

VIEWS OF FILIPINOS ON THE K-12 CURRICULUM

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A major educational reform that aims to bring the Philippines' basic education system into line with international norms was the introduction of the K-12 curriculum. The K-12 program, which covered kindergarten and 12 years of basic education, was introduced in 2012 and extended the required basic education by two years. Although improving pupils' abilities and worldwide competitiveness was the aim, Filipinos' perspectives are still divided.

Encouragement of the K-12 Curriculum

Many Filipinos think there are a number of advantages to the K-12 curriculum. Proponents contend that it gives pupils a more thorough education and improves their skills for both job and further study. The extra years are viewed as a chance to expand one's knowledge and sharpen one's critical thinking skills.

The curriculum's emphasis on specialization and practical skills, which can prepare students for technical vocations or entrepreneurship, is also valued by parents and educators. Some believe it will raise the nation's standing abroad and increase the competitiveness of Filipino graduates abroad.

Issues and Remarks

Many facets of Philippine society have expressed strong disapproval in spite of these benefits. One prevalent worry is that the implementation was hurried and badly handled, which caused parents, teachers, and children to get confused. Many contend that schools lacked the facilities, expertise, and resources necessary to implement the new curriculum successfully.

Effects on Higher Education and Employment

Whether the additional two years actually increase career prospects is another matter of debate. Particularly in technical and vocational disciplines, critics wonder if the curriculum's skills and competences match industry demands. Furthermore, some students continue to have trouble making the move to college or the workforce, which suggests that the curriculum might not adequately fill up any gaps.

Public Views and Prospects

In general, Filipinos hold a variety of views regarding the K-12 curriculum. Even though many people are aware of its potential advantages, implementation, resource availability, and relevance issues are nevertheless common. Through infrastructural development, teacher training, and reforms, the government is still working to address these problems. With continuous efforts to improve the curriculum to better serve Filipino children and prepare them for the future, it is anticipated that public attitude would change as the system develops.

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