



OPTIMIZING SYNERGY TOWARDS UNDERSTANDING THE K TO 12 FILIPINO CURRICULUM IN THE JUNIOR HIGH SCHOOLS

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ABSTRACT

This study aimed to optimize synergy of K to 12 Filipino curriculum implementers among junior high schools in the Province of Batangas with the end in view of proposing a management program. It covered the profile of Filipino teachers in terms of educational attainment, years in teaching Filipino subject, position/designation, and Filipino subjects taught. For deeper analysis, the assessment of the extent of manifestation of knowledge in Filipino curriculum relative to DepEd mandates, professional development, and future challenges were also determined. Moreover, the challenges encountered by the teachers in using Filipino curriculum were considered. Likewise, differences in the challenges in the implementation when teachers are grouped according to profile variables were also noted. On the basis of the results, a synergy management program for teachers was proposed.

This study was limited to three hundred ten (310) Junior High School Filipino teachers in the Province of Batangas. This study was also limited to the variables included by the researcher

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in the study. Moreover, the study was limited only to the answers given by the respondents on the administered questionnaire, sharing of insights from the focus group discussion and interview.

Results from the findings revealed that junior high school Filipino teachers in Province of Batangas have commendable profile in terms of teaching competence and qualifications. Also, determinants such as DepEd mandates greatly affected the understanding of K to 12 JHS Filipino curriculum implementers while professional development and future challenges moderately affected the understanding of the aforementioned implementers. Likewise, keeping updated on the current trends in education and adapting to the new normal system of teaching and learning due to pandemic were the most challenging aspects met by Filipino teachers in K to 12 curriculum implementation. No significant difference between respondents' profile and the challenges they encountered in using K to 12 JHS Filipino curriculum. The proposed management program aimed to synergize JHS Filipino teachers' skills and competence.

Keywords: Synergy, JHS Filipino teachers, secondary schools, DepEd Mandates, Professional Development and Future Challenges

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Introduction:

The Department of Education (DepEd) is committed to provide a quality public education system. Education is a vital instrument that a person can acquire and is regarded as one of the most important components of the processes to enrichment of knowledge, competence, and the value of appreciation. It is not easy to gain and inculcate it for the present and future generations since it is present with the different variables and reforms it undergoes. However, it is through motivation and inspiration that a person can gain acceptance, persistence, dedication, hope, and love for one's job satisfaction. Thus, Filipino curriculum implementers, or classroom teachers who carry out the plan, are expected to carry out effective and meaningful teaching or transfer of knowledge and skills to students.

The transformation of basic education in the K to 12 curriculum in the Philippines ensures that its goals are aligned with a balanced and inclusive education. It entails revitalizing teacher education as well as promoting harmony in education, research and in adopting a 21st century skill-based curriculum. Moreover, the most important change gives premium on the attitude and behavior of teachers toward their work focused on the education of students. Aside from mastering the teaching and learning process, teachers are expected to become a researcher. Nowadays, there has been a growing recognition in the international education community of the powerful role of teachers as academic researchers. Relatively, synergy is the mutually advantageous conjunction or compatibility of distinct groups, participants, or elements. The word

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may be applied to almost anything which needs teamwork and collaboration including the Academic World.

In schools, particularly in the Philippine setting, the use of synergy is wanting especially in the field of curriculum development. Different factors must be marshaled to create a masterful curriculum that will guide the implementers in achieving an optimum synergy for the overall academic Junior High Curriculum. The researcher made a painstaking effort through this study to identify the different factors that will work together in attaining aligned strategies and objectives in Philippine schools today. In view of the quote of Daniel Prelipcean, destroying any nation does not require the use of atomic bombs or the use of a long range missiles, it only requires lowering the quality of education. Hence, adding support to the idea that the collapse of education is the collapse of the nation is a realization that needs on analysis of the Philippine education in terms of quality of education.

As may be considered, the Philippines ranked 47th out of 140 countries in Global Competitiveness Index (GCI). From 2015-2016, according to the reports of the World Economic Forum regional rankings of emerging and developing Asia, the Philippines emerged as the 5th, Malaysia being the first, followed by China, Thailand as the third, and Indonesia as the fourth. However, from 2016-2017 reports of the World Economic Forum, the Philippines went backward and ranked 57th among 138 countries. In terms of the quality of primary education (4th pillars

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of the GCI), the Philippines ranked 75th; 53rd for higher education and training (5th pillars of the GCI); and ranked 88th in terms of flexibility and efficient use of talent (7th pillars of the GCI).

Moreover, based on the large-scale assessment of learning outcomes through the standardized National Achievement Test (NAT) for Grade 6, Grade 10, and Grade 12 administered by the DepEd, the average results in all subject areas are mostly at low proficiency levels. This means that the learners are on average of only able to correctly answer between three to five questions for every 10 questions in the NAT. As a response, the DepEd shifted the focus of its reform agenda to education quality while continuously addressing the remaining gaps in access to education, and in upgrading the learning environment through new school buildings and modernizing facilities.

Likewise, the challenge to raise the bar of education quality in the Philippines resolved to undertake an introspection on how the curriculum, being the heart of education, should respond to the issues and demands of the local and global societies. The Department of Education takes the initiative basing its assumptions on the national and global data based on the studies by experts, trends and reports of various networks of stakeholders. Conceptualized as Fourth Industrial Revolution better known as Industry 4.0, the world will be driven by digitization and globalization. As such, some jobs will become out-moded while new ones will arise. The use of computers and new age machines will be indispensable as man uses more of his mind than his muscle. As envisioned by Megatrends in 2025, a diversified and full use of advanced ICT will

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impact the world economy and these are already here like the digital technology, robotics, cloud computing, artificial intelligence, and augmented reality which are best examples. Therefore, advanced skills about futuristic trends and market will be required not only in the country but around the world. In fact, Global Talent Competitiveness Index in 2019 already has cited entrepreneurial skills and the ability to compete globally as major ingredients for the success of a country to grow, attract and retain investments including human resources. As in the past, entrepreneurial talent will dictate the destiny of a nation as a whole combined with creativity, innovation, flexibility, and risk-taking.

As has been established, Industry 4.0 determines global trends, shaping the world of work and then defining the skill set expected from respective fields of employment. Along with the idea that the success of the curriculum lies to a great extent in the quality of student learning, the role of the curriculum implementers now in school is the preparation of learners through the development of 21st century skills. These are embedded in the curriculum, and gradually developed through the learning competencies and performance standards.

The K to 12 Basic Education Program of the Department of Education has been conceptualized for practical application of the 21st global skills. Philippine Educators viewed the curriculum as a much-needed drug to revitalize the ailing Filipino education and prepare the young for the four curriculum exits: employment, entrepreneurship, middle-level skills development, and higher education. In a light manner, education can make a difference as to people embrace the

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challenges they are confronted with. And the DepEd ensures that education remains the primary and most compelling force that drives the direction of society.

However, is the teacher who is designated to enrich and, in some cases, modify the curriculum because many times the written curriculum may not be adaptable to the culture or the institutional dynamics of the locality. With such roles, teachers become architects of the school curriculum. From a developer, their role shifts to implementer. Then the task of planning shifts to doing. In here, doing implies guiding, facilitating, and directing activities. As such, teachers have the main role of being a bridge to the students' acquisition of knowledge and skills to improve their level of learning. Furthermore, complete, accurate, and effective instruction, must then be ensured by the teachers so that students would develop their ability to explore, reason logically, and apply principles in real-life situations. It is the perspective that teachers play a very important role in the development of communication skills and concepts of the learners. The teachers' focal roles in enhancing the learning of the subject must be so emphasized believing that they are honed by experience and good academic preparation.

The researcher is related to the DepEd as a public secondary school teacher in Filipino for ten years. Likewise, the researcher also experienced being appointed by the Schools Division Superintendent as Officer-In-Charge of a Public National High School. This led him to be more familiar with the curriculum implementation of K to 12 Junior High School Filipino. At present, the researcher is a Senior Education Program Specialist in the Bureau of Curriculum Development

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(BCD) at DepEd Central Office, being one means responsible for the creation of basic education curriculum guides on respective key stages assigned, in line with the set framework, guidelines and policies. This position also assists in the localization of standards and processes in the field offices. Correspondingly, the researcher got a deeper and wider outlook on Filipino Curriculum Implementation. With this, the researcher realized the demand to fully understand and familiarize the intended K to 12 Junior High School Filipino curriculum. It is on this premise that the study was undertaken – to optimize the synergy of the factors toward K to 12 JHS Filipino Curriculum Understanding of the Implementers. Along with this concern, the researcher was encouraged to determine the need for it to meet the challenge of quality teaching in Filipino Curriculum Delivery.

Materials & Methods:

The study utilized the descriptive design in optimizing synergy of Filipino curriculum implementers of K to 12 among junior high schools. As defined by Creswell (2015) this design described the nature of the existing conditions through collection of the different types of data from large sample size to attain the aim of the study. Descriptive research is the most common methodology because it summarizes the characteristics of individuals or groups in their respective schools and eventually propose a research management program to enhance the research practices being implemented in schools hence, survey design was employed.

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The subjects of the study are three hundred ten (310) public junior high school Filipino teachers in the Province of Batangas.

Table 1 presents the distribution of respondents among the four participating schools divisions in Batangas of Province.

Table 1
Distribution of Respondents

Divisions	JHS Teachers	
	Population	Sample
Batangas City	131	35
Batangas Province	814	219
Lipa City	118	32
Tanauan City	90	24
Total	1153	310

Stratified random sampling with proportionate allocation was used while Rao Soft application was used to determine the sample size of JHS Filipino subject teachers.

The study utilized a self-constructed questionnaire as the main data gathering instrument. Focused group discussion and interview were also conducted to enrich the findings of the study.

Questionnaire. The questionnaires have a three-part primary tool to gather pertinent data. The researcher constructed questionnaires based in the gained concepts and insights on

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optimizing synergy in the Filipino curriculum implementers in the Division of Batangas province.

Personal observations of the researcher were also considered in its construction.

Part I of the questionnaires focused on the profile of teachers with respect to educational attainment, years in teaching Filipino, position/designation and Filipino subject taught. Part II determined the extent of determinants affecting the understanding of implementers relative to DepEd mandates, professional development, and future challenges. Part III dealt on the challenges met in its successful implementation. In constructing the questionnaires, the instrument used was developed based on the objectives, interviews and readings from related literature covering the K to 12 Filipino curriculum implementers.

Construction. The instrument used was developed based on the objectives, interviews and readings from related literature covering the optimizing synergy in the Filipino curriculum.

The first draft was presented to the adviser for comments and suggestions which were then incorporated in the second draft. After several refinement of the questionnaire items, upon approval of the adviser, several copies of the questionnaire were prepared for the members of the panel for validation.

Validation. The researcher was advised to present the draft of the questionnaire to the experts in the field for validation. A dry run to test the validity of the instrument was likewise conducted. Reliability testing was done using Cronbach alpha Test. The result revealed that the questionnaire contained high internal efficiency level of 0.871 which was higher than the minimum

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constant value of 0.70, indicating that the instrument was reliable and the options in questionnaire were appropriate for utilization.

Administration. The researcher asked permission from the office of the Schools Division Superintendent for the distribution of the questionnaire. With regards to the administration of providing the questionnaires to the subject of the research, the researcher asked permission from the office of the Schools Division Superintendent for the distribution of the questionnaires. After the permission letter was granted, the researcher shared the link of the Google Forms to the participating Divisions in the Province of Batangas. The retrieval of the questionnaires was completed after forty-five days. Moreover, the basic education teachers to whom the questionnaires were administered for validation were also interviewed for further verification on suitability of the items in the questionnaires presented. Finally, the completed questionnaires were retrieved and tabulated.

Scoring of responses. The score of each item was given a corresponding weight value with 1 as the lowest and 4 as the highest score. Descriptive equivalents or verbal descriptions were provided for the interpretation of numerical results.

Options	Scale Range	Verbal Interpretation
4	3.50-4.00	Strongly Agree (SA)/Great Extent (GE)
3	2.50-3.49	Agree (A)/Moderate Extent (ME)
2	1.50-2.49	Disagree (D)/Slight Extent (SE)
1	1.00-1.49	Strongly Disagree (SD)/Least Extent (LE)

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To ensure that appropriate and accurate information gathered, the researcher set an interview schedule with the selected 10 Filipino teachers to supplement and to enrich the gathered data. Responses and reactions regarding Filipino curriculum implementation in the province of Batangas were summed up and properly documented to substantiate information obtained from the questionnaire.

Focus Group Discussion (FGD). A Focus Group Discussion (FGD) was also conducted on June 10, 2021, which started at three o'clock and ended at five o'clock in the afternoon. The FGD highlighted the competencies of Filipino teachers, implementation of the Filipino curriculum and the challenges met in its implementation.

Proper communication among the concerns was conformed after the researcher asked approval from the higher authorities to conduct the administration of questionnaire in the field. With the approval of the school administrators, the questionnaires were distributed to the secondary Filipino teachers through Google Forms. Retrieval was 100 percent which took three weeks. The data were then submitted to the statistician for treatment after which the data were analyzed and interpreted.

To interpret the data collected, the following statistical tools were used to answer the research questions.

F-test. This was used to test the significant differences on the assessment when the respondents are grouped according to profile variables.

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Weighted Mean. This was used as measures of the average responses of the Filipino teachers.

Results and Discussion:

Profile of the Filipino Teachers

Teachers work collaboratively and efficiently to achieve quality learning among students. This study identified the profile of school heads in terms of educational attainment, years in teaching Filipino subject, position/designation, and Filipino subject taught. Profiles were presented in Tables 2 to 5.

Educational Attainment. It refers to the degree or level of completed education of a person. This serves as vehicle of school leaders in their achievement of advanced learning and insights which are valuable in their performance. Table 2 presents the profile of the respondents in terms of educational attainment.

As presented in the table, most of the teachers had Filipino as their area of specialization. This is a good indication that majority of the

Table 2
Profile in terms of Educational Attainment

Category	Frequency	Percentage
Filipino Specialization	212	68.39
Non-Filipino	98	31.61
Total	310	100

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Teacher-respondents were familiar with the content of this research. They had wide understanding on how it is best to teach the subject in the junior high school. Further, it is also good to mention that significant number of respondents were non-Filipino major which paved the researcher's contention to pursue synergizing Filipino teachers' competencies in learning the Filipino curriculum. In the field of education, all teachers are encouraged to pursue relevant post graduate degrees to keep qualified and advanced in the subject. In the interview, teachers shared that they were deliberately encouraged to pursue post-graduate degrees; which could help them equip with knowledge and skills by taking post graduate programs. Through this opportunity, they can be ensured of their advanced knowledge and learning which would eventually enhance their teaching.

This conforms to the idea of Tabago & Cruz (2012) that educational background influenced the overall performance of teachers in the field of education. He also described that a good and effective teacher must be intellectually equipped with knowledge. Teachers must undergo continuous professional growth to enhance their self-confidence and belief in their ability to accomplish the task and to update themselves in the diverging dimensions of the teaching profession.

Years in Teaching Filipino. Experience as a school leader is a key factor in the attainment of necessary skills and competencies. Table 3 shows the profile of respondents in terms of years in teaching Filipino.

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Table 3
Profile in Terms of Years in Teaching Filipino

Category	Frequency	Percentage
5 years and below	118	38.06
6-15 years	116	37.42
16 years and above	76	24.52
Total	310	100

It can be noted that little discrepancy is noted between those teachers teaching the subject for five years and below and six to fifteen years. This infers that having these results, it can be said that indeed, these Filipino teachers are the seasoned ones and had acquired relevant trainings and skills in all forms of educational setting. Moreover, it can also be said that with such years in the service, they had been exposed to many issues and concerns which could eventually be helped in ensuring smooth operation of the classroom and in sustaining the academic progress of the students. In the sharing of the teachers in the FGD, in almost all problems they had encountered being a plain classroom teacher, the problem brought by this pandemic is beyond measure. Such innovations changed their educational point of view and even shaped their career. For them, some of their colleagues had been forced to enjoy early retirement since they can no longer comply with many school requirements especially those that require computer skills and integration. They also shared that they were digital migrants; so, learning technology and computer in a short and abrupt pace will not help them anymore. More so, they also revealed that they had enjoyed the profession and early retirement would not fail them but they claimed

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that it is their best way to share the opportunity for those who have the potentials and skills to becoming one as well.

Rogayon (2018) stressed that while managing an educational institution may not be a lucrative career, teaching has long been recognized as the finest purpose, vocation, and profession, contributing mostly to the non-material happiness of those who engage in it. In consonance, the Ministry of Education (2013) state that school heads' affirmation towards teachers' roles in classrooms such as, builders of a warm environment, mentors and nurturers of students, being role models, and listening and looking for signs of trouble, are very significant in giving knowledge to learners.

Position/Designation. Teachers' position has a direct bearing in the overall performance of the organization. Table 4 presents the data gathered in terms of position/designation.

Table 4
Profile in terms of Position/Designation

Category	Frequency	Percentage
Teacher I	149	48.06
Teacher II	39	12.58
Teacher III	100	32.26
Master Teacher	22	7.10
Total	310	100

In terms of position and designation, the above table revealed that most of the Filipino teachers belonged to teacher I academic rank and followed by teacher II. It must be noted that

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these two academic ranks of teachers were the beginning entries when a teacher opted to work in a public school. So, for these teachers to be promoted, they have to be mindful of some aspect to be promoted which include pursuance of post graduate education, longer stay in the teaching profession, research conducted and other related requirements. However, in the sharing of teachers in the interview, they also revealed that these teachers were the commonly people entrusted to some designations and other ancillary functions. Having said, it is true that their teaching competence sometimes is hampered because of these intervening factors which they cannot neglect being a classroom teacher.

Filipino Subject Taught. Teachers' productivity varies as to the subjects taught in the school. This study also figured out the Filipino teachers' subject handled in the school year. Table 5 presents profile in terms of the aforementioned factor.

Table 5
Profile in Terms of Filipino Subjects Taught

Category	Frequency	Percentage
Filipino 7	78	25.16
Filipino 8	71	22.90
Filipino 9	79	25.48
Filipino 10	82	26.45
Total	310	100

Most of the participating teachers in the study revealed teaching in Filipino 10 in the junior high school not too far from this results are those teachers in Filipino 9. It can be evident that in

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the context of this study, these teachers are the higher grade level teachers who usually completed the competencies ahead of other grade levels. Moreover, it can be said that there are more students belonging in these grade levels which automatically required more teachers to handle the classes.

Extent of Manifestation of Knowledge in Filipino Curriculum

The study assessed the teachers' knowledge in Filipino curriculum relative to DepEd mandates, professional development, and future challenges. Data are shown in Tables 6 to 8.

DepEd Mandates. It refers to the overall aims of the DepEd to ensure quality and affordable education among Filipino learners. These mandates can be translated through teachers' competence and skills to ensure relevant education. Table 6 presents assessment on the extent of determinants relative to DepEd mandates.

This study also affirmed of the fact that junior high school Filipino teachers had significant understanding of the K to 12 curriculum in relation to the increasing mandates from the Department of Education. In fact, as revealed in the table, teachers assessed that they understand the most essential learning competencies in the new normal to a great extent. This implies of their knowledge and great awareness of keeping the education even amidst pandemic. They had these MELCS as relevant vehicle to assist teachers in the conceptualization of competencies needed by the students.

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Table 6
Extent of Manifestation of Knowledge in Filipino Curriculum in terms of DepEd Mandates

ITEMS	W.M.	V.I.
1. Familiarizing the content knowledge of the teacher on the Republic Act No. 10533 otherwise known as the Enhanced Basic Education Act of 2013	3.45	ME
2. Showing teacher's understanding on DepEd Order No. 21 s. 2019 also known as Policy Guidelines on the K-12 Basic Education Program.	3.56	GE
3. Demonstrating awareness of the teacher in the 10-Point Agenda of DepEd for "Quality, Accessible, and Liberating Basic Education for All" in the curriculum.	3.48	ME
4. Ensuring the articulation of DepEd vision and mission in daily lesson of the teacher.	3.62	GE
5. Integrating the core values of DepEd in daily lesson of the teacher.	3.69	GE
6. Keeping up-to-date of the Learning Continuity Plan of DepEd during this time of pandemic in the school.	3.68	GE
7. Acquiring the understanding of teacher on the Most Essential Learning Competencies (MELCs) of DepEd for the new normal curriculum.	3.70	GE
8. Covering the content of the Filipino curriculum guide by the teacher.	3.65	GE
9. Using pedagogical approaches that are constructivist inquiry-based, reflective, collaborative, and integrative (appropriate to the subject matter and the learners) by the teacher.	3.59	GE
10. Assimilating the content and performance standards in teaching delivery of teacher.	3.52	GE
11. Correlating the vertical and horizontal articulation of the competencies in the curriculum delivery utilized by the teacher.	3.45	ME
12. Demonstrating the knowledge of teacher on the spiral progression of competencies across the curriculum.	3.54	GE
13. Aligning the lesson objectives in the teaching methods, learning activities and instructional materials (appropriate to learners) used by the teacher.	3.67	GE
14. Delivering accurate and updated content knowledge of the teacher on the K to 12 curriculum.	3.64	GE
15. Showing teacher's mastery of K to 12 Filipino curriculum frameworks.	3.60	GE
COMPOSITE MEAN	3.59	GE

Legend: GE – Great Extent ME- Moderate Extent

Further, along with the many identified targets for students to grasp, these MELCS envision to help students learn not only the basic but with emphasis on the most essential

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concepts. Moreover, as shared by the teachers in the FGD, in as much as they would like to instill complicated terms and concepts, they have to make sure that only those relevant and appropriate in the students' grade level are the ones being pursued. They also shared that through their well-defined activities in the module, they still able to tap the skills expected for students to develop along with the other competencies set in the grade level. This runs parallel to the idea of Corpuz (2015) that teachers with a unique set of personal qualities such as congeniality, sense of humor, enthusiasm and sparkling facial expression can contribute significantly to the mental, social and emotional development of the students. No matter what the teachers do intentionally and unintentionally, they will always serve as a model to the students. The enthusiasm for an activity may be more caught than taught, depending on the nature on the influence of the teachers.

On a similar vein, teachers integrate the core values of DepEd in their daily lesson and remain updated of the learning continuity plan in this time of pandemic to a great extent. This indicates their relentless commitment and compliance with the mandate of realizing the DepEd overall vision and core values through integration in their daily lesson logs. As understood by the researcher, he believed that every schools division has this promulgation that teachers are expected to draft lessons in support for DepEd core values. Some used to have an assigned core value for the month where all teachers and everyone in the school community thinks of plans and strategies to actualize such core values. This was also affirmed by the teachers in the interview when they revealed that this is what they practice, they continue to challenge teachers to be

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creative and integrate innovative actions in their lesson in support of the assigned core values.
Others also claimed that through their SSG and SPG, they were challenged to launch activities supporting this undertaking.

Similarly, teachers assessed the content of the curriculum guide and aligning the lesson objectives in the teaching methods, learning activities and instructional materials to a great extent. This stresses the fact where teachers had a sincere understanding of the curriculum guide, and this was immediately tackled in the lesson they presented. They are able to think of appropriate strategies to cater the diverse needs and interests of the students. In addition, this finding also implies teachers' mastery of the lesson. This was also validated by the sharing of the teachers in the FGD when they stressed that Filipino teachers were competent and experts of the field. They had a critical understanding of the lesson and this can be translated to the manner they presented the lesson in class. They also shared that even amidst pandemic they still managed to be creative through the activities they had in the module. Bolden et al. (2012) pointed that the teacher as transformational leader contributes a lot in the school's success. They are instructional and curriculum specialists because they help in implementing effective teaching strategies to understand educational curriculum.

Likewise, teachers ensure articulation of DepEd vision and mission in the daily lesson and can deliver accurate and updated content knowledge on the K to 12 curriculum to a great extent. It highlights teachers' mastery and inclination of the subject which made them easy integrate the

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DepEd's VMGO in their day-to-day lessons. Moreover, this also puts premium to teachers' competence to ensure that these mandates were well-taken care of in the pursuit of their daily activities in class. Through their well-defined activities, they were able to present lessons in the K to 12 curriculum as interesting and encouraging as possible even if they work in a modular instruction. The framework of the Filipino curriculum has philosophical, legal and psychological bases. It was also based on the theories of nature language teaching and learning, philosophies of education and educational theories (Corpuz, 2015).

Furthermore, teachers assessed understanding on the policy guidelines on the K to 12, using pedagogical approaches and demonstrate knowledge on the spiral progression of competencies across the curriculum to a great extent. These findings speak well of them being well-versed in the K to 12 mandates and stipulations. They had a clear understanding of what this K to 12 is all about and can easily translate its mandates in their teaching and learning experience. In addition, since K to 12 stresses the significant roles of the students especially in the generation of their learning, they had to be well-facilitated and well-managed by the teachers. This paves way to teachers' creativity to invoke various types of pedagogical approaches depending on the needs and styles of the learners. This was strongly affirmed by the respondents in the FGD conducted when they revealed such students' needs must be addressed and therefore teachers need to be creative and present lessons in a more engaging way. They also have to

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make sure that activities were not repeatedly done and that they need to track students' learning styles most of the time.

However, teachers also assessed familiarizing the content knowledge on RA 10533, awareness on 10-Point Agenda and the correlation of vertical and horizontal articulation to a moderate extent. This echoes the teachers' not-so-in-depth understanding of the Enhanced Basic Education Act of 2013. This may be because K to 12 curriculum was implemented too fast in 2013 where most of the schools were not prepared and ready. However, in the analysis of the researcher, this should have been addressed. Years later, teachers must have been engrossed and well-acquainted to K to 12 curriculum better. Moreover, findings also stressed the need for them to be more oriented about the 10-point agenda as well as the curriculum mapping where vertical and horizontal articulation are usually done. Parra (2013) in his study concluded that the newly implemented curriculum possessed problems that need to be addressed immediately. Teacher, being the implementer of the curriculum identified problems met in achieving the goals and objectives of the K to 12 curriculum especially in implementing language subject and developing skills needed by the students to become a life-long learner.

In general, the composite mean expressed by the teachers' assessment revealed that DepEd mandates affect teachers understanding of the K to 12 curriculum to a great extent.

Professional Development. This refers to continuing education and training after a person entered the workforce in order to develop new

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Table 7

Extent of Manifestation of Knowledge in Filipino Curriculum in terms of Professional Development

ITEMS	W.M.	V.I.
1. Pursuing graduate studies on curriculum leadership of the teacher.	3.41	ME
2. Subscribing of teacher to professional books and journals in Curriculum Development.	3.22	ME
3. Using different educational websites like https://www.officialgazette.gov.ph of the teacher for research and advancement.	3.25	ME
4. Undergoing upskilling and reskilling program like advance skills on Information and Communication Technology of the teacher.	3.42	ME
5. Attending seminars/workshop on Curriculum Updates and Future trends in industries such as data science and megatrends of the teacher.	3.56	GE
6. Serving as resource person in SLAC or INSET on curriculum matters of the teacher.	3.22	ME
7. Undergoing classroom/school benchmarking of the teacher.	3.29	ME
8. Performing demonstration teaching in school/district/division/ regional or national level of the teacher.	3.16	ME
9. Probing for Field Technical Assistance (FTA) in Filipino subject of the teacher.	3.16	ME
10. Participating in recognition bodies such as Gawad Patnugot by the teacher to raise standards of competency.	2.82	ME
11. Availing National or International Education Exchange Programs of the teacher.	2.73	ME
12. Affiliating with professional organizations in Filipino for partnership and networking of the teacher.	3.03	ME
13. Contributing to collaborative Filipino curriculum development of the teacher.	3.27	ME
14. Taking part of the teacher in the curriculum review in Filipino subject.	3.28	ME
15. Engaging in curriculum mapping activities in Filipino subject of the teacher.	3.29	ME
16. Attending national consultative conference of Filipino experts of the teacher.	3.00	ME
17. Participating in research colloquium on themes related to the Filipino curriculum of the teacher.	2.90	ME

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18. Keeping a compilation of updates on DepEd orders/memos about curriculum of the teacher.	3.25	ME
COMPOSITE MEAN	3.18	ME

Legend: GE – Great Extent

ME – Moderate Extent

skills, stay up to date on current trends, and advance their career. To make this possible, recognition of these needs must be sustained by all concerned school heads and officials. Table 7 presents assessment on the extent of determinants relative to professional development.

Taken from the assessment of teachers it may revealed attending seminars about curriculum updates and future trends in industries to a great extent. This clearly informs the sustained desire of teachers to establish mastery and in-depth connection to the lesson by attending to series of webinars and trainings. In fact, teachers also take this chance to learn more about Filipino curriculum updates and future trends affecting the teaching profession. Like for instance, teachers become more aware on the relevance of data science and other megatrends. In the interview, teachers were in great admission that they continue to challenge themselves to be at par with the global standards through attendance to trainings locally and internationally.

On a similar note, teachers pursue graduate studies on curriculum leadership to a moderate extent. This implies the fact that most of the teachers believed to have underscored the importance of taking post graduate studies but majoring in Filipino as their area of specialization rather than taking curriculum leadership and other management related courses. In the context of the present study, the researcher affirms to make teachers more synergized and able experts of the field they handle, some may consider pursuing graduate studies on

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curriculum leadership. However, this was contradicted by the participants in the FGD when they shared that no single institution in the province of Batangas offered such majorship. They also shared that in as much as they would like to have it but due to voluminous task in school and the possibility of taking it in Manila, they were afraid but pursued Master of Arts in Filipino where the usual colleges and universities offered. Thus, teacher uses a curriculum guide as the basic tool in crafting the learning materials that will establish the sequence and smooth transition of the lesson (Andaya, 2018).

Moreover, teachers revealed undergoing upskilling and reskilling of skills, benchmarking, contributing to collaborative Filipino curriculum development and curriculum review of the subject to a moderate extent. In this time of pandemic, and as affirmed by the findings, teachers have to learn more about reskilling of their ICT skills. Since education has shifted to online and blended learning, it is vital for teachers to capitalize on their ICT literacy and make some adjustments to make themselves fit for the new learning modality. In a way, there were plenty of opportunities being offered among teachers to keep on track with the purpose. Also, they may do the benchmarking activities with other teachers and with other schools on how they make necessary preparations in terms of educating in the new normal. Further, these findings also stressed that Filipino teachers should more supportive and contributive to the holistic development of the Filipino curriculum and subject as a whole. In terms of localization, this is usually facilitated in a school or district where they gather all Filipino teachers to convene and propose necessary

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interventions and activities to make the existing even better and relatable on the part of the students. This was also affirmed by the teachers in the FGD when they revealed how challenging it is for some of them especially the season teachers in coping with the new learning modality.

Also taken from the assessment of teachers, using different educational websites and keeping a compilation of updates on DepEd memo and orders were revealed to a moderate extent. Teachers, as they remain focused on instruction and other functions in schools, tend to forget to consult and consider some educational websites to enrich their data presentation and learning. At times, they only referred to the curriculum guide provided by DepEd and following other options indicated in the curriculum guide were not followed. Such case limits the creativity and resourcefulness of the teachers. In the sharing of the teachers in the interview, they were in admission that they had no records of DepEd orders and memo, they only pointed out that some can easily be taken once posted in the social media and the so called DepEd Tambayan. Although they were aware that DepEd Tambayan is not an official cite for teachers.

Similarly, subscribing to professional books and journals in curriculum development and service as resource person in SLAC and INSET was assessed to a moderate extent. This speaks well of teachers non-subscription to any of the educational and professional books and journals. They may be part of a certain organization like the PAFTE but very seldom of them find time to subscribe to books and journals entry. One of the respondents claimed that they can still access with these books and journal about curriculum once they had time to browse in the social media.

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There were several books and journals for subscription free of charge. Moreover, it can be said that teachers have to be pushed through in order to become a reliable resource speaker. At times, they were in hesitation to become one due to language barriers. They also shared that if the audience would be Filipino teachers, then they accepted the opportunities but if it is plenary, they were considering factors before agreeing in to the invitation.

Other indicators include performing demo teaching and probing for technical assistance in the Filipino subject to a moderate extent. This implies more opportunities for Filipino teachers to participate in the demonstration teaching in the school level to the national level. To make this possible, then teachers have to more confident, have mastery of the subject matter and ensure competitiveness in the teaching and learning process. Further, these findings also stressed the need to regularly inform teachers of their teaching performance and then later on see the improvement by highlighting their points for improvement.

In general, the composite mean expressed by the teachers' assessment revealed professional development which affect teachers understanding of the K to 12 curriculum to a Great Extent.

Future Challenges. Every teacher must be responsive to changes that might come along the way in pursuit of quality teaching and learning. No single institution has ever been ready and prepared for the future challenges and so therefore it is a must for them to remain intact and rooted with its ground and core. Table 8 presents the assessments in terms of future challenges.

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Based on the assessment of teachers, enforcing the objectives of DepEd “Sulong Edukalidad” was to a great extent. This implies teachers’ understanding of the DepEd’s overall vision and mission in terms of quality education. They were in support to the department’s mandate of keeping

Table 8
Extent of Manifestation of Knowledge in Filipino Curriculum in terms of Future Challenges

ITEMS	W.M.	V.I.
1. Showing knowledge of teacher on the current trends in education.	3.53	GE
2. Maximizing advanced skills of the teacher in computer technology.	3.53	GE
3. Situating Filipino learning competencies in the Philippine Development Plan by the teacher.	3.46	ME
4. Guiding students in developing awareness about Fourth Industrial Revolution (FIRE) and its implication to education by the teacher.	3.27	ME
5. Emphasizing the results of Global competitiveness Index in Filipino lesson of the teacher.	3.32	ME
6. Incorporating the Ambisyon 2040 in lesson delivery of the teacher.	3.14	ME
7. Assimilating the lessons in future development such as Megatrends by the teacher.	3.26	ME
8. Providing challenging activities leading to creative project development of students by the teacher.	3.47	ME
9. Enforcing of the teacher on the objectives of DepEd “Sulong Edukalidad”	3.62	GE
10. Capacitating the students for future system thinking and living by the teacher.	3.54	GE
11. Linking the lessons of the teacher to future demands and challenges.	3.59	GE
12. Creating the innovative learning experiences in the lesson of the teacher.	3.56	GE
13. Adapting of the teacher to modern learning styles and characteristics of learners.	3.60	GE
14. Enriching the learners to essential human traits and values by the teacher.	3.61	GE

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15.Utilizing access of the teacher to National (https://www.deped.gov.ph), Regional, Division and District official DepEd website	3.49	ME
16. Using different educational websites like https://www.officialgazette.gov.ph for research and advancement of the teacher.	3.38	ME
COMPOSITE MEAN	3.46	ME

Legend: GE – Great Extent

ME – Moderate Extent

the education alive and the only instrument to students' future. In addition, the "Sulong Edukalidad" envisions to make every learner capable of reaching their dreams by means of innovative and transformative education. Most likely, teachers believed that being one with DepEd is one important aspect that must make themselves proud as they were instrumental to assisting and bridging the gaps between the educations of all concerned. In the interview, teachers shared that they were in full support to DepEd's desire to establish a free and quality education among Filipino learners.

Similarly, teachers assessed adapting to modern learning styles and characteristics of the learners and enriching learners with human traits and values to a Great Extent. This talks about the relevant roles of teachers in establishing a sound and appropriate teaching and learning experience. As master of the subjects, they knew the importance of sustaining students' diverse needs and learning styles and keep these in utmost consideration in the presentation of the lesson. Further, teachers affirmed that to make learning more engaging and substantial, they must present lessons in a way that is creative and appropriate to the level of the students. Meanwhile, the finding also stresses the main point among teachers in instilling the right values

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and good traits among students. It is true that teachers were the role models and therefore they have to be emulated good manners and right conduct at all times. This holds true in the sharing of the teachers in the FGD that they were in full admission that being teachers lies great responsibilities. They have to meet one's expectation and always bear in mind that their words and actions are potent tools to break and make every student learn better.

On a similar assessment of teachers, they link lessons to future demands and challenges and create innovative learning experiences in the lesson to a great extent. This indicates how teachers are assertive of the lessons they present in class. As 21st century educational teachers, they have this thought of bringing students to a wider perspective by means of their strategies and approaches in class. In fact, teachers have this notion where it highlights global arena and perspectives by maximizing the local resources. This was also affirmed by the teachers in the interview conducted where they shared that since everything is instant, the world can easily be promoted through teachers' creativity and resourcefulness. They have to be ICT literate and then the world can be at their hands. Moreover, they also claimed to make learning long lasting and more retentive to the end of the students, and they have to sustain their commitment of providing lessons related to the students' lives and at par with their day-to-day experiences.

Moreover, other indicators assessed to a great extent by teachers that include showing knowledge on the current trends in education, maximizing advanced skills in computer technology and capacitating students for future system thinking and living. This affirms teachers' wide

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understanding of the education system not only in this country but even abroad. They have this thinking that to make students really the 21st century learners, they need to be educated taken from a global perspective and nurtured by the gifts of collaboration, globalization and innovation. Further, this finding also speaks well of teachers' skills in terms of computer literacy. As affirmed by the researcher, the trends these days are into one's creativity and ICT literacy. Also in support to these statements were the contention of the teacher-participants in the FGD conducted when they revealed significant thoughts to make students proactive and generally able to generate their own learning through teachers' well-defined teaching and meaningful engagement.

On the contrary, teachers assessed situating Filipino learning competencies in Philippine development plan, providing challenging activities leading to creative project development and accessing the national DepEd website to a Moderate Extent. These findings reveal the need for teachers to be assertive and considerate in identifying learning competencies as part of the development plan. Since everything is taken into macro perspective then teachers have to singly out specific, measurable and doable objectives to help meet the needs of the students. This also finds resemblance to the creative project development as this reinforces teachers' management of learning and classroom strategies among students.

Similarly, teachers were assessed emphasizing the results of global competitiveness index in the lesson to a Moderate Extent. This clarifies the notion of teachers' insufficient consideration of the competitiveness results to specifically iron out the needs of the students. This result is

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crucial as this paves the way for students to be globally ready and prepared. To make this possible, teachers need to be more aware of this competitiveness index and how this relates and contributes to the overall progress and development of the students.

Finally, teachers also revealed in their assessment that incorporating Ambisyon 2040 in the lesson to a Moderate Extent. This challenges teachers to make themselves more aware and understanding of what this Ambisyon 2040 is all about. In case teachers have little understanding of such concepts then they have to make sure to do further inquiry and readings to be able to incorporate these stipulations in their daily lessons. Teachers who shared in the interview sometimes tend to have little understanding due to unavailability of materials and resources to deepen their awareness for the purpose.

In general, the composite mean expressed by the teachers' assessment revealed future challenges which affect teachers understanding of the K to 12 curricula to a Great Extent.

This study also looked into the different challenges encountered by the Filipino teachers in using the curriculum.

Table 9
Challenges Encountered by the Teachers in Using Filipino Curriculum

ITEMS	W.M.	V.I.
1. Access to seminars and in – service training on Filipino Curriculum.	3.60	SA
2. Time allotment for the subject.	3.61	SA
3. Stakeholders' awareness towards new curriculum.	3.57	SA
4. Exceeding the teaching loads.	3.13	A

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5. Technical assistance from school head/department head/master teacher Filipino curriculum matters.	3.55	SA
6. Significant decrease of student's achievement.	3.18	A
7. Provision of Filipino textbooks, learning materials, and modules	3.52	SA
8. Keeping updated on the current trends in education.	3.62	SA
9. Overlapping tasks on special assignments.	3.16	A
10. Interpretation and implementation of DepEd memoranda on Filipino curriculum.	3.49	A
11. Congested competencies in the curriculum guide.	3.36	A
12. Time for professional growth and development on Filipino curriculum.	3.55	SA
13. Access to national and international research conferences on curriculum development.	3.34	A
14. Understanding of national development issues.	3.48	A
15. Gaining skills in advanced Information and Communication Technology applications.	3.55	SA
16. Adapting to the new normal system of teaching and learning delivery due to pandemic.	3.62	SA
17. Grasp clearer understanding of the Most Essential Learning Competencies (MELCs) of DepEd for the new normal curriculum	3.61	SA
COMPOSITE MEAN	3.47	A

Legend: SA – Strongly Agree A – Agree

Challenges Encountered by the Teachers in Using Filipino Curriculum

Addressing challenges concerning implementation of the K to 12 Filipino curriculum is one of the important ways to provide a relevant and enhanced Junior High School Filipino curriculum and PPST compliant instruction. Hence, every learning institution must address appropriately these challenges to enhance the development of competencies of the teachers. These challenges for teachers in the implementation of K to 12 Filipino curricula are presented in Table 9.

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Challenges were encountered in the K to 12 Filipino curriculum implementations. To begin, teachers expressed strong agreement in keeping updated on the current trends in education and adapting to the new normal system of teaching and learning due to pandemic. These reveal teachers' contention of the relevance to keep themselves abreast and updated on the current trends and issues in terms of education. Also, they also found out challenging to meet education goals these days due to the new normal in instruction. Since no face-to-face classes and students learn through modules, they found out it really hard to cope up since they are not that convinced of students' learning. After all, they were totally aware of the commonly shared feedbacks that parents were the ones answering the module and there was this computer application which helped students answer the question indicated in the module.

Similarly, teachers strongly agreed in accessing to seminars and in-service training on Filipino curriculum, time allotment for the subject and clear understanding of the MELCS in the new normal curriculum. Underscoring that these indicators were of great concerns to the respondents. It can be inferred that the respondents had a hard time preparing for the different instructional materials required in the subject due to limited seminars and trainings provided for Filipino teachers. More so, teachers affirmed lack of substantial resources and inputs about MELCS to help students learn the basic in this time of pandemic. Besides, as revealed by the teachers in the conducted FGD, very few and sometimes the same people were asked and sent to attend seminars and trainings. They also shared that this was understandable due to limited budget

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allocated by the institution to each faculty member. The relevance of attending training concerns with Bukaliya which cited that certified teachers are always learning and growing professionally through attendance to series of seminars and trainings.

Stakeholders' awareness of the new curriculum, technical assistance from the school/department heads, time for professional growth and development and skills in ICT were challenging points which were strongly agreed by teachers. This pinpoints the lack of coordination and communication of school officials to all concerned especially if it is about to curriculum revision and development. A certain protocol needs to be followed where teachers also need to consult with internal and external stakeholders considering the purpose. Also, teachers believed that due to numerous ancillary commitments in school they tend to have lost professional growth and even in attending to seminars and pursuance of post graduate education which never happens due to their undying commitment to school matters. Moreover, teachers shared in the interview that the most challenging aspect these days is on how they can thrive in the new normal since everything is done online. They claimed that schools should be more considerate and assistive to their concerns especially in the ICT.

Other indicators agreed by the respondents include interpretation and implementation of DepEd memoranda and understanding of national development issues. These affirm teachers' varying points in terms of analyzing the guidelines and stipulations of a certain DepEd memo. They believed that these should be well-communicated by their school heads because these will

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greatly help as discussed in one of the local meetings. In the FGD, they shared that they usually have a LAC session occasionally, they stressed that these should be discussed so that and they would have a common understanding of the guidelines and later generate favorable results in interpretation and analysis.

Moreover, teachers agreed challenges in the significant decrease of students' achievement and overlapping tasks on special assignments. This validates the fact that in this time of global pandemic, students are the ones being affected. Since no physical encounter and only modules help them learn, there are significant decrease in terms of students' academic achievement. In as much as they would like to have home visitation the present quarantine status among localities prohibits teachers to do so. In addition, overlapping tasks among teachers are another major concern. In fact, in the FGD teachers shared that how can they master the lessons they teach if occasionally they tend to change the subjects and other designations from the school heads.

Truly, teachers agreed that they have exceeding teaching loads. This continues to hamper teachers' proficiency and competitiveness as this creates notion of overworked and mentally challenged. Sometimes, they were given subjects even beyond their areas of specialization. This was strongly supported by teachers in the FGD, when they shared that in most of the time, they were asked to handle subjects beyond their capacity as teachers. One of them shared that she was asked to teach ESP though she is a Mathematics major. However, she followed her immediate supervisor. But she left something in the session that captivates the heart of the audience, as she

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shared, no one can expect to be the best version of themselves if teaching is not aligned in the subject which they teach. Same is true in the saying, "you cannot give what you do not have."

Overall, respondents agreed on the cited challenges concerning implementation of the K to 12 Filipino curriculum. This result suggests that schools must exert effort and think of ways on how to mitigate these challenges and teachers improve their competencies so that quality teachers are ensured.

Differences in the Assessment on the Extent of Manifestation of Knowledge of Filipino Curriculum when the Respondents are Grouped according to Profile Variables

This study also identified the differences in the assessment on the extent of manifestation of knowledge of Filipino Curriculum when the respondents are grouped according to profile variables.

Table 9 shows the difference on the assessment when respondents are grouped by educational qualifications.

Table 10
Differences in the Assessment on the Extent of Manifestation of Knowledge of Filipino Curriculum when the Respondents are Grouped by Educational Qualifications

	Mean	S.D.	F value	p value	Decision on H0	Interpretation
DepEd Mandates						
BSE/BSED Major in Filipino	3.63	0.39	1.2163	0.3038	Failed to Reject	Not Significant
BSE/BSED Minor in Filipino	3.58	0.44				

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BSE/BSED with other Major Course	3.50	0.42				
Graduate of MA/edD/PhD with Filipino Specialization	3.59	0.43				
Graduate of MA/EdD/PhD with non-Filipino Specialization	3.60	0.37				
Professional Development						
BSE/BSED Major in Filipino	3.25	0.54				
BSE/BSED Minor in Filipino	3.12	0.59				
BSE/BSED with other Major Course	3.06	0.63	1.6733	0.1560	Failed to Reject	Not Significant
Graduate of MA/edD/PhD with Filipino Specialization	3.27	0.58				
Graduate of MA/EdD/PhD with non-Filipino Specialization	3.07	0.74				
Future Challenges						
BSE/BSED Major in Filipino	3.50	0.43				
BSE/BSED Minor in Filipino	3.49	0.45				
BSE/BSED with other Major Course	3.39	0.52	0.8527	0.4928	Failed to Reject	Not Significant
Graduate of MA/edD/PhD with Filipino Specialization	3.40	0.49				
Graduate of MA/EdD/PhD with non-Filipino Specialization	3.43	0.51				

In terms of DepEd mandates, it can be gleaned from the above table that the computed F - value of 1.2163, yielded a p - value of 0.3038. This indicates that the null hypothesis of no

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significance is failed to be rejected. Thus, there is no significant difference between respondents' educational qualification and the challenges they encounter in implementing K to 12 JHS Filipino curriculum in terms of DepEd mandates. This infers that no significant bearing may be attributed to the highest educational attainment of the teachers. Regardless of their educational attainment, DepEd mandates remain consistent and can be interpreted based on the guidelines and stipulations provided in a particular memo or order.

In terms of professional development, it can be gleaned from the above Table that the computed F – value of 1.6733, yielded a p – value of 0.1560. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' educational qualification and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of professional development. This speaks well of the fact that for a person to be professionally developed, educational qualification serves as instrument to help a person realize his goals of becoming a competent and qualified for the teaching position.

In terms of future challenges, it can be gleaned from the above table that the computed F – value of 0.8527, yielded a p – value of 0.4928. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' educational qualification and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of future challenges. In as far as these results are concerned, teachers must

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understand that future challenges would still be likely to happen regardless of person's educational background. In the context of new normal education, no one has ever predicted and prepared for this new learning modality. Therefore, as affirmed by teachers in the interview, always expect the possibilities of learning in a new way and ready to embrace innovations and trends in the education system.

Table 11 shows the difference on the assessment when respondents are grouped by years in teaching Filipino.

Table 11
Differences in the Assessment on the Extent of Manifestation of Knowledge of Filipino Curriculum when the Respondents are Grouped by Years in Teaching Filipino

	Mean	S.D.	F value	p-value	Decision on H0	Interpretation
DepEd Mandates						
5 years and below	3.58	0.44	0.0968	0.9078	Failed to Reject	Not Significant
6-15 years	3.60	0.38				
16 years and above	3.60	0.38				
Professional Development						
5 years and below	3.24	0.61	1.8563	0.1580	Failed to Reject	Not Significant
6-15 years	3.19	0.57				
16 years and above	3.08	0.59				
Future Challenges						
5 years and below	3.51	0.46	1.4062	0.2466	Failed to Reject	Not Significant
6-15 years	3.46	0.45				
16 years and above	3.39	0.49				

Analysing the DepEd mandates, it can be gleaned from the above Table that the computed F – value of 0.0968, yielded a p – value of 0.9078. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference

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between respondents' years of teaching Filipino and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of DepEd mandates. This holds true to the statement that years in teaching the subject shall never be a reason for learning the DepEd mandates as this helped the teacher to be professionally aware and informed of the concerning policies and system of the DepEd.

In terms of professional development, it can be gleaned from the above table that the computed F – value of 1.8563, yielded a p – value of 00.1580. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' years of teaching Filipino and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of professional development. This infers that no significant bearing may be attributed to the highest educational attainment of the teachers. Regardless of their number of years in teaching Filipino, they still have to be concerned about the professional development.

In terms of future challenges, it can be gleaned from the above table that the computed F – value of 1.4062, yielded a p – value of 0.2466. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' years of teaching Filipino and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of future challenges. Relatively, this implies non association of future challenges to the number of years in teaching the subject.

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Table 12 shows the difference on the assessment when the respondents are grouped by position/designation.

In terms of DepEd mandates, it can be gleaned from the table below that the computed *F*- value of 1.6723, yielded a *p*- value of 0.1730.

Table 12
Differences in the Assessment on the Extent of Manifestation of Knowledge of Filipino Curriculum when the Respondents are Grouped by Position/Designation

	Mean	S.D.	<i>F</i> value	<i>p</i> -value	Decision on H0	Interpretation
DepEd Mandates						
Teacher I	3.55	0.42	1.6723	0.1730	Failed to Reject	Not Significant
Teacher II	3.71	0.34				
Teacher III	3.60	0.41				
Master Teacher	3.62	0.34				
Professional Development						
Teacher I	3.20	0.58	0.2420	0.8670	Failed to Reject	Not Significant
Teacher II	3.19	0.59				
Teacher III	3.14	0.63				
Master Teacher	3.22	0.52				
Future Challenges						
Teacher I	3.48	0.44	0.7114	0.5458	Failed to Reject	Not Significant
Teacher II	3.50	0.47				
Teacher III	3.41	0.48				
Master Teacher	3.54	0.52				

This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' position/designation and the challenges

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they encounter in implementing K to 12 JHS Filipino curriculum in terms of DepEd mandates. This infers that no significant bearing may be attributed to the position and designation of teachers to learn about the DepEd mandates.

However, in terms of professional development, it can be gleaned from the above table that the computed F - value of 0.2420, yielded a p - value of 0.8670. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' position/designation and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of professional development. This infers professional development of a teacher cannot be attributed to the position or designation being provided to him. Basically, the idea of pursuing a professional growth still lies in the inner core of the teachers to be more abreast with the system and current trends in the education.

In terms of future challenges, it can be gleaned from the above Table that the computed F - value of 0.7114, yielded a p - value of 0.5458. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' position/designation and the challenges they encounter in implementing K to 12 JHS Filipino curriculum in terms of future challenges. Similarly, future challenges may not be associated to the teachers' position and designation. In fact, once a teacher held a certain position, administrative position, it is therefore expected to him to be accountable in all his actions and dealings in the context of the position and designation entrusted to him.

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Table 13 shows the differences on the assessment when the respondents are grouped by Filipino subjects taught.

Table 13
Differences in the Assessment on the Extent of Manifestation of Knowledge of Filipino Curriculum when the Respondents are Grouped by Filipino Subjects Taught

	Mean	S.D.	F-value	p-value	Decision on H0	Interpretation
DepEd Mandates						
Filipino 7	3.61	0.43	0.2625	0.8524	Failed to Reject	Not Significant
Filipino 8	3.60	0.41				
Filipino 9	3.59	0.38				
Filipino 10	3.56	0.39				
Professional Development						
Filipino 7	3.19	0.57	0.7444	0.5263	Failed to Reject	Not Significant
Filipino 8	3.24	0.59				
Filipino 9	3.20	0.58				
Filipino 10	3.10	0.62				
Future Challenges						
Filipino 7	3.55	0.42	1.8738	0.1340	Failed to Reject	Not Significant
Filipino 8	3.45	0.46				
Filipino 9	3.47	0.47				
Filipino 10	3.38	0.49				

In terms of DepEd mandates, it can be gleaned from the above Table that the computed *F*-value of 0.2625, yielded a *p*-value of 0.8524. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' Filipino subject taught and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in terms of DepEd mandates. This infers that no significant bearing may be attributed

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to the highest educational attainment of the teachers. Regardless of their educational attainment, DepEd mandates remain consistent and can be interpreted based on the guidelines and stipulations provided in a particular memo or order.

Relatively, in terms of professional development, it can be gleaned from the above table that the computed F - value of 0.7444, yielded a p - value of 0.5263. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' Filipino subject taught and the challenges they encounter in implementing K to 12 JHS Filipino curriculum in terms of professional development. In terms of future challenges, it can be gleaned from the above table that the computed F - value of 1.8738, yielded a p - value of 0.1340. This indicates that the null hypothesis of no significance is failed to be rejected. Thus, there is no significant difference between respondents' Filipino subject taught and the challenges they encounter in implementing K to 12 JHS Filipino curriculum in terms of future challenges. On a lighter note, both professional development and future challenges hold no association with the respondents' Filipino subject taught.

Proposed Management Program to Optimize Synergy Among Filipino Curriculum Implementers

In response to the findings of the study about the teachers' misalignment to teach the subject in junior high school that paves the researcher's contention to pursue synergizing Filipino

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teachers' competencies in learning the Filipino curriculum. Thus, an Optimizing Synergy Program focusing on the area of content knowledge on Filipino curriculum, curriculum planning, and Filipino curriculum evaluation was developed and proposed. This is composed of objectives, strategies, and expected outcomes among teachers.

Area: Content Knowledge on Filipino Curriculum

Objectives

- To have a thorough understanding of the nature, elements, frameworks, and objectives as well as the general shaping paper of the Filipino Curriculum
- To be fully informed of the most recent DepEd orders, memorandums, and issuances pertaining to Filipino Curriculum
- Stay up to date on current educational developments, particularly in the areas of language acquisition, technology, and innovation

Strategies

- Conduct retooling seminars for Filipino Teachers on the nature, elements, frameworks, and objectives as well as the general shaping paper of the new K to 12 Filipino Curriculum
- Establish a division-wide online data bank of the most recent DepEd orders, memorandums, and issuances pertaining to Filipino curriculum for all Filipino teachers.
- Create a teacher's support program in terms of curriculum content focusing on content standards, performance standards, and learning competencies.

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- Host a school based Kapihan Session/Kumustahan (Light Talk Session) on current educational developments, focusing on language acquisition, technology, and innovation

Expected Outcomes

- Cleared content knowledge of Filipino Teachers on the nature, elements, frameworks, and objectives as well as the general shaping paper of the new K to 12 Filipino Curriculum
- Updated concepts, and knowledge on current educational developments, language acquisition, technology, and innovation for integration into the curriculum
- Enhanced teachers' engagement on DepEd programs, and projects/activities related to Filipino curriculum
- Addressed teachers' concerns and issues in the implementation of Filipino Curriculum Guide

Area: Curriculum Planning

Objectives

- To achieve vertical, horizontal, subject area, and interdisciplinary coherence in Filipino curricula
- To recalibrate teachers on the unpacking of standards and learning competencies in the Filipino Curriculum Guide

Strategies

- Organize a school-wide workshop on Filipino Curriculum Mapping

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- Conduct a district-wide seminar-workshop on the capacity building of teachers in unpacking of standards and learning competencies in the Filipino Curriculum

Expected Outcomes

- Ensured content balance across Filipino curricula and addressed content gaps
- Achieved vertical, horizontal, subject area, and interdisciplinary coherence in Filipino curricula
- Enhance student learning and content quality in Filipino subjects

Area: Curriculum Evaluation

Objectives

- To examine the impact of implemented Filipino curriculum on student learning/achievement
- To review Filipino teaching and learning processes in the classroom

Strategies

- Conduct a study on Filipino Curriculum Evaluation

Expected Outcomes

- Determined the strengths and weaknesses of the Filipino curriculum and its implementation basis for strategic adjustments
- Gathered scientific inputs for improved Filipino teaching and learning
- Provided inputs for Filipino Curriculum monitoring

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Conclusion:

Based on the findings of the study, the following conclusions are drawn:

1. Junior High School Filipino teachers in Batangas province have commendable profile in terms of teaching competence and qualifications.
2. Determinants such as DepEd mandates greatly affect the understanding of K to 12 JHS Filipino curriculum implementers while professional development and future challenges moderately affect the understanding of the implementers.
3. Keeping updated on the current trends in education and adapting to the new normal system of teaching and learning due to pandemic were the most challenging aspect met by Filipino teachers in K to 12 curriculum implementations.
4. No significant difference between respondents' profile and the challenges they encountered in implementing K to 12 JHS Filipino curriculum in the K to 12 Curriculum.
5. The proposed management program aimed to synergize JHS Filipino teachers' skills and competence.

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Recommendations

In the light of the findings and conclusions from this study, the following recommendations were endorsed.

1. Determinants like professional development and future challenges may be taken into consideration for further review and possible intervention.
2. The proposed management program may be presented to the Division for enhancement of purposes and review prior to its implementation.
3. Similar research may be conducted to determine the effectiveness of the management program.

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