

**FACTORS AFFECTING ENGLISH INSTRUCTION OF GRADE 7 K TO 12  
CURRICULUM AS PERCEIVED BY HIGH SCHOOL ENGLISH TEACHERS OF  
THE DIVISION OF QUIRINO**

**Dr. Ma. Theresa B. Valerio**

---

**ABSTRACT:** *The study describes the present phenomenon of the teachers' abrupt adjustment to the English instruction of the K to 12 Curriculum Grade 7 in Quirino, Philippines. Teachers as professionals are expected to respond to any curriculum changes to make teaching and learning dynamic and effective. Gone are those days when teachers dominate the classroom routine. As the twenty-first century approaches, the demand for better teachers and better quality instructions gets more sophisticated. As curriculum alters, instructional materials call for innovations because teaching-learning process is a matter of personal response. To keep abreast with the demand of the world's changing technology, the education curriculum in the Philippines tried to keep in pace with the global trends. Finally, for the school year 2012-2013, the K to 12 basic education curriculum was finally implemented in the Philippines. Relevant to the teaching of English as one of the core subject in this curriculum, the overall goal of the Secondary Education Curriculum is to develop a functionally literate Filipino who can effectively adjust to various communication situations. Generally, the dual goal of the English Curriculum is to develop the learners' communicative and literary competence. Upon the implementation of the new curriculum in the country, English learning packages of the English 7 class has become the common instructional materials in the entire Philippines. The use of modules and learning packages in Grade 7 K to 12 basic education curriculum becomes the tailored instructional technique that may suit best to the students' ability. Gone are those days when teachers dominate the classroom routine. As the twenty-first century approaches, the demand for better teachers and better quality instructions gets higher. As curriculum alters, instructional materials call for innovations because teaching-learning process is a matter of personal response. This study assessed the factors affecting English instruction of Grade 7 K to 12 Curriculum as perceived by the respondents along the following factors: module factor, teacher factor, student factor, school factor, and parent factor. This study dealt with the following objectives: (1) determine the profile of the teachers in terms of gender, age, civil status, number of years teaching English subject, and ethnicity; (2) detect how the respondents perceived the various factors affecting English Instruction of Grade 7 K to 12 Curriculum in the Division of Quirino along module factor, teacher factor, student factor, school factor, and parent factor (3) detect the significant differences on the respondents' perceptions for each factor that affects instruction when they are grouped by their profile. The researcher made use of structured questionnaires to obtain the necessary information and other data needed in the research. Interviews among the teacher respondents were also done to verify the answers to the questionnaires. The following were the highlights of the study: (a) Majority of the English teacher respondents were females, married and have started taking up units in their master's degree. Majority of the teacher respondents were Ilocanos whose majority of age are within the range of 30-39. In terms of their experience as English teachers, majority of the grade 7 teachers have been teaching within the range of 1-5 years. (b) The respondents' perception on the factors affecting English instruction in the K to 12 Curriculum is "much affected" in terms*

*of module factor, teacher factor, student factor, and parent factor; whereas, the school factor “moderately affects” the English instruction. (c) There are significant differences on the perception of the English teachers on the factors affecting English instruction in the Grade 7 K to 12 Education Curriculum when they are grouped according to their age and the number of years in teaching English as a subject. (d) There are no significant differences on the perceptions of the English teachers on the factors affecting English instruction in the Grade 7 K to 12 Education Curriculum when they are grouped according to their gender, civil status, educational attainment, and their ethnicity.*

**KEYWORDS:** *Philippines, K to 12 basic Education Curriculum, English instruction, Descriptive Research*

---

## INTRODUCTION

Education has always been dynamic. Everything that is dynamic certainly echoes possible problems. To keep in pace with global competitiveness, Philippines has finally implemented the K to 12 basic education curriculum starting June of school year 2012. Indeed, education constantly grows with the growth of humanity. The curriculum in the Educational system of the Philippines has been altering for the changing times of generation. Unlike other countries that have 12-year basic education, the Philippine basic education has the least number of curricular years these recent years. Six years elementary and four years secondary. This recent decade, the country's educational system has been suffering from various feedbacks, specifically when it failed to cater to the needs of the Filipino students.

According to Wahyudin in his study ( 2009 ), nearly all countries in the world reformed their educational system during the last two decades. Various efforts have been made by curriculum developers to review, evaluate and reform the existing curriculum, including its implementation. Even Indonesia and Japan revitalized their curriculum in the primary and secondary school to meet the changing technology, social and global demands. In the Philippine setting, according to Tolentino (2012 ), the Philippine educational system is greatly affected by several important issues like quality education, affordability of education, government budget for education and education mismatch. Even if the government allocate much fund for education, there is still a mismatch between skills and actual jobs.

Basically, to implement the K to 12 curriculum, the Department of Education (DepEd) in the Philippines requires modularized learning or the use of learning packages in teaching all the subjects among the grade 7 entrants. Common English learning packages or modules are required by the Department of Education to be used in both private, integrated and public High Schools. According to the Department of Education's *Learning Area Team for Languages and Multiliteracies of the K to 12 Curriculum for 2012*, the general objectives of English for Grade 7 subject in its wide-ranging concept include the following : (1) explore real-life themes and situations ; (2) expose the learners to a balance of literary and informative texts; (3) engage the learners to an interplay of print and non-print resources; (4) enrich their grammar awareness ; and (5) enhance one's information and management skills.

On the other hand, literary competence is concerned with general skills needed to meet the communicative and linguistic demands of the different types of Philippine literature. Values underscore the significant insights and universal truths presented in the varied literary texts. In addition to the macro-language skills of listening, speaking, reading and writing and viewing. Indeed, the K to 12 curriculum demands the implementation of instructional packages for the Grade 7 by which every teacher and learner is expected to deal with. Aside from the instructional materials used by the teacher, these modules basically are used as the prime instructional devices. Teaching is good when the method used is supplemented by another method and instructional devices. This is based on the principle that best learning takes place when greater number of senses are stimulated and utilized in the learning process.

Hence, whether the use of this learning packages or any other concerns in the K to 12 curriculum gush on, the crux of the issue lies on every English learner and his teacher as they move on towards the realization of the English competencies. The researcher was motivated to conduct this study to get updated with the latest curriculum in the education system of the Philippines which is considered as a global curriculum patterned from other countries. Amidst the yearly trend of changing the high school curriculum these recent years, teachers keep on adjusting and updating their techniques every year to make themselves better educators of the country.

### **Statement of the Problem**

This research assessed the factors affecting English instruction of Grade 7 K to 12 Curriculum as perceived by the High School English Teachers of the Division of Quirino. Specifically, it answered the following: (1) What is the profile of the Respondents in terms of gender, age, civil status; number of years in teaching English subjects; highest educational attainment; and ethnicity ; (2) How do the respondents perceived the various factors affecting English instruction of Grade 7 K to 12 Curriculum in the Division of Quirino along module factor; teacher factor; student factor; school factor ;and parent factor; (3) Are there significant differences on the perceptions of the respondents on the factors affecting English instruction of Grade 7 K to 12 Curriculum if they are grouped according to their profile ?

### **Scope and Delimitation of the Study**

The questionnaires for this research were floated on April, 2013 in the Division of Quirino. It was one school year after the controversial K to 12 curriculum was implemented. In the entire province of Quirino, a total of 42 High Schools including the integrated High Schools in remote barrios have the Grade 7 entrants. There are 6 municipalities in Quirino. Each municipality has its national High School. There are 10 National High Schools, including Quirino General High School and Burgos National High School which are both found in Cabarroguis, the capital town of Quirino. There are 5 private high schools in the province. The parameters of the study were the perceptions of Grade 7 High School English teachers in the 10 National High Schools and 5 private high schools along module factors, teacher factors, student factors, and parent factors.

### **Importance of the Study**

The result of the study is beneficial to the following:

**Administrators.** The result of the study will serve as input to the DepEd administrators in their incessant quest to trace out the implications of the new curriculum. The findings of this research

may give them hints to the review and partial evaluation of the learning packages and other issues pertaining to the new curriculum.

**English Teachers** . The result of the study will lead the English teachers to introspect unto themselves on how they could improve their teaching skills and techniques. They can use the result of this study to make themselves sensitive to the needs of the Grade 7 students who are the primary factors to be considered in creating worthwhile learning activities to the students.

**Module Writers**. Since the K to 12 Curriculum is purely modularized, the module writers can use the result of this research for them to improve, enhance or to perfect the learning package that will be used nationwide. Through this research, module writers can assess the actual needs of the students to make the English module better and satisfying . They will be informed on the choice of literary genres and activities that are suitable to the age, interests and needs of the grade 7 Students.

**Parent and Community**. Through the findings of this study, the parents will be informed of the facts about the K to 12 Basic Education Curriculum. They will accept the changes of the education curriculum and support their children to obtain better grades. The result of this study will necessitate them to embrace the issues of the curriculum and lessen their antagonistic perception of the additional years to be spent in high school by their children. Through the result of this research, the parents will extend their positive support for their children to be enlightened about the benefits they could receive from the program. With such concern, the curriculum makers should be more active for the promotion of its sustainability since the government has spent millions of money for the realization of the said curriculum. After all, learning is a tool that builds and sustains communities to become better and humane.

**Future Researchers**. The future researchers in the field of education may use the findings of this study to link other future research and use it as reference to other related studies. The curriculum makers sometimes are the researchers themselves. They can use the findings of this study for a productive reflection and promotion of the curriculum.

### The Conceptual Framework

The conceptual Framework of this research presents the Input-Process- Output model to show the relationships of variables. The Inputs of this research includes the Profile of Grade 7 English Teachers of the Division of Quirino as respondents and the factors affecting the English instruction .

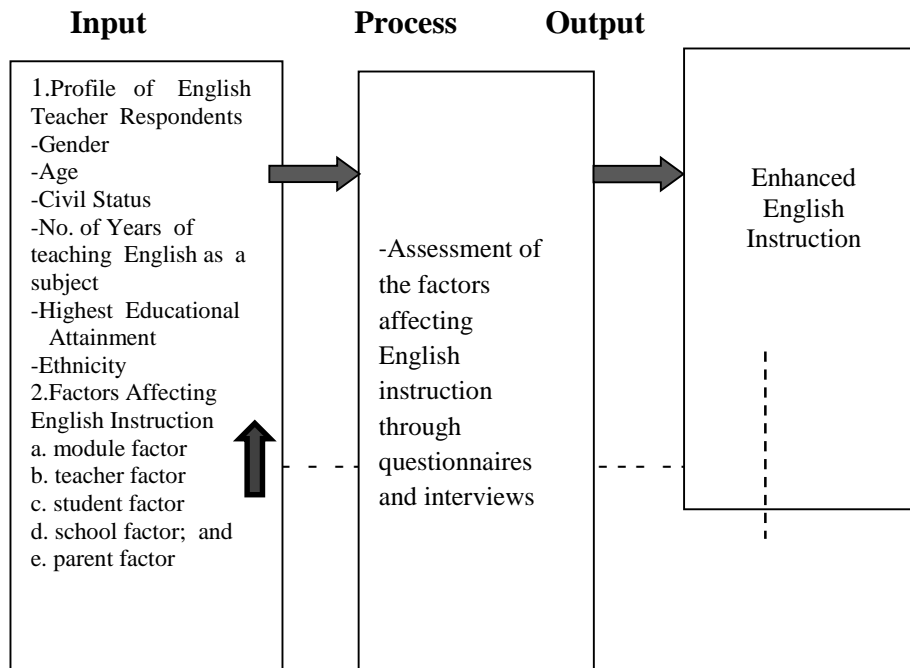


Figure 1. The Conceptual Framework of the study that shows the relationship of variables.

### REVIEW OF RELATED LITERATURE AND STUDIES

The Education Act of 1918, or the Fisher Act, was an act of British Parliament written by Herbert Fisher . He implemented changes in progressive education and helped form many aspects of the K-12 education system we recognize today. The Fisher Act raised the age at which children could leave school to fourteen and addressed education needs such as health inspections and accommodations for special needs children. This Act also prompted a committee that reported to and made recommendations to policy makers regarding education. Curriculum then, was in constant review and changes were implemented to meet the needs of the learners.

The innovations of curriculum demands the overview of some factors that may affect both the learners and teachers intrinsically and extrinsically. In dealing with the English subject, according to Ana Hernandez ( 2003 ) updated language strategies allow students to develop knowledge of subject matter through the competency in English. The teacher ensures that the lessons are comprehensible to different learners. In Philippine setting, the teacher must use comprehensive literary genres suited for the learners. For language proficiency and English language development, an effective technique is to draw the learners' background in the areas of practical applications. Topics must be related to their personal experiences and connections. It is important

to maintain a comfortable participatory learning environment that allows the students to practice English language without fear, seeking clarification or taking linguistic risks.

It is generally accepted that teachers of English play a leading role in providing learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively. This is according to Arkoudis (2003). However, Goodwyn, et al (2003) point out that all teachers have a stake in effective literacy. Learners may fail to understand academic concepts through the language they are still learning because their subject content teachers are incapable of assisting them to do so. (Crandall, 1998). Gouthro (2003) mentioned in her research that excellent teachers make the difference. These teachers who know their students are alert to the literacy demands of a curriculum, and have a repertoire of flexible practices. They recognize and value the needs, interests, and capacities of the learners.

As a matter of practice, the curriculum in the Philippines is revised every ten years, but the rapid rate of change in education and the changing demand of the society necessitate a continual revisiting and updating of the curriculum to make it responsive to emerging changes in the needs of the learner and the society. Thus, the refinement of the curriculum remains to be a work in progress. Aside from the issue of relevance, the refinement of the secondary education curriculum was guided by the need, as articulated in the *Education for All Plan 2015*, which aims to streamline its content in order to improve student mastery and contribute to the attainment of functional literacy. This became a primary consideration in the design of the curriculum and the formulation of standards and the essential understanding from which the content of the curriculum was derived. The results of national and international assessments were reviewed and analyzed for their implications for teaching and learning.

The K +12 program is a continuum process for mastery of the learning competencies. In the regular curriculum or the old curriculum, they cram what the students need to learn in 10 years. So the K +12 is like decongesting the system so that there are more years for students to master learning skills. The role of educators is not simply to teach but to guide and become partners of the students to cope up with the demands of the future. This means developing adequate skills to make them highly competitive in the global village, skill-oriented and be equipped with any learning technologies. They are the keys to our survival in the 21<sup>st</sup> century and our tool in attaining global competitiveness.

The K to 12 curriculum employs the use of learning packages as instructional material in all subjects. According to Bautista, in his dissertation (2005) the development of several types of instructional materials is one of the major steps of each curriculum planning and development procedure. Though the textbook is a widely used instructional material, it is found that different types of instructional materials are now being used to achieve learning outcomes or to improve quality education and for the benefit of both the teachers and the students. Such materials like teacher's guide, student's workbook, modules, teacher training materials, assessment materials, and supplementary materials specially for students and resource books for the facilitators.

Calacal (1999) mentioned in her dissertation that the nature of curriculum is one of the critical element of the opportunity to learn. If the contents of the curriculum is too heavy, the opportunity



to learn is much affected. The result indicates that the content of the learning outline may not be relevant to the needs of the students in their real life. The implication of this problem is a curriculum review that leads to the improvement of the curriculum.

There are also factors that affect English instruction in the K to Basic Education Curriculum. One of which is the students' practical application of English in communicating ideas. As the students learn the second language, Goswami (2010) in his study, mentioned that students can use opportunities to practice English outside classrooms, which can enhance the students' English proficiency. Also, the need for English to survive in the students' daily life increases their motivation to learn English.

\ Har (2007) stated in her dissertation that teachers have the greatest impact on students' motivation to learn English. The result of her research also revealed that parents' role in education has affected the educators in Hong Kong in the development of their curriculum. Uys ,et.al ( 2007) in his study mentioned that in South Africa, the grade 7 and 8 students from the rural areas have lower level of language proficiency. To solve this issue, the researchers suggested that teachers' trainings should be extensive and ongoing. All teachers who have to teach through the medium of English should be required to obtain a qualification in English medium of instruction. This would involve training in the required language, methods of teaching and presentational skills. Teachers lacked the personal language proficiency required both spoken and written to assist their learners in the acquisition of academic literacy.

According to Bautista, ( 2005 ) teachers as professionals are expected to respond to any curriculum changes to make teaching and learning dynamic and effective. The use of modules and learning packages become the tailored instructional techniques that would suit best to the students' ability. Gone are those days when teachers dominate the classroom routine. As the twenty- first approaches, the demand for better teachers and better quality instructions gets higher. As curriculum alters, instructional materials call for innovations because teaching- learning process is a matter of personal response.

Where educational knowledge or curriculum content not only comes from books but also from actual practice, and where such knowledge is held not only by the teachers but also by community folks themselves, the knowledge available becomes multi- faced, multi- layered and always open to confirmation and rejection.( DOronilla,2000 )

According to the research of Tolentino, ( 2012 ) teachers experience problems in dealing with the curriculum of Education. The pressures are on the part of the teacher in accomplishing the lessons expected in the whole school year. She reiterated that there are really existing problems in the curriculum particularly that of school factor, teacher and student factor as well as community factor. In the Philippines, students between ages 5 to 18 years of age are expected to attend school. It is the primary duty of the society to prepare them to become productive in the future. In order for the students to learn, external factors are to be considered.

The aim of this study is to determine the factors that affect instruction of Grade 7 K to 12 Curriculum as perceived by the English teachers following the implementation of this new curriculum in the Philippines.

## RESEARCH METHODOLOGY

### Research Design

This research is a descriptive study. It describes the observable fact on the issues of the trend of the Grade 7 level in the K to 12 Basic Education Curriculum. The variables to be described are the respondents' perception on the factors that affect English instruction as perceived by the Grade 7 English teachers in the Division of Quirino. Other variables described are the profiles of the respondents which include their gender, age, civil status, number of years teaching, their highest educational attainment and ethnic affiliation.

### Respondents of the Study

In this study, only the teachers who were teaching English subjects in the Grade 7 class in the different High Schools of Quirino were taken as respondents of the study because they were the ones personally involved in the new curriculum.

### Data Gathering Instruments

The questionnaire used in this research consists of two parts: the profile of the respondents and the questions on the factors affecting affiliations English Instruction in the K to 12 Basic

### Education Curriculum.

The first part, the profile of the respondents indicates their gender, age, civil status, number of years teaching English subjects, highest educational attainment, and ethnicity. The second part of the questionnaire contains the factors affecting English instruction in the K to 12 Basic Education Curriculum as perceived by English high school teachers in the province of Quirino. The module factor consists of 10 concerns; the teacher factor that consists of 10 predicaments; the student factor that consists of 9 concerns, the student factor with 9 issues and the parent factor with 10 issues.

Table 1. The Grade 7 English teacher respondents were asked to rate each concern using the following scale:

Scale	Range	Description	Indicator
5	4.20 - 5.00	Very much affected	The respondent is very much affected.
4	3.40 - 4.19	Much affected	The respondent is much affected.
3	2.60 - 3.39	Moderately affected	The respondent is moderately affected.
2	1.80- 2.59	Slightly affected	The respondent is slightly affected.
1	1.0 - 1.79	Not affected	The respondent is not affected.



**Research Environment**

Data was gathered from the Grade 7 English teachers in the different High Schools in Quirino as presented in the following table below :

Table 2. List of High Schools and number of English Teachers in Grade 7 K to 12 Basic Education Curriculum

**MASTER LIST OF HIGH SCHOOLS IN QUIRINO PROVINCE**

	Name of School	No. of Eng. 8 Teachers as RESPONDENTS
1	Aglipay National High School	1
2	Alicia Integrated School	1
3	Balligui Integrated School	1
4	Bannawag Integrated School	1
5	Burgos National High School	1
6	Cabarroguis National School of Arts and Trade	3
7	Cabaruan Integrated School	1
8	Cagayan Valley Colleges of Quirino	1
9	Calaocan Integrated School	1
10	Dibibi Integrated School	1
11	Diffun High School	5
12	Dingasan Integrated School	1
13	Dipintin High School	1
14	Disimungal Integrated School	1
15	Divisoria Sur High School	1
16	Dumabato Integrated School	1
17	Dumabel Integrated School	1
18	Giayan Integrated School	0
19	Ifugao Village Integrated School	1
20	Landingan Integrated School	1
21	Maddela Comprehensive High School	3
22	Magsaysay National High School	1
23	Nagabgaben Integrated School	0
24	Nagtipunan National High School	1
25	Our Lady of Lourdes School	0
26	Pinaripad National High School	1
27	Quirino General High School	3
28	Qu Quirino State University Laboratory High School	3
29	Sa Saguday National High School	2
30	San Antonio Integrated School	1
31	San Isidro Integrated School	1
32	San Martin Integrated School	1
33	Sangbay Integrated School	1

34	Scala Integrated School	1
35	St. Mark's School	1
36	St. Mary's Academy	2
37	St. Vincent School	1
38	Tucod High School	1
39	Victoria High School	1
40	Villa Gracia Integrated School	1
41	Villarose Integrated School	0
42	Wasid Integrated School	0
	TOTAL RESPONDENTS	51

### Statistical Treatment Used

The following statistical tools were used for the interpretation of needed data:

1. Slovin's Formula. This formula is used to determine the number of respondents in a population

$$\text{Slovin's formula} \quad n = \frac{N}{1 + Ne}$$

2. Frequency Count and Percentage. These were used to enumerate the answers of the profile of the respondents as to age, gender, educational qualification, length of teaching experience and ethnic affiliation.

3. Weighted Mean. This was used to describe the levels of perception of the respondents on the different factors that affect English instruction.

4. Chi-Square ( $\chi^2$ ) This tool is used to determine if there exists a significant difference among the perceptions of the respondents on the different factors that affect English instruction when respondents are grouped according to their profile: their gender, age, civil status, number of years teaching English subjects, highest educational attainment and ethnic affiliation.

## RESULTS AND INTERPRETATION OF DATA

Table 3. Profile of the Respondents

Gender	Frequency	Percent
Male	6	11.76
Female	45	88.24
Total	51	100.00
Age	Frequency	Percent
20 - 29	16	31.4
30- 39	20	39.2
40- 49	9	17.6
50- 59	4	7.9
60 and above	2	3.9
Total	51	100.0
Number of Years Teaching	Frequency	Percent
1-5 years	17	33.3

6-10 years	13	25.5
11- 15 years	10	19.6
16-20 years	5	9.8
20 years and above	6	11.8
Total	51	100.00
Civil Status	Frequency	Percent
Single	6	11.8
Married	44	86.2
Widowed	1	2.0
Total	51	100.00
Highest Educational Attainment	Frequency	Percent
Bachelor	9	17.6
With M.A. Units	25	49.0
M.A/ M.S	12	23.5
With Ph.D Units	4	7.9
Ph.D	1	2.0
Total	51	100.0
Ethnic Affiliation	Frequency	Percent
Ilocano	30	58.8
Ifugao	15	29.4
Tagalog	3	5.9
others	3	5.9
Total	51	100.00

The table presents the profile of the respondents as to their gender, age, number of years teaching English subjects, civil status, educational attainment and ethnicity. Results show that majority of the English teacher respondents in the province of Quirino are females; and most of them are within the age range of 30- 39. In terms of their experience as English teachers, majority of them have been teaching within the range of 1-5 years; mostly married and majority are Ilocanos. In terms of their educational attainment, most of them have started taking up units in their master's degree.

Table 4. Factors Affecting English Instruction in In the Grade 7 K to 12 Education Curriculum along **Module Factor**

MODULE FACTOR	Mean	Description
1.The complete English module/learning package is entirely available and easy to secure.	2.27	Slightly affected
2.Instructional manual on how to use the module/learning package is given as part of the module.	3.04	Moderately affected
3. Grammar lessons for communicative improvement are sufficient in the module.	3.33	Moderately affected
4. The activities for the improvement of the students' five macro Skills are found in the module.	3.90	Much affected
5.The reading genres presented in the module are comprehensive enough for understanding.	3.67	Much affected
6. The choices of short stories are appropriate to students' age and interests.	3.43	Much affected
7. There are variety of activities as enhancement tasks found at the end of each lesson.	3.74	Much affected
8.The students' tasks are adequate enough to obtain learning competencies.	3.74	Much affected
9. The module contains too many lessons which cannot be accomplished in one school year.	3.84	Much affected
10. The students' tasks enhance critical thinking.	4.17	Much affected
<b>Mean</b>	<b>3.51</b>	<b>Much affected</b>

The table shows the perception of the respondents that affect English Instruction in the K to 12 curriculum along Module factor. The respondents are *much affected* on the following predicaments in the module factor : the activities for the improvement of the students' five macro skills are found in the learning package; the reading genres presented in the module are comprehensive enough for understanding; the choices of short stories are appropriate to students' age and interests; there are variety of activities as enhancement tasks found at the end of each lesson; the students' tasks are adequate enough to obtain learning competencies ;the module contains too many lessons which cannot be accomplished in one school year; the students' tasks enhance critical thinking. Whereas, the respondents also are *moderately affected* on 2 concerns : instructional manual on how to use the module/learning package is given as part of the module and Grammar lessons for communicative improvement are sufficient in the module. The issue on the availability of the module was answered by the respondents as *slightly affected* only. This implies that the teachers are *slightly affected* in securing the English module.

The factors affecting English Instruction in the Grade 7 K to 12 Education Curriculum along module factor has a total mean of “ *much affected* ”.This implies that the English teachers are *much affected* on the new trend of using the module as instructional material in their daily lesson.

Table 5. Factors Affecting English Instruction in the Grade 7 K to 12 Education Curriculum along **Teacher Factor**

TEACHER FACTOR	Mean	Description
1.The teacher is knowledgeable in using the learning package.	4.02	Much affected
2. The teacher uses effective techniques to present the lesson.	4.06	Much affected
3. The teacher has the mastery of the subject matter .	4.12	Much affected
4. The teacher has series of participation in K to 12 English trainings and seminars.	3.84	Much affected
5.The teacher has the availability of time for making learning plans based on the module.	3.55	Much affected
6.The teacher uses creativity and resourcefulness in using other references to expand the lesson.	4.04	Much affected
7.The teacher practices bilingualism in her/his English class.	3.33	Moderately Affected
8.The teacher uses no instructional aids in teaching English Lessons because everything is in the module .	2.20	Slightly Affected
9.The teacher is confused in re- planning lessons to learning plans.	2.57	Slightly affected
10. The teacher becomes totally dependent to English Module.	2.49	Moderately Affected
<b>Mean</b>	<b>3.42</b>	<b>Much Affected</b>

This table presents the teacher as a factor that affects the English instruction in the K to 12 Curriculum. The respondents were *much affected* on the following : the teacher is knowledgeable in using the learning package; the teacher uses effective techniques to present the lesson; the teacher has the mastery of the subject matter; the teacher has the availability of time for making learning plans based on the module ; the teacher has series of participation in K to 12 English trainings and seminar; and the teacher uses creativity and resourcefulness in using other references to expand the lesson.

There are two issues that the respondents found themselves *moderately affected*. These are the practice of bilingualism in classroom and total dependency to the module. The respondents are *slightly affected* on the absence of instructional aids in teaching English Lesson and the confusion in making their learning plans.

The weighted mean *much affected* gives the implication that teacher factor affects English instruction that much as perceived by the English teachers.

Table 6. Factors Affecting English Instruction in the Grade 7 K to 12 Education Curriculum along

**Student Factor**

STUDENT FACTOR	Mean	Description
1. The students can cope up easily because of the simplicity of lesson presented in the learning package/ module.	3.06	Moderately Affected
2.The students have inadequate background of literary genres in the learning package.	3.22	Moderately Affected
3.The students show much interest to learn the English lessons.	3.59	Much Affected
4.The students have difficulties in securing complete copies of the English Module	3.88	Much Affected
5.The students are being encouraged to use higher level of thinking in answering the activities at the end of each module.	4.06	Much Affected
6.The students manifest immaturity to integrate the literary pieces in their life	3.27	Moderately Affected
7.The students show less comprehension of short stories in Philippine Literature .	3.49	Much Affected
8. The students have enough time to accomplish and finish all the lessons presented in the Learning package for one school year.	2.86	Slightly Affected
9. The students' exposure to English language outside the classroom enhances their linguistic ability.	3.69	Much Affected
<b>Mean</b>	3.46	Much Affected

In terms of the student factor, the table shows that the respondents are *much affected* on the following concerns: the students show much interest to learn the English lessons; the students have difficulties in securing complete copies of the English module; they are being encouraged to use higher level of thinking in answering the activities at the end of each module; they show less comprehension of short stories in Philippine Literature; and the students' exposure to English language outside the classroom enhances their linguistic ability.

The respondents are *moderately affected* in the statement that the students can cope up easily because of the simplicity of the lesson presented in the learning package; they have inadequate background of literary genres in the learning package and the students manifest immaturity to integrate the literary pieces in their life. In the issue of students' enough time to accomplish and finish all the lessons presented in the learning package for one school year, the respondents are *slightly affected*. The mean perception *much affected* means that the student factor affects English instruction that *much as* the quantitative description shows.

Table 7. Factors Affecting English Instruction in the Grade 7 K to 12 Education Curriculum along



**School Factor**

	<b>Mean</b>	<b>Description</b>
1. The school provides the updated additional English references and instructional aids.	3.00	Moderately Affected
2. There is sufficient additional references in the school library.	2.80	Moderately Affected
3. The school adequately oriented the parents on the new curriculum.	3.63	Much Affected
4. The School has internet access for required literary genres.	3.45	Much Affected
5. The School gives adequate financial support for securing complete learning package.	3.16	Moderately Affected
6. The School upgrades its facilities in the new curriculum.	3.49	Much Affected
7. The School provides in-service trainings/seminars of teachers about the K 12 BEC.	3.53	Much affected
8. The school is financially capable of giving free copies of Modules to all students.	2.31	Slightly Affected
9. The school shows maximum interest to support the K to 12 BEC.	3.96	Much Affected
<b>Mean</b>	<b>3.26</b>	<b>Moderately Affected</b>

The perception of the respondents along school factors indicates that they are *moderately affected* on the following statements: the school provides the updated additional English references and instructional aids; there is sufficient additional references in the school library; and the school gives adequate financial support for securing complete learning package.

The respondents perceived that they are *much affected* in the following: the school adequately oriented the parents on the new curriculum; the school has internet access for required literary genres; the school upgrades its facilities in the new curriculum; the school provides in-service trainings or seminars of teachers about the K to 12 BEC and the school shows maximum interest to support the K to 12 BEC.

The perception of the respondents is *slightly affected* on the issue that the school is financially capable of giving free copies of Modules to all students.

The mean perception of the respondent is *moderately affected*. This implies that the English instruction is moderately affected by the issues along school factor in general.

Table 8. Factors Affecting English Instruction in the Grade 7 K to 12 Education Curriculum along

**Parent Factor**

	<b>Mean</b>	<b>Description</b>
1. Parents considered English as a difficult subject and their child considered it, too.	3.55	Much Affected
2. Parents have a negative attitude to the “bookless” way of learning, i.e. modular learning.	2.90	Moderately Affected
3. Parents are confused to the new adjectival grading system	3.78	Much Affected
4. Parents asked for the equivalent numerical grades in English to help their children pursue advanced study of the module.	4.12	Much Affected
5. Parents show less interest to explore the module of their children.	3.33	Moderately Affected
6. Parents who are too busy seldom help their children in their English lessons.	3.53	Much Affected
7. Parents are patient enough in helping their children to obtain improvement in their report cards.	3.24	Moderately Affected
8. Educated parents can better communicate with their children regarding the school work, activities and the information being taught at school.	3.92	Much Affected
9. Parents’ financial capability affects the learning ability of their children.	4.12	Much Affected
10. Parents’ adherence to accustomed dialect decreases the child’s initiative to learn English.	3.69	Much Affected
<b>Mean</b>	<b>3.62</b>	<b>Much Affected</b>

On the part of the parents, the respondents are *much affected* on the following concerns: parents considered English as a difficult subject and their child considered it, too; parents are confused to the new Adjectival Grading System; they asked the equivalent numerical grades in English to help their children pursue advanced study of the module. Parents who are too busy seldom help their children in their English lessons; educated parents can better communicate with their children regarding the school work, activities and the information being taught at school and the issue that the parents’ adherence to accustomed dialect decreases the child’s initiative to learn English. The respondents are moderately affected on the following issues: parents have a negative attitude to the “bookless” way of learning, i.e. modular learning; parents show less interest to explore the module of their children and parents are patient enough in helping their children to obtain improvement in their report cards.

The mean perception *much affected* implies that the issues along parent factor affect English instruction that *much*.

Table 9. Summary Table of the Factors Affecting English Instruction in the Grade K to 12 Education Curriculum

Factors Affecting Instruction in the k to 12 BEC	English Mean	QI
Module Factor	3.52	<i>Much Affected</i>
Teacher Factor	3.42	<i>Much Affected</i>
Student Factor	3.46	<i>Much Affected</i>
School Factor	3.26	<i>Moderately Affected</i>
Parent Factor	3.62	<i>Much Affected</i>
Total Mean	3.46	<i>Much Affected</i>

The table presents the summary of the factors that affect English instruction in the K to 12 education curriculum. It indicates that English instruction is *much affected* in terms of module factor, teacher factor, student factor and parent factor. While the school factor *moderately* affects the English instruction. The total mean *much Affected* implies that four of the factors affect English instruction that *much*.

Table 10. Summary of the Significant Factors on the Perception of Teachers on the Factors Affecting English Instruction in the Grade 7 K to 12 Education Curriculum When they are Grouped According to their Profile

Profile	Chi-Square Value	df	p-value	Decision
Gender	1.458	4	0.834	Accept Ho
Age	23.882	16	0.05	Reject Ho
Civil Status	4.163	8	0.842	Accept Ho
Years of Teaching Experience	19.769	16	0.044	Reject Ho
Highest Educational Attainment	19.864	16	0.226	Accept Ho
Ethnic Affiliation	11.375	12	0.497	Accept Ho

The table presents the summary of the significant difference on the perception of teachers on the factors affecting English instruction in the Grade 7 K to 12 Education Curriculum when they are grouped according to their profile. With regards to the respondents' gender, the table shows that there is no significant difference on the perceptions of the respondents on the factors affecting English instruction in the K to 12 curriculum whether they are female or male. Indeed, the null hypothesis is accepted. With regard to their age, the table shows that there is significant difference on their perceptions on the factors affecting English Instruction in the K to 12 Curriculum. Hence, the null hypothesis is rejected.

Pertaining to their civil status, there is no significant difference on their perceptions on the factors affecting English instruction. Hence, the null hypothesis is accepted.

The table also presents that with regard to the number of years of teaching English as a subject, there exist significant difference on their perceptions on the factors affecting the English instruction. Hence, the null hypothesis is rejected. This implies that the teachers' experiences or number of years of teaching English subject have influenced their perceptions along the mentioned factors that affect English instruction in the new curriculum.

With regard to the educational attainment of the respondents, results show that there is no significant difference on their perceptions. Hence, this led to the acceptance of the null hypothesis that there is no significant difference on the perceptions of respondents on factors affecting English Instruction of Grade 7 K to 12 Curriculum in the Division of Quirino when they are grouped according to their educational attainment. For their ethnic affiliations, there is no significant difference on the perceptions of the respondents whether they are Ilocanos, Ifugaos, Igorots, and others. Thus, the null hypothesis is accepted. This implies that the teachers' ethnicity do not have any influence on how they perceive the mentioned factors that affect English instruction.

## CONCLUSIONS

To determine all the influencing factors of teaching and learning English in a single attempt is a complex and difficult task. It requires a lot of resources and time for an educator to identify all these factors especially that a new curriculum is being implemented. Detecting the factors that affect instruction leads to better strategies of teaching and learning. It also requires analysis, organizational planning and skills to conduct such studies for determining the contributing factors inside and outside school.

To match up with the world's global competitiveness, the Philippines implemented the K to 12 Education Curriculum, a program which is patterned from the educational system in most countries in the world. One of the core subjects of this curriculum is English. It calls on teachers, school administrators, parents, families, community members, superintendents, and the government itself to work together to ensure any student's success. They are the factors to consider in any teaching-learning situation.

From the findings of this study, the following conclusions were drawn:

1. Majority of the English teachers in the Province of Quirino are mostly female; most of them are within the age range of 30- 39; dominated by Ilocanos; majority of the respondents are married; and most of the respondents have started taking up units in their master's degree.
2. Majority of the English teachers assigned in the Grade 7 classes have been teaching for less than five years. This implies that senior teachers prefer to teach in the higher years using the old curriculum. The newly- absorbed teachers are mostly assigned to teach using the K to 12 curriculum because they are open to innovations .
3. It indicates that English instruction is *much affected* in terms of module factor, teacher factor, parent factor and student factor. While the school factor *moderately* affects the English instruction. Hence, four of the factors affect English instruction that *much*.

4. There are no significant differences on the perceptions of English teachers on the factors that affect English instruction when they are grouped according to their gender, civil status, educational attainment and ethnic affiliation.
5. There are significant differences on the perceptions of English teachers on the factors that affect English instruction when they are grouped according to their age and according to number of years teaching English subject.

## RECOMMENDATIONS

Based on the findings of this research, the following are recommended:

1. Upon the implementation of the new curriculum, all modules needed for the whole calendar year should have been completed from first quarter up to the fourth quarter. This will lead to easier accessibility intended for the use of the English teachers. It makes the teachers well-prepared in their teaching endeavors from the start of the school year up to the last quarter.
2. Parents should have been informed meticulously on the qualitative grading system so that they can have a constant monitoring of their children on their English grades. This can be done through series of meetings among school administrators, the parents and the teachers.
3. The school must provide the necessary trainings and seminars to update the teachers on skills relevant to the changing curriculum to ensure improved English instruction.
4. English teachers should lessen their module dependency rather have the interest to use their resourcefulness and creativity to make English lessons enjoyable to the students.
5. Teachers should manifest sensitivity and concern for their students' competence in English especially in literary genres and language itself.
6. The school heads should work with the teachers and parents to lessen the effects of some issues brought upon by the *much affected* factors that affect the English instruction.
7. Researchers in the field of education are encouraged to conduct the same study but different in setting. This is suggested for constant research in education leads to the better implementation of the curriculum in the country.

## REFERENCES

- Alcantara, R. et. Al. (2003) *Teaching Strategies 1*, 3<sup>rd</sup> Edition. KATHA Publishing: Makati City
- Dionisio, A. (2010) *Teaching Guide in English 1*: United Eferza Academic Publication: Batangas.
- Doronilla, M. and Cortes, J. (2000) *The Philippine Education System*. Katha Publishing: Quezon City.
- Gregorio, H. and Gregorio, C. (1979) *Philosophy of Education in Philipin Setting*. Garotech Publishing: Quezon City.
- McCart University Press. Hy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge
- Toffler, Alvin (1990) *Power shift : Knowledge , Wealth and Violence at the Edge of the 1<sup>st</sup> Century*. New York: Bantam Books

- Bautista, R. (2005) "Development of a Module as an Instructional Material in Teaching General Chemistry": Unpublished Dissertation, University of La Salette, Santiago City.
- Calacal, S. (1999) "An Analysis of the Physics Competencies of Mariano Marcos State University Students Under the New Secondary Education Curriculum (NSEC)" Published Doctoral Dissertation, De La Salle University, Manila.
- Grunwald, et al (2002) "Factors Affecting Faculty Adoption & Sustained Use of Instructional Technology in Traditional Classroom", Unpublished Dissertation, University of Michigan
- Pickering, D.J., & Pollock, J.E. (2001) "Classroom Instruction that Works: Research-Based Strategies for increasing Students' Achievement".
- Tolentino, A (2012) "Problems Affecting Instruction as Perceived by Elementary Teachers in the District of Saguday, Division of Quirino." Master's Thesis. Quirino State College
- Wong, Ruth Ming Har (2007) *Factors affecting motivation to learn English: the perspective of newly arrived Hong Kong students.* Doctoral thesis, Durham University.

#### JOURNALS

- Carrington, V. (2001). *Emergent home literacies: A challenge for educators.* The Australian Journal of Language and Literacy, 24(2), 88–100.
- Goswami, J. (2010) "Factors affecting the implementation of communicative Language teaching in Taiwanese college English classes", Mingsin University of Science and Technology, Taiwan
- Gonzales-Pieda, J.A, Nunez, J.C., Gonzeles-Pumeriega, S. Alvarez, L. and Garcia, M (2002) "A structural equation model of parental involvement, motivation and aptitudinal characteristics, and academic achievement". The Journal of Experimental Education, 70 (3) 257-258
- Sarinea Anivan. I.S.P (1999) *A System of Tasks for Language Learning, in Language Teaching Methodology for the Nineties*, ed. RELC Antology Series, 24, pp 51- 63 Oxford
- Zellman, G.L. and Waterman, J.M. (2002) "Understanding the impact of parent