Assessing Teachers' Perceptions of the K To 12 Mathematics Curriculum Towards the Proposed Reversion to the K To 10 Program

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ABSTRACT

This study assessed the perceptions of Mathematics teachers regarding the K to 12 Mathematics Curriculum and their views toward the proposed reversion to a K to 10 basic education program among schools in the 4th District of the Cebu Province Division. Specifically, it examined teachers' perceptions in terms of teacher adaptation, skills development, competency alignment, and impact on teaching and learning; determined their perceptions toward a possible reversion to K to 10; identified implementation challenges; examined relationships between selected teacher characteristics and curriculum perceptions; and determined whether teachers favored reverting from K to 12 to K to 10. A descriptive-correlational research design was employed. Mathematics teachers were selected through proportional stratified random sampling based on the official population of Mathematics teachers in the district. An adapted questionnaire was subjected to expert validation and pilot testing, and internal consistency was assessed using Cronbach's alpha. Descriptive statistics included frequency, percentage, mean, and standard deviation, while non-parametric inferential procedures were employed according to the level and distribution of the variables. Because multiple inferential comparisons were conducted, a Bonferroni-adjusted significance level was applied. Effect sizes were also reported to distinguish statistical significance from practical importance. Results from the current dataset showed very high perceptions of the K to 12 Mathematics Curriculum in teacher adaptation (M = 4.36), skills development (M = 4.29), competency alignment (M = 4.30), and impact on teaching and learning (M = 4.17). Teachers also recognized some potential advantages of K to 10, particularly regarding lesson pacing and manageability. However, the direct question on curriculum reversion showed that 545 respondents (80.27%) were not in favor of reverting to K to 10, compared with 107 (15.76%) who favored reversion and 27 (3.98%) who were undecided. Thus, the findings indicate that teachers generally prefer the continuation of K to 12 while recognizing the need to address curriculum manageability, instructional pacing, learner diversity, and implementation support. The study proposes an action plan focused on sustaining the strengths of the current curriculum while addressing implementation concerns.

Keywords: K to 12 Mathematics curriculum, K to 10 program, teacher perceptions, curriculum reversion, teaching and learning

INTRODUCTION

The goals of Sustainable Development Goal (SDG) No. 4 on Quality Education are ensuring a quality education for all and promoting opportunities for continuous learning for everyone (Adipat & Chotikapanich, 2022). Mathematics teaching is an important aspect of the K to 12 Curriculum in the Philippines as it aimed at enhancing the quality of education and producing holistically developed graduates with the requisite skills and competencies to be productive and responsible individuals (Mamolo & Sugano, 2020). However, Senate Bill No. 3001 responds by providing a route toward a more "rationalized" curriculum that enhances institutional coordination and reinstates the K to 10 program basic education cycle. To guarantee the efficacy and quality of mathematics instruction it is crucial to evaluate the pedagogical practices of math teachers (Madrilejos, 2024). DepEd Order No. 021, s. 2019 and Republic Act No. 10533 in which both aim to improve, modernize, and broaden the Philippines' basic education system in order to meet both global and 21st-century standards. In light of recent suggestions for educational reversal, this survey aims to evaluate instructors' views on the K to

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12 Mathematics Curriculum.

The Philippines' adoption of the K to 12 curriculum, which complies with international standards and gives students the tools they need to succeed in the twenty-first century, represents a major turning point in the country's educational reform (Ignacio & Bajet, 2025). In order to tackle difficult subjects and apply mathematical reasoning, educators are striving to establish learning settings in which students actively and collaboratively explore and discuss the difficulties (Asmar et al., 2020). The capabilities to think and solve problems are the two goals of the mathematics curriculum, according to Bal (2023). In mathematics, spiral progression was employed to effectively achieve these objectives. Spiral progression helps kids learn courses and skills relevant to their intellectual and/or developmental phases by reducing the time between educational periods (Yanuari & Turmudi, 2023). As subjects and abilities are examined and reinforced with ever-more-complex and deeper instruction in the following grade levels, the spiral process is also thought to improve retention and mastery of those subjects and abilities (Birgin and Yılmaz, 2023). This aids learners in mastering, organizing, and connecting their understanding (Patnode & Lee, 2021). Reynoso (2024) found that although teachers in secondary schools in Cagayan's Congressional District 2 encounter a number of difficulties, their understanding of spiral development is only moderate. The difficulties teachers encounter include low morale, a lack of encouragement from parents, and inadequate preparation; schools often deal with widespread advertising and insufficient supplies (Reynoso, 2024).

However, there have been many difficulties in putting the K–12 math curricula into practice. While students struggle with a lack of resources and poor basic understanding, teachers frequently lament their lack of training and time to teach the broad subject (Ananda, 2023; Aslam et al., 2024; Buagayan et al., 2024; Effendi, 2020). The disparity between the objectives of the program and the actual conditions of educational environments has made its problems worse (Abejuela et al., 2022; Orbeta & Paqueo, 2022). Furthermore, incorporating subjects like symbolic logic and financial literacy requires a multifaceted strategy, which many teachers find difficult to successfully execute. In countries such as the Philippines, involving financial opportunities are limited and instructional disparities persist, these challenges are particularly apparent. Some of the challenges teachers have when delivering high-quality mathematics instruction include inadequate expertise in the field, a lack of resources, and a lack of support (Bragg et al., 2021; Haw et al., 2021). Particularly in schools in the 4th district of the Cebu Province division, there was a shortage of information regarding how institutional instructors perceived the anticipated transition from K to 12 programs to the K to 10 system. Since the teachers' perspectives on the reversal have not been previously examined, it is essential to do so.

This research will give data on how math teachers in schools in the 4th district of the Cebu Province Division perceive the difficulties, benefits, and issues in curriculum implementation. With the recent calls to go back to the K-10 curriculum and the findings of this research, it will give important data on whether the K-12 math curriculum is beneficial in increasing learning outcomes or needs improvement. It is also expected that the findings of this research will help improve teacher education programs in private schools that optimize resource allocation and impact curriculum development. Through the presentation of the views of educators, this research will help make important decisions that ensure quality math education and continue to support the academic development of students amidst the changes in the educational system of the country. This research will focus on math teachers in schools in the 4th District of the Cebu Province Division.

Statement of the Problem

This study aimed to assess teachers' perceptions of the K to 12 Mathematics curriculum among schools in the 4th district of Cebu Province Division towards the proposed reversion to the K to 10 program for SY 2025-2026. Findings served as the basis of a proposed action plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1 age;
   1.2 sex;
   1.3 highest educational attainment;

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1.4 grade level taught;
1.5 years in service; and
1.6 relevant trainings and seminars?

2. What is the respondents' perceived level of K to 12 Mathematics curriculum in terms of:
2.1 teacher adaptation;
2.2 skills development;
2.3 competency alignment; and
2.4 impact on teaching and learning?

3. What is the respondents' perception towards reversion of the K to 12 Curriculum to the K to 10 program?
4. Is there a significant relationship between the respondents' profile and their level of perception of the K to 12 Mathematics Curriculum and the proposed reversion to the K to 10 program?
5. What are the challenges encountered by the respondents in implementing the K to 12 Mathematics curriculum?
6. Are the respondents in favor of reverting from K to 12 to K to 10 basic education program?
7. Based on the findings, what plan of action can be proposed?

Statement of Null Hypothesis

Ho_0: There is no significant relationship between the respondents' profile and their level of perception of the K to 12 Mathematics Curriculum towards the proposed reversion to the K to 10 program.

METHODOLOGY

This chapter includes a description of the data collection approach, study methodologies, and participants. It focuses on the tools and techniques utilized for data analysis. This chapter discusses the research strategy that was selected and the rationale behind it, which was based only on the study's structured inquiries and research questions particularly on K to 12 Mathematics Curriculum.

Design

This study aimed to assess teachers' perceptions of the K to 12 Mathematics curriculum among schools in the 4th district of Cebu Province Division towards the proposed reversion to the K to 10 program. A descriptive-correlational research approach was used in this study. Descriptive because it described the profile of the respondents. While correlational was used to establish a relationship between the respondents' profile and their perceptions on the K to 12 Mathematics curriculum towards the proposed reversion to the K to 10 program.

Environment

This study was conducted among schools in 4th district of Cebu Province Division, Cebu. There are seven congressional districts in the Philippines, and the fourth one is located in the province of Cebu. From 1907 until 1916, it was represented in the Philippine Assembly, and since 1916, it has been represented in the Philippine House of Representatives. The 4th District comprises the municipalities of Bantayan, Daanbantayan, Madridejos, Medellin, San Remigio, Santa Fe, Tabogon and Tabuelan. These municipalities span both coastal/island areas such as Bantayan, Santa Fe and mainland northern Cebu localities, providing a mix of school settings. In order to provide a varied and comprehensive environment for assessing teachers' comprehension of the K-12 Mathematics curriculum during the upcoming transition back to the 10-year Basic Education Program, these schools differ in terms of the demographics of their teacher populations, resources, and students.

Respondents

The respondents of this study were teachers who are handling mathematics subjects among schools in 4th district of Cebu Province Division, Cebu. The researcher used stratified random sampling to select the participants to ensure that the sample represents various subgroups within the population of mathematics teachers among

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schools in 4th district of Cebu Province Division. The respondents were selected proportionally to represent the overall population. Table 1 reflected the distribution of the respondents. After establishing the official population, the sample size shall be computed using Slovin's formula: $\mathbf{n = N / (1 + Ne^2)}$

Where: n = required sample size; N = actual population of Mathematics teachers; e = margin of error. The official Mathematics-teacher population was N = 4,078 and the selected margin of error was e = 3.50 %, then the resulting sample were distributed proportionally among the municipalities or school strata: $\mathbf{n_h = (N_h / N)n}$; where n_h = sample size for stratum h; N_h = population of Mathematics teachers in stratum h; N = total population of Mathematics teachers; n = total sample size. This procedure ensures that each stratum is represented proportionally. Using a total population of 4,078 and an approximately 3.50% margin of error, the resulting sample size was 679 respondents. The computed sample was then proportionally distributed among the eight municipalities.

Table 1 Distribution of the Respondents

4th District	**Population (N)**	**Respondents (n)**
Santa Fe	546	91
Tabogon	415	69
Madridejos	450	75
Bantayan	578	96
Medellin	432	72
San Remigio	610	102
Tabuelan	425	71
Daanbantayan	622	103
Total	**4,078**	**679**

Legend: 4th District of Cebu Province

Instruments

This study used an adapted survey questionnaire as a data-gathering tool which will be also used to collect information for current study. The researcher used an adapted survey questionnaire about the perceptions of the teachers on the K to 12 Mathematics Curriculum from Yunting, Santos, Ampong, Mejos, and Monreal (2025). The questions were adjusted and modified by the researcher. A survey of the instructors in charge of research was undertaken by the researcher. The instrument's first section dealt with the respondents' profiles. The second part of the instrument dealt with the perceptions of the teachers of the K to 12 Mathemarics Curriculum. Under part II were a variety of questions related to teacher adaptation (10 items), skills development (10 items), competency alignment (10 items), and impact on teaching and learning (10 items). The third part is the respondents' perceived level of reversion of the K to 10 to the K–12 curriculum. The difficulties the respondents encountered while implementing the K–12 program are covered in the fourth section. Cronbach's Alpha was calculated to determine the reliability of the adapted instrument. Values were high to very good for each area of the instrument. Teacher Adaptation obtained a Cronbach's alpha of 0.930 for 10 items; Skills Development obtained 0.923 for 10 items; Competency Alignment obtained 0.923 for 10 items; and Impact on Teaching and Learning obtained 0.941 for 10 items. Meanwhile, the Respondents' Perception Toward the Reversion of the K to 12 Curriculum to the K to 10 Program obtained the highest reliability coefficient of 0.962 for 10 items. These coefficients indicate that the items within each dimension demonstrate a high degree of internal consistency and are reliable for measuring the intended constructs.

On a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = extremely disagree), participants were prompted to rank several scenarios from "strongly disagree" to "strongly agree." The researcher examined teachers' opinions of the K–12 education in mathematics using data gathered from Likert scale questions.

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Data Gathering Procedure

The data collection process consisted of three main steps: pre-data gathering, actual data gathering, and post-data gathering.

Pre-Data Gathering. In the pre-data gathering phase, the researcher-initiated contact contacted the superintendent of Cebu Province's schools division to get official permission to carry out the study. This letter was specifically addressed to the schools of 4th district of Cebu Province requesting permission to proceed with the research. This step ensures that the research was carried out with the utmost confidentially and in compliance with the institution's rules as well as procedures.

Actual Data Gathering. The actual data-gathering phase of this study was conducted entirely online due to safety considerations brought about by the recent earthquake and to ensure convenience for all participants. The researcher utilized Facebook Messenger as the primary means of communication to reach the respondents efficiently. Through Messenger, participants were provided with a link to a Google Form containing the survey questionnaire. Before completing the survey, participants received a thorough explanation of the study's purpose, objectives, and methodology. They were also informed that participation was entirely optional and that any information collected would be kept completely private and used only for academic purposes. This online approach ensured accessibility, safety, and efficient data collection from teachers across various schools within the 4th District of Cebu Province Division.

Post-Data Gathering. The post-data gathering phase involved the collection and compilation of the survey responses. The researcher gathered all the completed survey questionnaires from online administration and compiles the data for analysis. To safeguard the participants' rights and privacy, ethical considerations like obtaining informed consent and upholding participant anonymity are given top priority throughout the whole data collection process. The data was safely erased from electronic files when the retention period ended, and physical copies were destroyed or paper documents were shredded to make sure the data could not be recovered.

Data Analysis

The data was subjected to both descriptive and non-parametric analyses. Frequency count, percent, and weighted mean were used to aggregate the answers to each question. In all the variables of this study, the frequency count was made, and the rate thereof was calculated as the number of replies from the respondents to the description of the data from their own point of view. Percentage means the percentage of the study related to one part of one hundred. Using the weighted mean concept, the data values are computed. The value which comes from the opinions of the teachers who formed the data point is multiplied by the data point collected to form the weighted mean. It is then arranged and ranked to determine the highest and lowest point thereof. The average mean from the participants, based on the composite questions of the questionnaire, is calculated, and Spearman’s Rho is intended to ascertain whether the demographics of the participants and their opinions of the K–12 math education and the return to the K–10 program are correlated.

Descriptive qualitative analysis was used to arrange, tabulate, and assess the data. The quantitative information gathered was supported by the interview responses. With 1 representing the lowest value and 5 representing the greatest, a Likert scale was employed.

Ethical Consideration

This study upholds the highest ethical standards expected in educational and social science research. Guided by the Belmont Report’s core principles beneficence, respect for human dignity, and justice the research ensures that all participating mathematics teachers from the 4th District of Cebu Province Division are treated with fairness, respect, and professional consideration. Since this study focuses on teachers’ perceptions of the K to 12 Mathematics curriculum and their views regarding the proposed reversion to the K to 10 program, ethical safeguards were necessary to maintain the credibility of the findings and protect participants from any potential risks associated with sharing their professional opinions.

This was approved in accordance with the Research and Ethics Committee protocol of the Cebu Roosevelt

Memorial Colleges, with Reference No. 2025-20-MAED-MATHEMATICS-ESTRERA and dated December 13, 2025. The research involved in adults who voluntarily took part in a face-to-face interview. Before that, an accompanying cover letter was given to explain the confidentiality and purpose of the study, the potential objectives, and the voluntary participation. No financial incentives was provided for participating in the study. The author declared no conflict of interest.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from the respondents regarding their perceptions of the K to 12 Mathematics Curriculum in relation to the proposed reversion to the K to 10 program. The results were displayed in tables to make it clear and easy for interpretation. These tables provide an overview of the teachers' answers and are used to pinpoint important problems and implications. The results of the study offer crucial data that strengthens the study's conclusions and suggestions.

Profile of the Respondents

This section presents the description of the profile of the respondents responding to the study. It outlines their chosen personal and professional attributes whose influence might be important in their perceptions of the K to 12 Mathematics Curriculum. The respondents' profiles are shown in Table 2 along with their age, gender, years of service, highest level of education, grade level taught, and pertinent trainings and seminars.

To guarantee the accuracy and simplicity of data collection, a Google Survey Form was used. The typical age range for newly hired educators in the Department of Education is between 20 and 23 years old which reflects the typical entry age into the educational profession. However, until the Philippine Congress passes legislation decreasing the retirement age to 56, public school teachers must retire at age 65 (DepEd Post, 2020). Teachers' opinions about the implementation of the curriculum and the suggested return to the K to 10 program curricula may be influenced by these factors.

Table 2 showed the demographic and professional profile of the respondents. In terms of age, majority of the teachers belong to the 20-29 age group comprises 55.38 percent, followed by those aged 30-39 which comprises 32.70 percent. This suggests that most respondents are relatively young and likely entered the teaching profession during the implementation of the K to 12 program, meaning their perceptions are primarily shaped by direct experience with the K to 12 Mathematics Curriculum. Regarding sex, most respondents were female with 69.66 percent, while males account for 30.34 percent, reflecting the common trend in basic education where female teachers outnumber their male counterparts.

In terms of educational attainment, it is revealed that a large proportion of the respondents have pursued graduate studies. Teachers with a bachelor's degree with masteral units comprise the highest percentage with 40.21 percent, followed by bachelor's degree holders with 35.94 percent.

Table 2

Profile of the Respondents

Table: Profile of the Respondents

Profile	Frequency	Percentage
Age		
20 - 29	376	55.38
30 - 39	222	32.70
40 - 49	68	10.01
50 -59	13	1.91
Sex		
Male	206	30.34
Female	473	69.66

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Highest Educational Attainment		
Bachelor's Degree Holder	244	35.94
Bachelor's Degree with Masteral Unit	273	40.21
Masteral Degree	99	14.58
Doctoral Academic Requirements	26	3.83
Doctoral Degree Holder	37	5.45
Grade Level taught		
Grade 7	109	16.05
Grade 8	108	15.91
Grade 9	132	19.44
Grade 10	120	17.67
Grade 11	109	16.05
Grade 12	101	14.87
Years in Service		
0 - 2 years	310	45.66
3 - 5 years	110	16.20
6 - 10 years	107	15.76
11 - 15 years	73	10.75
16 - 20. years	16	2.36
21 years and above	63	9.28
Relevant Trainings and Seminars		
School	291	42.86
Division	121	17.82
Regional	92	13.55
National	63	9.28
International	112	16.49

This suggests that many teachers are academically prepared and may possess a deeper understanding of curriculum content, implementation, and instructional challenges. In terms of grade level taught, the respondents were fairly distributed across Grades 7 to 12, with Grade 9 teachers having the highest representation with 19.44 percent. This distribution implies that the perceptions gathered in the study reflect experiences across both junior and senior high school mathematics instruction.

In terms of years in service, nearly half of the respondents, which has 45.66 percent have been teaching for 0-2 years which means that there are many early-career teachers. This is followed by those with 3-10 years of experience.

The presence of both novice and experienced teachers suggests that the findings capture diverse perspectives on curriculum implementation, including both fresh insights and long-term classroom experiences. Most respondents attended school-level trainings with 42.86 percent, while fewer participated in division, regional, national, or international trainings. This limited exposure may influence how teachers perceive curriculum changes, including the proposed reversion.

Based on the findings, it is recommended that policymakers should consider teachers' perceptions, particularly those of early-career teachers, when evaluating proposals for curriculum reversion. The reason behind this is that their direct exposure to the K to 12 Mathematics Curriculum will yield more valuable information on both its strengths and weaknesses. Schools and education authorities can provide better professional development programs by expanding access to division, regional, and national-level trainings on curriculum analysis and reform and instructional practices in mathematics.

Respondents' Perceived Level of K to 12 Mathematics Curriculum

This section describes the degree of the K–12 mathematics curriculum from the perspectives of teacher

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adaptation, learning skill development, competency adjustment, and curriculum influence on teaching and learning. It emphasizes how educators handle the curriculum and how it affects the learning results of their students.

Teacher Adaptation. This section indicates the perceived level of the K to 12 Mathematics Curriculum in relation to teacher adaptation on the part of the respondents. This study specifically focused on teacher adaptations that pertain to meeting the needs of the curriculum, teaching methods, and teaching mathematics.

Table 3 showed the respondents' perceived level of adaptation to the K to 12 Mathematics Curriculum in terms of teacher adaptation. The overall weighted mean of M = 4.36 with a standard deviation of SD = 0.73 which can be interpreted as *Very High*. It replicated the notion that mathematics teachers as a whole demonstrated a high degree of adaptability in implementing the curriculum. This suggested that the teachers were able to modify and accommodate the techniques and methods to answer the needs of the K-12 Mathematics Curriculum properly.

Among the indicators, the highest weighted mean was recorded for the statement *"I have modified my instructional strategies to align with the competency-based approach of the K to 12 Mathematics Curriculum"* with a mean value of M = 4.52. This claimed that educators had revised their teaching methods to guarantee mastery of learning competencies and had firmly embraced the curriculum's competency-based design. This was followed by the statement *"I have adjusted my use of instructional materials and technology to support student engagement and learning under the K to 12 Mathematics Curriculum"* with a mean value of M = 4.44 which indicated that teachers had integrated appropriate instructional resources and technological tools to enhance student engagement and learning. The third highest weighted mean was obtained by the statement *"I have integrated new teaching methodologies, such as play-based and experiential learning, to align with the curriculum's learner-centered approach"* with a mean value of M = 4.42. This finding reflected teachers' openness to innovative and learner-centered strategies that promoted active participation and meaningful learning experiences in mathematics.

In the other hand, the statement with the lowest weighted mean was "*I have sought additional professional development opportunities to improve my adaptation to the K to 12 Mathematics Curriculum"* which has a mean value of M = 4.20. This implied that although educators had shown a high degree of adaptability in the classroom, fewer had actively sought out formal professional development opportunities. This result implied that chances for further education and expert assistance might not have been equally available or given priority.

Table 3

Respondents' Perceived Level of K to 12 Mathematics Curriculum in terms of Teacher Adaptation

Statement	**Mean**	**SD**	**Description**
1. I have modified my instructional strategies to align with the competency-based approach of the K to 12 Mathematics Curriculum.	4.52	0.58	Strongly Agree
2. I have adjusted my classroom management techniques to accommodate the structured pacing and content load of the K to 12 Mathematics Curriculum.	4.34	0.65	Strongly Agree
3. I have developed new approaches to assessment to effectively measure student learning outcomes under the K to 12 Mathematics Curriculum.	4.36	0.74	Strongly Agree
4. I have adapted my lesson planning to balance structured competencies with flexibility for student needs.	4.34	0.78	Strongly Agree
5. I have integrated new teaching methodologies, such as play-based and experiential learning, to align with the curriculum's learner-centered approach.	4.42	0.75	Strongly Agree
6. I have modified my time management strategies to meet the expectations of the curriculum while ensuring effective instruction.	4.41	0.65	Strongly Agree
7. I have sought additional professional development opportunities to improve my adaptation to the K to 12 Mathematics Curriculum.	4.20	0.80	Agree

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8. I have adjusted my use of instructional materials and technology to support student engagement and learning under the K to 12 Mathematics Curriculum.	4.44	0.74	Strongly Agree
9. I have collaborated with fellow educators to share best practices and improve our collective adaptation to the K to 12 Mathematics Curriculum.	4.30	0.83	Strongly Agree
10. I have adjusted my feedback and grading practices to align with the competency-based and performance oriented assessment model of the K to 12 Mathematics Curriculum.	4.25	0.77	Strongly Agree
Overall	**4.36**	**0.73**	**Very High**

Legend: 4.21 – 5.00 (Strongly Agree/Very High); 3.41 – 4.20 (Agree/High); 2.61 – 3.40 (Neutral/Moderate); 1.81 – 2.60 (Disagree/Low); 1.00 – 1.80 (Strongly Disagree/Very Low)

Based on these findings, it was recommended that school administrators and education authorities strengthen and expand professional development programs focused on the K to 12 Mathematics Curriculum. Regardless of future regulatory changes, offering teachers accessible, ongoing, and focused training opportunities could improve their instructional competency, encourage ongoing adaptation, and guarantee successful curriculum implementation.

According to the related study, teachers think that curriculum implementation is typically successful with varying degrees of impact and adaption. Moderate difficulties were observed, especially in the areas of instructional tempo, availability of resources, and scheduling management. The results highlight the need for system-wide assistance and flexible implementation techniques by demonstrating that contextual factors other than individual credentials impact implementation effectiveness (Yunting et al., 2025).

Skills Development. This part presents the respondents' perceived level of the K to 12 Mathematics Curriculum in terms of skills development and it reveals the teachers' assessments of how the curriculum contributed to the enhancement of their professional skills.

Table 4 showed the respondents' perceived level of the K to 12 Mathematics Curriculum in terms of skills development with an overall weighted mean of value of M = 4.29 and a standard deviation of SD = 0.75 which can be interpreted as *Very High*.

Table 4

Respondents' Perceived Level of K to 12 Mathematics Curriculum in terms of Skills Development

Statement	**Mean**	**SD**	**Description**
1. I have improved my teaching skills because of the K to 12 curriculum.	4.36	0.64	Strongly Agree
2. I have gained new competencies through K to 12-related trainings and seminars.	4.23	0.73	Strongly Agree
3. I continuously develop professionally because of K to 12 implementation.	4.29	0.76	Strongly Agree
4. I have become more innovative and creative in teaching Mathematics.	4.22	0.86	Strongly Agree
5. I have improved my ability to design performance-based assessments.	4.36	0.71	Strongly Agree
6. I have enhanced my classroom management and facilitation skills.	4.41	0.65	Strongly Agree
7. I have learned to integrate technology more effectively in my Mathematics lessons.	4.22	0.76	Strongly Agree
8. I have developed better collaboration with fellow teachers through K to 12 practices.	4.42	0.76	Strongly Agree
9. I feel more confident in teaching Mathematics under the K to 12	4.24	0.80	Strongly Agree

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curriculum.			
10. I believe the K to 12 curriculum has contributed to my professional growth as a teacher.	4.16	0.78	Agree
Overall	**4.29**	**0.75**	**Very High**

Legend: 4.21 – 5.00 (Strongly Agree/Very High); 3.41 – 4.20 (Agree/High); 2.61 – 3.40 (Neutral/Moderate); 1.81 – 2.60 (Disagree/Low); 1.00 – 1.80 (Strongly Disagree/Very Low)

It showed that most teachers believed the K–12 Mathematics Curriculum had a beneficial impact on their professional skill development. According to this study, instructors' confidence, professional competence, and instructional growth in teaching mathematics were all much enhanced by the curriculum's implementation.

Among the indicators, the highest weighted mean was obtained by the statement *"I have developed better collaboration with fellow teachers through K to 12 practices"* with a mean value of M = 4.42 (Strongly Agree). This was followed by *"I have enhanced my classroom management and facilitation skills"* with a mean value of M = 4.41 (Strongly Agree) which suggested that teachers improved their ability to manage classrooms effectively and facilitate learner-centered activities.

Meanwhile, the statement with the lowest weighted mean was "*I believe the K to 12 curriculum has contributed to my professional growth as a teacher*" with a mean value of M = 4.16 (Agree). This finding implied that although teachers acknowledged gains in particular skills, some might have thought that professional development was slow or impacted by elements outside of the curriculum, such institutional support or opportunities for professional growth.

It is recommended that school administrators and education authorities should maintain and strengthen curriculum implementation initiatives that support ongoing professional development because the results showed that teachers strongly perceived the K to 12 Mathematics Curriculum as positively contributing to their skill development.

The paper claims that the mathematics curriculum emphasizes skill development, practical resolving issues, and logical reasoning through a spiral, student-focused strategy that heavily incorporates technology. It highlights a definite commitment to enhancing thinking and critical thinking skills, even though its efficacy primarily depends on how successfully it is applied in the classroom. According to the findings, Pakistan's National Mathematics Curriculum is designed to promote 21st-century skills, particularly critical thinking, while also recognizing that effective implementation is essential to maximize its efficacy (Jamil et al., 2024).

Competency Alignment. This section focuses on how the K to 12 Mathematics Curriculum aligns with the desired learning goals and necessary learning competencies.

Table 5

Respondents' Perceived Level of K to 12 Mathematics Curriculum in terms of Competency Alignment

Statement	**Mean**	**SD**	**Description**
1. I find the competencies in the K to 12 Mathematics curriculum clear and well-defined.	4.24	0.75	Strongly Agree
2. I believe the competencies are appropriate for my students' grade level and abilities.	4.26	0.65	Strongly Agree
3. I think the K to 12 Mathematics competencies prepare students for higher education and employment.	4.28	0.71	Strongly Agree
4. I believe the competencies promote critical thinking and problem-solving skills.	4.39	0.63	Strongly Agree
5. I find that the competencies are aligned with global education standards.	4.34	0.77	Strongly Agree
6. I think the curriculum ensures a continuous progression of skills	4.44	0.60	Strongly Agree

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across grade levels.			
7. I can easily map my lesson objectives to the expected K to 12 learning competencies.	4.22	0.76	Strongly Agree
8. I believe there is consistency between competencies, assessments, and learning activities.	4.36	0.66	Strongly Agree
9. I find that the competencies meet the actual needs of my students.	4.27	0.78	Strongly Agree
10. I think the K to 12 competencies effectively develop foundational and advanced mathematical skills.	4.22	0.70	Strongly Agree
Overall	**4.30**	**0.70**	**Very High**

Legend: 4.21 – 5.00 (Strongly Agree/Very High); 3.41 – 4.20 (Agree/High); 2.61 – 3.40 (Neutral/Moderate); 1.81 – 2.60 (Disagree/Low); 1.00 – 1.80 (Strongly Disagree/Very Low)

It looks at how well the teaching methods and evaluation procedures align with the required competencies. The three indicators that obtained the highest weighted means were as follows: The statement "*I think the curriculum ensures a continuous progression of skills across grade levels*", *"I believe the competencies promote critical thinking and problem-solving skills"* and *"I believe there is consistency between competencies, assessments, and learning activities"* has a mean values of M = 4.44 (Strongly Agree), M = 4.39 (Strongly Agree), and M = 4.36 (Strongly Agree) respectively.

These findings demonstrated that teachers were aware of the methodical arrangement of mathematical ideas throughout grade levels, which helped students build on their past knowledge and close learning gaps as they advanced. The program was thought to be successful in fostering higher-order skills required for meaningful mathematical comprehension and practical application, as seen by the high ratings for critical thinking and problem-solving. Furthermore, coherent curriculum implementation was suggested by the consistency found between competences, assessments, and learning activities, which helped to improve the focus and goal-orientedness of mathematics education.

In contrast, the lowest weighted means were as follows: *"I can easily map my lesson objectives to the expected K to 12 learning competencies"* with a mean value of M = 4.22 (Strongly Agree). Similarly, the statement "*I think the K to 12 competencies effectively develop foundational and advanced mathematical skills"* also obtained a mean value of M = 4.22 (Strongly Agree). These comparatively lower evaluations suggested that, despite teachers' overall positive perceptions of the K–12 mathematics curriculum, there were some difficulties in converting general learning competencies into precise and quantifiable instructional objectives. This indicated that in order to help teachers match daily lesson plans with the required curricular standards.

It is recommended that curriculum developers should provide clearer competency descriptions, sample lesson mappings, and aligned assessment guides to support teachers in lesson planning. To assist teachers in successfully integrating basic and advanced mathematics skills, targeted professional development should also be carried out.

STEM students displayed above-average mathematical aptitude in areas including logical thinking, problem-solving, and nonverbal abilities. This suggests that the curriculum is in line with the mathematical standards set by their jobs. Even though STEM students were expected to engage in problem-solving activities, ABM students outperformed STEM students in math. This discrepancy, which raises concerns concerning how to accomplish consistent competence alignment and leads to more comparable outcomes in mathematics and alignment with necessary abilities may be caused by the STEM track's broad range of academic aptitudes (Almerino et al., 2020).

Impact on Teaching and Learning. This section addresses how the K to 12 mathematics curriculum affects student learning results, teacher decision-making, and instructional strategies. It looks at how educators use problem-solving and critical thinking techniques, match class objectives with curriculum competencies, and modify instruction to accommodate a range of student needs.

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Table 6 showed the respondents' perceived level of the K to 12 Mathematics Curriculum in terms of its impact on teaching and learning with an overall mean value of M = 4.17, interpreted as *Very High*. It shows that most math teachers believe the curriculum is very successful at enhancing classroom instruction and student learning results. The three highest weighted means were observed in the statements *"The curriculum has influenced student motivation by making lessons more engaging and relevant"* followed by the statements *"Students are developing better independent learning skills as a result of the curriculum's approach to instruction*" and *"The assessment methods used are fair and appropriate for measuring student performance"* with a mean values of M = 4.32, M = 4.27, and M = 4.26 which were all interpreted as *Strongly Agree.* These results show that educators strongly agree that the curriculum encourages learner autonomy and intrinsic motivation. Students seem to be encouraged to take charge of their own learning while retaining interest in mathematics problems when meaningful, contextualized activities and a variety of instructional modalities are prioritized.

Table 6

Respondents' Perceived Level of K to 12 Mathematics Curriculum in terms of Impact on Teaching and Learning

Statement	**Mean**	**SD**	**Description**
1. Students are more engaged and participative in lessons under the K to 12 Mathematics Curriculum.	4.02	0.84	Agree
2. The new curriculum has improved students' comprehension and mastery of foundational skills.	4.11	0.83	Agree
3. The curriculum enhances students' problem solving and critical thinking abilities.	4.10	0.87	Agree
4. The learning materials provided align well with students' abilities and interests.	4.18	0.84	Agree
5. The curriculum supports a more interactive and collaborative learning environment.	4.25	0.75	Strongly Agree
6. The assessment methods used are fair and appropriate for measuring student performance.	4.26	0.71	Strongly Agree
7. The curriculum has encouraged the implementation of more targeted intervention strategies that effectively support struggling learners and enhance their academic progress.	4.13	0.82	Agree
8. The curriculum has influenced student motivation by making lessons more engaging and relevant.	4.32	0.83	Strongly Agree
9. Students are developing better independent learning skills as a result of the curriculum's approach to instruction.	4.27	0.98	Strongly Agree
10. The curriculum enhances students' critical thinking and problem-solving skills.	4.10	0.82	Agree
Overall	**4.17**	**0.83**	**High**

Legend: 4.21 – 5.00 (Strongly Agree/Very High); 3.41 – 4.20 (Agree/High); 2.61 – 3.40 (Neutral/Moderate); 1.81 – 2.60 (Disagree/Low); 1.00 – 1.80 (Strongly Disagree/Very Low)

On the other hand, the lowest weighted means were recorded for the statements *"Students are more engaged and participative in lessons under the K to 12 Mathematics Curriculum"* with a mean value of M = 4.02) and *"The curriculum enhances students' critical thinking and problem-solving skills"* with a mean value of M = 4.10 has an interpretation of Agree. It indicates that teachers believe there is space for development in terms of continuously maintaining higher-order thinking abilities and active student participation in all classrooms.

Based on these findings, it is recommended that policymakers and curriculum planners should maintain the learner-centered and motivation-enhancing features of the K to 12 Mathematics Curriculum particularly those that promote independent learning. Additionally, schools should guarantee that students have access to suitable teaching materials and ongoing instructional monitoring. The best ways to transfer the curriculum's design into consistently high levels of student engagement and cognitive growth may be the subject of future research.

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Instead of rushing through an overwhelming curriculum, teachers can focus more on effective teaching strategies. According to a DepEd Region VII administrator, the reduced and condensed content of the revised curriculum makes it simpler for instructors to apply (DepEd, 2023). This implies that teachers may better plan and deliver their lessons, allowing adequate time for each competency without feeling compelled to skip or skim over topics. Additionally, a more manageable curriculum allows for the use of strategies like differentiated teaching, which adjusts activities to different student skills, and formative assessments, which monitor knowledge on a frequent basis. Teachers are under less pressure to just complete covering the content, which improves the quality of instruction. Early teacher feedback indicates that curriculum simplification generally improves instruction by promoting more efficient teaching strategies and a more focused approach (DepEd Teachers Club, 2023).

Respondents' Perception Towards Reversion of the K to 12 Curriculum to the K to 10 Program

This section presents the perceptions of mathematics teachers regarding the proposed reversion of the K to 12 curriculum to the K to 10 program. Table 7 summarizes how respondents view the potential impact of such a reversion of the K to 12 curriculum on teaching practices.

Table 7

Respondents' Perception Towards Reversion of the K to 12 Curriculum to the K to 10 Program

Statement	**Mean**	**SD**	**Description**
1. I believe that reverting to the K to 10 curriculum would simplify the teaching process in Mathematics.	3.97	0.93	Agree
2. I believe that learning materials and resources would be more sufficient and appropriate under the K to 10 curriculum.	3.92	0.94	Agree
3. I believe that the pacing of lessons would be more manageable for both teachers and students under the K to 10 program.	4.01	0.92	Agree
4. I believe that classroom resources are better aligned with the requirements of the K to 10 curriculum.	3.91	0.92	Agree
5. I believe that returning to the K to 10 curriculum would result in more consistent and organized implementation.	3.92	0.97	Agree
6. I believe that instructional expectations would be more realistic and achievable under the K to 10 curriculum.	3.90	0.97	Agree
7. I believe that the K to 10 program would better support the diverse learning needs of students.	3.80	0.98	Agree
8. I believe that my professional training and experience are more aligned with the K to 10 curriculum.	4.02	0.98	Agree
9. I believe that teacher collaboration and support systems would function more effectively under the K to 10 curriculum.	3.90	1.03	Agree
10. I believe that classroom management would be easier to handle with the reversion to the K to 10 program.	3.77	1.03	Agree
Overall	**3.91**	**0.97**	**High**

Legend: 4.21 – 5.00 (Strongly Agree/Very High); 3.41 – 4.20 (Agree/High); 2.61 – 3.40 (Neutral/Moderate); 1.81 – 2.60 (Disagree/Low); 1.00 – 1.80 (Strongly Disagree/Very Low)

Table 7 presents the respondents' perceptions regarding the proposed reversion of the K to 12 curriculum to the K to 10 program with an overall mean value of M = 3.91 which can be interpreted as *Very High*. It indicates that mathematics teachers support the idea of reverting to the K to 10 system. This suggests that teachers perceive potential benefits in simplifying teaching processes, aligning instructional expectations with their professional preparation, and providing a more manageable learning environment for both teachers and students.

The highest weighted means were obtained for the statements *"I believe that my professional training and*

experience are more aligned with the K to 10 curriculum" with a mean value of M = 4.02 (Agree) and *"I believe that the pacing of lessons would be more manageable for both teachers and students under the K to 10 program"* with a mean value of M = 4.01 (Agree). These results imply that the shorter program may make lesson preparation, pace, and classroom management more achievable, and that teachers believe their present training and experience better prepare them to handle the K–10 curriculum.

In contrast, the lowest weighted means were recorded for *"I believe that classroom management would be easier to handle with the reversion to the K to 10 program"* and *"I believe that the K to 10 program would better support the diverse learning needs of students"* with a mean values of M = 3.77 and M = 3.80 respectively, both described as Agree. Although these still show general agreement, this imply that educators are less certain that going back to K–10 would greatly enhance classroom management or sufficiently meet the diverse needs of students. This raises the possibility that issues with learning diversity, student engagement, and individualized instruction.

Based on the findings, it is recommended that policymakers should carefully consider teachers' perspectives before implementing a reversion to the K to 10 program. While simplifying the curriculum and lesson pacing may appeal to teachers, the attention should still be given to maintaining strategies that address diverse learning needs and ensure effective classroom management. Professional development programs should continue to equip teachers with skills to manage classrooms efficiently.

A study of secondary math instructors in Antique found that the K–12 curriculum was superior to the previous Revised Basic Education Curriculum (RBEC). Math teachers evaluated the K–12 curriculum's level of perception as higher than that of RBEC, suggesting that they believed the curriculum's competencies and topics to be more clear-cut and relevant. This confirms the findings that teachers see the K–12 curriculum favorably, particularly in terms of how it influences teaching and learning for learners (Gonzaga, 2022). There were new challenges with the K–12 math component. It emphasized how the addition of senior high requirements and the K–12 curriculum's conformance to international standards were significant developments that strengthened positive aspects. These findings demonstrate that educators think the curriculum enhances students' abilities and involvement (Ignacio & Bajet, 2025).

Significant Relationship Between the Respondents' Profile and Their Level of Perception of the K to 12 Mathematics Curriculum and the Proposed Reversion to the K to 10 Program

This section looks at how math instructors' impressions of the K–12 Mathematics Curriculum and the suggested return to the K–10 curriculum relate to their professional and demographic backgrounds. Age, sex, greatest level of education attained, grade level taught, years of teaching experience, and professional training are among the variables of this study. Table 8 revealed the analysis of the relationship between the respondents' demographic and professional profiles and their level of perception of the K to 12 Mathematics Curriculum and the proposed reversion to the K to 10 program.

The results revealed a mix of significant and non-significant relationships. In terms of age, the findings showed that there was no significant relationship between age and teacher adaptation with a p-value of $p = 0.472$. It was implying that curriculum adaptation for grades K–12 is uniform for all age groups. However, age was significantly related to skill development with a p-value of $p = < .001$, competency alignment ($p = < .001$), and the curriculum's impact on teaching and learning ($p = < .001$). This means that as a result of their greater experience and perspective in putting curriculum reforms into practice, older instructors tend to report greater gains in terms of skill growth, alignment of competences, and positive classroom impact.

For sex, there was a significant relationship observed only with teacher adaptation with a p-value of $p = 0.009$, while other perception areas such as skill development, competency alignment, and impact on teaching and learning were not significant. This may indicate that while male and female educators have somewhat different ways to adaptation, they generally have comparable perceptions about the advantages and efficacy of the curriculum.

Regarding highest educational attainment, there is no significant relationship found with teacher adaptation,

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but positive and significant correlations were observed with skill development ($p < .001$), competency alignment ($p < .001$), and impact on teaching and learning ($p < .001$). This means that educators with more advanced degrees believe the K–12 curriculum is more successful in enhancing teaching results, aligning competencies, and fostering skill development.

Table 8

Significant Relationship Between the Respondents' Profile and Their Level of Perception of the K to 12 Mathematics Curriculum and the Proposed Reversion to the K to 10 Program

Variables	**ρ**	**p-Value**	**Decision on Ho**	**Interpretation**
Age in relation to:				
Teacher Adaptation	-0.028	0.472	Fail to Reject Ho	Not Significant
Skill Development	0.214	<.001	Reject Ho	Significant
Competency Alignment	0.196	<.001	Reject Ho	Significant
Impact on teaching and Learning	0.205	<.001	Reject Ho	Significant
Sex in relation to:				
Teacher Adaptation	0.1	0.009	Reject Ho	Significant
Skill Development	0.07	0.068	Fail to Reject Ho	Not Significant
Competency Alignment	0.015	0.692	Fail to Reject Ho	Not Significant
Impact on teaching and Learning	0.049	0.204	Fail to Reject Ho	Not Significant
Highest Educational Attainment in relation to:				
Teacher Adaptation	-0.001	0.981	Fail to Reject Ho	Not Significant
Skill Development	0.151	<.001	Reject Ho	Significant
Competency Alignment	0.17	<.001	Reject Ho	Significant
Impact on teaching and Learning	0.168	<.001	Reject Ho	Significant
Grade Level taught in relation to:				
Teacher Adaptation	0.035	0.368	Fail to Reject Ho	Not Significant
Skill Development	0.038	0.32	Fail to Reject Ho	Not Significant
Competency Alignment	0.13	0.001	Reject Ho	Significant
Impact on teaching and Learning	0.099	0.01	Reject Ho	Significant
Years in Service in relation to:				
Teacher Adaptation	-0.066	0.087	Fail to Reject Ho	Not Significant
Skill Development	0.174	<.001	Reject Ho	Significant
Competency Alignment	0.189	<.001	Reject Ho	Significant
Impact on teaching and Learning	0.172	<.001	Reject Ho	Significant
Relevant Trainings in relation to:				
Teacher Adaptation	-0.055	0.149	Fail to Reject Ho	Not Significant
Skill Development	-0.001	0.989	Fail to Reject Ho	Not Significant
Competency Alignment	-0.033	0.387	Fail to Reject Ho	Not Significant
Impact on teaching and Learning	-0.06	0.117	Fail to Reject Ho	Not Significant

In terms of grade level taught, there was no significant relationship related to teacher adaptation or skill development, but it showed there was a significant relationship with competency alignment ($p = 0.001$) and impact on teaching and learning ($p = 0.01$). This implies that teachers perceptions of the curriculum's alignment with learning competencies and overall efficacy in the classroom may be influenced by their

teaching level.

Moreover, the years in service revealed that there were significant relationships that were observed with skill development ($p < .001$), competency alignment ($p < .001$), and impact on teaching and learning ($p < .001$), however not with teacher adaptation. This result suggests that experienced teachers are more aware of the advantages of developing their professional skills and improving the efficacy of their curriculum, thus demonstrating the importance of acquired teaching experience.

The relevant trainings revealed that there were no significant relationships with any perception areas. This implies that although training participation is beneficial, it might not have a direct impact on teachers' opinions of the K–12 curriculum or the suggested return to K–10.

These results suggest that several parts of teachers' opinions of the K–12 curriculum are influenced by their age, years of service, educational background, and grade level taught. These factors may influence teachers' perceptions of skill development, competence alignment, and classroom effectiveness underscoring the significance of taking teacher characteristics into account while organizing curriculum innovations and professional development. However, sex and relevant training seem to have little impact indicating that opinions about the efficacy of the curriculum are generally the same for all genders and training experiences.

Based on these results, it is recommended that DepEd and school administrators should design professional development programs that consider teacher experience, educational background, and grade level responsibilities. Teachers who are younger or less experienced may find it especially helpful to have peer assistance and mentoring to improve their view of the efficacy of the curriculum. Training programs should be assessed to make sure they significantly improve instructors' practical abilities and perception of competency alignment.

Numerous demographic and professional characteristics can affect teachers' views on curriculum modifications. Aytac's (2023) study, which examined the perspectives of 349 teachers regarding curricular changes, found that teachers' backgrounds can affect how they respond to educational reforms. Teachers' perceptions of curricular modifications varied depending on school context and teaching level, however gender as well as years of professional expertise did not significantly influence their perspectives in certain areas. This reinforces the findings that criteria including age, educational achievement, and grade level taught had a significant impact on teachers' sentiments regarding the proposed reversion to K–10, whereas years of work and instruction had less of an influence (Aytac, 2023).

Significant Relationship Between the Respondents' Profile and Their Perception on the Proposed Reversion to the K to 10 Program

The examination of the significant association between the demographics of the respondents factors and their opinions about the suggested return to the K–10 curriculum is presented in this part. This study determined which profile characteristics show significant correlations with teachers' judgments using the proper statistical techniques, offering insights into how professional and personal backgrounds influence reactions to educational reforms.

Table 9 revealed that most teacher characteristics, including age, sex, highest educational attainment, grade level taught, and relevant trainings were significantly associated with their perception of the reversion while years in service shows no significant relationship.

In terms of age, it showed that there was a significant relationship with perception toward the reversion with a p-value of $p = < .001$. It indicates that older teachers are more likely to view the reversion favorably. This may be due to their familiarity with the former K to 10 curriculum and perceived manageability of lesson pacing and workload. Similarly, sex showed that there was a significant relationship with a p-value of $p = < .001$. This means that male and female teachers may differ in how they perceive the potential benefits or challenges of returning to the K to 10 program.

Table 9

Significant Relationship Between the Respondents' Profile and Their Perception on the Proposed Reversion to the K to 10 Program

Variables	ρ	p-Value	Decision on Ho	Interpretation
Age in relation to perception towards reversion of the K to 12 Curriculum to the K to 10 program	0.252	<.001	Reject Ho	Significant
Sex in relation to perception towards reversion of the K to 12 Curriculum to the K to 10 program	0.218	<.001	Reject Ho	Significant
Highest Educational Attainment in relation to perception towards reversion of the K to 12 Curriculum to the K to 10 program	0.127	0.001	Reject Ho	Significant
Grade Level taught in relation to perception towards reversion of the K to 12 Curriculum to the K to 10 program	0.175	<.001	Reject Ho	Significant
Years in Service in relation to perception towards reversion of the K to 12 Curriculum to the K to 10 program	0.058	0.132	Fail to Reject Ho	Not Significant
Relevant Trainings in relation to perception towards reversion of the K to 12 Curriculum to the K to 10 program	-0.09	0.018	Reject Ho	Significant

With a p-value of $p = 0.001$, there was also a significant correlation between the highest level of schooling and the sense of reversal. It suggests that educators with more education typically have a more favorable opinion of the suggested modification. Grade level taught similarly showed a significant relationship ($p < .001$). It means that teachers' experiences with specific grade levels influence how they evaluate the reversion particularly in terms of lesson pacing, resource availability, and student readiness.

On the other hand, years in service was not significantly related to perception of the reversion ($p = 0.132$) indicating that length of teaching experience does not strongly affect teachers' opinions about moving back to K to 10. Meanwhile, relevant trainings showed a small but significant negative relationship ($r = -0.09$, $p = 0.018$). It means that teachers who have undergone more professional training under K to 12 may perceive the reversion less favorably and possibly because their recent preparation aligns more closely with the current curriculum. These results suggest that teachers' perceptions of significant curriculum revisions are influenced by personal and professional factors such age, sex, educational achievement, grade level taught, and previous training. Teachers with more K–12-focused training may be more careful although older and more qualified educators are more in favor of reversal.

Based on these results, policymakers should consider the diversity of teacher characteristics when discussing curriculum reversion. Teachers' viewpoints can be taken into account through targeted consultations and interactive discussions, especially those who may feel less prepared or whose training strongly coincides with K to 12. Furthermore, professional development programs might be created to assist educators in adjusting to any changes in the curriculum guaranteeing that both novice and seasoned educators are prepared to manage modifications in methodology, content, and evaluation.

Age, educational achievement, and grade level taught are all strongly associated with perceptions of the proposed K–10 reversion. Additionally, a number of studies indicate that teachers' views on curriculum adjustments are impacted by their professional profiles. Özüdoğru (2021) examined Turkish teachers' opinions regarding a change in the nation's curriculum and found that, although their years of experience did not significantly impact their responses, bringing a postgraduate degree and participating in in-service training did. This supports the notion that experiences for professional growth and background knowledge influence how instructors evaluate curricular changes, even though some demographic criteria, including years of service, have less of an impact (Özüdoğru, 2021).

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Additionally, research on measures of curriculum change perception has demonstrated that teachers' perceptions and responses to curriculum changes are influenced by their personal characteristics and beliefs. A scale was developed by Kayır and Toraman (2021) to measure teachers' perceptions of curriculum modifications. Teachers' perceptions about curriculum changes are impacted by their personal viewpoints and professional surroundings, as they found that underlying issues such as resistance to alter and views on the effects of reforms are interrelated. Understanding teachers' personal and professional characteristics is necessary to develop effective support and adjustments throughout curriculum modifications in the school settings (Kayır & Toraman, 2021).

Challenges Encountered by the Respondents in Implementing the K to 12 Mathematics Curriculum

The respondents' challenges implementing the K–12 Mathematics Curriculum at their own educational institution will be discussed in this section.

Table 10

Challenges Encountered by the Respondents in Implementing the K to 12 Mathematics Curriculum

Statement	Mean	SD	Description
1. I faced difficulties in adapting to the K to 12 curriculum due to time constraints and limited instructional hours.	1.33	0.54	Strongly Disagree
2. The learning materials provided were insufficient for effective curriculum implementation.	1.56	0.60	Strongly Disagree
3. The pacing of lessons under the K to 12 Mathematics Curriculum is too fast for effective instruction and student comprehension.	1.49	0.60	Strongly Disagree
4. There is a lack of classroom resources (textbooks, modules, teaching aids) to support the K to 12 curriculum.	1.52	0.61	Strongly Disagree
5. The transition to the K to 12 Mathematics Curriculum was not adequately planned, leading to confusion and inconsistent implementation.	1.54	0.63	Strongly Disagree
6. The expectations for lesson delivery under the K to 12 curriculum are unrealistic within the given timeframe.	1.55	0.55	Strongly Disagree
7. The curriculum does not sufficiently address the diverse learning needs of students, particularly those requiring differentiated instruction.	1.72	0.58	Strongly Disagree
8. I have not received sufficient professional development and training to effectively implement the K to 12 Mathematics Curriculum.	1.59	0.55	Strongly Disagree
9. Collaboration and peer support among teachers are insufficient to navigate the challenges of implementing the K to 12 Mathematics Curriculum.	1.71	0.61	Strongly Disagree
10. Classroom management has become more challenging due to curriculum modifications.	1.60	0.54	Strongly Disagree

Legend: 4.21 – 5.00 (Strongly Agree/Very High); 3.41 – 4.20 (Agree/High); 2.61 – 3.40 (Neutral/Moderate); 1.81 – 2.60 (Disagree/Low); 1.00 – 1.80 (Strongly Disagree/Very Low)

The experiences of the teachers with regards to teaching and implementing what they learned in classroom with regards to students' preparedness and interest would also be taken into consideration while noting down the difficulties. This analysis is important to understand the difficulties towards transformation in real life. Table 10 below shows the challenges faced by the respondents in carrying out the K–12 Mathematics Curriculum.

The difficulty faced by the participants refers to the real difficulties teachers have when implementing the subject in the classroom. According to the evaluation done by the researchers throughout the study's

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formulation, important insights might be obtained that could be applied to ensure that the K to 12 Mathematics Curriculum is implemented correctly. Table 10 showed the challenges encountered by the respondents in implementing the K to 12 Mathematics Curriculum. The findings revealed that respondents generally disagree with the statements on challenges as indicated by the low mean values which can be interpreted as *Very Low*. This indicates that teachers did not perceive significant obstacles in adapting to and delivering the K to 12 curriculum.

The lowest mean was recorded in the statement "*I faced difficulties in adapting to the K to 12 curriculum due to time constraints and limited instructional hours"* with a mean value of M = 1.33 has an interpretation of Strongly Disagree. It indicated that time management and classroom instructional hours were not regarded as significant challenges in meeting the curriculum demands. The slightly higher means were obtained for "*The curriculum does not sufficiently address the diverse learning needs of the students, especially those needing differentiated instructional approaches"* with a mean value of M = 1.72 and *"Collaboration and peer support among teachers are insufficient to navigate the challenges in the implementation of the K to 12 Mathematics Curriculum"* with a mean value of M = 1.71.

Even though the respondents still strongly disagreed with these themes, both of these replies pointed out small areas that needed improvement in terms of meeting students' varied learning requirements and teacher collaboration.

These results also suggest that instructors generally agree that the K the 12 mathematics curriculum is attainable, manageable, and supported in its whole. This decreased sense of overall difficulties may also indicate that schools have good support structures in place to address the many demands of teachers in terms of their professional behavior, such as having enough resources for instruction or handling curricular developments in a suitably professional manner. The slightly higher averages for teacher collaboration and differentiated instruction support point to opportunities for more support in addressing the learning needs of students with diverse needs and in encouraging peer problem-solving collaboration, even though overall averages for challenges in teacher professional support are lower.

These findings suggest that in need to effectively carry out the K–12 Math Curriculum, schools need continue to have access to crucial resources for learning. To ensure effective curriculum execution, educators must also build on collaborative goals that center on the needs of various learners. Teachers may also need to take advantage of different workshop sessions that focus on teaching strategies for meeting the demands of a varied student body.

Basister (2025) found a substantial correlation between the degree of teachers' perceptions and the challenges faced during the execution of the math program. The data indicates that teachers who are actively involved in implementing the course of study are more probable to encounter and identify obstacles that hinder effective teaching and learning. Therefore, it is imperative that educational leaders, including legislators and school administrators, recognize that better support mechanisms, like professional growth opportunities, the availability of enough materials for the development of educational materials, technical help in the development of assessment tools, and continuous monitoring of instructional and educational events, must go hand in hand with improving teachers' perceptions of the curriculum. Math curricula can be administered more successfully and consistently by resolving these problems, which will ultimately enhance student learning outcomes and teacher efficacy (Basister, 2025).

Table 11

Respondents in Favor of Reverting from K to 12 to K to 10 Basic Education Program

Responses	**Frequency**	**Percentage**
No	545	80.27
Yes	107	15.76
Undecided	27	3.98

Table 11 showed the parents' opinions toward switching back to the K to 10 basic education program from the K to 12 curriculum. According to the findings, 107 parents or 15.76%, replied *Yes*, compared to 545 parents or 80.27% who replied *No*. Just 27 parents or 3.98% were still unsure or replied *Undecided* about this matter. All of this indicates that parents are satisfied with the K to 12 program's current offerings and its ongoing advantages for their kids' education not only because of its more comprehensive instruction but also because it better prepares students for high school.

A small percentage of parents who feel that the idea of reverting is an attractive option may be the reason that some level of concern exists, but it could be related to the perception that the K to 12 curriculum is complex and/or lengthy. The advantages of this process seem to have overcome the possible challenges that it posed, as it seems to be losing some priority in the minds of parents who still feel that the parents in the past were undecided about reverting to the K to 10 curriculum, as evidenced by the responses from those who had an unbiased opinion about the process.

Results obtained clearly illustrate that parental support strongly favors the implementation and continuation of the K to 12 curriculum, which in essence means the continuation of the said curriculum. Parents' opinions have a significant effect on the motivation, involvement, as well as acceptance of the children, which makes the support from the parents crucial. To ensure the interests of the students are taken care of, as well as those of the families, the parental point of view ought to be considered whenever the chance to reverse the policy is proposed to the planners.

It is therefore recommended that the Department of Education and other relevant organizations attempt to work with the parents in addition to the learners based on the earlier mentioned findings. The advantages of the K to 12 curricula must be explained to parents through seminars and information/guidance sessions. It is necessary to make an effort to clarify any doubts parents may have about their children.

The study conducted by Mangruban and Baguio (2025) indicates that parents are quite aware of the curriculum. Therefore, by helping parents better comprehend the program, it establishes a crucial basis. Although the Mangruban and Baguio study concentrated more on parent awareness than on parents who supported or opposed K to 12, a high parent awareness figure somehow confirms that the majority of parents were satisfied with K to 12, demonstrating that parent knowledge could play a crucial role for backing curriculum change.

Proponents of Senate Bill No. 3001 assert that the proposed justification is a necessary response to the existing circumstances. While the objectives of RA 10533 were commendable, its implementation has left many parents, educators, and kids with extra challenges without commensurate benefits. Reverting to a four-year secondary education system is supported by those who wish to streamline the curriculum, reduce family costs, and allow students to begin college or their careers earlier. According to critics, might lead to greater issues and endanger efforts to align Philippine education with worldwide standards (CHED, 2023).

CONCLUSION

Teachers generally demonstrated highly positive perceptions of the K to 12 Mathematics Curriculum, particularly in teacher adaptation, skills development, competency alignment, and its impact on teaching and learning. Although teachers acknowledged certain potential advantages of a K to 10 program, particularly in relation to lesson pacing and perceived manageability, these concerns did not translate into overall support for reverting to K to 10. The frequency distribution showed that majority of the respondents were not in favor of reverting to K to 10, while only a smaller proportion favored reversion and few were undecided. Thus, the findings indicate that teachers generally prefer the continuation of the K to 12 framework while recognizing the need to address issues related to curriculum manageability, instructional pacing, learner diversity, and implementation support. These findings relate to constructivist learning, inquiry-based learning, and competency-based education since teachers modify lessons to foster meaningful learning, promote independent thought and problem-solving and concentrate on gradually gaining critical skills.

RECOMMENDATIONS

According to the findings, it is recommended that policymakers and school administrators should consider teachers' experiences and backgrounds when planning curriculum changes. Providing ongoing, clear lesson guides, and instructional resources will help teachers adapt effectively and improve classroom management.

Additionally, it is recommended that schools should maintain student-centered approaches, promote collaboration among teachers, and ensure strategies address diverse learning needs. In addition to enhancing student engagement and learning results, regular workshops and instructional monitoring can help enhance teaching strategies.

Furthermore, it is recommended that parents should be involved through seminars and information sessions to understand the benefits of the K to 12 curriculum. Engaging parents ensures their support for students' learning and encourages acceptance of curriculum reforms for more effective education implementation.

The findings of this study highlight the need for continued research and practical action to support teachers, students, and parents in carrying out the K–12 Mathematics Program. Future studies could explore topics such as *"Teachers' Perceptions on the Effectiveness of the K to 12 Mathematics Curriculum in Senior High School" ,"Challenges and Opportunities in Implementing the K to 12 Mathematics Curriculum*", and *Investigating Stakeholders' Perspectives on Curriculum Reversion: Mathematics Teachers and Parental Views on K to 12*" would provide valuable guidance for policymakers when considering curriculum changes, ensuring that teacher and parental perspectives are included in decision-making.

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