

STUCK IN THE PAST: THE NEGATIVE EFFECTS OF AN OUTDATED CURRICULUM ON SENIOR HIGH SCHOOL STUDENTS IN THE PHILIPPINES

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In the Philippines, senior high school (SHS) is supposed to prepare students for college, work, or business. It's an important phase where they learn specific skills and knowledge they'll need for their future careers. However, the Philippine educational system, for quite a while now, has been grappling with outdated curricula, which, fails to align students to current dynamic job market (Trinity University of Asia, 2024). The same story goes for Senior High School Students under the current K-12 educational system and it is affecting their development in significant ways.

One major problem with an outdated curriculum is that it doesn't equip students with the skills that are currently in demand. For example, many industries today rely on technology, yet some schools still use teaching methods and materials that don't fully integrate digital tools or new technologies.

Additionally, apart from the lack of technological integration in the learning process, the curriculum itself is not designed to cater towards the target learners. In fact, most students are reported to have found it difficult to learn under the current curriculum due to the staggering number of competencies that were taught to them in the course of a year (Argosino, 2023). Thus, most of them are forced to leave school without learning the required skills and knowledge to thrive in the real world.

Students may graduate without knowing how to use modern software or without knowledge of the current industry trends, which puts them at a disadvantage when they

enter the workforce. Moreover, when they choose to pursue higher education, the lack of funding in most SUC's in the country perpetuates the same issue. This problem, in turn, reflects on our workforce's competitiveness and hinders our ability to stay afloat in the current global market.

Furthermore, an outdated curriculum can also limit students' career opportunities. For instance, there are now many emerging fields like data analytics, artificial intelligence, and renewable energy. These industries require specific knowledge and skills that aren't covered in traditional courses. This system, hence, creates a scenario wherein SHS students do not even hear about these lucrative industries until the leave school.

Apart from the missed opportunities and lack of relevant skills it produces, the current way of teaching also often focuses too much on memorization and not enough on critical thinking or creativity. Many students are taught to read and imagine what was presented in the source material and to simply repeat information. This kind of learning doesn't prepare them for real-world challenges, where critical thinking and creativity are highly valued.

Moreover, for most STE-related strands or courses, it is important that the students learn by doing through hands-on, interactive teaching strategies such as laboratory exercises. Without it, most of what the students read from textbooks and lectures may feel irrelevant. When students feel that what they're learning is irrelevant, they may lose interest in their studies. They might start to feel that school isn't preparing them for the real world, leading to frustration and a lack of motivation.

Nevertheless, the Philippines is part of a global community, and it's important for its education system to keep up with international standards. If the curriculum is outdated, SHS graduates may find it hard to compete with their peers from other countries. Thus, to address these issues, the Department of Education (DepEd) needs to

regularly update the curriculum to align with the current needs of society and the job market. This means incorporating modern teaching tools, focusing on technology and innovation, and offering courses that cover in-demand fields.

After all, it's time for education leaders to take action and ensure that every Filipino student gets the education they deserve – one that prepares them for success in the modern setting. The future of the country depends on the quality of its education today.

References:

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