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THE IMPLEMENTATION OF K TO 12 BASIC EDUCATION CURRICULUM IN BURGOS DISTRICT, DIVISION OF PANGASINAN I

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ABSTRACT

The present study is a descriptive study that sought to assess the status of the Grade 1 teachers in Burgos District, Division of Pangasinan I of the Department of Education with respect to the implementation of the K to 12 Basic Education Curriculum. The study identified the status of the respondents along curriculum, instructional materials and physical facilities relative to the implementation of the K to 12 curriculum. The researcher drafted a proposed work plan with the end in view of improving the implementation of the K to 12 curriculum in the elementary schools in Burgos District, Division of Pangasinan I.

The participation of 21 teacher-respondents was required in this study. A questionnaire was used to gather the needed information in this study. The researcher employed frequency distribution, percentage and average weighted mean to quantify the data gathered in this study.

On the basis of the data gathered , most of the respondents belong to the age bracket 31-40. All of them are married females, with a great majority of them having baccalaureate degree in education with units in the masteral level. Most of them are already in the service within the last ten years. Finally, a great number of them are occupying a Teacher I and Teacher III positions. The researcher likewise determined the status of the respondents along the areas of curriculum, instructional materials and physical facilities. The curriculum as deemed by the respondents is fairly responsive as evidenced by an average weighted mean of 3.30; moderately organized as to instructional materials (2.66); and fairly equipped in terms of physical facilities (2.76).

On the basis of the findings of the study, the following are the conclusions derived by the researcher: a great majority of the Grade 1 teachers at the elementary schools of Burgos District, Division of Pangasinan I are married female who are academically and professionally qualified, with adequate teaching experience and occupying Teacher 1 and III positions; the status of the Grade 1 teachers at the elementary schools of Burgos District, Division of Pangasinan I vary across the different areas, to wit curriculum, instructional materials and physical facilities; and a proposed work plan based on the findings can be formulated to guide policy directions with the endpoint of improving the implementation of the K to 12 curriculum in the elementary schools of Burgos District, Division of Pangasinan I.

KEYWORDS: *Learner-centered strategies, child-centered approaches, SDG goal on Education, early childhood education*

INTRODUCTION

Filipinos have a deep regard for education, which they view as a primary avenue for upward social and economic mobility. From the onset of United States colonial rule, with its heavy emphasis on mass public education, Filipinos internalized the American ideal of a democratic society in which individuals could get ahead through attainment of a good education. Middle-class parents make tremendous sacrifices in order to provide secondary and higher education for their children.

Philippine education is patterned after the American system, with English as the medium of instruction. Schools are classified into public (government) or private (non-government). The general pattern of formal education follows four stages: Pre-primary level (nursery and kindergarten) offered in most private schools; six years of primary education, followed by four years of secondary education. College education usually takes four, sometimes five and in some cases as in medical and law schools, as long as eight years. Graduate schooling is an additional two or more years.

What we have in our present educational set-up is a ten-year basic education curriculum. Dr. Yolanda S. Quijano, DepEd undersecretary and also one of the speakers invited in the International-Conference Workshop, "Addressing the K to 12 Curricular Enhancement in Philippine Education 2012" held at Sison Auditorium at Lingayen, Pangasinan last January 19-21, 2012 underscored the fact that the proposed K to 12 curricular reforms is a green light to the Philippine Education as it will open the gates for better and superior education that will fare well in the international standards.

According to Katrina Maramag of Philippine Online Chronicles in her essay entitled "Is the K-12 Model Good for the Philippine Education System?" the current basic education system is also an archetype of American schooling but with a 10-year cycle. Further, the K12 educational set-up is an educational system for basic and secondary education patterned after some parts of Australia, Canada and the US. The need to conform to the international standards is strong especially so that the country is the only remaining state in the region that does not adapt this K12 educational model. Some countries do not even recognize the ten-year basic education that our graduates have. They find it hard to apply for scholarships abroad or find job opportunities. This concern was emphatically expressed by Rex Lor of the Northern Watch (August 2010) when he stated the following words: "Let's look at the South East Asian level, Thailand does not consider Philippine degrees, even from the best universities, as equal to those awarded by its own institutions. The reason: we have a 10 year basic education curriculum. Other countries share Thailand's reservation."

There are various reasons why is there a need to add two more years, the Briefer issued by the Department of Education last November 2, 2010 is instructive on this point. Accordingly, it is aimed to decongest and enhance the basic education curriculum. Insufficient mastery of basic competencies is common due to a congested curriculum. The 12 year curriculum is being delivered in 10 years. Lor (2010) added that the K-12 allows for a rational well-paced curriculum. The problem with our curriculum now is that it has too much of everything spaced in 10 years. Further, our curriculum lacks other important content like calculus and other higher sciences. We don't even teach calculus in high school (calculus is already taught in high schools all over the world). In fact, we are already on the verge of losing against Thailand, Malaysia, and Indonesia as they are stepping up their K-12 English curriculum. Ramil Javier, a noted supervisor in La Salle, stressed in one of his trainings in school, that there is a need to change from our traditional content-based curriculum to that of a rational, well-paced, thematic and student centered one. This will also allow for additional space to input skills based training thereby allowing graduates to look for jobs after they graduate.

The proposed K to 12 Basic Education Curriculum can also provide better quality education for all, and inspire a shift in attitude that completion of high school education is more than just preparation for college but can be sufficient for a gainful employment or career. High school graduates are younger than 18 years old and lack basic competencies and maturity. They cannot legally enter into contracts and are not emotionally mature for entrepreneurship / employment. Other countries view the 10-year education cycle as insufficient. (DepEd Briefer, November 2, 2010).

"The biggest resource you are adding is time. Ten years is not enough. If we're so smart going to 10, how come we're not rich? How come we're not more successful? We've fooled ourselves into thinking we can do it in 10 years," said former Education Undersecretary Juan Miguel Luz.

Will the society gain from the enhanced K to 12 Basic Education Curriculum? This question rings a bell to a majority of readers? Will our graduates do better if the new curriculum produces its new batches of graduates? The DepEd is strengthened by the thought that enhancing the curriculum will greatly benefit the public and the society at large. K+12 will facilitate an accelerated economic growth. It will also facilitate mutual recognition of Filipino graduates and professionals in other countries. Moreover, it will engender a better educated society that provides a

sound foundation for long-term socio-economic development.

However, the great question affecting such issue is, are public schools ready for the implementation of the K to 12 Basic Education Curriculum? This question will be addressed in this research study. Inasmuch as the K12 curricular introduction in the Philippine system of education has been a controversial and hotly-debated issue, conducting a study along this area is definitely pragmatic, necessary and significant. Hence, the instant study will delve on the status of Grade 1 teachers in Division of Pangasinan I in as far as the implementation of the K to 12 Basic Education Curriculum is concerned.

The conduct of the present study among public elementary school teachers in Burgos, District II of the Department of Education can shed light as to the state of preparation of public schools with respect to the implementation of the K to 12 Basic Education Curriculum. It will provide data which can be made as basis for policy recommendations.

Benchmark data in this area can furnish decision-makers and policy drafters to formulate more practicable, usable and realistic guidelines and policies in the areas of pedagogy, methodology and educational administration in order to make the implementation of the K to 12 Basic Education Curriculum a success in the primary level.

It is to be noted that there exists a dearth of literature regarding the K to 12 Basic Education Curriculum, the reason being, is that the newly-approved K to 12 Basic Education Curriculum is a novelty in the Philippine education, with the possible exception perhaps of few elite exclusive schools in metropolitan cities where an extra one or two years are added to the regular curricular years in the primary level. With that being said, it is therefore interesting to see how public elementary schools in Burgos, Pangasinan will welcome the implementation of the new curriculum in terms of academic preparation and administrative aspects.

STATEMENT OF THE PROBLEMS/AIMS OF THE STUDY

This study aimed to assess the implementation of the K to 12 Basic Education Curriculum in Burgos District, Division of Pangasinan I.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the elementary school teachers in Burgos District, Division of Pangasinan I in terms of:
   a. Age;
   b. Gender
   c. Highest Educational Attainment;
   d. Length of Teaching Experience in Grade 1; and
   e. Position;
2. What is the status of Grade 1 teachers in Burgos District, Division of Pangasinan I in the implementation of the K to 12 Basic Education Curriculum in terms of:
   a. Curriculum
   b. Instructional Materials
   c. Physical Facilities

METHODOLOGY

In this study is descriptive-survey approach was used since it seeks to describe the prevailing condition or status of a phenomenon (Millward, 2007). Following this description of Millward (2007), this study sought to assess the status of the Grade 1 teachers in Burgos District, Division of Pangasinan I of the Department of Education with respect to the implementation of the K to 12 Basic Education Curriculum.

The respondents of this study were all the Grade 1 teachers in Burgos District, Division of Pangasinan I. A total of twenty one (21) teachers from fourteen (14) public elementary schools in Burgos District, Division of Pangasinan I.

Table 1 shows the number of teachers by school.

Table 1
Number of Grade 1Teachers by School in Burgos District
Division of Pangasinan I

Name of School	Total
Anapao Elementary School	1
Burgos Elementary School	4
Tambacan Elementary School	2
Papallasen Elementary School	2
Pogoruac Elementary School	2
Sapa-Pequena Elementary School	2
Ilio-Ilio Elementary School	1
Concordia Elementary School	1
Cabaruan Elementary School	1
Don Matias Elementary School	1
Don Antonio Bonilla Elementary School	1
Cabongaoan Elementary School	1
Sapa-Grande Elementary School	1
San Miguel Elementary School	1
TOTAL	**21**

The researcher used a questionnaire which consists of three parts. Part I of the questionnaire is composed of six (6) items which seek information about the demographic profiles of the respondents such as age, sex, academic rank, length of teaching experience and position. Part II is composed of ten (10) items that measure the status of Grade 1 teachers of Burgos District, Division of Pangasinan I of the Department of Education in the implementation of the K to 12 Basic Education Curriculum in terms of curriculum, instructional materials and physical facilties.

In determining the status Grade 1 teachers in Burgos District, Division of Pangasinan I in the implementation of the K to 12 Basic Education Curriculum, the researcher used different indicators for the three areas: curriculum, instructional materials and physical facilities.

To answer subproblem 1, the researcher made use of simple descriptive statistical measures such as frequency count and percentage distribution.

To answer subproblem 2, pertaining to status of Grade 1 teachers in Burgos District, Division of Pangasinan I of the Department of Education in the implementation of the K to 12 Basic Education Curriculum along various areas such as curriculum, instructional materials and physical facilities, the researcher made use of weighted average mean.

Finally, to answer subproblem 3, the researcher synthesized the data gathered in the study and served as the basis for the formulation of the work plan. The researcher used a tool kit entitled Resource Guide for Teacher Educators, School Administrators and Teachers published by SEAMEO-INNOTECH in 2012 as guide in conceptualizing and crystallizing ideas on how to come up with qualitative data with the work plan to improve the implementation of the K to 12 Basic Education Curriculum.

RESULTS

On the Demographic Profiles of the Respondents

In terms of age, out of 21 respondents, 10 or 47.62% are of the age group 31-40; 8 or 38.10% belong to the age group 41-50; 2 or 9.52% are of the age bracket 51-60; and 1 or 4.76 5 are of the age group 61-65. It can be noted that not a single respondent belongs to the age bracket 20-30. It appears that most of the respondents belong to group whose age ranges from 31-40, whereas no respondent belong to the age group 20-30. Apparently, the respondents belong to the middle age group. Teachers belonging to this age group are more or less possessed of adequate classroom experiences; intellectual maturity and more informed understanding of the nature of their students compared to the other age groups (Nerisa, 2011). Moreover, it is within this group where you can find a huge segment of teachers where most administrators delegate them such duties in Grade 1 because of the belief that the best teachers should be placed in the formative level of the learners' development (Garcia, 2006).

In terms of sex, 20 or 95.24% of the total number of respondents are female; while only 1 or 4.76% is male. A great majority of the respondents are female which only goes to tell the readers that females as a group are more drawn than men to careers that involve working with elementary and preschool children. Probably because, since the earliest days of society, caring for children has been the women's job, and now teaching others' children is considered a feminine job, which deters males from becoming

teachers. According to Diverse Education Organization (2012), traditionally, women were the teachers for the first 150 years of education. Girls look up to teachers and are seen as role models.

In terms of civil status, all the 21 or 100% of the respondents are married. The explanation behind this is very apparent. It is to be noted that in Table 2 (page 85) which presents the age profile of the respondents, 18 out 21 respondents belong to the marrying age bracket, that is, between 31-50. Hence, it is no surprise then that all the respondents were married. Considering their age, it is expected that all of them are already in marital status, more so that the respondents along the aforementioned age bracket are mostly women.

In terms of educational attainment, out of 21 respondents, 15 or 71.43% are BSE/BEEd holders with MA units; whereas only six (6) or 28.57% are BSE/BEEd degree holders. It is likewise noticeable from the table that no respondents are categorized as full-fledged MA or Ed.D. degree holder.

In terms of the length of teaching experience, 7 out of 21 respondents or 33.33% have 0-5 years of teaching experience; 7 or 33.33% have 6-10 years of teaching experience; 6 or 28.57%, with 11-25 years of teaching experience; and only 1 or 4.77% with 16 years or more in the field of academe.

As regards their position profile, 8 or 38.10% hold a Teacher I position. The same can be said for the Teacher III position (8 or 38.10%). There are only 2 or 9.52% for the Teacher II and Master Teacher I position. It can be deduced that a great majority of the respondents fall within the

On the Status of the Respondents Along Various Areas of K to 12 Curriculum Implementation

One source of controversy in the implementation of the K to 12 curriculum is whether or not the new curriculum is indeed adequate enough to cover the learning core areas or performance standards that are really to be measured or assessed from the pupils.

Table 2
Status of the Teacher-Respondents Along the Area of Curriculum Responsiveness

Indicators	Average Weighted Mean	Descriptive Equivalent
1. The K to 12 Basic Education Curriculum provides adequate consideration to the skills and abilities common to the Grade 1 pupils.	3.48	Fairly Responsive
2. The curricular organization of the K to 12 Basic Education Curriculum allows for individual differences which serve as the basis for differentiated learning among different groups of pupils.	3.62	Considerably Responsive
3. The contents and methodology described in the K to 12 curriculum and its implementation recognizes the needs of the pupils in various levels.	3.38	Fairly Responsive
4. I feel comfortable with the way the K to 12 Basic Education Curriculum is organized, developed and presented.	2.86	Fairly Responsive
5. I am thoroughly convinced of the wisdom and practicability of the learning items and curricular experiences added to the K to 12 Basic Education Curriculum in our school.	3.28	Fairly Responsive
6. The Mother Tongue Based Multi-Lingual Education in Grade 1 as a feature of the K to 12 Basic Education Curriculum responds to the interest and psychological readiness of Grade 1 pupils.	3.62	Considerably Responsive
7. The Mother Tongue Based Multi-Lingual Education in Grade 1 as a feature of the K to 12 Basic Education Curriculum allows mastery of the learning contents to be imparted to the pupils.	3.28	Fairly Responsive
8. The learning experiences in the K to 12 Basic Education Curriculum works in harmony with the goals of education envisioned by the government.	2.95	Fairly Responsive
9. The K to 12 Basic Education Curriculum is so organized as to accommodate possible changes in the future.	3.38	Fairly Responsive
10. The learning experiences and pedagogical approach in the K to 12 Basic Education Curriculum responds to the call of time.	3.14	Fairly Responsive
OVER-ALL	3.30	**FAIRLY RESPONSIVE**

Legend:

4.50-5.00	Fully Responsive
3.50-4.49	Considerably Responsive
2.50-3.49	Fairly Responsive
1.50-2.49	Poorly Responsive
1.00-1.49	Totally Unresponsive

Data show that the respondents consider the *curricular organization of the K to 12 Basic Education Curriculum as one which allows for individual differences which serve as the basis for differentiated learning among different groups of pupils* as shown by an average weighted mean of 3.62 or ***considerably responsive***; *the Mother Tongue Based Multi-Lingual Education in Grade 1 as a feature of the K to 12 Basic Education Curriculum responds to the interest and psychological readiness of Grade 1 pupils*, ***considerably responsive*** (3.62).

The respondents also consider the *K to 12 Basic Education Curriculum as one which provides adequate consideration to the skills and abilities common to the Grade 1 pupils* as evidenced by an average weighted mean of 3.48 or ***fairly responsive***. The following indicators were likewise rated as ***fairly responsive***: *contents and methodology described in the K to 12 curriculum and its implementation recognizes the needs of the pupils in various levels*, (3.38); *the K to 12 Basic Education Curriculum is organized, developed and properly presented* (2.86); *the wisdom and practicability of the learning items and curricular experiences added to the K to 12 Basic Education Curriculum in our school*, (3.28); and *the Mother Tongue Based Multi-Lingual Education in Grade 1 as a feature of the K to 12 Basic Education Curriculum allows mastery of the learning contents to be imparted to the pupils*, (3.28).

On the same vein, the following were also noted as ***fairly responsive***: *the learning experiences and pedagogical approach in the K to 12 Basic Education Curriculum responds to the call of time*, (3.38); and *learning experiences and pedagogical approach in the K to 12 Basic Education Curriculum responds to the call of time*, (3.14).

Over-all, the respondent's status as to the area of curriculum is **FAIRLY RESPONSIVE** as evidenced by an average weighted mean of 3.30. The findings imply that the K to 12 curriculum for Grade 1 addresses more or less the learning items that are needed by its clienteles, the Grade 1 pupils. It also suggests that since this is the first year of implementation, the Grade 1 teachers deem it exploratory at this stage to implement the new curriculum. It is interesting to note that one features of the K to 12 curriculum is the integration of the Mother Tongue-Based Multilingual Education (MTB-MLE) as per provision of DepEd Order No. 16, s, of 2012. Under the Department of Education's (DepEd) order, students from Grade 1 to Grade 3 will be taught in their mother tongue or the first language they learned since they were born.

Status of the Respondents Along Instructional Materials Organization

As deemed in Table 3, as instructional materials organization or preparation, the respondents consider the following ***moderately organized***: *utilization of instructional materials that contain basic concepts which the Grade 1 pupils need to learn*, 3.33; *instructional materials provide for possible adjustments and changes that come with it,* 3.05; *instructional materials as presented in the local vernacular are easy to understand and impart*, 3.00; and *as to contents, the instructional materials present the learning matter in clear, logical and intelligible manner enough for the Grade 1 pupils to comprehend*, 2.76.

Moreover, the respondents also perceived that instructional materials are ***moderately organized*** in terms of the following: *instructional materials that the school provide are adequate enough to allow us to provide for our pupils*, 2.67; *the intellectual, emotional and psychological preparation of the pupils are well-suited with the instructional materials*, 2.67; and *the learning contents in the instructional materials are well-structured as to pose smooth transition between lessons*, 2.52.

On the contrary, the following aspects of instructional materials organization are regarded as ***poorly organized***: *the needed instructional materials which can be used to strengthen learning and reinforce the materials to be used for the Mother Tongue Based Multi-Lingual Education in Grade 1 are well-planned and well-prepared*, 2.33; *the learning items and curricular units in the instructional materials recognizes the needs, interest and abilities of the pupils*, 2.19; and *the instructional materials are available in the library or the resource learning center of the school*, 2.10.

Over-all the respondents' status in terms of instructional materials organization is **MODERATELY ORGANIZED** as evidenced by an average weighted mean of 2.66.

This suggests that the respondents perceived the instructional materials to be fairly organized, meaning, the instructional materials to be used for the implementation of the K to 12 curriculum is more or less adequate to cover the core learning area standard or that degree or quality of proficiency that the learner

is able to demonstrate after learning a particular learning area across K to 12in relation to the desired outcomes and overall goals.

Status of the Teacher-Respondents Along the Area of Instructional Materials Organization

Indicators	Average Weighted Mean	Descriptive Equivalent
1. I utilize instructional materials that contain basic concepts which the Grade 1 pupils need to learn.	3.33	Moderately Organized
2. The instructional materials that the school provide are adequate enough to allow us to provide for our pupils	2.67	Moderately Organized
3. The instructional materials as presented in the local vernacular are easy to understand and impart.	3.00	Moderately Organized
4. The instructional materials are available in the library or the resource learning center of the school.	2.10	Poorly Organized
5. As to contents, the instructional materials present the learning matter in clear, logical and intelligible manner enough for the Grade 1 pupils to comprehend.	2.76	Moderately Organized
6. The needed instructional materials which can be used to strengthen learning and reinforce the materials to be used for the Mother Tongue Based Multi-Lingual Education in Grade 1 are well-planned and well-prepared.	2.33	Poorly Organized
7. The learning contents in the instructional materials are well-structured as to pose smooth transition between lessons	2.52	Moderately Organized
8. The learning items and curricular units in the instructional materials recognizes the needs, interest and abilities of the pupils	2.19	Poorly Organized
9. The intellectual, emotional and psychological preparation of the pupils are well-suited with the instructional materials	2.67	Moderately Organized
10. The instructional materials as organized provide for possible adjustments and changes that come with it.	3.05	Moderately Organized
OVER-ALL	**2.66**	**MODERATELY ORGANIZED**

Legend:

4.50-5.00	Perfectly Organized
3.50-4.49	Significantly Organized
2.50-3.49	Moderately Organized
1.50-2.49	Poorly Organized
1.00-1.49	Totally Unorganized

Status of the Teacher-Respondents Along the Area of Physical Facilities

Data in Table 3 reveal that the respondents are in general ***fairly equipped*** in terms of physical facilities. In fact, the respondents are regarded as ***fairly equipped*** in terms of the following: *physical features in the rooms that induce conducive atmosphere allowing effective implementation of the K to 12 Basic Education Curriculum*, 3.38; *facilities to make rooms well-ventilated, well-illuminated and have enough space for pupils' interaction*, 3.28*; the school is so planned in its structure and its setting to accommodate some features of the K to 12 Basic Education Curriculum*, 3.14; *classroom is equipped with facility make it free from distractions such as noise and other external interference that may affect pupil's learning*, 3.10; and *classrooms contain equipment as to be structured in a more or less advanced set-up to allow cooperative and experiential learning*, 2.86.

It is interesting to note that respondents also disclosed some weak points in their assessment of physical facilities when they rated the following as ***poorly equipped***: the *school provides latest gadgets in the form of computers, projectors and the like to make learning more meaningful*, 2.28; *the school has audio-visual center to enable pupils to experience vicariously online and virtual learning to give more interesting experience in the implementation of the K to 12 Basic Education Curriculum*, 2.19*; the classroom*

has television, audio aids, films and the like which will allow students to view, listen and appreciate learning in a more relaxed atmosphere, 2.10; and *the school has laboratory equipment for exploratory activities and facilities for routinized activities such as practice drill and exercises*, 1.19.

Taking into account the foregoing, the respondents' status in terms of physical facilities is **FAIRLY EQUIPPED** as evidenced by an average weighted mean of 2.76.

The findings suggest that the respondents are not totally disadvantaged in the use of physical facilities relative to the implementation of the K to 12 curriculum.

Table 3
Status of the Teacher-Respondents Along the Area of Physical Facilities

Indicators	Average Weighted Mean	Descriptive Equivalent
1. The classroom I use is equipped with physical features that induce conducive atmosphere allowing effective implementation of the K to 12 Basic Education Curriculum.	3.38	Fairly Equipped
2. The school is so planned in its structure and its setting to accommodate some features of the K to 12 Basic Education Curriculum.	3.14	Fairly Equipped
3. The rooms are equipped with chairs and tables to enable pupils to experience comfortable set-up for learning.	3.52	Considerably Equipped
4. The school provides latest gadgets in the form of computers, projectors and the like to make learning more meaningful.	2.28	Poorly Equipped
5. The school has audio-visual center to enable pupils to experience vicariously online and virtual learning to give more interesting experience in the implementation of the K to 12 Basic Education Curriculum.	2.19	Poorly Equipped
6. The classrooms contain facilities to make it well-ventilated, well-illuminated and have enough space for pupils' interaction.	3.28	Fairly Equipped
7. The classrooms contain equipment as to be structured in a more or less advanced set-up to allow cooperative and experiential learning.	2.86	Fairly Equipped
8. The classroom is equipped with facility make it free from distractions such as noise and other external interference that may affect pupil's learning.	3.10	Fairly Equipped
9. The classroom has television, audio aids, films and the like which will allow students to view, listen and appreciate learning in a more relaxed atmosphere	2.10	Poorly Equipped
10. The school has laboratory equipment for exploratory activities and facilities for routinized activities such as practice drill and exercises.	1.76	Poorly Equipped
OVER-ALL	**2.76**	**FAIRLY EQUIPPED**

Legend:

4.50-5.00	Fully Equipped
3.50-4.49	Significantly Equipped
2.50-3.49	Moderately Equipped
1.50-2.49	Poorly Equipped
1.00-1.49	Totally Unequipped

CONCLUSIONS

On the basis of the findings of the study, the following are the conclusions derived by the researcher:

1. As a whole, all the Grade 1 teachers at the elementary schools of Burgos District, Division of Pangasinan I are married female; a great majority of them are academically and professionally qualified, with adequate teaching experience and occupying Teacher 1 and III positions.
2. In general, the status of the Grade 1 teachers at the elementary schools of Burgos District,

Division of Pangasinan I vary across the different areas, to wit curriculum, instructional materials and physical facilities

3. A proposed work plan based on the findings can be formulated to guide policy directions with the endpoint of improving the implementation of the K to 12 curriculum in the elementary schools of Burgos District, Division of Pangasinan I.

RECOMMENDATIONS

In the light of the conclusions drawn in this study, the following are the recommendations:

For the School Administration

The elementary schools of Burgos District, Division of Pangasinan I must be able to identify the potential source of problems relative to the implementation of the K to 12 curriculum. The school administration must employ concrete courses of actions to give preferential attention to these needs and prioritize setting funds for those programs, projects and activities necessary in the implementation of the strategies presented in this paper. Furthermore, the elementary schools of Burgos District, Division of Pangasinan I may find it wise to adopt the proposed work plan presented in this study as it contains the full details of ways and means of improving the implementation of the K to 12 curriculum. This proposal should be implemented in full terms and budgetary allotment be set as a foremost priority.

For the Grade 1 Teachers of Burgos District, Division of Pangasinan I

The Grade 1 teachers of Burgos District, Division of Pangasinan I are expected to play an active role in the implementation of the proposed work plan explained in details in the proposal. Being at the front line of the proposal's implementation, they must adopt a pro-active attitude during the actual implementation of the plan. Moreover, they must also develop a win-win solution to all possible potential sources of problems in the implementation of the K to 12 curriculum. Ultimately, they must take an aggressive stance during the implementation phase of the programs, projects and activities presented in the proposal.

For Researchers

The findings of this study will provide relevant materials for other researchers who would venture along this field of study. Similar parallel studies should be conducted to affirm or amplify the findings of this study. Moreover, it can provide a benchmark data along this area of study which will serve as basis for further studies.

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