

A Comparative Analysis of Student Behavior and Teacher Experiences in Revised Basic Education Curriculum (RBEC) and K-12: Insights from English Teachers

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Abstract

This study presents a comparative analysis of English teachers' experiences under the Revised Basic Education Curriculum (RBEC) and the K-12 curriculum in the Philippines. By employing a convergent mixed-method approach, the research investigates the participants' perspectives on student behavior and teachers' experiences in curriculum adaptations. Quantitative data were gathered from twenty English teachers using a Likert-scale survey, while qualitative insights were obtained through in-depth interviews with ten teachers. Results indicate that the K-12 curriculum enhances student engagement, interaction, and academic performance compared to RBEC, but also introduces challenges related to curriculum complexity and resource demands. Teachers reported significant changes in instructional practices, driven by the need to meet new content standards and integrate technology effectively. The study highlights the necessity for continuous professional development and resource support to address these challenges. The findings offer valuable insights for policymakers and educators in refining curriculum strategies to improve educational outcomes. The transition from RBEC to K-12 marks a crucial step in aligning the Philippine educational system with global standards. However, it underscores the need for on-going evaluation and support for teachers to maximize the curriculum's potential benefits.

Keywords: Revised Basic Education Curriculum (RBEC), K-12 Curriculum, English Teachers, Curriculum Transition, Philippine Education System, Student Behavior, Comparative Analysis, Teacher Experiences, Educational Reform



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INTRODUCTION

The Revised Basic Education Curriculum (RBEC) was the fourth major curriculum in the educational system of the Philippines. This was then succeeded by the K-12 curriculum as a response to the demands of the 21st century learning, and globalization having left with a “ten-year basic education curriculum”.

With the implementation of the K-12, the country has aligned itself with its neighbours by adopting an educational system designed to provide more global opportunities for students by adding two years in the basic educational program (Sarvi et. al., 2015).

Former Secretary Armin Luistro, FSJ, of DepEd believes that the K-12 curriculum which offers technical and vocational courses to non-college students, increases their prospects of finding blue-collar work that in turn be beneficial (Barlongo, 2015).

However, even with this, critics of its continuation stem from the K-12 underlying flaws in the field of learning: the simultaneous implementation of three major educational reforms – Mother-Based Multilingual Education (MTB-MLE) at the primary level; a two-year senior high school at the secondary level; and a trimmed-down new General Education Curriculum (GEC) at the tertiary level which strains the government's limited resources and personnel (Llego, 2015).

As to the experiences of teachers in the curriculum transition, many teachers have experienced facing challenges such as adapting to new content standards, teaching methodologies, and assessment strategies. The students had to undergo requalification and retooling to meet the new requirements, as well as realignment of their teaching approaches to fit the K-12 structure (Barrot, 2018).

Localizing in the municipality of Lutayan, teachers in a preliminary data gathering have

concluded that experiences in both RBEC and K-12 curriculum have a massive distinction in relation to students learning as well as teaching style. With this, the pedagogy in English language education has shown a wide array of learning experience both for teachers and students. Although researches have given concrete distinctions of both curriculums, the subject has not given lens in the experiences of teachers. This study sought to highlight the experiences of English language teachers in the Philippines education curricula by giving insights on student's behaviour, teacher's experiences, and the transitioning of RBEC to K-12 curriculum.

Literatures

Revised Basic Education Curriculum. The implementation of the Revised Basic Education Curriculum (RBEC) is rooted in a comprehensive sixteen-year research initiative that began in 1986. This initiative was spearheaded by former Secretary of the Department of Education (DepEd), Raul Roco, in response to the recommendations of the Philippine Commission on Educational Reforms (PCER). The goal of RBEC is for the Department of Education to ensure that students not only achieve literacy and numeracy but also acquire practical skills, an appreciation for the arts and sports, and embody essential values such as patriotism, humanity, nationalism, and spirituality (Manalo, 2016).

The curriculum focuses on enhancing reading and numeracy skills, building on elementary knowledge, preparing students for higher education, and equipping them for the workforce. RBEC emphasizes four core subjects—English, Filipino, Mathematics, and Science—and includes an experiential area with Araling Panlipunan, MAPEH, TLE, and Edukasyon sa Pagpapahalaga. To address issues related to overcrowded and contextually irrelevant curriculum, RBEC streamlines and refines the previous curriculum by integrating innovative, interdisciplinary, and integrative instructional methods (Lampad, 2017; Unggayan, 2018).

According to Bilbao et al. (2008), the establishment of the curriculum aims to elevate the educational standards, representing the first major curriculum overhaul in 13 years. Designed to meet the needs of Filipino students, RBEC has several key objectives. It aims to impart essential knowledge and develop skills, attitudes, and values necessary for personal growth and effective engagement in a dynamic society. Additionally, the curriculum seeks to provide learning experiences that enhance children's awareness of and adaptability to societal changes.

RBEC emphasizes core subjects including reading, writing, arithmetic, science, and patriotism. The curriculum stresses integrative and interactive teaching methods, characterized by group learning and the exchange of knowledge between teachers and students. For grades I and II, the focus was on English, Filipino, Math, and Makabayan, with English integrating science and health topics and using scientific methods. In grades III and IV, students are taught English, Filipino, Science and Health, Math, and Makabayan. Science receives increased emphasis in grades IV-VI. The Sibika at Kultura curriculum for grades I-III includes Music, Art, and Physical Education, while grades IV-VI incorporate Social Studies, Home Economics and Livelihood, Music, Arts, and Physical Education into Makabayan. All learning areas emphasize Good Manners and Right Conduct (Bilbao et. al., 2008).

Despite these efforts, students generally score poorly on math and science assessments, with elementary students averaging a mean percentage score (MPS) of 49.75 in these subjects, and high school students scoring 51.83 in math and 45.68 in science. This performance places the Philippines behind most other countries in a world where math and science are crucial, highlighting the need for improved educational strategies to keep pace with global advancements (Echano, 2018).

The 2008 Functional Literacy, Education, and Mass Media Survey (FLEMMS) revealed high rates of out-of-school youth and declining National Achievement Test (NAT) scores,

reflecting the urgent need for educational reform. In response, the government introduced the K-12 curriculum to address these issues (Naisa, 2014).

As the transition from RBEC to K-12 took place, several adjustments were made. According to Cabansag (2014), teachers required close monitoring and continuous professional development to address misunderstandings about the grading system, enhance skills for employment standards, and effectively facilitate learning activities to achieve desired competencies and mastery.

K-12 Curriculum. The K-12 curriculum extends from kindergarten through twelve years of elementary and secondary education, fundamentally restructuring the previous educational framework. This reform introduces a senior high school component, transforming the previous four-year secondary education structure into a more comprehensive six-year program that includes Grades 11 and 12 (Cortes, 2015).

This extension aims to address several issues identified under the previous Revised Basic Education Curriculum (RBEC): the Philippines was the only country in Asia with a 10-year basic education system; education quality was poor; many subjects were deemed impractical; high school graduates were inadequately prepared for college; graduates were too young for the labor market; and Philippine graduates lacked global recognition. The primary goal of the K-12 curriculum is to provide sufficient time for mastering concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Andaya, 2016).

The K-12 curriculum also redefines the role of instructors, shifting from an authoritarian to a more managerial and supportive role. This change allows learners to engage actively in the learning process as participants rather than passive recipients of information. The ideal teaching-learning environment is interactive, involving reciprocal interactions among

learners, teachers, instructional materials, and information technology. Education thus focuses on the development of youth as active participants in their own learning (Yascub, 2019). Ednave (2018) supports this view, emphasizing the importance of youth involvement in enhancing literacy rates and drawing attention to relevant issues, including the impacts of the K-12 curriculum.

In terms of content, the K-12 curriculum adopts a spiral progression approach across various learning areas. Unlike RBEC, which concentrated primarily on grammar and Philippine literature, the K-12 curriculum incorporates a broader range of literature from the Philippines, Afro-Asia, America, and around the world, with varying levels of difficulty. However, the time allotted for English instruction has decreased under the K-12 curriculum, with daily class times reduced to 30-50 minutes compared to the previous 60-90 minutes, and weekly instruction reduced to four hours instead of five. This reduction reflects a trend toward decreasing classroom time per week (Lampad, 2017).

The implementation of the K-12 curriculum has produced positive outcomes, as noted by Dela Cruz (2017). The K-12 curriculum is seen as beneficial in preparing graduates for the workforce even without a college diploma. Nevertheless, many still believe that tertiary education provides better job preparation. While the K-12 curriculum addresses issues present in the RBEC, such as the need for increased educational funding, improved facilities, and materials, the transition has been challenging. The abrupt implementation has posed difficulties for both the government and educators.

Despite facing criticism, the K-12 curriculum remains committed to being seamless, relevant, responsive, enriched, and learner centered. The shift from the previous curriculum to K-12 reflects the demands of the 21st century, aiming to equip students with the skills necessary to be globally competitive (Naisa, 2014).

Curriculum evolution from RBEC to K-12. The Revised Basic Education Curriculum (RBEC) sets the standards for what students should learn in basic education in the Philippines, spanning Grades I-VI and First Year to Fourth Year of high school. It outlines the knowledge, skills, habits, and attitudes that students should acquire under the guidance of their teachers.

In the RBEC, teachers were expected to be mindful of their experiences, as these significantly impacted the effectiveness of the curriculum and student learning. RBEC provided guidance on what to teach, regardless of the grade or year level to which a teacher was assigned. The features of teaching under RBEC included: a greater emphasis on helping every learner become a successful reader; an emphasis on interactive and collaborative learning approaches; the use of integrative learning approaches; teaching values in all learning areas; developing self-reliant and patriotic citizens; and fostering creative and critical thinking skills (Santos, 2002).

According to the Education Act of 1982 (Batas Pambansa Blg. 232), teachers' experiences should support several key objectives. In elementary education, teachers are expected to provide knowledge and develop essential skills, attitudes, and values necessary for personal development, a productive life, and constructive engagement with a dynamic social environment. They should offer learning experiences that heighten a child's awareness of societal demands, foster and deepen a sense of love for the nation and community, and prepare learners for honest and gainful employment. For secondary education, teachers should build upon the general education provided in elementary school, prepare learners for higher education, and equip them for the workforce. Additionally, non-formal education aims to eradicate illiteracy, enhance functional literacy, offer alternative learning and certification for out-of-school youth and adults, and promote critical and creative thinking for personal, community, and national development.

RBEC teachers were also expected to prepare their syllabi based on the objectives of the RBEC. Lesson plans were organized to meet these objectives, and test items and tables of specifications were prepared or updated. Demonstration teachings were conducted during school-level workshops for staff development, and department heads periodically observed classes to monitor RBEC implementation. Integration methods, collaborative teaching, peer teaching, team teaching, motor activities, visual and oral activities were noted, and mentoring was practiced (Reyes, 2013).

With societal changes and the Philippines being the last Asian nation to adopt a 12-year basic education program, the transition has been significant. Since the country implemented the K-12 program in 2011, there has been considerable debate. Despite this, the government anticipates that these reforms will advance learning in the country (Dela Cruz, 2017).

On the other hand, the K-12 curriculum aims to enhance the quality of basic education in the Philippines. Its salient experiences include strengthening early childhood education, making the curriculum relevant to learners, building skills, ensuring unified and seamless learning, and preparing students for the future. A discussion by DepEd in October 2010 aimed to enhance the basic education program in a manner that is minimally disruptive, affordable, and aligned with international standards through the K-12 policy (Cruz, 2014).

To compare both curriculums, consider the perspective of teachers who have experienced both. Under the old curriculum, pre-school was optional and mainly available in private schools. Children aged 6-7 were expected to enroll in Grade 1, but those aged 8 and above could enroll in the appropriate grade if they could read and write; otherwise, they were required to repeat Grade 1. In contrast, the new curriculum mandates pre-school for all children, regardless of age, and adds two additional years to high school, with college becoming an optional path (Angeles, 2014).

A study by Orona (2014) highlights both the advantages and disadvantages of the K-12 curriculum. Teachers reported that the additional two years of high school led to increased time consumption and required strategy adjustments. However, the benefits include improved student competence, reduced unemployment, and better vocational knowledge. Students have testified that performance-based tasks have enhanced their skills and that the additional years have better prepared them for college and the workforce.

Dollaga (2011) discussed the effects of K-12 implementation from the perspectives of parents and students. Advantages include reduced academic workload, enhanced graduate competencies, better preparation for college, higher wages for graduates, and improved recognition abroad. Disadvantages include additional costs for parents and the government, inadequate content polishing, and difficulties in undergraduate employment. The discussion highlights that content, rather than the length of education, is the central issue.

Both RBEC and K-12 curriculum aims to improve student outcomes. RBEC focused on developing holistic and competent students, following guidelines and administrative assessments provided by the Department of Education. The K-12 curriculum, with its added two years and mandatory kindergarten, retains similar goals but is designed to create globally competitive individuals who practice self-learning and creative thinking in the context of 21st-century learning.

English Teachers Experiences in RBEC and K-12 Curriculum. The K-12 curriculum introduced to enhance educational quality and align the Philippine schooling system with global standards has notably impacted English teaching experiences as they have experienced in the Revised Basic Education Curriculum.

According to Salazar and Santos's study (2020), the K-12 curriculum has a more comprehensive structure than the RBEC, emphasizing critical thinking, communication skills, and holistic development. This shift necessitated teachers

to adapt their instructional strategies to address students' diverse needs effectively. Martinez and Cruz (2021) further emphasize the increased workload and preparation time required under K-12. Teachers have faced challenges managing new curriculum demands while striving to meet learning outcomes. The transition has also underscored the need for continuous professional development to successfully help teachers implement new methodologies.

As the intent of K-12 sustains the identified lapses in the RBEC, the Revised Basic Education Curriculum (RBEC) was introduced to address the shortcomings of the previous curriculum by emphasizing a learner-centered approach and integrating values education.

Garcia (2019) notes that RBEC has redefined the role of English teachers by focusing on competency-based learning and developing higher-order thinking skills. This shift has compelled teachers to modify their instructional practices to create a more engaging and interactive learning environment. According to Fernandez (2022), RBEC has provided a structured framework for teaching but has also introduced challenges related to new assessment methods and technology integration. Teachers have reported needing additional support and resources to manage these changes effectively.

Research comparing the experiences of English teachers under K-12 and RBEC reveals similarities and differences in the challenges faced. Reyes and Lim (2023) find that although both frameworks aim to improve educational outcomes, they present distinct challenges. The K-12 system's emphasis on a longer educational cycle and RBEC's focus on a more flexible, learner-centered approach result in different issues. K-12 teachers often need help with the complexity of the curriculum and interdisciplinary teaching, while RBEC teachers need help aligning new assessment practices with traditional methods.

The experiences of English teachers under the K-12 and RBEC frameworks reflect significant

changes in educational practices and expectations. Both systems aim to enhance educational quality but present unique challenges that require ongoing adaptation and support for teachers. Continued research is necessary to explore these experiences further and to identify effective strategies for addressing the evolving demands of English education in the Philippines.

Research Objectives. This study aimed to achieve the following objectives by exploring teachers' perspectives on their experiences with the Revised Basic Education Curriculum (RBEC) and the K-12 curriculum:

1. Determine the holistic behavior of students as experienced by teachers under both the RBEC and K-12 curricula;
2. Identify teachers' experiences as perceived in the RBEC and K-12 curriculum; and,
3. Compare the English teaching experiences in RBEC and in K-12 curriculum.

METHODS

Research Design. This descriptive-comparative study employed a convergent mixed-method approach to compare the experiences of English Language teachers regarding student behavior and teachers' experiences under the RBEC (Revised Basic Education Curriculum) and K-12 curriculums.

The quantitative aspect of the research focused on objective measurements and statistical, mathematical, and numerical analysis of data collected through a Likert-scale survey questionnaire regarding students' behavior and teachers' experiences.

The qualitative aspect explored a wide range of research participants' understandings, experiences, and perceptions. Interviews were conducted, transcribed, and interpreted to reinforce and provide a more profound context of both curriculums.

Participants. The participants of this study were purposively sampled English teachers from the municipality of Lutayan who had experience

teaching under both the RBEC and K-12 curriculum. For the quantitative data, twenty (20) teachers completed a Likert-scale questionnaire focusing on students' behavior and teachers' experience under RBEC and K-12. Additionally, ten (10) teachers participated in one-on-one interviews for the qualitative data collection. The circumstances of the COVID-19 pandemic influenced the number of participants and the data gathering procedure in this study. Moreover, this study was localized in a rural municipality where the number of participants was limited.

Data Analysis. To address the first and second objective, the researcher analyzed the data from the twenty (20) participants using a 5-point Likert-scale questionnaire. Then, to address the third objective, a one-on-one in-depth interview was conducted to identify the experiences of teachers in both curriculums. Social distancing was observed during the data-gathering procedure to ensure safety protocols. Creswell's thematic analysis model was applied for the data interpretation. Responses were organized, reviewed, categorized, and interpreted.

Statistical Treatment of Data. The researcher utilized a researcher-made validated questionnaire to address the first and second research objectives. The Likert-type survey questionnaire consisted of 30 items, rated on a 1-5 scale, was used to capture teachers' perspectives on the RBEC and K-12 curriculum about students' behaviors and teachers' experiences. Responses were tabulated and interpreted using weighted mean and rank.

RESULTS

Students' Behavior and Teacher's Experiences in the RBEC and in the K-12 Curriculum. The results show a comprehensive comparison of student experiences under the RBEC and K-12 curriculum, as perceived by educators. Table 1 details teachers' perception with regards to students' behaviour of various aspects such as student interaction, academic performance, extracurricular involvement, and character development within the two educational

curricula. The data reveals a spectrum of responses, from strong agreement to undecided opinions, reflecting diverse perspectives on the effectiveness and impact of the K-12 curriculum in contrast to the RBEC.

Table 1
Students' Experiences as Perceived by RBEC and K-12 Curriculum Teachers (Ranked Accordingly)

STUDENTS' EXPERIENCE	Weighted Mean	Rank	Description
5. Students have become more interactive in socializing in the K-12 than in the RBEC.	4.05	1	Agree
2. Students have higher grades in K-12 compared to RBEC.	3.8	2	Agree
9. Students in the K-12 have become more interactive with their mentors compared to the students of the RBEC.	3.65	3	Agree
6. Students have become more participative in extracurricular activities in the RBEC than in the K-12.	3.55	4	Agree
12. Students of the K-12 have been more active in outdoor activities such as educational tours compared to students of the RBEC.	3.55	5	Agree
15. K to 12 has a significant effect on the negative and positive behavior of the student compared to RBEC.	3.55	6	Agree
1. Students learn better in K-12 compared to RBEC.	3.45	7	Undecided
7. Students have become more goal oriented in the K-12 compared to students in the RBEC.	3.2	8	Undecided
3. Students have become active users of English in K-12 compared to RBEC.	3.05	9	Undecided
13. Students in the K-12 has more positive attitude than students in the RBEC.	3.05	10	Undecided
14. Students of the K-12 respects timeliness of tasks than the students of the RBEC.	3	11	Undecided
10. Students in the K-12 have developed passion for schooling compared to students in the RBEC.	2.8	12	Undecided
4. Students have been more studious in the K-12 than in the RBEC.	2.75	13	Undecided
8. Students have become more family-oriented in the values taught in the K-12 compared to the lectures in the RBEC.	2.7	14	Undecided
11. Students in the K-12 have become more punctual than students of the RBEC.	2.7	15	Undecided
Overall Mean = 3.26 (Undecided)			

Teachers perceived students in the K-12 curriculum as more socially active (Item 5), interactive with mentors (Item 9), and participative in extracurricular activities (Items 6 and 12) compared to RBEC students. Experts suggest that regular participation in extracurricular activities helps develop personality, reduce emotional stress, and enhance skills. The goal of the K-12 curriculum, according to its policy guidelines, is to develop students holistically through constructivist, inquiry-based, reflective, collaborative, and integrative approaches, fostering social communication skills.

Students, under the K-12 curriculum, are encouraged to express their thoughts and participate in forums and educational clubs, with teachers turning discussions into positive experiences (Item 2). The new K-12 curriculum grading system, which uses fewer components and a more straightforward transmutation table, has proven favorable, shifting the focus to performance-based learning. Unlike the previous system, poor task performance significantly affects grades (Items 1 and 7).

The K-12 curriculum emphasizes strict assessment and supervision, with teachers providing essential interventions for struggling students. Promotion or failure is closely monitored, impacting teachers' Performance-Based Bonuses (Item 15). The additional two years in the K-12 curriculum aim to prepare students for college and the workforce, allowing them to choose career paths aligned with their interests and talents.

Behavioral management in the K-12 curriculum focuses on strategies to engage students fully, but the curriculum alone cannot determine student behavior (Items 13, 14, 10, 4, 8, and 11). Factors affecting learning behavior include self-relationship, relationships with others, and relationships with the curriculum. English proficiency remains a concern, with the K-12 curriculum's impact on reading skills under scrutiny. Despite criticisms, the K-12 curriculum aims to improve the education system through performance-based strategies and continuous curriculum reviews.

The data suggested that, in comparison with the RBEC curriculum, the K-12 curriculum significantly enriched holistic behavior of students through increased social interaction, activities, and participation in extracurricular activities. This style of learning encourages the development of social skills and reduces emotional stress and improves participation by means of performance-based learning. The focus of the K-12 curriculum on strict assessment and focused intervention to meet individual needs supported more engaged and goal-oriented behavior. To the contrary, RBEC might have given less emphasis on such aspects. However, matters such as the impact of the K-12 curriculum on English proficiency and reading skills do point out areas that need to be checked on for refinement and enhancement of its effectiveness on a continuous basis.

Table 2
Teachers' Experience in the RBEC and K-12 Curriculum as Perceived by English Teachers (Ranked Accordingly)

TEACHER'S EXPERIENCE	Weighted Mean	Rank	Description
30. There is a need to improve the K-12 programs.	4.7	1	Strongly Agree
29. There are some characteristics of the RBEC that needs to be retained in the K to 12.	4.55	2	Strongly Agree
16. Teachers had some irrelevant tasks added to the job in the transition to RBEC to K12.	3.8	3	Agree
21. Print and non-print teaching materials in K-12 ignite students learning more than what were issued in the RBEC.	3.75	4	Agree
18. Teacher's activities in the school in K-12 are more sensible than the activities in the RBEC.	3.7	5	Agree
24. Teachers in the K-12 have been more engaging to students than of teachers in the RBEC.	3.7	6	Agree
22. Teachers in the K-12 have more opportunities for extracurricular activities that will improve their skills in teaching more compared to the teachers in the RBEC.	3.55	7	Agree
27. There is a need to change the curriculum from RBEC to K-12.	3.5	8	Agree
17. Teachers are more involved in students learning in K-12 compared to RBEC.	3.45	9	Undecided
25. Teachers in the K-12 have been more funded by the government to	3.45	10	Undecided

honor their hard work as educators compared to the RBEC teachers.			
23. The DepEd have focused on teacher's development as well as students learning in the K-12 than in the RBEC.	3.4	11	Undecided
20. Teacher's qualification in DepEd hiring in the K-12 are better compared to the RBEC.	3.35	12	Undecided
19. Trainings and seminars conducted in the K-12 in order to develop the teacher's performance are more relevant than those conducted in the RBEC.	3.3	13	Undecided
28. The goals of the K to 12 is achievable compared to the goals RBEC.	2.95	14	Undecided
26. Topics in the K-12 are more synthesized than the teachings in the RBEC.	2.75	15	Undecided
Overall Mean = 3.6 (Agree)			

In Table 2, an overview of English teachers' perceptions regarding their experiences with the Revised Basic Education Curriculum (RBEC) and the K-12 curriculum is presented. This table categorizes teachers' views based on various aspects of both curricula, including the need for improvement, retention of characteristics, and the overall effectiveness of teaching materials and activities.

The findings indicate strong agreement among respondents regarding the improvements brought by the K-12 curriculum (Item 30). They suggest that specific characteristics of the RBEC should be retained and integrated with the K-12 system (Item 29), recognizing that K-12 does not represent a complete upgrade from RBEC teachings (Item 26). Despite criticisms, respondents affirm the necessity of transitioning from RBEC to K-12 for educational progress (Item 27).

Teachers observe that students in the K-12 program are more interactive socially and with mentors and more involved in extracurricular and outdoor activities compared to those in RBEC. The performance-task-based education in K-12 has reportedly improved student competence and lowered shifting rates in tertiary education. However, the low performance of students in the 2018 Programme for International Student Assessment (PISA) raises concerns about the overall effectiveness of the curriculum change.

The phasing of the new educational program began with the implementation of universal kindergarten, followed by phased changes in grades and the introduction of Senior High School. This process has led to increased enrolment in primary and secondary schools and improved test scores. Yet, respondents believe the K-12 curriculum needs further improvements, retaining some RBEC features to enhance effectiveness.

Criticisms include the additional workload perceived as unnecessary by teachers (Item 16). The Teacher's Dignity Coalition, representing 30,000 Filipino teachers, has demanded a halt to various administrative tasks that detract from teaching. They argue that teachers should focus on teaching rather than administrative tasks. This burden is seen as particularly challenging given the extensive effort and time required for teaching, lesson planning, and mandatory paperwork.

Despite these challenges, respondents note improvements in learning materials and teacher engagement (Items 21, 18, 22, 24). The K-12 curriculum's emphasis on print and non-print learning materials, performance-task-based activities, and teacher skill development has been positively received. Teachers are encouraged to use various teaching strategies and instructional materials, contributing to improved student academic performance.

The Department of Education supports these initiatives by ensuring the availability and proper usage of learning materials aligned with 21st-century education standards. Teachers are provided with guides and allowed to modify modules to apply communicative teaching approaches. Local government units and non-government organizations also support extracurricular activities that benefit learners, schools, and communities.

Respondents also acknowledge the continued involvement of the Department of Education in teacher development and student learning (Items 25, 20, 19, 23). The budget allocated to the education sector includes incentives and salaries for teachers, which have increased

significantly over the years. This financial support underscores the government's commitment to improving education standards and teacher welfare.

Teachers in both RBEC and K-12 are deeply involved in student learning (Item 17). Effective teaching is seen as a passion that requires dedication, creativity, and enthusiasm. Teachers play a crucial role in shaping students' futures and ensuring their learning outcomes. The best teachers make learning engaging, exciting, and essential, fostering a positive and engaging learning environment.

The goals of K-12 and RBEC are seen as achievable in some respects but not in others (Item 28). Both curriculums have faced challenges, such as poor results in the Functional Literacy, Education, and Mass Media Survey (FLEMMS) and the National Achievement Test, alongside the K-12 curriculum's results in the 2018 PISA. This suggests that while the curriculum changes are part of the solution, other factors also play a significant role in achieving educational goals.

The Comparison of Teachers Experiences in RBEC and in K-12 Curriculum. From the analysis of transcripts from teachers working under both the Revised Basic Education Curriculum (RBEC) and the K-12 curriculum, five significant themes have been identified. These themes demonstrate the progression and changes in instructional methods between the previous and current curricula.

Theme 1: From Direct Instruction to Self-Discovery Learning

Theme 2: From Traditional Tools to Modern Technology

Theme 3: From Strict English-Only Instruction to Multilingual Education

Theme 4: From Writing-Based Grading to Performance-Based Assessment

Theme 5: From No Read No Move to No Child Left Behind

From Direct Instruction to Self-Discovery Learning. This study demonstrates that the instruction of English lessons has transitioned from a teacher-centered approach to a student-centered model, as supported by modified teaching strategies outlined in the curriculum guides and learning materials issued by the Department of Education.

In the RBEC curriculum, teachers primarily employed a modeling approach, providing direct instruction through presentation, practice, and assessment. This curriculum was characterized by a structured system where English topics were taught simultaneously within a weekly lesson. RBEC teachers used modeling as a preliminary activity leading to direct-content learning, where the teacher is the primary source of information, acting as the gatherer, imparter, and assessor of learning. Rosenshine (2012) terms this approach direct instruction, which is structured, sequenced, and led by teachers through lectures or demonstrations. This method focuses on delivering a topic in one session, with other topics viewed as hindrances to subject mastery. The I (teacher), we (teacher and student), and you (student) pattern supports this approach, where the teacher first delivers the lesson, followed by student exercises with teacher supervision and assessment.

In contrast, K-12 teachers employ a self-discovery method followed by multi-content learning. Inspired by inquiry-based learning and the constructivist approach, the K-12 curriculum emphasizes student-centered learning, where students independently discover the lesson content. Teachers act as facilitators, guiding preliminary activities that lead to content exploration. Multi-content learning, or subject integration, connects different areas of study, emphasizing unifying concepts to boost student interest and enhance critical thinking and problem-solving skills. This is supported by the claims of Bruner (1961) highlighting that discovering information for oneself makes it more readily applicable to problem-solving.

However, in the locale of the study, it has been observed that while the K-12 curriculum's intent to promote learning by doing is commendable, self-discovery learning is not fully effective due to students' prior knowledge and skills not aligning with the activities provided by the Department of Education's learning materials. Consequently, RBECs direct instruction is still necessary in some cases.

While the shift to a student-centered approach in the K-12 curriculum aims to foster greater autonomy and critical thinking among students, the implementation needs to be carefully aligned with students' existing knowledge and skills. Balancing self-discovery methods with direct instruction may provide a more effective strategy for achieving the curriculum's educational goals.

From Traditional Tools to Modern Technology. With the evolving educational landscape and the K-12 curriculum's goal to align with international standards, ICT integration has become essential in public education and is now mandated in educational settings. Learners are acquiring knowledge more rapidly, and teaching methods are being delivered more efficiently. Traditional books and chalkboards are being replaced by screens and internet-based resources, with children using these devices at increasingly younger ages. This shift has led to a debate among parents and teachers about the relative merits of technology versus traditional educational methods.

In English learning, perceptions indicate that writing skills during the RBEC period were superior to those of students in the K-12 curriculum. Concerns have been raised about plagiarism and an overreliance on technology, which, alongside shifts in reading habits to social media feeds, may detract from academic engagement and effective reading practices. This shift to digital resources has raised questions about their impact on students' ability to engage with educational materials critically. The absence of adequate technology in some classrooms can hinder literacy and work-readiness. While respondents acknowledge that technology can significantly enhance students'

literacy, they also highlight challenges such as poor access to resources and insufficient teacher training. These issues are central to the K-12 curriculum's objectives. Despite the RBEC curriculum's effective use of traditional tools, the integration of new technology in the Philippines' educational system has yielded positive results. Overall, respondents agree that incorporating technology into the classroom has the potential to boost student interest and engagement.

From Strict English-Only Instruction to Multilingual Education. Teachers who experienced the Speak English Policy established during the RBEC period believe it provided learners with better English-speaking skills. In contrast, the K-12 curriculum emphasizes a patriotic approach through the implementation of the Mother Tongue-Based Multilingual Education (MTBLE).

Since the introduction of the Speak English Policy in the Philippines, students have been encouraged to speak English within school boundaries. This policy has both advantages and disadvantages in developing communicative competence among second-language learners. The advantages include the use of English in global contexts and its status as the lingua franca of international business and diplomacy. By this, teachers have reported imposing penalties on students who fail to speak in English.

However, despite these benefits, some nationalists criticize the Speak English Policy, arguing that it diminishes Filipino identity and may lead to the Filipino language being perceived as inferior. These concerns have led to the establishment of the MTBLE policy, which aims to address these issues but has also resulted in various challenges within the current educational system (Maginsay, 2018).

Responses indicate that the implementation of the MTBLE policy has weakened the strong foundation of the English language. This shift has also affected the teaching of English. During the RBEC period, the Speak English Policy was believed to have significantly contributed to

students' strong English-speaking skills, enabling learners to become proficient in English as a foreign language.

The results suggest that teaching the first language to primary students has affected their comprehension and production of English. The direct method used during the RBEC period has shifted to a grammar-translation approach in the K-12 curriculum, leading to learning primarily through translation.

From Writing-Based Grading to Performance-Based Assessment. The shift in curriculum has impacted the grading system. The RBEC curriculum favored written tasks, whereas the K-12 curriculum, with its performance-based approach, allocates 50% of the total grade in English to activities.

Performance-based learning emphasizes students' ability to perform specific skills through instruction and practice (Plata, 2015). In contrast, written tasks and assessments evaluate a learner's performance or potential through written exercises (Neal, 2006).

Respondents believe that performance-based grading in English has helped students engage more with activities and increased their interest in class participation, as the lessons have become more interactive. Consequently, due to changes in grading percentages and reporting methods, students' grades have significantly improved.

As a result, teachers have observed that students in the K-12 curriculum tend to achieve higher grades compared to those in the RBEC system. Additionally, the number of honour students has increased due to the new grading standards. However, it is important to note that higher grades in the K-12 curriculum do not necessarily indicate greater proficiency or skill compared to RBEC students.

From No Read No Move to No Child Left Behind Under DepEd Order No. 67, Series of 2014, the No Read No Move Policy was established during the RBEC period. This policy stipulates that "no read" equates to "no learning," and "no learning"

results in "no promotion." However, with the enactment of the No Filipino Child Left Behind Act of 2010 (which occurred during the post-RBEC period), K-12 teachers have expressed concerns about failing non-reader students. This policy has been felt throughout the K-12 curriculum.

For the most part, participants consider the No Child Left Behind Act as a policy to protect non-readers. Teachers have felt pressured to pass students without providing adequate intervention. This act can be both advantageous and disadvantageous. On the one hand, it compels teachers to implement remediation efforts before deciding to fail a student. On the other hand, it may lead some teachers to promote students who do not necessarily deserve to advance to avoid being labelled as low performing.

Moreover, administrations have strictly enforced the No Drop-Outs policy within schools to maintain a positive image and to secure performance-based bonuses.

The issue, however, is not with the curriculum itself but with how K-12 teachers implement it. According to Briones, the low proficiency levels of students in science, math, and English are not due to the K-12 curriculum, as some might perceive, but rather because we have come to tolerate students with low proficiency levels instead of intensifying efforts to support them (Garcia, 2019).

DISCUSSIONS

The study examined teachers' perceptions of their experiences transitioning from the Revised Basic Education Curriculum (RBEC) to the K-12 curriculum and its significant changes in teaching and student behavior. Teachers noted that the K-12 curriculum has notably improved student interaction and engagement, with students more involved in socializing and extracurricular activities compared to the RBEC period. This shift towards performance-based learning and increased social activities has contributed to the holistic development of

students, fostering essential social skills and reducing emotional stress.

Teachers agreed that students under the K-12 curriculum have achieved higher grades than those under RBEC, likely due to the curriculum's focus on performance-based assessments, which make learning more interactive and practical. However, higher grades do not necessarily equate to greater proficiency or skill, indicating a need for continuous evaluation of assessment methods. The transition to the K-12 curriculum has introduced additional challenges for teachers, including increased workload and the need for new instructional strategies. Continuous professional development is essential to equip teachers with the necessary skills to implement these new methodologies effectively.

The integration of technology in the K-12 curriculum has been positively received, with respondents agreeing that it boosts student interest and engagement. This aligns with global trends in education where technology is increasingly seen as a vital tool for enhancing learning experiences. The shift from the Speak English Policy to the Mother Tongue-Based Multilingual Education (MTBLE) under the K-12 curriculum has had mixed results. While the former was believed to significantly improve English proficiency, the latter aims to preserve Filipino identity and make education more accessible, though it has posed challenges in maintaining strong English language skills among students.

The findings from this study are consistent with the literature on educational reforms and curriculum development. For instance, the emphasis on performance-based learning in the K-12 curriculum is supported by Plata (2015), who argues that such approaches enhance student engagement and practical skills. Similarly, the benefits and challenges of multilingual education are well-documented, with studies highlighting both the potential for improved comprehension in the mother tongue and the difficulties in balancing language proficiency (Maginsay, 2018).

Implications

The results of this study have several practical implications. Educational policymakers can use these findings to refine the MATATAG curriculum (the curriculum that succeeded the K-12 curriculum) by addressing areas such as assessment methods and language instruction to ensure that they meet both national and international standards. The increased workload and need for new instructional strategies underscore the importance of continuous professional development programs for teachers. Additionally, the positive reception of technology integration suggests that future curriculum revisions should continue incorporating digital tools to enhance learning.

Conclusions. The transition from the RBEC to the K-12 curriculum in the Philippines represents a significant shift in educational practices, aiming to improve student outcomes and align the system with global standards. While the K-12 curriculum has brought about positive changes in student engagement, academic performance, and the integration of technology, it has also introduced new challenges for teachers and highlighted areas for further improvement. Continuous evaluation and refinement of the curriculum, along with robust support for educators, are essential to fully realize the potential benefits of these educational reforms. The findings of this study provide valuable insights for policymakers, educators, and curriculum developers as they work towards enhancing the quality of education in the Philippines.

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