



ABSTRACT

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RESEARCH TITLE : Problems and Challenges in the K to 12 Curriculum Implementation and Its Relationship to Pupils' Reading Comprehension Level: Towards an Intervention Activity

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This study attempted to find out the problems and challenges encountered in the K to 12 curriculum implementation in Grades 2 and 3 and its relationship to pupils' reading comprehension level: towards an intervention activity during the school year 2012-2015.

Specifically, it sought answers to the following questions:

1. What is the profile of respondents in terms of the following variables?
 - a. School Assigned
 - b. Current Position
2. What is the level of problems of the school administrators and the



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teacher respondents in the K to12 curriculum implementation in terms of the following factors?

- a. Teacher
 - b. Pupil
 - c. Environmental
 - d. Socio-economic
3. What is the level of the challenges encountered in the implementation of the K to12 curriculum in terms of the following aspects?
- a. Instructional materials
 - b. Resource Materials and Facilities
4. What is the reading comprehension level of Grades 2 and 3 pupils in English based on the PHIL-IRI post test results during the school years 2012 to 2015?
5. Is there any significant relationship between the problems encountered in the K to 12 curriculum implementation and the pupils' reading comprehension level?
6. Is there any significant relationship between the challenges encountered in the K to 12 curriculum implementation and the pupils' reading comprehension level?
7. What appropriate intervention activities could be proposed to further enhance the reading comprehension level of Grades 2 and 3 pupils and solve the problems and challenges encountered by the teachers in the K to 12 curriculum implementation?



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This study used the descriptive method of research with the questionnaire and Phil-IRI as the main instruments to gather the data. The respondents were the 98 public school administrators and 175 teachers from the four selected schools in District II, Division of City Schools in Marikina. The statistical tools used to treat the data were **frequency, percentage, weighted mean** and **Pearson *r***.

The salient findings of the study are as follows:

1. In terms of the school where they were assigned, 33.7 percent of the respondents came from H. Bautista Elementary School, 9.9 percent were from St. Mary Elementary School, 30.4 percent from Concepcion Integrated School, and 26 percent were from SSS Village Elementary School. They constituted the total of 273 administrators and teacher respondents. In terms of the current position, 35.9 percent of the respondents were administrators and 64.1 percent were classroom teachers.

2. The administrator and teacher respondents “Moderately Agree” on the level of problems encountered by them on the K to 12 curriculum implementation in terms of teacher, pupil, environmental, and socio-economic factors as reflected by the average weighted means of 3.75 and 3.93, respectively.

3. The administrator and teacher respondents “Moderately Agree” on the level of challenges encountered by them on the K to 12 curriculum implementation in terms of Instructional materials, resource materials, and facilities as evidenced by the average weighted means of 3.64 and 3.79, respectively.



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4. Based on the Phil-IRI post test results in English conducted from school years 2012 to 2015, the reading comprehension level of Grades 2 and 3 pupils from the four elementary schools in oral and silent reading skills is at the independent level.

5. There is a weak relationship between the problems encountered by the administrators and teacher respondents on the K to 12 curriculum implementation in terms of teacher, pupil, environmental and socio-economic factors and the Grade 2 pupils' reading comprehension level and there was no significant relationship between the problems encountered by the respondents in the K to 12 curriculum implementation and the reading comprehension level of the grade 3 pupils.

6. The challenges encountered by the administrators and the teacher respondents in the K to 12 curriculum implementation have weak relationship with the Grade 2 pupils' reading comprehension level in English; however, the challenges encountered by both respondents on K to 12 curriculum implementation have no significant relationship with the Grade 3 pupils' reading comprehension level in English.

7. A proposed intervention activity was developed based on the results of the study to further enhance the reading comprehension level of the pupils and to solve the problems and challenges encountered by the administrator and teacher respondents.



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