



## A Comparative Study of the Attitudes between the Students and Teachers of Two Public Elementary Schools in Northern Mindanao toward the K to 12 Curriculum Shift

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**Abstract:** The Philippines being the only country in Asia with a 10-year basic education cycle has recently shifted to a 12-year cycle just this June of 2012. This curriculum shift is called the K-12 educational policy. This study was thus conceived to determine the attitudes of the major stakeholders of the two rural public elementary schools from Northern Mindanao, Philippines toward this very novel curriculum. Moreover, this seeks to answer the following questions:

1. What is the attitude of the students of Karaos Elementary School and Rufino Santos Sr. Elementary School towards the implementation of the K to 12 program?
2. What is the attitude of the teachers of the two schools to the implementation of the said program?
3. What is the overall attitude of the respondents to the implementation of the program?

To answer the above questions, the researchers used survey method as well as personal interviews. The responses were consolidated, tallied and were analysed.

Results obtained revealed that majority of the respondents are positive towards the implementation of the program for they believed that the added years will provide them ample knowledge and skills and enable them to become globally-competitive graduates.

Further, it was recommended that: (1) The students should continue to pursue their studies despite the change in the curriculum, (2) orientations about the K - 12 program should be given to the students for them to be motivated to continue their education, (3) Teachers should find ways for professional growth, especially with the current trends in education for them to be effective in their fields and (4) Future researchers should consider looking into the other aspects of the K - 12 curriculum shift such as cognitive preparedness, environmental conditions and others.

**Keywords:** Philippine education system; k-12 curriculum; public elementary schools; comparative study; affective domain