GRADE 6 TEACHERS' ISSUES ON K TO 12 BASIC EDUCATION CURRICULUM (BEC) IMPLEMENTATION: BASIS FOR AN INTERVENTION PROGRAM

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A Thesis

Presented to

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SAMAR COLLEGE

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In Partial Fulfillment

of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

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LADY ANN B. MOSOT

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APPROVAL SHEET

In partial fulfilment of the requirement for the degree Master of Arts in education, Major in Educational Management, this thesis entitled, **"GRADE 6 TEACHERS; ISSUES ON K TO 12 BASIC EDUCATION CURRICULUM (BEC) IMPLEMENTATION; BASIS FOR AN INTERVENTION PROGRAM"** has been prepared and submitted by **LADY ANN B. MOSOT** who, having passed the comprehensive examination, is hereby recommended for Oral Defense.

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L. P. B. M.

DEDICATION

This study is wholeheartedly dedicated to our beloved parents **EDIOS P. BOHOL** and **ANTONIO G. BOHOL Jr.**, my Husband **RECARDO M. MOSOT, Jr.**, my son, **RHENZ LANCER B, MOSOT**, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

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Ann

ABSTRACT

Thesis	:	**GRADE 6 TEACHERS' ISSUES ON K TO 12 BASIC EDUCATION CURRICULUM (BEC) IMPLEMENTATION: BASIS FOR AN INTERVENTION PROGRAM**
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This study determined the issues encountered by the Grade 6 teachers in their implementation of the K to 12 BEC in the District of Motiong during the School Year 2019-2020. Specifically, the study sought answers to the following questions: 1) what is the profile of the teacher-respondents in terms of the following variates, namely: age and sex, civil

status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings, and attitude toward K to 12 BEC implementation; 2) what are the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along the following areas, namely: teachers, classrooms, textbooks/references, instructional materials, lesson planning, time on task, computers, and trainings.

Likewise, it answered the following questions: 3) is there a significant relationship between the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along the areas identified and their profile variates; 4) what is the performance of the teacher-respondents based on the latest IPCRF; 5) is there a relationship between the performance of the teacher-respondents based on the Individual Performance Commitment and Review Form and the issues encountered along the foregoing areas; and 6) what intervention program may be proposed based on the findings of the study.

Based on the specific questions posted in this study, the following hypotheses were tested: 1) there is no significant relationship between the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along the areas identified and their profile variates; and 2) there is no significant relationship between the performance of the

teacher-respondents based on the Individual Performance Commitment and Review Form and the issues encountered along the foregoing areas.

From the findings, it was revealed that the teacher-respondents assessed the issues they encountered relative to the K to 12 BEC implementation as “moderate issues” along the identified areas and in associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers, classrooms, textbooks/references and trainings, and their profile variates, a not significant linear association was noted in terms of the identified personal characteristics. However, in associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials, lesson planning, time on tasks and computers, and their profile variates, a significant linear association was noted in terms of their attitude toward K to 12 BEC implementation. The other variates had no nothing to do with it.

Meanwhile, the mean performance of the teacher-respondents was posted at 4.24 with a SD of 1.28 with an adjectival interpretation of “very satisfactory.” Furthermore, in associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along the identified areas, the following linear association were noted: it was

significant along instructional materials while it was not significant along teachers, classrooms, textbooks/ references, lesson planning, time on task, computers and trainings.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

A lot of changes happen day in and day out or it could even be natural or man-made. However, what matters most is the change that people must experience-that is change for the better. In fact, the teacher makes the difference, not the classroom (www.brainyquote.com., 28 April 2019). This adage connotes that teachers have great roles in the classroom. They are responsible in shaping the lives of the learners. They are tasked to implement and deliver instruction using available resources in the school and community. Teachers maximize all their efforts in their teaching-learning activities despite of challenges and issues they encounter.

The Philippine Educational System caters inclusivity. Pursuant to Republic Act Number 10533, otherwise known as "Enhanced Basic Education Act of 2013", Section 6 states that the enhanced basic education program encompasses at least one year of Kindergarten education, six years of elementary education, and six years in the secondary education where four years is for junior high school and two years is for senior high school (www.gazette.com., 28 April 2019).

Moreover, what is being referred as the second stage of compulsory basic education is the elementary level also known

as Key Stage 2 (http://www.deped.gov.ph, 1 June 2019). A student is able to reach this stage when he finishes Grades 1 to 6. The learning areas and time allotment for Grade 6 under the K to 12 Basic Education Curriculum (BEC) are English, Filipino, Mathematics, Science, and Edukasyong Pantahanan at Pangkabuhayan which are all recited daily for 50 minutes. Araling Panlipunan and Edukasyon sa Pagpapakatao are recited daily for 40 and 30 minutes respectively. The K to 12 BEC started its implementation from Grades 1 and 7 last School Year 2012-2013 (DepED Order No. 31, S. 2013), therefore, Grade 6 level is now on its third year of implementation.

In addition, the implementation of the K to 12 in the Philippine Basic Education Curriculum is the key to our nation's development. Though the government faces many problems as it implements the program over the course of several years, improvement is necessary since increasing the quality of our education is critical to our nation's success (https://soapboxie.com/social-issues/The-K to 12-Program-, 4 May 2019).

Corollarily, Section 14 of the "Enhanced Basic Education Act of 2013" states that by the end of School Year 2014-2015, the DepEd shall conduct a mandatory review and submit a of the K to 12 program in terms of closing the following current shortages: a) teachers, b) classrooms, c) textbooks, d) seats,

e) toilets, and f) other shortages (www.gazette.com., 28 April 2019).

Furthermore, whether one is a classroom teacher, school counselor, para-educator, bus driver, cafeteria worker or school secretary, everyone who works in a public school faces a new school year ready to do the job they love. But they are also prepared to confront undeniable challenges. These challenges may differ district to district, school to school (http://neatoday.org/challenges/, 4 May 2019).

In the Philippine schools, there are a lot of challenges and issues the teachers are facing, however, these three issues are the most pressing, and these are: inadequate parenting, students whose parents have not done their part when it comes to raising their child; another one is lack of well-condition classrooms and school buildings and the last one is unpleasant behavior of students such when students in the class would make loud noises while teacher discusses a topic or they show utmost disrespect to their teachers in the classroom and speak cuss words to classmates (www.quora.com/What-is-the-biggest-problem-facing education-

Today, 4 May 2019).

In the District of Motiong, there were issues and problems encountered by Grade 6 teachers in the implementation of the K to 12 Basic Education Curriculum such as insufficient number of learning materials, teacher's guide, activity sheets or

worksheets and trainings for newly hired teachers assigned as Grade 6 Teacher (DisMEA, 3rd Quarter Report).

It is in this context that the researcher determined the prevailing issues from among the Grade 6 teachers in their implementation of the K to 12 BEC as basis for an intervention program.

Statement of the Problem

This study determined the issues encountered by the Grade 6 teachers in their implementation of the K to 12 BEC in the District of Motiong during the School Year 2019-2020.

Specifically, the study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following variates, namely:

    1.1 age and sex;

    1.2 civil status;

    1.3 gross monthly family income;

    1.4 highest educational attainment;

    1.5 number of years in teaching;

    1.6 number of relevant in-service trainings; and

    1.7 attitude toward K to 12 BEC implementation?

2. What are the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along the following areas, namely:

2.1 teachers;

2.2 classrooms;

2.3 textbooks/references;

2.4 instructional materials;

2.5 lesson planning;

2.6 time on task;

2.7 computers; and

2.8 trainings?

3. Is there a significant relationship between the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along the areas identified and their profile variates?

4. What is the performance of the teacher-respondents based on the latest IPCRF?

5. Is there a relationship between the performance of the teacher-respondents based on the Individual Performance Commitment and Review Form and the issues encountered along the foregoing areas?

6. What intervention program may be proposed based on the findings of the study?

Hypotheses

Based on the specific questions posted in this study, the following hypotheses were tested:

1. There is no significant relationship between the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along the identified areas and their profile variates.

2. There is no significant relationship between the performance of the teacher-respondents based on the Individual Performance Commitment and Review Form and the issues encountered along the identified areas.

Theoretical Framework

This study was anchored on the following theories, Reductionism Theory of Mennin, System Theory of Bertlanffy, Complexity Theory of Mennin and Curriculum Theory of Dewey.

In Reductionism (Geyer et al., 2005:233), many of the commonly used approaches to educational evaluation have their roots in the enlightenment, when understanding of the world shifted from a model of divine intervention to one of experimentation and investigation. Underlying this was an assumption of order: as knowledge accumulated, it was expected that there would be movement from disorder to order. Phenomena could be reduced into and understood by examining their component parts. Because order was the norm, one would be able to predict an outcome with some precision, and processes could be determined either controlled or predicted because they

would flow along defined and orderly pathways. The legacy of this thinking is evident in the approaches to teaching.

Moreover, the reductionist view, that the whole or an outcome can be understood and thus predicted by investigating and understanding the contribution of the constituent parts. The reductionist perspective also dominated educational evaluation throughout a major portion of its short 80-year history as a formal field of practice (Stufflebeam & Shinkfield, 2007:16).

This cause-effect approach to analysis requires an assumption of linearity in program elements' relationships. That is, changes in certain program elements are expected to have a predictable impact on the outcome. A small change would be expected to have a small impact, a large change a large impact. Examination of those models shows a logical flow from beginning to end, from input to outcome. The reductionist or linear way of thinking suggests that once the factors contributing to an outcome are known, program success or lack of success in achieving those outcomes can be explained.

Another theory was the System theory (Bertalanffy, 1968) which is concerned with Aristotle's dictum that the whole is greater than the sum of its parts. In other words, what a person sees as a final product – an educational program, a human being, the universe – is more than simply a summation

of the individual component parts. The appreciation that an outcome is not explained simply by component parts but by the relationships between and among those parts and their environment or context is important and eventually led to the formulation of a system theory. Bertalanffy's approach focusing on systems was a major step away from the reductionist tradition so dominant in scientific thinking at the time.

Bertalanffy (1968) proposed that the fundamental character of the living thing is its organization, the customary investigation of the single parts and processes cannot provide a complete explanation of the vital phenomena. This investigation gives us no information about the coordination of parts and processes. He viewed a system as a set of elements standing in interrelation among teachers and with the environment. He stated another way, the system comprises the parts, the organization of the parts, and the relationships among those parts and the environment; these relationships are not static but dynamic and changing. In proposing his General System Theory, he noted, that there exist models, principles, and laws that apply to generalized systems or their subclasses, irrespective of their particular kind, the nature of their component elements, and the relationships or forces between them.

It seems legitimate to ask for a theory, not of systems

of a more or less special kind, but of universal principles applying to systems in general. Its subject matter is the formulation and derivation of those principles which are valid for systems in general. Thus, in his view, an animal, a human being, and social interactions are all systems. In the context of this Guide, an educational program is a social system comprised of component parts, with interactions and interrelations among the component parts, all existing within, and interacting with, the program's environment. To understand an educational program's system would require an evaluation approach consistent with system theory.

Finally, General System Theory embraces the idea that change is an inherent part of a system. Bertalanffy described systems as either being closed, in which nothing either enters or leaves the system, or open, in which exchange occurs among component parts and the environment. He believed that living systems were open systems. Equilibrium in a system means that nothing is changing and, in fact, could represent a system that is dying. In contrast, an open system at steady-state is one in which the elements and interrelationships are in balance – still active, perhaps even in opposite or opposing directions, but active nonetheless.

Furthermore, in an open system, there is equifinality: the final state or outcome can be reached from a variety of starting points and in a variety of ways as contrasted with a

closed system in which the outcome might be predetermined by knowing the starting point and the conditions. People believe this view of an open system is consistent with what occurs in an educational program: it is an open system, perhaps sometimes at steady-state, but active.

Complexity theory based on reductionist theory may satisfactorily explain phenomena that are at equilibrium, a state in which they are not changing. Educational programs, however, are rarely in equilibrium. Educational programs are affected by many factors both internal and external: program participants' characteristics, influence of stakeholders or regulators, the ever-changing nature of the knowledge on which a discipline is based, professional practice patterns, and the environment in which the educational program functions, to name only a few (Geyer et al., 2005).

Furthermore, the overall system cannot be explained by separately examining each of its individual components. In a sense, the program's whole is greater than the sum of its parts – there is more going on in the program or the complex system than can be explained by studying each component in isolation. This might, in fact, explain the phenomenon in educational research in which much of the variance in the outcome of interest is not explained by factors identified in the system or program: there is more occurring in the program

with respect to explaining the outcome than can be fully appreciated with reductionist or linear approaches to inquiry.

Complexity concepts and principles are well-suited to the emergent, messy, nonlinear uncertainty of living systems nested one within the other where the relationship among things is more than the things themselves. Complexity theory allows to accommodate the uncertainty and ambiguity in educational programs as one thinks about evaluating them. It actually promotes understanding of such natural ambiguity as a normal part of the systems typical of medical educational programs. Ambiguity and uncertainty are neither good nor bad but simply expected and anticipated. Evaluating an educational program would therefore include exploring for those uncertainties.

In fact, complexity theory invites educators to cease relying on overly simple models to explain or understand complex educational events. To think complexly is to adopt a relational, a system/s view. That is to look at any event or entity in terms, not of itself, but of its relations. The importance of program context is part of complexity theory, helping teachers to realize the work of the environment in shaping activity rather than the cognition of practitioners dictating events.

In other words, examining a program's success must not only include references to elements related to program participants but also to the relationships of participants

with each other and with the environment in which they act and how that environment may affect the participants. The need to understand relationships among program elements prompts educators to include a variety of stakeholder views when developing a program evaluation, as each one will reflect key elements of the program components' relationships. There is no one right answer to a situation, no formula of best practices to follow in every situation, no assurance that any particular act or practice will yield the results people desire.

In Dewey's Curriculum Theory (www.k12curriculum-theory, 10 February 2020), he suggests that the curriculum should ultimately produce students who would be able to deal effectively with the modern world. Therefore, curriculum should not be presented as finished abstractions, but should include the child's preconceptions and should incorporate how the child views his or her own world. Dewey uses four instincts, or impulses, to describe how to characterize children's behavior. The four instincts according to Dewey are social, constructive, expressive, and artistic. Curriculum should build an orderly sense of the world where the child lives. He hoped to use occupations to connect miniature versions of fundamental activities of life classroom activities. The way he hoped to accomplish this goal was to combine subject areas and materials. By doing this, he made

connections between subjects and the child's life. Dewey is credited for the development of the progressive schools some of which are still in existence today.

Conceptual Framework

Figure 1 shows the conceptual framework of the study illustrating, among other things, the research environment, the respondents of the study and the major variables of the study.

The box at the base of the paradigm reflects the research environment which involves Grade 6 teachers in the District of Motiong, Schools Division of Samar during the School Year 2019-2020.

The upper boxes enclosed by a bigger frame represent the major variables considered in the study. The box at the left portion shows the profile of the teacher-respondents such as age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation. On the right side are the different areas on issues and challenges of which the teacher-respondents may encounter along teachers, classroom, textbooks/references, instructional materials, lesson planning, time allotment, computers, and trainings which is

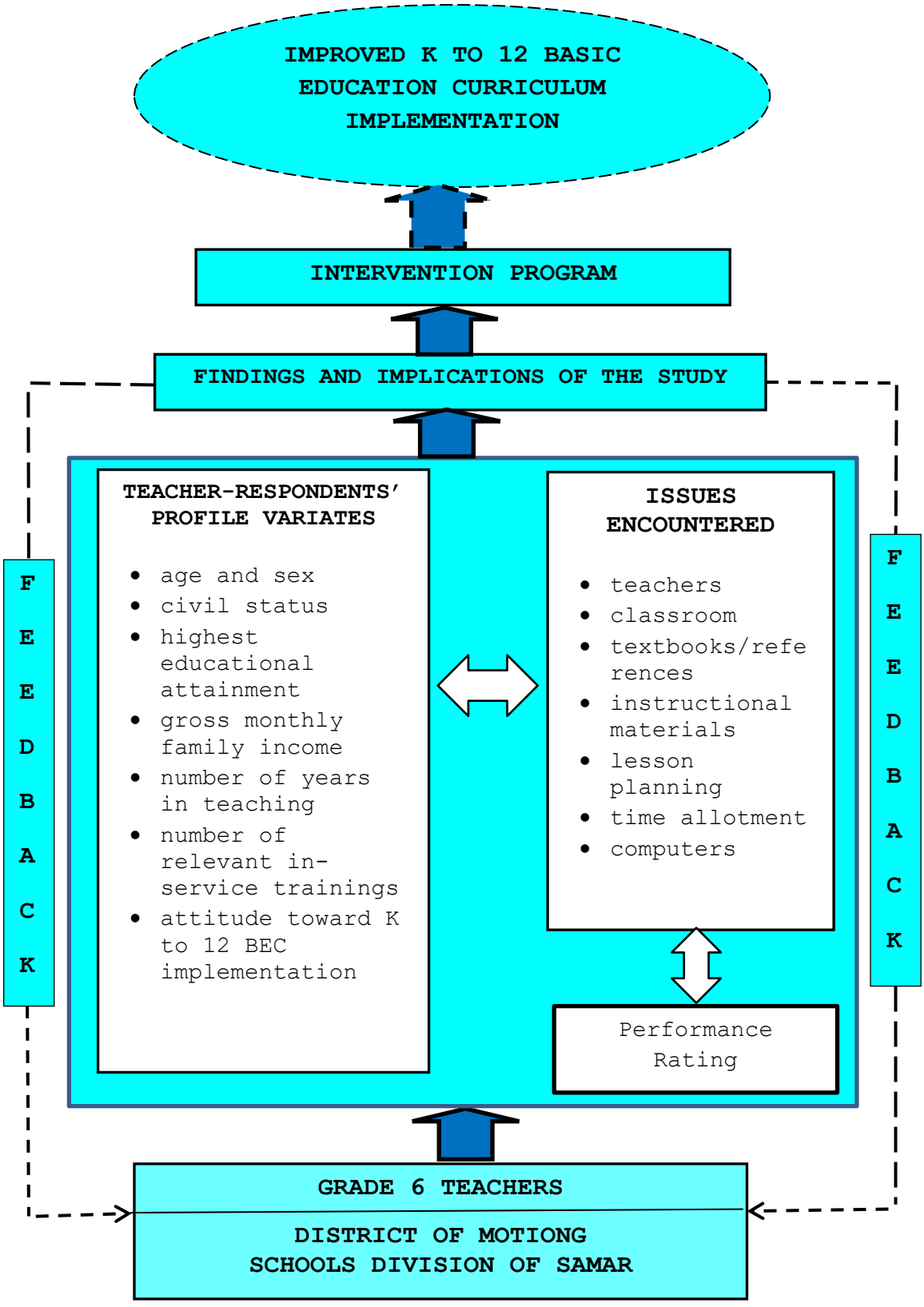

Figure 1. The Conceptual Framework of the study

correlated with the performance of the teacher-respondents based on the latest IPCRF and their profile variates. The box is connected by two-way arrow implying correlational between paired variables.

This big frame enclosing the variables is connected to an upper box representing the results and findings of the study. The findings of the study served as basis in conceptualizing the intervention program. This same box is connected by a broken arrow to the base of the schema indicating the feedback mechanism. It is again connected to an upper frame representing the ultimate goal of the study which is improved K to 12 Basic Education Curriculum implementation.

Significance of the Study

The researcher believes that the result of this study would be beneficial to the teachers, students, parents, school administrators, DepEd key officials, parents, and future researchers.

To the Students. The findings of this study would help improve their academic performance considering the fact that teachers would be provided with their needs in terms of teaching-learning activities. Furthermore, this study would be valuable to the students for there would be an improvement on the delivery of the curriculum, hence, learners would be

equipped with the recent trends in education.

To the Teachers. The result of this study would encourage teachers to do better in terms of teaching-learning activities for their problems and issues would be addressed accordingly, thus this would improve the performance of the learners as well as the implementation of the K to 12 BEC program would be institutionalized.

To the School Administrators. The findings that would be generated in this study would be helpful to the administrators as it would serve as the basis in providing teachers with what they need and the appropriate technical assistance.

To the DepEd Officials. This study would provide them data and information as to further enhance the implementation of the K to 12 Basic Education Curriculum to address issues and challenges.

To the Parents. From this study, parents may come to know about their role in supporting their children and the school for they would be partners of the teachers in the different school programs implementation.

To the Future Researchers. The findings of this study would give information to the future researchers who are interested in investigating further the teachers' needs, issues and challenges as they deliver the K to 12 BEC program.

Scope and Delimitation

The study determined the issues and challenges encountered by the Grade 6 teachers in their implementation of the K to 12 BEC in the District of Motiong during the School Year 2019-2020. This captured profile of the teacher-respondents such as age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation. Likewise, the issues and challenges the teacher-respondents encountered along teachers, classroom, textbooks/references, instructional materials, lesson planning, time allotment computers, and trainings were also included. This was correlated with teacher-respondent's performance based on the latest IPCRF and their profile variates.

This study was conducted during the School Year 2019-2020.

Definition of Terms

The following terms are defined conceptually and or operationally for easy reference and understanding of the study:

Classroom. Conceptually, a classroom refers to a room, typically in a school, in which a class of students is taught (https://www.google.com/search, 15 May 2019).

Computer. This refers to an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program (https://www.google.com/search, 12 May 2019).

Grade 6. This refers to the grade level where students graduate from elementary. This is where students are in their 6th level in the elementary under the key stage 2 (www.deped.gov.ph., 1 June 2019).

Implementation. This term conceptually refers to the fulfillment or carrying through a program (Webster, 1998:635). In this study, this refers to how teachers deliver the activities under the K to 12 BEC program.

Intervention Scheme. This refers to activities conducted to address issues and problems relative to K to 12 BEC implementation.

Instructional Material. This term refers to the human and non-human materials and facilities that can be used to ease, encourage, improved and promote teaching and learning activities. They are whatever materials used in the process of instruction. They are a broad range of resource which can be used to facilitate effective instruction (https://www.igi-global.com/dictionary, 3 June 2019).

Issue. Conceptually, this refers to a final outcome that usually constitutes a solution such as of a problem or resolution as of a difficulty (https://www.merriam-

webster.com, 2 June 2019). Operationally, this term refers to the challenges a teacher encounters in the delivery of the K to 12 BEC along teachers, classroom, textbooks/references, instructional materials, lesson planning, time allotment and computers.

K to 12. This refers to the Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education (https://www.officialgazette.gov.ph.2013, 2 June 2019).

Lesson Planning. This refers to a teacher's detailed Description of the course of instruction or learning trajectory for a lesson. It is developed by a teacher to guide class learning (https://www.google.com/search,30 October 2019).

Teacher. This term also refers to learning facilitator considered as the key-learning support person who is responsible for supervising and facilitating the learning process and activities of the learner (https://www.officialgazette.gov.ph/2001, 5 June 2019).

Textbook. Conceptually, this refers to a book used as a standard work for the study of a particular subject (www.google.com/search, 5 June 2019). Operationally, this

refers to the learning materials used as references by Grade 6 students in the different learning areas.

Time Allotment. This is the prescribed number of hours for each subject as stipulated in DepEd Order No. 31 s. 2012. The time allotted for Grade 6 subjects is 50 minutes except for Araling Panlipunan and MAPEH with 40-minute time allotment and ESP for 30 minutes.

Training. Conceptually, this means the action of teaching a person on a particular skill or type of behavior (www.google.com/search, 5 June 2019). Operationally, this term refers to the seminars, training-workshops and capability buildings attended by teachers teaching Grade 6 classes.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents discussions of ideas from books, journals, magazines, newspaper, and other published materials. In addition, this chapter also presents excerpts from master's theses and dissertations which were found related to the present study.

Related Literature

The following literature cited were related to the issues and challenges in the K to 12 Basic Education Curriculum implementation.

Implementation is an important phase in the change process. The way people respond to any change process can create conditions that support or inhibit change. In the field of education, school administrators and supervisors are in a position to lead their schools to overcome challenges of reform implementation. Given the important role of school principals in effecting and sustaining educational change, it is important to know what they actually do to overcome challenges of change implementation as well as to strengthen their capacity for school transformation and improvement (https://www.academia.edu., 12 June 2019).

Sergio (2012:70-80) enumerate three challenges to the K-

12 education reform namely a) curriculum design, b) human resource, and c) required infrastructure. Moreover, one of the features of the K-12 program is the decongestion of the curriculum which could be attributed mainly to the additional two years in the secondary education. Okabe (2013:10) further explained that under the K-12 program, the content that was congested in four years will be scattered and taught in a span of six years and the challenge is what content to include or remove, or add and how are asked.

Realizing this difficulty, Cruz (2010:2) argued that revising the curriculum is not only a matter of deleting a subject here and inserting a subject there. Instead, he claimed that revising the curriculum especially in the context of implementing the K-12 program entails an approach holistic in nature where various factors are taken into great consideration.

Based on a report by the Department of Education (DepEd, 2010a), additional teachers of 103,599 would be needed once the K-12 program is implemented. This challenge is very evident, Sergio (2012:70-80) argued, not only in the proposed program but also in the previous education system. One aspect noteworthy in the previous system is the shortage of teachers which could be best attributed to the fact that budget is limited. Cruz (2010:2) argued that employing additional teachers to fully implement the K-12 program would be more of

a challenge.

Required infrastructure as one of the major challenges in implementing the K-12 program reflects the seemingly impossibility of its actualization. As per the data reported by DepEd (2010a), 153,569 classrooms, 13.2 million armchairs, 95.6 million books would be needed to fully implement the program. At present, classroom shortage is a serious subsisting issue not to mention the shortage of other facilities and equipment. And Sergio (2012:70-80) claimed that implementing the K-12 program vis-à-vis the annual budget allocated to the Department of Education would substantially increase the shortage.

Furthermore, admit it or not, not everyone has prepared well for the K to 12. Classrooms, teachers or instructors, teaching materials, these are already some of the existing problems even before the K to 12 implementations. According to the data provided by the DepEd, there is a shortage of 34,000 classrooms for students during the first year of the K to 12 implementations.

Meanwhile, according to Basilio, Alliance of Concerned Teachers (ACT) Secretary General, there are still no sufficient teachers, classrooms, facilities and equipment and other instructional and teaching materials. Several schools have double, even triple shifts (https://www.bulatlat.com/ 2017, 12 June 2019).

Moreover, students of both public and private elementary and high schools faced problems of classroom and teacher lack as they trooped back to school. Education Secretary Briones, however said, the Department of Education (DepED) is already addressing the shortage in classrooms, and some 85,000 classrooms are expected to be added this year 2018.

Addressing the claim of Party-list Representative Tinio of Alliance of Concerned Teachers (ACT), the government had not completed construction of nearly 82,000 classrooms, Education Undersecretary for Planning and Field Operations Mateo said that there is no shortage but challenges. Currently, there is a classroom for every 45 students. There is one teacher for every 33 students in the elementary, and one teacher for every 26 students in the secondary level.

DepEd data show 22 million students are enrolled in public schools, and four million in private schools. In public schools, 2.2 million are kindergarten pupils, 12.2 million are elementary students, 6.4 million are junior high school (Grades 7 to 10) students and 1.3 million are senior high school (Grades 11 and 12) students (https://businessmirror.com.ph., 12 June 2019). Education Secretary Briones said the Department of Education is addressing the problem of classroom shortage, according to Panganiban-Perez.

A total of 85,000 classrooms are expected to be added this year, mostly in Metro Manila. The DepEd said multi-storey

buildings are the solution in the National Capital Region due to the limited space available. School year 2018-2019 opened on Monday with 27.7 million students from Kindergarten to Grade 12 going to their classes in public and private schools. There is a shortage, because of lack of buildable space according to Briones. A temporary solution to the problem is to divide big classrooms into two or to convert offices to classrooms (www.gmanetwork.com/news, June 2018, 19 June 2019).

In addition, as the Department of Education (DepEd) opened a new school year, old problems in the form of cramped spaces and a lack of classrooms greeted students and teachers once more. DepEd official opened the academic year for 2019-2020 by welcoming over 27 million students who enrolled from kinder to senior high school. The education department continues to receive more students each year, but not all schools can keep up with the growth in population of students.

In Quezon City, for instance, the lack of available classrooms has been a problem for some 4 years at the Bagong Silangan High School. Teachers have had to split classrooms in half – forcing the same number of students into a smaller space – to cope with having a larger number of students enrolled. Bagong Silangan Faculty President Robido told Rappler that students in Grades 7 and 8 are most affected by this, with around 80 to 100 students occupying a room for a

given class. This is a short-term solution, Robido (https://www.rappler.com/nation, 19 June 2019) said, until the school finds space to build new classrooms for junior high school students.

In addition, the unavailability of learning materials is just one of the problems still hounding the country's new basic education program, K to 12, in the three years of its implementation. Paunan (https://www.gmanetwork.com/news, 12 June 2019), a Grade 7 Filipino teacher at Caloocan High School, said they are utilizing "Kayumanggi," a textbook used in the previous curriculum, in their classes due to the absence of reference materials from DepEd.

Furthermore, in terms of capability building and trainings for teachers, part of the preparations of the Department of Education (DepEd) in the implementation of the K to 12 program is to train public school teachers. However, teachers noted that trainings they have undergone were rushed and not well thought of Castro, Secretary General of the Alliance of Concerned Teachers (ACT) said the time spent for teachers' training is not enough. There are lots of new things for teachers to learn in order to implement the new curriculum. One to two months training is not enough. He called the training half-baked. Castro added, teaching guidelines and learning modules have not yet been distributed to teachers. Supposedly teaching guidelines and learning modules are given

to teachers while they are on training. But, according to the teachers who underwent the training, some of them have yet to receive the said materials (www.bulatlat.com/2012, 12 June 2019).

The related literature cited, provided valuable information and clear insights and directions in the proper conduct of the study. Likewise, they aided the researcher in properly treating this study.

Related Studies

A review of related studies both local and foreign was undertaken by the researcher on the issues and challenges on K to 12 Basic Education Curriculum implementation which gained an insight an understanding into the development of this particular study.

The study conducted by Basilan (2018) entitled, "Scantiness of Instructional Materials in Senior High School: Basis for a Proposed Digital Instructional Archive," showed that teaching materials is a generic term used to describe the resources teachers utilize to deliver instruction with ease and greater effectiveness. Regardless of their variation, these materials support learning content, allow students to engage in the concepts application and provide an opportunity for evaluation. With the coming of K-12 Curriculum the needs for the instructional materials doubled as the learners stay

in the public schools for two (2) additional years. On its initial years, Senior High Schools greatly experienced scantiness of instructional materials in teaching different subjects. Significantly, the study found out that the most outstanding experience of the respondents in the teaching learning process was the accumulation of instructional material tailored fit to the needs of the learners and would suffice the yields of the Department of Education curriculum guides.

More than time consuming, instructional materials' supply, usability and accessibility were constraints for the facilitators. In the midst of this, teachers maximized the use of online sources which eased this scantiness. This led to the proposed offline digital instructional archive, Libro ni Bonsai, a Google Play Store free mobile application, oasis of tailor fit curriculum guide based instructional materials that would aid present dilemma.

The study of Basilan was related to the present study for these two studies concentrated on K to 12 Basic Education Program. However, the previous study focused on the instructional materials while the present study delved on classrooms, teachers, computers and other instructional materials. They also differed in terms of research environment and respondents. The former involved teachers in Bauan, Batangas while the present study involved Grade 6

teachers in the District of Motiong.

The study of Ednave et al. (2018) entitled, "Problems and Challenges Encountered in the Implementation of the K TO 12 Curriculum: A Synthesis," revealed that These constitute two problems and a challenge which were specified as follows: a) lack of preparation and professional development; b) excessive academic load for the students; and c) integration of lessons in real-life context. The study drawn that these themes have respective academic interventions like: a) attending trainings and seminars; b) employing collaborative approach in some activities; and c) applying the "learning-by-doing" educational principle."

The study of Ednave et al. was related to the present study for it also delved on K to 12 problems and challenges. However, they differed in terms of variables involved, research environment and respondents. The study also involved Kindergarten, elementary and secondary teachers while the present study included Grade 6 teachers in the District of Motiong.

The study conducted by Cocal et al. (2017) entitled, "Challenges of the K+12 Program Implementation in the Public Elementary Schools of Pangasinan, Philippines," showed that the existing physical plant and facilities and instructional resources of the different public elementary schools in Pangasinan do not met the standard requirements set by the

Department of Education. There is a great need for the schools to improve their physical facilities and instructional resources to effectively and efficiently implement the K+12 Program. Financial resource is the major problem of the schools with regards to the implementation of the K+12 Program.

The study of Cocal et al. was similar to the present study for both delved on K to 12 Basic Education Curriculum implementation. However, they differed in terms of respondents and research environment. The former was conducted in Pangilinan while the present study was conducted in the District of Motiong with Grade 6 teachers as the respondents.

A study conducted by Lacorte (2017) entitled, "Readiness of the Teachers on the Implementation of K to 12 Program in Selected Private and Public Schools in Lucban, Quezon," found out that the schools are adequately prepared in the implementation of K to 12 in terms of curriculum adjustment, school plant and facilities and administration and management. The teachers are likewise adequately prepared in the implementation of K to 12 in terms of teaching competencies, teaching strategies and instructional materials. The problems the teachers encountered in the implementation of K to 12 are of average gravity and they are manageable. There is a considerable variation in the readiness of the private and public schools, as well as the readiness of their respective

teachers and this is most attributable to the different settings and conditions in the two groups of schools.

The study of Lacorte was related to the present study for these two studies dealt on issues and concerns on K to 12 implementations. However, they differed in terms of variables involved. The former study dealt with the readiness of the K to 12 Basic Curriculum implementation while the present study focused on issues and challenges of the K to 12 BEC based on classrooms, teachers, computers, instructional materials and others. They also differed in terms of research environment and respondents of the study. The respondents of this study were Grade 6 teachers in the District of Motiong.

Another study was conducted by Combalicer (2016) entitled, "Best Practices and Problems in the Initial Implementation of the K+12 Curriculum among Teachers in Infanta, Quezon: Implications to an Effective Implementation of Senior High School." The findings revealed that in the initial implementation of the K+12 Curriculum, the teachers were able to refine best practices in three areas of the five identified areas of concern. There were no identified best practices in learning resources as well as teaching strategies and techniques. This research was delimited to the teachers who are under K+12 curriculum for the School Year 2014-2015. This study provided significant information on which best practices are needed to be adapted and which problems are

needed to be addressed for the learners' benefits. This research employed a descriptive-correlation research to identify the best practices and determine the most pressing problems among teachers in the initial implementation of K+12. The results of data gathered were correlated to be the bases for the effective implementation of Senior High School.

The study of Combalicer was similar to the present study for both focused on the K to 12 Curriculum, however, they differed in terms of parameter for the former covered best practices and problems in K to 12 while the present study centered on issues and problems of K to 12 Curriculum as experienced by teachers. This study was conducted in the District of Motiong with Grade 6 teachers as the respondents.

The study of Canezo (2016) entitled, "Awareness, Preparedness and Needs of the K to 12 Senior High School Modeling Implementation," showed that the lead implementers are much aware of the background and rationale of the program. However, it is observed that the program implementers have a reasonably felt concerns on the preparedness and needs. The extent of support from the stakeholders is only relatively evident. Thus, there is a need to come up with contingency measures particularly on the advocacy, linkages and partnerships, curriculum development and upgrading, instructional materials development, skills enhancement and

provisions of facilities and equipment for laboratory workshops.

This study of Canezo was related to the present study for both dealt with K to 12 Curriculum, however, they differed in terms of variables, research environment and respondents. Canezo focused on the awareness and preparedness of senior High school while the present study focused on issues and problems encountered by teachers in the K to 12 Implementation. The former also involved teachers in Eastern Visayas while the present study involved Grade 6 teachers in the District of Motiong.

Another study was conducted by Capilitan et al. (2015) entitled, "A Review on the Issues in the Implementation of K+12 Science Curriculum: A Baseline Study." The study revealed that there was decongestion of the topics for all areas of science especially the Biology. It shows that decongestion has to do with the retention and possible increase of knowledge to students. The teachers identified the main role of the module, activities, and time for the success of the implementation of the new curriculum. Module and activities are demanding and time problem floated as a result of the delay of the matrix of schedule to finish the lesson. Also, it was pointed out that the previous lessons are very essential in order to build up the knowledge to be connected to the next lesson. Further, it was emphasized the strengthening of the

basic concepts from lower years so that the students and teachers would have their smooth mainstreaming to the next lesson.

This study of Capilitan et al. was related to the present study for it also focused on K to 12 Basic Education Curriculum, however, they differed in terms of area of concern for the former emphasized Science curriculum, while the present study concentrated on teachers, classrooms, instructional materials and others. They also differed in terms of respondents and research environment. The respondents of the former study were Science teachers while the present study involved Grade 6 teachers in the District of Motiong.

Abulencia (2015) conducted a study entitled, ”The Unraveling of K-12 Program as an Education Reform in the Philippines.” According to him, the Teachers’ Dignity Coalition (TDC) and Ating Guro Partylist gave a rating of “B” to the Department of Education (DepEd) regarding its on-going implementation of K-12. The rating of “B” stands for “beginning” with a numeric value of 74 percent or below. The main reason for such rating of K-12 is shortage in basic resources, such as seats, classrooms, water and sanitation facilities, and kindergarten facilities. Likewise, there are shortage of learning and teaching materials and manuals, which are very much needed in the instruction or teaching learning situation. With the new curriculum, teachers are also in need

of training to understand and properly implement the K-12, but so far the training of teachers is not as comprehensive as expected.

This study of Abulencia was similar to the present study for both delved on K to 12 Basic Education Curriculum issues and challenges. However, they differed in terms of research environment and respondents. Abulencia involved parents and teachers while the present study involved Grade 6 teachers in the District of Motiong.

Another study was conducted by Madera (2015) entitled, "K-12 Teachers' Extent of Implementation of Assessment and Rating of Students' Learning Outcomes" which showed that based on the data, there is a significant relationship between the respondents' demographic profile and their reaction about the implementation of K-12 program.

Furthermore, there was a significant relationship between the respondents' demographic profile and their perception on the K-12 implementation. On the other hand, there was no significant relationship between the respondents' demographic profile and their perceived problems regarding the implementation of K-12 program in teaching science curriculum.

The study of Madera was similar to the present study for both delved on the issues and challenges of the K to 12 BEC. However, they both differed in terms of variables based on classrooms, teachers, computers, instructional materials and

others. They also differed in terms of research environment and respondents of the study. The respondents of this study were Grade 6 teachers in the District of Motiong.

Panzo (2014) conducted a study entitled, "K to 12 Basic Education Program Implementation Among Elementary School Teachers and School Administrators: Basis for Capability Enhancement Program." The findings showed that the teacher-respondents manifested highly favorable attitude toward the K to 12 Basic Education Program along curriculum content, program content, and pedagogy. They manifested extremely favorable attitude towards it along mother tongue as medium of instruction.

The study of Panzo was related to the present study for both dealt with K to 12 Basic Education Program implementation. The former focused on curriculum content, program content and pedagogy while the present study focused
on issues encountered by teachers in the K to 12 curriculum implementation. They both differed in respondents and research environment. Panzo involved Grade 1 teachers while the present study involved Grade 6 teachers in the District of Motiong.

The foregoing studies strengthened the conduct of the present study. The findings guided the researcher in the formulation and in the adoption of the research design.

Chapter 3

METHODOLOGY

This chapter discusses the method which was used by the researcher in the conduct of the study. It includes among others the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

The study employed the descriptive-correlation design which determined the issues encountered by the Grade 6 teachers in their implementation of the K to 12 BEC in the District of Motiong. The profile of the teacher-respondents such as age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation were included in this study. Likewise, the different areas on issues and challenges of which the teacher-respondents encountered along teachers, classroom, textbooks/references, instructional materials, lesson planning, time allotment, computers and trainings were also captured in this study which was correlated with the performance of teachers along their IPCRF
and their profile variates.

Several descriptive and inferential statistical tools were used in the treatment of the data gathered such as Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Locale of the Study

Figure 2 shows the Map of Motiong, Samar which specifically points out elementary schools in the District of Motiong, Schools Division of Samar. The respondent schools were Angyap, Elementary School, Barayong Elementary School, Bayog Elementary School, Beri Elementary School, Calantawan Elementary School, Calapi Elementary School, Caluyahan Elementary School, Canatu-an Elementary School, Candumacol Elementary School, Canva-is Elementary School, Capaysagan Elementary School, Caranas Elementary School, Caluyahan Elementary School, Hinica-an Elementary School, Inalad Elementary School, Linonoban Elementary School, Malobago Elementary School, Malonoy Elementary School, Mararangsi Elementary School, Maypange Elementary School, Motiong Central Elementary School, New Minarog Elementary School, Oyandik Elementary School, Pamamas-an Elementary School, Pusungan Elementary School, San Andres Elementary School, Sarao Elementary School, and Sto. Nino Elementary School.

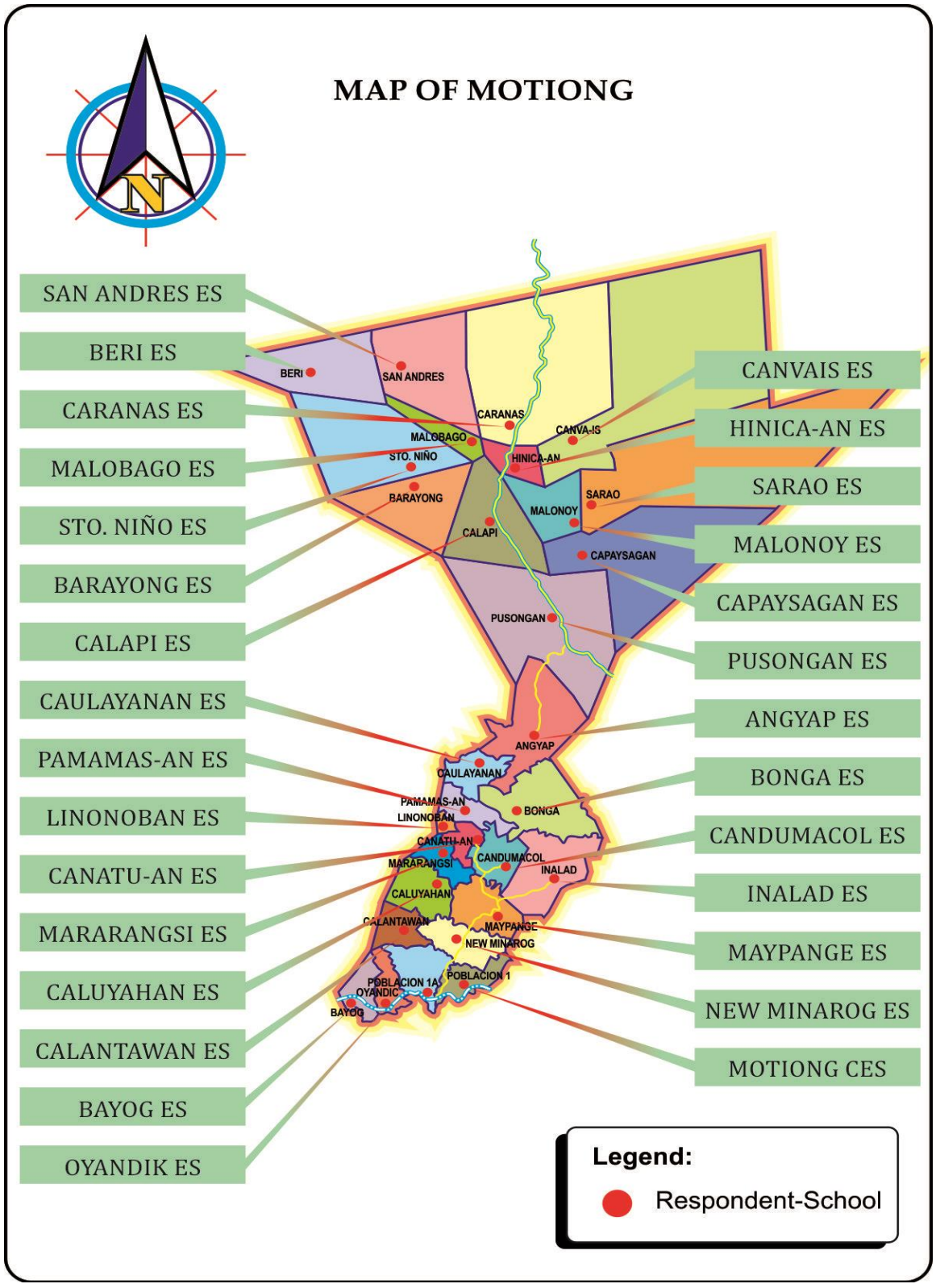

Figure 2. The Map Showing the Locale of the Study

The humble beginning of Motiong dates back long before the coming of the Spaniards, when strangers came to this place which at that time was nameless. Its location was really inviting, with the Maqueda Bay, a fishing ground at one side, and the ferdant plains, hills and mountains at the other side. Add to these, the accommodating, hospitable and friendly inhabitants. That said strangers enjoyed swimming and diving in the clear, blue sea which was just nearby.

One pleasant afternoon, during their diving spree, the strangers were surprised and amazed to find clams with pearls just a meters from the shore. When they returned ashore, they told the natives about the pearls they found. The natives proudly told them the pearls were called “Mutya” which to them means “Land of Treasure”. The name Mutya lasted for many years until the Spaniards came to our shores in 1521. It was during the Fil-American war that the name “Mutya” was unknowingly changed to Motiong.

Motiong then, was a barrio of Paranas, Samar. All business matters were transacted in this mother town. The barrio was headed by a Captain del Barrio, now presently called the Barangay Chairman or Punong Barangay.

As its population grew and its income, the people yearned for its independence. Believing that Motiong could stand on its own, some well-meaning and civic-oriented Motionganons who were residing in Manila, worked for the township of Motiong.

It was during that time, that the names of two Motionganons who worked for the processing and approval of the papers came to the limelight. It was through the educational background and guts of Mr. Valentine P. Conge who studied at San Juan de Letran College and the finances of Mr. Mariano Sapetin, a successful businessman, that the Republic Act No. 290 was enacted by Congress and approved by President Elpidio Quirino on June 16, 1948. Hence, Motiong became a municipality through the joint efforts of Mr. Valentine P. Conge and Mr. Mariano Sapetin, now known as the "Founder of Motiong".

The development of the town is now the foremost concern of the people. Though slowly moving forward, the unity and cooperation of its people is evident. Everybody did his part in the peaceful and fruitful evolution and development of the town. There are luminaries in the different fields of profession and occupation, citizens whom Motionganons could be proud of and emulated by the present and future generation.

Instrumentation

The researcher made use of the survey questionnaire as the main instrument in the collection of pertinent data of his study. Documentary analysis was also employed to capture data on teacher's performance along IPCRF.

The researcher prepared questionnaires for the teacher-respondents. This was composed of three parts. Part 1 gathered

personal profile of the teacher-respondents, part 2 captured the attitude of the teacher-respondents relative to the implementation of K to 12 BEC. A five-point Likert scale was used for the attitudinal questionnaire, 5 means the respondent Strongly Agrees (SA) with the statement, 4 means the respondent Agrees (A) with the statement, 3 means the respondent is Uncertain (U), 2 means the respondent Disagrees (D) with the statement and 1 means the respondent Strongly Disagrees (SD) with the statement.

Part 3 included the issues encountered by the teacher-respondents on K to 12 BEC implementation. The Thurstone scale was used in answering this part of the questionnaire where 4 for Serious Issue (SI), 3 for Moderate Issue (MI), 2 for Minor Issue (MnI), and 1 for Not an Issue at All (NI).

Validation of Instrument

The questionnaire which was developed by the researcher was validated through expert validation where suggestions from the panel members were integrated before the final draft was reproduced. Likewise, pilot testing was also conducted by the researcher to a sample of 10 teachers from Jiabong District through a one time-test using Cronbach's Alpha formula (Raagas, 2010:78-80) and its result was posted at 0.90 and was interpreted as excellent with the Table of Reliability suggested by George and Mallery (2003:25).

Table 1

The Table of Reliability

Reliability Coefficient	Interpretation
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha\ 0.89$	Very Good
$0.70 \leq \alpha\ 0.79$	Good (There are probably a few items which could be improved.)
$0.60 \leq \alpha\ 0.69$	Acceptable (There are probably a few items which could be improved.)
$0.50 \leq \alpha\ 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

Sampling Procedure

The study employed universal sampling or total enumeration. All Grade 6 teachers from the different schools of the District of Motiong were involved. There were 33 respondents in this study, representing the different elementary schools of the District of Motiong.

Table 2 shows the number of respondents per school.

Data Gathering Procedure

The researcher drafted a letter which was addressed to the office of the Schools Division Superintendent, Division of Samar to allow the researcher to conduct the study.

The researcher personally visited the schools and talked to the principals to seek for their assistance in the conduct

Table 2

The Number of Respondents of the Study by School

School	Teachers (N)
Angyap Elem. School	1
Barayong Elem. School	1
Bayog Elem. School	1
Beri Elem. School	1
Bonga Elem. School	1
Calantawan Elem. School	1
Calapi Elem. School	3
Caluyahan Elem. School	1
Canatuan Elem. School	1
Candumacol Elem. School	1
Canva-is Elem. School	1
Capaysagan Elem. School	1
Caranas Elem. School	1
Caulayanan Elem. School	1
Hinica-an Elem. School	1
Inalad Elem. School	1
Linonoban Elem. School	1
Malobago Elem. School	1
Malonoy Elem. School	1
Mararangsi Elem. School	1
Maypange Elem. School	1
Motiong Central Elem. School	3
New Minarog Elem. School	1
Oyandik Elem. School	1
Pamamas-an Elem. School	1
Pusongan Elem. School	1
San Andres Elem. School	1
Sarao Elem. School	1
Total	**33**
Response Rate	**100%**

of the study.

The researcher personally administered the fielding of the questionnaire to the respondents and was able to retrieve a 100 percent response rate. After which, the data gathered

from the survey questionnaire were tabulated and were fed to a computer for machine processing using Microsoft Excel.

This was conducted from October to November of 2019.

Statistical Treatment of Data

To ensure better and reliable results, the following statistical treatments were employed in analyzing the raw data collected and these were: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Frequency Count. This statistic was used in reporting the profile of the respondents in terms of such as age and sex, teachers' highest educational attainment, teachers' gross monthly family income, number of years in teaching and number of in-service trainings attended.

Percentage. This statistical tool was used in presenting the proportion of the teacher-respondents having the same profile variates. The formula which was used is (Sevilla, et al. 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;
f refers to the number of occurrence; and
N refers to the total number of samples.

Arithmetic Mean. This was employed to calculate the

averages where the measure is applicable like age and monthly family income. The following formula (Freund and Simon, 1992:35) was used:

$$\overline{X} = \frac{\sum fX}{N}$$

where: $\overline{X}$ refers to the arithmetic mean;

f refers to the frequency of an occurrence;

X refers to the identified variable; and

N refers to the sample size.

Standard Deviation. This statistical measure was utilized in describing the extent to which the data vary among themselves such as age, gross monthly family income. The following formula (Freund & Simon, 1992:35) was used:

$$s = \sqrt{\frac{\sum f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

$\sum f$ refers to the summation of frequency of occurrence;

X refers to the identified variable; and

μ refers to the arithmetic mean.

Weighted Mean. This was used to express the collective percentage of each group of respondents.

$$\mu = \frac{\sum f_i X_i W_i}{n}$$

where: μ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of variable;

W_i refers to the weights which are expressed in a five-point Likert or Thurstone scales; and

n refers to the sample size.

Pearson's Product-Moment Coefficient Correlation. This statistical tool was used to determine the relationship between teacher-respondents' profile and obtained scaled score along their performance through IPCRF and issues encountered in K to 12 BEC implementation. The formula which was used (Walpole, 1982:376) is:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where: r_{xy} refers to the computed correlation coefficient between X and Y;

$\sum y$ refers to the sum of the values in the first set of dependent variable

$\sum x$ refers to the sum of the values in the second set of dependent variable

$\sum xy^2$ refers to the sum of the product of X and Y;

$\sum X^2$ refers to the sum of the squared X values; and

$\sum Y^2$ refers to the sum of the squared Y values.

In interpreting the degree of correlation, Table 3 was used.

Fisher's t-Test. This was used to test the significance of relationship between paired variables. The Fisher's t-Test (Walpole, 1982:382) formula which was used is:

$$t = \mathrm{r}\sqrt{\frac{n-2}{1-r^2}}$$

where: r refers to the computed correlation coefficient;

N refers to the number of paired observation; and

t refers to the computed Fisher's t-value or significance of the correlation coefficient.

The computed value was compared with the critical value adopting the following decision rule: accept the null hypothesis if and when the computed value turned lesser than the critical value; and reject the null hypothesis if and when it turned otherwise.

The hypotheses were tested at 0.05 level of significance to determine the critical region of acceptance and rejection, for precision and accuracy in the computation, the researcher utilized the available software and statistical packages in the data processing.

Table 3

The Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
0<p<± 0.2	Very weak linear association
±0.2≤p<±0.4	Weak linear association
±0.4≤p<±0.6	Moderate linear association
±0.6≤p<±0.8	Strong linear association
±0.8≤p<±0.1.0	Very Strong linear association
+1.0	Perfect linear association

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data gathered with the corresponding analysis and interpretation. Included in this chapter are the following: profile of teacher-respondents, issues encountered by the teacher-respondents relative to the K to 12 BEC implementation, relationship between the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation and their profile variates, performance of the teacher-respondents based on the latest IPCRF, relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues encountered.

Profile of Teacher-Respondents

This part presents the profile of the teacher-respondents in terms of the following variates, namely: age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age and Sex. Table 4 shows the age and sex distribution of the teacher respondents.

As gleaned from Table 4, the oldest teacher-respondent

Table 4

Age and Sex of Teacher-Respondents

Age Bracket	Sex		Total	%
	Male	Female		
52-56	0	2	2	6.06
47-51	1	2	3	9.09
42-46	0	2	2	6.06
37-41	2	2	4	12.12
32-36	0	6	6	18.18
27-31	1	2	3	9.09
22-26	1	9	10	30.31
Not Stated	1	2	3	9.09
Total	**6**	**27**	**33**	**100.00**
%	**18.18**	**81.82**	**100.00**	
Mean	**34.00 years old**			
S. D.	**9.96 years**			

was aged 56 years old while the youngest was 22 years old whereby a number of them, that is, 10 or 30.31 percent were aged 22-26 years old while six or 18.18 percent were aged 32-36 years old. Four or 12.12 percent were aged 37-41 years old and the rest were distributed to the other identified age brackets excluding the three or 9.09 percent who did not disclose their ages for personal reason.

The mean age of the teacher-respondents was posted at 34.00 years old with a standard deviation (SD) of 9.96 years. The data signified that the teacher-respondents were on their early 30’s at the prime of their age and at the height of

their teaching career. More or less their age difference was 10 years which implied that they were more or less of the same maturity level.

Moreover, Table 4 shows that majority of the teacher-respondents belonged to the female sex accounting for 27 or 81.82 percent and the remaining six or 18.18 percent were their male counterpart. The data manifested female dominance among the work force teaching the K to 12 BEC which signified that more of this group embrace teaching as their choiced profession so that this profession had been dubbed as woman's career but this does not preclude the disinterest of the male counterpart in this profession. It only shows that more of them took up teacher education in college than the male ones.

Civil Status. Table 5 presents the civil status of the teacher-respondents.

From the table, it can be noted that majority of the teacher-respondents were married accounting for 28 or 84.85 percent while four or 12.12 percent were widowed and only one or 3.03 percent did not give information regarding his marital status.

The foregoing data signified that the teacher-respondents had indulged in a married state were they took responsibility over their children which replicate schooling status where they, too, took care of school children.

Table 5

Civil Status of Teacher-Respondents

Civil Status	f	%
Married	28	84.85
Widowed	4	12.12
Not Stated	1	3.03
Total	**33**	**100.00**

Gross Monthly Family Income. Table 6 reveals the gross monthly family income of teacher-respondents.

The table shows that majority of the teacher-respondents earned a monthly family income of PhP20,000- PhP24,999 accounting for 17 or 51.52 percent while six or 18.18 percent disclosed an income of PhP25,000-PhP29,999, four or 12.12 percent earned PhP40,000 and above and another four or 12.12 percent earbed PhP35,000-PhP39,999. The remaining two teacher-respondents revealed to earn an income of PhP30,000-PhP34,999, that is, two or 6.06 percent.

The mean monthly family income of the teacher-respondents was calculated at PhP28,257.08 with a standard difference of PhP7,407.89. The data signified that the teacher-respondents were well-off having an income higher than the poverty threshold of PhP12,148 for the first semester of the year 2018 (PSA, 2018). Furthermore, this data revealed that the teacher-respondents had the capacity to defray their basic financial

Table 6

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
PhP40,000 and above	4	12.12
PhP35,000-PhP39,999	4	12.12
PhP30,000-PhP34,999	2	6.06
PhP25,000-PhP29,999	6	18.18
PhP20,000-PhP24,999	17	51.52
Total	**33**	**100.00**
Mean	**PhP28,257.08**	
S. D.	**PhP7,407.89**	

requirement including the education of their schooling family members.

Highest Educational Attainment. Table 7 discloses the highest educational attainment of the teacher-respondents.

From the table, it can be gleaned that majority of the teacher-respondents had master's units accounting for 21 or 63.64 percent while seven or 21.21 percent were master's degree holders and four or 12.12 percent were baccalaureate degree holders. The remaining one or 3.03 percent did not disclose his highest educational attainment but surely he could be a teacher-education either by a baccalaureate degree or a certificate in teaching.

The foregoing information denoted that the teacher-

Table 7

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Master's Degree	7	21.21
Master's Units	21	63.64
Baccalaureate Degree	4	12.12
Not Stated	1	3.03
Total	**33**	**100.00**

respondents qualified themselves for the teaching position by earning a teacher-education course. In fact, some of them had pursued advance education already by earning master's units or master's degree for professional growth and development and in preparation for future promotion.

Number of Years in Teaching. Table 8 contains the number of years in teaching of the teacher-respondents.

Table 8 discloses that the longest number of years of experience in teaching of the teacher-respondents was posted at 35 years while the shortest was less than a year whereby majority of them had been teaching for 1-5 years accounting for 18 or 54.55 percent while four or 12.12 percent had been in the DepEd for 11-15 years and another four or 12.12 percent had been teaching for 6-10 years. The rest of the teacher-respondents were slimly distributed to the other identified years of service. Furthermore, the mean number of years in

Table 8

Number of Years in Teaching of Teacher-Respondents

Years of Service Bracket	f	%
31-35	1	3.03
26-30	0	0.00
21-25	2	6.06
16-20	2	6.06
11-15	4	12.12
6-10	4	12.12
1-5	18	54.55
Less than 1 year	2	6.6
Total	**33**	**100.00**
Mean	**7.67 years**	
S. D.	**7.80 years**	

teaching of the teacher-respondents was posted qt 7.67 years with an SD an SD of 7.80 years.

The foregoing data revealed that the teacher-respondents had been teaching for quite a period of time, that is, more than five years already. This indicated that they had been involved already in the different curriculum implementation and therefore they became qualified to give an assessment of the K to 12 BEC.

Number of Relevant In-Service Trainings. Table 9 shows the number of relevant in-service trainings attended by the teacher-respondents in the different levels – national,

Table 9

Number of Relevant In-Service Trainings of Teacher-Respondents

Training Level	Mean	S. D
National Level	1 training	
Regional Level	2 trainings	1.0 training
Division Level	3 trainings	3.02 trainings
District Level	3 trainings	3.53 trainings
School Level	4 trainings	4.15 trainings
Overall	**3 trainings**	**2.34 trainings**

regional, division, district and school levels.

Table 9 shows the mean number of trainings attended by the teacher-respondents in the different levels, to wit: national, one training; regional, two trainings with a SD of 1.0 training; division, three trainings with a SD of 3.02 trainings; district, three trainings with a SD of 3,53 trainings and school, four trainings with a SD of 4.15 trainings.

The overall relevant in-service trainings attended by the teacher-respondents was three trainings with a SD of 2.34 trainings whereby most of the trainings attended were on the school level only. This signified that the teacher-respondents, too, exerted efforts in attending trainings when given the opportunity to upgrade and update themselves with the curricular changes and development implemented by the department.

Attitude Toward K to 12 BEC Implementation. Table 10 appraises the attitude of the teacher-respondents toward K to 12 BEC implementation. Ten attitude statements were considered whereby the teacher-respondents signified their agreement or disagreement on each of the attitude statement.

Table 10 presents that the teacher-respondents "strongly agreed" only one attitude statement which corresponded to Number 4 stating, "I need more information about the salient features of the K to 12 BEC," with a weighted mean of 4.67 while they "agreed" on eight attitude statements with weighted means ranging from 3.79 to 4.39. The attitude statements that obtained the highest and the least weighted means corresponded to Numbers 9 and 7, respectively, with statements stating: "I will follow DepEd Orders/memoranda relative to K to 12 BEC" and "I use pedagogies and techniques in the delivery of lessons under the K to 12 BEC." In the remaining attitude statement, the teacher-respondents averred that they were "uncertain" with it which corresponded to Number 6 stating, "I am happy with the implementation of the K to 12 BEC," with a weighted mean of 3.48.

Taken as a whole, the teacher-respondents "agreed" on their attitude toward K to 12 BEC implementation being signified that the teacher-respondents showed positive attitude toward the K to 12 BEC implementation which signified that they were in agreement with its implementation.

Table 10

Attitude of Teacher-Respondents Toward K to 12 BEC Implementation

Attitude Statement	Weighted Mean	Interpretation
1. I am aware of the conceptual framework of the K to 12 BEC.	4.18	A
2. I participate in K to 12 BEC trainings.	4.03	A
3. The school has institutionalized the K to 12 BEC.	4.15	A
4. I need more information about the salient features of the K to 12 BEC.	4.67	SA
5. I have a lot of challenges in the K to 12 BEC implementation.	4.33	A
6. I am happy with the implementation of the K to 12 BEC.	3.48	U
7. I use pedagogies and techniques in the delivery of lessons under the K to 12 BEC.	3.79	A
8. I focus on the development of the 21st century skills from among my students.	4.03	A
9. I will follow DepEd orders/memoranda relative to K to 12 BEC.	4.39	A
10. I am a 21st century teacher.	4.21	A
Grand Weighted Mean	**4.13**	
Interpretation	**A**	

Legend:			
	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

Issues Encountered Relative to the K to 12 BEC Implementation

This part presents the issues encountered by the Teacher-respondents relative to the K to 12 BEC

implementation in terms of the following areas, namely: teachers, classrooms, textbooks/references, instructional materials, lesson planning, time on task, computers and trainings.

Teachers. Table 11 presents the issues encountered by the teacher-respondents along teachers. There were six issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

The table shows that of the six identified issues, the teacher-respondents considered four as "moderate issues" with weighted means ranging from 2.73 to 3.15 whereby Issue Numbers 4 and 2 obtained the highest and the least weighted means, respectively, with statements stating: "teachers provided with medical care" and "teachers teaching their specialization." The remaining two issues were considered by this same group as "minor issues" corresponding to Issue Numbers 1 and 5 with the statements stating: "enough number of teachers" and "teachers avail the privileges of Magna Carta," with weighted means of 2.39 and 2.24, respectively.

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC shown by the grand weighted mean of 2.69. This signified that along the issues of the teachers, the teacher-respondents encountered the identified issues moderately.

Table 11

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Teachers

Issue Encountered	Weighted Mean	Inter-preta-tion
1. Enough number of teachers	2.39	MnI
2. Teachers teaching their specialization	2.73	MI
3. Promotion of teachers	2.79	MI
4. Teachers provided with medical care	3.15	MI
5. Teachers avail the privileges of Magna Carta	2.24	MnI
6. Teachers are provided technical assistance	2.85	MI
Grand Weighted Mean	**2.69**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

Classrooms. Table 12 shows the issues encountered by the teacher-respondents along classrooms. There were six issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

It can be gleaned from Table 12 that the teachers assessed two issues as "serious issues" which corresponded to Issue Numbers 1 and 3 with statements stating: "enough number of instructional classrooms" and with Science Laboratory rooms,"

Table 12

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Classrooms

Issue Encountered	Weighted Mean	Inter-preta-tion
1. Enough number of instructional classrooms	3.52	SI
2. Has school site development plan	2.45	MnI
3. With science laboratory rooms	3.62	SI
4.Has enough buildable space for classrooms	3.09	MI
5. Has auxiliary offices	3.42	MI
6. Has faculty room	3.27	MI
Grand Weighted Mean	**3.23**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

with weighted means of 3.52 and 3.62, respectively. Three of the identified issues were assessed by this same group as “moderate issues” with weighted means ranging from 3.09 to 3.42 whereby Issue Numbers 5 and 4 obtained the highest and the least weighted means, respectively, with statements stating: “has auxillary offices” and “has enough buildable space for classrooms.” The remaining issue was considered by this same group as a “minor issue” which corresponded to Issue Number 2 stating, “has school site development plan,” with a weighted mean of 2.45.

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation along classrooms as "moderate issues" being shown by the grand weighted mean of 3.23. This signified that along the issues of the classrooms, the teacher- respondents encountered the identified issues moderately, also.

Textbooks/References. Table 13 discloses the issues encountered by the teacher-respondents along textbooks/references. There were seven issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

From the table, it can be noted that the teacher-respondents assessed four identified issues as "serious issues" with weighted means ranging from 3.58 to 3.76 whereby Issue Number 2 obtained the highest weighted mean with a statement stating, "enough number of references," and Issue Numbers 1 and 4 equally obtained the least weighted mean with statements stating: "there is 1:1 book-student ratio" and "teachers have books and references." The remaining three identified issues were considered by this same group as "moderate issues" with weighted means ranging from 3.00 to 3.15. Issue Numbers 3 and 5 equally obtained the highest weighted mean with statements stating: "students use books everyday" and "students can bring books at home," while Issue

Table 13

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Textbooks/References

Issue Encountered	Weighted Mean	Inter-preta-tion
1. There is 1:1 book student ratio	3.58	SI
2. Enough number of references	3.76	SI
3. Students use books everyday	3.15	MI
4. Teachers have books and references	3.58	SI
5. Students can bring books at home	3.15	MI
6. Books are available in the library	3.61	SI
7. Books are K to 12 based	3.00	MI
Grand Weighted Mean	**3.40**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

Number 7 obtained the least weighted mean corresponding to the statement stating, "books are K to 12 based."

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation along textbooks/references as "moderate issues" being shown by the grand weighted mean of 3.40. This signified that along the issues of the textbooks/ references, the teacher-respondents encountered the identified issues moderately, also.

Instructional Materials. Table 14 reveals the issues

Table 14

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Instructional Materials

Issue Encountered	Weighted Mean	Inter-preta-tion
1. Teachers are provided materials for IM's preparation	3.12	MI
2. Teachers make use of computers/laptops in the delivery of instruction	3.00	MI
3. Teachers prepare IMs based on competencies and skills	2.61	MI
4. Teachers are provided technical assistance in IMs preparation	2.88	MI
5. Teachers utilize IMs everyday	2.70	MI
6. Teachers can assist teachers un the delivery of instruction	2.67	MI
7. Teachers utilize instructional software	2.97	MI
Grand Weighted Mean	**2.85**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

encountered by the teacher-respondents along instructional materials. There were seven issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

Table 14 presents that the teacher-respondents assessed all the issues along instructional materials as "moderate issues" with weighted means ranging from 2.61 to 3.12 whereby

Issue Numbers 1 and 3 were the issues rated with the highest and the least weighted means, respectively corresponding to the statements stating: "teachers are provided materials for IM's preparation' and "teachers prepare IMs based on competencies and skills."

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation along instructional materials as "moderate issues" being shown by the grand weighted mean of 2.85. This signified that along the issues of the instructional materials, the teacher-respondents encountered the identified issues moderately only.

Lesson Planning. Table 15 reveals the issues encountered by the teacher-respondents along lesson planning. There were five issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

The table reveals that of the five identified issues, the teacher-respondents considered them as "moderate issues" with eighted means ranging from 2.76 to 2.91. Issue Numbers 5 and 3 obtained the highest and the least weighted means, respectively, with statements stating: "teachers teach what is written in the lesson plan" and "teachers use CG, TG and LM in preparing DLL."

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation

Table 15

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Lesson Planning

Issue Encountered	Weighted Mean	Inter-preta-tion
1. Teachers are aware of DepEd Order No. 42 s. 2016	2.82	MI
2. Teachers fill up reflection part of the DLL	2.82	MI
3. Teachers use CG, TG and LM in preparing DLL	2.76	MI
4. Teachers write daily the lesson plans	2.79	MI
5. Teachers teach what is written in the lesson plan	2.91	MI
Grand Weighted Mean	**2.82**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

along lesson planning as "moderate issues" being shown by the grand weighted mean of 2.82. This signified that along the issues of the lesson planning, the teacher-respondents encountered the identified issues moderately.

Time on Task. Table 16 presents the issues encountered by the teacher-respondents along time on task. There were four issues identified in this area whereby the Teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

Table 16

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Time on Task

Issue Encountered	Weighted Mean	Inter-preta-tion
1.Teachers make use of the time allotted for teaching the subject	3.03	MI
2.Teachers engage teaching for 180 number of days for the entire school year	2.94	MI
3.Make up classes are conducted to meet the required number of days	2.88	MI
4.Celebrations and co-curricular activities are held after 4 o'clock classes	2.88	MI
Grand Weighted Mean	**2.93**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

The table presents that of the four identified issues, the teacher-respondents considered them as "moderate issues" with weighted means ranging from 2.88 to 3.031. Issue Number 1 obtained the highest weighted mean a with statement stating, "teachers make use of the time allotted for teaching the subject." On the other hand, Issue Numbers 3 and 4 eqully obtained the least weighted mean corresponding to the statements stating: "make up classes are conducted to meet the required number of days" and "celebrations and co-curricular activities are held after 4 o'clock classes."

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation along time on task as "moderate issues" being shown by the grand weighted mean of 2.93. This signified that along the issues on time on task, the teacher-respondents encountered the identified issues moderately.

Computers. Table 17 presents the issues encountered by the teacher-respondents along computers. There were five issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

It can be gleaned from Table 17 that the teacher-respondents assessed four out of five identified issues along this area as "moderate issues" with weighted means ranging from 2.97 to 3.48 whereby Issue Numbers 5 and 3 obtained the highest and the least weighted means, respectively, corresponding to the statements stating: "there is internet connection in the school" and "teachers are trained on how to use computers." The remaining identified issue was considered by this group as "minor issue" with statement stating, "the school is DCP recipient" with a weighted mean of 2.39.

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation along computers as "moderate issues" being shown by the grand weighted mean of 3.09. This signified that along the issues

Table 17

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Computers

Issue Encountered	Weighted Mean	Inter-preta-tion
1. Teachers are provided with laptops	3.30	MI
2. Teachers use LCD projectors in teaching	3.30	MI
3. Teachers are trained on how to use computers	2.97	MI
4. The school is DCP recipient	2.39	MnI
5. There is internet connection in the school	3.48	MI
Grand Weighted Mean	**3.09**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

on computers, the teacher-respondents encountered the identified issues moderately.

Trainings. Table 18 presents the issues encountered by the teacher-respondents along trainings. There were five issues identified in this area whereby the teacher-respondents gave their assessment as to the extent they encounter each of the identified issue.

From the table, it can be seen that the teacher-respondents evaluated all identified issues along this area as "moderate issues" with weighted means ranging from 2.82 to 2.97. Issue Numbers 5 and 1 obtained the highest and the least

Table 18

Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Trainings

Issue Encountered	Weighted Mean	Inter-preta-tion
1. Teachers are trained in K to 12	2.82	MI
2. Teachers are able to attend trainings and seminars under the K to 12 BEC	2.85	MI
3. Teachers develop their 21st century skills through training	2.94	MI
4. Teachers are trained on current trends in teaching	2.94	MI
5. Teachers undergo trainings in different content/learning areas	2.97	MI
Grand Weighted Mean	**2.90**	
Interpretation	**MI**	

Legend:

3.51-4.00	Serious Issue	(SI)
2.51-3.50	Moderate Issue	(MI)
1.51-2.50	Minor Issue	(MnI)
1.00-1.50	Not an Issue at All	(NI)

weighted means, respectively, corresponding to the statements stating: "teachers undergo trainings in different content/learning areas" and "teachers are trained in K to 12."

Taken as a whole, the teacher-respondents assessed the issues encountered relative to the K to 12 BEC implementation along trainings as "moderate issues" being shown by the grand weighted mean of 2.90. This signified that along the issues on trainings, the teacher-respondents encountered the identified issues moderately.

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to K to 12 BEC Implementation and Their Profile Variates

This part provides the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers, classrooms, textbooks/references, instructional materials, lesson planning, time on task, computers and trainings and their profile variates.

Teachers. Table 19 presents the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .277 denoting a "weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .782 with a p-value of .139. The computed t-value then was compared with the critical value of $\pm$2.040 at

Table 19

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Teachers and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.277	Weak	.782	.139	NS / Accept Ho.
Sex	-.119	Very Weak	.667	.509	NS / Accept Ho.
Civil Status	.189	Very Weak	1.072	.300	NS / Accept Ho.
Gross Monthly Family Income	.045	Very Weak	.251	.805	NS / Accept Ho.
Highest Educa-tional Attainment	-.289	Weak	1.681	.109	NS / Accept Ho.
Number of Years in Teaching	.119	Very Weak	.667	.509	NS / Accept Ho.
Number of Relevant In-Service Trainings	.148	Very Weak	.833	.412	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.186	Very Weak	1.054	.302	NS / Accept Ho.

Fisher's t-critical = $\pm$2.040 S = Significant
df = 31; α = .05 NS = Not Significant

df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship. In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than α . This signified that the linear association existing

between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their age," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the association." Furthermore, to test the significance of the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.119 denoting a "very weak linear coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .667 with a p-value of .509. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned

greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their sex," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .189 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.072 with a p-value of .300. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their civil status," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their civil status.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .045 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .251 with a p-value of .805. The computed t-value then was compared

with the critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their gross monthly family income," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their highest educational attainment using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.289 denoting a "weak linear association." Furthermore, to test the

significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.681 with a p-value of .109. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their highest educational attainment," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC

implementation along teachers and their number of years in teaching using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .119 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .667 with a p-value of .509. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their number of years in teaching," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation

of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .148 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .833 with a p-value of .412. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-

respondents relative to K to 12 BEC implementation along teachers and their number of relevant in-service trainings," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.186 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.054 with a p-value of .302. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to

confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the attitude of the teacher-

respondents toward K to 12 BEC implementation had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers and their attitude toward K to 12 BEC implementation," was accepted. This implied that issues on the welfare of the teachers were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of them attitude toward K to 12 BEC implementation.

In summary, none of the profile variates of the teacher-respondent influenced significantly the issue they encountered relative to K to 12 BEC implementation along teachers.

Classrooms. Table 20 shows the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation

Table 20

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Classrooms and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.072	Very Weak	.402	.707	NS / Accept Ho.
Sex	-.145	Very Weak	.816	.422	NS / Accept Ho.
Civil Status	-.098	Very Weak	.548	.595	NS / Accept Ho.
Gross Monthly Family Income	.052	Very Weak	.290	.776	NS / Accept Ho.
Highest Educa-tional Attainment	-.100	Very Weak	.560	.587	NS / Accept Ho.
Number of Years in Teaching	-.145	Very Weak	.816	.421	NS / Accept Ho.
Number of Relevant In-Service Trainings	.260	Weak	1.499	.143	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.329	Weak	1.940	.061	NS / Accept Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

along classrooms and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .072 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value

was posted at .402 with a p-value of .707. The computed t-value then was compared with the critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher- respondents relative to K to 12 BEC implementation along classrooms and their age," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.145 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value

was posted at .816 with a p-value of .422. The computed t-value then was compared with the critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their sex," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.098 denoting a "very weak linear association." Furthermore, to test the significance of the

coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .548 with a p-value of .595. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their civil status," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their civil status.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their gross monthly family income using the Pearson's Product-Moment Coefficient of

Correlation, the coefficient value resulted to .052 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .290 with a p-value of .776. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their gross monthly family income," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their highest educational attainment using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.100 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .560 with a p-value of .587. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their highest educational attainment," was accepted. This

implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their number of years in teaching using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.145 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .816 with a p-value of .421. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null

hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their number of years in teaching," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .260 denoting a "weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.499 with a p-value of .143. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not

significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their number of relevant in-service trainings," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.329 denoting a "weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.940 with a p-value of .061. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the attitude of the teacher-respondents toward K to 12 BEC implementation had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along classrooms and their attitude toward K to 12 BEC implementation," was accepted. This implied that issues on the adequacy of classrooms were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of them attitude toward K to 12 BEC implementation.

In summary, none of the profile variates of the teacher-respondents influenced significantly the issues they encountered relative to K to 12 BEC implementation along classrooms.

Textbooks/References. Table 21 shows the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along

Table 21

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Textbooks/References and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.049	Very Weak	.273	.796	NS / Accept Ho.
Sex	.167	Very Weak	.943	.352	NS / Accept Ho.
Civil Status	.132	Very Weak	.741	.472	NS / Accept Ho.
Gross Monthly Family Income	-.148	Very Weak	.833	.413	NS / Accept Ho.
Highest Educa-tional Attainment	.083	Very Weak	.464	.662	NS / Accept Ho.
Number of Years in Teaching	.008	Very Weak	.045	.966	NS / Accept Ho.
Number of Relevant In-Service Trainings	-.028	Very Weak	.156	.876	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.255	Weak	1.468	.153	NS / Accept Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

textbooks/references and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their age using the Pearson's

Product-Moment Coefficient of Correlation, the coefficient value resulted to .049 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .273 with a p-value of .796. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their age," was accepted. This implied that issues on the adequacy of textbooks/references were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the

teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .167 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .943 with a p-value of .352. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their sex," was accepted. This implied that issues on the adequacy of textbooks/references were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC

irrespective of their sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .132 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .741 with a p-value of .472. The computed t-value then it was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their civil status," was accepted. This implied that issues on the

adequacy of textbooks/references were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their civil status.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.148 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .833 with a p-value of .413. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship

between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their gross monthly family income," was accepted. This implied that issues on the adequacy of textbboks/references were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their highest educational attainment using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .083 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .464 with a p-value of .662. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational

attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their highest educational attainment," was accepted. This implied that issues on the adequacy of were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their number of years in teaching using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .008 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .045 with a p-value of .966. The computed t-value then was compared with the critical value of ± 2.040 at df = 31 and the p-value was compared with the $\alpha = .05$ to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value

turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their number of years in teaching," was accepted. This implied that issues on the adequacy of textbooks/references were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .028 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .156 with a p-value of .876. The

computed t-value then was compared with the critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to

confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service training of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their number of relevant in-service trainings," was accepted. This implied that issues on the adequacy of textbooks/references were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along

textbooks/references and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.255 denoting a "weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.468 with a p-value of .153. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the attitude toward K to 12 BEC implementation of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along textbooks/references and their attitude toward K to 12 BEC implementation," was accepted. This implied that issues on the adequacy of textbooks/references were commonly

encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their attitude toward K to 12 BEC implementation.

In summary, none of the profile variates of the teacher-respondents influenced significantly the issues they encountered relative to K to 12 BEC implementation along textbooks/references.

Instructional Materials. Table 22 shows the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .187 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.060 with a p-value of .322. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was

Table 22

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Instructional Materials and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.187	Very Weak	1.060	.322	NS / Accept Ho.
Sex	.031	Very Weak	.173	.862	NS / Accept Ho.
Civil Status	.016	Very Weak	.089	.929	NS / Accept Ho.
Gross Monthly Family Income	-.084	Very Weak	.469	.643	NS / Accept Ho.
Highest Educa-tional Attainment	.009	Very Weak	.050	.960	NS / Accept Ho.
Number of Years in Teaching	-.084	Very Weak	.469	.643	NS / Accept Ho.
Number of Relevant In-Service Trainings	-.050	Very Weak	.279	.783	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.520	Moderate	2.390	.002	S / Reject Ho.

Fisher's t-critical = $\pm$2.040 S = Significant
df = 31; α = .05 NS = Not Significant

compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association

existing between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their age," was accepted. This implied that issues on the sufficiency of instructional materials were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .031 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .173 with a p-value of .862. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value

turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their sex," was accepted. This implied that issues on the sufficiency of instructional materials were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .016 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .089 with a p-value of .929. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α =

.05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.084 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .469 with a p-value of .643. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence

to the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their gross monthly family income," was accepted. This implied that issues on the sufficiency of instructional materials were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .009 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .050 with a p-value of .960. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value

turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their highest educational attainment," was accepted. This implied that issues on the sufficiency of instructional materials were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their number of years in teaching using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.084 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .469

with a p-value of .643. The computed t-value then was compared with the critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their number of years in teaching," was accepted. This implied that issues on the sufficiency of instructional materials were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and

their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.050 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .279 with a p-value of .783. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their number of relevant in-service trainings," was accepted. This implied that issues on the sufficiency of instructional materials were commonly encountered by the teacher-respondents in the

implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.520 denoting a "moderate linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 2.390 with a p-value of .002. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α. This signified that the linear association existing between the two aforesaid variables was significant. This indicated that the attitude toward K to 12 BEC implementation of the teacher-respondents significantly influence the issues they encountered relative to the K to 12 BEC implementation along instructional materials. Therefore, the null hypothesis stating that "there is no significant

relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials and their attitude toward K to 12 BEC implementation," was rejected. This implied that the extent of the issues on the sufficiency of instructional materials that were encountered by the teacher-respondents in the implementation of the K to 12 BEC were dependent upon the attitude toward K to 12 BEC implementation.

The coefficient being negative denoted an inverse linear relationship between the afore-stated variables which indicated that the less favorable attitude the teachers manifested toward the implementation of the K to 12 BEC along instructional materials, the greater were the issues encountered by the teachers. On the other hand, the more favorable attitude they have toward it, the lesser issues they encountered relative to the extent of implementation of BEC along instructional materials.

In summary, of the profile variates of the teacher-respondents, only the attitude toward K to 12 BEC implementation significantly influenced the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials in an inverse manner. The rest of the profile variates proved to have nothing to do with it.

Lesson Planning. Table 23 shows the linear association

Table 23

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Lesson Planning and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.104	Very Weak	.582	.585	NS / Accept Ho.
Sex	.134	Very Weak	.753	.457	NS / Accept Ho.
Civil Status	.021	Very Weak	.117	.907	NS / Accept Ho.
Gross Monthly Family Income	.007	Very Weak	.039	.968	NS / Accept Ho.
Highest Educa-tional Attainment	-.052	Very Weak	.290	.777	NS / Accept Ho.
Number of Years in Teaching	.019	Very Weak	.106	.916	NS / Accept Ho.
Number of Relevant In-Service Trainings	.146	Very Weak	.822	.417	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.399	Slight	2.423	.021	S / Reject Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC

implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .104 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .582 with a p-value of .585. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their age," was accepted. This implied that issues on the facilitations of

lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .134 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .753 with a p-value of .457. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC

implementation along lesson planning and their sex," was accepted. This implied that issues on the facilitations of lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of them sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .021 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .117 with a p-value of .907. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating

that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their civil status," was accepted. This implied that issues on the facilitations of lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their civil status.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .007 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .039 with a p-value of .968. The computed t-value then was compared with the critical value of ± 2.040 at df = 31 and the p-value was compared with the $\alpha = .05$ to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family

income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their gross monthly family income," was accepted. This implied that issues on the facilitations of lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their highest educational attainment using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.052 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .290 with a p-value of .777. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value

turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their highest educational attainment," was accepted. This implied that issues on the facilitations of lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their number of years in teaching using the Pearson's Product-Moment Coeffieint of Correlation, the coefficient value resulted to .019 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .106 with a p-value of .916. The computed t-value then was compared with the

critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their number of years in teaching," was accepted. This implied that issues on the facilitations of lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient

value resulted to .146 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .822 with a p-value of .417. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their number of relevant in-service trainings," was accepted. This implied that issues on the facilitations of lesson planning were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.399 denoting a "slight linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 2.423 with a p-value of .021. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α. This signified that the linear association existing between the two aforesaid variables was significant. This indicated that the attitude toward K to 12 BEC implementation of the teacher-respondents significantly influence the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning and their attitude toward K to 12 BEC implementation," was

rejected. This implied that the extent of the issues on the facilitations in the lesson plan preparation that were encountered by the teacher-respondents in the implementation of the K to 12 BEC were dependent upon the attitude toward K to 12 BEC implementation.

The coefficient being negative denoted an inverse linear relationship between the afore-stated variables which indicated that the less favorable attitude the teachers manifested toward the implementation of the K to 12 BEC along lesson planning, the greater were the issues encountered by the teachers. On the other hand, the more favorable attitude they have toward it, the lesser issues they encountered relative to the extent of implementation of BEC along lesson planning.

In summary, of the profile variates of the teacher-respondents, only the attitude toward K to 12 BEC implementation significantly influenced the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along lesson planning in an inverse manner. The rest of the profile variates proved to have nothing to do with it.

Time on Task. Table 24 shows the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their profile variates in terms of age and sex, civil status,

Table 24

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Time on Task and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.019	Very Weak	.106	.923	NS / Accept Ho.
Sex	-.139	Very Weak	.782	.442	NS / Accept Ho.
Civil Status	.120	Very Weak	.673	.512	NS / Accept Ho.
Gross Monthly Family Income	.030	Very Weak	.167	.868	NS / Accept Ho.
Highest Educa-tional Attainment	.013	Very Weak	.072	.942	NS / Accept Ho.
Number of Years in Teaching	-.132	Very Weak	.741	.465	NS / Accept Ho.
Number of Relevant In-Service Trainings	-.037	Very Weak	.206	.836	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.464	Moderate	2.916	.007	S / Reject Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation

along time on task and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .019 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .106 with a p-value of .923. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their age," was accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.139 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .782 with a p-value of .442. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their sex," was accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in

the implementation of the K to 12 BEC irrespective of them sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .120 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .673 with a p-value of .512. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their civil status," was

accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of them Civil status.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .030 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .167 with a p-value of .868. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null

hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their gross monthly family income," was accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their highest educational attainment using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .013 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .072 with a p-value of .942. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not

significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their highest educational attainment," was accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their number of years in teaching using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.132 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .741 with a p-value of .465. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their number of years in teaching," was accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.037 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value

was posted at .206 with a p-value of .836. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their number of relevant in-service trainings," was accepted. This implied that issues on the sufficiency of the time on task were commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and

their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.464 denoting a "moderate linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 2.916 with a p-value of .007. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α. This signified that the linear association existing between the two aforesaid variables was significant. This indicated that the attitude toward K to 12 BEC implementation of the teacher-respondents significantly influence the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task and their attitude toward K to 12 BEC implementation," was rejected. This implied that the extent of the issues on the sufficiency of the time on task that were encountered by the

teacher-respondents in the implementation of the K to 12 BEC were dependent upon the attitude toward K to 12 BEC implementation.

The coefficient being negative denoted an inverse linear relationship between the afore-stated variables which indicated that the less favorable attitude the teachers manifested toward the implementation of the K to 12 BEC along time on task, the greater were the issues encountered by the teachers. On the other hand, the more favorable attitude they have toward it, the lesser issues they encountered relative to the extent of implementation of BEC along time on task.

In summary, of the profile variates of the teacher-respondents, only the attitude toward K to 12 BEC implementation significantly influenced the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along time on task in an inverse manner. The rest of the profile variates proved to have nothing to do with it.

Computers. Table 25 shows the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Table 25

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Computers and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.078	Very Weak	.436	.683	NS / Accept Ho.
Sex	.061	Very Weak	.340	.734	NS / Accept Ho.
Civil Status	.112	Very Weak	.628	.542	NS / Accept Ho.
Gross Monthly Family Income	-.002	Very Weak	.111	.989	NS / Accept Ho.
Highest Educa-tional Attainment	.019	Very Weak	.106	.918	NS / Accept Ho.
Number of Years in Teaching	-.044	Very Weak	.245	.810	NS / Accept Ho.
Number of Relevant In-Service Trainings	-.002	Very Weak	.011	.991	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.398	Slight	2.416	.022	S / Reject Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .078 denoting a "very weak linear

association.” Furthermore, to test the significance of the coefficient value, the Fisher’s t-Test was employed whereby the t-value was posted at .436 with a p-value of .683. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that “there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their age,” was accepted. This implied that issues on the availability of computers was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their sex using the Pearson’s Product-Moment Coefficient of Correlation, the coefficient value

resulted to .061 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .340 with a p-value of .734. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their sex," was accepted. This implied that issues on the availability of computers was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their civil status using the Pearson's

Product-Moment Coefficient of Correlation, the coefficient value resulted to .112 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .628 with a p-value of .542. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their civil status," was accepted. This implied that issues on the availability of computers was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their civil status.

Gross Monthly Family Income. In associating the issues

encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.002 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .111 with a p-value of .989. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their gross monthly family income," was accepted. This implied that issues on the availability of computers was commonly encountered by

the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their highest educational attainment using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .019 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .106 with a p-value of .918. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents

relative to K to 12 BEC implementation along computers and their highest educational attainment," was accepted. This implied that issues on the availability of computers was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their number of years in teaching using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.044 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .245 with a p-value of .810. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant

influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their number of years in teaching," was accepted. This implied that issues on the availability of computers was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.002 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .011 with a p-value of .991. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned

greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their number of relevant in-service trainings," was accepted. This implied that issues on the availability of computers was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.398 denoting a "slight linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 2.416 with a p-value of .022. The computed t-value then was compared with the critical value of

±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α. This signified that the linear association existing between the two aforesaid variables was significant. This indicated that the attitude toward K to 12 BEC implementation of the teacher-respondents significantly influence the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers and their attitude toward K to 12 BEC implementation," was rejected. This implied that the extent of the issues on the availability of computers that were encountered by the teacher-respondents in the implementation of the K to 12 BEC were dependent upon the attitude towards K to 12 BEC implementation

The coefficient being negative denoted an inverse linear relationship between the afore-stated variables which indicated that the less favorable attitude the teachers manifested toward the implementation of the K to 12 BEC along computers, the greater were the issues encountered by the

teachers. On the other hand, the more favorable attitude they have toward it, the lesser issues they encountered relative to the extent of implementation of BEC along computers.

In summary, of the profile variates of the teacher-respondents, only the attitude toward K to 12 BEC implementation significantly influenced the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along computers in an inverse manner. The rest of the profile variates proved to have nothing to do with it.

Trainings. Table 26 shows the linear association between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their profile variates in terms of age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of relevant in-service trainings and attitude toward K to 12 BEC implementation.

Age. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their age using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .172 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .972 with a p-value of .362. The computed t-value then was compared with the critical value of +2.040

Table 26

Relationship Between the Issues Encountered by the Teacher-Respondents Relative to the K to 12 BEC Implementation along Trainings and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.172	Very Weak	.972	.362	NS / Accept Ho.
Sex	-.138	Very Weak	.776	.445	NS / Accept Ho.
Civil Status	.185	Very Weak	1.048	.310	NS / Accept Ho.
Gross Monthly Family Income	-.318	Very Weak	1.867	.071	NS / Accept Ho.
Highest Educa-tional Attainment	-.031	Very Weak	.173	.865	NS / Accept Ho.
Number of Years in Teaching	.182	Very Weak	1.031	.310	NS / Accept Ho.
Number of Relevant In-Service Trainings	.097	Very Weak	.543	.590	NS / Accept Ho.
Attitude Toward K to 12 BEC Implemen-tation	-.203	Weak	1.154	.256	NS / Accept Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not

significant. This indicated that the age of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their age," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their age.

Sex. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their sex using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.138 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .776 with a p-value of .445. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association

existing between the two aforesaid variables was not significant. This indicated that the sex of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their sex," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their sex.

Civil Status. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their civil status using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .185 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.048 with a p-value of .310. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned

greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the civil status of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their civil status," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their civil status.

Gross Monthly Family Income. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their gross monthly family income using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.318 denoting a "moderate linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.867 with a p-value of .071. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the

linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the gross monthly family income of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their gross monthly family income," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their gross monthly family income.

Highest Educational Attainment. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their highest educational attainment using the Pearson's Product-Moment Coeffieint of Correlation, the coefficient value resulted to -.031 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .173 with a p-value

of .865. The computed t-value then was compared with the critical value of ±2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the highest educational attainment of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their highest educational attainment," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their highest educational attainment.

Number of Years in Teaching. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their number of years in teaching using the Pearson's Product-Moment Coefficient of

Correlation, the coefficient value resulted to .182 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.031 with a p-value of .310. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of years in teaching of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their number of years in teaching," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of years in teaching.

Number of Relevant In-Service Trainings. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their number of relevant in-service trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to .097 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .543 with a p-value of .590. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the number of relevant in-service trainings of the teacher-respondents had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their number of relevant in-service trainings,"

was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their number of relevant in-service trainings.

Attitude Toward K to 12 BEC Implementation. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their attitude toward K to 12 BEC implementation using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.203 denoting a "slight linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.154 with a p-value of .256. The computed t-value then was compared with the critical value of $\pm$2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the attitude of the teacher-respondents toward K to 12 BEC implementation had no significant influence to the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore,

the null hypothesis stating that "there is no significant relationship between the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along trainings and their attitude toward K to 12 BEC implementation," was accepted. This implied that issues on the adequacy of relevant trainings was commonly encountered by the teacher-respondents in the implementation of the K to 12 BEC irrespective of their attitude toward K to 12 BEC implementation.

In summary, none of the profile variates of the teacher-respondents significantly influenced the issues they encountered relative to K to 12 BEC implementation along trainings.

Performance Based on the Latest IPCRF

Table 27 contains the performance of the teacher-respondents based on the latest IPCRF.

From the table, it can be gleaned that the performance rating of the teacher-respondents ranged from 4.00-4.49 whereby a number of them, that is, nine or 27.27 percent garnered 4.20-4.29 while another nine or 27.27 percent got a rating of 4.10-4.19. Eight of the teacher-respondents or 24.25 percent earned a rating of 4.30-4.39 and the rest were slimly distributed to the other identified performance rating except for the two teacher-respondents or 6.06 percent who did not

Table 27

Performance Rating of Teacher-Respondents Based on the Latest IPCRF

Numerical Rating	f	%
4.40-4.49	3	9.09
4.30-4.39	8	24.25
4.20-4.29	9	27.27
4.10-4.19	9	27.27
4.00-4.09	2	6.06
Not Stated	2	6.06
Total	**33**	**100.00**
Mean	**4.24 (Very Satisfactory)**	
S. D.	**1.28**	

disclose their performance rating for unknown reason.

The mean performance of the teacher-respondents was posted at 4.24 with a SD of 1.28 with an adjectival interpretation of "very satisfactory." The data denoted that the teacher-respondents manifested exemplary performance while in the discharged of their functions as implementers of the K to 12 BEC.

Relationship Between the Performance and the Issues Encountered

Table 28 shows the result of the correlation analysis in associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along teachers, classrooms, textbooks/references, instructional materials, lesson planning, time on task, computers and trainings.

Table 28

Relationship Between the Performance Rating of Teacher-Respondents Based on the Latest IPCRF and the Issues Encountered Relative to the K to 12 BEC Implementation

Area	Linear Association		Fisher's t-Value	p-Value @ α = .05	Evaluation/ Decision
	Coeffi-cient	Degree			
Teachers	-.174	Very Weak	.984	.349	NS / Accept Ho.
Classrooms	-.156	Very Weak	.879	.401	NS / Accept Ho.
Textbooks/ References	-.131	Very Weak	.736	.483	NS / Accept Ho.
Instructional Materials	-.453	Moderate	2.829	.010	S / Reject Ho.
Lesson Planning	-.132	Very Weak	.741	.477	NS / Accept Ho.
Time on Task	-.220	Weak	.741	.234	NS / Accept Ho.
Computers	-.320	Weak	1.881	.079	NS / Accept Ho.
Training	-.067	Very Weak	.374	.722	NS / Accept Ho.

Fisher's t-critical = ±2.040 S = Significant
df = 31; α = .05 NS = Not Significant

Teachers. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along teachers using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.174 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at. 984 with a p-value of .349. The computed t-value then was compared with the

critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along teachers. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along teachers," was accepted. This implied that issues on the competence of the teachers did not affect their performance based on the latest IPCRF.

Classrooms. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along classrooms using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.156 denoting a "very weak linear association." Furthermore, to test the

significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .879 with a p-value of .401. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along classrooms. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along classrooms," was accepted. This implied that issues on the adequacy of classrooms did not affect their performance based on the latest IPCRF.

Textbooks/References. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation

along textbooks/references using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.131 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .736 with a p-value of .483. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along textbooks/references. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along textbooks/references," was accepted. This implied that issues on the adequacy of textbooks/references did not affect their performance based on the latest IPCRF.

Instructional Materials. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along instructional materials using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.453 denoting a "moderate linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 2.829 with a p-value of .010. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned greater than the critical value and the p-value turned lesser than the α. This signified that the linear association existing between the two aforesaid variables was significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along sufficiency of instructional materials. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along

instructional materials," was rejected. This implied that issues on the sufficiency of instructional materials affected significantly their performance based on the latest IPCRF.

The coefficient being negative denoted an inverse linear relationship which meant that the greater the issues encountered by the teacher-respondents relative to the K to 12 BEC implementation along instructional materials, the lower was their performance as manifested by the latest IPCRF. On the other hand, the lesser the issue they encountered regarding it, the higher was their performance. Simply put, lack of instructional materials pulled down the performance of the teachers.

Lesson Planning. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along lesson planning using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.132 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .741 with a p-value of .477. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along lesson planning. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along lesson planning," was accepted. This implied that issues on the facilitations in the lesson planning did not affect their performance based on the latest IPCRF.

Time on Task. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along time on task using the Pearson's Product-Moment Coeffieint of Correlation, the coefficient value resulted to -.220 denoting a "weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .741 with a p-value of .234. The computed t-value then was compared with the

critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along time on task. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along time on task," was accepted. This implied that issues on the sufficiency of time on task did not affect their performance based on the latest IPCRF.

Computers. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along computers using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.320 denoting a "weak linear association." Furthermore, to test the

significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at 1.881 with a p-value of .079. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along computers. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along computers," was accepted. This implied that issues on the availability of computers did not affect their performance based on the latest IPCRF.

Trainings. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along

trainings using the Pearson's Product-Moment Coefficient of Correlation, the coefficient value resulted to -.067 denoting a "very weak linear association." Furthermore, to test the significance of the coefficient value, the Fisher's t-Test was employed whereby the t-value was posted at .374 with a p-value of .722. The computed t-value then was compared with the critical value of +2.040 at df = 31 and the p-value was compared with the α = .05 to confirm the significance of the linear relationship.

In the comparison, it was noted that the computed value turned lesser than the critical value and the p-value turned greater than the α. This signified that the linear association existing between the two aforesaid variables was not significant. This indicated that the performance of the teacher-respondents based on the latest IPCRF was not significantly influenced by the issues they encountered relative to the K to 12 BEC implementation along trainings. Therefore, the null hypothesis stating that "there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along trainings," was accepted. This implied that issues on the adequacy of relevant in-service trainings did not affect their performance based on the latest IPCRF.

In summary, of the areas on the extent of implementation of K to 12 BEC, only instructional materials posed significant influence to the performance of the teachers in an inverse manner. The other areas did not significantly influence with it.

Implications of the Findings of the Study

As it was disclosed in this study that attitude of the teachers toward K to 12 BEC implementation posed significant influence to the issues they encountered along the areas of instructional materials, lesson planning, time on task and computers,

Likewise, as it was discovered that performance of the teachers toward K to 12 BEC implementation was significantly influenced by the issues they encountered along the area of instructional materials, lesson planning, time on task and the use of computer in the teaching and learning processes.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings with the correponding conclusions drawn for them and the recommendations based on the conclusions drawn.

Summary of Findings

The following were the salient findings of the study:

1. The mean age of the teacher-respondents was posted at 34.00 years old with a standard deviaition (SD) of 9.96 years. Moreover, majority of the teacher-respondents belonged to the female sex accounting for 27 or 81.82 percent.

2. Majority of the teacher-respondents were married accounting for 28 or 84.85 percent.

3. The mean monthly family income of the teacher-respondents was calculated at PhP28,257.08 with a standard difference of PhP7,407.89.

4. Majority of the teacher-respondents had master's units accounting for 21 or 63.64.

5. The longest number of years of experience in teaching of the teacher-respondents was posted at 35 years while the shortest was less than a year whereby majority of them had been teaching for 1-5 years accounting for 18 or 54.55 percent.

6. The over-all relevant in-service trainings attended

by the teacher-respondents was three trainings with a SD of 2.34 trainings whereby most of the trainings attended were on the school level only.

7. The teacher-respondents "agreed" on their attitude toward K to 12 BEC implementation being indicated by the grand weighted mean of 4.13.

8. The teacher-respondents assessed the issues they encountered relative to the K to 12 BEC implementation as "moderate issues" along the identified areas.

9. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along teachers, classrooms, textbooks/references and trainings, and their profile variates, a not significant linear association was noted in terms of the identified personal characteristics.

10. In associating the issues encountered by the teacher-respondents relative to K to 12 BEC implementation along instructional materials, lesson planning, time on tasks and computers, and their profile variates, a significant linear association was noted in terms of their attitude toward K to 12 BEC implementation. The other variates had no nothing to do with it.

11. The mean performance of the teacher-respondents was posted at 4.24 with a SD of 1.28 with an adjectival interpretation of "very satisfactory."

12. In associating the performance of the teacher-respondents based on the latest IPCRF and the issues they encountered relative to K to 12 BEC implementation along the identified areas, the following linear association were noted: it was significant along instructional materials while it was not significant along teachers, classrooms, textbooks/ references, lesson planning, time on task, computers and trainings.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The data signified that the teacher-respondents were on their early 30's at the prime of their age and at the height of their teaching career. More or less their age difference was 10 years which implied that they were more or less of the same maturity level Furthermore, female dominance among the work force teaching the K to 12 BEC existed which signified that more of this group embrace teaching as their choiced profession so that this profession had been dubbed as woman's career but this does not preclude the disinterest of the male counterpart in this profession. It only shows that more of them took up teacher education in college than the male ones.

2. The teacher-respondents had indulged in a married state were they took responsibilities over their children which replicate schooling status where they, too, took care of school children.

3. The teacher-respondents were well-off having an income higher than the poverty threshhold of PhP12,148 for the first semester of the year 2018 (PSA, 2018). Furthermore, this data revealed that the teacher-respondents had the capacity to defray their basic financial requirement including the education of their schooling family members.

4. The teacher-respondents qualified themselves for the teaching position by earning a teacher-education course. In fact, some of them had pursued advance education already by earning master's units or master's degree for professional growth and development and in preparation for future promotion.

5. The teacher-respondents had been teaching for quite a period of time, that is, more than five years already. This indicated that they had been involved already in the different curriculum implementation and therefore they became qualified to give an assessment of the K to 12 BEC.

6. The teacher-respondents, too, exerted efforts in attending training when given the opportunity to upgrade and update themselves with the curricular changes and development implemented by the department.

7. The teacher-respondents showed positive attitude towards the K to 12 BEC implementation which signified that they were in agreement with its implementation.

8. The issues encountered by the teacher-respondents relative to K to 12 BEC implementation were moderately felt by them.

9. None of the profile variates of the teacher-respondents significantly influenced the issues they encountered relative to K to 12 BEC implementation along teachers, classrooms, textbooks/references and trainings.

10. Of the profile variates of the teacher-respondents, only their attitude toward K to 12 BEC implementation significantly influenced the issues they encountered relative to the K to 12 BEC implementation along instructional materials, lesson planning, time on tasks and computers.

11. The teacher-respondents manifested exemplary performance while in the discharged of their functions as implementers of the K to 12 BEC.

12. Of the areas on the extent of implementation of K to 12 BEC, only instructional materials posed significant influence to the performance of the teachers in an inverse manner. The other areas did not significantly influence with it.

Recommendations

The following are the recommendations based on the conclusions drawn from the findings of the study:

1. As it was disclosed in this study that attitude of the teachers toward K to 12 BEC implementation inversely influenced the issues they encountered in its implementation, they should be involved in it particularly in the preparation of instructional materials, lesson planning, time on task and the use of computer in the teaching and learning processes.

2. Since teachers lack the necessary trainings on the K to 12 BEC implementation in the different levels, they should be exposed to workshops focused on their implementation to reduce if not eliminate the issues encountered with it.

3. In the K to 12 BEC implementation, inasmuch as instructional materials inversely influenced it, teachers should be encouraged to develop more BEC aligned instructional materials to augment its lack in providing a 1:1 student-book ratio.

4. Teachers should be encouraged to pursue advance education as an avenue for them to develop strategies to facilitate effective implementation of the K to 12 BEC.

5. A replicate study may be conducted in other districts to validate the findings of this study.

6. A sequel study may also be conducted as a follow-up of this study.

Chapter 6

INTERVENTION PROGRAM

This chapter presents the off-shoot of the study which focused on the attitude of teachers toward teaching and the preparation of instructional materials.

Rationale

The K to 12 Basic Education Curriculum (BEC) Program is now on its ninth year of implementation. However, there are still a lot of problems faced by the teachers. One of which is the extent of the issues on the sufficiency of instructional materials. This was then dependent upon the attitude of teachers toward K to 12 BEC implementation based on the results of this study.

As an offshoot of this study, the researcher conceptualized a School Learning Action Cell (SLAC) which would focus on the advocacy of the K to 12 BEC to newly hired teachers and the instructional materials preparations to be utilized in teaching least learned competencies.

This intervention scheme will be facilitated by the researcher, School Learning Resource Coordinator and the School ICT Coordinator. Activities during the SLAC are orientation of the K to 12 BEC, its features and framework, another is the instructional materials preparation which will

involve creation, design, utilization and improvement of instructional and learning materials through the assistance of the School Learning Resource Coordinator and School ICT Coordinator.

Objectives

The intervention scheme which is in a form of SLAC will orient newly hired teachers on the K to 12 BEC, likewise, this will capacitate teachers on how to prepare print and non-print Instructional Materials.

Features of the Intervention Program

The salient features of the SLAC will be advocacy and capacity building. On advocacy, this will entail K to 12 BEC framework, salient features of the curriculum, pedagogies and strategies, as well as assessment techniques which will be handled by the Researcher. On instructional materials preparation, the School LR Coordinator will facilitate on how teachers will prepare the IM. It will be based on the needs of the learners as well as the competencies. The School ICT Coordinator will also capacitate teachers on the creation, design, utilization and improvement of instructional and learning materials which m ay be print or non-print.

Strategy of Implementation

The researcher will coordinate with the District-

in- charge of the LRMDS and ICT. He or she will prepare a SLAC plan or matrix involving the District Personnel who shall facilitate the SLAC. This could be done in six sessions since two Fridays is allocated for the SLAC, usually conducted on the first and last Fridays of every month. This will last for three months or as the need arises.

The SLAC Plan/Matrix on the Teachers' Attitude Toward Instructional Materials Preparation

The following matrix elucidate the SLAC Plan to be implemented among teachers, to wit:

	Session 1	**Session 2**	**Session 3**
Division EPS	**Advocacy on K to 12 BEC** Framework Salient Features of the curriculum	**Advocacy on K to 12 BEC** Pedagogies and Strategies	**Advocacy on K to 12 BEC** Assessment Techniques
	Session 4	**Session 5**	**Session 6**
Division LR Manager/ICT Officer	IM's Preparation Guidelines in making print materials	IM's (software/non-print) creation, and design, use of applications	IM's (software/non-print) utilization and improvement

During the SLAC, the facilitator will prepare slide presentations on the K to 12 BEC which will focus on the framework, salient features of the curriculum, pedagogies and strategies, as well as assessment techniques which will be handled by an Education Program Supervisor.

Another SLAC session on IM's preparation will be taken care of the LR manager. He or she will facilitate on how teachers will prepare the IMs. The guidelines on the IMs preparations will be the feature of the session.

Another SLAC session will be for the ICT officer who will also capacitate teachers on the creation, design, utilization and improvement of instructional and learning materials which may be in a form of a print or non-print material.

Monitoring and Evaluation

The school head will be responsible for the monitoring and evaluation of the conduct of the SLAC as well as on the utilization of the learning materials or instructional materials prepared. Feedback and results of the monitoring must be utilized to improve the IM's prepared as well as the performance of the students.

Budgetary Requirements

The budget for the activities must be included in the Annual Implementation Plan (AIP) of the school.

Food (25 persons x Php 100.00)	Php 2500.00
Transportation of participants	Php 1250.00
Materials	1000.00
Total	4750.00
No. of Sessions	X 6
	Php 28,500.00

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APPENDICES

APPENDIX A

LETTER REQUEST FOR APPROVAL OF RESEARCH TITLE

Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

May 25, 2019

DR. NIMFA T. TORREMORO
Dean, College of the Graduate Studies
City of Catbalogan

Madame:

The undersigned will enroll in Thesis Writing this First Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles; preferably number 1, for your evaluation, suggestions and recommendations.

1. Grade 6 Teachers' Issues on K to 12 Basic Education Curriculum (BEC) Implementation: Basis for an Intervention Program

2. Impact of Multigrade Classes to the Academic Performance of the Learners.

3. Impact of Reading Ability on Academic Performance at the Primary Level

(SGD) **LADY ANN B. MOSOT**
Researcher

Recommended Title No.

1 (SGD) **Dr. PEDRITO G. PADILLA**
Evaluator
1 (SGD) **Dr. GUILLERMO D.LAGBO**
Evaluator
1 (SGD) **Dr. NATALIA B. UY**
Evaluator

Approved Title No. 1

(**SGD) NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

NAME	:	**LADY ANN B. MOSOT**
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS	:	Grade 6 Teachers' Issues on K to 12 Basic Education Curriculum (BEC) Implementation: Basis for an Intervention Program
NAME OF ADVISER	:	**GINA L. PALINES, PhD**

(SGD) LADY ANN B. MOSOT
Researcher

CONFORME:

(SGD) GINA L. PALINES, PhD
Adviser

Approved:

(**SGD) NIMFA T. TORREMORO, PhD**
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE FOR TEACHER-RESPONDENT

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF SAMAR

September 26, 2019

Dear Respondent,

The undersigned is undertaking a study entitled, Grade 6 Teachers' Issues on K TO 12 Basic Education Curriculum (BEC) Implementation: Basis for an Intervention Program. This study will determine the issues encountered by Grade 6 teachers in the District of Motiong during the School Year 2019-2020.

You have been as one of the respondents in this research work. Please help me get the accurate data and information by answering the attached questionnaire with utmost sincerity. Rest assured that your responses and identity will be held confidential and will be used for the research study.

Thank you for your kind cooperation.

Very truly yours,

(SGD) LADY ANN B. MOSOT
Researcher

PART I.PERSONAL PROFILE

Directions: Please supply the necessary data indicated below or tick (/) the box or the space provided.

Name: *(Optional)* Age: ___ Sex: Male ☐ Female ☐

Civil Status: Single ☐ Married ☐ Widow/ed ☐

Gross Monthly Family Income: (Include income of husband/

wife and siblings who are earning)

____Php40,000 above
____Php35,000-39,999
___Php30,000-34 999
_____Php25,000-30,999
____Php20,000-24,999
____Php19,999 and below

Highest Educational Attainment:

☐ Ph. D./Ed. D.

☐ MA with doctoral units

☐ MA degree

☐ Baccalaureate degree with MA units

☐ Baccalaureate degree

Number of Years in Teaching_____

Number of Relevant In-service Trainings:

School Level	District Level	Division Level	Regional Level	National Level

Part II. ATTITUDE TOWARD K TO 12 BEC IMPLEMENTATION

Direction: Below are statements which describe your attitude toward K to 12 BEC implementation. Please indicate your agreement or disagreement to each statement by checking the appropriate column corresponding to each statement using the scale as guide:

5 Strongly Agree (SA)
4 Agree (A)
3 Uncertain/Undecided (U)
2 Disagree (D)
1 Strongly Disagree (SD)

STATEMENTS	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (D)**	**1 (SD)**
1.I am aware of the conceptual framework of the K to 12 BEC.					
2.I participate in K to 12 BEC trainings.					

3.The school has institutionalized the K to 12 BEC.					
4.I need more information about the salient features of the K to 12 BEC.					
5.I have a lot of challenges in the K to 12 BEC implementation.					
6.I am happy with the implementation of the K to 12 BEC.					
7.I use pedagogies and techniques in the delivery of lessons under the K to 12 BEC.					
8.I focus on the development of the 21st century skills from among my students.					
9.I will follow DepEd orders/ memoranda relative to K to 12 BEC.					
10.I am a 21st century teacher.					

Part III. ISSUES ENCOUNTERED BY TEACHERS IN THE K TO 12 BEC IMPLEMENTATION

Direction: Below are indicators that correspond to the K to 12 BEC implementation in school. Kindly indicate your perception to each issue by checking the appropriate column corresponding to each statement using the scale as guide:

4 - Serious Issue (SI)
3 - Moderate Issue (MI)
2 - Minor Issue (MnI)
1 - Not an Issue at All (NIA)

STATEMENTS	**4 (SI)**	**3 (MI)**	**2 (MnI)**	**1 (NI)**
Teacher				
Enough number of teachers				
Teachers teaching their specialization				
Promotion of teachers				
Teachers provided with medical care				
Teachers avail the privileges of Magna Carta				
Teachers are provided technical assistance				

Classroom				
Enough number of instructional classrooms				
Has school site development plan				
With science laboratory rooms				
Has enough buildable space for classrooms				
Has auxiliary offices				
Has faculty room				
Textbooks/References				
There is 1:1 book student ratio				
Enough number of references				
Students use books everyday				
Teachers have books and references				
Students can bring books at home				
Books are available in the library				
Books are K to 12 based				
INSTRUCTIONAL MATERIALS				
Teachers are provided materials for IM's preparation				
Teachers make use of computers/laptops in the delivery of instruction				
Teachers prepare IMs based on competencies and skills				
Teachers are provided technical assistance in IMs preparation				
Teachers utilize IMs everyday				
Teachers can assist teachers un the delivery of instruction				
Teachers utilize instructional software				
LESSON PLANNING				
Teachers are aware of DepEd Order No. 42 s. 2016				
Teachers fill up reflection part of the DLL				
Teachers use CG, TG and LM in preparing DLL				
Teachers write daily the lesson plans				
Teachers teach what is written in the lesson plan				

TIME ON TASK				
Teachers make use of the time allotted for teaching the subject				
Teachers engage teaching for 180 number of days for the entire school year				
Make up classes are conducted to meet the required number of days				
Celebrations and co-curricular activities are held after 4 o'clock classes				
COMPUTERS				
Teachers are provided with laptops				
Teachers use LCD projectors in teaching				
Teachers are trained on how to use computers				
The school is DCP recipient				
There is internet connection in the school				
TRAININGS				
Teachers are trained in K to 12				
Teachers are able to attend trainings and seminars under the K to 12 BEC				
Teachers develop their 21st century skills through training				
Teachers are trained on current trends in teaching				
Teachers undergo trainings in different content/ learning areas				

APPENDIX D

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO CONDUCT THE STUDY

Republic of the Philippines
Department of Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 3, 2019

CARMELA R. TAMAYO, Ed.D. CESO VI
Schools Division Superintendent
Samar Division
Catbalogan City, Samar

Madam:

Greetings!

The undersigned would like to seek permission from your good office to conduct a study on her Master's Thesis entitled "**GRADE 6 TEACHERS' ISSUES ON K TO 12 BASIC EDUCATION CURRICULUM (BEC)IMPLEMENTATION: BASIS FOR AN INTERVENTION PROGRAM**".

The target respondents of the said study in which questionnaires will be fielded are the thirty-three (33) Grade 6 Teachers of Motiong District. With this, the researcher will pledge one copy of this study to your good office.

Thank you in anticipation for a favorable consideration. More power and God Bless.

Respectfully yours,

(SGD) LADY ANN B. MOSOT
Researcher

Recommending Approval:

(SGD) GINA L. PALINES, PhD
Adviser

(SGD) NIMFA T. TORREMORO, PhD
Dean, Graduate Studies
Samar College

APPROVED:

(SGD) CARMELA R. TAMAYO, EdD, CESO VI
Schools Division Superintendent

CURRICULUM VITAE

NAME	:	Lady Ann B. Mosot
DATE OF BIRTH	:	March 23, 2019
PLACE OF BIRTH	:	Brgy. Oyandic, Motiong, Samar
HOME ADDRESS	:	Brgy. Oyandic, Motiong, Samar
STATION	:	Pusongan Elementary School
PRESENT POSITION	:	Teacher III
CIVIL STATUS	:	Married
CURRICULUM PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Motiong Central Elementary School Motiong, Samar 1998 – 2004
SECONDARY	:	Motiong National High School Motiong, Samar 2004 – 2008
COLLEGE	:	Samar State University Catbalogan City, Samar 2008 – 2012
GRADUATE STUDIES	:	Samar College, Inc. Catbalogan City, Samar 2016 – Present

ELIGIBILITY

Licensure Examination for Teachers (LET) Rating: 82.60%

WORK EXPERIENCE

Teacher III	:	Pusongan Elementary School Brgy. Pusongan, Motiong, Samar February 17, 2020 – Present
Teacher III	:	Maypange Elementary School Brgy. Maypange, Motiong, Samar February 20,2019–February 16, 2020
Teacher I	:	Maypange Elementary School Brgy. Maypange, Motiong, Samar June 10, 2013–February 19, 2019

TRAININGS/SEMINARS ATTENDED

Mathematics Monitoring Program held at Tia Anita's on December 9-11, 2020.

Division Orientation on the Collection of Basic Education Statistic in The S.Y. 2018-2019 Learners Information System Beginning of School Year held at Redaja Hall, Catbalogan Samar on November 11, 2018.

Three (3) Day Orientation-Workshop on Financial Management Operation Manual held at Tacloban City on October 29-31, 2018.