

K–12 Curriculum Implementation in the Philippines: A Content Analysis of Trends, Issues, and Implications for Quality Education

Ann Eloisa S. Avila

0009-0007-1475-6801

anneloisaavila@gmail.com

St. Paul University Surigao, Surigao City

Abstract: *The K–12 education reform in the Philippines, initiated through the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), aimed to enhance the quality and global competitiveness of Filipino learners by extending basic education to 12 years and introducing specialized Senior High School tracks. Despite its promise, the implementation of the K–12 curriculum has faced numerous challenges, including inadequate teacher preparedness, lack of infrastructure, misalignment with labor market demands, and disparities in educational access across regions. This study systematically reviews existing literature, policy documents, and government reports to identify dominant trends, persistent issues, and implications of the K–12 curriculum implementation. Anchored on Fullan’s Educational Reform Theory, Tyler and Taba’s Curriculum Implementation Theory, and Constructivist Learning Theory, this study offers a comprehensive framework to analyze the curriculum’s effectiveness. Findings aim to inform educators, policymakers, and curriculum developers of key reform outcomes and guide future enhancements. By synthesizing existing research, this study highlights actionable insights and evidence-based recommendations to improve curriculum delivery, equity, and relevance, ultimately contributing to the realization of quality education for all Filipino learners.*

Keywords: K–12 curriculum, Philippine Education Reform, Curriculum implementation, Teacher preparedness, Quality education, Educational equity

