

Extensive curriculum assessment as the basis for a proposed Augustinian K to 12 curriculum in selected Philippines educational institutions



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ABSTRACT

This quantitative-qualitative research aimed to assess the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes. This study utilized the one hundred sixty-two (162) administrators and teachers as respondents coming from the member schools of the Province of Santo Niño de Cebu namely, Colegio San Agustin-Biñan, University of San Agustin, Colegio San Agustin-Bacolod, Colegio del Santo Niño, and San Jose Catholic School in the Philippines. Using Hilda Taba's linear model, the result showed that the level of implementation of the existing curriculum of the member schools in terms of the four curriculum components, except for the evaluation of learning outcomes, was extensive and functioning excellently. There is no significant difference in the K to 12 curriculum in terms of learning objectives when schools are grouped according to location and accreditation status. As to learning content, learning experiences, and evaluation of learning outcomes, significant differences existed when schools are categorized as to years of existence, enrolment size, type of school, and academic qualification of faculty members. Therefore, any educational institution should maintain its quality and excellent education by ensuring that its curricular offerings are reviewed periodically in terms of the four curriculum components mentioned in this study.

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1. Introduction

The Philippine educational system has undergone several stages of development and changes from the early times up to the present. Through the passing of the Republic Act 10533 or the Enhanced Basic Education Act of 2013, the Philippine Basic Education System pushed to strengthen its curriculum by increasing the number of years of basic education from 10 to 12 years (Ancho, 2019). Curriculum enhancement and decongestion were the central focus of the change (de Ramos-Samala, 2018; Decano et al., 2021; Seco-Macarandan, 2014). The new curriculum was redesigned in line with appropriate learning resources and the desired competencies and skills of K to 12 graduates. Deficiencies were filled in and

competencies were strengthened especially in the core areas: English, Mathematics, and Science.

Before the implementation of RA 10533, Basic Education in the Philippines was ten years. This was relatively shorter compared to other countries in Asia such as China, Brunei Darussalam, Cambodia, Malaysia, Singapore, and in Europe such as England, Scotland, and Russia, among others (Almerino et al., 2020; Fernando et al., 2019).

The ten-year basic education cycle resulted in poor quality education delivered to students. Studies revealed that locally, only six (6) of every 1,000 grade six elementary students were prepared to enter high school. Only two (2) of every 100 fourth-year high school graduates were fit for college. Moreover, in the Philippines, far too many young high school students left high school before earning their diplomas. The high school graduation rate was only 58.52% and those who earned high school diplomas did not possess the necessary knowledge and skills for success in post-secondary education and in the workplace. Furthermore, the Washington Accord and Bologna Accord prescribed 12 years of basic education for University admission (Cardona, 2017). With these, millions of Overseas Filipino

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Workers (OFW) and students who wished to study abroad were at a disadvantage. More importantly, the short basic education program affects the human development of Filipino children since they were not yet internationally prepared for entrepreneurship or employment, or higher education disciplines (Wang, 2021). Being aware of these issues and concerns, the Department of Education took bold steps to enhance the basic education curriculum (Adarlo and Jackson, 2017).

Enhancing the quality of basic education in the Philippines is urgent and critical. There is a continuous need to enhance the basic education program in a manner that is least disruptive to the current curriculum, most affordable to the government and families, and designed with international practice (Dunton and Co, 2019; Igcasama, 2021). Considering that the Augustinian schools have to face greater demands for quality and global education, the need to periodically review and evaluate their curriculum, and to be true to its purpose of delivering effectively quality instruction, the Province of Santo Niño de Cebu schools have to cope with new trends and thrusts in education.

With the consistently low levels of performance of Filipino students, and their lack of necessary knowledge and skills, the Province of Santo Niño de Cebu schools are challenged to make and develop a curriculum that will address the issues and concerns in education and shall also embark on change on its curricular programs in order to be at par with other educational institutions in the Philippines and abroad, thus this study (Igcasama, 2021).

This study determined the existing curricula of the member schools of the Province of Santo Niño de Cebu, Philippines. The result served as the basis for the formulation of an Augustinian K to 12 curriculum for schools under the Province. Specifically, this study sought answers to determine the existing K to 12 curriculum of the Province of Santo Niño de Cebu schools in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes. Moreover, it delved into determining the level of implementation of the existing K to 12 curriculum of the Province of Santo Niño de Cebu schools in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes when schools are taken as a whole and categorized according to location, type of school, accreditation status, years of existence, academic qualification of faculty members, enrolment size, and tuition and miscellaneous fees. Moreover, it determines the significant differences in the level of implementation of the existing K to 12 curriculum.

2. Research methods

2.1. Research design

This study used the quantitative-qualitative approach in research. The quantitative component determined the existing K to 12 curriculum of the

member schools of the Province of Santo Niño de Cebu schools and their differences in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes. To complement the quantitative data, the qualitative component determined the standard K to 12 curriculum as prescribed by the Department of Education, the gaps between the existing curricula and the standard curriculum, and the elements of an ideal Augustinian curriculum. Moreso, the study employed the descriptive-content analysis research method. The descriptive method of research is defined as involving the collection of data to test hypotheses or to answer questions concerning the current status of the subjects of the study. It aims to describe the nature of a situation as it exists at the time of study and to explore the causes of particular phenomena (Williams, 2007). Content analysis is used when the researcher wants to analyze documents or books for use in certain situations. This study involved the scrutiny of the existing curricula of the member schools of the Province of Santo Niño de Cebu vis-a-vis the standards of the Department of Education and the model ideal curriculum as described in the Augustinian books.

2.2. Research respondents

There were one hundred sixty-two (n=162) respondents in this study coming from administrators and teachers of the different schools. The respondents were determined using simple random sampling. The total population of the study composed of the administrators and teachers from the five schools under the Province of Santo Niño de Cebu was two hundred seventy-three (N=273). To determine the respondents from the different schools, stratified sampling was used. In Colegio San Agustin-Biñan, there were seventy-eight (n=78, 48.15%); in the University of San Agustin, there were twenty-seven (n=27, 16.67%); in Colegio San Agustin-Bacolod, there were twenty-four (n=24, 14.81%); in Colegio del Santo Niño, there were seventeen (n=17, 10.49%); and in San Jose Catholic School, there were sixteen (n=16, %=9.88%).

Table 1 shows the distribution of subjects when grouped as a whole and when categorized as to location, type of school, accreditation status, years of existence, academic qualification of faculty members, enrolment size, and tuition and miscellaneous fees. When grouped according to location, 35.2% of the respondents came from a school in or near a commercial area, while 64.8% of the respondents came from a school in or near a residential area.

When grouped according to years of existence, 63% of the respondents came from schools that had been existing below sixty years, while 37% of the respondents came from schools that have been existing for sixty years and more. When grouped according to enrolment size, 51.9% of the respondents came from a regular/standard school in terms of size with 500-1000 enrollees, while 48.1% of the respondents came from a large school that had

more than 1000 enrollees. When grouped according to accreditation status, 10.5% of the respondents came from a DepEd-certified school, 9.9% came from a DepEd-certified and PAASCU-accredited Level 1 school, and 79.6% came from DepEd-certified and PAASCU-accredited Level 2 school. When grouped according to the academic qualification of faculty members, 20.4% of the respondents came from schools whose faculty members were Bachelor's degree holders with LET only; 14.8% of the respondents came from a school whose faculty members were Bachelor's degree holders with LET and at least 10%-19% Master's degree holder; 16.7% of the respondents came from a school whose faculty members were Bachelor's degree holders with LET and at least 20%-29% Master's degree holders, and 48.1% of the respondents came from a school whose faculty members are Bachelor's degree holder with LET and at least 30% more Master's degree holders.

Table 1: Indexed data distribution

Variables	Frequency	Percentage
A. Entire Group	162	100
B. School		
Colegio San Agustin- Biñan	78	48.15
University of San Agustin	27	16.67
Colegio San Agustin-Bacolod	24	14.81
Colegio del Santo Niño	17	10.49
San Jose Catholic School	16	9.88
C. Location		
In or near a Commercial Area	57	35.2
In or near a Residential Area	105	64.8
D. Years of Existence		
Short (below sixty years)	102	63.0
Long (sixty years and above)	60	37.0
E. Enrolment Size		
Regular/Standard (500-1000 enrollees)	84	51.9
Large (more than 1000 enrollees)	78	48.1
F. Accreditation Status		
DepEd Certified only	17	10.5
DepEd Certified and PAASCU Accredited Level 1	16	9.9
DepEd Certified and PAASCU Accredited Level 2	129	79.6
G. Academic Qualification of Faculty Members		
Bachelor's degree with licensure examination for teacher (LET) only	33	20.4
Bachelor's degree with LET and at least 10%-19% MA	24	14.8
Bachelor's degree with LET and at least 20%-29% MA	27	16.7
Bachelor's degree with LET and at least 30% or more MA	78	48.1

Moreover, the researcher also gathered the curricula of the five member schools of the Province of Santo Niño de Cebu to evaluate the existing curricula if they matched with the prescribed curriculum of the Department of Education in the Philippines. To determine the Senior High School curriculum to be proposed, the researcher used the Department of Education's Senior High School Readiness Implementation Assessment Forms which included the students' profile, faculty profile, the physical facilities inventory, and the external environment.

To ascertain the validity of the instrument, a panel of experts in the field of curriculum, K to 12 Basic Education, and Augustinian pedagogy validated the questionnaire. Moreover, the instrument developed by the researcher was subjected to content/face validity and reliability analysis. To determine the reliability of the research instrument, the forty (40)-item questionnaire was administered to forty-five (45) randomly selected

2.3. Research instrument

In this study, a two-part questionnaire, the interview guide, and the documents pertaining to the existing Augustinian schools' curriculum were used as research instruments. The questionnaire was composed of two parts. Part 1 was used to obtain the personal profile of the respondents such as name, name of institution, address, employment classification, and subject/s. Part 2 evaluated the respondent's assessment of their existing curriculum. It consisted of forty (40) statements on the curriculum in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes. The interview guide included five (5) questions on recommendations on the present curriculum and items related to Augustinian pedagogy.

administrators and teachers as try-out samples. The instrument was pilot-tested at the Colegio San Agustin-Makati, Dasmariñas Village, Makati City, Philippines. The responses were treated using the coefficient alpha (Cronbach Alpha), a tool for assessing the reliability of the scales. The Cronbach Alpha, named after Lee Cronbach, has a wide range of applications and can be used when items are not scored dichotomously (Amirrudin et al., 2021). Using the statistical package for Social Sciences (SPSS) software, Cronbach's Alpha was computed as 0.953, which means that the instrument was highly reliable.

2.4. Data analysis

The gathered data were subjected to statistical treatment. Descriptive and inferential statistics were utilized in the analyses of the data obtained from the survey. Frequency counts, means, and standard deviations were the descriptive statistical tools used in the study. Frequency count was used to

determining the number of responses that fell in every category. The percentage count was used to reflect the frequency distribution of the number of responses that fell in every category. Furthermore, the mean was used to assess the existing K to 12 curriculum of the Province of Santo Niño de Cebu schools in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes when taken as a whole and when grouped according to location, type of school, accreditation status, years of existence, academic qualification of faculty members, enrolment size, and tuition and miscellaneous fees. Moreover, the standard deviation was used to determine the homogeneity or heterogeneity of the respondents' responses while the ranking was used to determine the order of the learning objectives, learning content, learning experiences, and evaluation of learning outcomes.

Moreso, the t-test for independent samples and the One-Way Analysis of Variance (ANOVA), all set at 0.05 alpha level, were the inferential statistical tools used in the study. The t-test for independent samples was used to determine the significant differences in the existing K to 12 curriculum of the Province of Santo Niño de Cebu schools in terms of learning objectives, learning content, learning experiences, and evaluation of outcomes when grouped according to location, years of existence, and enrolment size.

Lastly, the One-Way Analysis of Variance (ANOVA) was used to determine whether there were significant differences in the level of implementation of the existing K to 12 curriculum of the Province of Santo Niño de Cebu schools in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes when grouped according to the type of school, accreditation status, academic qualification of faculty members, and tuition and miscellaneous fees.

3. Results and analysis

This section provides the presentation, analysis, and interpretation in accordance with the statement of the problem. The discussion is divided following the sub-problems of the study namely: The existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes; level of implementation of the existing K to 12 curriculum of the Province of Santo Niño de Cebu; and differences

in the level of implementation of the existing K to 12 curriculum in terms of the four curriculum components.

3.1. Existing K to 12 curriculum of the province of Santo Niño de Cebu

The existing curriculum of the member schools of the Province of Santo Niño de Cebu was assessed with the use of a validated questionnaire in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes. The following discussions focused on each of the four areas.

3.1.1. Learning objectives

Table 2 shows the ranking of learning objectives of the member schools of the Province of Santo Niño de Cebu. The existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu was assessed to have excellent learning objectives. It was found that the top three qualities of these learning objectives focused more on the promotion of the fulfillment of the school's vision and mission ($M=4.47$), conforming with the Augustinian philosophy and objectives/emphasizing the required skills for the subject in the grade level ($M=4.46$) and encourage critical and creative thinking ($M=4.40$). This may be attributed to the fact that the school is expected to adhere to the school's vision and mission because it provides direction and describes what the organization needs to be like. It means that the objectives of the Augustinian curriculum are set so that the result of the educative process is primarily what the organization wants to have done.

3.1.2. Learning content

Table 3 shows the ranking of the learning content of the different member schools of the Province of Santo Niño de Cebu. The study revealed that the top three qualities of the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning content focus on the school's vision and mission ($M=4.57$), comply with the learning competencies set by the Department of Education ($M=4.49$) and promote and reflect citizenship, love of country, and Augustinian values of *Unitas, Veritas, and Caritas* ($M=4.45$).

Table 2: Ranking of means of K to 12 curriculum in terms of learning objectives

Learning objectives	Mean	Description	Standard deviation
1. Promote the fulfillment of the school's vision and mission.	4.47	Excellent	0.670
2. Conform with the Augustinian philosophy and objectives.	4.46	Excellent	0.697
3. Emphasize the required skills for the subject at the grade level.	4.46	Excellent	0.622
4. Encourage critical and creative thinking.	4.40	Excellent	0.645
5. Emphasize the attainment of value embedded in the grade level.	4.36	Excellent	0.685
6. Emphasize the attainment of the required cognitive competencies for the subject in the grade level	4.35	Excellent	0.682
7. Are clearly stated in behavioral terms.	4.33	Excellent	0.721
8. Are measurable and easy to evaluate.	4.32	Excellent	0.711
9. Are attainable within the time frame allowed for the subject	4.23	Excellent	0.735
10. Are formulated for learners of different ability levels but at a different level of difficulty	4.23	Excellent	0.701

Table 3: Ranking of means of K to 12 curriculum in terms of learning content

Learning content	Mean	Description	Standard deviation
1. Supports the school's vision and mission.	4.57	Excellent	0.658
2. Complies with the learning competencies set by the DepEd.	4.49	Excellent	0.689
3. Promotes and reflects citizenship, love of country, and the Augustinian value of Unitas, Veritas, and Caritas.	4.45	Excellent	0.714
4. Includes the teachings of Saint Augustine as the spiritual founder of the institution.	4.41	Excellent	0.801
5. Is logically and sequentially arranged considering prerequisites.	4.40	Excellent	0.700
6. Takes into account the cognitive, social, physical, and emotional readiness of the child.	4.40	Excellent	0.645
7. Is delivered using a variety of media resources.	4.31	Excellent	0.752
8. Adheres to government regulations, national goals, and international goals.	4.27	Excellent	0.738
9. Is developmental and considers the uniqueness of every learner.	4.26	Excellent	0.718
10. Is responsive to the developments in society and the demands of local and international industries.	4.16	Very Good	0.771

3.1.3. Learning experiences

Table 4 shows the ranking of learning experiences of the different member schools of the Province of Santo Niño de Cebu. The study revealed that the existing K to 12 curriculum in terms of learning experiences are geared towards the holistic development of the learners as reflected in the school's vision and mission (M=4.43), giving learners the opportunities for independent study as well as

interactive activities (M=4.38) and provide learners opportunities to manifest behavior reflective of the Augustinian values such as Unitas, Veritas, and Caritas. This simply means that the most important component of providing learning experiences for learners is their holistic development for it ensures cognitive, affective, and psychomotor growth (Mahmoudi et al., 2012).

Table 4: Ranking of means of K to 12 curriculum in terms of learning experiences

Learning experiences	Mean	Description	Standard deviation
1. Are geared towards the holistic development of the learners as reflected in the school's vision and mission.	4.43	Excellent	0.677
2. Give learners opportunities for independent study as well as interactive activities.	4.38	Excellent	0.670
3. Provide learners opportunities to manifest behavior reflective of the Augustinian values such as Unitas, Veritas, and Caritas.	4.38	Excellent	0.678
4. Ensure mastery of the learning content.	4.36	Excellent	0.676
5. Allow learners to show positive values and attitudes in and out of the classroom.	4.36	Excellent	0.638
6. Are reflective of the most relevant and effective strategies.	4.29	Excellent	0.675
7. Provide a wide range of opportunities for the learners to show their varying abilities, needs, and interests.	4.28	Excellent	0.698
8. Offer the use of a variety of teaching modes considering the needs and interests of the learners in the subject area/grade level.	4.28	Excellent	0.689
9. Use appropriate support instructional materials including the latest technological devices in teaching and learning.	4.24	Excellent	0.721
10. Include updated as well as current information and application for an innovative program adaptable to the present.	4.22	Excellent	0.714

3.1.4. Evaluation of learning outcomes

Table 5 reveals the ranking of evaluation of learning outcomes of the different member schools of the Province of Santo Niño de Cebu. Student learning outcomes measure the actual learning of a student. They describe significant and essential learning that learners have achieved. The study revealed that evaluation of learning outcomes focused more on the promotion of learning for life and work leading to the acquisition and development of lifelong learning skills/identifies areas of strength and areas for development in the learner's cognitive, psychomotor, and affective domains of learning (M=4.30), embedded in the curriculum implementation process (M=4.27), and revealed that objectives were attained and addressed (M=4.24). The respondents of the study also shared that the assessment followed what the Department of Education prescribes.

A good learning outcome should focus on what the learner will know and be able to do. For the member schools of the Province of Santo Niño de Cebu, evaluation of learning outcomes followed the prescribed assessment and rating of learning

outcomes which is on the holistic, with emphasis on the formative or developmental purpose of quality assuring student learning. This came out in the interview with the respondents during the conduct of the study.

3.2. Level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu

The level of implementation of the existing curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, and learning experiences, when taken as a whole, is "Excellent" (M=4.36, M=4.37, M=4.32 respectively). This result can be attributed to the Province's commitment to education and evangelization. However, in terms of evaluation of learning outcomes, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu when taken as a whole indicates a "Very Good" curriculum (M=4.20). This is due to greater demands for quality education and global education. All curricula to be effective must have the element of evaluation which refers to the formal determination

of the quality, effectiveness, or value of the program, process, and product of the curriculum.

Several factors have emerged to cause differences in curriculum among schools. One of these may be attributed to the place where the school is situated. When grouped as to location, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, and learning experiences, whether located in or near a commercial and residential area, is “Excellent” (M=4.35;4.37) (M=4.37; 4:37);

(M=4.29; 4.38). In terms of evaluation of learning outcomes, schools located in or near a residential area like the University of San Agustin and Colegio San Agustin-Biñan indicate an “Excellent” curriculum (M=4.34), while schools located in or near a commercial area such as Colegio San Agustin-Bacolod, Colegio del Santo Niño-Cebu, and San Jose Catholic School have a “Very Good” curriculum (M=4.19). This result is attributed to the concept that community members and facilities available in the area serve as curriculum resources.

Table 5: Ranking of means of K to 12 curriculum in terms of evaluation of learning outcomes

Evaluation of learning outcomes	Mean	Description	Standard deviation
1. Promotes learning for life and work leading to the acquisition application for an innovative program adaptable to the present.	4.30	Excellent	0.609
2. Identifies areas of strength and areas for development in the application of an innovative program adaptable to the present.	4.30	Excellent	0.639
3. Is embedded in the curriculum implementation process.	4.27	Excellent	0.685
4. Reveals that objectives are being attained and addressed.	4.24	Excellent	0.685
5. Is expressed in terms of clear expectations of learner's performance at the end of every learning experience.	4.22	Excellent	0.65
6. Identifies the competencies that need to be improved by all the learners in general and the individual learner in particular.	4.20	Very Good	0.639
7. Identifies interventions necessary for corrective remedial programs that will ensure the attainment of the standards.	4.15	Very Good	0.782
8. Use appropriate measures and evidence in determining whether learners have attained the standards.	4.15	Very Good	0.689
9. Has developed success criteria for determining the performance outcomes of all subjects for all grade levels.	4.13	Very Good	0.789
10. Provides sufficient time for monitoring and assessing learners' competencies.	4.08	Very Good	0.731

The community members and the materials available in the local community can very well substitute for what is needed to implement the curriculum (Alsubaie, 2016). Given this situation, respected community members may become members of the local school boards, be invited as resource speakers, etc. Therefore, each member of the community and the available resources play an important role in the curriculum of the school. The indexed result is shown in Table 6.

Moreover, the curriculum is all the learning experiences planned and directed by the school to attain its educational goals from the date of its existence to the present. Curriculum, therefore, has evolved over the years. When grouped according to years of existence, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes is “Excellent” (M=4.52, 4.57, 4.52, 4.39) for schools with short (below sixty years) existence. These include Colegio San Agustin-Biñan and Colegio San Agustin-Bacolod. Other member schools which have longer existence (sixty years and above) namely; the University of San Agustin, Colegio del Santo Niño-Cebu, and San Jose Catholic School have a “Very Good” curriculum (M=4.09, 4.03, 3.98, 3.88). Schools with short existence gained higher ratings than those with longer existence. This result contradicts the study of Quacquarelli Symonds Ltd. (QS), a reputable agency that conducts surveys on top universities. Although the University of Santo Tomas is the oldest University in Asia, it has been consistent with its delivery of quality education according to Quacquarelli Symonds Ltd.

The effectiveness of the school's curriculum is also affected by the size of its enrolment. When grouped according to enrolment size, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes varies. Schools with regular enrolment size (500-1000 enrollees) like the University of San Agustin, Colegio San Agustin-Bacolod, Colegio del Santo Niño-Cebu, and San Jose Catholic School have a “Very Good” curriculum (M=4.2, 4.18, 4.12, 4.04), while Colegio San Agustin-Biñan categorized as large (more than 1,000 enrollees) has an “Excellent” curriculum (M=4.54, 4.58, 4.54,4.34).

When grouped according to accreditation status, the existing K to 12 curriculum of the member school of the Province of Santo Niño de Cebu that is DepEd Accredited like San Jose Catholic School in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes is “Very Good” (M=4.08, 4.03, 3.9, 3.84). The remaining four schools like the University of San Agustin, Colegio San Agustin-Biñan, Colegio San Agustin-Bacolod, and Colegio del Santo Niño-Cebu which are not only DepEd-accredited but also PAASCU-accredited Levels 1-2 schools, indicate an “Excellent” result (M=4.46, 4.43, 4.43, 4.43) (M=4.39, 4.41, 4.37, 4.25). Moreover, accreditation studies the statement of the educational intentions of the school and affirms a standard of excellence. It will assure the academic community, other agencies, and the general public that the curriculum meets standards comparable to other excellent institutions offering similar programs (Alsubaie, 2016).

Tuition and other miscellaneous fees may vary from school to school which also determines the kind of curriculum that the school may offer. When grouped according to tuition and miscellaneous fees, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes varies. For the University of San Agustin whose tuition and miscellaneous fees are moderate, it indicated a "Very Good" (M=3.9, 3.81, 3.78, 3.72) result. This may be attributed to the fact that the school has not reviewed and increased its tuition fees for more than ten years. Given this situation, the curriculum suffered. On the other hand, schools with low tuition and miscellaneous fees like Colegio San Agustin-Bacolod, Colegio del Santo Niño-Cebu, and San Jose Catholic School indicated an "Excellent" curriculum in terms of learning objectives, content, and learning experiences (M=4.33, 4.35, 4.28). However, in terms of evaluation of learning outcomes, these schools had a "Very Good" curriculum (M=4.17). This may be due to the fact that the schools mentioned had given an effort to improve the curriculum despite the low tuition and miscellaneous fees. On the other hand, Colegio San Agustin-Biñan categorized as having high tuition and miscellaneous fee, indicated an "Excellent" curriculum in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes (M=4.53, 4.58, 4.54, 4.38). This may be attributed to the reality that expensive education means better quality of education and wealth of opportunity for the students and faculty members. It is also noted that this school is surrounded by other expensive and international schools like Brent International School and La Salle-Canlubang whose quality of education is also worth mentioning. Given this situation, Colegio San Agustin-Biñan has to compete with the aforementioned schools.

School curriculum is set by the individual school following the standards and guidelines of the government. Thus, the curriculum varies as to what type of school the institution is. When grouped according to the type of school, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes varies. Schools having Kindergarten and Elementary levels like the Colegio del Santo Niño-Cebu indicated an "Excellent" curriculum (M=4.46, 4.43, 4.43, 4.22). The same result of "Excellent" was earned by schools having Kindergarten, Elementary, Secondary, and Tertiary Programs such as Colegio San Agustin-Biñan, and Colegio San Agustin-Bacolod. This may be attributed to the fact that the schools mentioned are more or less cognizant of the vision and mission of the school of delivering quality education to their clientele. For the schools having Elementary, Secondary, and Tertiary Programs like the University of San Agustin, [Table 6](#) shows that the school has a "Very Good"

curriculum. The same result of "Very Good" was earned by San Jose Catholic School whose curricular offering is Kinder, Elementary, and Secondary levels. This means that these schools have to revisit their vision-mission in order to have attractive curricular offerings which are at par with other schools.

When grouped according to academic qualifications of faculty members, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes, revealed that for schools with faculty members who are bachelor's degree holders with LET, bachelor's degree holders with LET and at least 10%-19% MA, and bachelor's degree holders with LET and with at 30% and more MA, indicate an "Excellent" curriculum. These are Colegio del Santo Niño-Cebu, San Jose Catholic School, Colegio San Agustin-Bacolod, and Colegio San Agustin-Biñan. On the other hand, the University of San Agustin with faculty members who are bachelor's degree holders with LET and at least 20%-29% MA indicates a "Very Good" curriculum. This result is in line with the new role of the teachers at present. Teachers address the goals, needs, and interests of the learners by creating experiences from which the students can learn. The teacher designs enrich and motivates the curriculum to suit the learner's characteristics ([Huizinga et al., 2014](#)). School teachers may be very qualified having a Master's degree but in the same manner, may not be very active in curriculum planning and implementation. For this reason, teachers should learn to accept their new role as part of curriculum experts in their respective schools.

3.3. Differences in the implementation of the K to 12 curriculum in terms of learning objectives as to location, years of existence, and enrolment size

[Table 7](#) reveals the differences in the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives. The result showed that there is no significant difference in the K to 12 curriculum in terms of learning objectives when schools are grouped according to location ($t=0.202$, $p=0.84$). Whether the school is located in or near a commercial area or in or near a residential area the existing curriculum in terms of learning objectives is the same. This finding is such because, in the different member schools of the Province, teachers have been exposed to the formulation of specific, measurable, attainable, and time-oriented learning objectives. As teachers, they are also aware of how the school's vision and mission are to be carried out in the classroom. Therefore, regardless of location, the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning objectives is significantly comparable and is more or less the same regardless of location.

When grouped as to years of existence, there is a significant difference in the existing K to 12 curriculum in terms of learning objectives ($t=5.13$, $p=0.00$). For schools whose existence is sixty years and above like the University of San Agustin, Colegio

del Santo Niño, and San Jose Catholic School, the result may be attributed to the complacency and contentment of schools that have proven their worth over time. They tend to be satisfied in their longer years of existence.

Table 6: Level of implementation of the existing curriculum of the province of Santo Niño de Cebu in terms of learning objectives, learning content, learning experiences, and evaluation of learning outcomes

Variables	LO			LC			LE			ELO		
	M	SD	DES	M	SD	DES	M	SD	DES	M	SD	DES
A. Entire Group	4.36	0.56	E	4.37	0.58	E	4.32	0.57	E	4.2	0.58	VG
B. Location												
In or near a Commercial area	4.35	0.48	E	4.37	0.49	E	4.29	0.47	E	4.19	0.55	VG
In or near a Residential area	4.37	0.6	E	4.37	0.6	E	4.38	0.62	E	4.34	0.61	E
C. Years of Existence												
Short ((below sixty years)	4.52	0.41	E	4.57	0.38	E	4.52	0.38	E	4.39	0.44	E
Long (sixty years and above)	4.09	0.67	VG	4.03	0.69	VG	3.98	0.66	VG	3.88	0.64	VG
D. Enrolment Size												
Regular	4.2	0.62	VG	4.18	0.65	VG	4.12	0.65	VG	4.04	0.64	VG
Large	4.54	0.42	E	4.58	0.4	E	4.54	0.4	E	4.38	0.44	E
E. Accreditation Status												
DepEd certified only	4.08	0.59	VG	4.03	0.64	VG	3.9	0.53	VG	3.84	0.67	VG
DepEd certified and PAASCU Accredited Level 1	4.46	0.37	E	4.43	0.35	E	4.43	0.33	E	4.23	0.37	E
DepEd certified and PAASCU Accredited Level 2	4.39	0.57	E	4.41	0.58	E	4.37	0.57	E	4.25	0.57	E
F. Tuition and Miscellaneous Fees												
Low	4.33	0.49	E	4.35	0.51	E	4.28	0.48	E	4.17	0.56	VG
Moderate	3.9	0.78	VG	3.81	0.78	VG	3.78	0.77	VG	3.72	0.69	VG
High	4.53	0.42	E	4.58	0.4	E	4.54	0.4	E	4.38	0.44	E
G. Type of School												
Kinder and Elementary levels	4.46	0.37	E	4.43	0.35	E	4.43	0.33	E	4.22	0.37	E
Kinder, Elementary, and Secondary Levels	4.08	0.59	VG	4.03	0.64	VG	3.9	0.53	VG	3.84	0.67	VG
Elementary, Secondary, and Tertiary Programs	3.88	0.77	VG	3.8	0.77	VG	3.77	0.76	VG	3.71	0.69	VG
Kinder, Elementary, Secondary, and Tertiary Programs	4.52	0.41	E	4.57	0.38	E	4.52	0.38	E	4.39	0.4	E
H. Academic Qualification of Faculty Members												
Bachelor's degree with LET	4.26	0.53	E	4.22	0.55	E	4.15	0.51	E	4.02	0.57	E
Bachelor's degree with LET and at least 10%-19% MA degree holders	4.48	0.37	E	4.57	0.31	E	4.48	0.33	E	4.42	0.44	E
Bachelor's degree with LET and at least 20%-29% MA degree holders	3.88	0.77	VG	3.8	0.77	VG	3.77	0.76	VG	3.7	0.69	VG
Bachelor's degree with LET and at least 30% MA degree holders	4.54	0.42	E	4.58	0.4	E	4.53	0.4	E	4.38	0.44	E

1.0-1.80: Poor (P) The provisions or conditions are limited and functioning poorly; 1.81-2.60: Fair (F) The provisions or conditions are limited and functioning minimally; 2.61-3.40: Good (G) The provisions or conditions are met and functioning adequately; 3.41-4.20: Very Good (VG) The provisions or conditions are moderately extensive and are functioning well; 4.21-5.00: Excellent (E) The provisions or conditions are extensive and are met functioning excellently

Therefore, constant and regular rejuvenating and revitalizing of the curriculum is very important when schools want to maintain their excellence in giving better and quality education. It is of vital importance that the quality of education be revitalized and improved.

When grouped as to enrolment size, there is a significant difference in the existing K to 12 curriculum in terms of learning objectives ($t=4.03$, $p=0.00$). This is in support of the findings of the study which stated that larger schools can and do

offer greater variety in their curricular offerings than their small school counterparts. Larger schools with a greater number of students can offer more programs in terms of breadth than their small school counterparts. Studies have found they also tend to provide courses in a greater variety of subject areas (Barker, 1985). Therefore, school administrators in schools with regular enrolment sizes needed a lot of resources to provide the same variety of curricular offerings available to students attending schools with a large number of enrollees.

Table 7: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning objectives

Variable	Mean	t-value	p-value	Decision
A. Location				
In or near a Commercial Area	4.35	0.202	0.840	Accept Ho
In or near a Residential Area	4.37			
B. Years of Existence				
Short (below sixty years)	4.52	5.13 *	0.000	Reject Ho
Long (sixty years and above)	4.09			
C. Enrolment Size				
Regular	4.2	4.03 *	0.000	Reject Ho
Large	4.54			

* $p < 0.05$

3.4. Differences in the implementation of K to 12 curriculum in terms of learning content as to location, years of existence, and enrolment size

Table 8 shows the differences in the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning content. The result showed that there is no significant difference in the existing K to 12 curriculum in terms of learning content when grouped according to location ($t=0.11$, $p=0.84$). This finding is correct because schools are obliged to follow what the Department of Education mandates. However, they may be given the option to innovate by adding offerings without sacrificing the prescribed standards. Therefore, regardless of location, the K to 12 curriculum in terms of learning content is the same.

When grouped as to years of existence, there is a significant difference in the existing K to 12 curriculum in terms of learning content ($t=6.47$,

$p=0.00$). Schools that have been existing for a longer number of years like the University of San Agustin, Colegio del Santo Niño, may fail to evaluate their curricular offerings regularly because they believe that they have been delivering better curricula for more than sixty years or beyond. For newer schools that have shorter existence like Colegio San Agustin-Biñan and Colegio San Agustin-Bacolod which has been existing for only twenty-nine and fifty-two years respectively, they may have curricular offerings which may be suited to the need of the time. Therefore, years of existence contribute significantly to the curriculum.

When grouped as to enrolment size, there is a significant difference in the existing K to 12 curriculum in terms of learning content ($t=4.58$, $p=0.00$). This finding supports the study that revealed that in small schools, curriculum offerings are limited. Therefore, the existing curriculum is affected by enrolment size.

Table 8: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning content

Variable	Mean	t-value	p-value	Decision
A. Location				
In or near a Commercial Area	4.37	0.11	0.840	Accept Ho
In or near a Residential Area	4.38			
B. Years of Existence				
Short (below sixty years)	4.58	6.47 *	0.000	Reject Ho
Long (sixty years and above)	4.03			
C. Enrolment Size				
Regular	4.18	4.58 *	0.000	Reject Ho
Large	4.58			

* $p<0.05$

3.5. Differences in the implementation of K to 12 curriculum in terms of learning experiences as to location, years of existence, and enrolment size

Table 9 reveals the differences in the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of learning experiences. The result shows that there is no significant difference in the existing K to 12 curriculum in terms of the learning experience when grouped according to location ($t=0.493$, $p=0.623$). The result is acceptable because whatever methods or strategies the teacher utilizes in terms of learning experiences, there may be no difference because teachers are expected to adhere to some guide for the selection and use of each method (Alsubaie, 2016). Therefore, regardless of location, the K to 12 curriculum in terms of learning experiences is the same. When grouped as to years of existence, there is a significant difference in the existing K to 12 curriculum in terms of learning content ($t=6.65$, $p=0.00$). Learning content is another main lever of quality education. But teachers, still play a significant role in the delivery of learning content. Given this situation, this finding may be attributed to the reality that teachers in a school whose existence is short may be more dynamic in the delivery of the lesson than teachers in a school whose existence is long.

Therefore, years of existence contribute significantly to the curriculum.

When grouped as to enrolment size, there is a significant difference in the existing K to 12 curriculum in terms of learning experiences ($t=4.97$, $p=0.00$). The learning experience is a sequential set of activities, tasks, and experiences, under the direction of a learning manager through which learning outcomes are delivered for a defined learning cohort. And so, if a school has a large number of enrollees, like the Colegio San Agustin-Biñan, the school has a lot of students to deal with and so learning experiences should be diverse.

3.6. Differences in the implementation of K to 12 curriculum in terms of evaluation learning outcomes as to location, years of existence, and enrolment size

Table 10 shows the differences in the existing K to 12 curriculum of the member schools of the Province of Santo Niño de Cebu in terms of evaluation of learning outcomes. The result shows that there is no significant difference in the existing K to 12 curriculum in terms of learning evaluation of learning outcomes when grouped according to location ($t=0.211$, $p=0.833$). This may be attributed to the fact that all Augustinian schools adhere to the Province's educational vision-mission of developing

the total person. Evaluation is meeting the goals and matching them with the intended outcomes (Alsubaie, 2016). Therefore, regardless of location,

the existing K to 12 curriculum in terms of evaluation of learning outcomes is the same.

Table 9: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning experiences

Variable	Mean	t-value	p-value	Decision
A. Location				
In or near a Commercial Area	4.29	0.493	0.623	Accept Ho
In or near a Residential Area	4.34			
B. Years of Existence				
Short (below sixty years)	4.52	6.650*	0.000	Reject Ho
Long (sixty years and above)	3.98			
C. Enrolment Size				
Regular	4.12	4.970*	0.000	Reject Ho
Large	4.53			

*p<0.05

When grouped as to years of existence, there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning outcomes (t=5.96, p=0.00). This may be due to the level of dynamism and energy of schools that have shorter existence as compared to the schools which have long been existing. Therefore, years of existence contribute significantly to the curriculum.

When grouped as to enrolment size, there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning

outcomes (t=4.0, p=0.00). This result may be attributed to the fact that a school with a large enrolment may have a variety of evaluation techniques and procedures for determining the quality, effectiveness, or value of the program, process, and product evaluation since this school is dealing with many enrollees as compared to schools having regular or standard enrollees only. Therefore, the existing k to 12 curriculum in terms of learning outcomes is affected by enrolment size.

Table 10: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning outcomes

Variable	Mean	t-value	p-value	Decision
A. Location				
In or near a Commercial Area	4.19	0.211	0.833	Accept Ho
In or near a Residential Area	4.21			
B. Years of Existence				
Short (below sixty years)	4.39	5.960*	0.000	Reject Ho
Long (sixty years and above)	3.88			
C. Enrolment Size				
Regular	4.04	4.000*	0.000	Reject Ho
Large	4.38			

*p<0.05

3.7. Differences in the implementation of K to 12 curriculum in terms of learning objectives as to school, type of school, accreditation status, and academic qualification

The result shows that there is a significant difference in the existing K to 12 curriculum in terms of learning objectives when grouped according to school (t=10.37, p=0.00). This may be due to the fact that each school is unique though belonging under the Province of Santo Niño de Cebu. They have to cater to the uniqueness of their clientele and so learning objectives may vary from school to school. The uniqueness of these schools may be contributed to the individuality of academic opportunities which are appealing to every type of school as reflected in the different curricular and co-curricular offerings of the said schools. Therefore, the existing K to 12 curriculum in terms of learning objectives varies significantly according to school.

When grouped as to the type of school, there is a significant difference in the existing K to 12 curriculum in terms of learning objectives (t=13.79, p=0.00). Augustinian schools in the Province of

Santo Niño de Cebu do not offer exactly the same programs. This may be the reason for the differences in learning objectives when categorized as to school type. Therefore, the existing K to 12 curriculum differs significantly. When grouped as to accreditation level, there is no significant difference in the existing K to 12 curriculum in terms of evaluation of learning objectives (t=4.0, p=0.00). All schools should be recognized by the Department of Education for them to officially operate. In the same manner, schools need accreditation. Accreditation is important to schools because it provides an educational institution with the opportunity for critical self-analysis leading to improvement in quality, services, and operations (Ibrahim, 2014). This may be the reason why in terms of learning objectives there is no significant difference because schools should adhere to what the Department of Education and the accrediting body require. Therefore, the existing K to 12 curriculum in terms of learning objectives is the same. The indexed result is shown in Table 11.

When grouped as to the academic classification of faculty members, there is a significant difference in

the existing K to 12 curriculum in terms of learning objectives ($t=11.98$, $p=0.00$). The formulation of learning objectives depends on the academic qualification of the teacher. Since the member schools of the Province of Santo Niño de Cebu are composed of faculty members with different

academic qualifications, therefore, the formulation of learning objectives by schools may not be exactly the same. Therefore, the existing K to 12 curriculum in terms of learning objectives is affected by the academic classification of faculty members.

Table 11: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning objectives

Variables	Mean	F-ratio	p-value	Decision
A. School				
Colegio San Agustin-Biñan	4.54			
University of San Agustin	3.88			
Colegio San Agustin-Bacolod	4.48	10.370*	0.000	Reject Ho
Colegio del Santo Niño	4.08			
San Jose Catholic School	4.46			
B. Type of School				
Kinder and Elementary	4.46			
Kinder, Elementary, and Secondary Levels	4.08	13.790*	0.000	Reject Ho
Elementary, Secondary, and Tertiary Programs	3.88			
Kinder, Elementary, and Tertiary Programs	4.52			
C. Accreditation Status				
DepEd Certified Only	4.08			
DepEd Certified and PAASCU Accredited Level 1	4.46	2.654	0.073	Accept Ho
DepEd Certified and PAASCU Accredited Level 2	4.39			
D. Academic Qualification of Faculty Members				
Bachelor's degree only with LET	4.26			
Bachelor's degree with LET and at least 10%-19% MA	4.48	11.980*	0.000	Reject Ho
Bachelor's degree with LET and at least 20%-29% MA	3.88			
Bachelor's degree with LET and at least 30% or more MA	4.54			

* $p<0.05$

3.8. Differences in the implementation of K to 12 curriculum in terms of learning content as to school, type of school, accreditation status, and academic qualification

The result shows that there is a significant difference in the existing K to 12 curriculum in terms of learning content when grouped according to school ($F=15.31$, $p=0.00$), as shown in Table 12. This is attributed to the fact that each school under the Province of Santo Niño de Cebu is distinct. Therefore, each school has a different K to 12 curriculum in terms of learning content. When grouped as to the type of school, there is a significant difference in the existing K to 12 curriculum in terms of learning content ($F=20.54$, $p=0.00$). There is a significant difference in terms of learning content because of the diverse offerings of programs present in each school. Therefore, the type of school contributes significantly to the curriculum in terms of learning content.

When grouped as to accreditation level, there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning outcomes ($F=3.48$, $p=0.00$). Though the member schools under the Province of Santo Niño de Cebu adhere to what the Department of Education and the accrediting body prescribe, still they differ as to the evaluation of learning outcomes because of the differences in the monitoring and assessment of learner's competencies. Therefore, the existing K to 12 curriculum in terms of learning content is affected by accreditation level. When grouped as to

the academic classification of faculty members, there is a significant difference in the existing K to 12 curriculum in terms of learning content ($F=18.18$, $p=0.00$). This is true in the sense that curriculum content is affected by the kind and qualifications of teachers in the school. Therefore, the existing K to 12 curriculum is affected by the academic classification of faculty members.

3.9. Differences in the implementation of K to 12 curriculum in terms of learning experiences as to school, type of school, accreditation status, and academic qualification

The result showed that there is a significant difference in the existing K to 12 curriculum in terms of learning experiences when grouped according to school ($F=17.21$, $p=0.00$), as shown in Table 13. This may be due to the differences in the variety of teaching modes and the differences in the instructional materials used by the schools. Therefore, each school has a different K to 12 curriculum in terms of learning experiences. When grouped as to the type of school, there is a significant difference in the existing K to 12 curriculum in terms of learning experiences ($F=22.98$, $p=0.00$). This is attributed to the fact that each school type may have its own peculiar offering that may be different from other schools. Thus, learning experiences vary. Therefore, the type of school contributes significantly to differences in curriculum.

When grouped as to accreditation level, there is a significant difference in the existing K to 12

curriculum in terms of evaluation of learning experiences ($F=3.48$, $p=0.00$). Though they adhere to what is being prescribed by the government and private accrediting bodies, still schools have the

freedom to make use of a variety of teaching methodologies. Therefore, the existing K to 12 curriculum in terms of learning experiences is significantly different.

Table 12: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning objectives

Variables	Mean	F-ratio	p-value	Decision
A. School				
Colegio San Agustin-Biñan	4.58			
University of San Agustin	3.8			
Colegio San Agustin-Bacolod	4.57	15.31*	0	Reject Ho
Colegio del Santo Niño	4.03			
San Jose Catholic School	4.43			
B. Type of School				
Kinder and Elementary	4.43			
Kinder, Elementary, and Secondary Levels	4.03	20.54*	0	Reject Ho
Elementary, Secondary, and Tertiary Programs	3.8			
Kinder, Elementary, and Tertiary Programs	4.58			
C. Accreditation Status				
DepEd Certified Only	4.03			
DepEd Certified and PAASCU Accredited Level 1	4.43	3.48*	0.33	Reject Ho
DepEd Certified and PAASCU Accredited Level 2	4.41			
D. Academic Qualification of Faculty Members				
Bachelor's degree only with LET	4.26			
Bachelor's degree with LET and at least 10%-19% MA	4.48	18.18*	0	Reject Ho
Bachelor's degree with LET and at least 20%-29% MA	3.88			
Bachelor's degree with LET and at least 30% or more MA	4.54			

* $p<0.05$

When grouped as to the academic classification of faculty members, there is a significant difference in the existing K to 12 curriculum in terms of learning experiences ($F=18.8$, $p=0.00$). This is due to the differences in the educational attainment of teachers in each school. Teachers who possess the faculty for wit, logic, and reason are easily able to analyze the

varied learning situations and plan effective instructional delivery modes (Alsubaie, 2016). Intelligent teachers manifest tremendous capacity to adapt their teaching styles to the children's interests, abilities, and needs hence, learning by both is assured. Therefore, the existing K to 12 curriculum is significantly different.

Table 13: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning experiences

Variables	Mean	F-ratio	p-value	Decision
A. School				
Colegio San Agustin-Biñan	4.54			
University of San Agustin	3.77			
Colegio San Agustin-Bacolod	4.48	17.21*	0.000	Reject Ho
Colegio del Santo Niño	3.9			
San Jose Catholic School	4.43			
B. Type of School				
Kinder and Elementary	4.43			
Kinder, Elementary, and Secondary Levels	3.9	22.98*	0.000	Reject Ho
Elementary, Secondary, and Tertiary Programs	3.77			
Kinder, Elementary, and Tertiary Programs	4.52			
C. Accreditation Status				
DepEd Certified Only	3.9			
DepEd Certified and PAASCU Accredited Level 1	4.43	5.68*	0.004	Reject Ho
DepEd Certified and PAASCU Accredited Level 2	4.37			
D. Academic Qualification of Faculty Members				
Bachelor's degree only with LET	4.26			
Bachelor's degree with LET and at least 10%-19% MA	4.48	18.18*	0.000	Reject Ho
Bachelor's degree with LET and at least 20%-29% MA	3.88			
Bachelor's degree with LET and at least 30% or more MA	4.54			

* $p<0.05$

3.10. Differences in the implementation of the K to 12 curriculum in terms of evaluation of learning outcomes as to school, type of school, accreditation status, and academic qualification

The result shown in Table 14 reveals that there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning outcomes when grouped according to school

($F=18.892$, $p=0.00$). This is due to the fact that each school has a distinct clientele. Each school has to adopt a unique measure to assess its clientele. Therefore, the existing K to 12 curriculum in terms of evaluation of learning outcomes is significantly different. When grouped as to the type of school, there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning outcomes ($F=15.92$, $p=0.00$). This may be attributed

to the fact that each member school has its own distinct curricular offerings that may not be exactly the same as the other schools. The uniqueness of the curriculum varies from school to school. Therefore, the existing K to 12 curriculum is significantly different. When grouped as to accreditation level, there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning outcomes ($F=4.01$, $p=0.00$). This may be due to the fact that each school uses different measures to assess learning outcomes. Since each member school has a different accreditation level, it also follows that in the evaluation of learning outcomes, measures of

the schools also vary. Therefore, the existing K to 12 curriculum in terms of evaluation of learning outcomes is significantly different.

When grouped as to the academic classification of faculty members, there is a significant difference in the existing K to 12 curriculum in terms of evaluation of learning outcomes ($F=13.93$, $p=0.00$). This is due to the fact that the way the teachers design, enrich, and modify the curriculum in terms of evaluating learning outcomes depends on the teacher's capacity as reflected by his/her academic classification. Therefore, the existing K to 12 curriculum is significantly different.

Table 14: Differences in the level of implementation of the existing K to 12 curriculum of the province of Santo Niño de Cebu in terms of learning outcomes

Variables	Mean	F-ratio	p-value	Decision
A. School				
Colegio San Agustin-Biñan	4.38			
University of San Agustin	3.71			
Colegio San Agustin-Bacolod	4.42	11.892*	0.000	Reject Ho
Colegio del Santo Niño	3.84			
San Jose Catholic School	4.23			
B. Type of School				
Kinder and Elementary	4.23			
Kinder, Elementary, and Secondary Levels	3.84	15.920*	0.000	Reject Ho
Elementary, Secondary, and Tertiary Programs	3.71			
Kinder, Elementary, and Tertiary Programs	4.39			
C. Accreditation Status				
DepEd Certified Only	3.84			
DepEd Certified and PAASCU Accredited Level 1	4.23	4.010*	0.020	Reject Ho
DepEd Certified and PAASCU Accredited Level 2	4.25			
D. Academic Qualification of Faculty Members				
Bachelor's degree only with LET	4.02			
Bachelor's degree with LET and at least 10%-19% MA	4.42	13.930*	0.000	Reject Ho
Bachelor's degree with LET and at least 20%-29% MA	3.71			
Bachelor's degree with LET and at least 30% or more MA	4.38			

* $p < 0.05$

4. Conclusion

The empirical results reveal that the member schools' curriculum learning objectives were anchored on the school's vision and mission. Learning content supports the school's vision and mission thereby producing holistic Filipino learners leading to the acquisition and development of lifelong learning skills. Therefore, Augustinian schools should be guided by their vision and mission and their unifying beliefs and values. Curricula should revolve around these. An excellent curriculum starts with quality content, thus, learning content should be selected in such a way that it revolves around the thrusts of the school, complies with the standards, and gears towards the holistic development of the learners. Learning experiences should be designed reflective of what the school wants the learners to become. In order to provide meaningful learning experiences, the teachers should employ different instructional strategies and methods, the core and the heart of the curriculum. Thus, the careful selection and use of these strategies would impact the lives of the students.

Moreover, the level of implementation of the existing curriculum of the member schools of the Province of Santo Niño de Cebu varies when grouped as to different school-related factors. There was an

inconsistency in the implementation of the existing curriculum for it revealed that while other schools carried it out excellently, others may not. Differences in the existing curriculum in terms of learning objectives were revealed when schools are grouped as to years of existence, enrolment size, type of school, and academic qualification of faculty members. As to learning content, learning experiences, and evaluation of learning outcomes, differences were shown when schools are grouped as the type of school, accreditation status, and academic qualification of faculty members.

Moreso, the K to 12 Program has a seamless curriculum that is more responsive to the needs of students and the community. Furthermore, curricular offerings, time allotment, and teaching methodology and practices need further improvement in order to bridge the gap between the existing and the standard curricula. In general, the foundation of Augustinian education is the Augustinian values. These values need to be embraced by the learners not only in school but all throughout life. Augustinian education aims to promote the total development of the total person, forming the individual according to the principles that are based on the Gospel and inspired by the teachings of Saint Augustine. The findings from this

study can be a basis for a proposed Augustinian K to 12 curriculum in the Philippine context.

Compliance with ethical standards

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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