

Parental Awareness of the Philippine K to 12 Curriculum: A Basis for an Intensive Orientation Scheme

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Abstract: This study was conducted to determine the level of awareness of parents on the K to 12 curriculums. The results of the investigation served as the basis for an intensive orientation scheme. This study utilized mean, t-tests for uncorrelated samples, and analysis of variance. The respondents of this study were the 150 parents of the Grade 1 pupils of Talomo District, Division of Davao City, for the School Year 2013-2014 who were chosen through purposive sampling technique. In the absence of standardized instruments, the researcher employed a researcher-made instrument in the form of a checklist with three options. The study revealed that the level of awareness of parents on the K to 12 curriculum is moderate. It is ascertained in this study that there is no significant difference in the level of awareness of parents on the K to 12 curriculums when analyzed by gender, family income, nature of work, and educational attainment. The null hypothesis, which stated that there is no significant difference in the level of awareness of parents on the K to 12 curriculums when analyzed by gender, family income, nature of work, and educational attainment, was accepted. In light of the findings of the study, an orientation scheme for parents on the K to 12 curriculum is proposed. It is recommended that schools continue to communicate to the community the innovations in the educational systems by holding fora in order to make the community aware of the programs, which can help in the implementation of the curriculum. The Department of Education (DepED) shall continue to monitor the orientation mechanism done by the schools on the implementation of the K to 12 curriculums. It is also endorsed to implement the orientation scheme on the K to 12 curriculums designed by the researcher. Further, it is recommended to conduct another study on the level of awareness of stakeholders on the K to 12, like the industries, local government units, and civil societies.

Keywords: Awareness of Parents, K to 12 Curriculum, Orientation Scheme

A. Introduction

The school and family are important factors for student learning and success in school. Both institutions educate and socialize children, and both have missions to accomplish and goals to achieve with respect to the concerns of formal education and learning. It is therefore empirical that the parents should be made aware of the systems in education curriculum, assessment, development, and deployment. The implementation of the K to 12 curriculums during the school year 2012-2013 brought confusion and disagreement among the community and stakeholders of the educational bureaucracy, including the parents. These confusions resulted in actions of some external stakeholders that are not supportive and congruent with the thrust of the new curriculum. Until now, during the second year of the implementation of the curriculum, knowledge on K to 12 is not yet explicitly clear to some stakeholders, especially to some parents. Several reforms in education happened in China. This was done in order to make their public instruction responsive to the needs of growing industries and changing culture. Such reforms were successful, while others remained in their initial stage of implementation. Education experts delved into the analysis of the factors of why there were curricula that were not successful.

One of the factors that was discovered was lack of support from the parents of the children. There was not enough support extended by the parents because they are not oriented on the entire schema of the instructional system (Schuck & Lambert, 2020). In the Philippines, several reforms in the educational system focused on curriculum were undertaken in the last two decades. These reforms were believed to be significant in increasing the literacy standards of the students across the three educational levels (elementary, secondary, and tertiary). Every curriculum exhibited quality output based on various philosophies that framed the educational content and standards the students need to learn and acquire at a particular level (Lennert da Silva & Mølstad, 2020; Pradhan, 2021). The researcher, as a grade one teacher in a public elementary school in the Division of Davao City, is motivated to do a study on the awareness of parents on the new curriculum, the K to 12, in order to develop and design an orientation mechanism for parents. With this, the parents will become fully aware of the framework of K to 12; thus, excellent partnership and collaboration between the school and the parents are expected. The product of this study would provide the Department of Education (DepEd) a concrete idea concerning the level of orientation of parents on the K to 12. The orientation mechanism that will be developed as an output of this investigation can be implemented in the district where the researcher is teaching and in the entire division of Davao City.

Several sources of knowledge were perused in order to gather relevant related literature and studies. This portion presents the related literature and studies that are very vital in enriching the contents of the research and in the construction of the research instrument.

The presentation of the related literature is arranged based on the identified indicators of the variable. Curriculum refers to a defined and prescribed course of studies, which students must finish in order to pass a certain level in the educational ladder (Barrot, 2023; Ocampo & Buenviaje, 2024). An elementary school must highlight the content of the curriculum, or its entire sum of lessons and teachings, and design an effective scheme of participation and involvement to improve students' learning or help them learn basic skills for learning. On the other domain, curriculum can refer to all the subjects that will be taught during a particular grade level or ladder. It may also refer to curriculum in exactly the same way as the elementary school and use curriculum to mean both individual courses needed to pass and the overall offering of courses, which help prepare a student for life after high school.

Parents play an important role in the education of their children. Their involvement and encouragement can help a child excel in various aspects of teaching and learning intellectual, social, emotional, and physical. The Philippine educational system encourages parents to take an active role in the education of their children and provide resources to support their involvement (Garcia et al., 2025; Miguel et al., 2021). Parczewska (2021) further narrated that parents have the right and a responsibility to make decisions respecting the learning atmosphere and situations of their children in schools. Parents should be aware that their support on the curriculum implementation is indeed very significant in order to attain the goals of the existing curricula (Machado & Davim, 2023; Martínez Rodríguez & Fontal Merillas, 2020). They should be involved in the education of their children, especially in receiving instruction that includes subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation, community service, social reforms, and innovations in the field of technology and mass media. When parents are made of such, they surely provide support to their children and to the school.

According to Mann & Gilmore (2023), parents as teachers must be made aware of the content and expected output of the curriculum and training. Partnership between parents and school develops a high level of support and success with respect to the goals of the foundational curriculum. When parents are aware of the technicalities of the curriculum, this will result in quality features of outcome and development and lead to parallel development needs of children. Pak et al. (2020) shared his views on the supportive parents towards curriculum implementation. When parents in the community are aware of the contents and goals of the implemented curriculum, they can make interventions on the following grounds and strategies: (1) supporting learners in their development of life skills as they approach adulthood; (2) building family well-being capacity in areas like education and training, employment initiative, and financial management; (3) examining the mutual influences of learners across disciplines; (4) teaching parent-child

interaction using a school-home-based extension of classrooms; and (5) emphasizing the important role of the community as a learning and academic resource.

Parent handouts contain reflective prompts, problem-solving scenarios, and other tools to help teen parents relate to and retain the information. Each professional resource contains suggestions for organizing and conducting effective home visits and group connections. Develop an atmosphere for acceptance of all children; create an environment that respects and builds on student backgrounds, cultures, interests, achievements, and personal strengths. Facilitate the education process so each child is actively engaged in meaningful learning; involve students in challenging activities that develop skills in problem solving, critical thinking, reasoning, and collaboration; assess, evaluate, and report the individual growth of the child; and promote a love of learning in each child. Early childhood education, also known as early childhood learning and early education, refers to the formal teaching of young children by expert people outside the family or in settings outside the home. Early childhood is usually defined as before the age of normal schooling. This program of early learning focuses on children learning through play, based on the research and philosophy of Jean Piaget. This belief is centered on the power of play. It has been thought that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art, and social games. This theory plays on children's natural curiosity and tendencies to make believe, mixing in educational lessons (Bjerknes et al., 2024).

In a study conducted by Hill (2000), in Michigan, 3- and 4-year-old children from low-income families who were randomly assigned to a group that did not receive preschool education were five times more likely to have become chronic lawbreakers by age 27 than those who did receive it. He further explained that the study also found that low-income individuals who were enrolled in a quality preschool program earned, by age 40, \$5,000 per year more than those who were not. Furthermore, the study found that low-income people who were in preschool programs as children are more likely to graduate from high school, own homes, and have longer marriages. The increasing enrollment rate in early childhood education programs by both public and private schools in recent years can be attributed to the implementation of the Early Childhood Care and Development Act (ECCD), or Republic Act No. 8980. This law is considered a landmark in the country's education history, as it provides the national policy that institutionalizes and integrates a comprehensive system of early childhood care and development. It also serves as the blueprint for the country's entire program for children 0 to 6 years old. The policy takes on a holistic approach to bring about optimum development of children through convergence of health, nutrition, psychosocial stimulation, and early education programs and services aimed at giving children good health and nutrition, appropriate early education, love, and protection from harm at home, at the center, and in the school.

As stipulated in the K to 12 Manual, every Filipino child now has access to early childhood education through the universal kindergarten program of the Department of Education (DepED). This statement is anchored on the National Development Goals of the Education for All 2015. When a child reaches the age of five (5), he should start schooling and be given support to adjust to the formal type of education. School children who complete a standard-based kindergarten program are better prepared for primary education. The early years of human beings (0-6 years) are the most critical period. Education for children in the early years lays the foundation for lifelong learning and for the total development of the child. The curriculum should be designed on the basis of the following principles: challenge and enjoyment, breadth, progression, depth, personalization and choice coherence, and relevance. These principles must be taken into account for all children in the educational system. Learner applies to the curriculum both at the school level and in the classroom and in any setting where children and young people are learners (Raguindin, 2020).

These principles will assist teachers and schools in their practice and serve as a basis for continuing review, evaluation, and improvement. They apply to the curriculum at national, education authority, school, and individual levels and must be taken into account for all children and young people. Although all should apply at any one stage, the principles will have different emphasis as a child or young person learns and develops. On the same view, Rahiem (2021) mentioned that children and young people should find their learning challenging, engaging, and motivating. The curriculum should encourage high aspirations and ambitions for all regardless of sexual orientation, ethnicity, aptitude, race, religion, and social demography. He further stressed that learners of all aptitudes and abilities should experience an appropriate level of academic challenge to enable each individual to achieve his or her optimum potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity and intelligence. There should be strong support to enable children and young people to sustain their desires and effort in developing their potentials.

Underscored by Rouncefield-Swales et al. (2021), all children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organized so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate that meets their needs and aptitudes and keep options open so that routes are not closed off too early. Stoll (2020) stressed that there should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigor, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding. He further explained that the curriculum should respond to individual needs and

support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Building Proficiency Through Language. One of the changes in the basic education sector is the introduction of Mother Tongue-Based Multilingual Education (MTB-MLE), specifically in kindergarten and grades 1, 2, and 3, to support the goal of “Every Child a Reader and a Writer” by grade 1. “MTB-MLE” refers to “first-language-first” education, that is, schooling that begins in the mother tongue and transitions to additional languages, particularly Filipino and English. It is meant to address the high functional illiteracy of Filipinos, where language plays a significant factor. Since the child’s own language enables him to express himself easily, then, there is no fear of making mistakes. It encourages active participation by children in the learning process because they understand what is being discussed and what is being asked of them. They can immediately use their mother tongue to construct and explain their world, articulate their thoughts, and add new concepts to what they already know. Currently, there are twelve (12) major languages or lingua franca that shall be the language of instruction. The major languages are (1) Tagalog; (2) Kapampangan; (3) Pangasinense; (4) Iloko; (5) Bikol; (6) Cebuano; (7) Hiligaynon; (8) Waray; (9) Tausug; (10) Maguindanaoan; (11) Maranao; (12) Chavacano. With this challenge posted about MTB-MLE, the DepED plans to institute the MTB-MLE Teacher Development Program through its Center for Professional and Continuing Education (CPCE) with a focus on teaching reading in the mother tongue and the production of reading materials. Local stories, poems, biographies, folktales, legends, jokes, and riddles, as well as the traditional oral literature, will be put into writing that will become part of the teaching-learning repertoire (K to 12 Manual, DepED). Parents, being the first teachers of the children, must be oriented on the significance of the function of language in learning so they as well can help their children at home (Hornby & Lafaele, 2023).

Taken as a whole, children’s and young people’s learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children’s and young people’s learning, including opportunities for extended activities that draw different strands of learning together. Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future (Wallis & Loy, 2021). Niemelä (2021) said that curriculum should include space for learning beyond subject boundaries so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging, and

enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Revisiting a concept or skill from different perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society (Freeth & Caniglia, 2020). They further stressed that effective interdisciplinary learning should possess the following: (1) can take the form of individual one-off projects or longer courses of study; (2) is planned around clear purposes; (3) is based upon experiences and outcomes drawn from different curriculum areas or subjects within them; (4) ensures progression in skills and in knowledge and understanding; and (5) can provide opportunities for mixed-stage learning, which is interest-based. Personal achievement provides school children and young people with a sense of satisfaction and helps to build motivation, resilience, and confidence. It is therefore very significant that the schools, through the curriculum, should form and develop a system that would assist the children in deciding what career to take as they grow old. Aptitude of learners and subject arrangement must be given emphasis in designing curriculum.

Gearing up for the future is the experiences and outcomes that include opportunities for a range of achievements in the classroom and beyond. This is a strategy to offer opportunities for achievement and to provide the support and encouragement that will enable young people to step forward to undertake activities that they find challenging. She added that this is one of the key areas where schools need to work closely with voluntary organizations to help students achieve optimum learning. Gaining early awareness and readiness of learners in schools at various levels helps students successfully graduate from a particular year. The curriculum must therefore be current and support students in the next level of schooling. Curriculum should be congruent with the needs of the working sectors (Moser & McKim, 2021). The K to 12 curriculum areas are logically designed to ensure that learning takes place across a broad range of contexts and offer a way of grouping experiences and outcomes under recognizable headings. The experiences and outcomes described the expectations for children's learning. Collaborative experiences and outcomes across the curriculum areas sum up national aspirations for every person: the knowledge and understanding, skills, capabilities, and attributes are geared toward holistic development.

The K to 12 focuses on the curriculum areas that make its unique contribution to the development of the capacities of the child. Curriculum areas are not structured for timetabling; establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organized and planned for in creative

ways that encourage deep, sustained learning and that meet the needs of their children and young people. Subjects are essential features of the curriculum, particularly in elementary and secondary schools. They provide important and familiar structure for knowledge, offering a context for specialists to inspire, stretch, and motivate. Throughout a young person's learning there will be increasing specialization and greater depth, which will lead to subjects increasingly being the principal means of structuring learning and delivering outcomes. A pronouncement that the experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum. This underscores the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation, and depth of learning.

The literature presented above was reviewed and was found out to be of vital significance in providing a strong frame of reference on the conduct of the study. The indicators of the variables were defined according to how they are used in this study. The literature discussed the significance of the awareness of parents in the implementation of the new curriculum of the Department of Education. It is underscored that parents play an important role in the education of their children. Their involvement and participation will certainly help a child perform better in various aspects of teaching and learning—intellectual, social, emotional, and physical. The Philippine educational system encourages parents to take an active role in the education of their children and provide resources to support their education.

This study is anchored on the legal mandate that government shall foster at all times a spirit of shared purposes and cooperation among the members and elements of the educational community and other sectors of the society, in realization that only in such an atmosphere can the true goals and objectives of education be fulfilled. This legal statement is supported by the statement of the following authorities. Bryan et al. (2020) postulated that school and family partnership is significant to the success of the implementation of any educational programs and reforms. Nsengimana et al. (2025) said that the community as well must help in the implementation of the curriculum. There should be a strong collaboration between the school and the stakeholders.

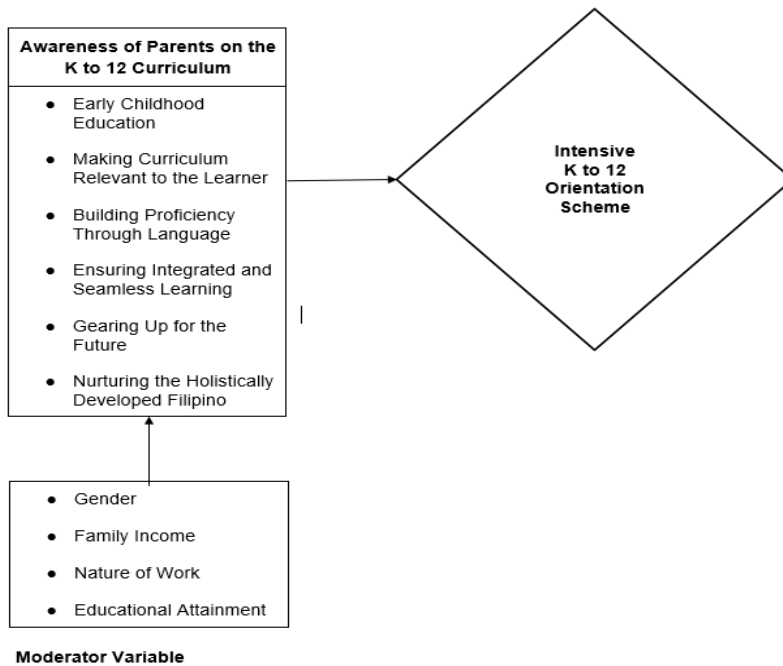


Figure 1. Conceptual Framework of the Study

Panditrao & Panditrao (2020) stressed that parents and teachers should be oriented on the different domains of education – curriculum, assessment, and pedagogy – including the career pathways of the students after finishing the degree or course of study. Davis-Kean et al. (2021) stated that educational support of parents is influenced by their economic status and nature of work. On the other hand, Yaffe (2023) presented his observation that many mothers are seen in school activities rather than male parents. Presented in Figure 1 is the schematic diagram showing the variable of the study. The first box is the independent variable (awareness of parents on the K to 12 curriculum), and the second figure, which is a diamond, represents the orientation scheme that was developed by the researcher based on the major findings of the study.

B. Methods

Discussed in this chapter are the research design, the research participants, the research instrument used, the research procedure and steps followed in the conduct of the study, and the statistical treatment of the data. The researcher made use of the descriptive-survey research design. This model was employed to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation. The methods involved range from the survey, which describes the status quo, and the survey study, which investigates the characteristics of variables,

to developmental studies, which seek to determine changes over time. Descriptive research is also called statistical research. The main goal of this type of research is to describe the data and characteristics of what is being studied. The idea behind this type of research is to study frequencies, averages, and other statistical calculations. Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic. It is quantitative and uses surveys and panels and also the use of probability sampling.

Descriptive research is the exploration of certain existing phenomena. The details of the facts won't be known. The existing phenomena facts are not known to the persons. It is for this purpose that the method is used since the focal point of this single-variable research study is to measure the parent-respondents' awareness of the provisions and philosophy of the K to 12 curriculums. The respondents of this study were the parents of the Grade 1 pupils of Talomo District, Division of Davao City, for the School Year 2013-2014. In this research, there were one hundred fifty (150) respondents chosen using purposive sampling. According to Samanth (2024), purposive sampling is a type of non-scientific sampling that is based on selecting the individuals as samples according to the purpose of the research. The respondents were selected to constitute the sample due to good evidence representing the quality and characteristics of the population. The parent-respondents were taken from the fifteen (15) schools of Talomo District, Davao City, Region XI. Each school contributed ten (10) respondents. In the absence of standardized instruments, the researcher employed a researcher-made instrument in the form of a checklist with three options. This was formulated based on several readings, references, and related literature and local and foreign studies.

The indicators of the independent variable (awareness of parents on the K to 12 Curriculum) were carefully taken from the K to 12 Manual of the Department of Education. In constructing the research instrument, several evaluations of the literature were made. Important points were considered, representing the essence, substance, and purpose of the study. The research instrument has two parts. The first part was focused on the demographic profile of the respondents, and the second part was on the assessment of parents' awareness of K to 12. The second part of the instrument has six (6) dimensions. Each dimension has five (5) items purposely constructed to elicit the necessary data. A three-point scale with its corresponding descriptive rating was provided to guide the respondents in making the appropriate choice for answers. Clear and simple directions were also included to help the respondents understand the content and purpose of the instrument. In order to elicit correct and accurate responses from the participants, the research instrument was subjected to a validity test. In this study the content validity was employed. Content validity is described by the relevance of a test or instrument to the different types of criteria with respect to the parameters of the indicators of the variable under study (Markus & Borsboom, 2024). The experts who were chosen to validate the instrument were provided with the

literature highlighting the theories and principles in which the tool was constructed and framed. To complete the validation process, the five experts who reviewed and checked the instrument were given an evaluation form assessing the construct and the technicalities of the instrument. The following are the areas considered in the evaluation of the research tool: (1) clarity and direction of items, which includes the vocabulary level, language, structure, and conceptual level of questions that suit the level of participants and test directions, and the items are written in a clear and understandable manner; (2) presentation and organization of items, which refers to the logical organization of the items; (3) suitability of items, which includes appropriateness of the items to the objectives of the research and appropriateness of the questions in determining the conditions, knowledge, perception, and attitudes that are supposed to be measured; (4) adequateness of items per category refers to the sufficiency of representation of criteria of every indicator; (5) attainment of purpose; (6) objectivity; and (7) appropriateness of the rating scale. A complete copy of the research instrument and the accomplished validation sheet can be found in the appendices.

The final revision was made by incorporating the corrections, comments, and suggestions of the experts before the instrument was made ready for distribution. Adequate copies were printed to give allowances for blurred prints and to prevent unnecessary problems in the administration. The data was gathered in a procedural manner. The researcher asked permission from the Schools Division Superintendent of Davao City Division to conduct a survey of the parents of the pupils under Talomo District. When the request was approved, the researcher personally made an arrangement with the section advisers through the school heads of the respective schools. This was done in order not to disrupt classes and other official functions of the school. A copy of the approved parent's request can be found in the appendices. Upon the approval, the researcher personally distributed and administered the research instrument with the help of the section advisers to the parent-respondents to ensure 100% retrieval. The data gathered was tallied, tabulated, analyzed, and interpreted confidentially and accordingly.

For data analysis, the measure of central tendency, or the mean, was used to establish the typical index and determine the level of awareness of parents on the K to 12 Curriculum. On the other hand, the t-test for uncorrelated samples was used to test if there is a significant difference in the level of parents' awareness of the K to 12 Curriculum when analyzed according to gender. Likewise, the One-Way Analysis of Variance (ANOVA) was used to determine if there is a significant difference in the level of parents' awareness of the K to 12 Curriculum when analyzed according to economic status, nature of work, and educational attainment.

C. Results and Discussion

Presented in this chapter are the analysis, interpretation, and findings of the data gathered from the research instruments used in this study concerning the awareness of parents of the K to 12 curriculums. Presentation of the interpretation is arranged according to the following subheadings:(1) profile of parent respondents; (2) level of awareness of parent respondents on the K to 12; (3) differences in the level of awareness of parent respondents on the K to 12 curriculums when analyzed according to gender, family income, nature of work, and educational attainment. The total number of respondents to this study is one hundred fifty (150). There were forty-five (45) males, equivalent to thirty percent (30%) of the total number of respondents. There were one hundred five (105) female respondents, equivalent to seventy percent (70%). Shown in Table 1 are the data on the profile of the parent-respondents in terms of family income. Family income as used in this investigation refers to the monthly income of the families.

Table 1. Profile of Respondents in terms of Family Income

No	Family Income in Php	F	Percentage (%)
1	20,000.00 above	10	6.66
2	15,000.00 - 19,000.00	15	10.00
3	10,000.00 - 14,000.00	60	40.00
4	9,000.00 below	65	43.33
Total		150	100.00

As shown in the table, there are ten (10) families, or 6.66 percent of the total population, who have twenty thousand pesos (Php20,000.00) and above in income per month; fifteen (15) families, or 10.00 percent of the total population, who have fifteen to nineteen thousand pesos (Php15,000-19,000) in income per month; sixty (60) families, or 40.00 percent of the total population, who have ten to fourteen thousand pesos (Php10,000-14,000) in income per month; and sixty-five (65) families, or 43.33 percent of the total population, who have nine thousand pesos and below (Php9,000 and below) in income per month. Most of the families involved in this study have a monthly income of 9,000.00. Nature of work as used in this investigation refers to the work or profession of the parent-respondents. Most of the participants of this investigation are housekeepers or housewives. There were thirty-nine (39), or 26 percent of the total population. There were sixteen (16) participants, which is equivalent to 10.66% of the total population who are sales agents. Fifteen (15), or 10.00%, are businessmen; there were twelve security guards included in this study. Other professions of the participants are market vendor (8), teacher (5), barber (4), helper (4), fish vendor (8), janitor (2), barker (1), office staff (2), government employee (2), fireman (8), driver (2), technician (7), construction worker (2),

handicraft business (3), chef (1), barangay health worker (2), and beautician (2). Three (3) participants have no work.

Educational attainment as used in this investigation refers to the highest level of education obtained by the parent-respondents. There are thirty-eight (38) parent-respondents, or 25.33%, who obtained elementary education, while sixty-seven (67) from the total of 150 have secondary education, and there are forty-five (45), or 30.00%, who are college graduates. As noted, most of the respondents are high school graduates. Explicated in Table 2 are the data on the level of awareness of parent-respondents on the K to 12 curriculums in terms of early childhood education. This indicator refers to the awareness of parents on the provisions of universal kindergarten as entrenched in the K to 12 curriculums of basic education.

Table 2. Awareness of Parent-Respondents on the K to 12

No	Statement(s)	Mean	Descriptive Equivalent
1	Every Filipino child now has access to early childhood education thru the universal kindergarten program.	2.03	Moderately Aware
2	When a child reaches the age of five (5), he should start schooling and is given support to adjust to formal type of education.	2.06	Moderately Aware
3	School children who complete standard-based kindergarten program are better prepared for primary education.	2.10	Moderately Aware
4	The early years of human beings (0-6 years) are the most critical period.	1.80	Moderately Aware
5	Education for children in the early years lays the foundation for lifelong learning and for the total development of the child.	1.93	Moderately Aware
Total		1.98	Moderately Aware

The presentation of the items of this indicator is based on the arrangement of items in the research instrument. The first item for this indicator is the awareness of parents that every Filipino child now has access to early childhood education through the universal kindergarten program, which obtained a mean rating of 2.03, or moderate. The second item assessing the parents' awareness of early childhood education is when a child reaches the age of five (5), he should start schooling and be given support to adjust to the formal type of education, which registered a mean rating of 2.06, described as moderate. The third item assessing the parents' awareness of early childhood education is when schoolchildren who complete a standard-based kindergarten program are better prepared for primary education, which gained a mean rating of 2.10, described as moderate. The fourth item underscoring respondents' awareness of early childhood education is that the early years of human beings (0-6 years) are the most critical period, yielding a mean rating of 1.80, or moderate.

The last item to complete the parents' awareness on early childhood education is that education for children in the early years lays the foundation for lifelong learning and for the total development of the child, which gained a mean rating of 1.93, or moderate. Collectively, this particular indicator consolidated an overall mean rating of 1.98, or moderate. The above findings reveal that the provisions of K to 12 on early childhood education are known to parent-respondents. This means that they have a certain idea about the universal kindergarten program of the Department of Education. These findings conformed with the statement stipulated in the K to 12 Manual that every Filipino child now has access to early childhood education through the universal kindergarten program of the Department of Education (DepED). This statement is anchored on the National Development Goals of the Education for All 2015. It has been made clear to parents that when a child reaches the age of five (5), he should start schooling and is given support to adjust to a formal type of education. School children who complete a standard-based kindergarten program are better prepared for primary education. The early years of human beings (0-6 years) are the most critical period. Education for children in the early years lays the foundation for lifelong learning and for the total development of the child. Documented in Table 3 are the data on the level of awareness of parent-respondents on the K to 12 curriculums in terms of making the curriculum relevant to the learners. This indicator refers to the awareness of parents of how the curriculum is implemented at the classroom level in the basic education system.

Table 3. Awareness of Parent-Respondents on the K to 12 Curriculum in terms of Making the Curriculum Relevant to the Learners

No.	Statement(s)	Mean	Descriptive Equivalent
1	In class activities, examples, illustrations, poems, songs are based on local culture and reality.	1.76	Moderately Aware
2	Discussions on disaster risk reduction, climate change and information and communication technology are included in the curriculum.	1.63	Moderately Aware
3	Knowledge and skills of every learner is determined in order to design appropriate teaching-learning scheme based on the concept of individual differences.	1.76	Moderately Aware
4	Knowledge, skills, and values of students are developed through continuity and consistency across subject areas.	1.63	Moderately Aware
5	The curriculum will be sufficient to prepare students for work.	1.56	Moderately Aware
Total		1.67	Moderately Aware

The presentation of the findings of this indicator is based on the arrangement of items in the research instrument. The first item for this indicator is the awareness of parents that in-class activities, examples, illustrations, poems, and songs are based on local culture

and reality, which obtained a mean rating of 1.76, or moderate. The second item assessing the parents' awareness of making the curriculum relevant to the learners is discussions on disaster risk reduction, climate change, and information and communication technology included in the curriculum, which gained a mean rating of 1.63, described as moderate. The third item assessing the parents' awareness of making the curriculum relevant to the learners is knowledge and skills of every learner are determined in order to design an appropriate teaching-learning scheme based on the concept of individual differences, which gained a mean rating of 1.76, described as moderate.

The fourth item underscoring respondents' awareness of making curriculum relevant to the learners is knowledge, skills, and values of students are developed through continuity and consistency across subject areas, which yielded a mean rating of 1.63, or moderate. The last item to complete the parents' awareness on making curriculum relevant to the learners is that the curriculum will be sufficient to prepare students for work, which gained a mean rating of 1.56, or moderate. Collectively, this particular indicator consolidated an overall mean rating of 1.67, or moderate. The above findings revealed that the provisions of K to 12 on making curriculum relevant to the learners are known to parent-respondents. This means that they have certain ideas about how the curriculum is implemented at the classroom level. The findings conform with the statement of Palardy (2005) that the curriculum should be designed on the basis of the following principles and concepts: challenge and enjoyment, breadth, progression, depth, personalization and choice, coherence, and relevance. These principles must be taken into account for all children in the educational system. The learner applies the curriculum both at the school level and in the classroom and in any setting where children and young people are learners.

The data on the level of awareness of parent-respondents on the K to 12 curriculums in terms of building proficiency through language. This indicator refers to the awareness of parent-respondents of the languages used as the medium of instruction in teaching various disciplines in basic education. The presentation of the statistical findings of this indicator is based on the arrangement of items in the research instrument. The first item for this indicator, building proficiency through language, is the awareness of parents that curriculum is constructed based on the premise that students are able to learn best through their mother tongue (1st language), which obtained a mean rating of 1.56, or moderate. The second item assessing the parents' awareness of building proficiency through language is that, aside from Mother Tongue, English and Filipino are taught as subjects starting in Grade 1, which gained a mean rating of 1.80, described as moderate.

The third item assessing the parents' awareness of building proficiency through language is in grades 4 and 6. English and Filipino are gradually introduced as languages of instruction and gained a mean rating of 1.93, described as moderate. The fourth item

underscoring respondents' awareness on building proficiency through language is "After finishing Grade 1, every learner can read in the mother tongue," which yielded a mean rating of 2.03, or moderate. The last item to complete the parents' awareness on the third indicator is that learning in the mother tongue also serves as the foundation for students to learn Filipino and English gained a mean rating of 1.90 or moderate. As a whole, this particular indicator gained an overall mean rating of 1.84 described as moderate. The above findings disclosed that the provisions of K to 12 on building proficiency through language are known to parent-respondents. This means that they have certain ideas about the languages used as mediums of instruction in teaching different disciplines in basic education. This finding is congruent with the statement of Alharthi (2023) that parents, being the first teachers of the children, must be oriented on the significance of the function of language in learning so they as well can help their children at home.

The data on the level of awareness of parent-respondents on the K to 12 curriculums in terms of ensuring integrated and seamless learning. This indicator refers to the awareness of parent-respondents on how the teaching-learning process is carried on in the academic ladder. The presentation of the statistical figures of this indicator is based on the arrangement of items in the research instrument. The first item for this indicator on ensuring integrated and seamless learning is the awareness of parents that subjects are taught from the simplest concepts to more complicated concepts through grade levels in spiral progression, which obtained a mean rating of 1.56, or moderate. The second item stressing the awareness of parents on ensuring integrated and seamless learning is, in the elementary level, students gained knowledge in biology, geometry, earth science, chemistry, and algebra registered a mean rating of 1.50, equivalent to moderate. The third item assessing the parents' awareness of ensuring integrated and seamless learning is that the twelve-year program is found to be an adequate period of learning under basic education and gained a mean rating of 1.66, described as moderate.

The fourth item underscoring respondents' awareness of ensuring integrated and seamless learning is that standards are developed based on the expected outcome of learners, which yielded a mean rating of 1.73, or moderate. The last item to complete the parents' awareness on ensuring integrated and seamless learning is that learners are exposed to various learning situations to hone their knowledge, values, and skills, which gained a mean rating of 1.76, or moderate. As a whole, this particular indicator gained an overall mean rating of 1.64, described as moderate. The above findings disclose that the provisions of K to 12 on ensuring integrated and seamless learning are known to parent-respondents. This means that they have certain ideas on the K to 12 curriculum as far as integrated and seamless learning are concerned. The findings support the pronouncement of Clarke & Platt (2023) that taken as a whole, children's and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's and young people's learning,

including opportunities for extended activities that draw different strands of learning together. Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

The data on the level of awareness of parent-respondents on the K to 12 curriculums in terms of gearing up for the future. This indicator refers to the awareness of parent-respondents of how the curriculum prepares the graduates for various careers. The presentation of the statistical figures of this indicator is based on the arrangement of items in the research instrument used in this study. The first item for this indicator on gearing up for the future, Senior High School (SHS), is two years of specialized upper secondary education and obtained a mean rating of 1.63, or moderate. The second item stressing the awareness of parents on gearing up for the future is that a student may choose a specialization based on his aptitude and interests, which registered a mean rating of 1.70, equivalent to moderate. The third item assessing the parents' awareness on gearing up for the future is that subjects under the General Education Curriculum (GEC) shall be transferred to SHS, which gained a mean rating of 1.66, described as moderate.

The fourth item underscoring respondents' awareness on gearing up for the future is that there is a school-industry partnership to ensure that all graduates of K to 12 will be employed after schooling, which yielded a mean rating of 1.73, or moderate. The last item to complete the parents' awareness on gearing up for the future is that entrepreneurship will also be developed and enhanced in the K to 12 so that students will be prepared on how to run a business, which gained a mean rating of 1.66, or moderate. As a whole, this particular indicator gained an overall mean rating of 1.68, described as moderate. The above findings unveil that the provisions of K to 12 on gearing up for the future are known to parent-respondents. This means that they have certain ideas about the structure of teaching and learning in basic education.

The data on the level of awareness of parent-respondents on the K to 12 curriculums in terms of developing the holistically developed Filipino. The indicator refers to the awareness of parent-respondents of how the curriculum equips the students with the necessary skills needed to make a living and be socially adjusted. The presentation of the statistical figures of this indicator is based on the arrangement of items in the research instrument used in this study. The first item for this indicator on developing the holistically developed Filipino is the awareness of parents that DepED is ensuring the preparedness of the schools by introducing organizational development interventions to continuously improve its service delivery to the Filipino people obtained a mean rating of 1.53, or moderate. The second item for this indicator is every graduate will be equipped with information, media, and technology skills, which obtained a mean rating of 1.56, described as moderately aware. This finding reveals that parents are aware that in school,

with the K to 12 curriculums, their children will be exposed to the use of different technology in the teaching-learning process.

The third item for this indicator, "Every graduate will be equipped with learning and innovation skills," yielded a mean rating of 1.60, described as moderately aware. The fourth item for this indicator is every graduate will be equipped with effective communication skills, which gained a mean rating of 1.56, or moderately aware. The fifth item, "Every graduate will be equipped with life and career skills through real-life models of teaching," registered a mean rating of 1.56, or "moderately aware." The overall mean rating for this indicator is 1.56, or moderately aware. The above findings unveiled the idea that the parents are moderately aware that the curriculum is focused on the holistic development of the children. It can be deduced that they are more likely to be content-oriented, as evidenced by their way of teaching the students (memorization, reading, etc.). The experiences and outcomes described the expectations for learning of children's collaborative experiences and outcomes across the curriculum areas and sum up national aspirations for every person: the knowledge and understanding, skills, capabilities, and attributes are geared toward holistic human development for the development of the nation as well.

In assessing the awareness, the major domains of the curriculum are used as parameters of assessments, namely: early childhood education, which gained a mean rating of 1.98; making the curriculum relevant to the learners, which yielded a mean rating of 1.67; building proficiency through language, which registered a mean rating of 1.84; ensuring integrated and seamless learning, which obtained a mean rating of 1.64; gearing up for the future, which indexed a mean rating of 1.68; and developing the holistically developed Filipino, which got a mean rating of 1.56. The grand mean describing the awareness of parent-respondents on the K to 12 curriculum is 1.76, or moderate. This means that the parents of Grade 1 pupils are aware of the basic ideas and policies of the present curriculum. When the parents are aware of the educational and learning practices in schools, they will give their profound support to all educational undertakings. Their involvement and participation will certainly help a child perform better in various aspects of teaching and learning – intellectual, social, emotional, and physical. Therefore, the Philippine educational system encourages parents to take an active role in the education of their children and provide resources to support their education.

the data on the significance of the difference in the level of awareness of parent-respondents on the K to 12 curriculums when analyzed according to gender. As seen in the table, male respondents obtained a mean of 1.67, while female respondents got a mean rating of 1.85. Both means are within the scale of moderate, which means that they are moderately aware of the salient features of the implemented curriculum. The registered mean difference is 0.179 in favor of the female respondents. When tested for significant

difference utilizing t-test (two-tailed), a computed t-value of 0.467NS was obtained. This statistical figure denotes no significant difference since the computed t-value was found to be lower than the tabular value 1.98 at 0.05 level of significance ($t\text{-value } 0.467 < 1.98$) when the degree of freedom is equal to 148 ($df=148$). The hypothesis which stated that there is no significant difference on the level of awareness of parent-respondents on the K to 12 curriculums when analyzed according to gender is accepted. This means that the gender of the parents (mother and father) did not cause any significant difference in their awareness with respect to the K to 12 curriculums.

The data on the significance of the difference in the level of awareness of parents on the K to 12 curriculums when grouped according to family income. Using the analysis of variance, the difference in the level of awareness of parents was tested. There were four brackets or groupings made on parent-respondents with a family income of 20,000.00 per month; parents with a family income of 15,000.00 to 19,000.00; respondents with a monthly income of 10,000.00 to 14,000.00; and parent-respondents with a family income of 9,000.00 or less per month. When the four means were tested, it resulted in an F-value of 2.14 NS with a tabular value of 3.37. This computation revealed no significant difference in the level of awareness of parent-respondents on K to 12 when grouped according to family income. The computed value of (2.14NS) is lower compared to the tabular value of (3.37) at the 0.05 level of significance. The hypothesis, which stated that there is no significant difference in the level of awareness of parent-respondents on the K to 12 curriculums when grouped according to family income, was therefore accepted. The finding means that parents with varied income have common ideas about K to 12. Income, therefore, is not a significant variable causing any difference in the understanding among parents of K to 12 with varying levels of income.

The data on the significance of the difference in the level of awareness of parents on the K to 12 curriculums when grouped according to nature of work. When the four means were tested using Analysis of Variance, it resulted in an F-value of 0.788 NS with a tabular value of 3.37. This computation revealed no significant difference in the level of awareness of parent-respondents on K to 12 when grouped according to nature of work. The computed value of (0.788NS) is lower compared to the tabular value of (3.37) at the 0.05 level of significance. The hypothesis, which stated that there is no significant difference in the level of awareness of parent-respondents on the K to 12 curriculums when grouped according to nature of work, was therefore accepted. The finding means that parents with different works and professions have common ideas about the K-12 curriculum. Nature of work, therefore, is not a significant variable causing any difference in the understanding among parents on K to 12. This finding is congruent with the pronouncement of Schmid & Garrels (2021) that parents from the low working group showed high participation in the education of their children because they understand fully the different programs and projects in school. There are orientation programs

designed for parents in order to make them aware of the different concerns of their children in school.

The data on the significance of the difference in the level of awareness of parents on the K to 12 curriculums when grouped according to educational attainment. Using the analysis of variance, the difference in the level of awareness of parents was tested. There were three (3) brackets or groupings made: parent-respondents who completed elementary education, parents who are high school graduates, and parent-respondents who completed college education. When the three means were tested, it resulted in an F-value of 1.78 NS with a tabular value of 3.37. This computation revealed no significant difference in the level of awareness of parent-respondents on K to 12 when grouped according to educational attainment. The computed value of (1.78NS) was lower compared to the tabular value of (3.37) at the 0.05 level of significance. The hypothesis, which stated that there is no significant difference in the level of awareness of parent-respondents on the K to 12 curriculums when grouped according to educational attainment, is therefore accepted. The finding means that parents who completed different levels of education have common ideas about K to 12. Educational attainment, therefore, is not a significant variable causing any difference in the understanding among parents of K to 12 with different educational attainment.

Awareness of parents on the academic lives of the students is indeed imperative in school and community collaborations. The school and family are important factors for student learning and progress in school. Both institutions teach and socialize children, and both are duty-bound to realize the goals of education. It is, therefore, pragmatic that the parents should be made aware of the systems in education—curriculum, assessment, development, and deployment of graduates. The implementation of the K to 12 curriculums during the school year 2012-2013 brought confusion and disagreement among the community, stakeholders of the educational bureaucracy, and the parents. These confusions resulted in actions of some external stakeholders that are not supportive and congruent with the thrust of the new curriculum. Until now, during the second year of the implementation of the curriculum, knowledge on K to 12 is not yet explicitly clear to some stakeholders, especially to some parents.

As revealed in the study, parent-respondents obtained a moderate rating on the level of awareness; therefore, they need to attend and participate in the orientation activity of the schools on the K to 12. This orientation activity will be facilitated by the central school of the district. The school will conduct a communication drive to the community about the planned orientation activity. The researcher, as a grade one teacher in a public elementary school in the Division of Davao City, is motivated to do a study on the awareness of parents on the new curriculum, the K to 12, in order to develop and design an orientation mechanism for parents. With this, the parents will become fully aware of the framework

of K to 12; thus, excellent partnership and collaboration between the school and the parents are expected. The orientation mechanism developed by the researcher as an output of this investigation can be implemented in the district where the researcher is teaching and in the entire division of Davao City.

D. Conclusions

Based on the findings obtained in this study, the following conclusions are drawn: The level of awareness of parents on the K to 12 curriculum is moderate. It was ascertained in this study that there is no significant difference on the level of awareness of parents on the K to 12 curriculums when analyzed by gender, family income, nature of work and educational attainment. The null hypothesis which stated that there is no significant difference on the level of awareness of parents on the K to 12 curriculums when analyzed by gender, family income, nature of work and educational attainment was accepted. In light of the findings of the study, an orientation scheme for parent on the K to 12 curriculum is proposed. A study identifying where parents currently get their information (e.g., from their children, teachers, social media, other parents, official memos) would be highly valuable. This can help determine if the moderate awareness is due to ineffective channels, inconsistent messaging, or information overload.

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