Implementation of the K to 12 Curriculum: Basis for Preparing Senior High Students in Higher Education

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A B S T R A C T

The objective of this undertaking is to properly prepare senior high school students for their move to a university by constantly improving the curriculum to foster their abilities and intelligence. The study also aimed to determine the extent to which teaching tactics, assessment techniques, and curriculum content were being implemented in K–12 classrooms. Additionally, it looked for evidence of a significant relationship between the profile variables and the K–12 curriculum's implementation level, as well as any significant differences between teachers' and school heads' perceptions of the curriculum's implementation level. In this study, 64 teachers and 18 school heads from Urdaneta City's Schools Division are included. In order to solve these issues, the degree of K–12 curriculum implementation was assessed using the weighted mean, and a significant association was found using linear regression and Pearson correlation. In addition, a T-test was applied to the sex profile, and an analysis of variance was carried out for age, greatest educational attainment, number of pertinent trainings attended, and position in order to ascertain the significant difference in the degree of implementation of the K–12 curricula. It was discovered that the responders completely practice the K–12 curriculum's degree of implementation, along with its material, assessment techniques, and instructional practices. Age, highest level of schooling attained, and quantity of pertinent trainings or seminars are significantly correlated. In contrast, there is no discernible correlation between sex and position and the degree to which the K–12 curriculum is implemented. The opinions of school administrators and teachers regarding the degree of K–12 curriculum implementation varied significantly.

Keywords: curriculum, higher education, students, school head teachers, teachers

1. Main text

The K–10 program, an important educational endeavor, has drawn a lot of attention nowadays. As a component of this dedication, which aims to alter the educational environment, the curriculum for students in kindergarten through tenth grade will be reorganized. As with any major educational change, the K–10 program's implementation effectiveness depends on a number of factors, including stakeholder attitudes and viewpoints. Understanding the perspectives and interactions of key stakeholders, such as educators, parents, decision-makers, and children, is crucial to the successful implementation of this program (Malinda and Mandyata, 2021). This study investigates stakeholders' perceptions of the K–10 program, shedding light on their concerns, ideas, and opinions in the process and ultimately contributing to the current discourse on educational reform. When the K–10 program was first introduced, it was a reaction to the evolving demands of modern education. It attempts to give students the essential knowledge, skills, and abilities they need to succeed in a world that is growing more complicated and globalized by implementing curriculum reforms and teaching practices that are meant to raise the bar for education. Nonetheless, the accomplishment of such a large-scale initiative depends on the agreement of different stakeholder perspectives. Creating a curriculum that is up-to-date will produce capable, employable, engaged, and accountable citizens. accelerating the provision of fundamental infrastructure and services for education. putting learners' needs first by promoting inclusive education, a healthy learning environment, and learner well-being, helping educators who want to improve as a profession. The department's specific objectives include, but are not limited to, bolstering inclusive education initiatives, promoting extra benefits for teachers, offering chances for professional growth, and enhancing the curriculum by stressing core competencies and integrating peace skills. Because of this, students encounter a complex array of opportunities and challenges as the world changes, highlighting the vital role that education systems play in fostering supportive, adaptable learning environments. Because of this, an updated curriculum is essential for maintaining relevance by including current events, fostering flexibility and adaptability, and developing critical thinking and digital literacy—two 21st-century abilities. As stated in Section 6 s. of DepEd Order No. 55. 2016 saw revisions to the K–12 Basic Education system under DepEd Order No. 2017, which amended it through national and international reviews. These system assessments aim to provide baselines for curriculum implementation in addition to producing valuable data that will aid in the formulation of policies, programs, initiatives, and interventions at various levels of educational governance (Bransberger, et al., 2020). Conversely, the implementation of the curriculum was examined to see what supports or hinders teachers in implementing the curriculum. It provided information on what is working well, what may be better, and where problems exist, allowing for their discussion in the lecture hall. As stated by Sousa (2022), though the percentage varies by learning area, grade level, and quarter, less than 20% of

teachers generally reported having enough time to teach all of the learning requirements assigned to a quarter. Less than half of the teachers in numerous subject areas surprisingly had insufficient class time to cover even half of the learning skills. This validates the proposal of Clayton (2024) that the number of learning competencies be reevaluated to ensure that all learning competencies can be taught with the required cognitive depth in the time given in classrooms, as suggested during the research of the proposed curriculum. Teachers are an important group of stakeholders and a major force behind the K–10 program's execution. Teachers' excitement and support are essential for the effective adoption of innovative teaching practices (Belandres, et al., 2024). Additionally, the opinions and support of the parents are crucial to the program's sustainability. The involvement of parents is critical to influencing a child's success in school, as added by Duncheon (2020). Therefore, the viewpoints of various stakeholders must be considered by policymakers who design and implement educational programs in order to guarantee the success of the K–10 program.

2. Methodology

The descriptive method was used because the research primarily entailed the description, analysis, and interpretation of how the Deped Matatag Curriculum was perceived to be implemented in terms of curriculum content, assessment techniques, and teaching methodologies. This study aims to establish the significant difference between the three groups of raters and the significant association between the profile variable and the stakeholders' perceptions of the implementation of the Deped Matatag Curriculum. There are twenty-two school heads overall, and there are one hundred seventy-eight (178) teachers. As a means to prepare senior high students for higher education, the weighted mean was used to determine the degree of K–12 curriculum implementation in terms of curriculum content, assessment methodology, and instructional methodologies. To establish a substantial association between the profile characteristics and the degree to which the K–12 curriculum is implemented as the foundation for preparing senior high school students for postsecondary education, linear regression and Pearson correlation was used. Furthermore, an analysis of variance was performed for age, highest educational attainment, number of relevant trainings attended, and position in addition to a T-test for the respondents' sex profile to ascertain whether there is a significant difference in the respondents' level of implementation of the K–12 curricula along these profile variables. Furthermore, an analysis of variance will be performed for age, highest educational attainment, number of relevant trainings attended, and position in addition to a T-test for the respondents' sex profile to ascertain whether there is a significant difference in the respondents' level of implementation of the K–12 curricula along these profile variables.

3. Results and Discussions

Table I: Weighted Mean result of the Curriculum Content on the implementation of the K 12 Curriculum

A. Curriculum Content	WM	Descriptive Equivalent
1. Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts. *(PPST 4.1.2)*	3.78	Fully Practiced
2. Set achievable and appropriate learning outcomes that are aligned with learning competencies. *(PPST 4.2.2)*	3.80	Fully Practiced
3. Adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners. *(PPST 4.3.2)*	3.68	Fully Practiced
4. Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice. *(PPST 4.4.2)*	3.73	Fully Practiced
5. Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals. *(PPST 4.5.2)*	3.90	Fully Practiced
OVERALL WEIGHTED MEAN	**3.78**	**Fully Practiced**

With an overall weighted mean of 3.78, the results of using the K–12 curriculum as the foundation for preparing senior high school students for higher education show that the curriculum content is highly practiced, according to the teachers. The highest mean found, 3.90, shows that in order to meet learning objectives, the respondents choose, create, arrange, and employ relevant teaching and learning materials, including ICT. The use of ICT tools in conjunction with other teaching and learning resources promotes student engagement by making lessons more dynamic, engaging, and relevant to students'

interests and learning styles (Cuellar and Allen, 2024). The visual aids, multimedia presentations, interactive simulations, and online resources all attract and excite students' attention, leading to a deeper understanding and retention of the subject being taught. Effective teaching requires adjusting to the different needs, interests, and learning styles of students. Teachers can employ diverse instruction approaches by utilizing a range of teaching and learning materials to accommodate individual variances among students. The respondents then established acceptable and attainable learning objectives that are in line with learning competencies, with a mean score of 3.80. Teachers are more aware of what is expected of them in terms of knowledge, skills, and understanding at the end of a lesson, unit, or course when learning outcomes are articulated explicitly. Additionally, it provides guidance and clarity for instruction. Aligned learning outcomes ensure that instruction is targeted and purposeful, which enhances both teaching and learning. When learning objectives are attainable and relevant to students' interests and skill levels, they increase the likelihood that students will be motivated and interested in what they are learning (Luh, et al., 2023). When carefully planned learning outcomes align with students' abilities, they become more involved, offer them a sense of purpose, and empower them to take responsibility for their own education. The respondents' adaptation and implementation of learning programs that guarantee relevance and responsiveness to the needs of all learners was the least influential element among these, with a mean score of 3.68. Program adaptation ensures that all students, regardless of background, aptitude, or style of learning, have equitable access to education. Teachers establish inclusive learning environments wherein every student feels respected, valued, and supported in their learning journeys by acknowledging and appreciating the diversity of learners. Individual differences in abilities, interests, and learning styles necessitate a variety of teaching methodologies (Li, et al., 2023). Through program customization, teachers can meet the diverse needs of their students by providing many learning pathways and opportunities for pupils to engage with the content in meaningful and engaging ways.

Table 2: Level of Implementation of the K To 12 Curriculum as Basis for Preparing Senior High Student in Higher Education in Assessment Method as Perceived by the Teachers

B. Assessment Method	WM	Descriptive Equivalent
1. Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements. *(PPST 5.1.2)*	3.80	Fully Practiced
2. Monitor and evaluate learner progress and achievement using learner attainment data. *(PPST 5.2.2)*	3.76	Fully Practiced
3. Use strategies for providing timely, accurate and constructive feedback to improve learner performance. *(PPST 5.3.2)*	3.73	Fully Practiced
4. Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians. *(PPST 5.4.2)*	3.80	Fully Practiced
5. Utilize assessment data to inform the modification of teaching and learning practices and programs. *(PPST 5.5.2)*	3.73	Fully Practiced
OVERALL WEIGHTED MEAN	**3.77**	**Fully Practiced**

The respondents thoroughly utilized the evaluation approach in the application of the K–12 curriculum, as evidenced by the overall mean of 3.77. With a mean score of 3.80, it is noted that most respondents create and employ summative and diagnostic assessment methods that are in line with curricular requirements. Formal evaluations such as exams, tests, and quizzes allow teachers to monitor their pupils' learning progress and content knowledge. Regular assessments allow teachers to keep track of their students' development over time, identify areas of confusion or difficulty, and provide timely feedback to guide further education and assistance (Kao, et al., 2024). Summative assessments also provide a way to assess how well students have met all of the learning objectives at the end of a course, semester, or academic year. The respondents, with an equivalent mean of 3.80, also inform important stakeholders, such as parents and guardians, about the needs, development, and accomplishments of their students in a timely and unambiguous manner. Effective communication fosters trust, achieves teamwork, and strengthens the relationships between teachers, parents, and guardians (Connie, et al., 2022). Educators create a cooperative and encouraging learning environment in which all participants cooperate to support students' academic success and well-being by informing stakeholders about the needs, advancement, and accomplishments of students. Clear communication is conducive to parental involvement in their children's education. When parents are informed of their child's learning objectives, progress, and areas for development, they are better equipped to assist, reinforce, and encourage them at home. Actively involved parents are more likely to participate in school events, attend parent-teacher conferences, and support the progression of their children's educational requirements. The respondents, with a mean score of 3.73, employ techniques for giving learners quick, accurate, and helpful feedback in order to enhance their performance. Students can identify their areas of strength and improvement as they approach their learning objectives when they receive fast, accurate, and constructive feedback about how they performed.

Students can assess their work, identify areas for development, and make small adjustments to enhance their performance with the aid of this feedback, all of which lead to better learning results. By outlining expectations and success criteria clearly, constructive criticism aids learners in understanding what is expected of them and how they could meet or exceed those expectations. All things considered; the respondents fully utilized these criteria for the assessment procedure. The evaluation process satisfies the criteria and needs of colleges and universities (Ahmad, et al., 2024). Because of this, educators make sure that SHS students are adequately ready for the intellectual demands of college by designing assessments that closely mimic the format, level of difficulty, and subject content of college tests and assignments. Many universities and other institutions demand standardized entrance examinations in order to admit applicants.

Table III. Weighted Mean result of the Teaching Strategies on the implementation of the K 12 Curriculum

C. Teaching Strategies	WM	Descriptive Equivalent
1. Applied knowledge of content within and across curriculum teaching areas. *(PPST 1.1.2)*	3.90	Fully Practiced
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice. *(PPST 1.2.2)*	3.80	Fully Practiced
3. Ensured the positive use of ICT to facilitate the teaching and learning process. *(PPST 1.3.2)*	3.85	Fully Practiced
4. Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. *(PPST 1.4.2)*	3.78	Fully Practiced
5. Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. *(PPST 1.5.2)*	3.78	Fully Practiced
6. Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. *(PPST 1.6.2)*	3.43	Fully Practiced
7. Use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. *(PPST 1.7.2)*	3.90	Fully Practiced
OVERALL WEIGHTED MEAN	**3.78**	**Fully Practiced**

The majority of teachers applied their content knowledge both within and across curriculum teaching areas, with a mean score of 3.90. Making meaningful connections between a number of topic areas is possible for teachers who possess an applied understanding of information in both within- and across-curricular teaching areas. Teachers can provide pupils with a comprehensive grasp of complicated subjects, encourage interdisciplinary thinking, and facilitate deeper learning experiences by incorporating concepts, ideas, and abilities from other disciplines. With a mean score of 3.90, the teachers use both effective verbal and nonverbal communication strategies to promote student knowledge, engagement, and achievement in the classroom. Effective vocal communication ensures a concise and clear presentation of educational content, which helps students understand and process the material. Clear instructions, directions, and examples help students understand complex concepts, develop their conceptual awareness, and build a solid foundation of knowledge (Paraide, et al., 2023). Active verbal communication captures students' attention and sustains their enthusiasm for learning activities. In the meantime, it is shown that teachers effectively use their mother tongue, Filipino, and English to support teaching and learning, with a mean score of 3.43. Competent multilingualism supports students' language development by offering a wealth of linguistic input and modeling vocabulary, grammar, and pronunciation. According to Pascoe, et al (2020) research, students who are skilled in English, Filipino, and their mother tongue and are exposed to a range of language forms and registers are better equipped to communicate in a number of situations and circumstances. Teachers who are fluent in English, Filipino, and their mother tongue are better able to include culturally relevant information, perspectives, and examples in their classes, making learning more relatable and meaningful for pupils. Teachers can use their students' linguistic and cultural backgrounds to create a learning environment that is culturally inclusive, appreciates variety, and promotes respect for different languages and cultures. In summary, the educators

thoroughly executed each aspect. Teachers can convey material in an orderly, logical, and engaging fashion by using teaching methods. By employing research-based techniques and best practices in the classroom, teachers can effectively convey the subject, encourage learning, and achieve the desired learning outcomes. Through the use of teaching techniques, teachers can customize their instruction to meet the requirements, learning styles, and ability levels of each individual student. By employing a variety of instructional techniques, approaches, and tools, teachers can adapt their instruction to take into consideration student characteristics, preferences, and readiness levels.

Table IV. Weighted Mean result of the Curriculum Content on the implementation of the K 12 Curriculum by the School Head Teachers

A. Curriculum Content	WM	Descriptive Equivalent
1. Demonstrate knowledge and understanding of school-based review, contextualization and implementation of learning standards. *(PPSSH 3.1.1)*	3.9	Fully Practiced
2. Assist teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners. *(PPSSH 3.1.2)*	3.89	Fully Practiced
3. Work with teams in the conduct of review, contextualization and implementation of learning standards to assist teachers in making the curriculum relevant for learners. *(PPSSH 3.1.3)*	3.85	Fully Practiced
4. Share exemplary practice in the review, contextualization and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners. *(PPSSH 3.1.4)*	3.89	Fully Practiced
5.Demonstrate knowledge and understanding of teaching standards and pedagogies within and across learning areas to provide technical assistance to teachers to improve their teaching practice. *(PPSSH 3.2.1)*	3.71	Fully Practiced
6. Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice. *(PPSSH 3.2.2)*	3.87	Fully Practiced
7. Engage school personnel such as master teachers, head teachers and department heads in providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice. *(PPSSH 3.2.3)*	3.68	Fully Practiced
8. Exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas. *(PPSSH 3.2.4)*	3.82	Fully Practiced

OVERALL WEIGHTED MEAN	3.83	Descriptive Equivalent

With the highest mean score of 3.90, Table 6 demonstrates the head teachers' knowledge and comprehension of contextualization, school-based review, and application of learning standards. The implementation of contextualization, school-based review, and learning standards is necessary to guarantee and improve the quality of education in a school. School head teachers must have a thorough understanding of learning standards in order to analyze how curriculum, instruction, and assessment relate to educational goals and standards and ensure that students receive a top-notch education that prepares them for academic performance. Additionally, it is shown that, with an astounding mean of 3.89, school head teachers support instructors in the review, contextualization, and application of learning standards to make the curriculum relevant for students. Department heads, head teachers, and master teachers frequently possess a wealth of knowledge and experience in both teaching and educational leadership (Bettencourt, et al., 2022). School head teachers can empower educators to implement teaching standards and pedagogies more successfully by utilizing their knowledge, expertise, and insights in the provision of technical assistance to teachers. To summarize, all the facets are fully practiced by the school head teachers. Head teachers of schools supervise the creation of a curriculum that gives students a demanding and comprehensive grasp of important subject areas. This entails choosing and organizing textbooks, course materials, and other resources in a way that pushes students to apply higher-order thinking techniques, examine difficult ideas, and think critically, all of which are essential for coursework at the college level. By examining and contextualizing learning standards to match each student's individual needs, interests, and history, head teachers at schools can ensure that the curriculum is relevant to their students. Head teachers, who have a deep understanding of the diverse learning profiles of their students, are able to aid teachers in adapting the curriculum to better meet the unique requirements and preferences of their students. They play a critical role in creating cultural and contextual relevance in the curriculum by assisting teachers to assess and contextualize learning requirements to reflect the local culture, values, and experiences of students.

Table V. Weighted Mean result of the Assessment Method on the implementation of the K 12 Curriculum by the School Head Teachers

B. Assessment Method	WM	Descriptive Equivalent
1. Demonstrate understanding of the use of feedback obtained from learners, parents and other stakeholders to help teachers improve their performance. *(PPSSH 3.3.1)*	3.98	Fully Practiced
2. Use validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance. *(PPSSH 3.3.2)*	3.85	Fully Practiced
3. Collaborate with school personnel in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance. *(PPSSH 3.3.3)*	3.94	Fully Practiced
4. Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance. *(PPSSH 3.3.4)*	3.86	Fully Practiced
5. Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements. *(PPSSH 3.5.1)*	3.85	Fully Practiced
6. Provide technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes. *(PPSSH 3.5.2)*	3.86	Fully Practiced
7. Work with personnel involved in evaluating teachers' use of learning assessment tools, strategies and results	3.91	Fully Practiced

consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes. *(PPSSH 3.5.3)*		
8. Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes. *(PPSSH 3.5.4)*	3.85	Fully Practiced
OVERALL WEIGHTED MEAN	**3.89**	**Fully Practiced**

With the most exceptional mean of 3.98, Table 5 demonstrates that the school's teachers comprehend how to employ input from students, parents, and other stakeholders to help teachers improve their performance. With feedback, teachers can make well-informed judgments about their teaching strategies, curriculum design, and classroom management tactics. By including feedback from a range of perspectives in their lesson plans, instructional materials, and assessment procedures, teachers may meet the needs and preferences of their students. With a mean score of 3.94, head teachers work together with other school staff members to efficiently use validated input from students, parents, and other stakeholders to support teachers in raising their performance. Apart from their roles as department heads, master instructors, and instructional coaches, school head teachers also contribute a range of perspectives and expertise to help students succeed in their academic endeavors. This will help to make sure that teachers' growth and development activities are efficient, targeted, and relevant. All in all, the school head teachers fully practiced all the factors in the assessment method. With the use of assessment tools, educators and school administrators are better able to comprehend the successes and advancements of senior high school students in relation to the curriculum. By merging the views of all parties involved, collaborating allows for an exhaustive examination and analysis of the feedback, resulting in a more complete picture of the teachers' performance (Krstikj, et al., 2022). Using validated input from students, parents, and other stakeholders to assist teachers improve their performance is another, with a mean score of 3.85, that is implemented by head teachers of schools. Validated feedback provides useful details on the areas of strength and development for teachers. Head teachers of schools can use this feedback to tailor professional development programs and resources to the specific requirements that teachers have indicated.

Table VI. Weighted Mean result of the Teaching Strategies on the implementation of the K 12 Curriculum by the School Head Teachers

C. Teaching Strategies	**WM**	**Descriptive Equivalent**
1. Set achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators. *(PPSSH 3.4.1)*	3.98	Fully Practiced
2. Utilize learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators. *(PPSSH 3.4.2)*	3.86	Fully Practiced
3. Engage the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators. *(PPSSH 3.4.3)*	3.91	Fully Practiced
4. Mentor fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts. *(PPSSH 3.4.4)*	3.96	Fully Practiced
5. Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements. *(PPSSH 3.5.1)*	3.71	Fully Practiced

6. Provide technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes. *(PPSSH 3.5.2)*	3.99	Fully Practiced
7. Work with personnel involved in evaluating teachers' use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes. *(PPSSH 3.5.3)*	3.98	Fully Practiced
8. Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.86	Fully Practiced
OVERALL WEIGHTED MEAN	**3.91**	**Fully Practiced**

In an attempt to ensure accountability for reaching better learning outcomes, the school head teachers received the highest mean (3.99) for technical help to teachers in implementing learning assessment methods, strategies, and results along with curriculum standards. Curriculum standards must be adhered to by learning evaluation techniques, tools, and outcomes in order to provide assurance that student learning is assessed effectively and consistently. In order to make sure that assessment practices support and reinforce the intended curriculum, school head teachers play a critical role in supporting teachers in utilizing assessment processes that are in keeping with the learning goals, standards, and objectives of the curriculum. Second, with the goal to ensure accountability for reaching higher learning outcomes, they collaborate with staff members who analyze instructors' use of learning assessment tools, methodologies, and outcomes that are in line with curriculum standards (mean of 3.98). Collaborating with staff members who oversee teachers' use of assessment tools and methodologies can help ensure the validity and quality of assessment procedures in the school. The least mean recorded is 3.71; however, the respondents fully practice it. School head teachers work with evaluators to set clear expectations and criteria for effective assessment practices. This ensures that assessment practices fulfill curriculum requirements and help achieve higher learning outcomes. They exhibit an awareness and comprehension of learning evaluation instruments and techniques, as well as the application of outcomes in line with curriculum demands. In order to ensure that assessment practices align with curriculum standards, head teachers play a crucial role in schools (Rutter, et al., 2020). Given that they have a deep understanding of the standards, goals, and objectives of the curriculum, head teachers of schools can help instructors select appropriate assessment techniques and strategies that measure student growth and accomplishment in relation to curriculum expectations. All things considered; the respondents thoroughly implemented every component of the instructional tactics designed to get senior high school students ready for college. Different requirements, preferences, and learning styles apply to high school seniors (Lee and Perret, 2022). School heads are aware of the significance of taking these variations into account while designing a variety of teaching tactics that cater to different learning modes, such as tactile, kinesthetic, visual, and aural.

Table VII. Relationship between the Profile of the respondents and the implementation of the K 12 Curriculum

8	Curriculum Content		Assessment Method		Teaching Strategies	
	Stat	P.Value	Stat	P.Value	Stat	P.Value
Age	4.243	0.008*	11.071	0.000*	7.716	0.000*
Sex	1.387	0.258	2.394	0.144	2.971	0.106
HEA	6.842	0.001*	5.469	0.005*	4.659	0.004*
Position	3.289	0.039*	3.904	0.022*	0.807	0.501
# of Relevant Trainings and Seminars	2.374	0.094	4.562	0.011*	6.959	0.001*

The adoption of the K–12 curriculum is significantly correlated with age, as indicated by the P-value of 0.000. It is possible that teachers who are older have spent more time in the classroom and are accustomed to traditional course structures. As a result, the new K–12 curriculum, which heavily emphasizes interdisciplinary education, competency-based learning, and student-centered approaches, may be challenging for children to get used to at

first. However, with support and professional development, seasoned instructors can successfully apply the new curriculum. Since they may have recently entered the teaching profession after graduating from college, younger educators may be more open to the innovative teaching methodologies and cutting-edge pedagogical techniques provided by the K–12 curriculum. Similarly, the frequency of pertinent trainings and seminars indicates a relationship with the K–12 curriculum's implementation (P-value = 0.001). Attending relevant trainings and seminars helps teachers gain new teaching skills, learn about best practices in curriculum implementation, and improve their comprehension of the K–12 curriculum. However, there is no discernible correlation between the respondents' sex and the way the K–12 curriculum is implemented. The effectiveness of curriculum implementation is more significantly influenced by teachers' pedagogical abilities, subject knowledge, and professional development than by their gender (Gvojich, 2022). In the findings of Putman and Walsh (2021), regardless of gender, teachers who have completed the required training and possess the required certifications are better qualified to teach the subject.

Table VIII. **Significant Difference on the Perception of the Teachers and the School Heads**

	School Head	*Teacher*
Mean	3.873333	3.775681
Variance	0.006962	0.011567
Observations	24	17
Hypothesized Mean Difference	0	
df	29	
t Stat	3.134603	
P(T<=t) one-tail	0.00196*	
t Critical one-tail	1.699127	
P(T<=t) two-tail	0.00391*	
t Critical two-tail	2.04523	

The degree to which the K–12 curriculum is implemented varies according to the perceptions of school administrators and teachers, as seen by the variance of 0.0116. Teachers and school administrators have different roles and responsibilities within the educational system. Teachers' primary concentration is on classroom instruction and student learning, while school administrators oversee resource management, curriculum implementation, and policy compliance (Edmunds, et al., 2022). School administrators are responsible for allocating resources to assist the execution of the curriculum. These resources consist of personnel, finances, and educational supplies. Different viewpoints amongst teachers and school administrators about the needs and value of resources influence how those resources are distributed, which leads to uneven support for curriculum-implementation programs.

5. Conclusions

The bulk of school head teachers and teachers are between the ages of 26 and 30; a greater proportion of them are female; the majority have earned MA units; a large number of them work as teachers in grades 1-3; and the majority have attended three or four pertinent workshops or seminars. On the other hand, school head teachers and teachers fully exercise the level of implementation of the K–12 curriculum as the foundation for preparing senior high school students for higher education, together with curriculum content, assessment techniques, and teaching tactics. Along with the variables of age, highest educational attainment, and number of pertinent trainings or seminars, there is also a significant relationship between the profile variables and the degree of implementation of the K–12 curriculum as the foundation for preparing senior high school students for higher education. Conversely, however, sexual and position do not significantly correlate with the degree of K–12 curriculum implementation. There exists a notable disparity in the perspectives of educators and school administrators regarding the extent to which the K–12 curriculum is being implemented as a means of preparing senior high school students for postsecondary education.

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