

The K-12 Filipino Program in the Enhanced Basic Education Curriculum: The Case of MSU-Sulu Laboratory High School

Myrna Esmah Abirin*

Assistant Professor IV, MSU-Sulu Laboratory High School, Mindanao State University-Sulu, Jolo, Sulu, Philippines

Abstract: This study aimed to discover the relationship of the different teaching methods in Filipino. It explore further to answer three research question: [1] What is the status of Filipino Program in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School? [2] What is the status of teaching method in Filipino in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School? [3] Is there significant relationship of the Filipino Program on the teaching method in Filipino in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School? 34 students randomly selected to analyze the performance of the students; seven Filipino teachers were invited for Focus Group Discussion. The Focus Group Discussion was conducted with a facilitator and documentor. The teacher were asked the different method of teaching they used in the Filipino classes. The methods such as playing, cooperative, learning, dramatization and oral group discussion were commonly used teaching the Filipino subjects. Frequency and Percentage distribution were used to determine the performance of the students according to the qualitative description in the K-12 curriculum. Chi Square was to test the null hypothesis. In the lights of the findings of the study, it can be concluded that the status of the Filipino Program in MSU-Sulu Laboratory High School in the K-12 Enhanced Basic Education Curriculum is good that contributed to the satisfactory level of performance of the students which is indicates that the students meets the requirements of the subject in terms of basic knowledge and skill with little guidance of the teachers or peers. Consequently, the null hypothesis is rejected, therefore there is significant relationship between the methods of teaching and the students` performance in Filipino.

Keywords: K-12 Filipino program, Enhanced basic education curriculum, Status of Filipino program, Status of teaching methods in the Philippines.

1. Introduction

The implementation of the K-12 curriculum in the Philippines started in 2012 beginning with grade 1 and grade 7 learners and the succeeding levels were introduced as these this student are promoted to the next levels in the ensuing school year. Prior to this, the Kindergarten Education Act was implemented in school year 2011-2012 by virtue of Republic Act 10157; the law institutionalized the inclusion of kindergarten education into the basic education system of the Philippines. Subsequently, Republic Act 10533 also known has the

Enhanced Basic Education Act of 2013” enabled the implementation of k-12 in the country. The Philippine K-12 curricular program provides at least one year of Kindergarten education and the total of twelve years of basic education with similar with most of the countries in the world. The addition of two years on the former ten-year basic education program was envisioned for mastery of learning making learners better prepared for the world of work beside the conventional belief of just preparing them for collegiate education.

In the articles “Additional Years in Philippine Basic Education” by the SEAMEO-INNOTECH (2010) and the K-12 primer K-12 Update in Teachers’ Lounge of Rex Publishing (2013), the comparative data on the length of basic and pre-university in education in Asia was explained and showed the Philippine education system provides only ten (10) years for the basic education cycle and the preparatory education for the collegiate level while most of the countries around the globe have either 11 or 12 years of basic education cycle.

The ten-years Philippine basic education became a disadvantage for Filipino workers abroad and for the those who intend to study outside the Philippines. Many Filipino professionals desire working abroad for greener pastures but they tend to land a job a part from a diploma they pursued in the Philippine higher education institutions. Some persistent overseas workers submitted themselves to state policies on earning professional license beside having earned the same in their home country in order to practice profession abroad. Children of Filipino migrants to other countries tend to repeat a grade level already earned in the Philippines or to enroll additional courses to fit into the basic education program of their new home country.

The Department of Education (DepEd) of the Philippines is aware that the Filipino graduates are disadvantages for not being recognized as professionals abroad due to the ten-year curriculum that is usually perceived by other countries as insufficient. According to UNESCO Educational Commission to the Philippines, six (6) years of elementary school and four (4) years in the secondary is not adequate. The group proposed eventually the increase to 12 years. Moreover, high school graduates are observed to have inadequate basic competencies

*Corresponding author: yasserailsamsaljr16@gmail.com

including mature disposition essential in real life outside the school thus, making them unfit for university education. Whereas, graduates in high school that do not pursue collegiate education become vulnerable to exploitative labor practices (Economic Issue of the day in the Philippine Institute for development Studies, 2012). With these scenarios, the DepEd lays high confidence on the K-12 Program in providing better quality of education that is based on spirally progressing curriculum starting with simple topics moving toward increasing complexity in order for the learners to gain mastery of concepts and skills. Graduate of the K-12 program are therefore envisioned are better prepared to compete globally for employments opportunities. This change on basic education cycle caused the conduct of the stakeholder consultations, policy discourses, and education summits together inputs and feedback on the educational reform, however, the K-12 Program remains in the issue of inquiries on the implementation and effectiveness. It continuously solicits different responses among the various individuals from the educators, students, parents and various stakeholders.

The grade 7 students observed their science lessons as comparable as science classes of second year high school biology, third year chemistry and fourth year physics in the earlier Basic Education Curriculum. The grade 7 students are put to a certain level of confidence performing varied learning activities aided with learning modules in the K-12 Science Program. On the other hand, the implementation of the K-12 Program remains a formidable matter for schools not well prepared to embrace the program. Teachers are made to adjust to innovate practices integrated in the preparation of lessons, actually deliver of teaching, rating students performances and of the overall classroom management. The parents foresee a longer time of schooling that will boil down to more expenses on the education of their children. Hence, the impact statements from the immediate beneficiaries of the K-12 Program provide salient data on the status of the first implementations of the program among provincial schools and use such data for monitoring and basis by the technical working groups for the curricular review and further enhancement.

2. Statement of the Problem

The study aims to describe the K-12 Filipino program in the Enhanced Basic Education Curriculum: The case of MSU-Sulu Laboratory High School.

Specifically, the study sought to answer the following:

1. What is the status of Filipino Program in the Enhanced Basic Education Curriculum: The Case of MSU-Sulu Laboratory High School?
2. What is the status of teaching method in Filipino in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School?
3. Is there significant relationship of the Filipino Program to the teaching method in the Filipino Enhanced Basic Education Curriculum at MSU-Sulu High School Laboratory?

A. Objectives of the Study

This study will achieve the following specific objectives:

1. The asses the k-12 Filipino program in the Enhanced Basic Education Curriculum in the ordinance to the case of MSU-Sulu Laboratory High School.
2. To determine the extent of achievements and learning of the students regarding K-12 Filipino Program.

B. Significance of the Study

The researcher's goal is to evaluate the K-12 Filipino Program in the Enhanced Basic Education Curriculum: The Case of MSU-Sulu Laboratory High School.

The study hopes to add significant contribution to pool of knowledge in the field of k-12 Filipino program. Furthermore, this study could assist in the discovering variables that could help in a more uncompromising testing of hypothesis in future researcher related to this study.

This study is thought to be meaningful to the following groups of people:

The school administrator-can facilitate the students burden in coping on the k-12 Filipino Program Curriculum, and this study will help administration give the needs of the students and be assured and competitive advantage of quality learning.

The students can learn more knowledge and skill that will coordinate performance of related task with a certain degree of facility, they will also be to get sufficient instructional time to do subject-related tasks which makes them more prepared and well-trained on the subject area. On the other hand, if we remain on the old system, Filipino students would continually get low achievements scores. For instance, international test revealed that we often come at the tail end in the exam compared to other countries.

The graduates of the program- they will be more prepared to enter the labor force. As we all noticed, high school graduates of the current curriculum are not yet employable for the reason that are not yet competent and well-equipped with the skills needed in the workplaces. In the addition, most high school are not yet reaching the legal age of 18. With the curriculum, senior high school students can choose a field that they are good at and they are that interested in. As the result, they will be equipped with the skill needed for a specific job even with a college degree. At the age of 18, the age when they graduate from high school, they will be employable and competitive already. Thus, adding up to the nation's manpower. 3 Graduates will be prepared for higher education.

C. Scope and Delimitation of Study

This study explored the K-12 Filipino Program in the Enhanced Basic Education Curriculum: the case of MSU-Sulu Laboratory High School. This study is limited to 5 Filipino teachers MSU-Sulu Laboratory High School, they are the respondents of the study.

D. Research Methodology

The research methodology in this study includes research methods, research locale, sampling design, research sample

(respondents), research instruments, validity and reliability, data analysis, statistical treatment of data.

E. Research Methods

The descriptive method of research will used checklist questionnaire that will describe the K-12 Filipino program in the enhanced basic education curriculum: the case of MSU-Sulu Laboratory High School as experienced by the Filipino teachers of the said university. The respondents will consist of (5) Filipino teachers who will directly to involved under the teaching of Filipino subject and are willing to share an information about the study were requested to fill out the questionnaire. The questions revolved on what they observed having been done in school in relation to the K-12 Filipino program, the benefits they ascribed to it, the potentials, and issues of misinterpretations in the implementations of the K-12 Filipino program.

F. Research Locale

This study was conducted in MSU-Sulu Laboratory High School, Capitol Site, Patikul. The respondents are the selected (5) Filipino teachers in MSU-Sulu Laboratory High School.

G. Sampling Design

The subject of the study is to determine K-12 Filipino program in the Enhanced Basic Education Curriculum: the case of MSU-Sulu Laboratory. This study will utilize purposive sampling, design will the respondents will be identified based on the purpose of study.

H. Research Sample

This study was going to utilize respondents which are the (5) Filipino teachers of MSU-Sulu Laboratory. The study will use the checklist questionnaire or interview guide to evaluate results.

I. Research Instruments

The study used Focus Group Questionnaire Guide to determine the answer to this study.

J. Validity and Reliability

The instrument the study is validated by the panel on the day of the thesis defense.

K. Data Analysis

The researcher used the assistance of the statistician in the analysis of data.

L. Statistical Treatment of Data

On this study, the researcher utilized described and inferential statistic in the treatment of data. Standard deviation will be used to determine the k-12 Filipino program In the Enhanced Basic Education Curriculum: the case of MSU-Sulu Laboratory High School.

M. Conceptual Framework

The structure signifies the k-12 Filipino Program as the independent variables, and in the Enhanced Basic Education Curriculum: the case of MSU-Sulu Laboratory High School as the dependent variables.

The signifier of the dependent variables are my respondents.

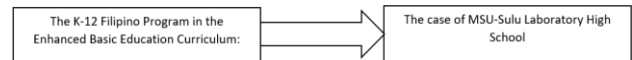


Fig. 1. The conceptual paradigm of the study

3. Related Literature

The Filipino content in the k-12 Curriculum are intertwined and are organized around situations and problems that challenges and arouse student`s curiosity and motivate them to learn as relevant and useful subject.

There are varied hands-on, mind-on, and hearts on activities that are used to develop student`s interest and let them become active learners instead of just relying solely on textbooks. As a whole, the k-12 Filipino program is learner-centered and inquiry-based, emphasizing the use of evidence in constructing explanations, thus paving the way to deeper understanding of concepts. After completion of grade 10, the student`s learning competencies and skills will be assessed to much the areas of specialization or tracks they are to pursue in the senior high school level. These tracks will be either on Academic, Technical-Vocational Livelihood, or Sports and Arts. Students will be required to undergo immersion activities or apprenticeship which may provide rich experiences relevant to their chosen specialization. (k-12 Basic Education Program, 2012; K-12 Primer K-12 Update, Teacher`s Lounge, 2013.

Enhancing the quality of basic education through K-12 Filipino Program is urgent and critical as the Philippines had been left behind the countries and Asia and one among the three remaining countries in the world in terms of offering the global trend of 12-year basic education cycle. The two other countries, Djibouti and Angola in Africa are like the Philippines with a 10-year basic education cycle (K-12 Primer K-12 Update, Teacher`s Lounge, 2013; Piamonte, 2012in the Primer on the Enhanced K-12 Basic Education Program, Unesco club philippines). Moreover, Piamonte exposed graduates of degree courses in the Philippines are not recognized as professional abroad. The case of licensed and registered Philippine nurses who intend to work abroad for example, need to take state board examinations to qualify them as professional nurses. The reason behind this scenario is the short-term duration of the Philippine basic education cycle.

Hence, the urgent need to adopt a K-12 Filipino program which provide quality education and its internationally recognized and comparable. The circular reforms in the Philippine K-12 “Enhanced Basic Education” are geared toward global responsiveness and competitiveness as measured against the standards of regional or international organization such as the ASEAN Economic Community (AEC).

The Philippine is a member of AEC for a regional economic integration by 2015 that promotes among other visions an open market for employment opportunities among labor forces of the member countries. Neighboring Asian countries of the Philippines have long been prepared in the terms of educational requirements of their work force for a job fear at least across Southeast Asia. The requirements of the twelve-year basic education were fully implemented among other ASEAN

member countries compared to the Philippines that started implementation in year 2012. Hence, this K-12 Program is a strategy that prepares the Philippines in parallel assessment on quality of graduates along with competitors in regional or international economic communities (Garcia, 2013). Consequently, the roadmap of the Philippines toward ASEAN 2015 includes the provision of enabling laws such as the “Republic Act. (R.A) 10157” gives the Philippine Department of Education the authority to implement reforms in basic education and of requiring kindergarten education as prerequisite to elementary education in all public schools in the country (RTVM, 2012).

The kindergarten program is the 10-month training provided to children who are at least five years old upon entry in the elementary schools. The lessons are presented through the thematic and integrative curriculum to ensure the development of foundation skills among children and to prepare them to grade 1 (Brago, 2012). Likewise, Republic Act 10533, the “Enhanced Basic Education Act of 2013” authorized the implementation of the K-12 in the country with the following expected benefits are enumerated in the K-12 Primer (Teacher Lounge, 2013), these benefits are: a) the provision of ample time for the acquisition and mastery of learning competencies and skill integrated in co-curricular and community activities toward holistic development of the learner, b) the learner are better prepared for tertiary education, c) learners earn certificates of competency after acquiring required skill in their chosen area of specialization during senior high school training, d) lower household expenses compared to a two-year college education, since the two-year senior high school training as part of basic education is given free in Philippine public schools compared to privilege college education; e) the K-12 graduate of about eighteen years old will be capacitated to earn, and can contribute to Philippine economic growth, f) graduates of the K-12 program will be accorded recognition abroad, g) the learners will be holistically develop in all dimensions, h) the lessons in each level are decongested providing room for in depth learning of concept and mastery, i) the integration of kindergarten education into the basic education system provides better preparation toward grade 1 level learning competencies, and j) the K-12 graduates will be able to meet the standards for higher education in the country and abroad, equipped with the 21st century skills and enriched learning competencies which will be acquired from longer exposure and focus on core subjects such as Science, Mathematics and English together with elective courses prepared students to be responsive to the needs of industrial and manufacturing sectors. The realization of K-12 curriculum benefits rest largely on the action of the education sector whereas the roadmap to ASEAN 2015 is placed on the competitiveness of Filipino professionals and the competitiveness of graduates of Philippine Educational institutions via K-12 program (Garcia, 2013) The proximity of time between implementation of the K-12 program in Philippine schools and the integration of the country to ASEAN economic community in 2015 causes all the cramming of the technical working groups and the mixed reactions by the teachers, students, and parents who are directly affected. This

study aimed to document the impact of the initial implementation of K-12 Program focusing on science education in grade 7 and 8 of the school year 2013-2014. The impact statements serve as the yardstick that measure how much of K-12 program issues and benefits are understood by the stakeholders and thereby provide data for curricular review as K-12 Program is on its gradual year to year implementation.

4. Status of Filipino Program in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School

Filipino subject prepares students to speak the National Languages of the Filipino living in the Philippines. Filipino spoken all over the country. Offering in the school system of the Filipino Language equipped students with the ability to speak with other Filipinos in the other regions of the Philippines. There many ethnic languages spoken in the Philippines, like for example visaya is spoken by the people of Luzon, Visayas and some part in Mindanao. Tausug is spoken by the Tausog of Sulu and the neighboring island like Basilan, Pangutaran, Tawi-Tawi and Zamboanga peninsula. Filipino is only spoken in sulu inside the Filipino classes in all schools in the elementary, high school, college. Only few Tausog are speaking Filipino outside the school classroom.

Filipino is a medium of instruction used by the teachers teaching the Filipino languages. It is a second language learned in Sulu, being English as the first learned language and Arabic is third learn language in Sulu. The students in the high school levels have learned much the Filipino language, there are some students who can speak alone and make sentence construction without the assistant of the teacher. As learned language many students do not have enough competency to speak and construct sentences in Filipino. The teachers are evaluating the proficiency of the students inside the classroom. The level of achievements serves as measure of performance in the Filipino subjects.

The study was designed to investigate the status of the Filipino program under the K-12 basic education curriculum. In the Focus Group Discussion, the teacher were asked the question “What is the status of Filipino Program in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School?”

Basic question asked leading to the analysis of the status of the Filipino Program was “In the K-12 Filipino Program, are your students acquiring knowledge that they needed?” There are 5 Filipino teachers teaching in the MSU-Sulu Laboratory High School, they were invited as FGD. Respondent 3 said *I am handling grade 10 students. The first section, Venus and Saturn acquired the knowledge what they needed. The student is responsive to teaching learning process. For the other section like Jupiter (Last Section) (Mercury) I think there is only some who can manage to acquire the knowledge.* In grade 9, Respondent 2 said that *the first section can easily acquire the knowledge, while in the other sections they have little knowledge.* The reason as cited by the respondent 3 that *the students are not serious on their studies, she calls it school bukol.*

Obviously, the students in the first section are selected to have higher achievements in many subjects areas including Filipino. These students are advance in there learning compared to the students who are places in the third or fourth section. The comparative analysis shows that the students in the first section can perform well in the given task compared to the students who are put in the last section, in which majority of them can perform well in the designated task for learning. The teachers participated in the FGD have observed that the student have better performance are those in the first section while the students in the first and second to the section are not equipped with the learning as in the first section from top.

We can say that the status of the Filipino program considered successful in the first section while diminishing its degree of proficiency as the students are counted from the last section. This observation is also true to other subject areas like English, mathematics, science and other subject areas.

The facilitator was asking about the teaching resources of the teachers, *the respondents said that there is only few books. When they are asked about the training seminars, the participants said they were only once for mass training of teachers.*

Teacher 3 mentioned that *the teaching learnings process is more on performance task. Many students cannot cope up with the method of teaching.* To remedy the problem, she used to give assignments so that the students can improve their performance.

When the participants were asked the question “does the Filipino concept that you are teaching in the classroom will help students land a job that they want” Teacher 3 answered to the question “I don’t think so” *that the students can easily land a job. She mentioned even the teachers cannot easily land a job. Filipino is used as a medium of instruction the student is expected to used Filipino as their spoken language.*

When the participants were asked the question “Does your Filipino teaching help your students respect their cultural differences” Teacher 3 said, *it depends upon students now a days. Some respected the cultural differences while others are not. In the first year we can still teach them about cultural differences but in the higher years, the students are matured enough they have their own ways of thinking. MSU-Sulu the students are very respectful compared to the other school. Cultural differences between them. In the context of Filipino teaching, female are better than the male in terms of performance. The female students have favorite reaction to the Filipino subjects.*

Overall conclusion: The status of teaching Filipino, the students can easily understand Filipino. The status of the needed materials that can support the Filipino teaching. In grade 9 there is only one book.

Recommendation: The department chairman can establish networking with the Filipino teachers in the other schools to borrow the books they are using in their classes. The list of books was submitted to the librarian and the librarian are making orders of the books for the Filipino subjects.

5. Status of Teaching Methods in the Filipino in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School

Everyone in the educational system know that the teacher can assure student’s learning through appropriate teaching method. It is always assumed that the teacher who are using effective method can assure better student’s achievement. On the other hand, the teacher who do not use effective method of teaching is effective to provide inefficient learning. The student achievement is an indicator of the effectiveness of the teaching method. Poor achievement is a result of poor and ineffective teaching method. The percentile grades in Filipino of the students in table 1 are reflection of the method of teaching in the MSU-Sulu Laboratory High School.

The majority (25) 74 percent of the students have achieved the satisfactory level. Only (6) 18 percent have achieved the very satisfactory level and, in the minority, (3) 9 percent achieved the lowest level fairly satisfactory. The new qualitative interpretation of the grades of students in the K-12 curriculum is as follows. *Outstanding:* The student at this level exceeds at the subject’s requirement in terms of knowledge and mastery of skills. *Very satisfactory:* The students at this level performed above average in terms of complying with the subject’s requirements in terms of knowledge and skills. *Satisfactory:* The student at this level as met the requirements of the subjects in terms of basic knowledge and skills with little guidance of the teacher and or/ peers. *Fairly satisfactory:* The student at this level meets the requirements of the subject but acquired minimum knowledge and skills. *Conditional:* The students at this level struggles to meet the subject’s requirements in terms of knowledge and skills.

The majority of the students in Filipino subjects achieved the satisfactory level of performance at this level has met the requirements of the subjects in terms of basic knowledge and skills with little guidance of the teacher or/ peers. Only few have achieved very satisfactory level where the students at this level performed above average in terms of complying with the subjects’ requirements in terms of knowledge and skills. And the rest achieved the fairly satisfactory level which means the students at this level meet the requirements of a subject but acquired minimum knowledge and skills.

The data implies that the teaching status of the Filipino subject in MSU-Sulu is satisfactory. The efforts of the teacher to improve the teaching method can even pushed the achievement level of the students to a high degree. Therefore, the teacher no matter how they at present put sacrifice in teaching the Filipino subjects should forward to improve the teaching status so that the students may improve their performance level.

Table 1
Proficiency level of the students in Filipino 2016-2017

Grades	Proficiency level	Frequency	Percent
85-89	Very Satisfactory	6	17.6
80-84	Satisfactory	25	73.5
75-79	Fairly Satisfactory	3	8.9
	N	34	100

In the FGD the participants were asked the question “Do their grades become better after implementing K-12 Filipino Program? Teacher 3 said *the grades of the students are better I the K-12 since there is “no child left behind” In the case of teaching, the teachers are using electronic class records. In terms of grades computation is much easier in the K-12 curriculum compared to the RBEC curriculum. The teacher are provided with the electronic class recording.* The sample of the grading criteria in the electronic class records of the Filipino teacher is shown in figure 2.



Fig. 2. Grading criteria in the electronic class records

6. Relationship of Filipino Program of the Teaching Method in Filipino in the Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School

The third research question this study sought to answer “Is there significant relationship of the teaching methodology in Filipino and the K-12 Enhanced Basic Education Curriculum at MSU-Sulu Laboratory High School?” The sub-question leading to search the implication is “Does K-12 Enhanced Basic Education Curriculum make hard for your student to cope up with their Filipino lesson?” The participants in the FGD, Teacher 3 said, *I don’t think so, that the K-12 make it hard to understand the lesson. The students are adopting the learning by doing method. It is more on activities. The teaching methodology used in the K-12 curriculum is called ‘hands on’ teaching methodology.*

Teacher 4 said, *the students are very active in the participation in class (in grade 7). In grade 9, Teacher 2 said, all of the students are group together to learn the task (cooperative learning). The teaching process are only within the school campus. They are not going out for field trips.* Teacher 5 said, *the teachers require to provides xerox copying of the activities, the students found it difficult to provide finances for the Xeroxing.*

The facilitator in the FGD toss follow up question “Do you think that K-12 EBEC is productive in your school?” The teacher answered, *the policy specifically mandated to use the K-12 curriculum throughout the grade levels. In MSU-Sulu the K-12 is confined the grades 7-10. The K-12 is productive in the MSU-Sulu Laboratory High School.*

Another question asked in the FGD is “Did K-12 integrate values and ethical aspects in your student’s life?” The teacher responded that *the K-12 curriculum is using ESP (Edukasyon Sa Pagpapakatao) formerly called the values “Education”* Teacher 6 said, *it has separate training for ESP. ESP is considered one subject. Filipino is applied in Araling Panlipunan. During the training the ESP is integrated to all*

subjects’ areas. the ethical values are integrated in subjects. the students should be trained on aspect of Makatao, Makadios, Makabayan, Makakalikasan.

The K-12 Filipino program used different teaching methodologies to enhance learning not only in the Filipino language but also improve the character of the student towards improving inner shelf. The values of Makatao, Makadios, Makabayan at makakalikasanis an orientation integrated in all subject areas to develop the students towards good character and Godly behavior. In the holy Qur`an Al-Kariym the almighty Allah (sw) has revealed the ayah “*Inmallaha la yughayrumabi kawminhatayu ghagru ma bi anfusihim*” given the translation in the English that “*Surely! The Almighty Allah (sw) do not change the condition of the community unless the individual person in the community change themselves*”. This means that the Teachers are changed with the accountability tochange the character of their students in this world to make them good citizenry through teaching in the classroom.

Statistical inference from the data collected using teaching method as the independent variables and percentile grade of the students as the indicated variables. Crosstabulations using Chi square Test for the analysis and interpretation. Table 2 shows the observed and expected values for X² computation.

Table 2
Observed and Expected values for X² computation

Crosstabulations of method & indicators		Percentile grades of students (indicators)										
		75	79	80	81	82	8	85	86	8	Tot al	
		3 4								8		
M c t	Role playing	Count	1	0	2	2	0	1	0	0	0	6
	Expected		2.4	2.2	12.7	9.1	4.5	2.6				
h o	Cooperative Learning	Count			4							
	Expected		0.1	1.1	1.0	1.0	0.0	0.5				
d s	Dramatization	Count	1	3	0	3	1	0	2	1	11	
	Expected		3.6	3.2	3.1	1.2	6.1	3.11				
O r a l	Oral	Count	0	0	1	1	2	5	2	1	12	
	Expected		4.7	4.2	5.1	1.2	7.1	4.12				
D i s c u s s i o n	Discussion	Count			4	8	8	1	0			
	Expected		1.2	1.7	4.5	8.2	3.1	34				
T o t a l	Total	Expected	10.2	1.0	7.0	4.5	8.2	3.1	34			
	Count		0	0	0	0	0	0	0			

The X² in table 3 shows that using linear-by-linear association test the teaching method is significantly related to the percentile grades of the students in Filipino. The data indicates that the method of teaching is significant related to the percentile grades of the students in Filipino. The X² value 32.52 with asymptotic significant (2-tailed) value .013 indicates the null hypothesis is rejected since the significant value is less than .05 level of the percentile grades of the students in Filipino. This means that there is significant relationship between method of teaching in Filipino and the performance of the students in Filipino when using different method of teaching.

Table 3
Chi-Square tests for relationship of teaching method and indicators

	Value	df	Asymp. Sig. (2-sided)
Person Chi-Square	32.528 ^a	27	.013
Likelihood Ratio	33.111	27	.193
Linear-by-Linear Association	7.308	1	.007
N of Valid Cases	34		

7. Conclusion

This paper presented a study on the K-12 Filipino program in the enhanced basic education curriculum.

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