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K-12 IMPLICATION AMONG SELECTED STATE UNIVERSITIES AND COLLEGES IN NUEVA ECIJA

ANDREA P. ADIGUE*

*Nueva Ecija University of Science and Technology, Cabanatuan City, Nueva Ecija, Philippines

I. INTRODUCTION

Education is the key for the strong citizenry. It is a stepping stone towards success. It opens the door for many opportunities in life. Everybody needs to be educated to improve one's life, and educational attainment also becomes the basis for employment and gives a premium on status in society. Innovation and changes in education come whether the teachers like them or not. Teachers, as part of change, play a significant role in the teaching-learning process. Considered as the nation builder who will support and establish the foundation of education. Aquino Administration perceives the K-12 program as a "long-term solution to poverty." This program aims to give every student a quality education that will make them globally competent. However, K-12 program will only be beneficial to students, but they crafted legislation that did not consider implication on the labor sector. The K-12 implementation is now a hot issue in the Philippines. There are pros and cons here. The pros say that K-12 will further improve the quality of education in the Philippines while the cons say that there are lots of things to be considered first before K-12 is implemented.

According to Buenavidez (2011), officer-in-charge of Bureau of Labor Relation at the Department of Labor and Employment (DOLE), displacement will be the last resources since school with secondary education can move some of their faculty members to teach senior high school. The implementing rules and regulation (IRR) of the K-12 program mandates concerned government agencies- including DOLE to come up with a joint issuance that will "ensure the sustainability of private and public educational institutions and the promotion and protection of the rights, interests, and welfare of teaching and non-teaching personnel.

Delblanco (2012), states in *College: What it was and Should be*: "...the role of the faculty is changing everywhere, depending on one's point of view and no college is impervious to the larger forces. promise to transform, or threaten to undermine it.

It would then be difficult to change mindsets without proper communication campaign. This research can assume that with proper orientation or social preparation, teachers would be able to understand the importance of the additional two years for a better future.

This study aimed to identify the K -12 Implication Among Selected State Universities and Colleges in Nueva Ecija, Philippines.

Specifically, it attempted to answer the following:

1. What is the socio-demographic profile of the college professors regarding:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Area of Specialization;
 - 1.5 The length of service in the area?
2. Is there a significant awareness between SUC's and Private Colleges concerning K-12 Implementation?
3. What are the effects of K-12 curricula between SUC's and Private College to the faculty members?
4. Is there a significant intervention between SUC's and Private Colleges?

This study explores the Implication of K-12 Among Selected State Universities and Colleges in Nueva Ecija, Philippines. The historical development of the core education program proves the Department's continuing effort at improving the quality and relevance of primary schooling. The allocated additional two years as the senior high school is design to incorporate everything that the students learned when they were in junior high school. They will also be allowed to specialize in “Science and Technology, Music and Arts, Agriculture and Fisheries, Sports, Business, and Entrepreneurship, and others. (Department of Education 2010).

To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd and the CHED, in the collaboration with relevant partners in government, academe, industry, and non-governmental organization shall conduct teacher education and training program as specified:

- (a) In-service Training on Content and Pedagogy
- (b) Training on New Teachers
- (c) Training of School Leadership, (Republic Act No. 10533, Section 7).

According to United Nations, the Philippines is lagging behind the Millennium Development Goals on universal access to primary education (Morelos, 2011).

II. METHODOLOGY

This research used a descriptive method. The respondents in this study are the 40 College Professors in three (3) Private Colleges and 40 College Professors in two (2) State Universities and Colleges within the Nueva Ecija, Philippines.

III. RESULTS AND DISCUSSION

A. Profile of the Respondents

The majority of the respondents were in the age bracket of 41 and above. The State Universities have eight respondents with the weighted mean of 20 %, and the Private colleges have 23 respondents with the weighted mean of 57.58 %, having 38.75 percent of the totality; the lowest percentage of age is 21-25 years old having 11.25 % in totality.

Table 1
Age of the Respondents

Age	State Universities		Private Colleges		Total
	F	WM	F	WM	
21-25	7	17.5 %	2	5 %	11.25 %
26-30	7	17.7 %	5	12.5 %	15 %
31-35	10	25 %	6	15 %	20 %
36-40	8	20 %	4	10 %	15 %
41 above	8	20 %	23	57.5 %	38.75 %
Total	40	100 %	40	100 %	100 %

The table 2 shows that majority of the respondents are female with the frequency of 67.5 in totality; 55 % in State Universities and 80 % in Private Colleges. The male respondents have 32.5 in totality.

Table 2
Gender of the Respondent

Gender	State Universities		Private Colleges		Total
	F	WM	F	WM	
Male	18	45 %	8	20 %	32.5 %
Female	22	55 %	32	80 %	67.5 %
Total	40	100 %	40	100 %	100 %

Table 3 shows that majority of the teacher-respondents are married having 63.75%. The teacher respondents in State Universities, who are already married, have the frequency of 25 with the weighted mean of 62.5 %, and the Private Colleges has the frequency of 26 with the weighted mean of 65 %.

Table 3
Civil Status of the Respondents

Civil Status	State Universities		Private Colleges		Total
	F	WM	F	WM	
Single	14	35 %	1 4	35 %	35 %
Married	25	62.5 %	2 6	65 %	63.75 %
Separated	0	0 %	0	0 %	0 %
Single parent	1	1.25 %	0	0 %	1.25 %
Total	40	100 %	4 0	100 %	100 %

Table 4 shows that majority of the respondents in both State Universities and Private Colleges has educational attainment in other subjects 23.75 in totality while the majority in State Universities is in the area of Physical Education with the weighted mean of 22.5 %. The majority of the respondents in Private Colleges has English as their field of specialization having a weighted mean of 35%.

Table 4
Area of Specialization of the Respondent

Area of Specialization	State Universities		Private Colleges		Total
	F	WM	F	WM	
English	4	10 %	14	35 %	22.5 %
Mathematics	5	12.5 %	3	7.5 %	10 %
Science	7	17.5 %	8	20 %	18.75 %
Filipino	6	15 %	3	7.5 %	11.25 %
Physical Education	9	22.5 %	2	5 %	13.75 %
Others	9	22.5 %	10	25 %	23.75 %

Table 5 shows that majority of the respondents are in 16-20 years in service with the overall weighted mean of 32.5 % for the State Universities and 21 and above or 25 % for Private Colleges.

Table 5
Length of Service of the Respondents

Length of service	State Universities		Private Colleges		Total
	F	WM	F	WM	
1-5 years	3	7.5 %	3	7.5 %	7.5 %
6-10 years	6	15 %	2	5 %	10 %
11- 15 years	9	22.5 %	12	30 %	26.25 %
16-20 years	13	32.5 %	10	25 %	28.75 %
21 and above years	9	22.5 %	13	32.5 %	27.5 %
Total	40	100 %	40 %	100 %	100 %

The table shows the evaluation on Teacher's Awareness about the Implementation of K to 12 curricula in both State Universities and Private Colleges. In State Universities a teacher might have training about this and additional load in the curriculum" the item that ranked first stated teachers might have training about this and additional load in the curriculum" ranked first having the weighted mean of 4.6 %. Moreover, in Private Colleges, "K to 12 curricula must be able to explain clearly" listed first with the weighted mean of 4.41.

Table 6

Evaluation on the Awareness about the Implementation of K to 12 programs both in State Universities and Private Colleges

Statements	State Universities			Private Colleges		
	WM	VI	Rank	WM	VI	Rank
1.Using many forms of media to inform teachers about K to 12 curricula.	4.5	Agree	2	4.34	Agree	4
2. K to 12 curricula should explain clearly.	4.4	Agree	3.5	4.41	Agree	1
3. Department of Education is doing substantial information dissemination activities to inform the teachers about K to 12.	4.2	Agree	5.5	4.01	Agree	6
4. College professors who will handle the	4.4	Agree	3.5	4.3	Agree	5

additional two years of education must be trained.						
5. Teachers might have training about this moreover, additional load in the curriculum.	4.6	Agree	1	4.15	Agree	3
6.College teachers have been undergoing retooling.	4.2	Agree	5.5	3.89	Agree	7
7.College professors are well prepared in drop enrollment during 2016-2017.	3.7	Agree	9	3.73	Agree	8
8. There will be changes in strategies in teaching and in a lesson.	4.1	Agree	7	4.23	Agree	2
9. College	4	Agree	8	3.57	Agree	9

professors will not have additional workload during the two years of the program.						
10. No specific instructional programs have been set.	3.03	Fairly Agree	10	3.26	Fairly Agree	10
Total	4.08			3.97		

Summarizes the K-12 implementation affects, findings show that "Teachers should be able to facilitate learning among diverse type environment" is a ranked no.1 with a weighted mean of 4.25 in totality, it indicates that the respondents agree on the effects of K to 12 curricula that most tertiary institutions will suffer a sharp enrollment drop in 2016. Moreover, lastly, the university may no longer hire part-time teachers having 5.62 in totality, 2.7% for State Universities and 2.92% for Private Colleges. Gopalan (2003) discusses certain quality issues in the field of teacher education programs; he reminded teachers to enrich their professional performance continuously.

Table 7
Evaluation of the Effects of the Implementation of K to 12 Curriculum

Statements	State Universities			Private Colleges		
	WM	VI	Rank	WM	VI	Rank
1. College teachers who handle general subjects start to lose their teaching positions.	3.6	Agree	10	3.11	Fairly Agree	13
2. General education teacher will have design academic program and re-engineer their existing programs.	3.9	Agree	7.5	4.02	Agree	6
3. Faculty of colleges and universities must be a full-time professor and holders of a relevant bachelor's degree.	4.3	Agree	2.5	4.07	Fairly Agree	2
4. K to 12 programs will result	3.3	Fairly Agree	12.5	3.01	Fairly Agree	14

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in the closure of Higher Education Institutions in the country.						
5. The K to 12 programs will result in the teacher salary increase.	3	Fairly Agree	14	3.24	Agree	12
6. DepEd and private education institution may also hire practitioner with expertise in specialized learning areas offered by the K to 12 programs as the part-time teacher.	4.1	Agree	4	4.04	Agree	3.5
7. Private colleges and universities which sustain almost	3.3	Fairly Agree	12.5	3.59	Agree	9

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purely by tuition fee will be in peril.						
8. Universities and colleges may have to produce more researches and inventions which can be commercialized.	3.8	Agree	9	3.44	Fairly Agree	11
9. Universities and colleges will tap or collaborate with technical schools.	3.9	Agree	7.5	4.01	Agree	7
10. K to 12 curricula will consequently create landslide on the enrolment expectation of tertiary institution.	4	Agree	5.5	3.57	Agree	10
11. Various colleges,	4.3	Agree	2.5	4.04	Agree	3.5

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institutions and schools are expected to craft their specific plans and prepare their program to address the impact of K to 12 curricula.						
12. Teachers should be able to facilitate learning among diverse type environmen t.	4.4	Agree	1	4.11	Agree	1
13. Faculty members will be assessed based on their academic qualificatio n and competence in teaching.	4	Agree	5.5	4.05	Agree	5
14. There will be no additional teaching	3.3	Fairly Agree	12.5	3.72	Agree	8

load or be teaching hour.						
15. The university may no longer hire part-time teachers.	2.7	Fairly Agree	15	2.92	Fairly Agree	15
Average weighted mean	3.7			3.7		

Table 8 shows the evaluation of the Intervention given to the affected college professors both in State Universities and Private Colleges. "Orientation and training for general education faculty" ranked first, having the weighted mean of 8.36. As provided in the law, the Professional Code of Ethics for Teachers, in Article IV-A.

Teacher and the Profession, Sec.3, "Every teacher shall participate in the CPE program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive."

Table 8
Evaluation on the Intervention Given to the Affected College Professor

Statements	State Universities			Private Universities		
	WM	VI	Rank	WM	VI	Rank
1. Reducing faculty members through natural attrition.	3.2	Fairly Agree	13	3.44	Fairly Agree	8
2. Temporarily suspended recruitment.	3.3	Fairly Agree	11.5	3.15	Fairly Agree	10
3. Voluntary Retrenchment and early retirement.	3	Fairly Agree	14	2.96	Fairly Agree	11
4. Leave without	2.6	Disagree	15	2.61	Fairly	14

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pay during his or her final year.		e			Agree	
5. Internal transfer to suitable vacancies, not necessarily at the same job/ salary level.	3.7	Fairly Agree	8	2.29	Disagree	15
6. Tackles the potential of displacement of college faculty members.	3.8	Agree	6.5	3.39	Fairly Agree	9
7. Teachers displacement as the last recourse to teach in senior high school.	3.8	Agree	6.5	3.63	Agree	7
8. Orientation and training for general education faculty.	4.2	Agree	1.5	4.16	Agree	1
9. Participate in the activities of the school or of universities committees, carry out any of the duties associated with their regular academics appointment.	4.2	Agree	1.5	4.01	Agree	3.5
10. Be given the opportunity for professional development through formal or non-formal education.	4	Agree	4.5	4.05	Agree	2
11. CHED is preparing to	4.1	Agree	3	3.95	Agree	6



facilitate faculty development program for college teachers.						
12. Higher Education Institutions (HEI's) should be able to teach grade 11 and 12.	4	Agree	4.5	4.01	Agree	3.5
13. Faculty members who accept a sabbatical are expected to return to the school.	3.4	Fairly Agree	9.5	3.99	Agree	3
14. There will be a freeze on new hiring.	3.4	Fairly Agree	9.5	2.93	Fairly Agree	12
15. Faculty members on sabbatical leave are not receiving compensation for services.	3.3	Fairly Agree	11.5	2.91	Fairly Agree	13
Total	3.6		3.43			

After evaluating all the gathered data both in the State Universities and Private Colleges, it shows that when it comes to the level of awareness, they both agree that the government explains the new curriculum clearly. Moreover, it means that there is a **significant awareness**, and they are the same when it comes in the effect of K to 12 programs. Regarding the intervention given by the affected teachers of both State Universities and Private Colleges, it shows that they fairly agree when it comes to the proposed intervention. However, College professors in SUC's are more prepared because as the beneficiary of the intervention design; they are the priority of the being said plan.

Table 9
Comparison between State Universities and Private Colleges about the Implementation of K to 12 Curriculum

Factors	Total Weighted Mean of State Universities	Total Weighted Mean of Private Colleges
A. Awareness about K to 12 curriculum	4.08	3.97
B. Effects of the Implementation of K to 12 curriculum	3.7	3.66
C. Intervention gave to the affected College Professor	3.6	3.43

IV. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The conducted study seeks to determine the significant awareness of the respondents between teachers in SUC's and Private Colleges, the effect of K to 12 curricula and intervention given to the affected teachers to counter the impact of K-12 curricula.

Among the respondents, the youngest was 21 and the eldest was 41 and above. The majority of the respondents belongs to the age 41 and above with the frequency of 31 and the lowest lies between the age of 21-25. Most of the respondents belong to the female group. A huge number of the respondents were already married, and a majority of them have the 11-15 length of service.

Regarding the awareness about K-12 programs, there is a **significant awareness** between SUC's and Private Colleges. The teacher respondents agree that the government, using different forms of media, must be able to explain clearly about the curriculum. When it comes to the effects of the new curriculum, they both **agree** on the changes in method, strategies, and techniques that will respond to the implemented curriculum.

Concerning Intervention, both SUC's and Private Colleges fairly agree to the preparation of the government on the reduction that may cause delay or problem due to the implementation of K -12 program.

CONCLUSIONS

Based on the summary of findings, the following conclusion were made: that the profile of the teacher respondents such as the age, gender, civil status, and educational attainment greatly influenced by the effects and

Intervention proposed by the government; the married teachers are the most affected among the respondents; the age of the respondents is one of the factors to be considered in giving the best intervention for the teachers to counter the impact of K-12; the educational attainment that will suit the needs of the new curriculum; both professors in SUC's and Private Colleges are aware of the implementation of the program; upgrade their skills and live up to the standards of the new curriculum, facilitate diverse type of learners and diverse types of environment; due to the implementation of K- 12 program, general education faculty, as the most affected teachers should undergo orientation and training, participate in the activities of the school or of universities committees, carry out any of the duties associated with their regular academic appointment.

RECOMMENDATIONS

Based on the findings and conclusion, the researcher recommended to develop and implement a retooling/ capability enhancement program to support new curricular programs and to enable excess faculty or those with competency gap to handle K -12 courses. SUC's with excess faculty may consider a moratorium in the hiring of faculty up to 2023 and beyond among along identified discipline or field of expertise. Reassignment/ realignment of affected faculty member in any of the following: research and extension, handle major courses and content course in professional colleges or laboratory of concerned SUC's. Develop new curricular programs within the mandate of concerned SUC that are responsive to the requirement of the K-12.

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