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K to 12 implementation in Siquijor: The senior high school students’ lived experience

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ABSTRACT

The Philippines has finally shifted to the K to 12 curriculum, with a senior high school program. This study explored the students’ lived experiences in Senior High school. A qualitative research design utilizing the 5-step Interpretative Phenomenological Analysis was used. Ten students from the 10 Senior High Schools in the Province of Siquijor, Philippines participated and were randomly selected and interviewed using a semi-structured interview guide. The following themes emerged: a) opportunities, b) challenges, and c) uncertainties. Likewise, the students had taken advantage of the opportunities to acquire future-ready skills, student-centered instruction, and adequate learning materials, and were mentored by high-performing teachers. There were challenges caused by the inadequacy of the facilities and the difficulty of the curriculum. Uncertainties about the support of the community and the tracks that the students wanted to pursue were also prevalent in their responses. Therefore, the implementation of the new curriculum has some positive developments and areas for improvement.

1. INTRODUCTION

The adoption of the K-12 curriculum as the international standard for pre-tertiary education by the majority of countries worldwide reflects the recognition of education's significance in enhancing the competitiveness of ASEAN countries. However, the Philippines, along with Djibouti and Angola, remained one of the few countries adhering to the outdated 10-year basic education cycle, which was not aligned with the K-12 framework. This disparity

underscored the need for education reform in the Philippines. Unlike most countries operating on a 12-year basic education cycle, the Philippines lagged in aligning its education system with global standards (Commission on Higher Education, 2016; Oxford Business Group, 2021).

In 2013, through Republic Act (RA) No. 10533, the Enhanced Basic Education Program was enacted in the Philippines and implemented the curriculum in School Year 2016-2017 to upgrade the country's

educational system. This program aims to comply with international standards by adding two academic years to primary education to gain greater retention capacity and master the essential competencies. Pursuing a tertiary education is an option. Graduates from the K to 12 curriculum can join the workforce using their skills. At the same time, those who would not qualify because of some legalities but possess the business acumen may pursue the entrepreneurial path.

The K-12 Program mandates that all pupils entering Grade 1 should have compulsorily undergone kindergarten or pre-school, and the secondary level will add two more years, that is, the senior high school (Abulencia, 2019). When the government imposed two more years of high school to prepare students for work or college studies, it relied too much on private schools to offer Grades 11 and 12. There were not enough public senior high school institutions (Rappler.com, 2021). Accordingly, everybody has a stake or concern about education, and consequently, all the voices who are uttering their piece regarding the K-12 Program should be given attention. There are beneficiaries of the K-12 Program, but some sectors were drastically affected and dislodged (Abulencia, 2019).

The shift in the educational system required the students to increase their preparation, equip themselves with the needed eligibility for job opportunities, and upgrade their skills for global employability after graduation (Okabe, 2013). In a separate study, Dizon et al. (2019) agreed that making graduates globally competitive could equip them with the skills and competencies in the world of work. They also gained general knowledge from the well-planned curriculum (Dizon et al., 2019; Fioriello, 2020). Rivera (2017) emphasized that teachers should continue articulating the learner-centeredness of the curriculum. The aim for successful implementation has always been the focus.

However, Almerino et al. (2020) doubt the program's success due to the mismatch between the coursework offered by the new curriculum and the student's capabilities that the industries for immersion activities demanded. For Maravilla (2020), the success of the curriculum relies on the teachers' understanding of the implementation policies. For Afradisca and Sari (2020), the teachers needed to provide meaningful lessons, but remedial learning or an enhancement activity would be given to them if students failed to grasp them.

Unfortunately, not all could be taught individually because of the many students in one classroom. Other problems were spotted. Combalicer (2016) adds that teachers were not fully armed with techniques and strategies. In consonance, Barcelo (2019) reveals that the difficulties encountered during the senior high school implementation were the lack of classrooms, laboratories, computer rooms, equipment, and others. Adhering to the same idea, Perez (2018) gives an opposing statement saying that there was a lack of learning materials during the implementation of the curriculum. Some courses had many competencies that the students had to undergo (Atienza, 2020; Sumalinog, 2021). Likewise, Dofeliz (2021) disclosed that the major problems Senior High School students identified were related to insufficient budget and mismatched course offerings. Accordingly, implementing the curriculum in the different parts of the Philippines came with doubts and problems.

From the literature being explored, there were several issues regarding the implementation that need thorough investigation. Primarily, this study aimed to investigate the students' experiences while learning and acquiring skills from a new educational system, the senior high school program of the K to 12 curricula. It also aimed to unfold the essence of the students' lived experiences. The goal of this paper is timely and relevant, for there were only several qualitative studies that involved the students as interviewees on the issue of the K to 12 implementations. Previous studies conducted in various provinces have examined the outcomes of curriculum implementation, leading to the localization of interventions. The opportunities and challenges arising from implemented curricula varied significantly. Therefore, a localized study in the province of Siquijor was deemed necessary to address specific loopholes, setbacks, and opportunities, and to foster school-based improvements. The findings of this study have the potential to enhance the implementation of the curriculum in the province. Upon completion, the study's results would serve as a foundation for policy recommendations and the establishment of school-based rules and guidelines for the senior high school program. This academic endeavor aimed to contribute to the ongoing discourse on educational reform and curriculum development, particularly in the context of Siquijor province.

Domain of Inquiry

The study explored the lived experiences of the Senior High School students as they completed two more years of basic education in the Province of Siquijor.

2. MATERIALS AND METHOD

2.1. Research design

This study explored the lived experience of the students in the different Senior High School learning institutions in the Province of Siquijor, five years after the implementation of the Senior high school levels—Grades 11 and 12. This paper employed Smith and Osborn's (2007) Interpretative Phenomenological Analysis (IPA). This design was more appropriate because it described the data and gave it an in-depth interpretation. The IPA has a clear stance and steps for data analysis to aid the researchers in developing valid and reliable interpretations of the responses.

2.2. Research environment and informants

The data were collected in the Province of Siquijor, specifically at the different learning institutions that offered the Senior High School tracks. The province of Siquijor was chosen due to its senior high School institutions that were located in far-flung areas that were hard to reach and visit. The schools were staffed by appointed DepEd personnel of the province, for the learning institutions were public schools established by the state. These schools started the program right after the government had decided to shift from the 10-year primary education to the K to 12 curriculum. It was then believed that the students of these schools had broad exposure and enough knowledge about the implementations. The Department of Education, the agency that regulates and monitors the schools, approved the offering of the Senior High School program in these schools. This study involved ten (10) Senior High School students from different learning institutions within the Province of Siquijor. They were randomly chosen, that is, one senior high school student for each public institution. It was decided that students should be the informants, for they had experienced the curriculum crafted by the DepEd officials, teachers, and other stakeholders. Knowing more about the implementation phase of the curriculum could be best answered by the students. Each of them was assigned a pseudonym to keep his or her identity. They were over 18 years old the moment they were invited to get involved. During the conduct of the study, the classes of the informants

were not interrupted, for their convenience and time was the basis of the crafted schedule.

2.3. Research instrument

This study utilized a semi-structured interview. The questions were written down along with the possible prompt statements to keep the spontaneity of the interview. The questions were aligned to obtain rich data on the informants' lived experiences as Senior High School students. The questions were meant to explore the lived experiences of the K to 12 curriculum in terms of curriculum implementation, instructional delivery, lack or sufficiency of the learning materials, the extent of support services from the community, and the assessment done to gauge the effectiveness of the curriculum. The questions were focused on getting the entirety of the informants' lived experiences in all aspects.

2.4. Data gathering procedure

The proposal of this paper went through a rigorous screening by the Research Ethics Committee of the university. Before the lengthy data-gathering process, a letter was sent to the principal asking permission to interview with the endorsement from the Department of Education Regional Director 7. Informed consent was also sent to the schools where the informants were part. Another informed consent was sent to the students to know whether they would voluntarily participate. After which, their preferred time was consolidated. They were also informed of the benefits they might get and were told that they were allowed to quit. The interview ranged from 60 to 90 minutes until data saturation was reached. The recorded interview was kept confidential, transcribed, and decided to be destroyed after this paper had been published.

2.5. Data analysis

This study followed the IPA analysis protocol of Smith and Osborn (2007), which consists of five steps, namely:

2.5.1. Looking for themes in each case

The transcript was read through multiple times in this step. To become acquainted with the answers provided by the informants, the researchers immersed themselves in the data. There was a margin next to the transcripts where anything relevant, interesting, or noteworthy said by the informants would be recorded.

2.5.2. Looking for Connections

The emergent concepts at this stage were mentioned on the right. They were then grouped, following their ties. To make sure all other related words were present, the grouped emerging themes were cross-referenced to the transcript.

2.5.3. A Table of themes

In this stage, all the significant statements which were assigned with corresponding codes were the basis of the themes. This procedure was meticulously carried out to ensure that the themes, and not the researcher's personal biases, would be reflected in the verbatim transcript.

2.5.4. A Master list of themes for the group

Following the Interpretative Phenomenological Analysis (IPA), the analysis developed and a final list of themes emerged.

2.5.5. Write up

Writing reports for publishing utilizing the master list of themes was the focus of this step. Narrative accounts were used to illustrate the topics. Verbal quotes from the informants' comments would be used as the writing went on to support the analysts' interpretation.

3. RESULTS AND DISCUSSION

3.1. Theme 1: Opportunities

Life After a detailed analysis of the responses from the transcripts, three superordinate themes from the lived experience of the informants on the K to 12 implementations emerged. They were: (a) Opportunities, (b) Challenges, and (c) Uncertainties.

Based on the experiences of the Senior High School students on implementing the K to 12 curriculum, they identified some opportunities they have directly benefited from. The informants emphasized that the program had prepared them for their future directions and career paths. They highlighted that they learned some essential and life-changing skills. Moreover, they have experienced teachers who consistently perform at their best. They seemed satisfied with their teachers' teaching methodologies and techniques, especially the student-centered ones. Students nowadays are too hard to please. However, the students, who were involved as informants, boldly appreciated the kind of teachers they had and the type of instruction they had offered. The learning materials were added to the opportunities they had enjoyed, which most described as adequate for their learning needs.

3.1.1. Opportunity to have acquired future-ready skills

The informants believed that the senior high school program, part of the K to 12 curricula, had readied them for the future. As the curriculum was applied, they gained more knowledge and experiences, more exposure to skills training, more time for the mastery of skills and concepts, etc. They were confident they could hurdle the difficulties that might hinder them from getting more. The informants firmly adhered to and hoped for the positive benefits of the Senior High School program. They also enjoyed the entirety of their being SHS students, from the instruction given to them to the assessment activities that the teachers had facilitated with them. Ben and Fe responded:

"The K to 12 curriculum prepares me to join the workforce right after graduation. This will make us ready to get a job even without a college degree."

"I like it because I can get more knowledge and experience before going to college and other endeavors in the future".

The informants had high hopes. Their responses represented their positive perception of the Senior High School program even if they had not completed the two-year duration. Their verbatim manifested their full trust in the curriculum's positive outcomes and all the elements that came with it. These sentiments suggest a prevailing optimism among students regarding the program's potential to positively impact their future endeavors and overall educational experience.

3.1.2. Opportunity to have experienced student-centered instruction

As the main stakeholders of the teaching-learning process, the students were keen on observing how their teachers taught them. They noticed that they were highly involved and were the center of everything inside the classroom. According to them, the instruction was student-centered, for they had demonstrations, collaborative tasks, and activities that included real-life simulations. They also emphasized that the lessons were challenging but always made understandable to students and supported by fun activities. Most of the lessons were relevant and exciting. Jen and Ben expressed:

"It is a student-centered teaching because we are very much involved"

in the discussion of the topics because as I have mentioned earlier, we are the ones who were going to search, discuss, and demonstrate those topics in front.”
“The teachers deliver the lessons and let us illustrate the topic, demonstrate the activities, and discuss the lessons in front of the other students.

The learning of the students was mainly based on the activities that they performed. Their direct involvement in the relevant tasks made them say that the instruction was centered on developing their skills and abilities. Their responses also showed their teachers' trust in their capabilities. The more trust is given to them, the more involved they become. The teachers' instruction made them responsible, for, at any point, their retention and learning would be checked through their performance. Additionally, the emphasis on direct involvement in tasks not only enhanced students' understanding of concepts, but also fostered a sense of ownership over their learning process. Moreover, the teachers' trust in their abilities created a supportive learning environment conducive to growth and exploration.

3.1.3. Opportunity to have utilized adequate learning materials

As to the learning aids that the students could use in their academic endeavors, they commented that they had many learning materials that were given to them for free. They were overjoyed that they did not have to pay even a single penny. They enumerated that most of their learning institutions have books, modules, computers, printers, laptops, TVs, and projectors. The students were optimistic about the learning materials provided to them. Ben and Tery shared:

“We have learning materials and technology in our school. They can support and help me to gain more experience.”
“The learning materials provided to us were textbooks, software, reading materials, videos, and recordings. They are all free.”

The informants shared with no hesitation that they had enough. Their responses contradicted what the media had been broadcasting, that senior high school students did not have enough learning aids.

The reality of the informants' experiences could not be debated, for they had utilized those. However, two of the ten respondents commented that their books were not for free. They needed to purchase them. These informants only spoke of the availability of books and had other learning materials, such as those that others had enumerated. These nuanced perspectives underscore the need for continued assessment and support to ensure equitable access to educational resources for all students.

3.1.4. Opportunity to be mentored by high-performing teachers

The students commented that they were lucky to have tried being mentored by high-performing teachers who delivered excellent instruction. They have witnessed the different teaching methodologies, techniques, and strategies being applied during classes. According to them, the lessons were explained and delivered well, which resulted in better learning and retention. Moreover, they have personally seen how devoted their teachers were to the organized presentations of the lessons that created a conducive learning environment. Based on the student's responses, they were delighted with the teacher's performance, the instruction they gave, and the learning they fed. According to An, Fe, and Rey:

“My teachers delivered the lessons well. They did their best for the students to learn more.”
“The teachers discussed the lessons in varied forms such as an illustration of the topic, and demonstration activities regarding the task.
“Our teachers do their best in delivering the lessons by using many techniques and methods so that the students can learn and understand efficiently.”

The lines highlight how teachers have a significant role in facilitating effective learning experiences for students. They underscore the importance of teacher dedication and effort in delivering lessons that enhance student understanding and engagement. Additionally, they emphasize the value of employing diverse teaching techniques and methods to cater to the diverse learning needs of students, ultimately promoting efficient learning and comprehension.

3.2. Theme 2: Challenges

The implementation of the curriculum also had minor mishaps. The informants highlighted that the majority of the facilities that could be used for their academic activities were accessible and free of use. However, they shared that they sometimes resorted to finding alternative solutions when the adequacy of their facilities was tested. In reality, students would only know whether they had enough or not when they started using them. In addition, the informants' responses on the doable of the curriculum seemed unlikeable.

3.2.1. Challenge of the inadequacy of the facilities

The students happily shared their facilities and proudly mentioned that they had some on their campuses, such as the cafeteria, computer laboratory, library, welding room, science laboratory, and cooking laboratory. The school ideally provided some of their needs. However, no matter how much effort a learning institution has put in, facilities cannot fully become available to all learners. When the students were asked what they lacked, they indirectly expressed that they would sometimes resort to finding extra space and vacant rooms inside the school because of the facilities they did not have. Sometimes the school officials had a lengthy response to the request to procure the inadequate facilities. The teachers sometimes provided the needed equipment, utensils, and ingredients. The informants added that they have witnessed how their teachers would find pockets. Din, Gel, and Bel mentioned:

“Our teachers would find empty facilities and small rooms so that we can use them for our events and other activities.”

“I know that our teachers are doing something to address the other needs of our school. Sometimes, they would spend our from their pockets and own money.”

“My teachers would sometimes borrow instruments from other schools and institutions just to provide us with a meaningful learning experience.”

The quoted statements suggested the idea that the facilities were incomplete. The students also observed and experienced them. To address the problem, the schools should respond because students deserve adequate facilities to give them a

real-life simulation of the world of work. However, looking at the responses from an optimistic point of view, it could be said that the informants have seen and felt the sincere effort of the teachers to make them learn. To address the issue of incomplete facilities, schools can prioritize budget allocation towards facility improvements and seek partnerships with local businesses or government agencies for additional resources. Additionally, implementing a transparent feedback mechanism where students can voice their needs and concerns can help ensure that their learning environment adequately supports their educational goals.

3.2.2. Challenges on the difficulty of the curriculum

The newness of the curriculum made the informants say that they experienced some difficulty regarding the implementation aspect. The informants complained about the additional two years that they needed to finish. The lessons' difficulty and the activities' complexity also added to their struggles. As part of the new curriculum, courses were also new, including each subject's terms and duration. Back in the face-to-face lesson delivery, subjects were to be completed in a year, unlike now when they need to be accomplished in a semester that has six months. As a result, the students experienced the transition period and all the complexity that came with it. So, adjustments had to be made, no matter how challenging. The informants also shared that the new curriculum was tiring and less fun. An, Fe, and Rey imparted:

“The Senior High curriculum for me is difficult because it spends more years in high school.”

“I experienced a lot of work and activities to do.”

“As a senior high school student, I could describe my experience as an object “rock” many difficult challenges, tiring, and hard activities that we need to pass.”

Based on the responses, students felt the curriculum was too much to bear. They have to do more since most subjects have tasks to accomplish. Some subjects have overcrowding competencies too. However, these things were utterly understandable since the students were used to how education was delivered in Junior High School. Transitions usually do not always guarantee a seamless and smooth transfer of behavior, beliefs, and skills. To address these challenges, educational institutions can

implement support mechanisms such as mentorship programs and counseling services to help students navigate the transition effectively. Additionally, providing ample opportunities for student feedback and continuous evaluation of the curriculum's effectiveness can inform adjustments to mitigate overload and ensure a smoother transition process.

3.3. Theme 3: Uncertainties

The students who were the recipients of the careful planning that the school has done seemed to lack awareness of the support from the community. The informants' responses manifested themselves being uncertain and unaware of the efforts poured onto them by the stakeholders. Based on the interview with them, these students were also uncertain of the paths and tracks they would take in college. They had no clear idea whether to pursue a degree program in college that matched their SHS track or just pick a degree from the available degree programs offered by nearby universities and local colleges.

3.3.1. Uncertainty on community support

In the new curriculum, the senior high school students enjoyed the benefits from scholarships to communal support from the companies that provided them avenues for their internship, on-the-job training programs, and immersion activities. The school even signed some memoranda of partnership with the workplaces near the school community to cater to the skills enhancement stage of the different Senior High School (SHS) tracks. However, most informants have not grasped the entirety of their programs. Their knowledge of the help extended to them by the generous stakeholders, besides the Department of Education as the prime mover, seemed so little that they could not remember who rendered support for them. According to Lyn, Tery, and Din:

"I don't know. I am not sure."

"I can't say something. I don't know what kind of support they did to us."

"No. Sad to say, I'm not certain."

The verbatim of the informants signified their uncertainties and unawareness. Understandably, their lack of information regarding the community's support might have arisen due to the pandemic. When COVID-19 paralyzed the face-to-face educational system of the country, some immersion and on-the-job activities were postponed. However, some informants also clearly mentioned workplaces for immersion where they could apply the theories

they learned in the classroom. Students might not have given attention to the orientation activities provided by the school.

3.3.2. Uncertainty on the track to pursue

The K to 12 curriculum that included the two-year Senior High School program has caused the students to get confused. The SHS program has been patterned to the college education. The subjects were also offered in semestral terms, just like how they were offered in college. The subjects have similarities to the degree programs offered by the universities and local colleges as approved by the Commission on Higher Education (CHED). In the SHS program, students can choose from the tracks offered in the DepEd schools. Unfortunately, some schools have limited tracks due to the limited resources and availability of the companies for immersion activities. The informants have expressed their uncertainties. Though a few of them were certain of their direction after SHS, most were unsure about the degree to pursue in college. Some have not planned their tertiary education yet, while others doubt that they will be working on a degree different from the focus of the track they got into in SHS. Bel, An, and Fe gave these answers:

"The truth is I am still confused in choosing a course and I cannot yet define if the track I have chosen will align to a specific course."

"My plans for my tertiary education were not that planned. I haven't yet planned about my course when I go to college."

"I don't think so because I don't have chosen a course/ program at the tertiary level yet."

The uncertainty of the students was reasonable and logical. The way forward could be too cloudy, especially since students were still choosing carefully what path to take. Sometimes, their decision could abruptly change, for they might be influenced by external factors such as their parents, peers, teachers, and others. Their hesitations could only be clarified when they could finally enroll and start studying in college.

4. DISCUSSION

The success of the K to 12 implementations could hardly be gauged, and tagging whether it was successful greatly depended on the individual perspectives of the learners. As a whole, the curriculum has gone a long way. Some parts of it

have been fruitful, and the other side remains a problem to be solved. Based on this study conducted, the informants' opportunities, challenges, and uncertainties were spotted.

From the start of the implementation to the present, the program has produced opportunities that the learners have benefited directly, such as acquiring future-ready skills that they could use for their college education and possible jobs. They have mastered some concepts and skills. Dizon et al. (2019) reveal that students have mastered the essential skills and core competencies for future personal and professional endeavors. In consonance, Fioriello (2020) mentions some of the benefits of the K to 12 curriculum, including learning life hacks and general knowledge. Despite the many reforms that the curriculum went through, students were still deemed unprepared to get work abroad and college education (Almerino et al., 2020). So, students should be prepared and conditioned to face the vast world of work (Oxford Business Group, 2021). The contrasting results of the studies only proved that the implementation lacked uniformity. During the implementation, some schools had enough learning material and competent teachers, while other schools lacked the much-needed aspects of the implementation. The non-uniformity could not be avoided since the updating done to the curriculum has not yet been properly addressed due to a shortage of resources. As to the student-centered instruction that the informants highlighted, it could be concluded that their learning experiences were meaningful.

In consonance, Rivera (2017) emphasizes that teachers should continue articulating the learner-centeredness of the curriculum. When students' interest was adequately served, their curiosity to learn more became heated. This study also found that students had enough learning materials as opposed to what the media has been projecting that the Department of Education lacked. As the learners showed satisfaction with the learning aids, DepEd should continue developing varied and more appropriate materials for the student's needs (Afradisca & Sari, 2020). In contrast, Perez (2018) gives an opposing statement saying that there was a lack of learning materials during the curriculum implementation.

Besides the adequate learning materials, student-centered instruction, and future-ready skills the students had experienced, they also shared that high-performing teachers put up excellent instruction.

The teachers have a solid belief in their abilities and capabilities. According to Dela Peña and Alegado (2018), students' improvements and performance are dependent on the type of teachers they have. So, the vital contribution of the teachers in the school should be recognized. Bongco and David (2020) shared that the success of the K to 12 implementations depended greatly on the depth of the teacher's understanding of the curriculum policies. In a study conducted by Refugio et al. (2020), they found that senior high school teachers in the mathematics department were technologically and pedagogically equipped to teach the SHS subjects. Bearing statements with the same thoughts, Migallos et al. (2020) reveal that teachers used varied assessment techniques to meet the student's needs, deepened the students' understanding of the skills to be acquired, and catered to the student's learning styles. However, teachers considered themselves partially prepared for the senior high school curriculum implementation (Migallos et al., 2020).

While students flaunted their best times and experiences, they also uncovered the challenges that hindered their progress as senior high school students. The students revealed the inadequacy of the facilities and the difficulty of the curriculum. The students have used some equipment that their teachers borrowed from other teachers and schools. There was inadequacy in the preparation and insufficiency of resources during the implementation of the educational reform. The inadequacy in some aspects of the implementation was normal, especially for a curriculum that has just been integrated into the existing system. These coincided with the results of the existing studies. There was a shortage of facilities, such as buildings, classrooms, and libraries (Barcelo, 2019; Jaca et al., 2018). In a study conducted by Balinario (2021), he stresses that students had experienced a lack of tools and equipment to deliver some science activities (Cubillas, 2018; Vizconde, 2015). So, there was a need to address the problems that had arisen during the K to 12 curriculum, including the lack of facilities and school equipment (Abulencia, 2019; Sumalinog, 2019). There was a great need for the schools to improve their physical facilities and instructional resources to effectively and efficiently implement the K to 12 Program. Seeing the existing problem, laboratory equipment should be procured and given priority, for skills acquisition would not be possible without real-life simulations (Balinario, 2021; Cocal & Marcellano, 2017). According to

Trance and Trance (2019), the first few steps of the implementation process and the number of years were the most challenging and complicated times. On the other hand, the informants boldly shared about the difficulty of the curriculum due to the many activities, tasks, new courses, and new approaches used by their teachers. Atienza (2020) agrees that there were courses with many competencies the students had to go through. Students felt burdened because of the overcrowding activities. Despite the many challenges, students could still soar higher than where they are if they continue.

If the informants were sure of the opportunities and challenges that they had experienced, they were, on the other hand, uncertain about some other aspects of the K to 12 implementations. As regards the support that they got from the community, the informants gave hazy responses. They were both unaware and uncertain of the cooperation extended by the stakeholders, such as the non-government organizations, nearby companies, parents, private establishments, and others. The lack of support from the stakeholders could be due to their lack of awareness of the help that they may extend. In contrast, Abulencia (2019) insists that all the stakeholders have worked together to ensure that students are provided with quality education. For schools where collaboration among stakeholders was not strengthened, leaders should connect with them so that immersion candidates could have a workplace providing meaningful experiences (McCarthy, 2017). The different stakeholders should be encouraged for the students to get full support (Rogayan & Villanueva, 2019).

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5. CONCLUSION

The implementation of the K to 12 curriculum in the province of Siquijor came with both positive and negative aspects. The Senior High School (SHS) students identified various benefits from the curriculum. They appreciated the preparation for future careers, the acquisition of essential skills, and high-quality teaching methods. The curriculum provided opportunities for acquiring future-ready skills, experiencing student-centered instruction, and utilizing adequate learning materials. Students expressed confidence in their readiness for the workforce and appreciated the support provided by teachers and learning materials. There were shortcomings in the implementation. While facilities were generally accessible, there were instances of inadequacy, leading to students seeking alternative solutions. Additionally, the curriculum's complexity and the transition to a new system posed challenges, with students expressing fatigue and difficulty in coping with the workload. Some uncertainties revealed gaps in students' awareness and planning for the future. Despite community support and opportunities for internships, students seemed unaware of the assistance available to them. Furthermore, students expressed uncertainty about their college paths, struggling to align their SHS track with future degree programs and lacking clarity in their tertiary education plans. Overall, while the K to 12 curriculum provided valuable opportunities for students, it also presented challenges and uncertainties in its implementation and future implications. Addressing these issues requires ensuring adequate facilities, supporting students in navigating the curriculum's complexity, and providing guidance and information to help them plan their post-secondary education effectively.

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