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DIFFICULTIES ENCOUNTERED BY MATHEMATICS TEACHERS IN UTILIZING THE K TO 12 CURRICULUM IN SELECTED SECONDARY PUBLIC SCHOOLS IN THE FIRST CONGRESSIONAL DISTRICT IN THE PROVINCE OF BATANGAS

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ABSTRACT

This study was conducted to determine the difficulties encountered by Mathematics teachers utilizing the K to 12 Curriculum as well as the challenges they experienced using questionnaire as the main data gathering instrument. This was administered to sixty-four (64) Mathematics teachers and treated statistically using percentage, frequency, weighted mean and ranking, t-test, f-test and Pearson r.

Based on the findings, most of the teacher-respondents were female, young, married, with units in MA/MS, newly hired teachers ranging from 1-5 years in length in service with the position of Teacher III.

The difficulties encountered by Mathematics teachers in utilizing K to 12 Curriculum in terms of curriculum, textbooks and instructional materials, teaching process and teaching environment were all interpreted as serious by the respondents. Moreover, findings showed that "K to 12 Curriculum is complex compared to the BEC Curriculum", "insufficiency of number of modules", "development of students' attitude toward the learning of the subject matter is difficult" and "number of learners in the classroom is too big" were the major difficulties. The respondents determined that excessive paperwork for data collection, overcrowded classrooms and execution of fully accomplished daily lesson log within the specific time were the challenges experienced by Mathematics teachers.

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Both difficulties encountered by Mathematics teachers and challenges which they experienced in utilizing the K to 12 Curriculum have no significant difference when demographic profile of the respondents were considered. Meanwhile there was a significant relationship obtained between difficulties encountered by Mathematics teachers and challenges they experienced utilizing the K to 12 Curriculum. The proposed action plan may serve as basis to help enhance the teaching performance of Mathematics teachers in utilizing the K to 12 Curriculum.

Keywords: *teaching difficulties, teaching challenges, K to 12 Curriculum, textbooks and instructional materials, teaching process, teaching environment, action plan*

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INTRODUCTION

Mathematics is one of the most basic skills that every child should master. Reading, writing and arithmetic are the three subjects often labeled as being of foremost importance. However, while much focus is given on early literacy skills, Mathematics is often neglected. Mathematics introduces students to concepts and skills, and the strategic thinking that is essential in everyday life. It helps students make sense of the numbers, patterns and shapes they see and help them appreciate things that they would not have noticed about the world. Teaching Mathematics from childhood to adulthood is very critical. Teachers should focus on lessons in early childhood from basic skills to advanced Mathematics in high school and college.

According to the report of 2017 National Survey of Science and Mathematics Education, the performance of the Filipino students in the international standardized exams in Mathematics is among the lowest in the world. Banilower (2019). There are some possible causes to this educational phenomenon which triggers the performance to continuously happen in the field of Mathematics. However, with the different strategies and polices educators are developing, we remain lagging in the achievement of the said subject.

Likewise, Filipino graduates with formerly ten years of basic education, are criticized in terms of their level of ability and competency. Philippine basic education has been undergoing series of changes, modifications and improvement in the curriculum areas. Schools are developing new ways in teaching and learning so as to prepare students for life in an innovation-rich world. Changes within the educational system have been constantly implemented by the Department of Education to adopt the Philippine educational system to the needs and demands of globalization. These were experienced by the elementary and secondary Mathematics teachers, especially of public schools. Some of these changes were manifested in curriculum programs and activities, which include the use of different approaches and teaching strategies, the change of the time allotment in the teaching of different subject areas, and the inclusions of the use of both English

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and the Mother Tongue as the medium of instruction. Most recently, the implementation of K to 12 Curriculum initiated in the school year 2012-2013 was considered the most astounding among the series of changes in the Philippine educational system. With the problems of the demands of globalization and level of ability faced by Filipinos, Philippines has adopted the K to 12 program to handle the matter. The adoption of the new program is claimed to reinforce the standard of basic education within the country. Moreover, it will facilitate students to be ready once facing the strain of the 21st century.

According to Robles (2015), with the implementation of K to 12 Curriculum, the needs for the instructional materials doubled as the learners stay in the public schools for two (2) additional years. Moreover, 21st century learning yields outcome based education with students who are very much comfortable in the use of internet and technology. With this, the researcher stated that as teachers now called as facilitators and distributors of learning, the demand to practice effective facilitation techniques and skills in the utilization of K to 12 Curriculum is inevitable. They must provide instructional materials that suit and satisfy the learner's hunger for wisdom with rightful consideration of their technological strengths.

Changes in our educational system today give new roles for the subject teachers. With technological advances, new techniques and strategies should find their way into the school system. These new roles and insights were not gained through traditional teaching. The teacher is the key figure in school. The success of the school and the students in terms of each educational progress rests on the active awareness and leadership of the teacher in carrying out its programs. The teacher then is expected to initiate techniques and strategies that create meaningful and favorable atmosphere in which educational process in successfully taking place. Ramos (2015)

From these experiences, it seems that there is an endless change in the educational system until the desired goal of attaining quality education is reached. These changes should be evaluated in terms of the outcomes manifested in the performance of the students to determine their effectiveness and those of the teachers. Measurement of educational outcomes should be

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reported to the district or school division for appropriate actions aimed at improving to further extent the programs implemented. Ideally, these outcomes could be more reliable after a considerable period of time has lapsed.

Based on the foregoing discussions, the researcher was prompted to conduct a study on the difficulties encountered by Mathematics Teachers utilizing the K to 12 Curriculum particularly in selected schools in the first congressional district in the Province of Batangas along with challenges experienced by the Mathematics Teachers in the implementation. This study hoped to provide an objective evaluation of the variables included in the study for the purpose of enhancing the teaching skills of the teachers and provide appropriate strategies to improve Mathematics learning of the students and prepare them to real life situations.

MATERIALS AND METHODS

This chapter deals with the methods and techniques that were employed in this study. It includes the research design, the locale of the study, the population and sampling techniques, data gathering methods and the analysis of data.

Research Design

This study used the descriptive-quantitative methods of research. According to Creswell (2013), descriptive-quantitative methods of research was suited to use in this study as it emphasizes numerical analysis of data collected through questionnaires. This method of research was used to determine the responses of Mathematics teachers on the difficulties encountered utilizing the K to 12 Curriculum in terms of curriculum, textbooks and instructional materials, teaching process and teaching environment. Moreover, it was also used to evaluate the challenges experienced by the respondents.

The study also employed the descriptive-comparative approach to determine the difficulties encountered by Mathematics teachers utilizing the K to 12 Curriculum. Likewise, it

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was also used to determine the significant difference in the difficulties encountered by Mathematics teachers utilizing the K to 12 Curriculum when profile was considered as well as the significant difference in the challenges experienced by Mathematics teachers utilizing the K to 12 Curriculum when profile was considered. This method was suited to use in this study as descriptive-comparative is a design where the researcher considers two variables and establishes a formal procedure to compare and conclude that one is better than the other if significant difference exists. Trocio, et. al (2013)

On the other hand, a correlational research design was used to assess the relationship between difficulties encountered by Mathematics teachers and the challenges they experienced in utilizing the K to 12 Curriculum. According to Gay (2016), descriptive correlation research method is significant as it discovers relationship among variables.

Locale of the Study

There are eight (8) districts in the first congressional in the province of Batangas. The researcher made use of the entire population of the selected schools in the first congressional district namely: Balayan National High School, Dacanlao G. Agoncillo National High School, Governor Feliciano Leviste Memorial National High School and Jose Lopez Manzano National High School. The researchers purposively selected the Mathematics teachers among these schools to answer the research instrument.

Respondents of the study

The respondents were sixty-four (64) secondary public school teachers during the school year 2019-2020. The study was conducted in four (4) public secondary schools of Batangas Province in the first congressional district. These schools included the following: Balayan National High School from which nineteen (19) respondents participated, Dacanlao G. Agoncillo National High School of which fourteen (14) respondents were taken, Governor Feliciano Leviste Memorial National High School from which twenty-four (24) respondents took part of this study, and Jose Lopez Manzano National High School with seven (7) respondents. The respondents were the total

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population of Mathematics teachers from the selected public secondary school in the first congressional district in Batangas Province.

Research Instrument

This study generated data from the questionnaire to gather data for teachers' evaluation utilizing the K to 12 program in the study locale. The questionnaire had two (2) parts. The first part dealt with the demographic profile of the respondents including respondent's age, gender, civil status, educational attainment, length of service and position. The second part dealt with the K to 12 related questions. The questionnaire was composed of questions that enable the teacher to assess himself/herself on the difficulties he/she encountered in terms of curriculum, text books and instructional materials, teaching process, and teaching environment. This also dealt with the challenges that the teachers experienced in utilizing the K to 12 Curriculum including insufficient teacher preparation and professional development, absence of useful teacher trainings, excessive paperwork for data collection, execution of fully accomplished daily lesson log within the specific time frame, and diversification of teaching strategies used by teachers.

The self-made questionnaire aimed to determine the relationship of the difficulties encountered by Mathematics teachers and the challenges they experienced.

The Likert scale format was utilized using the following continuum: Very Serious (5), Serious (4), Moderately Serious (3), Less Serious (2), and Not Serious (1).

Construction, Validation and Test of Reliability of the Questionnaire

A well-designed questionnaire was constructed through wide reading of different research studies and sample questionnaires which aimed to address the difficulties encountered by Mathematics teachers and the challenges they experienced in utilizing the K to 12 Curriculum in selected schools in the first congressional district in the province of Batangas. With the help of the researcher's adviser, the researcher made an outline and draft of the questionnaire. The researcher ensured that respondents fully understand the questions and were not likely to refuse to answer, organized and worded to encourage respondents to provide accurate, unbiased and

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complete information. The constructed questionnaire was then reviewed by the adviser and was set for validation.

Content validation was made to test the validity of the questionnaire. This was given to the three experts who were the Master Teacher in Mathematics, Department Head in Mathematics and Mathematics MTAP Coordinator. This helped collect better quality data which increased credibility and ensured that the questionnaire accurately measured what it aimed to determine.

The researcher utilized the Statistics with Cronbach alpha to check the reliability of the questionnaire. This was considered to check the consistency of the survey results and was estimated using the coefficient alpha. For the questionnaire regarding difficulties encountered by Mathematics teachers utilizing K to 12 Curriculum in terms of curriculum received a Cronbach alpha value of 0.92; textbooks and instructional materials received a Cronbach alpha value of 0.94; teaching process received a Cronbach alpha value of 0.94; teaching environment received a Cronbach alpha value of 0.93; and challenges experienced by Mathematics teachers utilizing K to 12 Curriculum received a Cronbach alpha value of 0.93. Statistics showed that the prepared questionnaires were reliable with overall reliability of 93%.

Data Gathering

Appropriate data collection was conducted with the aid of questionnaire to reduce the likelihood of errors occurring. Data collection was established systematically which enabled the researcher to answer stated research questions, test hypotheses, and evaluate outcomes accurately.

After problems of this study were determined through thorough research, the researcher designed a questionnaire and identified the respondents. The researcher census the total population of Mathematics teachers from Governor Feliciano Leviste Memorial National High School, Dacanlao Gregorio Agoncillo National High School, Balayan National High School, and Jose Lopez Manzano National High School and gather the information and data dealing with the difficulties encountered by Mathematics teachers utilizing the K to 12 Curriculum. The

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questionnaire prepared by the researcher was given to several expert persons to examine its content and construction per item. The questionnaire was set for validation. The researcher wrote a letter to the school head in the respective schools. Upon the approval of the principals, the researcher conducted and selected the Mathematics teachers of each school with the assistance of the Mathematics Head Teacher to answer the questionnaires prepared by the researcher. The questionnaires were distributed to the respondents and were retrieved after three days. After the data were gathered, it was organized and summarized. The results were then analyzed and interpreted using the appropriate statistical treatment.

Statistical Treatment of Data

The data were statistically tested to evaluate and interpret the data easily and understandably. The organization of data was equally important so that appropriate conclusion can be drawn. Hence, the statistical treatment involved the right statistical tools needed in order to interpret the data at hand. Six (6) statistical tools were used in this study, namely: percentage, frequency, weighted mean and ranking, t-test, f-test and Pearson-r. The researcher analyzed the data using Statistical Package for Social Science or SPSS.

Problem 1. Demographic Profile of the Respondents

1.1. Frequency count and percentage was used to describe the data gathered in the profile of the respondents specifically in age, gender, and socio-economic status. The percentage was used to determine proportion and distribution of the respondents in each of the items considered in their profile. Frequency was used to determine the profile of the respondents in terms of age, gender, civil status, educational attainment, length of service, and current position.

Problem 2. Difficulties Encountered by Mathematics Teachers utilizing the K to 12 Curriculum

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2.1. Weighted mean, standard deviation and ranking were used to determine the respondents' difficulties encountered regarding the curriculum, textbooks and instructional materials, teaching process and teaching environment. Weighted mean refers to the average sum of set values found by adding all values and dividing by the total number of values.

Problem 3. Challenges Experienced by Mathematics Teachers utilizing the K to 12 Curriculum

3.1. Weighted mean, standard deviation and ranking were also used to determine the challenges experienced by the respondents utilizing the K to 12 Curriculum Weighted mean refers to the average sum of set values found by adding all values and dividing by the total number of values.

Problem 4. Significant Difference Between the Perceived Difficulties and the Demographic Profile of the Respondents

4.1. Independent t-test was used to determine how significant is the difference in the difficulties encountered by Mathematics teachers utilizing the K to 12 Curriculum when profile is considered in terms of gender. The remaining demographic profile of the respondents used F-test as statistical treatment.

Problem 5. Significant Difference Between the Challenges Experienced and the Demographic Profile of the Respondents

5.1. Independent t-test was used to determine how significant is the difference in the challenges experienced by Mathematics teachers utilizing the K to 12 Curriculum when profile is considered in terms of gender. The remaining demographic profile of the respondents used F-test as statistical treatment.

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Problem 6. Significant Relationship Between Difficulties Encountered by Mathematics Teachers and the Challenges They Experienced in Utilizing the K to 12 Curriculum

6.1. Pearson r was used to test if there is a significant relationship between difficulties encountered by Mathematics teachers and the challenges they experienced in utilizing the K to 12 Curriculum. It likewise measured correlation which quantified the strength as well as the direction of such relationships.

Problem 7: Action Plan to Enhance the Teaching Performance of Mathematics Teachers in Utilizing the K to 12 Curriculum

7.1. A proposed action plan was designed to help improve the teaching performance of Mathematics teachers utilizing the K to 12 Curriculum and no statistics was made for this research problem.

RESULTS AND DISCUSSION

This chapter presents the data gathered, analysis and interpretation of data to answer the problems which this study aims to achieve.

1. **Demographic Profile of the Respondents**

1.1 **Age**

Majority of the respondents were 20 to 30 years of age representing 45.31% of the total respondents and 31 to 40 years of age representing 28.13%. Meanwhile, only 14.06% belonged to 41 to 50 years of age and 12.50% belonged to 51 to 60 years of age.

1.2 **Gender**

Most of the respondents were female with a frequency of fifty-seven (57) representing 89.06% of the total respondents while there were only seven (7) male teacher respondents which represented 10.94% of the total respondents.

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1.3 **Civil Status**

Most of the respondents were already married which is 71.88% having the frequency of forty-six (46) out of sixty-four (64) respondents. Meanwhile, 25.00% of the respondents were single, 1.56% of the total respondents was widowed and 1.56% of the total respondents was separated.

1.4 **Educational Attainment**

Majority of the respondents were on their ongoing Master of Arts/Master of Science studies with frequency of 44 over 64 respondents. 20.31% belonged to Bachelor's Degree, 9.38% of the respondents' educational attainment belonged to Master's Degree, 68.75% of the respondents' educational attainment belonged to BS with MA/MS Units and 1.56% of the respondents' educational attainment belonged to MA/MS with Doctoral Units.

1.5 **Length of Service**

Most of the respondents belonged to the range of 1-5 years in terms of length of service with a frequency of nineteen (19) followed by 6-10 years with a frequency of seventeen (17).

1.6 **Position**

Majority of the respondents were in the position of Teacher III with a frequency of twenty-eight (28) and a percentage of 43.75% followed by Teacher I with a frequency of twenty-six (26) and a percentage of 40.63%. Furthermore, least of the respondents were in the position of Master Teacher I and Master Teacher II with both have frequency of three (3) respondents and Teacher II with four (4) respondents.

2. **Difficulties Encountered by Mathematics Teachers in Utilizing the K to 12 Curriculum**

2.1 **Curriculum**

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Overall result showed that the computed composite mean of 3.63 (SD=1.141) was verbally interpreted by the respondents as serious as to curriculum being "K to 12 Curriculum is complex compared to the BEC Curriculum" as first in rank, "complex content of the subject in Mathematics" as second in rank and "negative perception in the implementation of spiral progression in the K to 10 Curriculum" as third in rank.

2.2 **Textbook and Instructional Materials**

Overall result showed that the computed composite mean of 3.54 (SD=1.219) was verbally interpreted by the respondents as serious as to textbooks and instructional materials being "insufficiency of number of modules" as first in rank, "unavailability of books and other learning materials" as second in rank and "inappropriateness of the topics in learners' module to abilities and needs of the students" as third in rank.

2.3 **Teaching Process**

Overall result showed that the computed composite mean of 3.53 (SD=1.158) was verbally interpreted by the respondents as serious as to teaching process being "development of students' attitude toward the learning of the subject matter is difficult" as first in rank, "distribution of role in teaching-learning process of which 30% teacher and 70% students is usually not employed" as second in rank and "utilization of the teaching strategies do not suit with the skills and abilities of the students" as third in rank.

2.4 **Teaching Environment**

Overall result showed that the computed composite mean of 3.64 (SD=1.126) was verbally interpreted by the respondents as serious as to teaching environment being "number of learners in the classroom is too big" as first in rank, "available classrooms to accommodate the students is insufficient" as second in rank and "classroom environment is not conducive to teaching" as third in rank.

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3. Challenges Experience by Mathematics Teachers in Utilizing the K to 12 Curriculum

Overall result showed that the computed composite mean of 3.70 (SD=1.071) was verbally interpreted by the respondents as agree as to challenges experienced wherein "excessive paperwork for data collection and overcrowded classroom" both rank 1.5, and execution of fully accomplished lesson log within the specific time frame" as third in rank.

4. Significant Difference in the Difficulties Encountered in Utilizing the K to 12 Curriculum and the Demographic Profile of the Respondents

4.1 **Curriculum**

With regard to utilizing the K to 12 Curriculum in terms of curriculum, since, the computed *p*-values for age (p=0.322), gender (p=0.218), civil status (p=0.116), educational attainment (p=0.118), length of service (p=0.216) and position (p=0.102) were greater than 0.05 level of significance, thus, the null hypothesis failed to reject. Therefore, there was no significant difference in the difficulties encountered by the respondents utilizing the K to 12 Curriculum in terms of curriculum when grouped according to all their profile.

4.2 **Textbooks and Instructional Materials**

With regard to utilizing the K to 12 Curriculum in terms of textbooks and instructional materials, since, the computed *p*-values for age (p=0.168), gender (p=0.181), civil status (p=0.211), educational attainment (p=0.194), length of service (p =0.102) and position (p=0.152) were greater than 0.05 level of significance, thus, the null hypothesis failed to reject. Therefore, there was no significant difference in the difficulties encountered by the respondents utilizing the K to 12 Curriculum in terms of textbooks and instructional materials when grouped according to all their profile.

4.3 **Teaching Process**

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With regard to utilizing the K to 12 Curriculum in terms of teaching process, since, the computed *p*-values for age (p=0.301), gender (p=0.311), civil status (p=0.216), educational attainment (p=0.329), length of service (p=0.118) and position (p=0.126) were greater than 0.05 level of significance, thus, the null hypothesis failed to reject. Therefore, there was no significant difference in the difficulties encountered by the respondents utilizing the K to 12 Curriculum in terms of teaching process when grouped according to all their profile.

4.4 **Teaching Environment**

With regard to utilizing the K to 12 Curriculum in terms of teaching environment, since, the computed *p*-values for age (p=0.168), gender (p=0.235), civil status (p=0.106), educational attainment (p=0.372), length of service (p=0.219) and position (p=0.148) were greater than 0.05 level of significance, thus the null hypothesis failed to reject. Therefore, there was no significant difference in the difficulties encountered by the respondents utilizing the K to 12 Curriculum in terms of teaching environment when grouped according to all their profile.

5. Significant Difference in the Challenges Experienced in Utilizing the K to 12 Curriculum and the Demographic Profile of the Respondents

With regard to utilizing the K to 12, since, the computed *p*-values for age (p=0.278), gender (p=0.218), civil status (p=0.161), educational attainment (p=0.142, length of service (p=0.183) and position (p=0.105) were greater than 0.05 level of significance, thus, the null hypothesis failed to reject. Therefore, there was no significant difference on the challenges experienced by Mathematics teachers utilizing the K to 12 Curriculum when grouped according to all their profile.

6. Significant Relationship Between Difficulties Encountered by Mathematics Teachers and Challenges They Experienced in Utilizing the K to 12 Curriculum

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Between the difficulties encountered and challenges experienced by the respondents, the computed *p*-value of 0.000 was proven to be significant since, the computed *p*-value of 0.000 is less than the 0.05 level of significance. The null hypothesis that there was no significant relationship between the difficulties encountered by Mathematics teachers and challenges they experienced in utilizing the K to 12 Curriculum was rejected.

7. Action Plan to Enhance the Teaching Performance of Mathematics Teachers

A proposed action plan was designed to help enhance the teaching performance of Mathematics teachers in utilizing the K to 12 Curriculum.

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Proposed Action Plan to Further Enhance the Teaching Performance of Mathematics Teachers in Utilizing the K to 12 Curriculum.

PROPERTIES FOR ACTION	PROJECT TITLE	OBJECTIVES	ACTIVITY/ STRATEGIES	KEY PLAYERS	TIME FRAME	RESOURCE	PERFORMANCE MEASURE
Student Development	SWAAKS (Strategic Watchful Assessment and Analysis of acquired Knowledge and Skills)	Determine the strengths and weaknesses of the students	Administer and Analyze Pre Tests, Quarterly/ Examinations and Post Tests. Untangle difficulties of less mastered competency through intervention and remedial classes.	Teachers and students	June - Pre Test End of each Quarter -Periodical Tests March -Post Test	Mathematics Department Fund	An MPS of at least 75% will be attained of at least 85% of the population in their Quarterly Exams and Post Tests.
		Provide support to students needing remediation	Math INSTANT (Improvement of Numeracy Skills thru Administration of Numeracy Tools An intervention approach of	Teachers and students	August 2019- March 2020	Mathematics Department Fund	The students' participation will attain at least approaching proficiency level of numeracy in each set of tools administered.

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			materials for use during extra time in a day focused on specific standard or competency students have not mastered.				
		1. Provide review materials covered last year to enable them to do well in Mathematics in the present school year 2. Prepare the students who belong to the 15th percentile for the MTAP-DepEd Math Challenge Competition and discover math talents among them	Math CARE (Create Attainable and Remarkable Excellence) Hold six (6) Saturday MTAP classes for Regular Students and 7 Saturday MTAP classes for mathematically Talented Students	Principal, Head, Teachers and Students	August-September October-November	Mathematics Department Fund	An increase of at least 1% over the previous NAT at least 70% MPS of the Third and Fourth Quarterly Examination.

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		Provide activities and programs that discover the radiance, intelligence of versatile students/ enthusiasts	Math DRIVE (Discover Radiant, Intelligent, and Versatile Enthusiasts) Participation to Mathematics Quest and Contest (Battle of integers, MTAP Contest, AMSLI, PMO, MTG, and others.)	Teachers and students	July to March	Mathematics Department Fund	Mathematically gifted- students are discovered.
		Acquaint students with the use and application of Mathematics in their daily lives and in nation building	Math Camp	Teachers and students	February	Mathematics Department Fund	Students who know how to value the importance of Mathematics.
Curriculum Development	SHARE IT (Sharpen and Hype the Ability through	Enhance and equip with knowledge, skills and competence of the students and	An enhanced Math instruction will be delivered, and localized indigenized and	Teachers and students	Year Round	Mathematics Department Fund	Knowledgeable, skillful, competent teachers and students.

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	Reinforced Education and Integration of Technology) for curriculum development;	teachers under K-12 curriculum	contextualized materials under K-12 curriculum must be observed 1. Checking of lesson plan 2. Conduct announced and unannounced observation 3. Uses of workbook and other references 4. Encourage students' participation in Math activities				
		Acquaint students and teachers in the integration and utilization of ICT	Math Tech (Technology Enhancement by Creative Heads) Use ICT (Fb, Emails, etc.) in the formation of their lesson	Teachers	Year Round	Mathematics Department Fund	Assignments, homework and other materials uploaded by teachers to be downloaded and printed by students.

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Physical Development	DABS (Deal About Better Settlement)	Improve the MLRC and Math garden	1. Acquisition of a place where all instructional materials, like numeracy tool. 2. Place intended for meetings, remediation and review center.	Head, teachers and students	Year Round	Mathematics Department Fund School MOOE	A Mathematics Learning and Resource Center ready and conducive to learning

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CONCLUSIONS

Based on the findings of the study, the following conclusions were made:

1. Most of the respondents are female of age from 20-30 years old. Majority of them are already married and are on their ongoing Master of Arts/Master of Science studies. Most of the respondents are serving for 1-5 and 6-10 years while Teacher I and Teacher III are the dominant positions.
2. The respondents rate serious in the difficulties they encountered in utilizing K to 12 Curriculum such as in curriculum, textbooks and instructional materials, teaching process and teaching environment.
3. The respondents agree that there is an excessive paperwork for data collection. Furthermore, they agree that there are overcrowded classrooms and execution of fully accomplished daily lesson log within the specific time frame is also a challenge. These are the challenges experienced by Mathematics teachers utilizing the K to 12 Curriculum.
4. There is no significant difference in the difficulties encountered by the respondents utilizing the K to 12 Curriculum in terms of curriculum, textbooks and instructional materials, teaching process and teaching environment when grouped according to all their profile.
5. There is no significant difference in the challenges experienced by the respondents utilizing the K to 12 Curriculum when grouped according to all their profile.
6. There is a significant relationship between the difficulties encountered by Mathematics teachers and challenges they experienced in utilizing the K to 12 Curriculum.
7. The proposed action plan may serve as basis to help enhance the teaching performance of Mathematics teachers utilizing the K to 12 Curriculum.

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