

Perspective of Teachers on the Relevance of K to 12 Curriculum to the Career Readiness of its Graduate

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Abstract— This study delved into the perspectives of teachers regarding the career readiness of K to 12 graduates at Cebu Roosevelt Memorial Colleges Inc., Cebu, Philippines, during the school year 2021 – 2022. Employing a descriptive-correlational research method and a modified questionnaire, the research explored teacher profiles, their views on curriculum aspects, and career readiness indicators. Findings revealed a predominant female respondent majority, mostly holding masteral units with up to 5 years of teaching experience. Notably, no significant correlation was identified between respondents' profiles and their views on K to 12 curriculum aspects. However, a noteworthy correlation emerged between respondents' educational attainment and their perspective on career readiness indicators, specifically professional knowledge, expertise, and experience. The study underscored the significance of aligning curriculum aspects with effective professional skills and career advancement opportunities. Teachers perceived a strong link between the K to 12 curriculum and graduates' career readiness, prompting administrators to focus on employment rates and foster competence in graduates through tailored teaching approaches. These findings provide a foundation for future research on curriculum aspects and K to 12 graduate career readiness.

Keywords— Career readiness, employment, K to 12 curriculum, twenty-first century skills

I. INTRODUCTION

The Department of Education (DepEd) initiated the Basic Education Program, also known as Republic Act No. 10533, extending secondary education from Kindergarten to Grade 12. This reform aimed to offer graduates three pathways: employment after graduation, further education, or entrepreneurship. However, challenges in revamping the curriculum, deploying and training instructors, ensuring program sustainability, and meeting infrastructural requirements emerged during implementation. The significance of the relationship between education and the economy is emphasized by the government and key players (BIS, 2016). The quality of a nation's educational system is deemed crucial for its strength, as believed by the Philippine government. The emphasis is not merely on obtaining a degree but on higher education's role in enhancing employment prospects (Rospigliosi, 2014).

In January 2019, the Philippines experienced a 5.2% unemployment rate, with 43.7% of jobless individuals in the 15 to 24 age group and 30.6% in the 25 to 34 age group. Notably, 20.9% of the unemployed were college graduates, emphasizing the importance of career prospects when

choosing educational institutions (Ismail & Mohammed, 2015). Career readiness competency was deemed essential in the twenty-first century, requiring alignment with industry expectations (Ahmad et al., 2012). Graduates vying for positions in a competitive job market had to possess skills consistent with employment and self-employment requirements. Youth unemployment in the Philippines hampered socioeconomic progress due to a mismatch in job skills and inadequate qualifications. Addressing this, the Department of Education's K to 12 Program introduced senior high school with two additional years, providing students with a competitive edge in developing practical skills post-high school. Work immersion, a key component, exposed students to real-world work environments, enhancing their technical expertise and preparing them for future careers (Curaraton, 2013). Work immersion in the Senior High School curriculum was integral to learners' job preparation. It provided insights into students' career readiness and helped assess their development of necessary life skills. The Senior High School program addressed youth unemployment by offering authentic work experiences and relevant skills, preparing students for various career paths (Acut, 2013).

The issue of graduate unemployment could not be ignored globally (Misra & Khurana, 2017). Graduate tracer studies (GTS) were crucial for Higher Education Institutions (HEIs) to adapt to evolving societal expectations and continually enhance curriculum offerings (Caizares, 2015). Despite a country's development level, youth unemployment remained a pressing concern, urging policymakers to ensure diverse job opportunities. Skills, credentials, and personality attributes significantly influenced career readiness and contributed to economic progress (International Labor Organization, 2012).

The rapidly evolving workspace necessitated a shift in the mindset of students. Career readiness was then about proactivity and versatility in recognizing employment opportunities beyond discipline-related knowledge (Bates, 2017). This change underscored the need for individuals to align their career goals with personal convictions, vocational aspirations, and societal philosophies. Career readiness, encompassing skills, understandings, and personal attributes, prepared graduates for employment success. The K to 12 curriculum, responding to challenges and complexities, aimed to develop individuals who were lifelong learners and equipped for various endeavors in the workforce. Employers

sought candidates with both technical skills and career readiness skills, highlighting the importance of adaptability and a growth mindset (Brewer, 2013).

Teachers play a vital role in shaping successful learning, providing rich insights that inform policy decisions and curriculum modifications (Rixon, 2019). With the academic year 2021-2022 marking the first batch of K to 12 graduates, this study aimed to gather the evaluative perspectives of 49 higher education teachers on the relevance of the K to 12 Curriculum to the career readiness of its graduates. The research questions delved into the profile of respondents, perspectives on K to 12 curriculum aspects, and career readiness indicators.

The findings highlighted the importance of recognizing these aspects for administrators to enhance teaching methods, ensuring the production of competent, adaptable graduates. The majority of respondents were female with college degrees and teaching experience of 5 years or less. While no significant relationship was found between gender and perspectives on curriculum and career readiness, educational attainment showed significance in career indicators. Notably, a significant relationship was found between the research-based curriculum and effective professional skills in career readiness.

II. METHODOLOGY

This study employed a descriptive-correlational research method using adapted questionnaires to investigate the relationships among respondents' profiles, curriculum aspects, and career readiness indicators.

Table 1
Profile of the Respondents

Profile	f	Per
Gender		
Male	18	36.7
Female	31	63.3
Educational Attainment		
College Degree	17	34.7
With Master's Degree units	26	53.1
Master's Degree	5	10.2
With Doctorate Degree units	0	0.0
Doctorate Degree	1	2.0
Number of Years in Teaching		
1 - 5 years	31	63.3
6 - 10 years	10	20.4
11 - 15 years	4	8.2
above 15 years	4	8.2

The research was conducted at Cebu Roosevelt Memorial Colleges from February to June 2022, involving 49 higher education teachers. The questionnaire, titled "Perspective of Teachers on the Relevance of K to 12 Curriculum to the Career Readiness of its Graduates," consisted of three parts, gathering data on respondents' profiles, perspectives on K to 12 curriculum aspects, and career readiness of graduates. The data gathering procedure involved obtaining permission, sending letters to department heads and respondents, and ensuring confidentiality during questionnaire distribution. Statistical tools such as Frequency Count, Percent, Weighted Mean, Ranking, and Chi-Square test were employed for data

analysis to examine relationships between profiles, curriculum aspects, and career readiness indicators of the respondents. Table 1 displays the distribution of respondents according to gender, educational attainment, and number of years in teaching.

III. RESULTS AND DISCUSSION

Table 2
Relationship between the Profile of the Respondents and their Perspective on the K to 12 Curriculum Aspects

Variable	P-value	Decision	Interpretation
Gender in relation to:			
research-based	0.087	Failed to Reject Ho	Not Significant
Informational	0.186	Failed to Reject Ho	Not Significant
employment-ready	0.642	Failed to Reject Ho	Not Significant
community-ready	0.129	Failed to Reject Ho	Not Significant
Spiralled	0.129	Failed to Reject Ho	Not Significant
Educational Attainment in relation to:			
research-based	0.703	Failed to Reject Ho	Not Significant
Informational	0.623	Failed to Reject Ho	Not Significant
employment-ready	0.726	Failed to Reject Ho	Not Significant
community-ready	0.857	Failed to Reject Ho	Not Significant
Spiralled	0.843	Failed to Reject Ho	Not Significant
Number of Years in Teaching in relation to:			
research-based	0.875	Failed to Reject Ho	Not Significant
Informational	0.92	Failed to Reject Ho	Not Significant
employment-ready	0.838	Failed to Reject Ho	Not Significant
community-ready	0.487	Failed to Reject Ho	Not Significant
Spiralled	0.799	Failed to Reject Ho	Not Significant

Table 2 showed the relationship of the profile of the respondents and their perspective on the K to 12 curriculum aspects. The table revealed that the respondents' gender, educational attainment and number of years in teaching have no significant relationship to their perspective on the K to 12 curriculum aspects in terms of research-based, informational, employment-ready, community-ready, and spiralled. This implied that gender, educational attainment and number of years in teaching are unlikely tied up to the perspective of the respondents on the K to 12 curriculum aspects.

The findings from Table 2 indicate that the respondents' gender, educational attainment, and number of years in teaching showed no significant relationship with their perspective on various K to 12 curriculum aspects. This suggests that these demographic factors are not strong determinants of teachers' viewpoints on aspects like research-based, informational, employment-ready, community-ready, and spiralled curriculum features. This aligns with previous

research emphasizing the multifaceted nature of educators' perspectives (Marquez, 2017). Additionally, the absence of significant associations implies that the K to 12 curriculums' perceived relevance may be relatively consistent across diverse teacher profiles, emphasizing a certain level of uniformity in their perceptions (Sahin, 2013).

Table 3
Relationship between the Profile of the Respondents and Their Perspective on Career Readiness of K to 12 Graduates

Variable	P-value	Decision	Interpretation	Strength
Gender in relation to:				
professional knowledge	0.595	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.523	Failed to Reject Ho	Not Significant	
effective professional skills	0.852	Failed to Reject Ho	Not Significant	
expertise and experience	0.887	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.806	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.344	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.396	Failed to Reject Ho	Not Significant	
Educational Attainment in relation to:				
professional knowledge	0.001	Reject Ho	Significant	0.202
professional development and lifelong learning	0.801	Failed to Reject Ho	Not Significant	
effective professional skills	0.945	Failed to Reject Ho	Not Significant	
expertise and experience	0.026	Reject Ho	Significant	0.142
professional and personal ethical standards and values	0.954	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.996	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.671	Failed to Reject Ho	Not Significant	
Number of Years in Teaching in relation to:				
professional knowledge	0.364	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.549	Failed to Reject Ho	Not Significant	
effective professional skills	0.954	Failed to Reject Ho	Not Significant	
expertise and experience	0.39	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.392	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.682	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.799	Failed to Reject Ho	Not Significant	

Table 3 showed the relationship of the profile of the respondents and their perspective on career readiness of K to 12 graduates. It revealed that the respondents' gender had no significant relationship to their perspective on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learners, effective professional skills, expertise and experience, professional and personal ethical standards and values, adaptive to the demands of society and career advancement opportunities. Meanwhile, a significant relationship was found between the respondents'

educational attainment and their perspective on career readiness of K to 12 graduates in terms of professional knowledge with the strength of 0.202.

Further, there was a significant relationship between the respondents' educational attainment and their perspective on career readiness of K to 12 graduates in terms of expertise and experience with the strength of 0.142. Table 3 revealed that the respondents' educational attainment had no significant relationship to their perspective on career readiness of K to 12 graduates in terms of professional development and lifelong learning, effective professional skills, professional and personal ethical standards and values, adaptive to the demands of society and career advancement opportunities. As for respondents' profile in terms of educational attainment and their perspective on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learning, effective professional skills, expertise and experience, professional and personal ethical standards and values, adaptive to the demands of society and career advancement opportunities., there was no significant relationship found.

The lack of a significant relationship between gender and various career readiness indicators aligns with studies highlighting the evolving inclusivity and gender-neutral nature of modern career expectations (Özkan-Elgün, 2021). However, the identified relationship between educational attainment and professional knowledge underscores the potential influence of academic qualifications on specific aspects of career readiness. This finding resonates with studies emphasizing the correlation between higher education levels and specialized knowledge domains (Papong, 2014). Educational institutions may find value in tailoring career readiness programs to address specific knowledge gaps linked to varying educational backgrounds.

Table 4 showed the relationship between the respondents' perspective on K to 12 curriculum aspects and career readiness of K to 12 graduates. It revealed that the respondents' perspective on the K to 12 curriculum aspects in terms of research-based had no significant relationship to their perspective on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learners, expertise and experience, professional and personal ethical standards and values, adaptive to the demands of society and career advancement opportunities. Meanwhile, a significant relationship was found between the respondents' perspective on the K to 12 curriculum aspects in terms research-based and their perspective on career readiness of K to 12 graduates in terms of effective professional skills with the strength of 0.581. Further, there was no significant relationship between the respondents' perspective on the K to 12 curriculum aspects in terms of informational and their perspective on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learners, effective professional skills, expertise and experience, professional and personal ethical standards and values, adaptive to the demands of society and career advancement opportunities.

Table 4

Relationship Between the Respondents' Perspective on the K to 12 Curriculum Aspects and Career Readiness of K to 12 graduates

Variable	P-value	Decision on Ho $\alpha = 0.05$	Interpretation	Strength
Research-based in relation to:				
professional knowledge	0.414	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.345	Failed to Reject Ho	Not Significant	
effective professional skills	0.011	Reject Ho	Significant	0.581
expertise and experience	0.059	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.707	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.578	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.451	Failed to Reject Ho	Not Significant	
Informational in relation to:				
professional knowledge	0.367	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.409	Failed to Reject Ho	Not Significant	
effective professional skills	0.052	Failed to Reject Ho	Not Significant	
expertise and experience	0.623	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.15	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.176	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.878	Failed to Reject Ho	Not Significant	
Employment-ready in relation to:				
professional knowledge	0.102	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.138	Failed to Reject Ho	Not Significant	
effective professional skills	0.194	Failed to Reject Ho	Not Significant	
expertise and experience	0.218	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.468	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.103	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.002	Reject Ho	Significant	0.701
Community-ready in relation to:				
professional knowledge	0.306	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.077	Failed to Reject Ho	Not Significant	
effective professional skills	0.042	Reject Ho	Significant	0.718
expertise and experience	0.267	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.21	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.123	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.034	Reject Ho	Significant	0.668
Spiralled in relation to:				
professional knowledge	0.077	Failed to Reject Ho	Not Significant	
professional development and lifelong learning	0.24	Failed to Reject Ho	Not Significant	
effective professional skills	0.414	Failed to Reject Ho	Not Significant	
expertise and experience	0.422	Failed to Reject Ho	Not Significant	
professional and personal ethical standards and values	0.095	Failed to Reject Ho	Not Significant	
adaptive to the demands of society	0.058	Failed to Reject Ho	Not Significant	
career advancement opportunities	0.079	Failed to Reject Ho	Not Significant	

Moreover, Table 4 revealed that the respondents' perspective on the K to 12 curriculum aspects in terms of employment-ready had no significant relationship to their perspective on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learners, effective professional skills, expertise and experience, professional and personal ethical standards and values, and adaptive to the demands of society. Meanwhile, there was a significant relationship between the respondents' perspective on the K to 12 curriculum aspects in terms of employment-ready to their perspective on career readiness of K to 12 graduates in terms of career advancement opportunities with the strength of 0.701. As for respondents' perspective on K to 12 curriculum aspects in terms of community-ready and their perspective on career readiness of

K to 12 graduates in terms of professional knowledge, professional development and lifelong learning, expertise and experience, professional and personal ethical standards and values and adaptive to the demands of society had no significant relationship found. However, there was a significant relationship in terms of effective professional skills and career advancement opportunities with the strengths of 0.718 and 0.668 respectively.

In addition, there was no significant relationship between the respondents' perspective on K to 12 curriculum aspects in terms of spiralled to their perspective on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learning, effective professional skills, expertise and experience, professional and personal ethical standards and values, adaptive to the demands

of society and career advancement opportunities. This implied that respondents' perspective on K to 12 curriculum aspects in terms of spiralled are unlikely tied up to the perspective of the respondents on career readiness of K to 12 graduates in terms of professional knowledge, professional development and lifelong learning, effective professional skills, expertise and experience, professional and personal ethical standards and values, adaptive to the demands of society and career advancement opportunities.

The significant relationship between respondents' perspective on employment-ready curriculum aspects and career advancement opportunities indicates a practical connection between the perceived preparedness of graduates and their prospects for career progression. This finding supports previous research emphasizing the importance of practical skills in enhancing career mobility (Perlin, 2022). Institutions aiming to boost students' career advancement prospects may consider refining curriculum aspects related to employment readiness. Moreover, the non-significant relationship between spiralled curriculum aspects and career readiness implies that the sequential nature of certain curriculum elements may not necessarily contribute significantly to graduates' overall career preparedness, aligning with studies emphasizing the importance of integrated, holistic approaches to education (Rao, 2014).

This study revealed that teachers' gender, educational background, and teaching experience lacked substantial correlation with their perspectives on K to 12 curriculum facets, indicating uniformity in educators' perceptions across demographics. This aligned with literature emphasizing the complex nature of educators' viewpoints (Marquez, 2017). The absence of significant relationships suggested a consistent perceived relevance of the K to 12 curriculum, emphasizing coherence in teachers' perceptions (Sahin, 2013). On the other hand, the non-significant connection between gender and career readiness indicators aligned with studies emphasizing inclusivity and gender-neutrality in modern career expectations (Özkan-Elgün, 2021). Yet, the relationship between educational attainment and professional knowledge underscored the potential influence of academic qualifications on career readiness, resonating with studies highlighting correlations between higher education levels and specialized knowledge (Papong, 2014). This emphasized the need for institutions to tailor career readiness programs to address knowledge gaps tied to varying educational backgrounds. Additionally, the significant relationship between respondents' perspective on employment-ready curriculum aspects and career advancement opportunities suggested a practical link between perceived graduate preparedness and career progression, supporting research on the importance of practical skills for career mobility (Perlin, 2022). The non-significant relationship between spiralled curriculum aspects and career readiness implied that sequential curriculum elements may not significantly contribute to overall career preparedness, aligning with studies emphasizing integrated, holistic education approaches (Rao, 2014). These findings highlighted the intricate interplay between demographic factors, curriculum perceptions, and career readiness, urging

tailored strategies for enhancing curriculum design and career preparation programs.

IV. CONCLUSION

Career readiness of the graduates is determining by the relevance of curriculum as well as the teaching approaches and strategies applied throughout the learning process. It is well established that content and application of learning prepares the student for employment. This aspired administrator to pay attention to the performance of the school in terms of employment rate of the graduates. Furthermore, assessing the perspective of teachers on the career readiness of the graduates also contributes to the modification of teaching approaches and strategies to produce graduates with competence and equipped twenty-first century skills for employment.

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