

**BECOMING SUCCESSFUL K TO 12 IMPLEMENTERS: OPERATIONAL  
PREPAREDNESS OF SENIOR HIGH SCHOOLS IN HAGONUY, BULACAN,  
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# **BECOMING SUCCESSFUL K TO 12 IMPLEMENTERS: OPERATIONAL PREPAREDNESS OF SENIOR HIGH SCHOOLS IN HAGONUY, BULACAN, PHILIPPINES**

by

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## **Abstract**

The purpose of the study is to evaluate the operational preparedness of senior high schools in Hagonoy, Bulacan.

Hence, the study utilized the descriptive-evaluative method of research. School administrators, teachers, parents and students in the four public senior high schools in the municipality served as the respondents of the study. Accordingly, they responded to a set of adopted questionnaires based on DepEd Order no. 51, s. 2015 which details the guidelines in the implementation of the Senior High School (SHS) program.

Findings showed that the senior high schools had *high* operational preparedness to implement the SHS program. However, further analysis also showed that the lack of learning materials and inadequacy of space for classrooms are the most common problems of school administrators in their implementation of the program. Therefore, the Department of Education (DepEd) must focus on providing these resources to schools to enhance the operational preparedness of the SHS program. In addition, the researcher strongly recommends the conduct of parallel studies to test the reliability of its results.

## **Introduction**

The K to 12 Curriculum is a very promising education reform. Apparently, it will leave an indelible mark to the history of the Philippine educational system.

The Department of Education believed that enhancing the quality of basic education in the Philippines is both critical and urgent. Hence, it intended to improve the quality of basic education with the enhancement of the curriculum and the expansion of the basic education cycle (Department of Education, 2010). This idea was supported by Abueva (2018) as he argued that for the international community, Filipinos are known to be competitive. But our education system hindered us from becoming even more competitive.

Hence, RA 1033 or the Enhanced Basic Education Act of 2013 was enacted. It declares the “state shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large”. Likewise, a well-educated society provides an excellent foundation for long-term socio-economic development (Abueva, 2018).

The Enhanced K to 12 Basic Education Program seeks to provide for a quality 12-year basic education program that each Filipino is entitled to. This is consistent with Article XIV, Section 2(1) of the 1987 Philippine Constitution which states that “The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society “ (DepEd, 2010).

Accordingly, Velasco (2012) stated that the K-12 curriculum speaks about hope and change for the nation. Since our culture puts great value on education, it is about time that our national government supports this fully.

Consequently, the SHS program is now on its full implementation, and schools are expected to implement it effectively. Therefore, one of the major concerns of investigation

is the level of compliance in terms of operational preparedness of the different senior high schools (Magpayo, 2018).

Correspondingly, the municipality of Hagonoy, Bulacan has four public senior high schools operating under the Schools Division of Bulacan. It is undeniable that the Department of Education has been trying its best to support the K to 12 Curriculum particularly the SHS program. But due to the limitations of some important provisions like learning materials and space for classroom, the question still remains- are the schools operationally prepared for the implementation of the SHS program?

With the light of the pieces of information presented above, the researcher would like to evaluate the operational preparedness of the senior high schools in Hagonoy, Bulacan. The researcher believes that for the program to be truly successful, stakeholders must take part in evaluating the program and recommend ways on how it can attain its goals.

### **Research Problem**

The main goal of the study is to evaluate the operational preparedness of senior high schools in Hagonoy, Bulacan.

Specifically, the study sought answers to the following inquiries:

1. What is the level of the operational preparedness of senior high schools in the municipality in terms of:
  - 1.1 learning,
  - 1.2 quality of education,
  - 1.3 facilities and equipment,
  - 1.4 curriculum orientation, and
  - 1.5 partnership?
2. What is the level of acceptance of the following stakeholders:
  - 2.1 teachers,
  - 2.2 parents, and
  - 2.3 students?
3. What are the problems encountered by the school administrators in implementing for SHS program?

### **Integrated Literature Review**

DepEd (2010) argued that the poor quality of basic education can be reflected in the low achievement scores of Filipino students. A number of students who finish basic education still do not have sufficient mastery of basic competencies. One reason is that students do not get enough instructional time or time on task. Hence, an education reform is needed to entirely solve the situation.

Correspondingly, this quality of education is reflected in the inadequate preparation of high school graduates for the world of work or entrepreneurship or higher education. High school graduates also do not possess the basic competencies or emotional maturity essential for the world of work. About 70.9% of the unemployed are at least high school graduates and 80% of the unemployed are 15-34 years old (DepEd, 2010).

In addition, DepEd (2010) also emphasized that most graduates are too young to enter the labor force which means that those who do not pursue higher education would be unproductive or be vulnerable to exploitative labor practices. Meanwhile, those who may be interested to set up business cannot legally enter into contracts.

Thus, The K-12 Curriculum envisions learners to be holistically developed with 21st century skills- at the heart of this basic education program is the thorough human

development of every graduate (Velasco, 2012). Likewise, the Philippines is the only remaining country in Asia with a 10-year basic education program (DepEd, 2010).

In accordance with this, Luistro (2012) stated that, “we are making it a real learning experience for the students, meaning, it will be less on memorization and more encouraging of critical thinking”.

Graduates will be prepared for higher education. Due to an enhanced curriculum that will provide relevant content and attuned with the changing needs of the times, basic education will ensure sufficient mastery of core subjects to its graduates (DepEd, 2010). In addition, there will be no need to study again and spend more money in order to qualify for international standards since with a K-12 education, Filipino professionals who aspire to work abroad will not have a hard time getting jobs in their chosen field. Furthermore, they will be able to help their families in the Philippines more with remittances, property purchase, and small businesses (Cruz, 2010 as cited by Abueva, 2018). It is supported by report of UNESCO (2015) as it stated that the Aquino administration had placed a high regard for education and had pushed for educational reforms that promote inclusive education especially for the marginalized. Education, being the priority of the government, has produced active public-private partnerships over the years both at the national and the school levels.

However, one critic emphasized the “the crisis of the Philippine education system, in all levels, is stemmed not on the superficial, in this case the number of schooling years, but rather on the conditions and foundation on which it subsists. Unless the government addresses in earnest poor public spending, high costs of schooling, the predominance of a colonial curriculum, lack of transparency and accountability amid widespread corruption within the sector and the development of the country’s science and technology for domestic development, all efforts will remain on the surface and neither 10 nor 12 years would make much of difference” (Maramag, 2012 as cited by De Justo, Digal and Lagura, 2012 page 10).

It is undeniable that there will be problems that will arise as we implement the program, which may include a lack of budget, classrooms, school supplies, and teachers. Still, we need to believe that the long-term effects of K-12 education will be very beneficial to us Filipinos (Cruz, 2010 as cited by Abueva, 2018). Likewise, a nation’s vision of inclusive growth and development requires investment in human capital, particularly through the provision of quality basic education, competitive technical vocational skills training, and relevant and responsive higher education as stated in the Philippine Development Plan 2011-2016 (UNESCO, 2015).

## **Methodology**

The study made use of the descriptive-evaluative method of research to describe the characteristics of variables as they exist in the natural setting.

In the study, the main interest of the researcher is to evaluate the level of operational preparedness of the senior high school program. In accomplishing that task, the researcher utilized a set of survey questionnaires adopted from the study of Magpayo (2018). This set of questionnaires were based on DepEd Order No. 51, s. 2015 which discusses the guidelines in the implementation of senior high school program.

Accordingly, the study involved public senior high schools in the municipality of Hagonoy, Bulacan. These include Ramona S. Trillana High School, Sta. Monica National High School, San Pedro National High School and Iba National High School.

Table 1 on the succeeding page presents the respondents of the study.

Table 1  
The Respondents of the Study

Respondent-Institution	School Administrators		Teachers		Parents		Students	
	N	n	N	n	N	n	N	n
Ramona S. Trillana High School	2	2	22	21	1056	20	523	40
Sta. Monica National High School	2	2	13	13	672	20	336	40
San Pedro National High School	2	2	12	12	980	20	490	40
Iba National High School	2	2	17	17	832	20	416	40
<b>Total</b>	<b>8</b>	<b>8</b>	<b>63</b>	<b>62</b>	<b>3540</b>	<b>80</b>	<b>1765</b>	<b>160</b>

As presented in Table 1, all the principals, assistant principals/SHS focal persons, and SHS teachers except the researcher who is currently teaching in one of the schools responded to the survey. Meanwhile, due to the large number of parents and students, the researcher utilized purposive sampling. Hence, class officers and PTA officers as were selected as respondents since they are the active members of the school community.

Furthermore, the researcher secured permission from the Schools Division Office of Bulacan to administer the set of survey questionnaires to the senior high schools in the municipality of Hagonoy, Bulacan. After the Schools Division Superintendent granted the permission for the conduct of the study, the researcher personally administered the survey to the respondent-schools.

The survey instruments utilized in the study featured a 5-point Likert scale. Table 2 presents the scaling system utilized in the study.

Table 2  
**Scaling System for the Level of Operational Preparedness of the SHS Program, Level of Acceptance of Various Stakeholders to the SHS Program and Problems Encountered by School Administrators in the Implementation of the Senior High School Program**

Scale	Range	Descriptive Interpretation
5	4.50 – 5.00	Strongly Agree (SA)/ Very High (VH)
4	3.50 – 4.49	Agree (A)/ High
3	2.50 – 3.49	Uncertain/ Unsure (U)/ Moderate
2	1.50 – 2.49	Disagree (D)/ Low
1	1.00 – 1.49	Strongly Disagree (SD)/ Very Low (VL)

Based from the table, the total agreement of the respondents to the concepts presented in the survey questionnaires on level of operational preparedness and acceptance by various stakeholders meant high operational preparedness of senior high schools in the municipality.

On other hand, the total agreement of the respondents to the concepts presented in the questionnaire on problems encountered in the implementation of the SHS program meant that school administrators are having difficulty in the implementation of the given program.

Consequently, the study utilized descriptive statistics to evaluate the operational preparedness of senior high schools in the municipality as well as to identify the problems encountered during its implementation. The data gathered through the survey were tabulated and analyzed using frequency and weighted mean.

## Results and Discussion

Table 3 presents the description of the operational preparedness of senior high schools according to school administrators.

Table 3  
Description of the Operational Preparedness of Senior High Schools in Hagonoy, Bulacan according to School Administrators

Concepts on: Learning, Quality of Education, Facilities and Equipment, Curriculum Orientation, and Partnership	5	4	3	2	1	Mean	Descriptive Interpretation
1. The public schools are capable of operating SHS program in terms of learning such as use of instructional materials for effective delivery of the lesson.	3	5	0	0	0	4.38	High
2. The public schools are capable of providing quality education in terms of specialized teaching and use of appropriate learning resources for the SHS students under the different curricular tracks/strands.	1	5	1	1	0	3.75	High
3. The public schools have existing facilities, which are utilized for the SHS tracks; such as, instructional rooms, laboratories, workshop rooms, learners' resource center or library, equipment, and internet facilities.	0	5	0	3	0	3.25	Moderate
4. The non-academic and academic teaching forces of the public schools are oriented and equipped with the qualifications, knowledge, mastery, specialized trainings and the like in teaching the assigned curricular track and that the non-academic staff are knowledgeable in the operations of the SHS program.	3	1	3	1	0	3.75	High
5. The public schools have enough copies of the Memorandum/ Memoranda of Agreement for partnership arrangements relative to the SHS implementation. These arrangements include, among the others, the engagements of the stakeholders in the localization of the curriculum, the provisions of equipments and laboratories, workshops, and the organizations of career guidance and youth formation activities.	3	3	1	1	0	4.00	High
<b>Weighted Mean</b>						<b>3.83</b>	<b>High</b>

Generally, the school administrators implementing SHS programs believed that they have an overall high level of operational preparedness to implement the program as evidence by the weighted mean value of 3.57 – *high level*. Likewise, most of the indicators supporting the concept of SHS operational preparedness were rated *high* as shown by the mean values ranging from 3.75 to 4.38.

It can be linked to the goal of DepEd that it has been trying to accomplish for years. It is empowering every graduate of the K to 12 through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one's self (DepEd, 2010).

However, it is also highly noticeable that the school administrators currently implementing the SHS program admitted that even though the schools have existing facilities utilized for the SHS tracks, there are still a lot of things to improve. In fact, one of the schools does not have yet a building dedicated only for the SHS program due to lack of space. It is currently housed in one of the buildings of a nearby primary school.

The table below presents the level of acceptance of teachers to the senior high school program.

Table 4  
**Level of Acceptance of Teachers to the Senior High School Program**

Concepts	5	4	3	2	1	Mean	Descriptive Interpretation
Level of Acceptance in terms of...							
<i>A. SHS Program</i>							
1. SHS program will become successful in achieving its goals.	31	31	1	0	0	4.48	<b>High</b>
2. The academic track in the SHS program can help prepare SHS graduates for college.	33	28	2	0	0	4.49	<b>High</b>
3. The SHS program will be very useful in enhancing students' technical-vocational skills.	40	22	1	0	0	4.62	<b>Very High</b>
4. The teachers are well-oriented about the SHS program.	31	31	1	0	0	4.48	<b>High</b>
5. The teachers are capable to meet the current demand of the SHS program.	21	38	4	0	0	4.27	<b>High</b>
6. The SHS program will be successful in the long run. If you disagree, why? Kindly check any of the following information below that correspond to your reason/s: 6.1. DepEd Budget constraints: _____ 6.2. Socio-economic status of the families of students: _____ 6.3. Parents have no enough budget for the demands of the SHS program: _____ 6.4. Others pls. specify: _____	18	40	1	4	0	4.14	<b>High</b>
<i>B. Operational Preparedness of SHS program</i>							
7. The teachers are well-equipped with trainings that will make the SHS program effective.	32	28	3	0	0	4.46	<b>High</b>
8. The school has enough facilities that will make the SHS program effective.	5	29	20	9	0	3.48	<b>Moderate</b>
9. The school has learning materials for the SHS students.	5	36	16	6	0	3.63	<b>High</b>
10. The SHS program can ensure that students will have better opportunities for employment upon completion of the program.	18	37	7	0	1	4.13	<b>High</b>
	<b>Weighted Mean</b>					<b>4.22</b>	<b>High</b>

It can be deduced from the table that teachers perceived a *high* operational preparedness of the SHS program as shown by their high level of acceptance - with a weighted mean value of 4.22.

Accordingly, since all schools offer Technical-Vocational-Livelihood (TVL) track and are exposed to its programs, teachers viewed the SHS as a meaningful way of enhancing students' technical-vocational skills. Likewise, they also believe that the program can help students prepare for college.

In addition, teachers also believed that they are well-equipped with trainings that will make the SHS program effective as evidenced by a weighted mean value of 4.46. This

matched one of the goals of the Department of Education of producing a pool of highly qualified and adequately trained teachers (DepEd, 2010).

The table below presents the level of acceptance of parents to the senior high school program.

Table 5  
**Level of Acceptance of Parents to the Senior High School Program**

Concepts	5	4	3	2	1	Mean	Descriptive Interpretation
Level of Acceptance in terms of...							
<i>A. SHS Program</i>							
1. SHS program will become successful in achieving its goals.	36	39	4	0	1	4.36	<b>High</b>
2. The academic track in the SHS program will help prepare SHS graduates for college.	41	36	2	1	0	4.46	<b>High</b>
3. SHS program will be very useful to enhance students' technical-vocational skills.	32	39	8	1	0	4.28	<b>High</b>
4. As parent, I am well-oriented about the SHS program.	29	39	9	2	1	4.16	<b>High</b>
5. As a parent, you are capable to meet the current demand of the SHS program.	19	41	18	2	0	3.96	<b>High</b>
6. The SHS program will be successful in the long run. If you disagree, why? Kindly check any of the following information below that correspond to your reason/s: 6.1. DepEd Budget constraints: _____ 6.2. Socio-economic status of the families of students: _____ 6.3. Parents have no enough budget for the demands of the SHS program: _____ 6.4. Others pls. specify: _____	19	42	16	3	0	3.96	<b>High</b>
<i>B. Operational Preparedness of SHS program</i>							
7. The teachers are well-equipped with trainings that will make the SHS program effective.	39	37	3	0	1	4.41	<b>High</b>
8. The school has enough facilities that will make the SHS program effective.	15	44	16	4	1	3.85	<b>High</b>
9. The school has learning materials for the SHS students.	20	41	17	2	0	3.99	<b>High</b>
10. The SHS program can ensure that students will have better opportunities for employment upon completion of the program.	31	38	10	1	0	4.24	<b>High</b>
	<b>Weighted Mean</b>					<b>4.17</b>	<b>High</b>

As shown in Table 5, parents showed a *high* level of acceptance to the senior high school program. Likewise, they also considered all the identified areas concerning SHS program with *high* operational preparedness as evidenced by the mean values ranging from 3.85 to 4.46.

This high level of acceptance of parents can be linked to a successful massive information campaign on the K to 12 Curriculum which is one of the action steps of the Department of Education (DepEd, 2010).

Table 6 on the succeeding page presents the level of acceptance of students to the senior high school program.



Table 6  
**Level of Acceptance of Students to the Senior High School Program**

<b>Concepts</b>							
Level of Acceptance in terms of...	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
<i>A. SHS Program</i>							
1. I think the SHS program will help me get a job in the future.	87	61	9	0	3	4.43	<b>High</b>
2. I think the SHS program will be successful in achieving its goals.	62	87	11	0	0	4.32	<b>High</b>
3. I believe that the program can effectively equip a student like me in the career track/strand I chose.	52	93	15	0	0	4.23	<b>High</b>
4. I believe that the SHS program will assist me to become better equipped with the technical know-how for immediate employment after graduating from the program.	53	95	12	0	0	4.26	<b>High</b>
5. I believe that the SHS program will be the answer for the growing increase of unemployment in our country.	36	78	41	5	0	3.91	<b>High</b>
<i>B. Operational Preparedness of SHS program</i>							
6. I believe that as a student, I will be equipped with enough training/ orientation to become successful under the SHS program.	51	86	21	2	0	4.16	<b>High</b>
7. I believe that the SHS program will give me better opportunities for work and employment after graduating from the program.	57	84	19	0	0	4.24	<b>High</b>
8. I believe that after completion of the Technical-Vocational Livelihood (TVL) track, a student will be equipped with skills that will eventually lead to employment in varied TVL courses/ jobs.	49	88	22	1	0	4.16	<b>High</b>
9. I believe that as a student, I am capable to meet the demand and pressure of the SHS program.	37	98	24	1	0	4.07	<b>High</b>
10. I believe that as a student, I have the baseline skills to meet the specific track under the SHS program.	40	95	22	2	1	4.07	<b>High</b>
11. I believe that as a future SHS graduate, I will be better equipped to meet the demands and pressures of the world of work.	42	99	17	2	0	4.13	<b>High</b>
<b>Weighted Mean</b>						<b>4.18</b>	<b>High</b>

It can be deduced from the table that students also exhibited a *high* level of acceptance to the SHS program as shown in the weighted mean value of 4.18.

Specifically, students thought that the SHS program will help them get jobs in the future- 4.43. Moreover, they believed that the program will be successful in achieving its goals as evidenced by a mean value of 4.32.

This result can be a realization of the goal of changing public perception that high school education is just a preparation for college. Since the education reform allows each student to take advantage of opportunities for gainful employment or career and/or self-employment in our fast changing and increasingly globalized environment (DepEd, 2010).

Table 7 on the succeeding page presents the description of the problems encountered in the implementation of the senior high school program.

**Table 7**  
**Description of the Problems Encountered in the Implementation of the Senior High School Program in Hagonoy, Bulacan**

Concepts	5	4	3	2	1	Mean	Descriptive Interpretation
1. There is inadequate budget for constructions of physical facilities and equipment.	0	6	0	2	0	3.50	Moderate
2. There is lack of instructional materials.	3	2	1	2	0	3.75	High
3. There is insufficient grounds and spaces for additional classrooms for SHS.	2	4	0	2	0	3.75	High
4. The guidelines on how to go about the implementation of SHS Program are not clear.	0	2	1	5	0	2.63	Moderate
5. There is lack of professional teachers equipped to teach in the specialized tracks/ strands for the curriculum offering of SHS.	1	1	0	6	0	2.63	Moderate
6. There are limited funds to operate the SHS program.	0	4	0	4	0	3.00	Moderate
7. There are needs for more training and seminars for school heads and principals of those schools that operate the SHS program.	1	5	0	2	0	3.63	High
8. The incoming SHS students are not well-informed on the curriculum tracks/ strands that they have to choose.	2	0	0	6	0	2.75	Moderate
9. The teachers are not sure of which track/ strand to teach.	0	1	1	6	0	2.38	Low
10. There is limited time for the preparation of the implementation of SHS program	0	3	0	5	0	2.75	Moderate
11. Others: <i>teachers are not equipped with the teaching skills and competencies to teach highly specialized subjects; teachers do not have enough certificates like Trainer's Manual certificates, etc. there is limited no. of teachers to teach specialized subjects, no textbooks provided, low budget, not enough physical facilities and equipment, students are not familiar with the subjects, mismatch between the students' potentials and interest and strands offered.</i>	1	1	0	4	2	2.38	Low
<b>Weighted Mean</b>						<b>3.01</b>	<b>Moderate</b>

Table 7 shows that school administrators had *moderate* level of problems in their implementation of the SHS program as evidenced by the weighted mean value of 3.01.

Furthermore, school administrators emphasized a *high* level of problem in terms of lack of instructional materials and insufficient grounds and spaces for additional classrooms. Both of these problems got a weighted mean of 3.75. Likewise, they also believed that there are needs for more training and seminars for school heads and principals of those schools that operate the SHS program.

This matched the findings of Magpayo (2018) that the school administration encountered problems like insufficient budget to operate the SHS program which manifested to lack of equipment and facilities and instructional materials. They also thought that managing the SHS program would be difficult for them with insufficient supervision and managerial knowledge and skills to implement the program.

## Conclusion

The senior high schools in Hagonoy, Bulacan have high level of operational preparedness. The Department of Education tries its best to support the senior high school program by providing the necessary resources for its implementation. It also provides relevant trainings and seminar to teachers and school administrators, inform parents of the basic framework of the program and prepares students for a more meaningful career and/or employment.

However, there are still problems which need to be addressed. These include the lack of learning materials, facilities and equipment as well sa space for classrooms.

Based from the results, these problems did not drastically affect the perceived level of operational preparedness of the SHS program by various stakeholders- teachers, parents and students. This outcome may be linked to the interventions conducted by teachers, as prescribed in their trainings. Preparation of contextualized learning materials from existing ones and modification of class schedule (having morning and afternoon class sessions) are examples of these interventions.

With the current trends in education- growing emphasis on human capital development through schools, the researcher hopes to see more progress in the Philippine educational system.

## Recommendations

The level of operational preparedness of senior high schools can further be enhanced if there are enough learning materials readily available. The quality of instructional program and delivery of lesson can be improved if there are sufficient instructional materials using the 1 to 1 ratio pertaining to the number teachers and students who will use them. The physical facilities and equipment of every senior high school must be prioritized to make sure that the students will be given enough privileges to study in a more conducive and safe learning environment.

In addition, parallel studies are also recommended on a wider scope covering other variables which are not examined in the present study. Further investigation in the light of this study should include the description of the full implementation of SHS program in relation to the areas of students' specialization under the different tracks/ strands offer in the SHS program.

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