

# K TO 12 TRAINING PROGRAM IN THE UNIVERSITY OF NORTHERN PHILIPPINES

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## ABSTRACT

The rising competition in globalization and the rapid changes in the world today mandate all to be their toes. Upgrading and human development should conform to what are needed to survive and make an impact of human existence. This study aimed to evaluate the Kto12 Training Program conducted at the University of Northern Philippines from 2012-2014. It included forty-two administrators, three-hundred forty-seven teachers and one thousand and eighty-seven students randomly picked from the twenty-four Public Secondary Schools in the Schools Division of Ilocos Sur, Candon City, and Vigan City, respectively. The profile of the administrators and teachers was determined and the performance of the latter was likewise looked into. In addition, the teacher-trainees evaluated the Kto12 Training Program based on the inputs factors, namely: training program delivery, knowledge and understanding on BEC contents and satisfaction of participants' learning. The Grade 9 students' achievement was also analyzed along the core learning areas except TLE. The research design used was descriptive-correlational and the data gathered in the study were treated using frequency count and percentage, mean single correlation, one way analysis of variance (ANOVA), and LSD. It was revealed that majority of the administrators are middle-aged, female, married, with Master's Degree units, with 21-25 years teaching experience, occupying a principal position, with exposure to instructional multimedia technology, involved in co-curricular and community activities, conducted Kto12-related supervision, and facilitated other Kto12 trainings. The teacher-trainees are middle-aged, mostly female, married, with Master Degree units, English majors, with five years teaching experience, occupying a Teacher 3 position, exposed to instructional multimedia technology, and involved in co-curricular and community activities. The Kto12 training program conducted in the University of Northern Philippines has an overall evaluation of a "High" level. The following training inputs: training program delivery, knowledge and understanding of the BEC contents and the satisfaction of participants' learning were all rated "High." The components of the training program delivery that include attainment of goals/objectives, program planning, management and preparation, conveyance of the learning contents, trainers' performance, usefulness of the training, provision of support materials, and training venue, facilities and other services were rated "High." All items under training input on knowledge and understanding on the BEC contents were likewise rated at "High" level along with training input on the satisfaction of participants' learning. The overall performance of the teachers is "Outstanding." The core behavioural competencies were performed by the teachers "most of the time," thereby given a performance rating of "Very Satisfactory" both by the two groups of respondents. In addition, the teacher-trainees rated their core skill competencies "Outstanding" since they claimed to "Always" performed such competencies. There is no significant influence of the teacher-trainees' personal and professional profile and that of their administrators on their overall performance. However, there is a significant influence of the all the input factors on the performance of the teachers. The overall achievement level of the Grade 9 pupils in the core learning areas is "Approaching Proficiency." Meanwhile, there is a significant difference in the performances of the students in Grade 9 in the different core learning areas. Their performance in Filipino and Mathematics significantly differed while their performance in Mathematics was lower compared to their performance in *Araling Panlipunan*, MAPEH, and EsP so with English compared to EsP. Also, there is no significant influence of the performance of teacher-trainees on the achievement of the Grade 9 students.

**Keywords** Education, K to 12 curriculum, training program, descriptive-correlationla, University of Northern Philippines, Vigan City, Ilocos Sur, Philippines

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## 1. Introduction

The field of education, in all levels, is not exempted. Apparently, a country whose foremost aspiration is to emerge as the most powerful and influential should have institutions that offer the

best education. Besides, people would like to be products of the best schools, no matter how rigorous and exacting the admission requirements of these schools would be. People nurtured in

excellent schools are far better in contributing to nation building.

Every higher education is a community dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. It is devoted to educational improvement through many means, including accreditation, enhancement of personal and professional qualities, upgrading of facilities, curriculum development and even continuous conduct of trainings<sup>1</sup>.

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process intends to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for and achieving excellence in its endeavours.

The confidence and standard an educational institution gets will make it worthy to provide better services to its stakeholders such institution will be a partner in continuously improving the plight of the less fortunate individuals, groups and others. Likewise becomes an exemplar where others can benchmark the existing practices.

The University of Northern Philippines being a primer higher education institution aims to provide services to help in the alleviation of life. Its core functions along instruction, research and extension, and production ably handled by experts and qualified members of the academe are always sought for the advancement of human condition in this part of the country.

It envisions itself to be a pioneering Center of world-class excellence for instruction, functional researches, relevant extension services and quality production so that graduates will be empowered and contribute to sustainable development.

The university has again embarked on another service-oriented venture the Department of Education's partner of development through the mass training of secondary teachers, particularly in the region and in the province.

The Philippines through the department has massively implemented the greatest revolution aimed at attaining true quality and excellence, the Kto12 Basic Education Curriculum. Its implementation requires the cooperation of partner institutions like the Commission of Higher Education (CHED), the Technical Education Skills Development (TESDA), including local government units and the industries.

It passed and approved by virtue of the Republic Act 10533, the Kto12 has the main purpose of uplifting the system to become responsive to the call of the time. The addition of two years in the basic education, the inclusion of the senior high school, is an apt answer to be at par with the other Asian countries. Funds were appropriated for the massive training of teachers, development of instruction materials, construction of buildings and classrooms, procurement of equipment and materials, and similar needs that will ensure the success of the program.

The University of Northern Philippines is one of the higher education institutions identified by DepEd, as a partner in the delivery of the newest educational reform to help realize the aim of making Philippine education be at par with the rest of the region.

It has been observed though, that schools still fail to provide the average citizens with the competence needed to become responsible, productive and self-fulfilling. This underscores the need to find the best solution to this problem so that young Filipinos will go out and find their destinies, local and global, adequately prepared. It has to be addressed if the Philippines are to become a member of a new self-sustaining world.

The government, therefore, has to continue to exert effort to address all challenges coming from all fronts despite opposition from parents and

even from the supposed direct implementers of the program, the teachers.

The University of Northern Philippines sees its moral responsibility to take part in this noble undertaking like many of the state colleges and universities, even private higher institutions. Together, they became leaders along with the Department of Education (DepEd), and the Technical Education Skills Development Agency (TESDA) to answer to the world's clamour for the paradigm shift in education.

After a couple of years retraining and subsequently implementing the reform in the classrooms particularly along facilitation of learning and assessment, the researcher realized the need to make a bigger leap towards the transformation of pedagogical practice in the classrooms at the basic education level, especially after the mass roll out of Grades 7, 8 and 9. It provided the motivation to the researcher to look into the extent of the level of evaluation of the Kto12 training in the university.

The experiences, feedback received, and the formal evaluation on the mass trainings held in UNP for the past three years will be significant for the university to improve its services as a Center of Training and a service provider.

The results of this initial study on the Kto12 training in the university may serve as bases for a more thorough evaluation toward its perfection which later may become a best practice of the university as a center of training.

In addition, the university, through the College of Teacher Education which prepares the teachers who will become the Kto12 BEC implementers, gain more insights, into the fortification of pre-service teachers which will significantly improve the quality of basic education. There is an urgent need to collaborate with the prime movers in the Philippine education before world organizations in charge of the outputs in education will evaluate the quality offered by all countries.

It is therefore our moral and social responsibility to take active part in recognizing the importance of every collaborative effort exerted so that Filipinos will be counted in as citizens of a larger world opening its wide doors for abundant opportunities.

The researcher being one of the trainers of the Kto12 Curriculum passionately share in the realization of transforming every Filipino learner as functionally literate and equipped with the 21<sup>st</sup> century skills, imbued with the ideals of nationalism and the love and respect for all peoples of the world the reason why this study was conceptualized.

## 2. Methodology

Descriptive-correlational research design was used in the investigation of the study.

The scope of the respondents was the trainees from the three divisions namely: Ilocos Sur, Vigan City and Candon City. They underwent the Kto12 trainings in all the core learning areas except Technology Livelihood Education (TLE) since this subject is given only once in the university. The trainees randomly picked according to geographical locations grouped as follows: First District of Ilocos Sur covered teachers of the secondary schools from Sinait to Bantay, San Vicente, Sta Catalina and Caoayan in the north and in the Second District are schools of the southern part of Ilocos Sur further grouped according to teachers from secondary schools in the upland and lowland municipalities, respectively. All the five secondary schools in the Candon City Division and three (3) schools in Vigan City were included. Only teachers trained in the program held in UNP and their administrators were included. Also included in the study was a section of Grade 9 students from all schools subjected for evaluation. Their number however was delimited to one section only except Ilocos Sur National High School which has the bulk of students, with two sections.

The personal and professional factors of the administrator-respondents were included: age, sex, civil status, educational attainment, length of service, present position, exposure to instructional multimedia technology, conducted K to 12 related supervision and facilitated other K to 12 trainings, respectively.

The personal and professional factors of the teacher-trainees included age, sex, civil status, educational attainment, major in their Bachelor's Degree, length of service, present position, exposure to instructional multimedia, and involvement in co-curricular and community activities.

The performance of the teachers was further validated by the evaluation made by the administrators using the same instrument used by teachers in calculating their performance.

The achievement of students in English, Filipino, Science, Mathematics, Edukasyon sa Pagpapakatao (EsP), Araling Panlipunan (AP) and Music, Arts, Physical Education and Health (MAPEH) as reflected in their final grades when they were in Grades 7 and 8, and their grades from First to Third Quarters, these were also considered.

The researcher constructed the instrument which based on the handouts, training materials from the national training of trainers for grades 7-9 (which the researcher attended), videos, the copy of the legal mandate of the K to 12 Basic Education Curriculum, and other Kto12 related materials.

It was checked by the research team and validated by experts in conducting Kto12 seminars, and trainings and by those exposed to the training of the curriculum and the curriculum itself.

Part I elicits the personal information of the respondents; Part II, on the evaluation of the K to 12 training conducted at the University of Northern Philippines; Part III, on the level of knowledge and understanding of the kto12 BEC contents; Part IV, on the level of satisfaction of the participants on the learning of the contents of the k to 12 BEC conducted at the University of Northern Philippines; Part V, on the level of implementation

of the knowledge, skills and attitudes from the K to 12 training conducted at the University of Northern Philippines; Part VI, on the performance of teachers; and Part VII, elicits personal comments and suggestions on the K to 12 training conducted at the University of Northern Philippines.

The statistical tools used were frequency count, percentage, arithmetic mean, Simple Correlation Analysis, One-Way Analysis of Variance (ANOVA) and Least Significant Difference (LSD).

### 3. Results and Discussion

The following are salient findings of the study:

#### **3.1 Profile of respondents in terms of personal and professional factors of the:**

##### **A. Administrators**

**Age.** The administrators belong to three (3) age brackets: 61 and above, 51-55 and 41-45 years old (8 or 19% each), middle-aged group.

**Sex.** Most of the respondents are females (28 or 66.7%). Only 14 or 33.3% are males.

**Civil Status.** Majority are married with 33 or 78.6% respondents while six (6) or 14.3% are single.

**Educational Attainment.** There are 25 or 60% with Master Degree units and eight (8) or 19% are with Ed. D. or Ph. D. units.

**Length of Service.** There are 12 or 28.6% of the respondents with a teaching experience between 21-25 years one is in the service for less than five (5) years.

**Present Position.** There are 19 or 45% administrators who are occupying the principal position three (3) or 7% are still teacher or officer-in-charge.

**Exposure to Instructional Multimedia Technology.** Almost all of the administrators (40 or 95.2%) are exposed to instructional multimedia technology. There is still the presence of two (2) or 4.8% who are not exposed yet.

***Involvement in Co-curricular and Community Activities.*** All of the 42 (100%) administrators are involved in the co-curricular and community activities.

***Conducted to Kto12 Related Supervision.*** There are 26 or 61.9% of the respondents who have steered supervision regarding Kto12. However 16 (38.1%) have not conducted yet any.

***Facilitated Other Kto12 Trainings.*** There are only 15 or 35.7% among the administrators who have initiated the other training on the Kto12 while 27 (64.29) have yet to facilitate trainings.

### **B. Teachers**

***Age.*** There are 71 or 20.50% of the teachers who belong to 46-50 age brackets while 66 or 19% are within 46-50 years old.

***Sex.*** Majority of the respondents are females with 267 or 76.90% females respondents likewise, 80 or 23% are males.

***Civil Status.*** Majority of the respondents are married with 230 or 66.30%. Likewise, there are 87 or 26.1% single teachers.

***Educational Attainment.*** There are 215 or 61.95% with Master Degree units. Thirty eight (38) or 10.95% finished their Masters.

***Major in the Bachelor's Degree.*** There 66 or 19% majors in English while 65 or 18.7% are Science majors.

***Length of Service.*** There are 94 or 27.1% of the respondents with a teaching experience of below five (5) years whereas 81 or 23.3% joined the service within 6-10 years while two (0.6%) are employed for 36 years and above.

***Present Position.*** There are 142 or 41% of the respondents who are occupying the Teacher 3 position. Seven (7) or 0.2% are Master Teachers 1.

***Exposure to Instructional Multimedia Technology.*** There are 333 or 96% teachers who are exposed to instructional multimedia technology. Only 14 (4%) are yet to be exposed.

***Involvement in Co-curricular and Community Activities.*** There are 324 or 93.3% who participates

in the co-curricular and community-based activities. The 23 or 6.7% teachers are yet to participate.

### **3.2 Level of Evaluation of the Kto12 Training Conducted at the University of Northern Philippines**

***3.2.1 Training Input: On the Training Program Delivery.*** It is generally evaluated at a "High" level with a mean rating of 4.02 on all the training inputs. The following items on each of the inputs were also found to have the lowest mean ratings:

***Attainment of Goals/Objectives.*** The teachers evaluated it as "High" with a mean rating of 3.90. Item on the "offering of concrete measures or intervention to assist all types of learners" got the lowest.

***Program Planning, Management and Preparation.*** The teachers evaluation is "High" with a mean rating of 3.89 and with the area on the "handouts and other materials are sufficient" as lowest.

***Conveyance of the Learning Contents.*** It is evaluated at a "High" level with an overall mean rating of 3.94. Grade level contents are "High" level contents are evaluated "High" with a mean rating of 3.93 (Grade 7), 3.87 (Grade 8) and 4.02 (Grade 9). Contents that got the lowest mean ratings are the following: Grade 7 – multilingual instruction, understanding the curriculum, assessment of learning outcomes; Grade 8 – preparation of critical content (substantive and process) and the preparation of assessment; and Grade 9 – understanding the curriculum and the spiral progression of contents.

***Trainers' Performance.*** Teachers evaluated the trainers "High" with a mean rating of 4.14 items on "management of time" as the lowest in rating.

***Usefulness of the Training.*** It is evaluated "High" with a mean rating of 4.04 and the item that got the lowest rating is the satisfaction on the training's expectation.

**Provision of Support Materials.** The teachers evaluated it “High” with a mean rating of 3.90. The item on “supplies and materials ready for use” noted as the lowest.

**Training Venue, Facilities and Other Services.** It has a mean rating of 3.98 with a “High” level and item on “Wi-Fi equipped” as the lowest.

**Program Management Team.** The respondents evaluated it as “Very High” as manifested by its mean rating of 4.24 and item on “receptiveness of the team to the immediate needs and expectations,” although assessed as “Very Good” got the lowest mean.

### **3.2.2 Training Input: Knowledge and Understanding on BEC Contents**

It has an overall evaluation of “High” level with a mean rating of 4.11. The following are the results in the sub-items:

**Benefits, Goals and Features.** The evaluation is “High” with a mean rating of 4.05. Item 4 “It compensates the additional costs that will be incurred by both the government and families as the lowest at 3.95.

**Standards and Competencies.** The teachers evaluated it as “High” with a mean rating of 4.10 and the item on “the learning is provided with a common reference tool for national assessment” as the lowest with a mean rating of 3.96. Meanwhile on the 21<sup>st</sup> century skills, it is evaluated at a “High” level with a mean rating of 4.04. Two items were evaluated the lowest, item on “learning and Innovation skills” and item on “effective communication skills.”

**Pedagogical Approaches.** The evaluation is “High” level at 4.12 and items on approaches “Inquiry-based” and “Reflective” both got a mean rating of 4.06.

The teachers evaluated their knowledge and understanding towards this as “High” level with a mean rating of 4.23 and item on “Compassionate” as the lowest at 4.22.

**Assessment of Learning Outcomes.** It is evaluated as “High” level with a mean rating of 4.11. The

item “It is balanced which is comprehensive and involves multifaceted analysis of performance” as the lowest with a rating of 4.05.

### **3.3.3 Training Input: Satisfaction of the Participants Learning**

The respondents gave an overall level of “High” as supported by its mean rating of 4.02. Item on “unpacked effectively the competencies formed from the standards set by the department” got the lowest level as supported by the mean rating of 3.95.

## **3.3 Performance of the Teachers**

The overall performance of the teachers is “Outstanding” with an overall average rating of 4.23.

The administrators evaluation although still “Outstanding” (4.22) is slightly lower (4.24) from the teachers’ rating.

The teachers’ performance on core behavioural competencies is observed by the administrators “Most of the Time” with a mean rating of 4.18 and their performance on core skills is described “Always” with a mean rating of 4.26.

The teachers’ evaluation of their performance on core behaviour is “Most of the Time” with a mean rating of 4.17 and on core skills “Always” as supported by the mean rating of 4.30.

## **3.4 Influence of the Personal and Professional Factors on the Performance of the Teacher-trainees**

There is no significant influence on the overall performance of the teachers by their own the personal and professional factors and that of their administrators.

## **3.5 Influence of the Input Factors of the K to 12 Training on the Performance of the Teacher-trainees**

The result reveals that there is a significant influence the input factors, namely the training

program delivery, knowledge and understanding on the BEC contents and satisfaction of participants learning on the performance of the teacher-trainees.

### **3.6 Achievement Level of the Students in the Core Learning Areas**

The overall achievement level of the Grade 9 in the seven (7) core learning areas is “Approaching Proficiency” level.

Mathematics got an overall achievement level of 81, followed by English and Science with 82 and all other learning core areas with 83.

### **3.7 Significant Differences Between and Among the Subject Performances of the Students**

There is a significant difference of performances of the students in Grade 9 in the different core learning areas.

Filipino and Mathematics are significantly different with each other. Mathematics has a lower performance compared to Araling Panlipunan, MAPEH and EsP. English has a lower performance than EsP.

### **3.8 Influence of the Performance of the Teacher-Respondents on the Achievement level of the Students**

There is no significant influence of the performance of teacher-respondents as related to the achievement of the Grade 9 students.

### **3.9 Personal Comments and Suggestions Related to the Conduct of the K to 12 Training in the University of Northern Philippines**

The following are general comments and suggestions:

#### ***3.9.1 On UNP as a Training Venue.***

It is conducive and convenient venue with proper ventilation. Likewise, it is also accessible. The space and the location for activities and

practicum seen as primary concerns for improvement.

#### ***3.9.2 On Trainers' Performance.***

They described them as knowledgeable and have mastery of the topic assigned, intelligent, effective and efficient, friendly. The sentiments over them on little confidence and incompetence in the specific fields are noted.

#### ***3.9.3 On Services to be Well Maintained.***

Food and snacks services are emphasized however they reiterated that there should be more variations on the combinations of them. They accentuated the maintenance of security and safety especially at night.

#### ***3.9.4 On Services that Need Improvement.***

The restrooms need to be improved in terms of cleanliness and water supplies lodging and food should also be looked into.

#### ***3.9.5 On Contents Best/Clearly Discussed.***

Subject contents and competencies, features of the program were best discussed that helped them understand the nature of the program. Walkthrough part was also appreciated.

#### ***3.9.6 On Ways that Help in Effective and Efficient Implementation of the Program.***

Understanding the benefits, goals and objectives of the program, innovative approaches and strategies with emphasis on the use of ICT, the qualities of the teacher particularly on the character, and the attendance to this training helped them become facilitators of learning.

## **4. Conclusions**

Based on the findings, the following conclusions are drawn:

1. After careful analysis of the data, the profile of the respondents based on personal and professional factors, majority of the administrators belong to an almost a middle age group, females,

married, with Master Degree units, with a teaching experience between 21-25 years, with principal position, almost all the exposed to instructional multimedia technology, involved in the co-curricular and community activities, have conducted to Kto12 related supervision and have facilitated other Kto12 trainings.

On the personal and professional factors of the teacher-trainees, most of them belong to middle age group, females, married, with Master Degree units, with a teaching experience of 5 years and below, English majors, with Teacher 3 positions, with exposure to instructional multimedia technology, and involved in the co-curricular and community activities.

2. The evaluation of the respondents on the K to12 training conducted at UNP is generally a “High” level. All the training inputs, a. training program delivery and its sub-parts namely, a) attainment of goals/objectives, b) program planning, management and preparation, c) conveyance of the learning contents, d) trainers’ performance, e) provision of supplies and materials, f) suitability of the training venue, laboratories and facilities, and g) program management team, have a “High” level of evaluation.

The second training input, knowledge and understanding of BEC contents and the third, satisfaction of participants learning have also a “High” level.

3. The performance of the teachers as evaluated by themselves and their administrators both yielded a result of “Outstanding.” The two criteria – core behaviour “Most of the Time” and core skills are exemplified “Always.”

4. There is no significant influence on the performance of the teachers as influenced by their personal and professional factors.

5. There is a significant influence of all the training input factors of the Kto12 training program on the performance of the teachers.

6. The overall achievement level of the Grade 9 students in the seven (7) core learning

areas is “Approaching Proficiency.” Moreover, Mathematics got an overall achievement level of 81, followed by English and Science, 82 and all other learning core areas, 83.

7. There is a significant difference of performances of the students in Grade 9 in the different core learning areas. Filipino and Mathematics are significantly different with each other, students in their Mathematics has a lower performance compared to Araling Panlipunan, MAPEH and EsP. Their performance in English is lower than EsP.

8. There is no significant influence of the performance of teacher-trainees as related to the achievement of the Grade 9 students.

9. Personal Comments and Suggestions Related to the conduct of the K to 12 Training in the University of Northern Philippines

*On UNP as a Training Venue* is conducive and convenient venue with proper ventilation and it is accessible. Space and location for activities and practicum are concerns for improvement.

*On Trainers’ Performance.* They described them as knowledgeable, with mastery on the topic assigned, intelligent, effective and efficient, friendly. Little confidence and incompetence in specific fields among trainers is observed.

*On Services to be Well-Maintained.* Service on food and snacks is stressed as well as the maintenance of security and safety.

*On Services that Need Improvement.* The restrooms, lodging and food need improvement.

*On Contents Best/Clearly Discussed.* Subject contents and competencies, features of the program were best discussed.

*On Ways that Help in Effective and Efficient Implementation of the Program.* Understanding the benefits, goals and objectives of the program, innovative approaches and strategies with emphasis on the use of ICT, the qualities of the teacher particularly on the character, and the attendance to this training helped them become facilitators of learning.



## 5. Recommendations

In the light of the findings and conclusions of this study, the following recommendations are hereby forwarded:

1. The University of Northern Philippines as training center, particularly those related to Kto12 and other education endeavours should maintain its high service delivery evaluation. However, it may work harder to attain excellent delivery. Likewise, periodic evaluation using qualitative evaluations like the focused-group discussion interviews and observations conducted other than the host or organizer is encouraged to find out more objective assessments. These should be bases for most improved and very highly satisfactory-laden trainings.

2. While the level of evaluation on the training conducted is high, there is still a need to focus on services of concern mentioned like food, security, restrooms. Reports should be articulated to offices concerned and comments for improvement to be taken constructively.

3. While expert services is evaluated “Very Good,” trainers should try to attain excellence along delivery and mastery.

4. The university and other interested parties may conduct similar researches pertaining to but not limited to trainings. Kto12 related topics should be considered especially along performances of teachers, students, school, curricular program, modes of delivery, development of instructional materials, development of program designs, to name a few.

5. The university, through the extension services office or other interested parties, may initiate activities that will enhance the training conducted; or extend research outputs relative to but not limited to training and the Kto12.

6. Due to the scarcity still and limited instructional materials and readings, the university may encourage faculty to come out with scholarly materials particularly in the subject contents. Moreover, the expertise of the trainers who were called for may lead a core group in the development. Materials may be extended to partner schools and groups in dire need which to a great extent is a possibility to improve the delivery of instruction. They should be additional materials to improve performances.

7. The Kto12 training should be extended to the all faculty members in the university, with special mention to the general education mentors, for knowledge, understanding and acceptance of the new basic education curriculum. Likewise, it will also guide and prepare them as possible senior high teachers, if services will be called for.

8. The university should continue to be a partner of the Department of Education implement curricular reforms to address, as a team, issues and concerns pertaining education; share best practices and to keep abreast with current trends, and innovations.

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