This would strengthen the education of the country which would expectedly result to production of better and competent graduates. The K+12 basic education curriculum framework supports the primary goals of education which are:

- A primary goal of education should be the development and deepening of the students' understanding. Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When they applied the complex tasks, these six facets provide a conceptual lens through which teachers can better access student understanding.
- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targets and instruction.
- Teachers become most effective when they seek feedback from students and their peers and use the feedback to adjust approaches to design teaching. Teachers, schools, and districts benefit by working smarter through collaborative design, sharing and review of units of study.

The above-mentioned key ideas are the bases on how the K+12 framework is implemented in teaching. This framework aims at enhancing the teacher's role as designer of student learning.

Because of its success in the United States and other countries across the globe, it slowly made its way to the Philippine Educational System.

The K+12 Basic Education Curriculum framework was formally implemented in the Philippines through the Enhanced Basic Education Act which was implemented in SY 2012-2013. It was implemented in all public and private schools across the country.

The implementation of the K+12 curriculum has been running for two years now. However, not all teachers could easily adapt to this sudden change. Different teachers with different types of learners have various observations and experiences towards the implementation of the framework. Inevitably, there are some problems met by the teachers in implementing the K+12 framework in teaching, thus the need of this study.

Statement of the problem

This study aimed at identifying and investigating the practices of Kindergarten, Elementary and Secondary Teachers in the initial implementation of the K+12 curriculum and the underlying problems along with its implementation with an end view of determining the teachers' best practices to come up with a more effective implementation of the K+12 Curriculum.

1. What is the profile of the kindergarten, elementary and secondary teachers of Infanta in terms of:
    A. Age
    B. Gender
    C. Civil Status
    D. Highest Educational Degree Earned
    E. Years in Teaching
    F. Number of Lesson Preparation
    G. Number of Trainings on Area of Specialization
    H. Number of Trainings on K+12
2. What are their practices in the initial implementation of the K+12 program in consideration to the following:
    A. Teacher preparation/ readiness
    B. Curriculum enhancement
    C. Teaching strategies and techniques
    D. Learning resources
    E. Student preparation\
3. What problems are encountered by the teachers in terms of the following:
    A. Teacher preparation/ readiness
    B. Curriculum Enhancement
    C. Teaching strategies and techniques
    D. Learning resources

E. Student preparation

4. How do their practices relate with their problems?
5. What implications can be derived from this study for an effective K+12 implementation

Research design

The descriptive method of research was used and a validated questionnaire was employed to determine the teacher-respondents' best practices and problems in the initial implementation of the K+12 curriculum. Ninety-three kindergarten, elementary and secondary school teachers of the Infanta District, Province of Quezon, actually participated in the study.

Results and discussions

1. Profile of the Respondents

Table 1 Profile of the Respondents

Age	**Frequency**	**Percent**
Below 30 years old	36	39
31-40 years old	37	40
41-50 years old	13	14
51-60 years old	6	6
61- above	1	1
Total	**93**	**100**
Gender	**Frequency**	**Percent**
Male	9	16
Female	84	84
Total	**93**	**100**
Civil Status	**Frequency**	**Percent**
Single	27	29
Married	64	69
Widow/widower	2	2
Legally Separated	0	0
Total	**93**	**100**
Highest Educational Attainment	**Frequency**	**Percent**
BEED/ BSED Graduate	33	36
Master's Degree Unit	45	48
Master's Degree Holder	14	15
Doctoral Degree Unit	1	1
Doctoral Degree Holder	0	0
Total	**93**	**100**
Years/ length of service	**Frequency**	**Percent**
0-10 years	64	69

11-20 years	18	19
21-30 years	10	11
31-40 years	1	1
Total	**93**	**100**
Number of Lesson Preparation	**Frequency**	**Percent**
1	26	28
2	11	12
3	9	10
4	1	1
5-above	46	49
Total	**93**	**100**
Number of Trainings on the Area of Specialization	**Frequency**	**Percent**
0-5	57	61
6-10	25	27
11-15	11	12
16-20	0	0
21-above	0	0
Total	**93**	**100**
Number of Trainings on K+12	**Frequency**	**Percent**
0-5	87	94
6-10	6	6
11-15	0	0
16-20	0	0
21-above	0	0
Total	**93**	**100**

Profile of the Respondents

The biggest group of teacher-respondents, 37 or 40% belonged to the age bracket 31-40. The youngest teacher-respondents, 36 or 39% belonged to the age bracket 20-30. Out of 93 teacher-respondents, 84 or 84% were female, while only 15 or 16% were male. Sixty-four (64) or 69% were married.

The biggest group, 45 or 48% were BSED/BEED graduates with Master's degree units. Thirty-three or 36% are Bachelor of Secondary Education or Bachelor of Elementary Education graduates. Fourteen or 15% graduated a master's degree program and the remaining 1 or 1% was a teacher enrolled in a doctor's degree program.

Majority of the teacher-respondents, 64 or 69%, have been in the service for ten years and below. Eighteen (18) or 19% have been serving the Department of Education for eleven to twenty years; 11% of them have been in the teaching profession for 21-30 years. and one (1) or 1% has been into the teaching profession for thirty-one to forty years.
The biggest group, 46 or 49%, have five (5) and above lesson preparations while twenty six (26) or 28% have only one preparation. Eleven (11) or 12% have two lesson preparations. Nine (9) or 10% prepare the lessons thrice and one or 1% out of the 93 teacher-

respondents prepares the lesson once. Majority of the kindergarten and elementary teachers has five and above preparations. Most of their time is spent in designing many lessons.

Majority, 57 or 61% of the teacher-respondents attended seminars/trainings in the area of their specialization five times while 25 or 17% have attended six to ten times and 11 or 12% of them have attended eleven to fifteen times.

Most of them, 87 or 94% have attended seminars/trainings on K+12 less than five times. Only six or 6% of the teacher-respondents have attended this type of seminars/trainings for six to ten times.

2. Practices in the initial implementation of the K+12 program

Table 2 Mean Scores, Ranks and Verbal Interpretations of the Items on Teacher Preparation/ Readiness as Rated by the Teacher

Items	Mean	Rank	Verbal Interpretation
Attends to seminars/ trainings related to K+12	3.71	7	Often
Reads varied references and materials on K+12	3.72	6	Often
Collects a variety of learning materials for use in instruction	3.85	4	Often
Consults with experts on the proper implementation of K+12	3.24	10	Sometimes
Consults with school head regularly for updates on K+12	3.42	9	Sometimes
Holds conferences with parents to solicit their support and feedback.	3.51	8	Often
Solicits support and feedback from other K+12 teachers	3.82	5	Often
Prepares all needed materials first before starting lesson proper	3.99	3	Often
Reviews all subject matters first before delivery	4.24	1	Often
Assesses student performance through varied tools	4.12	2	Often
Average Mean Score	**3.76**		**Often**

Teacher preparation/readiness. The findings revealed that the teachers in the public schools in the Division of Quezon, District of Infanta were prepared in the implementation of K+12 curriculum, as indicated by the overall mean score of 3.76, verbally interpreted as " Often". This shows that the teachers always practice preparing, designing and reviewing the lessons, collecting a variety of materials for instruction, and soliciting support and feedback from other K+12 teachers but lack dialogues and updates about K+12 from experts and school heads.

Table 3 Mean Scores, Ranks and Verbal Interpretations of the Items on Curriculum Enhancement as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Revises the content to suit to learner needs as needed	3. 98	4.5	Often
Integrates learner nature and interest in the subject matter	4.01	3	Often
Designs project-based learning situations for active students participation	3.61	9	Often
Simplifies content to suit the level of learners	4.18	1	Often
Integrates the culture, customs and traditions of the community	3.91	6	Often

Creates situations that enable the students to develop communication skills	4.02	2	Often
Designs activities that develop critical thinking / problem solving skills	3.84	7	Often
Designs activities that develop student creativity and flexibility	3.98	4.5	Often
Commences discussion of lessons with what already know	3.74	8	Often
Integrates relevant scholarly works and ideas as needed	3.28	10	Sometimes
Average Mean Score	**3.86**		**Often**

Curriculum Enhancement. The findings revealed that the teachers in the Division of Quezon, District of Infanta, are generally showing good practices in " Curriculum Enhancement" in terms of enhancing the contents and designing all the needed and appropriate materials to develop and create situations that will boost students' creative and critical skills.

Table 4 Mean Scores, Ranks and Verbal Interpretations of the Items on
Teaching Strategies and Techniques as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Does team teaching to bring about effective teaching	3.76	5	Often
Employs student groupings in accomplishing projects	3.74	6	Often
Taps community as a learning laboratory	2.98	8	Sometimes
Exposes students to the resources of community	3.23	7	Sometimes
Invites resource speakers to share expertise in the subject matter	2.29	10	Sometimes
Employs technology assisted instruction where appropriate	2.86	9	Sometimes
Uses student base knowledge on subject matter as spring board for discussion.	3.87	3	Often
Explores the use of varied teaching strategies in teaching	3.97	2	Often
Incorporates student practical experiences with the lessons	3.82	4	Often
Uses varied assessment tools to rate student performance	4.05	1	Often
Average Mean Score	**3.46**		**Sometimes**

Teaching strategies and techniques. The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta were not totally equipped with varied teaching strategies and techniques. As indicated by the overall mean score, 3.46, verbally interpreted, as "Sometimes". This displays that teachers from the Division of Quezon district of Infanta lack in-service trainings/seminars on teaching strategies and techniques. Aside from that, the community has not been invited as channels of learning.

Table 5 Mean Scores, Ranks and Verbal Interpretations of the Items on
LearningResources as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Uses computers in teaching	2.77	4	Rarely
Uses projector and ICT related materials in teaching	2.47	7	Rarely
Provides 1:1 ratio of textbooks in every subject	2.95	2	Rarely
Provides enough supplies of modules to be used in all subjects	2.76	5	Rarely
Exposes the students to the community through excursion/fieldtrip at least once in a school year	1. 90	10	Rarely
Provides sufficient reference materials in the library	2.49	6	Rarely
Uses Laboratory rooms/ laboratory equipment to engage students to long retention of learning	2.08	8	Rarely
Invites resource person/ speaker to give discussion on specific topic	2.02	9	Rarely
Uses books and other references in the community library	2.86	3	Rarely
Provides numerous project materials and books.	3.08	1	Sometimes
Average Mean Score 2.54		**Sometimes**	

Learning Resources. The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta experienced shortage of learning materials, modules and other related references used in the teaching-learning process as indicated by the overall mean score of 2.54, verbally interpreted as "Sometimes".

All these provide an immediate and first-hand learning laboratory in which learners may participate in a wide variety of experiences that are significant to them.

TABLE 6 Mean Scores, Ranks and Verbal Interpretations of the Items on Student Preparation as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Orients the students on the benefits of the K+12 curriculum.	3.64	6	Often
Discusses to students the to assess their performance used	3.60	7	Often
Reads various materials and references on K+12	3.70	4	Often
Discusses to the students the rationale why the enhanced basic education curriculum needs to be implemented.	3.29	10	Sometimes
Reacts /answers fully the questions of the students on K+12	3.39	9	Sometimes
Cultivates the interest of the students on K+12 curriculum	3.55	8	Often

Explains clearly the objectives of K+12	3.76	2	Often
Provides various learning materials needed for instruction	3.69	5	Often
Demonstrates the new ways on how the lessons are presented	3.72	3	Often
Orients students on the different class activities	3.83	1	Often
Average Mean Score	**3.62**	**Often**	

Student Preparation/ readiness. The findings reveal that teachers in public schools in the Division of Quezon, District of Infanta engaged, oriented and demonstrated new ways on how the activities and lessons are presented. On the contrary, teachers have to constantly explain the logic of implementing the K+12 curriculum so that every student will be aware that graduates are not automatically recognized professionals abroad. The Philippines is the only country in Asia and among the three remaining countries in the world that has a 10-year basic education program. International universities and professions call for a 12-year education program. Add the fact that shorter schooling breed younger graduates, most of whom are younger than the legal limit of 18 to enter the workforce and arguably not as emotionally prepared for the demands that higher education, employment and entrepreneurship call for.

The best practices of the teachers in the initial implementation of the K+12 program are the following:

- reviews all subject matters before delivery (teacher preparation),
- simplifies content to suit the level of learners (curriculum enhancement),
- assesses student performance through varied tools (teacher preparation),
- uses varied assessment tools to rate student performance (teaching strategies techniques), and
- creates situations that enable the students to develop communication skills (curriculum enhancement)

3. Problems encountered by the teachers in the initial implementation of K+12

Table 7 Mean Scores, Ranks and Verbal Interpretations of the Items on Teacher Preparation as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Inadequate seminars/ trainings related to K+12.	3.17	1	Moderately a Problem
Insufficient readings and study materials on K+12	3.14	2	Moderately a Problem
Lack of knowledge, skills, attitudes, values pertinent to K+12	2.58	3.5	Moderately a Problem
Poor awareness on the goals, purposes, and objectives of K+12	2.43	7	Slightly a Problem
Lack of confidence to appropriately teach K+12	2.32	9	Slightly a Problem
Insufficient knowhow on how to address the needs of learners	2.57	5	Moderately a Problem
Lacks mastery on teaching content and objectives	2.28	10	Slightly a Problem
Inadequate knowledge on varied teaching strategies and techniques	2.42	8	Slightly a Problem
Insufficient knowledge on educational technology	2.52	6	Moderately a Problem
Inadequate knowhow on the use of varied assessment tools.	2.58	3.5	Moderately a Problem
Average Mean Score	**2. 60**	**Moderately a Problem**	

Teacher Preparation. The findings revealed that teachers in public schools in the Division of Quezon, District of Infanta are in need of trainings/seminars on teaching strategies and techniques related to K+12. Trainings and seminars aim to equip every teacher with contemporary teaching strategies to be used in classroom discussion. In teaching to be able to give children quality learning, varied teaching strategies and techniques are necessary. These inspire pupils to learn more. This is based on the concept that education is a preparation for adult life, mental discipline, transfer training, acquire knowledge for its sake, seeking truth and perception, and habit formati0n.

Table 8 Mean Scores, Ranks and Verbal Interpretations of the Items on Curriculum Enhancement as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Mandated by authorities with predetermined content	2.77	6	Moderately a Problem
No participation of teachers concerned in the formulation of the curriculum	2.69	7	Moderately a Problem
Integration of the resources and needs of the community is not evident	3.00	1	Moderately a Problem
Integration of the needs and interest of the learners is not been considered	2.54	8	Moderately a Problem
Revision as needed to make content relevant has not given attention	2.93	3	Moderately a Problem
Project- based learning activities have not carefully planned	2.97	2	Moderately a Problem
Very few learning situations that develop critical thinking and problem solving skills	2.82	5	Moderately a Problem
Content is not simplified to the level of student	2.90	4	Moderately a Problem
Teacher lacks knowledge on how to enhance subject matter	2.30	10	Slightly a Problem
Activities that develop student communication skills are meager	2.55	9	Moderately a Problem
Average Mean Score	**2. 75**		**Moderately a Problem**

Curriculum Enhancement. This finding revealed that the teachers in the Division of Quezon, District of Infanta were adequately knowledgeable when it comes to curriculum enhancement. They possess the ability on how to modify the prescribed curriculum for easy understanding. On the other hand, they lack knowhow on how to engage constructivist approaches which require the students to learn as they work on their own. Further, the findings manifest that the DepEd is wanting in the conduct of regular trainings/seminars which focus on designing plans/activities in line with the constructivist theory. Since, K+12 aims to equip every K+12 graduate with the necessary knowledge, skills, attitudes, and values, they will be taught of the above-mentioned characteristics from Kinder to High School. There will be a better senior high school implementation. Through this, they will be able to meet the standard of education which is to be competent graduates, competent and productive in the world of work.

Table 9 Mean Scores, Ranks and Verbal Interpretations of the Items on Teaching Strategies as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Team teaching to bring about effective teaching is not done	2.88	6	Moderately a Problem
Various assessment tools to rate students' performance are not used	2.55	9	Moderately a Problem
Lack of appropriate technology-assisted instruction	3.26	1	Moderately a Problem

Insufficiency of varied teaching strategies and techniques	2.75	7	Moderately a Problem
Students practical experiences are not incorporated with the lessons	2.47	10	Slightly a Problem
Resources of the community are meager for student exposure	3.21	2	Moderately a Problem
No qualified or available resource speaker to share expertise on the subject matter	3.06	3	Moderately a Problem
Groupings in accomplishing projects are not employed	2.68	8	Moderately a Problem
Inadequate resources of the community for the students to use	2.94	4	Moderately a Problem
Lack of qualified person in the community to tap as resource person	2.91	5	Moderately a Problem
Average Mean Score	**2. 87**	**Moderately a Problem**	

Teaching Strategies and Techniques. The finding was supported by the response of the teacher-respondents in interview. According to the teacher-respondents, "Technology and other ICT-related materials needed for instruction become problems in teaching because we ourselves do not have the ability to operate computers. There are also no enough facilities and ICT- related materials that can be used in teaching in our stations. They also shared that students are not inclined to operating computers so they prefer not to use such in teaching". There is no question that every fieldtrip or experience requires more time and coordination, especially on the part of the instructor. But the benefits far outweigh the challenges. Students gain meaningful, hands-on experiences directly tied to course objectives and content standards. The best part of a well-organized field experience is that students will remember the "whats" and "whys" even after the class has ended.

Table 9 Mean Scores, Ranks and Verbal Interpretations of the Items on Learning Resources as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Insufficient computers in school to be used in teaching	3.25	7	Moderately a Problem
No available projector and ICT related materials needed in teaching-learning process.	3.18	8	Moderately a Problem
No available modules in the subjects	3.76	1	Much of a Problem
Lack of textbooks needed in the lesson	3.20	6	Moderately a Problem
Inadequate community resources as an aid of student learning	3.07	10	Moderately a Problem
Few reference materials are found in the school library	3.52	2	Much of a Problem
No available laboratory rooms and laboratory equipment needed in laboratory activities or experiments	3.14	9	Moderately a Problem
Absence of resource persons to give discussion/ talk about specific topic	3.32	5	Moderately a Problem
Limited numbers of books and references are found in the community	3.51	3	Much of a Problem

library			
Few available materials for projects and research work	3.48	4	Moderately a Problem
Average Mean Score	**3.34**	**Moderately a Problem**	

Learning Resources. Among the five (5) areas on problems when K+12 curriculum was initially implemented, lack of learning resources became the major problem of the teachers of the Division of Quezon, District of Infanta. Learning materials according to Jocelyn Right (2014) are the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials are tailored to the content in which these are used, to the students in whose class these are used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. On the other hand, teachers learned to be resourceful in reproducing the learning materials.

TABLE 10 Mean Scores, Ranks and Verbal Interpretations of the Items on Learning Resources as Rated by the Teachers

Items	Mean	Rank	Verbal Interpretation
Poor awareness on the goals, purposes and objectives of the K+12 curriculum	3.09	3	Moderately a Problem
Lacks orientation, symposium to broaden the knowledge in K+12	3.28	1	Moderately a Problem
Lacks knowledge on the rationale why the enhanced basic education curriculum is implemented	3.19	2	Moderately a Problem
Lack of understanding on concepts and class activities	3.02	5	Moderately a Problem
Relating personal experiences for the long retention of learning are not observed	2.79	8	Moderately a Problem
Various materials needed for instruction are meager	3.05	4	Moderately a Problem
Shows passivity in class discussions and making projects	2.99	6	Moderately a Problem
Performance assessment tools are not clearly explained	2.65	10	Moderately a Problem
Lack of knowledge and poor understanding on underlying concepts and principles that can be applied to problems/ situations in new contexts	2.92	7	Moderately a Problem
No orientation about the new ways on how the lessons are presented	2.71	9	Moderately a Problem
Average Mean Score 2.97	**Moderately a Problem**		

Student Preparation/readiness. Among the five (5) areas on problems met by teachers when the K+12 curriculum was implemented, student preparation/readiness ranked second (2). On the whole, schools through school heads and teachers failed to conduct regular symposia/proper orientations to students, parents, stakeholders about the K+12 curriculum.

Following are the most pressing problems/difficulties of the teachers in the initial implementation of the K+12 program:

- no available modules in the subjects (Learning Resources),
- few reference materials are found in the school library (Learning Resources),
- limited numbers of books and references are found in the community library (Learning Resources),
- few available materials for projects and research work (Learning Resources), and

- absence of resource persons to give further discussion/talk about specific topics (Learning Resources).

Table 11 Correlation between Practices and Problems of the Teachers

Scores Paired	r	Qualitative Interpretation	t-ratio	Level of Significance
Scores on Practices vs Scores on Problems	0.55	Marked Substantial Relationship	6.55	.01

The computed coefficient of correlation, .55 with a verbal interpretation of marked substantial relationship, reveals that the best practices relate with the problems of the teachers in the Division of Quezon, District of Infanta, in the initial implementation of the K+12 Curriculum while the computed t-ratio, 6.55 registered significance at the .01 level. This shows that there is a significant relationship between the practices and problems encountered by the teachers in the initial implementation of the K+12 Program. Therefore, the null hypothesis which states that 'there is no significant relationship between the teachers' practices and problems in the initial implementation of the K+12 Curriculum' is rejected.

Implications for an effective implementation of senior high school

The last specific question asked in this investigation pertains to the implications derived from this study for an effective K+12 implementation.

The following are the significant implications:

First, the findings that majority of the teacher-respondents are in the middle age and that many of them are female imply that they are experienced working with kids and are tied to the home. This implies that they are best substitutes to take the position of being second parents to elementary and secondary students. It is a fact that a school serves as second home for every learner, meaning each of them will be provided parental guidance when their parents cannot attend to them.

Second, the findings that majority of the teacher-respondents are young, as what has been mentioned in the first finding that majority of the teacher-respondents are at a young age, imply that they are active, dynamic, energetic, responsible and resourceful. This implies that they will be able to perform every assigned task to them mostly in teaching and in managing the class. Their ages can be considered in the prime level, thus they are more productive and proactive.

Third, the findings that most of the teacher-respondents are married. This finding shows that teachers and elementary and secondary levels imply that more parental care is involved. As a teacher, who pays attention to the students' needs would require deep passion for the children. He/She has to fully understand their attitudes, necessities and interests.

Fourth, the findings that all of the teacher-respondents hold a degree in education imply that they possess the necessary knowhow in child psychology, growth and development. The fact that they understand, know and apprehend one's uniqueness and differences, they can guide and teach them well.

Fifth, the findings that majority of the teacher-respondents hold BEED/BSED with MA units imply that they need to be encouraged to finish their master's degree. This implies they
will be more research-oriented. Earning graduate studies degrees helps the teachers to be more competent in teaching in the subjects they are handling.

Sixth, the findings imply that teachers are in need of adequate trainings and seminars about the latest innovations in teaching, especially nowadays that students are more engaged in technology. In this manner, they will be equipped and be abreast of the latest strategies and methodologies in teaching.

Seventh, the findings that majority of the kindergarten and elementary teachers have five and above preparations. This implies that they are in need of teacher-assistants to address the large number of pupils and to do other school chores. Large number of pupils in the classroom and many lesson preparations hinder them to be effective teachers, thus, number of class size and lesson preparation must be reduced.

Eighth, the findings that most of the teacher-respondents utilize lesson planning. Teachers review the subject matter before the delivery, prepare all the needed materials and assess the students through varied assessment tools. They also consult regularly with school
heads and experts for updates in curriculum. This implies that good teaching ensures effective learning and good classroom management.
Ninth, the findings that many of the teacher-respondents simplify, design, and integrate the contents that will get the students' interests and will develop their creative, critical, communication and problem-solving skills. This implies that if these are practiced regularly there will be an effective teaching-learning process.

Tenth, the results that many of the teacher-respondents explore varied assessment tools and employ the uses of varied teaching strategies in teaching imply that strategies address the students with different levels. If these are always done, students will be developed holistically.

Eleventh, the findings that teacher-respondents find difficulties having a complete and enough numbers of learning resources. They are in need of materials and human resources. Materials imply that as an integral part of the teaching-learning situation, these help to bring about permanent and meaningful experiences.

Twelfth, the findings that most of the teacher-respondents come up with different class activities and motivate the students to engage in independent study imply that they establish real, concrete and explicit learning.

Thirteenth, the results that teacher-respondents lack seminars , trainings and readings related to the area of their specialization and of the K+12 curriculum imply that these hinder them to design lessons/activities prescribed in the newly implemented curriculum. This also implies the need for teachers to be familiar with the latest teaching strategies and techniques to create fun and engaging lessons.

Fourteenth, the findings that many teacher-respondents do not expose the learners to community resources, integration of the community as resources is not evident imply the needs of the students to be engaged to excursion/fieldtrips to make learning effective, direct and authentic.

Fifteenth, the findings that most of the teacher-respondents lack appropriate technology-assisted instruction and ICT-related material, imply that teachers have to be equipped with knowledge and skills in manipulating such. This helps to catch the learners' interests especially nowadays that they are in the digital age. The more engagements to the resources, the more that learning occurs.

Sixteenth, the findings that many teacher-respondents need to be resourceful enough to address the scarcity of teaching materials imply that teachers must tap community members and materials in the local community which can be very good substitutes for what are needed to implement the curriculum. Some can be resource speakers. They can be interviewed. The whole community can serve as a curriculum resource thus each has a great stake in curriculum implementation.

Conclusions

Based on the findings of this study, the following conclusions are hereby drawn.

1. The teacher-respondents in the pre-elementary, elementary and secondary public schools in the Infanta District of Quezon are predominantly female and married, in their age bracket 31-40 years, have finished teacher education courses with licenses and civil service eligibilities and with graduate education units, have been teaching for 10 years; and have attended trainings on K+12 below 10 times.
2. In the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques while the following are the top ten best practices in the areas of teacher preparation/readiness, curriculum enhancement, and student preparation/readiness:
    a. Reviews and ensures understanding of subject matter before delivery,
    b. Simplifies curriculum content to suit the level of learners,
    c. Measures student performance through varied assessment tools,
    d. Creates situations that enhance communication skills among students,
    e. Integrates learner nature and interests into subject matter,
    f. Prepares the needed materials before starting lesson proper,
    g. Designs activities that develop student creativity and flexibility,
    h. Explores the use of appropriate varied teaching strategies and techniques,
    i. Integrates with the lessons the culture, customs and traditions of the community, and
    j. Uses student base-knowledge on lesson as a springboard for discussion.
3. The top ten most pressing problems encountered by the teachers in the initial implementation of the K+12 Curriculum are:
    a. No available modules for use in the different subject areas,
    b. Very few books and other references are found in the school library,
    c. Very limited related reading materials are available in the community library,
    d. Very few available materials for projects and research work,
    e. Absence of resource persons to enhance discussions on specific topics,
    f. Inadequate seminar-workshops/symposia to broaden knowledge on K+12,
    g. Lack of technology-assisted instructional materials,
    h. Insufficient computers and other IT equipment in aid of instruction,
    i. Community resources are meager for student exposure, and
    j. Lack of textbooks in the different subject areas.
4. The practices of the teachers to bring about an effective implementation of the K+12 Curriculum significantly relate with the problems they encountered. The more practices they initiated, the lesser the problems they encountered or the other way around.

Recommendations

Based on the aforementioned findings and conclusions, the following are hereby recommended to the following:

Teachers

1. Participate in more seminar-workshops/trainings on the K+12 curriculum and other K+12 related seminars and trainings to be able to effectively implement said curriculum considering in particular the skill in designing appropriate instructional modules and audio-visual materials as well as the use of varied assessment tools.
2. Through self-study and own initiatives, master the competencies and skills in enhancing the curriculum to fit the nature, needs and interests of the learners as well as the needs of the industry and the community thus making the curriculum relevant and responsive for purposes of mitigating the problem on mismatch.
3. Learn to indigenize and localize the curriculum in order to maximize the use of community resources for student projects and research work as well as to make the curriculum appropriate in addressing community needs.
4. Explore and establish linkages with different sectors in the community as well as other educational institutions, business establishments and agencies to act as partners in the effective implementation of the K+12 curriculum.
5. Make a survey on community resources and needs or an environmental scan to get the necessary and appropriate information in contextualizing or enriching the curriculum.
6. Partner closely and harmoniously with the students' parents to solicit their all-out support in effecting an effective K+12 curriculum implementation.
7. Step-up the student orientation campaign regarding the K+12 curriculum for them to fully understand its rationale, objectives and importance.

Heads of Schools

1. Sponsor more in-house K+12 seminars and trainings or provide budget for them to attend such activities off-campus for purposes of a heightened understanding on the K+12 curriculum.
2. Regularly mentor and monitor teachers on how the K+12 curriculum should be properly implemented and evaluate to cite and reward functional practices, address problems or eradicate undesirable practices in the implementation.
3. Create a dynamic home-community-school partnership to collaboratively advance the objectives of the K+12 curriculum.
4. Allot adequate budget for the purchase of K+12 books and other reference materials, modules and IT equipment in aid of instruction.
5. Track the progress and evaluate the implementation of the K+12 curriculum as a basis or groundwork for the forthcoming implementation of Senior High School.

Students

1. Strive to understand and to fully embrace the rationale and objectives of the K+12 curriculum by being focused during information drives especially organized for them.
2. Cooperate with their teachers in the attainment of the objectives of their daily lessons.

Parents

1. Attend K+12 forums/symposia to fully understand the need and benefits of the K+12 curriculum.
2. Provide for and assist their children in the accomplishment of their school projects and research work as well as assist them in their reviews for major examinations.
3. Partner with the school in providing the best quality of education for their children.

District Supervisor

1. Conducts regular visits to the schools to provide the necessary assistance in the effective implementation of the K+12 curriculum such as:
2. Conduct of seminar-workshops/trainings,
3. Teacher mentoring/coaching
4. Provision of the necessary logistics through the Division Office or the Department of Education,
5. Spearheading the evaluation of the initial implementation of said curriculum, and
6. Serving as the epitome of a hardworking leader with integrity.

Department of Education

1. Make a survey on the needs and problems of the schools relative to the implementation of the K+12 curriculum and promptly offer corresponding appropriate solutions.
2. Provide follow-up K+12 seminar-workshops/trainings to teachers geared at an effective K+12 implementation.
3. Provide to all schools the necessary building and laboratory facilities as well as learning resources required.
4. Track and evaluate the initial implementation of the K+12 curriculum for purposes of immediately addressing any problem or difficulty encountered.
5. Make use of the findings of this study as a basis or groundwork in bringing forth an effective implementation of the Senior High School Program.

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