FILLING GAPS AND SURVIVING FROM BIRTHPAINS BROUGHT BY SUDDEN SHIFT OF PHILIPPINE EDUCATION SYSTEM

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On the year 2013, K to 12 Program was implemented in the Philippines under the administration of former President Benigno “Ninoy” Aquino III, wherein the educational system of the country shifted and several major adjustments were needed to comply with the demands of the sudden shift. On the beginning years of its implementation, the government, Department of Education, most especially the schools encountered different problems from learning resources to its human resources. These challenge them to fill the gaps and manage to still provide quality education for all despite the downsides.

According to Mariel Uyquiengco (2018), the longer educational cycle of the K to 12 curriculum is seen as critical in giving Filipino students a higher quality of education. Further, the K to 12 curriculum is designed to enable graduates to join the workforce right after high school and suitably prepare those who want to go on to higher education. Even though there are possible setbacks, the government still pushed through the K to 12 Program because they believe that this could make the products of K to 12 to be globally competitive.

One of the challenges encountered is the insufficient learning materials for both students and teachers. There are many teachers who share their materials with their co-teachers because that particular number of resources are all that the government can give. Also, this can be a burden to students because while the government is aiming to make the education accessible for all, the students suffer from getting the information they need in their subjects due to lack of learning resources provided in public schools.
In order to cope with this problem, the teachers need to be resourceful to assure that the knowledge and information are still given to the students and this can be possibly achieved through giving handouts, preparing presentation wherein students can copy the important information regarding their lessons and using technology to disseminate copies of the lesson, for instance, uploading files in Facebook page of the class so that the students do not have to write or spend money for photocopies of their lessons.

Further, we all know that many public schools do not have facilities intended for students’ learning such as different laboratories wherein they can get direct experience and involvement to their lessons in different subjects. Sadly, there are school which library does not have enough books that students can use in their study and some are not conducive for learning. Although we know that it is not that easy to construct facilities right away because those require enough budget, teachers should still make it possible for their students to learn through alternative way of learning without the need of those facilities.

Teachers can use instructional materials that are suitable with the topics being discussed. They may use realia, model, pictures, videos and other materials that can give them clear understanding of the lessons because it would be harder for them to comprehend what is being discussed if teachers are giving them abstract concepts by just merely speaking in front of them. Also, thinking of appropriate and effective strategies in teaching could be a great help because direct involvement to the lesson and discussion enables students to understand the lessons better.

Since we cannot go back the hands of time to take back what has been done, all we have to do is to adjust while the government and DepEd are trying to resolve the conflicts brought by the changes in educational system in the Philippines. After all, we should not blame one another but rather help each other to recover from the setbacks because in the end, all of us are aiming for the compromising educational system that
will cultivate young minds who will soon to revive our country from its regressing state.

References: