

# The Impact of the Perception of K-12 Program on Emotional and Academic Readiness of First-Year College Students

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.807228>

Received: 13 July 2024; Accepted: 18 July 2024; Published: 21 August 2024

## ABSTRACT

A recent change in the educational system in the Philippines, known as the K-12 Program was implemented. The primary goal of this program is to provide the students with lifelong learning, skillful and experienced graduates, prepared for the next level of education – tertiary education, who have the ability to compete with other graduates and employment. Over the past years, the Philippines faced a problem of producing competitive Filipino graduates concerned with short-term education; the country sees it as a disadvantage by producing graduates that are not yet ready to compete in the job market. This study aimed to determine the respondents' perceptions and levels of emotional and academic readiness among first-year college students of Misamis University in relation to the implementation of the K-12 Program. A population of 167 first-year college students at Misamis University who graduated from Senior High School at the same university participated in this study. A researcher-made questionnaire was used to collect the data. The study's findings showed a significant relationship between the emotional and academic readiness of first-year college students in relation to their perception towards K-12 program. Based on the findings, the study recommended that the students engage in different types of seminars to stay on track and know what program they are going to choose in the near future.

**Keywords:** Academic Readiness, Emotional Readiness, Senior High School, College Students, K-12 Program

## INTRODUCTION

In the last decades, the Philippines faced a problem of producing more competitive, skillful students and graduates to proceed to the next level and face the local and international job market. The Philippines was the last country in Asia with a 10-year basic education cycle (Official Gazette, 2012). The country used to be in conjunction with countries like Angola and Djibouti, with a 10-year pre-university education (DepEd, 2012). The Government and the Department of Education (DepEd) identify this as a disadvantage for students competing in the global job market.

Republic Act No. 10533, also referred to as the "Enhanced Basic Education Act of 2013," was signed into law by President Aquino on May 15, 2013, bringing about the much-needed reform of the Philippine basic education system (Official Gazette, 2013). With the passage of RA 10533, the K to 12 basic education program was formalized. The K–12 program replaced the previous 10-year primary education curriculum with a 12-year basic education requirement that includes one year of kindergarten and six years of primary education, four years of junior high school, and two years of senior high school (Lim, 2014).

Psychologically speaking, the short period of education affects the students' emotional and academic readiness because they lack enough years of education.

## Emotional Readiness

According to psychologists, a person under 18 is not emotionally ready for a higher form of education. Commonly, grade six pupils graduate at the age of 11-13, and fourth-year high school students graduate at the

age of 15-17. Therefore, these learners are still considered children and are not capable of handling serious situations like decision-making and work tasks (Parica, 2013).

A significant portion of the K-12 curriculum depends on students' capacity to identify their professional aspirations and secure the training required to meet them. Subjects have been offered so that the students can prepare for the next level of education - tertiary education. One of them is "Personality Development/Pansariling Kaunlaran." These subjects help students learn more about the people around them, especially their own self. On the other hand, colleges and universities also offer "Understanding the Self" courses, which help students become more aware of what they can do. Adolescents today face several important self- and identity-related concerns, which may lower their self-esteem. In order for students to develop their identities and recognize their strengths and flaws, they must be prepared.

It is believed that the older we get, the more learning and expertise we acquire. These two added years of education can be the solution. DepEd asserts that young individuals who graduate at the age of eighteen or so will be better equipped to continue postsecondary education; therefore, it is by no means a disadvantage.

### **Academic Readiness**

The purpose of the new DepEd K-12 curriculum is to use one of the four academic track strands to help high school students get ready for college: Accountancy, Business, and Management (ABM); Humanities and Social Sciences Strand (HUMSS); Science, Technology, Engineering, and Mathematics (STEM); Technical-Vocational Livelihood (TVL); General Academic Strand (GAS); and Pre-Baccalaureate (PBMAR).

K-12 program: The Senior High School Curriculum has different core subjects composed of 15 subjects that all senior high school students will take to help them be academically prepared for tertiary education. These subjects are taken from Language, Humanities, Communication, Mathematics, Science, Social Science, Philosophy, PE, and Health (Veracruz, 2017). The strands mentioned above will prepare them not just to be ready for the next level of education but also to value discipline in these areas. It will help the students know their capabilities in terms of their skills. On the other hand, their chosen course will help determine if they are emotionally and academically ready for tertiary education.

Because the senior high school program puts more effort into upgrading students' skills, it needs financial support. Filipinos are still suffering from financial matters. Financial stability can be a leading factor in improving the skills and expertise of the students. It may also be the leading cause of students being unable to proceed to the next level and unable to support their financial matters when needed. However, this program may be the key to a more successful future.

The K-12 program can be the key to enhancing students' learning and expertise by adapting a higher form of education to all Filipino students. In addition, adapting this program by adding two years of basic education will help the students develop more skills and have a high possibility of passing the employment requirements because of the readiness of the graduates acquired during the program.

The K-12 Program provides sufficient time for mastery of concepts and skills, develops lifelong learners, and prepares graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. From the government's point of view, K-12 is the appropriate response to address the century-old problem in education and be globally competitive (Cabansag, 2014).

Indeed, the SHS program is the last of all basic education programs. In March 2018, the first batch of the K-12 program graduated and is now in the first year of tertiary education. This shows that the SHS curriculum is clearly intended to prepare students to enter college/university and to prepare them to work in industries (DepEd, 2012). It aims to better equip more knowledgeable and well-practiced Filipinos, and the K-12 program can be the key to success.

They are honed with two extra years in high school, in partnership with the expertise and skills they achieved and learned in the last two years of the Department of Education's implementation of K-12. Graduation is not

enough to ensure that all students are ready and successful in college, career, and life. Supposedly, they would emerge better equipped and ready enough to enter college because of the additional two years of education.

The purpose of this study was to assess how respondents perceived students' academic and emotional preparedness for postsecondary education in relation to the K–12 curriculum.

### **Review of Related Studies**

There have been many related studies concerning the effects of the K-12 Program in the Philippines. Studies from different researchers have been the way to know the possible effects of this program on Filipino students and how it can solve the problems that the Philippines has faced throughout these years.

The 2016 study by Acosta & Acosta (2016) concentrated on how prepared Philippine universities were to adopt the new K–12 curriculum's Senior High School program. A questionnaire used for the survey was used to gather data. The research reveals that among college instructors and higher education institutions. Senior high school preparedness is determined by five predisposing factors: workforce surplus management, course simplification, staffing guidelines, eligibility, and alternative programs. These elements will ensure sustainability as well as the protection, promotion, and welfare of the impacted faculty members and other higher education workers.

A review of the literature on the curriculum for basic education (K–12), with a focus on senior high school (SHS) in the US, Japan, and the Philippines, was presented in Sarmiento & Orale's (2016) paper about Senior High School Curriculum in the Philippines, USA, and Japan. The review's findings indicate that the goal of the SHS curriculum is to get students ready for careers in industry, higher education, or starting their own businesses.

Education is a significant social investment for families, parents, and the nation (Abelencia, 2016). The true aim of education is to nurture human beings to become truly human beings. Nonetheless, we must educate and equip our children to be on level with their international counterparts due to global competition. Moreover, we need them to contribute to developing our national economy. In the context of the Philippines, it is relevant to note that two years ago, incumbent President Aquino signed the Basic Education Act of 2013 (Republic Act 10533), most commonly referred to as the K-12 law. The K-12 law mandates that all pupils entering Grade 1 should have undergone compulsory kindergarten or preschool, and the secondary level will add two more years, the senior high school.

Kless, Soland, and Santiago (2013) found that focusing on individual students omits a crucial research finding: the signals and supports that affect students' college readiness, such as course availability, college-going culture, and academic resources, operate in setting and system levels. Indicators at these two levels, which include schools, districts, and states, provide the information educators need to respond to readiness indicators at the individual level.

Finally, Magsino (2009) suggested that schools should maintain and even raise their readiness in implementing K to 12 by adopting more innovative trends, improving their facilities, and preparing themselves for globalization through the utilization of multimedia in her study "Analysis of the Application of Selected Theories in the Teaching of Grade I—English: An Exploratory Study."

### **Objectives of the Study**

This study aimed to determine the respondents' perceptions and emotional and academic readiness levels among first-year college students at Misamis University regarding implementing the K-12 Program. Assessing the respondents' perceptions and levels of emotional and academic readiness could provide feedback on how the program affects the emotional readiness of students upon entering college and provide an example to the DepEd, teachers, and Schools in order for them to formulate better ways of implementing the program.

## Research Questions

1. What is the demographic profile of respondents in terms of age, gender, and family income?
2. What are the respondents' perceptions towards K-12 Program?
3. What is the respondent's level of emotional readiness?
4. What is the respondent's level of academic readiness?
5. Is there a significant relationship between the respondents' emotional readiness and their perception towards the K-12 Program in SHS?
6. Is there a significant relationship between the respondents' academic readiness and their perception towards the K-12 Program in SHS?

## Research Hypotheses

Ho: There is no significant relationship of respondents' perception of the K-12 program and their emotional and academic readiness.

Hi: There is a significant relationship of respondents' perception of the K-12 program and their emotional and academic readiness.

## MATERIALS AND METHODS

### Research Design

This study was designed as quantitative research through pre-determined sampling method.

### Research Setting

This research was conducted at Misamis University, Ozamiz City, Misamis Occidental. Misamis University is a non-sectarian, non-profit educational, and privately owned institution. Misamis University is the only autonomous university in Northwestern Mindanao to receive an ISO 21001:2018 Educational Organizations Management System Certified by Det Norske Veritas and the most accredited program in Region X by the Philippine Association of Colleges and Universities. In addition, Misamis University caters to over 8,000 students annually on its 7.5-hectare campus in Ozamiz City and has an Oroquieta City campus. Furthermore, the university has achieved deregulated status from CHED and is also recognized as the Center of Development for Criminology, Teacher Education, and Information Technology.

### Research Respondents and Sampling Technique

The sampling technique that was used to choose the respondents was a pre-determined sampling method. It utilized 30 respondents from different tracks and 17 respondents from TVL who were enrolled the previous year in the Senior High School program in the same university.

There were 167 respondents coming from each of the following tracks: ABM = 30 respondents; HUMMS = 30 respondents; GAS = 30 respondents; TVL = 17 respondents; PVMAR = 30 respondents; STEM = 30 respondents.

### Ethical Consideration

Informed consent was obtained from the respondents, requesting them to read our letter for respondents, and if they were willing to participate, they were requested to sign. They were informed that the data obtained will be treated with utmost confidentiality.

### Research Instrument and Validation

A researcher-made questionnaire was used to help the researcher understand the study. The questionnaires used was to measure the level of Emotional Readiness, Academic Readiness, and Student's Perception on the Effects of K-12 Program. The study's questionnaire underwent pilot testing before data collection to ensure it

measures what it is supposed to measure. The questionnaires was used to gather responses from the students so that the researcher could gain a greater understanding of the study. The questionnaires consisted of statements for the emotional and academic readiness about the K-12 Program as follows: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree.

### Data Gathering Procedure

The researcher secured permission to conduct the study from the Dean of the College of Arts and Sciences, Misamis University. After the researcher had been granted permission to conduct the study, it was distributed to the research respondents. The questionnaire was scored, tallied, and tabulated.

### Data Analysis

Mean, Standard Deviation, P-value, r-value were utilized in this study to analyze the responses. The data results were scored, tallied, and tabulated per item an per area of respondents profile, level of emotional readiness, level of academic readiness, students' perception on the effects of K-12 Program: Senior High School which was interpreted as follows: 4.21-5.0 (Very High); 3.41-4.20(High); 2.61-3.40 (Fair) 1.81-2.60 (Low);1.0-1.80 (Very Low) and also 4.21-5.0 (Very Good); 3.41-4.20(Good); 2.61-3.40 (Fair);1.81-2.60 (Poor);1.0-1.80 (Very Poor).

## RESULTS AND DISCUSSION

### Profile of the Respondents

The following section provides the respondent's profile as to their age, sex and family income.

Table 1. Demographic Profile of Respondents (N=167)

Profile	Frequency	Percentage
<b>Age</b>		
17	4	2.4
18	101	60.48
19	54	32.38
20	5	2.99
21	3	1.8
<b>Gender</b>		
Male	82	49.1
Female	85	50.9
<b>Monthly Income of Parents</b>		
₱3,000 and below	29	17.37
₱3,001 - ₱5,000	26	15.57
₱5,001 - ₱9,000	58	34.73
₱9,001 and above	54	32.34

In terms of age as shown in Table 1, the highest percentage (60.48) of the respondents are those students who are 18 years old and followed by 19 years of age. The majority of first-year students, according to the results, are between the ages of 18 and 19. It entails that most of the respondents belong to the expected age of maturity in tertiary level.



Age has a great impact on the emotional and academic readiness of students. Gaertner and McClarty (2015) state that age-related characteristics impact college readiness. Since much of the force behind the creation of this program was to enhance emotional adjustment by allowing students to be with a compatible group of age peers, validation of this goal seems necessary. At this age, the program would help them to become more ready.

In terms of the distribution of the respondents as to their gender, the female respondents gathered a percentage of 50.9, while the male respondents gathered a percentage of 49.1. This implies that there are more women than men in those tracks offered by the university.

According to Bilton (2018), in contrast to global history, women now outnumber males in universities worldwide, and this tendency is growing faster each year in most of the world's nations. Males tend to be less engaged in and attentive to academics, which results in poorer marks across the board. Consequently, fewer of them decide to attend universities or are able to do so. This finding is not exclusive to the UK; in the 35 OECD countries around the globe, males spend an hour and a half less a week on homework than females do.

Filipinos have a deep regard for education. They want a good education for both their sons and daughters – but aspirations can be different for boys and girls. Education experts in the Philippines echo Vernelou's observation. They are alarmed by a decline in primary school enrolment rates and increasing dropout rates that seem to afflict boys in particular. Female students are more likely to enroll at the tertiary level than males. Boys' higher dropout rates could be linked to the expectation that they will add to family income. However, without a doubt, the current crisis in the education sector plays a role (Stark-Merklein, 2005).

The respondents' family income distribution, whether high or low, can affect a student's academic performance throughout their whole educational journey. Given that they are young, their family's finances may have an impact on their schooling. With a percentage of 15.57, the monthly income of parents ranging from ₱3,001 - ₱5,000, there are still families that have difficulty finding money to support their students. Some schools may look carefully at this point. They may ask for family resources and how they can pay their children's tuition.

According to the Department of Education (DepEd), one of the benefits of the K to-12 program is that it is affordable. However, the Alliance of Concerned Teachers (ACT) said that an additional two years in four years of high school is an additional cost to parents. A parent does not only spend money on tuition fees but also on transportation, school projects, and food," according to France Castro, secretary general of ACT(Umil & San Andres, 2012). However, this program can be the key to a good future.

Table 2. Respondent’s Perception on the K-12 Program in Senior High School Curriculum

Indicators	M	SD	Interpretation
1. I’m a quick learner.	3.65	0.78	High
2. I feel isolated.	2.99	1.01	Moderately High
3. I calm myself from different situations.	3.77	0.79	High
4. I am patient.	3.89	0.87	High
5. I’m sensitive.	2.30	1.03	Low
6. I set goals to motivate myself.	4.21	0.92	High
7. I’m not sure to proceed my studies.	3.86	1.25	High
8. I like to share my feelings with other people.	3.44	0.97	High
9. College life is not what I wanted.	3.71	1.27	High
10. I am shy.	2.89	1.16	Moderately High

11. I manage my frustration well.	3.41	0.82	Moderately High
12. I skip classes.	4.17	1.19	High
13. I do my best in my classes.	4.02	0.96	High
14. I'm not a disciplined student.	3.87	1.18	High
15. It's hard for me to trust people.	2.68	1.03	Moderately High
16. I'm motivated to graduate in my chosen degree.	4.26	0.93	Very High
17. I'm not performing to the best of my abilities.	3.32	1.15	High
18. My nervousness interferes with my performance in school.	2.76	0.95	Moderately High
19. I know attending college is the best choice for me.	4.36	0.81	Very High
20. I'm committed to pursue college regardless of obstacles.	1.70	0.89	Very Low
<b>Overall Emotional Readiness Level</b>	3.46	0.39	High

As shown in Table 2, the Senior High School program is recognized as the pre-college level wherein it serves as the preparatory stage for students before entering the tertiary level of education. Among the educational reformations made, this is the most recognizable due to the two additional years. It develops students through the use of a higher level of teaching, broader and more diverse lessons together with actual application of learning in real life (Bonquin et al., 2017). With an average weighted mean of (3.82), the students possessed a good perception on the K-12 program. This program gives them hope to have a great future based on what the program can offer. On the other hand, the statement “The K-12 program taught me to be aware of my strengths and weaknesses” got an average weighted mean of 3.9. Students are more aware of themselves as revealed through their having good perception that this program has taught them to know their strengths and weaknesses. Although students accept that this program adds a financial burden to the family with the statement “This program adds financial burden to my family” with a weighted mean of 2.58 and interpreted as poor, this means that it does not stop them from having a good perception of the program because it has many benefits.

Table 3. Level of Emotional Readiness among First-Year College Students

Indicators	M	SD	Remarks
1. I'm a quick learner.	3.65	0.78	High
2. I feel isolated.	2.99	1.01	Moderately High
3. I calm myself from different situations.	3.77	0.79	High
4. I am patient.	3.89	0.87	High
5. I'm sensitive.	2.30	1.03	Low
6. I set goals to motivate myself.	4.20	0.92	High
7. I'm not sure to proceed my studies.	3.86	1.25	High
8. I like to share my feelings with other people.	3.44	0.97	High
9. College life is not what I wanted..	3.71	1.27	High
10. I am shy.	2.89	1.16	Moderately High
11. I manage my frustration well.	3.41	0.84	Moderately High

12. I skip classes.	4.17	1.19	High
13. I do my best in my classes.	4.02	0.96	High
14. I'm not a disciplined student.	3.87	1.18	High
15. It's hard for me to trust people.	2.68	1.03	Moderately High
16. I'm motivated to graduate in my chosen degree.	4.26	0.93	Very High
17. I'm not performing to the best of my abilities.	3.32	1.15	High
18. My nervousness interferes with my performance in school.	2.76	0.95	Moderately High
19. I know attending college is the best choice for me.	4.36	0.81	Very High
20. I'm committed to pursue college regardless of obstacles.	1.70	0.89	Very Low
<b>Overall Emotional Readiness Level</b>	3.46	0.39	High

Table 3 shows the level of emotional readiness among first-year college students. Based on the findings, the overall emotional readiness of the students is high. It signifies that first-year college students are emotionally ready for college life. This is reputed to the overall weighted mean (3.46). On the other hand, the statement, "I calm myself from different situations." With a weighted mean of 3.77 is interpreted as high emotional readiness. This suggests that even when tough problems and situations arise, the students can control themselves to be calm.

The results were supported by the study of Poll (2015) by the Jed Foundation, which revealed that several factors can contribute to "emotional readiness," including students' ability to adapt to new environments, handle negative emotions in constructive ways, and forge healthy relationships. The survey found that the more prepared a student is for the emotional challenges of college — and for the anxieties that might come with it, such as covering expenses, making friends, and dealing with increased independence — the better and more successful that student's college experience is.

Table 4. Level of Academic Readiness in terms of Skills among First-Year College Students

Indicators	M	SD	Interpretation
1. My skills in math have improved a lot.	3.71	0.94	High
2. My skills to do research improved.	3.63	0.76	High
3. My skills in written communication improved.	3.78	0.76	High
4. I am still learning to improve my vocabulary.	3.80	0.84	High
5. Solving problems isn't my forte.	2.86	1.03	Moderately High
6. My skills in oral communication have improved.	3.74	0.74	High
7. I have gained the skills to succeed.	3.98	0.67	High
8. I can now focus in solving problems.	3.77	0.71	High
9. I'm still finding my skills in terms of academic skills.	3.82	0.71	High
10. I have increased my understanding of different people.	3.89	0.71	High
<b>Overall Skill Readiness</b>	3.70	0.46	High



Table 4 shows the level of academic readiness in terms of skills among first year college students who enrolled at the same university from senior high school to college. The result shows that the students possessed high (3.7) academic readiness. It signifies that the students are academically prepared with the help of the K-12 Program. Furthermore, the freshmen students has improved a lot in both mathematical and research skills with an average weighted mean of 3.71 and 3.63 respectively. This suggests that the K-12 program has a great impact to the students' skills.

Table 5. Level of Academic Readiness in terms of Knowledge among First-Year College Students

Indicators	M	SD	Interpretation
1. I believed I'm better equipped with my knowledge.	3.81	0.73	High
2. My track in SHS prepared me for college.	3.74	1.10	High
3. I know the importance of not giving up with hard requirements.	4.15	0.73	High
4. The track I chose developed my learning abilities.	4.04	0.82	High
5. I'm satisfied with my performance in school.	3.83	0.88	High
6. I understand college requirements.	4.31	0.72	Very High
7. I accept new obstacles in order for me to be knowledgeable.	4.12	0.82	High
8. It's important for me to watch T.V. than studying.	3.54	1.13	High
9. I'm performing well in different tests and exams.	3.75	0.73	High
10. I believe that knowledge is the key to success.	4.35	0.88	Very High
<b>Overall Knowledge Readiness</b>	3.97	0.53	High

The results indicate that the students were highly prepared academically, especially in terms of knowledge (Table 5), with an average weighted mean score of 3.97. It conveys that the students are knowledgeable because of the different enhancement that the program can offer to them. On the other hand, the statement "I understand college requirements" with an interpretation of very high (4.31) level of academic readiness depicts that students are more aware that the higher the level of education, the higher the expenses and requirements due to the different subjects they enrolled and also the students believed that the SHS program prepared them for tertiary education.

Senior High School program offers a wide variety of benefits for the students before entering college. DepEd expects that Filipinos will be globally competitive in terms of providing service. The program through its subjects, OJT and different kinds of learnings they can acquire from the program will help them to be skillful and apply what they have learned in real life. This can assess their preparedness, skills and abilities according to their desired course. The Senior High School curriculum will give students the tools they need to better prepare them for the future, whether that be in terms of work, developing their entrepreneurial talents, or attending college or another higher education level (Bonquin et al., 2017).

Table 6. Summary on Respondent's Level of Emotional and Academic Readiness

Level of Readiness	Mean	Interpretation
Overall Emotional Readiness Level	3.46	High
Overall Academic Readiness Level	3.84	High

Table 6 summarizes the respondents' emotional and academic readiness. The result shows the student's overall emotional readiness is high (3.46). In addition, their overall academic readiness in terms of skills and knowledge is high (3.84). This depicts that first-year students are more emotionally and academically prepared for tertiary level with the help of the K-12 Program.

Overall, the result was supported by Bonquin et al. (2017), which revealed that to make Senior High Schools effective, the programs being offered that are linked to the curriculum of the Commission of Higher Education (CHED) the end it is expect students to have the standard knowledge, skills, abilities, and competencies that are mostly needed not just in college but also on the global workplace based on their work, career, and profession for the future.

Table 7. Significant Relationship between the Respondents' Emotional Readiness and Their Perception towards the K-12 Program in SHS

Variables	r-value	P-value	Interpretation
Emotional Readiness and Perception	0.27	0.00	Highly Significant

In this study, the data above (Table 7) shows that the respondents' emotional readiness and perception of the K-12 program in SHS is highly significant ( $r = 0.27$ ;  $p=0.00$ ). The computed r-value and p-value thus signify that the null hypothesis is accepted. This means that this program affects their emotional readiness and perception towards the K-12 Program.

Based on their age, those below 18 years old are still considered not mature. However, during their high school days, the program aims to help them be more aware of themselves with the help of different personality subjects and abilities to know their strengths and weaknesses. The K-12 program is a great platform to prepare senior high school students for the next level since all students are 18 years old and above when they are first-year of college.

Table 8. Significant Relationship between the Respondents' Academic Readiness and their Perception towards the K-12 Program in SHS

Variables	r-value	P-value	Interpretation
Skill Academic Readiness and Perception towards K-12 Program in SHS	0.41	0.00	Highly Significant
Knowledge Academic Readiness and Perception towards K-12 Program in SHS	0.63	0.00	Highly Significant

Table 8 shows that the respondents' academic readiness and perception of the K-12 program in senior high school are highly significant. This is evident in the computed r-value (0.41, 0.63) and P-value (0.00, 0.00) regarding skills and knowledge, academic readiness, and perception towards the K-12 program in Senior High School. Thus, it depicts that the null hypothesis is accepted. This implies that the program significantly affects their academic readiness and perception.

The instructions and the knowledge they have experienced throughout their senior high school years have taught them to be ready with excellent skills, knowledge, and abilities required for the next level of education - college level. Students' views on the K-12 program implementation have helped them to be academically and emotionally prepared for the next phase of their education.

Overall, the K-12 program has made them emotionally and academically ready for college. The more emotionally and academically ready they are, the more likely they are to be prepared and perceive college well.

## CONCLUSION AND RECOMMENDATIONS

With the advantage of having high academic achievement standards by adding two (2) more years, the students have a good perception that the program can help them prepare for the tertiary level. The K-12 Program gives them hope to have a great future based on what the program can offer. Respondents have proven to be emotionally and academically ready for college life and can compete well in skills and knowledge with other students. Providing a higher education in the Philippines can help Filipino citizens be more skillful, knowledgeable, and experienced and can compete with both national and international job markets.

The Department of Education must offer other relevant subjects to improve the preparation of senior high school students for the next level of education – tertiary education- and to have an effective outcome for students' emotional and academic readiness. It is recommended that academic activities be established and strengthened to help the students become more knowledgeable and skillful for the coming academic years. Schools, especially professors and teachers, are encouraged to use various teaching methods to enhance students' abilities in their preparation for the tertiary level. Students must engage in different types of seminars, especially the topics concerning their career choices, in order for them to stay on track and for them to identify their field of interest.

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