**Awareness of Parents on The K to 12 Language Curriculum: Basis for an Intensive Orientation Scheme**

ABSTRACT

|  |
| --- |
| This study was conducted to determine whether significant differences exist in the level of awareness of parents regarding the K to 12 language curriculum, particularly when grouped according to gender, family income, nature of work, and educational attainment. Parental awareness is vital in supporting students' language development, especially within the context of the Philippines’ K to 12 reform, which requires active home-school collaboration. Utilizing a descriptive-comparative research design, the study surveyed 159 parent-respondents from the Paquibato District, Division of Davao City. Data were gathered using a structured questionnaire and analyzed through descriptive statistics, independent t-tests, and one-way ANOVA to test for differences across demographic groups. The results revealed that parents demonstrated a high level of awareness across all domains of the K to 12 language curriculum. Notably, significant differences were observed based on gender, family income, nature of work, and educational attainment. These findings highlight the need for tailored communication strategies, leading to the recommendation of an intensive orientation scheme to strengthen parental understanding and involvement in language education, ensuring inclusive support for learners across various socioeconomic backgrounds. |

*Keywords*: Awareness of Parents, K to 12 Language Curriculum, Descriptive-Comparative, Education

1. INTRODUCTION

Parental awareness of the K to 12 language curriculum is essential for its successful implementation and for maximizing the benefits students receive from it (Syomwene, 2022). In the Philippines, the K to 12 program emphasizes the development of language and communication skills, beginning with the use of the mother tongue as the medium of instruction in the early grades, and gradually transitioning to Filipino and English in higher levels. This multilingual approach aims to foster foundational literacy, cognitive development, and cultural identity (Barrot, 2019).

When parents have a clear understanding of the language curriculum's structure and objectives, they are better equipped to support their children's learning at home (Palmer et al., 2019). An informed parent can reinforce classroom strategies, help with language-based tasks, and appreciate the long-term academic and developmental benefits of multilingual education. Conversely, a lack of awareness may lead to misconceptions, such as the belief that instruction in the mother tongue delays English proficiency, which could result in resistance to the program (Ajileye & Akueshi, 2024).

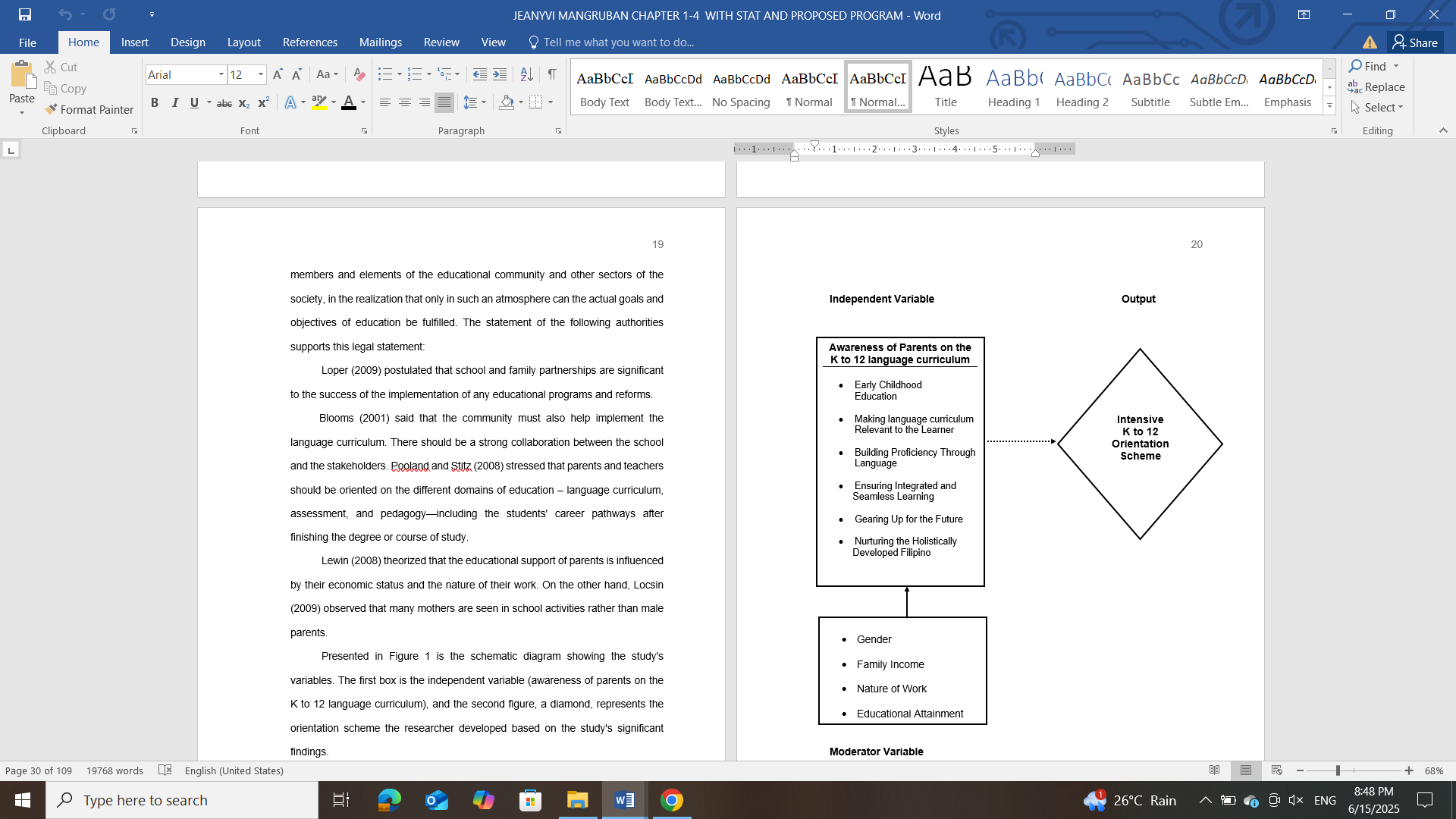
As primary stakeholders in their children's education, parents play a pivotal role in reinforcing the goals of the language curriculum. Their support becomes even more critical given that some parents may feel unprepared to assist with homework in the mother tongue or question the delayed use of English in early education (Beltran-Almazan et al., 2020). These challenges highlight the urgent need for schools to engage families through effective communication strategies.

Educational institutions must take proactive measures to increase parental awareness and involvement. Initiatives such as seminars, orientations, workshops, and regular consultations can bridge the knowledge gap and address concerns regarding the curriculum’s design (Katel & Katel, 2024). Providing accessible resources and practical guides can also empower parents to actively participate in their children’s language development. When parents understand the value of the K to 12 language curriculum, including improved academic outcomes, enhanced critical thinking, and stronger communication skills, they are more likely to support its implementation (Levickis et al., 2020).

In communities where parents are well-informed, collaboration among schools, families, and local stakeholders becomes more robust. This partnership cultivates a learning culture that values lifelong education and acknowledges the role of multilingual competence in producing globally competitive and socially responsible citizens (Hobson, 2024). Informed parents not only contribute meaningfully to school activities, such as conferences, workshops, and policy discussions—but also serve as advocates for the curriculum within the broader community (Gil & Johnson, 2024).

Recognizing the importance of parental involvement, the researcher—a public secondary school teacher in the Paquibato District, Division of Davao City, aims to conduct a study on parental awareness of the K to 12 language curriculum. The primary objective of this research is to design an effective orientation mechanism that will enable parents to understand the curriculum's framework, philosophy, and implementation goals. By fostering stronger school-home collaboration, the initiative seeks to enhance students’ learning experiences and outcomes.

The results of this study are expected to provide the Department of Education (DepEd) with valuable insights into the current level of parental understanding of the K to 12 language curriculum. Moreover, the orientation mechanism developed as an output of this research can be adopted across the Paquibato District and potentially serve as a model for similar efforts in other regions. Ultimately, raising parental awareness can lead to more engaged communities and more successful learners, contributing to the overall improvement of Philippine education.



**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study determined parents' awareness of the K-to-12 language curricula. Specifically, the study provided answers to the following research questions:

1. What is the profile of the parent-respondents in terms of:

1.1 Gender;

1.2 Family Income.

1.3 Nature of work; and

1.4 Educational Attainment?

2. What is the level of awareness of parent-respondents on the K to 12 language curricula based on the following:

2.1 Early childhood education;

2.2. Making language curriculum relevant to the learner;

2.3. Building proficiency through language;

2.4. Ensuring integrated and seamless learning;

2.5. Gearing up for the future; and

2.6. Nurturing the holistically developed Filipino?

3. Are there differences in the level of awareness of parent-respondents on the K-12 language curriculum when analyzed according to:

3.1 Gender;

3.2 Family Income;

3.3 Nature of work; and

3.4 Educational Attainment?

4. What intensive orientation scheme can be designed and proposed in light of the study?

**1.2 Hypotheses**

Ho1. There are no significant differences in the level of awareness of

parent-respondents on the K to 12 language curricula when analyzed according to gender, family income, nature of work, and educational attainment.

2. methodology

**2.1 Research Design**

This study employed a descriptive-comparative quantitative research design to examine and compare the levels of parental awareness regarding the K to 12 language curriculum across different groups of respondents. This approach was deemed appropriate for identifying significant differences in awareness based on variables such as educational attainment, socioeconomic status, or geographic location within the Paquibato District, Division of Davao City. As explained by Siedlecki (2020), descriptive-comparative research allows for the analysis of how certain characteristics vary across predefined categories without manipulating variables. In this context, the design enabled the researcher to describe existing levels of parental awareness and compare them across subgroups to determine whether meaningful differences exist. The findings aim to guide the development of targeted orientation strategies and strengthen school-parent collaboration in support of the K to 12 language curriculum.

**2.2 Research Respondents**

The respondents of this study were the parents of the Grade 1 pupils of Paquibato District, Division of Davao City, for the School Year 2024-2025. In this research, one hundred fifty (150) respondents were chosen using purposive sampling. According to Samanth (2024), purposive sampling is a type of non-scientific sampling based on selecting 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 Paquibato District, Division of Davao City. Each school contributed ten (10) respondents. The data on the respondents of the study are presented in

**2.3 Research Instrument**

Without standardized instruments, the researcher employed researcher-made instruments in the form of a checklist with three options. This was formulated based on several readings, references, related literature, and local and foreign studies. The independent variable indicators (parents' awareness of the K to 12 language curriculum) were carefully taken from the K to 12 Manual of the Department of Education.

In developing the research instrument, the researcher conducted a thorough evaluation of the existing literature. This involved analyzing a wide range of studies and key findings relevant to their topic. The researcher identified several important points that encapsulated the essence, substance, and specific objectives of their study. By incorporating these insights, the researchers ensured that the research instrument was not only relevant but also effectively aligned with the core aims of their research project.

The research instrument has two parts. The first part focused on the respondents' demographic profile, and the second part assessed parents' awareness of the 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 five-point scale with its corresponding descriptive rating was provided to guide the respondents in choosing answers appropriately. The Cronbach's alpha for the survey questionnaire was 0.897, indicating good internal consistency and reliability. This value suggests that the questionnaire is reliable for measuring the intended constructs. Clear and simple directions were also included to help the respondents understand the content and purpose of the instrument.

**2.4 Data Gathering Procedure**

# The data for this study were gathered following a systematic procedure. First, the researcher sought formal permission from the Schools Division Superintendent of the Davao City Division to conduct the survey among parents of pupils in the Paquibato District. Upon approval, the researcher coordinated with the school heads and section advisers of the participating schools to ensure that the data collection process would not disrupt regular classes or other school activities. A copy of the approved request to survey parents is included in the Appendix 1.

# After securing the necessary approvals, the researcher proceeded with the administration and retrieval of the research instrument. The questionnaires were personally distributed and administered in close coordination with the section advisers. Recognizing the vital role of parent-respondents in the success of the study, the researcher made a conscious effort to create a comfortable and supportive environment for participants. This collaborative approach aimed to foster openness, encourage full participation, and achieve a high response rate, ensuring that each parent’s voice was heard and valued.

# Once the instruments were completed and collected, the responses were carefully collated, tallied, and tabulated. The data were then analyzed and interpreted with strict confidentiality. This approach not only upheld the ethical standards of the study but also ensured that the results could be reliably shared with relevant stakeholders while safeguarding the privacy of the respondents.

# 2.5 Data Analysis

To analyze the data collected in this study, several statistical tools were employed. The mean, a measure of central tendency, was used to determine the typical index and assess the level of awareness among parents regarding the K to 12 language curricula. A predefined scale was applied to interpret the computed means and categorize the respondents' level of awareness accordingly. To describe the demographic profile of the parent-respondents—including gender, family income, nature of work, and educational attainment—frequency counts and percentages were utilized. These descriptive statistics provided a clear representation of the sample characteristics and addressed the first research question concerning respondent profiles.

To test for differences in the level of parental awareness when grouped according to specific variables, inferential statistics were used. A t-test for uncorrelated samples was applied to determine whether a significant difference existed between male and female respondents' awareness levels. Meanwhile, a one-way analysis of variance (ANOVA) was employed to assess whether significant differences occurred based on family income, nature of work, and educational attainment. These statistical tests allowed the researcher to examine variations across different groups and identify key factors influencing parental awareness of the K to 12 language curricula.

3. results and discussion

**3.1 Demographic Profile of Parent-Respondents**

Table 1. *Demographic Profile of Parent-Respondents*

|  |  |  |
| --- | --- | --- |
| **Demographic Profile** | **Frequency** | **Percentage (%)** |
| **Gender** |  |  |
| Male | 78 | 49.06% |
| Female | 81 | 50.94% |
| **Total** | **159** | **100.00%** |
| **Family Income (Monthly)** |  |  |
| Below ₱10,000 | 50 | 31.45% |
| ₱10,001 – ₱20,000 | 69 | 43.40% |
| ₱20,000 and above | 40 | 25.16% |
| **Total** | **159** | **100.00%** |
| **Nature of Work** |  |  |
| Self-employed | 35 | 22.01% |
| Private sector employee | 50 | 31.45% |
| Government employee | 40 | 25.16% |
| Unemployed | 34 | 21.38% |
| **Total** | **159** | **100.00%** |
| **Educational Attainment** |  |  |
| No formal education | 6 | 3.77% |
| Elementary level | 12 | 7.55% |
| Elementary graduate | 20 | 12.58% |
| High school level | 35 | 22.01% |
| High school graduate | 38 | 23.90% |
| College level | 30 | 18.87% |
| College graduate | 18 | 11.32% |
| **Total** | **159** | **100.00%** |

Presented in Table 1 is the demographic profile of the respondents in terms of gender, family income, nature of work, and educational attainment. Out of 159 respondents, the majority are female, with 81 respondents (50.94%), while 78 respondents (49.06%) are male. In terms of family income, the largest proportion of respondents, 69 respondents (43.40%), earn between ₱10,001 – ₱20,000 per month. Meanwhile, 50 respondents (31.45%) earn below ₱10,000, and 40 respondents (25.16%) have a monthly income of ₱20,000 and above. Regarding nature of work, most respondents are private sector employees, with 50 respondents (31.45%), followed by government employees, with 40 respondents (25.16%), and self-employed individuals, with 35 respondents (22.01%). A smaller portion, 34 respondents (21.38%), reported being unemployed. For educational attainment, the highest proportion of respondents, 38 respondents (23.90%), are high school graduates, followed by 35 respondents (22.01%) who have some high school education. Additionally, 30 respondents (18.87%) have some college education, while 18 respondents (11.32%) have completed a college degree. A total of 20 respondents (12.58%) have graduated from elementary, while 12 respondents (7.55%) have some elementary education. A minimal 6 respondents (3.77%) reported having no formal education.

This finding aligns with the study of Crato (2020), who emphasized that socioeconomic status and educational background significantly influence individuals' awareness and engagement in educational matters. Parents with higher educational attainment are more likely to have a better understanding of curriculum policies and reforms, allowing them to be more proactive in their children's education. Similarly, Posey-Maddox and Haley-Lock (2020) highlighted that income level and employment status play a crucial role in shaping parental awareness and involvement in education. Parents with stable jobs and higher income levels often have greater access to educational resources, school meetings, and discussions regarding curriculum changes. In contrast, those with lower income and less stable employment may have limited access to information, affecting their awareness of the K to 12 language curriculum.

Moreover, McKinnon-Crowley et al. (2022) examined gender differences in parental involvement in education and found that mothers are generally more engaged in their children's academic affairs than fathers. They suggested that women are more likely to attend school meetings, communicate with teachers, and actively seek information about curriculum changes. This could explain why female respondents in this study exhibited a higher level of awareness of the K to 12 language curricula than male respondents. Furthermore, Sengonul (2022) found that parental engagement in education is closely linked to socioeconomic factors, with individuals in higher income brackets and professional work sectors demonstrating greater involvement in school-related activities. Their study suggests that parents in government and private sector employment may have more exposure to information regarding curriculum updates, whereas unemployed parents or those with minimal formal education may experience barriers in accessing educational knowledge.

**3.2 Level of Awareness of Parents on the K to 12 Language Curriculum**

Table 2. *Level of Awareness of Parents on the K to 12 Language Curriculum*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Early Childhood Education | 0.68 | 4.08 | High |
| Making Curriculum Relevant to the Learner | 0.70 | 4.11 | High |
| Building Proficiency through Language | 0.65 | 4.13 | High |
| Ensuring Integrated and Seamless Learning | 0.78 | 4.09 | High |
| Gearing Up for the Future | 0.75 | 4.11 | High |
| Nurturing the Holistically Developed Filipino | 0.73 | 4.17 | High |
| **Overall** | **0.65** | **4.10** | **High** | |

Presented in Table 2 is the summary of the domains in the level of awareness of parents on the K to 12 language curricula, based on the mean scores and standard deviations. The indicator "Nurturing the Holistically Developed Filipino" has the highest mean of 4.17, categorized as high, followed by "Building Proficiency through Language" with a mean of 4.13, and "Making Curriculum Relevant to the Learner" and "Gearing Up for the Future," both with a mean of 4.11, all categorized as high. The domain "Ensuring Integrated and Seamless Learning" recorded a mean of 4.09, while "Early Childhood Education" had the lowest mean of 4.08, yet it remains within the high category. The overall mean of 4.10 suggests that parents have a high level of awareness across all domains of the K to 12 language curriculum. The overall standard deviation of 0.65 indicates that responses were closely clustered around the mean, reflecting consistency in parents' awareness levels.

This finding suggests that parents generally understand the different aspects of the K to 12 language curricula, particularly in fostering holistic development among learners. Their high awareness of nurturing well-rounded graduates, language proficiency, and curriculum relevance underscores their recognition of the program’s role in equipping students with essential skills for future success. Moreover, this finding highlights the importance of continuous efforts to further enhance parental awareness, ensuring that they remain active partners in the effective implementation of the K to 12 program.

This finding aligns with the study of Piliyesi et al. (2020), who emphasized that parental awareness of educational reforms significantly impacts student achievement and overall learning outcomes. Their research highlighted that when parents are well-informed about curriculum changes, such as the K to 12 program, they become more actively involved in their children's academic journey, providing the necessary support and reinforcement at home. Similarly, Forster and Van de Werfhorst (2020) found that parents with strong awareness of the curriculum are better equipped to guide their children through the educational system, ensuring they take full advantage of learning opportunities. They noted that understanding the objectives of the K to 12 curriculum, such as strengthening foundational skills, enhancing career readiness, and promoting lifelong learning, enables parents to encourage their children to maximize their potential in both academic and non-academic areas. Furthermore, Durlak et al. (2022) argued that parental knowledge of curriculum frameworks fosters stronger collaboration between schools and families. Their study suggested that when parents comprehend the importance of each stage of education, from early childhood learning to senior high school specialization, they become more engaged in school activities, communicate more effectively with teachers, and advocate for better educational policies.

**3.3 Significant Difference in the Level of Awareness of Parents on the K to 12 Language Curriculum when Grouped According to Family Income**

Table 3. *Significant Difference in the Level of Awareness of Parents on the K to 12 Language Curriculum when Grouped According to Family Income*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Family Income** | **Mean** | **SD** | **f-value** | **p-value** | **Remarks** |
| Below ₱10,000 | 3.10 | 0.80 | 60.38 | 0.000 | Significant |
| ₱10,001 – ₱20,000 | 3.30 | 0.72 |
| ₱20,001 and above | 3.55 | 0.65 |

Presented in Table 3 is the test of significant difference in the level of awareness of parents on the K to 12 language curricula when grouped according to family income. A one-way ANOVA was conducted to determine whether a significant difference exists among parents with different income levels. The results show that parents with a monthly income of ₱20,001 and above (M = 3.55, SD = 0.65) had the highest level of awareness, followed by those earning ₱10,001 – ₱20,000 (M = 3.30, SD = 0.72), while parents with a monthly income below ₱10,000 (M = 3.10, SD = 0.80) had the lowest level of awareness. The computed f-value of 60.38 and a p-value of 0.000 indicate a statistically significant difference at the 0.05 level. Since the p-value is less than 0.05, this confirms that parents with different income levels do not have the same level of awareness of the K to 12 language curriculum. Parents with higher family income tend to have greater awareness than those with lower income. This may be attributed to their greater access to educational resources, information, and school-related activities, as well as their ability to provide better academic support to their children. Thus, there is a significant difference in the level of awareness of parents on the K to 12 language curriculum when grouped according to family income. This means that parents with higher income demonstrated a statistically higher level of awareness compared to those with lower income, possibly due to their better access to education-related opportunities and information.

This finding is consistent with the study of Havrisko (2024), who emphasized that socioeconomic status significantly influences parents' access to educational information. Their research highlighted that families with higher income levels have more opportunities to engage in school-related activities, attend meetings, and access digital learning resources, all of which contribute to a greater awareness of curriculum changes like K to 12. Similarly, Wanof (2023) found that low-income parents often face barriers in acquiring information about educational reforms due to limited access to technology, lower participation in school activities, and financial constraints that prevent them from fully supporting their children's academic needs. Their study suggested that government and school programs should provide targeted efforts, such as community seminars and accessible learning materials, to bridge the information gap for low-income families. Furthermore, Posey-Maddox and Haley-Lock (2020) argued that financial stability allows parents to invest in their children's education, making them more engaged in academic discussions, curriculum updates, and school policies. They emphasized that income disparity can lead to unequal awareness levels, which may affect how parents support their children's learning process under the K to 12 curricula.

**3.4. Significant Difference in the Level of Awareness of Parents on the K to 12 Language Curriculum when Grouped According to Nature of Work**

**Table 4.** *Significant Difference in the Level of Awareness of Parents on the K to 12 Language Curriculum when Grouped According to Nature of Work*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nature of Work** | **Mean** | **SD** | **f-value** | **p-value** | **Remarks** |
| Self-employed | 3.20 | 0.78 | 52.18 | 0.000 | Significant |
| Private sector employee | 3.35 | 0.70 |
| Government employee | 3.50 | 0.65 |
| Unemployed | 3.05 | 0.82 |

Presented in Table 4 is the test of significant difference in the level of awareness of parents on the K to 12 language curricula when grouped according to the nature of work. A one-way ANOVA was conducted to determine whether a significant difference exists among parents with different occupations. The results show that parents who are government employees (M = 3.50, SD = 0.65) had the highest level of awareness, followed by private sector employees (M = 3.35, SD = 0.70), and self-employed individuals (M = 3.20, SD = 0.78). Meanwhile, unemployed parents (M = 3.05, SD = 0.82) had the lowest level of awareness. The computed f-value of 52.18 and a p-value of 0.000 indicate a statistically significant difference at the 0.05 level. Since the p-value is less than 0.05, this confirms that parents with different occupations do not have the same level of awareness of the K to 12 language curricula. Parents who work in the government sector exhibit significantly higher awareness compared to those who are unemployed or self-employed. This may be attributed to greater exposure to educational policies, school programs, and structured work environments that emphasize the importance of formal education. Thus, there is a significant difference in the level of awareness of parents on the K to 12 language curriculum when grouped according to nature of work. This means that government employees demonstrated a statistically higher level of awareness compared to other groups, particularly unemployed parents, possibly due to their direct access to educational information and involvement in government-led programs.

This finding aligns with the study of Berman et al. (2021), who emphasized that employment status significantly influences parents' engagement in educational matters. Their study found that government employees often have more exposure to educational policies and curriculum updates due to their work environment, access to resources, and involvement in public sector programs. Similarly, McCredie et al. (2025) highlighted that private sector employees and self-employed parents may have moderate awareness levels due to their varying work schedules and availability for school-related activities. They noted that while some private sector employees actively participate in school discussions, others may struggle to balance work commitments and parental involvement. Furthermore, Tijani (2022) found that unemployed parents tend to have lower awareness levels, as they may lack access to formal information channels and rely more on informal sources for curriculum-related updates. They emphasized the need for schools to implement outreach programs that provide accessible information about K to 12, especially for parents who may not have direct engagement with educational institutions.

**3.5. Significant Difference in the Level of Awareness of Parents on the K to 12 Language Curriculum when Grouped According to Educational Attainment**

**Table 5.** *Significant Difference in the Level of Awareness of Parents on the K to 12 Language Curriculum when Grouped According to Educational Attainment*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Educational Attainment** | **Mean** | **SD** | **f-value** | **p-value** | **Remarks** |
| Elementary Level | 3.00 | 0.80 | 50.05 | 0.001 | Significant |
| Elementary Graduate | 3.20 | 0.75 |
| High School Level | 3.35 | 0.70 |
| High School Graduate | 3.50 | 0.68 |
| College Level | 3.65 | 0.65 |
| College Graduate | 3.80 | 0.60 |
| No Formal Education | 2.80 | 0.85 |

Presented in Table 5 is the test of significant difference in the level of awareness of parents on the K to 12 language curriculum when grouped according to educational attainment. A one-way ANOVA was conducted to determine whether a significant difference exists among parents with varying educational backgrounds. The results show that parents who are college graduates (M = 3.80, SD = 0.60) had the highest level of awareness, followed by those with a college level education (M = 3.65, SD = 0.65) and high school graduates (M = 3.50, SD = 0.68). Meanwhile, parents with no formal education (M = 2.80, SD = 0.85) had the lowest level of awareness, followed by those with an elementary-level education (M = 3.00, SD = 0.80). The computed f-value of 50.05 and a p-value of 0.001 indicate a statistically significant difference at the 0.05 level. Since the p-value is less than 0.05, this confirms that parents with different educational attainment levels do not have the same level of awareness of the K to 12 language curriculum. Parents with higher education levels exhibit significantly greater awareness compared to those with lower educational backgrounds. This may be attributed to better access to information, improved comprehension of educational policies, and a deeper understanding of the curriculum's impact on their children's learning. Thus, there is a significant difference in the level of awareness of parents on the K to 12 language curriculum when grouped according to educational attainment. This means that parents with higher educational attainment demonstrated a statistically higher level of awareness compared to those with lower education levels, possibly due to their greater exposure to academic discussions, school-related resources, and formal learning experiences

This finding supports with the study of Posey-Maddox and Haley-Lock (2020), who emphasized that higher educational attainment is linked to increased awareness and understanding of curriculum changes. Their research found that parents with college degrees are more likely to stay informed about educational policies, attend school meetings, and engage with teachers regarding their children's learning progress. Similarly, Tyner and Kabourek (2020) highlighted that parents with higher education tend to have stronger literacy and research skills, enabling them to access and comprehend information about the K to 12 curriculum more effectively. They also pointed out that these parents are more likely to discuss educational matters with their children and provide additional academic support at home. Furthermore, Marschall and Shah (2020) argued that parents with lower educational attainment may have limited access to formal information sources, leading to gaps in their awareness of curriculum policies and changes. They emphasized the importance of school-based programs that educate parents, especially those with minimal schooling, on the essential components of the K to 12 curricula.

**3.6 Proposed Program for Parents’ Awareness and Continuous Involvement**

The proposed program, “Kaalaman para sa Kinabukasan,” aims to bridge the significant gaps in parental awareness of the K to 12 Language Curriculum by providing inclusive, community-based learning opportunities for parents, especially those from marginalized backgrounds. Recent studies emphasize that parental involvement directly correlates with improved student performance and better curriculum understanding (Durisic & Bunijevac, 2017). However, findings also reveal disparities in awareness based on gender, income, employment, and educational attainment, highlighting the need for targeted interventions. Female, higher-income, and more educated parents generally show higher levels of engagement due to better access to information and resources (Massucco, 2020). By implementing localized orientation sessions, mobile information caravans, and parent education circles, this program addresses these barriers and fosters equity in curriculum awareness.

***Program Proposal: “Kaalaman para sa Kinabukasan”***

***A Community-Based Parent Awareness Program on the K to 12 Language Curriculum***

**I. Rationale**

Recent findings reveal statistically significant differences in parents' awareness of the K to 12 Language Curriculum based on gender, income, nature of work, and educational attainment. Female parents, higher-income earners, government employees, and college graduates exhibit higher awareness levels. This discrepancy challenges inclusive educational development, particularly when parent involvement is crucial to student success.

To address this, the proposed program “**Kaalaman para sa Kinabukasan**” aims to intensify parents’ awareness and understanding of the K to 12 Language Curriculum through targeted community engagement and communication strategies. The goal is to **bridge the information gap** and promote **equitable participation** among all parent demographics.

**II. Goals and Objectives**

**General Goal:**

To enhance the awareness and understanding of the K to 12 Language Curriculum among parents across all socioeconomic and educational backgrounds.

**Specific Objectives:**

1. To provide accessible and understandable information on the K to 12 Language Curriculum.
2. To reduce the awareness gap between different parental demographics.
3. To strengthen parent-school partnerships through active participation and collaboration.
4. To empower parents to support their children’s language learning at home.

**III. Target Participants**

* Parents/guardians of learners from Kinder to Grade 12
* Focus on:
  + Male parents
  + Low-income families
  + Unemployed/self-employed parents
  + Parents with no formal or only elementary education

**IV. Program Components**

**1. Parent Orientation Sessions (Quarterly)**

* Conducted at schools, barangay halls, and community centers.
* Language of instruction: mother tongue/regional language.
* Topics:
  + Overview of the K to 12 Language Curriculum
  + Importance of mother tongue in early education
  + Roles of parents in language development

**2. Mobile “K-12 Info Caravan”**

* Roving info sessions to reach far-flung communities.
* Equipped with printed modules, videos, and visual aids.
* Led by trained teachers, school heads, and volunteer parents.

**3. Barangay-Based “Parent Education Circles”**

* School PTA members facilitate monthly meetings.
* Peer learning and discussion groups.
* Focus on low-literacy-friendly materials (infographics, audio guides, sample learning activities).

**4. Father Engagement Initiative**

* “Tatays para sa Edukasyon” workshops
* Promote father involvement through male-led sessions and success stories.
* Address barriers to male participation in school affairs.

**5. IEC Materials Development and Distribution**

* Flyers, brochures, and comic-style leaflets in the mother tongues
* Radio segments and local TV public service announcements
* Facebook page and community group with bite-sized info posts

**6. Capacity-Building for Teachers and Barangay Officials**

* Training on community communication and parental engagement strategies.
* Partnership with DepEd, LGUs, and local NGOs for support and sustainability.

**V. Implementation Timeline:**

Table 6 presents the implementation timeline activities

**Table 6. Implementation timeline**

|  |  |  |
| --- | --- | --- |
| **Phase** | **Activities** | **Timeline** |
| Planning | Needs assessment, coordination meetings | Month 1 |
| Development | IEC creation, training of facilitators | Month 2–3 |
| Launch | Info Caravan, Orientation Sessions Begin | Month 4 |
| Expansion | Community Circles, Radio/TV segments | Month 5–10 |
| Evaluation | Surveys, focus group discussions | Month 11 |
| Reporting | Final report and policy recommendations | Month 12 |

**VI. Monitoring and Evaluation**

* **Pre and post-surveys** to measure changes in parental awareness
* Regular feedback collection through suggestion boxes and interviews
* Impact indicators:
  + Increase in parent attendance at school activities
  + Improved parental support as reported by teachers
  + Higher awareness scores in follow-up assessments

**VII. Budget and Resource Needs**

* Logistics: transportation, venue setup, print materials
* Human resources: allowances for facilitators
* Media: airtime for radio/TV, social media management

(*Cost breakdown to be developed in coordination with the school and LGU.*)

**VIII. Sustainability Plan**

* Integration into existing PTA and barangay programs
* Partnership with DepEd, local media, and community organizations
* Creation of a permanent “Parent Education Desk” in schools

**IX. Conclusion**

Addressing the disparities in parental awareness of the K to 12 Language Curriculum is essential for inclusive and practical education. Through "Kaalaman para sa Kinabukasan," parents, regardless of gender, income, occupation, or educational background, will be empowered to become informed, active partners in their children’s learning journeys.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the majority of parent-respondents are female, with most having a monthly income between ₱10,001 – ₱20,000. In terms of nature of work, a significant portion are private sector employees, followed by government employees, self-employed individuals, and unemployed parents. Regarding educational attainment, most respondents are high school graduates, while others have varying levels of education, from elementary to college, with a small percentage having no formal education. These findings suggest that parents come from diverse socioeconomic and educational backgrounds, which may influence their level of awareness and engagement with their children’s education. Parents with higher educational attainment and stable employment may have better access to information about the K to 12 language curriculum.

Secondly, parents exhibited a high level of awareness of the K to 12 language curriculum, particularly in nurturing the holistically developed Filipino, which obtained the highest mean. Similarly, awareness was high in other areas such as building proficiency through language, making the curriculum relevant to the learner, and gearing up for the future. This implies that parents recognize the importance of language proficiency and holistic development in preparing their children for future academic and career opportunities. Their high awareness may stem from their active involvement in their children's education, engagement with teachers, and exposure to curriculum-related discussions in schools.

Lastly, a significant difference was found in the level of awareness of parents on the K to 12 language curriculum when grouped according to gender, family income, nature of work, and educational attainment. Female parents, those with higher family income, government employees, and those with higher educational attainment demonstrated significantly higher awareness compared to other groups. This suggests that economic stability, professional background, and educational experience contribute to parents’ ability to access and understand information about the curriculum. Higher-income and well-educated parents may have more opportunities to attend school meetings, access learning materials, and communicate with educators, resulting in greater awareness of curriculum policies and objectives.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

It is recommended to implement targeted orientation programs and create accessible information materials tailored to various parent demographics to ensure inclusivity regardless of gender, employment status, or educational background. Collaborations with local government units and community organizations are also encouraged to provide support programs for parents with limited educational resources. Administrators should integrate practical applications of curriculum components into orientations, develop inclusive policies to ensure equal access to information, and implement flexible schedules or offer online sessions for parents who cannot attend in person.

They are encouraged to enhance communication strategies using simple, culturally relevant language, foster home-school partnerships, and organize learning sessions for parents needing additional curriculum support. Teachers may also provide real-life examples and at-home strategies to help parents apply the curriculum, as well as additional resources and guidance for those with lower awareness.

Parents, in turn, are encouraged to engage actively in school activities, participate in parent-teacher discussions, utilize educational resources, support home-based learning, reinforce classroom lessons, maintain communication with teachers, and independently seek out information and clarification as needed.

It is recommended to explore the underlying causes of disparities in parental awareness, such as cultural attitudes, communication accessibility, and digital literacy, and assess the effectiveness of interventions designed to enhance parental involvement and curriculum understanding. Longitudinal studies may also be conducted to determine the long-term impact of parental awareness on student academic performance and educational outcomes.

Ethical Approval and Consent

This study was conducted with full adherence to established ethical guidelines to ensure the protection, dignity, and welfare of all participants. Prior to the data collection process, the researcher secured the necessary authorizations, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical approval from the institution’s Ethics Review Committee. The ethical procedures followed were based on the framework proposed by Pregoner et al. (2025), ensuring alignment with current protocols for research involving human subjects in educational contexts. Participation in the study was strictly voluntary, with all respondents thoroughly informed about the study’s objectives, scope, and their right to decline or withdraw at any time without consequence. Informed consent was obtained as a confirmation of their willingness to participate. To maintain confidentiality, no identifying personal information was collected, and all responses were treated with the highest level of confidentiality. The data were used exclusively for academic purposes, and the entire research process was carried out with transparency, integrity, and a strong commitment to ethical responsibility.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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