

READINESS OF GRADE 11 HUMANITIES AND SOCIAL SCIENCE TEACHERS TOWARD THE IMPLEMENTATION OF THE K TO 12 PROGRAM OF THE PHILIPPINE BASIC EDUCATION

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Abstract: *The K to 12 program of the Philippine Basic Education aims to broaden the goals of high school education for college preparation, vocational and technical career opportunities, creative sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment.*

The study is to determine the readiness of the respondents in the implementation of the K to 12 program focusing on the Grade 11 HUMSS Teachers in the School Division of Quezon City, Metro Manila, Philippines. This study utilized the descriptive method through quantitative and qualitative approaches with 79 teachers as respondent.

The Learning Assessment of the readiness of Grade 11 HUMSS Teachers considered the following; (1) teaching strategies like, integrative learning, reporting strategy, and discovery method; (2) Instructional materials which includes, the use of human resources, and keeping records of individual students.

The study found out that HUMSS teacher readiness for using various teaching strategies, instructional materials and student assessment is “Very Much Ready” for the implementation of the K to 12 program.

Key Words: *Assessment, Readiness, Teaching Strategy, Instruction, K to 12, Education.*

1. INTRODUCTION:

Education equips the individual with necessary knowledge and skills needed to become a functional member of society. According to the World Bank (2008), education can also be one of the strongest instruments to reduce poverty, there upon improving the well-being of the people.

However, to establish and maintain a high-quality education system, proper investments must be made. Thus, the Philippine education sector has distinguished itself as one which has the greatest number of reforms. It has embarked on countless and continuing solutions to “make education works” (PTFE, 2008).

In October 2012, President Benigno Aquino III signed Executive Order 83 establishing the Philippine Qualifications Framework (PQF). PQF is a national policy which describes the levels of educational qualifications and sets the standards for qualifications outcomes. Embodied in this qualification framework is the K to 12 curriculum reform. According to Education Secretary Armin Luistro, the K to 12 is essential in the qualifications framework. K to 12 is one of the current educational reform programs that are basic to achieve comparable quality with other ASEAN countries and the rest of the world.

The K to 12 program seeks to give every Filipino student – the opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards. One of the observations of many employers is that our public high school graduates are not qualified even for the most basic jobs. That is why another goal of the K to 12 program is to “broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative sports, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment”.

In a K to 12 Tool Kit (2012), the K to 12 Basic Education Curriculum is geared towards the development of the holistically developed Filipino with the 21st Century Skills who is ready for employment, entrepreneurship, middle level skills development and higher education upon graduation.

In the Journal of Philippine Education for All “Instituting Teacher Quality” (2014), Plan of Action, in a bid to provide quality education through strengthened teacher education and training, the DepEd established the Teacher Education Council (TEC). Tan (2013), cited that the education system needs qualified teachers to train qualified people who are able to adapt to speed of change, which increase by the new millennium. Darling-Hammond (2000) supported this idea, he believes that the quality of teacher education and teaching appear to be more strongly related to student achievement than class sizes, overall spending levels or teacher salaries.

As regards to Instructional Materials, according to Palma (2006), one of the old reliable materials used in the classroom is textbook. He suggested that when using a textbook, the teacher may do well bear in mind the two injunctions: First, the textbook should follow the curriculum, not the other way around. Second, no textbook will ever

satisfy completely the peculiar curricular requisites of a school. For schools with connectivity, web-based resources and video materials are encouraged to use to enrich and deepen students’ understanding.

The new program seeks to cure what ails the Philippines basic and secondary education system. The K to 12 really hopes to decongest the curriculum by spreading the lessons of subjects over 12 years instead of 10 years (Fernandez 2012).

The test the credibility, this question must be answered; does the K to 12 curriculum really will suffice to the needs when it comes to teaching Social Science to its clients? How ready are the Social Science teachers to assume the additional two years in teaching in the secondary level?

2. METHODS:

This study utilized the descriptive method of research design through quantitative and qualitative approaches. Calderon and Gonzales (2014) pointed out that the descriptive method of research is a fact-finding study with adequate and accurate interpretations of the findings. Descriptive research describes a certain existing conditions.

Relatively, the method is appropriate to this study since it aims to describe the readiness of Grade 11 HUMSS teachers in implementing the K to 12 Program in the Schools Division of Quezon City. The technique will employ a survey questionnaire which will allow, serves as basis and enable the researcher to formulate generalizations.

The respondents of this study were the teachers from different schools in all of the districts of Quezon City who have signified their intent to teach Social Science in Grade 11. There are 79 total teacher respondents in this study and based on their profile, majority of the respondents, 26 respondents or 32.9% belong to the age bracket of 36-40 years old, while the least number of respondents, 2 or 2.53% belong to the age bracket between 50-60 years old and above. Respondents’ gender tells that 55 or 69.6% are females and 24 or 30.37% are males. Forty-nine (49) respondents or 63.02% are married. In terms of educational qualifications, almost 50% of the teacher respondents came from the Bachelor of Secondary Education (BSEd) major in History, Social Science, and Economics and others came from AB Political Science and Business Administration but they have education units so they can teach students in the classroom. According to its educational attainment, it can be noted that almost 80% of the respondents pursued graduate studies with Masters Units and their number of years in service in teaching Social Science showed that there are more than 50% have experienced 11 years and beyond. In terms of respondents’ eligibility, all of the teacher respondents have passed the Licensure Examination for Teachers (LET) which is very vital to teaching.

To ensure the reliability of the survey questionnaire, the researcher tested it through the use of Cronbach’s Alpha.

To determine the teacher’s readiness based on the frequency of usage in teaching K to 12 curriculum in terms of teaching strategies, instructional materials and student assessment. The scale below was used in the questionnaire.

Scale	Range	Frequency of Usage	Percentage
5	4.5- 5.00	Fully Ready	95-100
4	3.5- 4.49	Very Much Ready	70-94
3	2.5- 3.49	Moderately Ready	30-69
2	1.5- 2.49	Somewhat Ready	1-29
1	1.0- 1.49	Not Ready	0

3. RESULT AND DISCUSSIONS:

After a thorough process of data gathering, tabulation and statistical treatment, here are the result of the study.

Table 1
 Readiness of Respondents as to Teaching Strategies

A. Teaching Methods	5	4	3	WM	V.I.	RANK
1. Reporting (Allow students to display key presentation points in order to enhance understanding, illustrate ideas and break down complex concepts into simpler ones).	29	40	10	4.24	VMR	2
2. Problem-based Method (Challenge students to learn through engagement in a real life problem).	26	34	19	4.09	VMR	9.5
3. Direct Instruction (Use straightforward and explicit techniques to teach specific skills).	19	34	26	3.91	VMR	11
4. Lecture Method (Present the information and encourage students to take down notes while listening).	29	38	12	4.22	VMR	4
5. Allow students to engage in collaborative and cooperative learning such as student teams and group activity.	27	32	20	4.09	VMR	9.5

6. Discovery Method (Encourage students to interact with their environment by exploring and manipulating objects, wrestling with questions and controversies).	29	39	11	4.23	VMR	3
7. Differentiated Instruction (Provide different avenues among students to learn inside the classroom in terms of acquiring content, processing, constructing, or making sense of ideas regardless of differences in ability).	28	35	16	4.15	VMR	7
8. Use of reinforcements	24	45	10	4.18	VMR	5
8.1 positive reinforcements (rewards, additional, test exemptions, etc.)						
8.2 negative reinforcements (deduction points, punishments additional jobs, etc.)	15	38	26	3.86	VMR	12
9. Use of motivational techniques such as:						
9.1. role playing	25	38	16	4.11	VMR	8
9.2. singing	20	25	34	3.82	VMR	13
10. Cooperative Learning (Use a variety of learning activities to improve understanding of a subject).	29	34	16	4.16	VMR	6
11. Integrative Learning (Integrate lessons to help students make connections across curricula).	32	35	12	4.25	VMR	1
Others, pls. specify _____						
Composite Mean				4.10	VMR	

Legend:

WM – Weighted Mean V.I. – Verbal Interpretation VMR – Very Much Ready

For the teaching methods “Integrative Learning”, got the weighted mean of 4.25, with a verbal interpretation of “Very Much Ready” which made it rank 1. It’s considered the highest rank because this allows the students to use their creativity in presenting how they comprehend the ideas and helps them break down complex concepts into simpler ones.

“Discovery Method” with a weighted mean of 4.23 and “Lecture Method”, with a weighted mean of 4.22 with a verbal interpretation of “Very Much Ready” took the second and third rank, respectively. This simply means that students are encouraged to interact with their environment by exploring and manipulating objects and wrestling with questions and controversies and they are also helpful to persuade students to take down notes while listening in lecture techniques which are also vital to present information. According to Palma (2002), teachers’ repertoire should not be limited to the usual lecture or chalk-talk strategy although this may serve the purpose when the situation calls for it.

The three lowest teaching strategies are “Direct Instruction”, “Use of Singing as Motivational Technique” and the “Use of Negative Reinforcements” with a total of weighted mean of 3.89, 3.48 and 3.47, respectively. This clearly explains that the respondents can use straightforward and explicit techniques to teach specific skills in a minimal way. Singing techniques is less likely used for motivations and negative reinforcements are less likely wanted, especially punishments and deduction of points. According to Salviejo, et.al (2014), investigated the effect of availability of learning resources on the academic performance of students. The students who received negative reinforcement will tend to perform low and his social being will be affected.

Thus, the education system in the Philippines encourages to always look the student in a brighter way. Uplift the morality of the students so he can be functional in the society in the near future.

Table 2

Contingency Table Between Respondents’ Number of Hours Attended in Advanced Trainings in Social Science As to the Readiness of Teaching Methods

			Teaching Methods		Total
			Ready	Fully Ready	
Number of Training Hours	8-24 Hrs.	Count	8	5	13
		% within Number of Training Hours	61.5%	38.5%	100.0%
	25-44 Hrs.	Count	36	15	51

		% within Number of Training Hours	70.6%	29.4%	100.0%
	45 and Above Hrs.	Count	9	6	15
		% within Number of Training Hours	60.0%	40.0%	100.0%
Total		Count	53	26	79
		% within Number of Training Hours	67.1%	32.9%	100.0%

The figures based on the table 2 above show that only eight (8) or 61.5% of the teacher respondents with training hours of 8-24 hours are ready while five (5) or 38.5% of them are very much ready based on the teaching methods and strategies. Thirty-six (36) or 70.6% of the respondents who belong to the training hours of 25-44 hours are ready and fifteen (15) or 29.4% of them are very much ready. Nine (9) or 60% of the respondents who have training hours of 45 and above hours are ready and six (6) or 40% of the teacher respondents are very much ready. In fact, a total of fifty-three (53) teacher respondents or 67.1% out of 79 are ready and 26 or 32.9% are very much ready in terms of teaching methods and strategies to its relationship of the number of training hours.

In other words, eight (8) respondents are ready or 15.1% of the percentage within teaching methods while five (5) or 19.2% of them are very much ready in terms of getting 8-24 hours of training; thirty-six (36) respondents are ready or 67.9% in terms of percentage within teaching methods while fifteen (15) or 57.7% of them are very much ready in terms of getting 25-44 hours of training; nine (9) teachers are ready or 17% of the percentage within teaching methods while six (6) or 23.1% of them are very much ready in terms of getting 45 hours and beyond. This means, 53 or 67.1% are ready based on the percentage within number of training hours compared to 26 or 32.9% are very much ready in terms of teaching methods and strategies in relationship with the number of training hours. Notice that as the respondents get the highest number of hours in his attendance in trainings and seminars, their readiness on the use of teaching methods in the Senior High School tend to become lower. Most of the respondents who belong to this scale are teaching for more than 10 years already in the public school so they are very much ready to teach Senior High School.

Table 3
 Readiness of Respondents as to the Use of Instructional Materials

B. Instructional Materials	5	4	3	2	WM	V.I.	RANK
1. Use of human resources(resource speakers)	16	33	26	4	3.77	VMR	1
2. Use of Printed Materials							
2.1 modules with varied activities	4	30	35	10	3.35	MR	9
2.2 textbooks with revised content	5	43	27	4	3.62	VMR	2
2.3 workbooks with writing activities	8	35	30	6	3.57	VMR	3
2.4 integrating periodicals/journals in classroom discussions	2	39	33	5	3.48	MR	6.5
3. Utilize technology in teaching the lesson such as:							6.5
3.1 computers virtual learning environment	6	36	27	10	3.48	MR	
3.2 internets such as links and other related Social Studies lessons.	5	37	31	6	3.52	VMR	4
3.3 videos about historical documentaries	4	37	32	6	3.49	MR	5
3.4 lectures in power point presentation	4	33	34	8	3.42	MR	8
3.5 other ICT-based resources (please specify) _____							
4. Other instructional materials used (please specify) _____							
Composite Mean					3.52	VMR	

Legend:

- WM - Weighted Mean
- V.I. - Verbal Interpretation
- VMR - Very Much Ready
- MR - Moderately Ready

In using the instructional materials, the “Use of Human Resources”, such as resource speakers, the “Use of Printed Materials” such as textbook with revised content and workbook with writing activities, got the weighted mean of 3.77, 3.62, and 3.57 respectively, with a verbal interpretation of “Very Much Ready” placed them the top three highest ranks. According to Palma (2006), one of the old reliable materials used in the classroom is the textbook. Properly used, textbooks can be an effective tool of learning. Thus, in most cases, textbook is the only source of information of a particular lesson.

However, the three lowest ranks are the “Use of Printed Materials” such as modules with varied activities, “Lectures in PowerPoint Presentation” and “Integrating periodicals, journals in classroom discussions” and “Computers Virtual Learning Environment”, with the weighted mean of 3.35, 3.42 and 3.48, respectively and with a verbal interpretation of “Moderately Ready”. According to the College of Education of the University of Hawaii Manoa (2012), educational technology emphasizes communication skills and approaches to teaching and learning through the judicious use and integration of diverse media.

To interpret the relationship of the variables, the instructional materials and the number of training hours, cross tabulation has been used to get the exact comparison of these.

Table 4
 Contingency Table Between Respondents’ Number of Hours Attended in Advanced Trainings in Social Science As to Their Readiness of Instructional Materials

Training Hours	Instructional Materials			Total
	Moderately Ready	Very Much Ready	Fully Ready	
8-24 hrs				
Count	0	7	6	13
% within Number of Training Hours	0%	53.9%	46.1	16.5%
25-44 hrs				
Count	4	25	22	51
% within Number of Training Hours	7.9	49.0%	53.3%	64.5%
45 hrs and above				
Count	0	7	8	15
% within Number of Training Hours	0%	46.7%	53.3%	19.0%
TOTAL	4	39	36	79
	5.1%	49.3%	45.6%	100.0%

It can be noted based on the data gathered; different instructional materials to be used by the teacher respondents got different percentage in terms of number of hours. In fact, 13 or 16.5% of the respondents have acquired 8-24 hours of training, 51 or 64.5% of them have acquired 25-44 hours of training and 15 or 19% of the teachers have gained much training for 44 hours and above in terms of instructional materials.

This means that 4 or 5.1% of the respondents are moderately ready to use various instructional materials, 39 teachers or 49.3% are very much ready while 36 or 35.6% are fully ready out of 79 total teacher respondents.

Data implied that as the respondents acquired more than 45 hours of trainings, they are humble enough to tell that they are very much ready and fully ready in using instructional materials. Based on the interview conducted by the researcher to some respondents, they said that they just want to weigh things out whether they are ready or not in terms of using instructional materials. Thus, they still need more trainings and seminars for teaching Grade 11 in the Senior High School in the coming school year.

Table 5
 Readiness of Respondents as to the Use of Student Assessment

C. Student Assessment	5	4	3	W M	V.I.	RAN K
1. Keep record of individual students.	37	33	9	4.35	VMR	1
2. Use checklist to record observations of individual, group or whole class performance.	36	33	10	4.33	VMR	2
3. Use standardized rating scales in monitoring the frequency of behaviors and skills displayed by the learner in class.	24	42	13	4.14	VMR	7
4. Use of rubrics to evaluate students' performance.	15	33	31	3.80	VMR	8
5. Keep anecdotal records of students.	12	35	32	3.75	VMR	9
6. Able to prepare summative tests.	32	34	13	4.24	VMR	4
7. Able to use standardized tests.	34	33	12	4.28	VMR	3
8. Keep students' portfolio.	27	42	10	4.22	VMR	5
9. Use of excel in the computation of grades.	34	33	10	4.20	VMR	6
Composite Mean				4.1	VMR	

Legend:

- WM – Weighted Mean
- V.I. – Verbal Interpretation
- VMR – Very Much Ready

Data on Table 5 shows that Grade 11 teachers are very much ready with these top three in ranks; the ability to “keep record of individual students”, use of “checklist to record observation of individual, group or whole class performance” and can “use standardized tests” with the weighted mean of 4.35, 4.33 and 4.28 respectively, with a verbal interpretation of “Very Much Ready”. However, the use of anecdotal records, the use of rubrics to evaluate students' performance and the use of standardized rating scales in monitoring the frequency of behaviors and skills displayed by the learners in class got an average weighted mean of 3.75, 3.80 and 4.14, respectively took the last three ranks in the bottom although their verbal interpretations of “Very Much Ready”.

According to Corpuz and Lucas (2007), assessment is basically the process of gathering information about the students learning, then analyzing and interpreting them for the purpose of making decisions. Based on DepEd Order s. 2015, teachers must use method to measure student learning that they have been deliberately designed to assess how students have learned are able to apply their learning in different context.

According to Lucas (2011), she stresses in her research on A Study on Portfolio Assessment as an Effective Student Self-Evaluation Scheme, the effectiveness of portfolio assessment as an evaluation scheme in Social Studies.

Data show that all respondents are not ready in terms of using rubrics in evaluating students' performance and the use of anecdotal records of students. Some of them said during the interview that they seldom use these two methods in their daily class activities so they still do not know on how to use these in the Senior High School curriculum. They are hoping that they can undergo training for senior high school teaching.

Data implied that respondents only know some basic and old strategies in giving assessments to student's performance. Thus, they need to know the modern way of assessing student's performance especially in Grade 11 in the Senior High School.

To interpret the relationship of the variables, the number of training hours and the student assessment, cross tabulation has been used to get the exact comparison of these.

Table 6

Contingency Table Between Respondents' Number of Hours Attended in Advanced Trainings in Social Science As To Their Readiness Of Student Assessment

			Student Assessment			Total
			MR	VMR	FR	
Number of Training Hours	8-24	Count	1	6	6	13
		% within Number of Training Hours	7.7%	46.2%	46.2%	100.0%
	25-44	Count	6	35	10	51

		% within Number of Training Hours	11.8%	68.6%	19.6%	100.0%
	45 and Above	Count	0	15	0	15
		% within Number of Training Hours	0.0%	100.0%	0.0%	100.0%
Total		Count	7	56	16	79
		% within Number of Training Hours	8.9%	70.9%	20.3%	100.0%

Legend:

- MR – Moderately Ready
- VMR – Very Much Ready
- FR – Fully Ready

Based on the figures shown in the table, thirteen (13) respondents fall on the 8-24 hours category and lone respondent or 7.7% is ready while six (6) or 46.2% of the teachers are moderately ready and the remaining six (6) or 46.2% of the respondents are very much ready in terms of student’s assessment.

For 25-44 hours of training, six (6) or 11.8% of the teachers are ready, thirty-five (35) or 68.6% of them are moderately ready and ten (10) or 19.6% of the respondents are very much ready.

In the next category, 45 hours and beyond, fifteen (15) or 26.8% of the teachers are counted for moderately ready in terms of student’s assessment while none of them falls on the scale of ready and very much ready.

This explains that seven (7) or 8.9% of the respondents are on the scale of 3.0 which means ready and 56 or 70.9% of them are on the scale of 4.0 which means moderately ready and 16 or 20.3% of them are on the scale of 5.0 which means very much ready in terms of students assessment with its relationship in the number of training hours.

In comparison, 56 or 70.9% respondents are moderately ready to assess students upon completion with the required number of training hours while 16 teachers or 20.3% are very much ready which is as twice as big compared to the 7 respondents or 8.9% who are ready after obtaining the required number of training hours to apply students’ assessment.

Data implied that as the respondents acquired more than 45 hours of trainings, they are humble enough to tell that they are very much ready and fully ready in applying students’ assessment in the senior high school. Based on the interview conducted by the researcher to some respondents, they said that they just want to weigh things out whether they are ready or not in terms of assessing students’ performance in the senior high school.

4. CONCLUSION:

Based on the results and findings of the study, the following conclusions are derived:

1. The teachers’ readiness for using various teaching strategies, by means of reporting, this allows students to use their creativity, another is through the discovery method where the students will explore and interact with the environment. Aside from that, the teachers are much ready with the traditional lecture method, where they encourage the students to take notes while listening.

For the readiness in using instructional materials, the respondents are ready to use printed materials such as modules with varied activities; likewise, they are also ready to use text books that are revised as a tool in teaching their students.

For the student’s assessment, the respondents are much ready in preparing summative tests, able to evaluate the knowledge level of their students, and they are also much ready to use the checklist to record observations of individual, group or the whole class performance.

2. The findings stated in the action plan will essentially help the HUMSS teachers in the Senior High School to become more effective and efficient in teaching Grade 11 students of the Senior High School. It will help the Grade 11 HUMSS teachers to become more aware of some ways to address the needs of the Grade 11 HUMSS students especially in preparing them to become useful and productive citizen of the country in the future.

5. RECOMMENDATIONS:

In the light of the findings and conclusions drawn from the study, the following recommendations are offered:

A. K to 12 Teachers

- Upgrade educational qualifications and attend more regional and national trainings/seminars regarding K to 12 curriculum for Senior High School.
- Improving the curriculum that will help the teachers in effective teaching skills for Senior High School students.
- Equip suitable and tangible instructional materials to be used in teaching Senior High School to promote adequate learning.

B. Curriculum Planners

- Design fitting curriculum according to the different needs of the society.
- Evaluate necessary courses offered according to thrusts and trends.
- Assess students according to practical performances to measure skills, abilities and attitudes.

C. School Administrators

- Provide enhanced facilities suited to the needs of the learners.
- Provide ample trainings and seminars for professional growth and development.
- Promote workplace conducive for teaching and learning process.

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