



## RESEARCH ARTICLE

## Perceptions of Internet Users in The Implementation of the K-12 Curriculum in The Philippines Using Association of Words: Input for Curriculum Enhancement

Ariel S. Barrias<sup>1</sup>, Jeryiel E. Tandingan<sup>2\*</sup>, Fatima A. Dela Cruz<sup>3</sup>, Kirsteen Mae O. Bañaga<sup>4</sup>, Maria Crisanta B. Caranto<sup>5</sup>, Dary John B. Casco<sup>6</sup>, Carina C. Felipe<sup>7</sup>, Gordon Ray F. Fish Jr.<sup>8</sup>, Roberto J. Ibay<sup>9</sup>, Jasmin P. Tara<sup>10</sup>

<sup>1</sup>Special Science Teacher, Philippine Science High School – CAR, Philippines

<sup>2</sup>Faculty of College of Teacher Education, Urdaneta City University, Philippines

<sup>3</sup>Elementary Teacher, Libas Elementary School, Philippines

<sup>4</sup>Filipino teacher, Badipa National High School, Philippines

<sup>5</sup>Elementary Teacher, Talang Central School, Philippines

<sup>6</sup>Doctorate student, Pangasinan State University – Urdaneta, Philippines

<sup>7</sup>Mathematics Teacher, Flores Integrated School, Philippines

<sup>8</sup>Elementary Teacher, Baligayan Elementary School, Philippines

<sup>9</sup>President, Divine Word College of Urdaneta INC, Philippines

<sup>10</sup>Elementary Teacher, San Bonifacio Elementary School

ARTICLE INFO	ABSTRACT
Received: May 21, 2024	<p>This study capitalized in drawing insights in the perceptions and suggested strategies of internet users in the implementation of the K-12 curriculum using association of words. This research is qualitative and corpus-based research which used text analysis tools like cirrus and collocation through voyant to examine the 656 publicly shared online content from 2020 to 2024 that represented the perceptions and experiences of internet users in the Department of Education (DepEd). Convenience sampling was utilized and carefully followed the criteria made by the researchers. The study revealed personal difficulties and experiences of internet users with a call to abolish if not implemented well; address the needs in the inadequacy of buildings, specialized facilities, and materials; removal of mother tongue-based instruction; focusing on the basics and values formation; improve the quality of education under the implementation of k-12 curriculum to achieved its objectives especially in the employability issue of the graduates. Thus, this study highlights the key reforms under the Department of Education to cater and address the needs of the stakeholders in realizing quality, accessible, and affordable basic education for all.</p>
Accepted: Jul 8, 2024	
<b>Keywords</b>	
Perceptions	
Internet users	
Implementation	
K-12 curriculum	
Curriculum enhancement	
<b>*Corresponding Author:</b>	
jeryieltandinganucu@gmail.com	

## INTRODUCTION

Literature on strategic choice provides many approaches to the formulation, implementation, and development of the curriculum (Koontz, 1976; Trainer, 2004; Bütüner, 2014). It consists of

anticipatory and error-controlled regulators which often require the formulation of long-term strategic plans that are administered and evaluated using various systems and approaches (Stacey, 2007). One approach in evaluating the curriculum which begs interest for more systematic inquiry is stakeholder engagement. Stakeholder engagement as a theory underscores the involvement of stakeholders in framing organizational strategies and choices (Parmar et al., 2010). In this theory, stakeholders are considered important and relevant agents in providing feedback and inputs for project or program development and evaluation.

Different stakeholder groups have varying degrees of influence over operational plans and strategic decisions. Thus, it is of significance to understand them concerning the organization's operations (Erjavec, 2021). Many studies have provided the link between the involvement of stakeholder groups in the curriculum. While some research concentrated particularly on curriculum evaluation and development (Belita et al., 2020; Kanval et al., 2023), other research explored its relationship to pedagogy (Osobajo, 2021). These researches suggest the identification and involvement of varied stakeholder groups since each group holds a different agenda in curriculum development. This is significant because, although enhancing and developing the curriculum can be expensive, complicated, and time-consuming, the benefits—both directly and indirectly—of doing so can often outweigh the costs (Erjavec, 2021).

In the Philippines, the change in the Department of Education's (DEPED) curriculum led to the conduct of stakeholder consultations. This is done to gather feedback and relevant inputs since the K-12 curriculum was implemented in 2012. However, the K-12 curriculum is continuously questioned due to its implementation and effectiveness (Abragan et al., 2022). To respond to the issues which confront the curriculum, DEPED continues to engage with its students, parents, and teachers through policy discourses, educational summits, and stakeholder consultations. Yet, not all are given the opportunity to provide inputs which attract other alternatives in providing feedback. Moreover, Palatta (2013) revealed that public secondary schools are ill-prepared in terms of textbooks/instructional materials and content for the Grade 7 mathematics curriculum under the K-12 curriculum, highlighting significant challenges and concerns faced by teachers.

Moreover, social media now plays a much bigger role in academic settings. Teachers and students utilize social media for many academic reasons both inside and outside of the classroom (Hafeez, Majid, & Yousaf, 2023). Social media can be a good source of getting and sharing information (Saima & Ishaq, 2022; Yousaf, 2023) with several benefits such as ease of gathering data (Bros, 2023). Social media can also be a platform where people are gathered and shared accurate information especially during public emergencies (Carter & Shields, 2021; Jam et al., 2011).

The importance of stakeholders' engagement in educational initiatives cannot be overstated. Stakeholders, including educators, policymakers, parents, and students, play a pivotal role in enhancing the curriculum, ensuring its relevance, effectiveness, and alignment with educational goals. As such, understanding the perspectives, needs, and feedback of various stakeholders is essential for creating comprehensive and sustainable educational frameworks.

To address these concerns in the K-12 curriculum, this study sought to gather feedback from internet users who chose to voice out their concerns through the use of their social media such as Meta (formerly Facebook), X (Formerly Twitter), Instagram, and Tiktok from the year 2020 to 2024. This study also collected the suggested strategies of the internet-users for enhancing the K-12 curriculum through the new MATATAG Curriculum. Utilizing word association and text analysis, this study will examine internet users perceived DEPED's K-12 curriculum and identify opportunities for curriculum enhancement.

## Statement of the Problem

This research paper would like to determine and analyze the perceptions of internet users in the K-12 Curriculum. This study used association of words to analyze the data. Specifically, it sought to answer the following questions:

1. What are the feedbacks as perceived by the internet users in the implementation of k-12 curriculum in the Philippines?
2. What are the suggested strategies of the internet users as input for the enhancement of the k-12 curriculum in the Philippines?

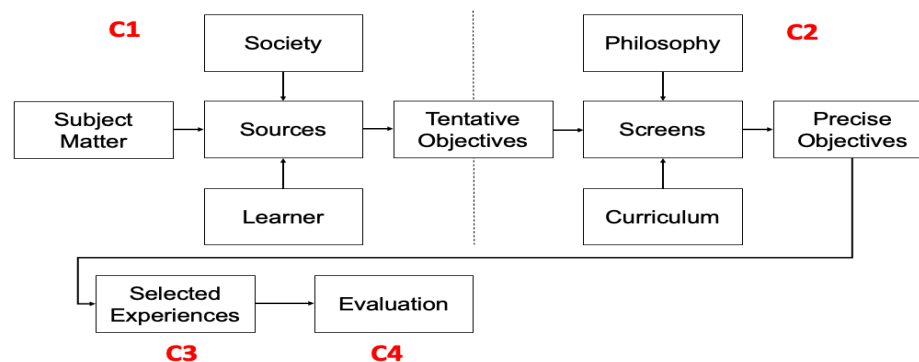
## REVIEW OF RELATED LITERATURE

While everyone is coping with the impact of the recent COVID-19 pandemic, many schools are future-proofing their curriculum. Schools all around the world were provided with the lesson to be always prepared when unforeseen events force schools to change their operations. Schools have to continuously think innovatively to respond to these unforeseen challenges (Mogaji et al., 2022; Rashid et al., 2023). The traditional educational systems are designed for a more stable and predictable world. Yet, the traditional approach is increasingly becoming more inadequate to provide learners with skills and mindsets that will help them navigate through this uncertain future (Senge et al., 2004). An approach towards achieving a future-proof education beyond traditional means is through exploring the application of educational collaboration. Thus, in this review, it aimed to present the study's operational framework, theory and the impact accrued in the integration of stakeholder engagement in curriculum development.

## Framework

Many models for curriculum development emerged as educational institutions sought ways to provide better learning opportunities to its students e.g. administrative model of curriculum, grass roots model, deductive model of curriculum. One of the oldest and most used is the Tyler Model, a type of administrative model, developed by Ralph Tyler in the 1940s. Tyler's model consists of four categories that are useful in curriculum development (Stone, 1985):

1. Determining the purpose of the school
2. Identifying learning experiences related to the purpose
3. Organizing the experiences
4. Evaluating the purposes



**Figure 1. Applying Tyler's Four Categories in Research**  
(Adapted from Ornstein & Hunkins, 2013)

Stone (1985) identified three important sources of how one should determine their objectives—needs of the society, needs of the learner, and the nature and structure of knowledge. Thus, imperative in this research is the internet users who serves as stakeholders. It calls for the inclusion of relevant agents in the school, society and the prevailing system where PSHS scholars belong to (C1). Second, the school's philosophy and objectives will be reviewed to ensure the relevance of possible sources of inputs to curriculum development(C2). Third, this study seeks to explore feedback from the learners and other external stakeholders (C3). And the feedback will be used as inputs for evaluation.

### **Review of Theory**

Stakeholder (internet users) engagement should be treated differently with stakeholder theory. Stakeholder engagement focuses on determining which techniques may be selected to maximize interaction with stakeholders while stakeholder theory deals with deciding which stakeholders should be involved in issues and concerns (Kivits & Sawang, 2021; Jam et al., 2017). Although most researchers acknowledge the apparent connection between the two, each concept should be discussed independently of the other. In this study, we used the definition from Kivits and Sawang (2021) which collectively represents the concept of stakeholder engagement as used in different industries. Thus, this research took the definition of stakeholder engagement as *a vast array of techniques and procedures that an organization can apply to manage consent, control, cooperation, responsibility, involvement, and corporate governance through the involvement of stakeholders in its operations.*

Goodman and Thompson (2017) distinguished three levels of participation, from informing individuals and pertinent groups to empowering them over their choice. Goodman and Thompson's (2017) research bears a resemblance to the OECD policy brief in 2001 as cited by Kivits and Sawang (2021) which also discussed the same three levels. The concepts are almost the same, however, Kivits and Sawang (2021) gave each level a slightly different label. According to Kivits and Sawang (2021), there are three levels of engagement:

1. A one-way relationship when only information is given. It is a type of passive attempt to keep the relevant stakeholders informed when they demand information or when agencies actively disseminate information.
2. A two-way relationship when organizations consult. It is a form of asking for feedback to listen to the public for input in the organization's decision-making.
3. A relationship based on partnership if active participation occurs. It is expected that the person responsible for the organization will collaborate with the general public to create options that address their concerns as well as to give feedback on how their input influenced decisions. Although it recognizes that the public has an equal say in determining the agenda, outlining possibilities for policies, and directing policy discussions, the organization is ultimately in charge of making the final decision or formulating policies.

In this research, the second and third types of engagement were embedded in the tools for data gathering. It guided the researchers on the kind of relationship that the school would have with its stakeholders given that among the methods of DEPED's curriculum design is to determine the requirements of its stakeholders. Yet, why do schools need to listen? The next section will discuss the benefits of this approach.

### **Impact of Including Stakeholders in Curriculum Enhancement**

Including stakeholders in designing and planning the curriculum yields various results—mostly desirable as stakeholders themselves offer suggestions that organizations may consider. For example, the research by Labata (2021) found that there was an apparent lack of awareness among parents in DEPED's no-homework policy. Through a semi-structured interview, parents suggested

the need for better communication and dissemination of the policy through homeroom meetings. Inputs for the improvement of the curriculum through educational collaboration also manifested in the study of Dizon et al. (2019). The participants in the study suggested ways to improve communication and the implementation of blended learning to maximize the learning experience and satisfaction of students. Irembere (2021) was also able to generate five themes from his study regarding the involvement of parents in curriculum development from a certain school. First, parental involvement leads to better education for their children as they become more aware of their roles at the school, and parent-teacher meetings foster collaboration among parents and teachers in addressing school concerns. Second, parents expressed their views that the school rarely invites them to curriculum development. Often, they are ignored and their voices seem to not matter. Third, parents feel that the school gives more free time to their students than learning. Fourth, inherent to the school are structures and systems that impede them from participating in the school's curriculum development. Lastly, parents expressed several reasons why their involvement and participation in curriculum development may benefit the school in general. Apparent in these studies is the list of potential benefits accrued when stakeholders/internet-users are engaged in the curriculum enhancement process. However, common to this research is the limited areas where stakeholders can participate since not all educational institutions have the initiative to call for stakeholder engagement in enhancing their curriculum.

## **METHODOLOGY**

This study is qualitative and corpus-based research that employed text analysis tools in providing insights from internet users feedback in providing inputs for curriculum Enhancement. The primary data gathered for this research are the public posts of internet users in selected social media websites.

### **Subject of the Study**

The research participants were the 656 internet users. The researchers used convenience sampling and are chosen based on the criteria or purpose of this study which are as follows: (a) with social media account such as Meta, X, Instragram, or Twitter; (b) with a post on social media related to K-12 Curriculum in the Philippines; (c) that the post on social media used the public as their audience; and (d) not a troll account.

### **Data Collection**

This part of the study identifies the selection criteria used in gathering data for this study. The data consisted of the public posts, comments, and reactions of internet users in different social media platforms. Public posts, comments, and reactions from popular social media websites like *Facebook*, *X*, and *Tiktok* from 2020 to 2024 were scanned, examined, and captured in a common document file. The search criteria used were "k-12 curriculum", "deped curriculum", "k12", "k-12", "Philippine curriculum", "Philippine education", and "department of education".

After collecting and capturing data that fit in the objectives and criteria of the study, the data were cleaned. Text cleaning was done to all data to remove irrelevant and misplaced words. This will allow a more focused analysis of data using Voyant. Although Voyant has the ability to filter data for a focused analysis, preliminary text cleaning was still done to ensure the relevance of texts.

Finally, all texts that were cleaned and filtered were sorted by source of texts forming a corpus. The document was saved in a Portable Document Format which was used as the corpus in the research.

### **Data Analysis Tool and Plan**

The main text analysis tool used in this study is the *Cirrus* and collocation through Voyant. *Cirrus* creates a word cloud which produces an image of the frequently used words in a document. It counts

the number of words, and it has the ability to show the context at which the selected word was used. The produced words by *cirrus* was used in succeeding analysis in this study.

After using Voyant as a text analysis tool, findings that were uncovered in the public posts were analyzed further through thematic analysis (TA). TA is an approach to systematically identify, organize, and offer insights from patterns of meanings in a set of data (Braun and Clarke, 2006). Braun and Clarke's (2006) six-phase approach to thematic analysis was used in analyzing the data. The first phase is *to familiarize the data* from each stakeholder by transcribing the posts in a common document, and reading and re-reading the transcribed data. The aim was to intimately familiarize the content and note ideas that arise. The second phase is *to generate initial codes*. In this phase, a systematic data analysis was done through coding for each stakeholder group. The codes were identified and gave labels to data features relevant to the research. Since part of the document is the clustering of ideas, the codes were inspired by the participants' posts. Phase 3 in data analysis is *to search for themes*. A theme "captures something important about the data concerning the research question, and represents some level of *patterned* response or meaning within the data set" (Braun & Clarke, 2006, p. 82). In generating themes, the researchers actively created or constructed themes based on the clustered and validated ideas from the posts. In this phase, the researchers also reviewed the codes to identify similarities and overlaps. After ensuring that codes are relevant and unambiguous, the researchers examined the relationships of each theme to identify simplified ways of presentation and overall story. The fourth phase is *to review potential themes*. This involves quality-checking of identified themes to check their overall coherence with other themes, codes, and the entire data set. The purpose of this phase is to validate generated themes since other themes may be mistakenly considered as codes or other codes may have not been included in the thematization. The fifth phase is *to name and define themes*. The themes were clearly stated taking into consideration their uniqueness and specific ideas in comparison to other themes. This involves deep analytical work and includes extracts to quote and analyze. Lastly, the sixth phase is *to produce the report*. The objective is to come up with a compelling "story" by arranging and organizing themes for each stakeholder group.

### **Research Ethics**

Two core ethical principles are included in this study. This covered the conduct of gathering and presenting data in the preparation of this report.

The first principle is on the confidentiality and anonymity of participants. The identity of participants and their personal information were kept confidential. Researchers ensured that all personal information is anonymized in the analysis and report. Also, recording of names or any identifiable information in the data bank were avoided.

The second was to ensure that all participants were treated with respect and dignity during the research process. Risks were minimized in all phases of the research project. The discussion did not delve into sensitive topics that may affect the participants in this study.

## **RESULTS AND DISCUSSIONS**

### **Feedbacks as perceived by the Internet-Users in the Implementation of K-12 Curriculum in the Philippines**

This section presents the feedback of stakeholders online in the implementation of K-12 curriculum in the Philippines that explains the details of the analysis and data interpretation concerning the problem posed. Two text analysis tools were used namely *cirrus* and *collocation*.

Using *Cirrus*, the most frequent words in the corpus are: k12 (179); curriculum (175); deped (128); education (99); school (96); college (93); magulang (83); dapat (78); dagdag(72); bata (69); grade

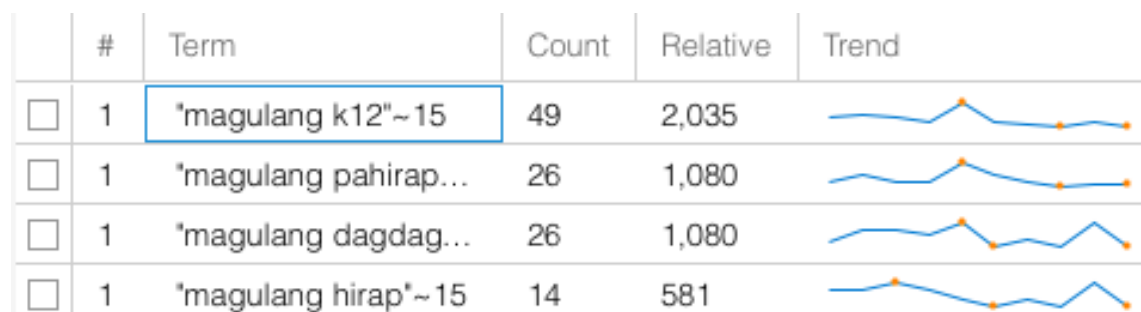


Thus, by reviewing the online content where the pair of words were found, internet users expressed resentment towards how the K-12 was unable to achieve its objective—to make K-12 graduates employable. The identified internet users posted that employers still seek college diplomas and credentials which are considered as entry requirements to get a job.

The argument asserts by the Commission on Human Rights when it found out that the graduates of senior high school in the Philippines experienced hard time in securing employment (Aurelio & Ramos, 2023). While k-12 was implemented to address unemployment rate in the Philippines, still the country ranked second in the ASEAN with most unemployed number of youth (Velmonte, 2020). This is because of lack of adequate employment readiness among them (De Guzman, 2021.) Also, the graduates of k-12 were employed in a job irrelevant to their strand in senior high school (Paladio & Buayan, 2023). And, majority of the major industries in the country still prefer to hire applicants with college diploma (Philippine Daily Inquirer, 2023).

### Parents and Students are burdened with the additional years in basic education

The word “magulang” (parent) is mostly associated with “k12”, “dagdag” (additional), “pahirap” (ordeal), and “hirap” (difficulty) as seen in the figure below.



**Image 3. Collocation of magulang (parent) with other terms in the corpus**

Majority of the stakeholders like parents and students viewed the K-12 program as burdensome because this also meant additional budget to them. This sentiment is exemplified in many statements in the corpus, for example:

*“Sa hirap ng Buhay No Work No money hirap na hirap na Ang mga parents sa tuition fees; school requirement and activities Good for the Rich People What about the poor and the middle class!”*

*“Pero sana nga po tanggalin na ni vice sara [Duterte] ang k 12. dag2x pahirap dn kc. pag nag apply ka college level dntinatanggap..sayang ang taon dag2x gastos pa sa mga magulang.”*

As such, it is impractical according to the internet-users to have an additional two years in secondary where some could not even finish the four-year secondary before. As of this writing, they also argued that the country was not yet ready to implement this curriculum because the Philippine government cannot even allocate the 6% standard of UNESCO from the Gross Domestic Product (GDP) of the country to the education sector. Though this curriculum has been signed into law through Republic Act 10533, the majority of the parents and students want to abolish senior high school in the Philippines. Moreover, shifting of classes due to the high teacher and students’ ratio, especially in highly concentrated areas, hinders students from getting enough exposure to the wider world and learning important lessons. In addition, the implementation of mother tongue-based instruction in the primary grades has also received major criticism because this only gives students a burden if they are not natives in the place; and creates confusion when mathematics perhaps is taught in English during intermediate grades. This is consistent to the study to Gurobat and Lumbu-an (2022) where students perceived K-12 education program as a significant burden to them. Also, Abulencia (2015)



stated that certain sectors will be severely affected though some benefits will be received in the new curriculum.

**A Call to Remove the K-12 Curriculum**

Evident in the corpus is the call of many stakeholders to remove or to reconsider the K-12 curriculum. *Tanggalin* (remove) is frequently associated with k12, *pahirap*, and *magulang*.

	#	Term	Count	Relative	Trend
<input type="checkbox"/>	1	*tanggalin* k12*~15	30	1,246	
<input type="checkbox"/>	1	*tanggalin* pahirap...	17	706	
<input type="checkbox"/>	1	*tanggalin* magula...	17	706	

**Image 4: Collocation of tanggalin (remove) with other terms in the corpus**

The left and right context of *tanggalin* (remove) mostly points to the hardships and difficulties experienced by stakeholders with the K-12’s implementation. The call to replace the K-12 curriculum is also exacerbated by the lack of important buildings, facilities, materials, and auxiliary services. Alongside congestion of students in many classrooms especially in highly urbanized areas due to the lack of buildings and classrooms are the insufficient books, televisions, etc. that students will utilize, auxiliary services that teachers and students need like transportation during out-of-school programs and contests, and laboratories with complete and functioning equipments make extra weight to them.

Due to differing perspectives on the effectiveness of the curriculum revision, a number of groups have vehemently opposed its implementation (Almerio Jr., 2020). A survey conducted in 2019 revealed that 44 percent of the adult Filipinos are not satisfied in the implementation of the k-12 program in the Philippines. This is a 16% increased from a 28 percent dissatisfaction in 2019 (Balita, 2023).

**Replace the System with Global and Higher Standards in Education**

Several stakeholders question the K-12 system. The word “system” commonly appeared with the words “education”, “abroad”, “curriculum”, and the “school”. As seen in the image below and the context where the word “system’ was used as paired with the words below, stakeholders demand for better and higher quality of education comparable to abroad.

	#	Term	Count	Relative	Trend
<input type="checkbox"/>	1	*system* education...	15	623	
<input type="checkbox"/>	1	*system* abroad*~15	9	374	
<input type="checkbox"/>	1	*system* curriculu...	8	332	
<input type="checkbox"/>	1	*system* school*~15	7	291	

**Image 5. Collocation of system with other words in the corpus**

As perceived by the majority of the stakeholders like parents and students, the government should focus on intensifying the teaching of basic skills to the students such as reading, writing, and arithmetic, including computer literacy. They argued that the Department of Education failed to teach students the competencies and skills prescribed in the k-12 curriculum following the spiral progression. Their children still need to undergo higher education for them to meet global standards.

Students still need to enroll in some courses in TESDA for them to find work abroad. They also claimed that the low quality of education in basic education manifested in the poor performance of the students in reading comprehension, science, and mathematics. They pointed out that students do not need long years of learning in basic education but the quality of education they received so industries locally and internationally will trust k-12 graduates to be employable, not the fact that students only finish the curriculum for compliance as the gateway to higher education and not in employment.

The low performance of the students in basic education manifested in the Philippine performance in the Programmed for International Student Assessment (PISA) yielded 78/78 in 2018 and 77/81 in 2022 and was below the Organization for Economic Cooperation and Development (OECD) average in terms of mathematics, science, and reading (CPBRD, 2024). Also, in terms of creative thinking, PISA revealed that Philippines ranked 60/64 in 2022 (OECD, 2024). Another factor is the disparity between industry expectations and the curriculum offered in Philippine K-12 educational institutions (Almerino, 2020). As such, majority of the k-12 graduates in the Philippines are enrolled in college (Carada et al., 2022)

### **Suggested Strategies of the Internet Users as Input for the Enhancement of the of k-12 Curriculum in the Philippines**

This section presents the thematic suggested strategies of the internet users through their public posts on social media to enhance the k-12 curriculum in the Philippines. This includes (1) curriculum review; (2) build classrooms and specialized facilities, provide materials, and give auxiliary services; (3) Hiring of competent teachers and intensify teachers' training; (5) hire more Teaching-support Personnel.

**Curriculum Review.** Majority of the internet users encouraged the government and the education sector to consider reviewing the curriculum such as focusing on the basics like the 3Rs and computer literacy, more remedial days for reading and writing, removal of mother tongue in primary grades, create courses related to Good Manners and Right Conduct (GMRC) and gives more focus on character formation during k-3, alignment of the strand to the students' work immersion during senior high school, and intensifying the curriculum as a whole if cannot be removed by realizing quality education and making graduates employable.

- (1) *"...okay naman sana sya kaso mali pa din sistema ganun pa din mga kump[a]nya hanap college graduate..."*
- (2) *"...Mathematics, English, Filipino, GMRC, at Sibika for primary [at] oras mas marming time sa remedial sa reading and writing..."*
- (3) *"Simple l[an]g naman po. Focus more on reading, writing, speaking, arithmetic, and comprehension for grades 1-3..."*
- (4) *"Tanggalin po ang MTB (Mother Tongue) ..."*
- (5) *"...waste of time and money noting that businesses seek, prefer actual work experience, customer communication, and technology skills. Best to improve quality, relevance of school curriculum..."*

Mamba, Tamayao, and Vecaldo (2020) uncovered that graduates of k-12 are not ready for tertiary education with a poor performance in science and mathematics and they suggested a policy reform in the curriculum alignment to maintain quality education.

**Build classrooms and Specialized Facilities, Provide Materials, and Give Auxiliary services.** Internet users suggested that limiting the teacher and students' ratio in the classroom may be addressed by building classrooms so more vacancies for competent teachers will be created. This can give a better environment for the learning of the students at school. Further, internet users also denoted the need for specialized facilities like educational laboratories with functional materials and

pieces of equipment so students will experience hands-on learning. One book for one student must also be needed so students may give more focus on their academics. Further, they also suggested that the Department of Education (DepEd) must ensure that all services are given to administrators, teachers, students, and parents to lessen their financial burden.

- (1) *"...Classrooms, textbooks, teaching apparatus, instructors from field courses are needed because of their expertise should be hired..."*
- (2) *"... kulang sa materials and follow-up..."*
- (3) *"...kulang tayo sa preparations and budget...tayo medyo lacking sa facilities, etc... need to evaluate and make necessary improvements."*
- (4) *"...wala tayong facilities [hu]wag ng ipagpilitan bagkus pagibayuhin nalang kalidad ng edukasyon at mga nagtuturo mas makakatulong pa yon..."*
- (5) *"...dapat alisin nalang talaga ang k12 kc lalong nag pahirap lang sa isang mag aaral at sa magulang..."*

Gurobat and Lumbu-an (2022) exposed the need of assistance and facilities under the implementation of the k-12 education program as perceived by the students.

**Hire more Competent Teachers and Intensify Teachers' Training.** Internet users asserted that since strands are specialized during senior high school, teachers must be given affordable pieces of training, especially by the Department of Education so they will have ample skills to help their students grow more. In addition, teachers in basic education must also be given workshops in the use of various technology-driven tools and materials to cope with the needs of the 21st century learners.

- (1) *"...dapat specialized ang magtuturo ng subject like before..."*
- (2) *"... It is the "quality and standard of teaching"..."*
- (3) *"...very limited training of the teachers ang dahilan and not the K12 system itself..."*
- (4) *"... teachers experience is not enough to teach the subject kaya nga nag hire sila ng industry worker pero taga industry hindi marunong magturo..."*
- (5) *"...sana po e[h] maging maayos at handa especially mga guro sa new system..."*

The biggest concern among teachers is collaboration and the factors affecting it are the experience and education (Magallanes, Chung, & Lee, 2022). According to Kilag (2023), Finland and Philippines showed big discrepancy in teacher qualifications, quality, and competence. As such, Abendaño (2023) emphasizes how crucial it is to take into account the viability of the curriculum and foster teacher competencies in order to improve instructional practices.

**Removal of administrative works to teachers.** To avoid overload in the workload of the teachers, stakeholders argued that the Department of Education must lessen or hire more teaching-support personnel or teacher assistants to help them do the paper works and teachers will have more time to execute the lesson. This can eliminate administrative works for teachers whose main responsibility is to teach.

- (1) *"...bawasan ang paper works para makaconcentrate ang teacher sa pagprepare ng lesson plan..."*
- (2) *"...Lessen...other paper works of the teachers to make them focus more on their lecture and activities inside the classrooms..."*
- (3) *"...department needs is to focus on the implementation of the programs and its teachers..."*
- (4) *"It's really, really late pero DepEd should really start employing TAS (Teaching Assistant) na. Sa dami ng admin works ng teachers at dahil sa pabago-bagong curriculum, hindi na talaga kaya yung work..."*
- (5) *"...isa sa pinaka factor kung bakit bumababa ang kalidad ng edukasyon sa ating bansa ay dahil sa sobrang daming paper works ng mga guro,,Evaluation, Monitoring, idagdag pa jan ang over crowded schedule ng mga guro sa pag aatend sa webinars at seminars na*

*nagresulta ng sobrang pagkapagod ng mga guro kya halos di na makapagturo ang mga guro...”*

Ancho & Bongco (2019) argued that workload of teachers will compromise their well-being as professionals. Also, Kim (2017) asserted that the more administrative work will be given to teachers, the less they spend time to prepare the lesson and provide feedback to students.

## **CONCLUSION AND RECOMMENDATIONS**

Despite the good intentions of the K-12 curriculum, it has resulted in a lack of understanding among many Filipinos. Many believe that the curriculum is just an additional burden, particularly for parents who support their children's education. Furthermore, there are significant concerns regarding the inadequate facilities and insufficient training for teachers. Trainings, seminars, and workshops have proven insufficient for adequately preparing teachers, and the lack of proper facilities is a major issue.

Public posts, reactions, and comments of internet users on social media reflect widespread dissatisfaction, with many citizens calling for the removal of the K-12 program. This sentiment has significantly impacted stakeholders in the education sector, emphasizing the issue on the of quality education and employability of the graduates, the burden of senior high school, need to focus on the basics and values formation, and a call to remove mother tongue as medium of instruction. As such, several strategies were suggested by the internet-users to enhance the basic education such as review of the curriculum, building enough and specialized facilities, providing materials like textbooks, hiring of more competent and experienced teachers, and the removal of administrative works for teaching personnel.

The introduction of the Matatag Curriculum could offer a fresh start, helping learners become more knowledgeable and globally competitive. This new approach aims to address the shortcomings of the K-12 curriculum and provide a more effective and supportive educational framework for all students. As DEPED transitions to the *Matatag* curriculum, it is recommended to consider various sources of data in planning, developing, implementing, and evaluating its strategies in delivering quality education to its students to realize its purpose. As such, the Philippine government must also ensure the quality and effectiveness of education by enhancing the curriculum.

## **ACKNOWLEDGEMENTS**

This authors would like to express their gratitude to the faculty of School of Advanced Studies of Pangasinan State University, especially to Dr. Frederick Patacsil, for their invaluable assistance throughout the research study.

## **REFERENCES**

- Abendaño M. et. al. (2023). Multivariate Analysis on Curriculum Viability, Teaching Competence, and Effective Instruction: Davao Region Teachers in Focus. *International Journal of Research Publications*. 127 (1). <https://www.ijrp.org/paper-detail/5005>
- Abulencia, Arthur S. (2015). “The Unraveling of K-12 Program as an Education Reform in the Philippines” in SIPATAHOENAN: South-East Asian Journal for Youth, Sports & Health Education, Vol.1(2) October, pp.229- 240. Bandung, Indonesia: Minda Masagi Press, APAKSI Bandung, and KEMENPORA RI Jakarta, ISSN 2407-7348.
- Almerino, P. M., Ocampo, L. A., Abellana, D. P. M., Almerino, J. G. F., Mamites, I. O., Pinili, L. C., Tenerife, J. J. L., Sitoy, R. E., Abelgas, L. J. & Peteros, E. D. (2020). Evaluating the Academic Performance of K-12 Students in the Philippines: A Standardized Evaluation Approach. *Education Research International*, 2020, 1–8. <https://doi.org/10.1155/2020/8877712>

- Ancho, I., & Bongco, R. (2019). Exploring filipino teachers' professional workload. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 9(2), 19–29. <https://doi.org/10.37134/jrptte.vol9.no2.2.2019>
- Aurelio J. & Ramos, M. (2023, 13. April). *Job hunt woes spur new calls for K-12 review* | *Inquirer News*. INQUIRER.Net. <https://newsinfo.inquirer.net/1755648/job-hunt-woes-spur-new-calls-for-k-12-review>
- Balita (2023). Contentment with K-12 basic education Philippines 2019-2022. Statista. <https://www.statista.com/statistics/1306961/philippines-satisfaction-on-k-12-education/>
- Belita, E., Carter, N., & Bryant-Lukosius, D. (2020). Stakeholder engagement in nursing curriculum development and renewal initiatives: A review of the literature. *Quality Advancement in Nursing Education - Avancées en formation infirmière*, 6 (1). DOI: <https://doi.org/10.17483/2368-6669.1200>
- Braun, V. & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), *APA handbook of research methods in psychology, Vol. 2: Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57-71). Washington, DC: American Psychological Association.
- Broś, Karolina. "Using social media as a source of analysable material in phonetics and phonology – lenition in Spanish" *Linguistics Vanguard*, vol. 9, no. s4, 2023, pp. 349-360. <https://doi.org/10.1515/lingvan-2021-0153>
- Bütüner, H. (2014). A new methodology on strategic planning. *CBU International Conference Proceedings*, 2 (27). <https://doi.org/10.12955/cbup.v2.443>
- Carada, I., Aliazas, J. V., Palacio, L., & Palacio, C. M. A. (2022). Perceived Skills and Employability of Senior High School Graduates: Basis for Youth Employment Policy. *International Journal of Social Sciences and Humanities Invention*, 9(01), 6759–6766. <https://doi.org/10.18535/ijsshi/v9i01.05>
- Carter, J. & Shields, B. (2021). Social Media Debate Position 3: Social Media as a Credible Source of Information. *Internet Reference Services Quarterly*, 25(1–2), 49–54. <https://doi.org/10.1080/10875301.2021.1940411>
- CPBRD (2024). FF2024-11: Philippines' performance in the 2018 and 2022 PISA. <https://cpbrd.congress.gov.ph/2012-06-30-13-06-51/2012-06-30-13-36-50/1715-ff2024-11-philippines-performance-in-the-2018-and-2022-pisa>
- De Guzman M. (2021). *Employers worried about SHS graduates' readiness for work*. BusinessWorld Online. <https://www.bworldonline.com/labor-and-management/2021/06/25/377899/employers-worried-about-shs-graduates-readiness-for-work/>
- Erjavec, J. (2021). Stakeholders in curriculum development – case of supply chain and logistics programme. 10.4995/HEAd21.2021.12875.
- Goodman, M., & Sanders Thompson, M. (2017). The science of stakeholder engagement in research: classification, implementation, and evaluation. *Translational Behavioral Medicine*, 7(3), 486–491, <https://doi.org/10.1007/s13142-017-0495-z>
- Gurobat, P. M. N. & Lumbu-An, J. D. (2022). Challenges Encountered in the Implementation of the Education Program among Senior High School Students in The Philippines. *Indonesian Journal of Educational Research and Technology*, 2(1), 65–70. <https://doi.org/10.17509/ijert.v2i1.41225>

- Hafeez, A., Majid, H. A. & Yousaf, S. (2023). Using Social Media as Material Development Source for English Language Teaching and Learning for ELT Classrooms at Undergraduate Levels. *Global Social Sciences Review*, VIII(I), 155–168. [https://doi.org/10.31703/gssr.2023\(viii-i\).15](https://doi.org/10.31703/gssr.2023(viii-i).15)
- Irembere, W. (2021). Parents' perceptions of their involvement in curriculum development at secondary school: A case study in the Philippines. *International Forum Journal*, 24(1), 173-192. <https://journals.aiias.edu/info/article/view/335>
- Jam, F., Donia, M., Raja, U., & Ling, C. (2017). A time-lagged study on the moderating role of overall satisfaction in perceived politics: Job outcomes relationships. *Journal of Management & Organization*, 23(3), 321-336. doi:10.1017/jmo.2016.13
- Jam, F.A., Khan, T.I., Zaidi, B., & Muzaffar, S.M. (2011). Political Skills Moderates the Relationship between Perception of Organizational Politics and Job Outcomes.
- Kanval, N., Ihsan, H., Irum, S., & Ambreen, I. (2024). Human Capital Formation, Foreign Direct Investment Inflows, and Economic Growth: A Way Forward to Achieve Sustainable Development. *Journal of Management Practices, Humanities and Social Sciences*, 8(3), 48-61.
- Kilag, O. K. T., Zarco, J. P., Zamora, M. B., Caballero, J. D., Yntig, C. A. L., Suba-an, J. D., & Sasan, J. M. (2023). How Does Philippines's Education System Compared to Finland's?. *Basic and Applied Education Research Journal*, 4(1), 19-27. <https://doi.org/10.11594/baerj.04.01.03>
- Kivits, R., & Sawang, S. (2021). Stakeholder engagement. In R. Kivits, & S. Sawang (Eds.), *The Dynamism of Stakeholder Engagement: A Case Study of the Aviation Industry* (1 ed., pp. 9-17). (Contributions to Management Science). Springer. Advance online publication. [https://doi.org/10.1007/978-3-030-70428-5\\_2](https://doi.org/10.1007/978-3-030-70428-5_2)
- Koontz, H. (1976). Making strategic planning work. *Business Horizons*, (19)2, 37-47. [https://doi.org/10.1016/0007-6813\(76\)90079-3](https://doi.org/10.1016/0007-6813(76)90079-3)
- Magallanes, K., Chung, J. Y., & Lee, S. (2022). The Philippine Teachers Concerns on Educational Reform Using Concern Based Adoption Model. *Frontiers in Education*, 7, 763991. <https://doi.org/10.3389/educ.2022.763991>
- Mamba, M., Tamayao, A., & Vecaldo, R.. (2020). College Readiness of Filipino K to 12 Graduates: Insights from a Criterion-Referenced Test. *International Journal of Education and Practice*, 8(4), 625–637. <https://doi.org/10.18488/journal.61.2020.84.625.637>
- OECD (2024), "New PISA results on creative thinking: Can students think outside the box?", *PISA in Focus*, No. 125, OECD Publishing, Paris, <https://doi.org/10.1787/b3a46696-en>.
- Osobajo, O. A., Koliouis, Y. and McLaughlin, H. (2021). Stakeholder engagement: A conceptual framework and initial validation to foster sustainability development in a maritime cluster. *European Journal of Sustainable Development Research*, 5(1). <https://doi.org/10.21601/ejosdr/9664>
- Paladio, C.M., Buayan, M., (2023). Graduates of the K-12 Curriculum under TVL Strands in the Division of Masbate City. *Psychology and Education: A Multidisciplinary Journal*, 11(4), 311-322. <https://doi.org/10.5281/zenodo.8191263>
- Palattao, E. B. (2013). *Public Secondary Schools: An Inquiry on The Instructional Readiness and Management of Grade 7 Mathematics Curriculum*. <https://ejournals.ph/article.php?id=1844>
- Parmar, B., Freeman, E., Harrison, J., et al. (2010). Stakeholder theory: the state of the art. *Management Faculty Publications*, 99. <https://scholarship.richmond.edu/management-faculty-publications/99>

- Philippine daily Inquirer (2023). From K-12 to K-10+2?. <https://www.pids.gov.ph/details/news/in-the-news/from-k-12-to-k-10-2>
- Rashid, A., Jehan, Z., & Kanval, N. (2023). External Shocks, Stock Market Volatility, and Macroeconomic Performance: An Empirical Evidence from Pakistan. *Journal of Economic Cooperation & Development*, 44(2), 1-26.
- Saima, A., Iqbal, N., & Ishaq, R. (2022). Social Media as a News Source: An Analysis of Facebook. *Global Multimedia Review*, V(1), 24-46. [https://doi.org/10.31703/gmmr.2022\(V-I\).03](https://doi.org/10.31703/gmmr.2022(V-I).03)
- Stacey, R. (2007). Strategic management and organisational dynamics: The challenge of complexity to ways of thinking about organisations, 5<sup>th</sup> ed.
- Trainer, J. F. (2004). Models and tools for Strategic Planning. *New Directions for Institutional Research*, 2004(123), 129-138. <https://doi.org/10.1002/ir.127>
- Velmonte G., (2020). Job that fits for graduates in the Asean integration. *International Journal on Integrated Education*, 3(7), 9-25. <https://doi.org/10.17605/ijie.v3i7.457>