



Parental Preference on K-12 vs. K-10 Curricula

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Abstract

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The implementation of the K–12 curriculum in the Philippines introduced major structural changes to the basic education system. However, ongoing debates and policy discussions regarding the possible return to the K–10 system have raised important questions about how families perceive the benefits and challenges associated with these two educational structures. This study examined parental preferences between the K–12 and K–10 curricula in the Philippines based on four key indicators: college readiness, employability, financial burden, and time consumption. Using a descriptive quantitative approach, the study surveyed 600 parents of elementary school students from three public schools in Laguna Province through a 4-point Likert scale questionnaire. The results revealed that parents generally perceived both curricula as capable of preparing students for college and employment. However, the K–10 curriculum was slightly preferred due to its lower financial burden and shorter duration of study. An independent samples t-test also indicated significant gender-based differences, with mothers perceiving the K–12 curriculum as more demanding in terms of time and financial cost compared to fathers. The study underscores the need for educational reforms that are aligned with the capacities, expectations, and socio-economic realities of Filipino families.

INTRODUCTION

Background of the Study

The Philippine education system has long been influenced by the American model. Introduced during the early 20th century under American colonization, the Philippine public school system mirrored the structure, language, and curriculum of the United States (Low et al., 2022). As a result, the country maintained a 10-year basic education cycle, comprising six years of elementary and four years of high school, followed by college education. For decades, this structure persisted, producing professionals and workers who joined both local and international labor markets. However, as global education standards evolved, the Philippines became increasingly isolated in its educational format.

By the year 2011, the Philippines stood as the only country in Asia, and one of the three worldwide, still implementing a 10-year pre-university education system (Macha et al., 2018). The discrepancy raised concerns about the global competitiveness of Filipino graduates, particularly in terms of qualifications for higher education or employment abroad. The pressing need to align the Philippine system with international standards became a catalyst for reform. In response, the Department of Education (DepEd) officially launched the K to 12 Basic Education Program through Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013. The K-12 program

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expanded the basic education cycle to include one year of kindergarten, six years of elementary education, four years of Junior High School (JHS), and two years of Senior High School (SHS) (Abragan et al., 2022; Ongkiko, 2013). The SHS component, introduced in school year 2016–2017, was designed to provide students with advanced academic, technical-vocational, and life skills that would make them college-ready, job-ready, or entrepreneurial even without a college degree (Abrigo and Orbeta, 2023). The reform promised enhanced learning outcomes, higher employability, and stronger alignment with global education systems. However, more than a decade since its implementation, the K-12 system has come under scrutiny. A growing body of public discourse indicates that the promises of K-12 have largely remained unmet (Africa, 2022; Atienza, 2024; Dizon et al., 2019; Philippine Daily Inquirer, 2022).

Problem of the Study

Existing literature suggests failure of the Senior High School implementation in the Philippines. The studies by Felismino (2024) and Balada and Lo (2025) highlighted the mismatch between the skills taught in SHS and the actual demands of the labor market, explaining why many employers still prefer college graduates despite the additional two years of SHS training. Moreover, Orbeta and Potestad (2020) found that most senior high school graduates either proceeded to college or remained unemployed, with only a small percentage successfully entering the workforce directly. This outcome undermines one of the fundamental goals of the K-12 program: to produce employable high school graduates. In addition, the government's lack of capacity to provide adequate resources, training, and infrastructure for SHS has led to an uneven implementation of the program, with many public schools unable to offer a full range of tracks and strands (Orbeta et al., 2018).

The financial burden associated with the additional two years of schooling has become a major concern for many Filipino families, particularly those from low-income communities (Basaluddin, 2021). The implementation of the K-12 program requires families to allocate additional resources for educational expenses. Although the government has introduced financial assistance through the Senior High School Voucher Program, the support is often insufficient to fully cover the costs of education. This situation becomes more challenging for students enrolled in private institutions, where tuition and other fees are higher. Therefore, further studies are needed to examine the implications of the K-12 program, particularly in relation to the financial capacity of families.

Research's State of the Art

The transition from the K-10 to the K-12 curriculum introduced significant structural changes to the Philippine education system. The K-12 program encompasses Kindergarten and 12 years of basic education divided into three levels, elementary, junior high school, and senior high school. A notable feature of the K-12 curriculum is the introduction of Senior High School, where students can choose from various tracks based on their interests and career goals such as the academic track, which includes strands like Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), and the General Academic Strand (GAS), and the Technical-Vocational-Livelihood (TVL) Track that Offers specializations in fields such as agriculture, electronics, and trade. Additionally, the K-12 curriculum was designed not only to extend the years of education but also to improve the quality and relevance of learning. Key features aimed at enhancing academic and skills development include: 1. the Spiral Progression Approach where subjects are taught using a spiral progression method, where concepts are introduced at basic levels and revisited with increasing complexity in higher grades, 2. the emphasis on 21st-Century Skills with strong focus on developing critical thinking, problem-solving, communication, and collaboration skills, and 3. the requirements for Senior High School students to undergo Work Immersion, a program that provides hands-on experience in real work environments related to their chosen tracks (Abragan et al., 2022; Anca, 2024; Catelo, 2020; Deysolong, 2023). Hence, the shift from the K-10 to the K-12 curriculum in the Philippines was a strategic response to the demands of globalization and the need for a more competitive and competent workforce. The structural enhancements and focus on skills development aim to equip Filipino students with the necessary tools to succeed in both local and international arenas.

Unfortunately, amid the challenges observed in the implementation of the K-12 program, calls to reassess or even roll back it have intensified. In recent years, lawmakers and education stakeholders

have expressed openness to revisiting the K-10 structure, particularly the removal of SHS as a mandatory requirement for college admission (Acebuche, 2025). Some legislative proposals surfaced, including the move to allow automatic college admission for Grade 10 completers, especially in state universities and colleges (SUCs) (Acebuche, 2025; Chi, 2025; Porcalla, 2023). The rationale behind these proposals is not to reject educational advancement, but to address the inefficiencies and unmet goals of the K-12 reform. However, there appears to be a notable absence of formal studies that comprehensively capture the stance of all key stakeholders, particularly students and their parents, regarding the ongoing debate between the K-12 and K-10 curricula. While existing literature includes research involving senior high school students and their parents, there is a significant gap when it comes to examining the perspectives of those at the elementary level, who are still in the early stages of their educational journey and are actively preparing for the transition to high school. This gap is critical, as the opinions and preparedness of these families are just as important in shaping the future direction of basic education. Understanding the views of parents of younger learners provides valuable foresight into how future cohorts might respond to curriculum reforms, especially in the context of proposals to modify or revert changes made under the K-12 system.

Existing studies on the K-12 curriculum in the Philippines have primarily focused on its implementation, effectiveness in developing 21st-century skills, and its role in preparing students for higher education and employment. Several scholars have examined students' academic readiness, teachers' experiences, and the outcomes of senior high school tracks, particularly in relation to work immersion and employability skills (Abragan et al., 2022; Anca, 2024; Catelo, 2020; Deysolong, 2023). However, limited research has comparatively analyzed stakeholder preferences between the K-12 and the previous K-10 curriculum, especially from the perspective of parents. More importantly, previous studies tend to focus on senior high school students or graduates, while the perceptions of parents of elementary-level learners remain largely unexplored. This study therefore contributes to the current body of knowledge by examining parental preferences between the K-12 and K-10 curricula based on key practical indicators, including college readiness, employability, financial burden, and time consumption. By focusing on parents of elementary students, the research provides early insight into how families perceive potential curriculum shifts and offers empirical evidence to inform ongoing educational policy discussions.

Gap Study and Objective

The discussions on the necessity of the K-12 Curriculum in the Philippines reflect a broader societal tension between the aspiration for globally competitive education and the reality of implementation gaps, resource limitations, and economic inequities. Parents, as key stakeholders in the educational journey of their children, are central to this conversation. Their perceptions are crucial in evaluating the success or failure of education reforms, as they directly bear the financial, emotional, and logistical burdens of these policy shifts. Understanding parental preferences can offer critical insights into the lived experiences and practical implications of both the K-10 and K-12 curricula. However, existing studies seem to have overlooked this area, with a dearth of research focusing on the perspectives of parents of students. Most available literature has centered on the experiences of students and teachers with the curriculum, as well as the views of industry managers toward senior high school graduates. Thus, this study aims to examine the parental preference between the K-10 and K-12 curricula in the Philippine context. Specifically, it seeks to evaluate parental perspectives in four key dimensions: college readiness, employability without college education, financial burden, and time consumption. These indicators were chosen to reflect the primary justifications used in both defending and criticizing the K-12 reform. By gathering and analyzing quantitative data from parents of elementary students, the study hopes to contribute to the ongoing policy discussions on the viability and relevance of the K-12 program. This study primarily aimed to answer the following questions: 1) What do parents prefer more between K-10 and K-12 Educational Structures in terms of college readiness, employability, financial obligation, time consumption? and 2) Is there a significant difference between the preference of parents based on their sexuality?

METHOD

Type and Design

This study employed a descriptive research design using a quantitative approach to examine parental preferences between the K–12 and K–10 curricula. The descriptive design was considered appropriate as it allowed the researchers to systematically describe and analyze parents' perceptions regarding the two curricula. The study focused on several indicators related to educational outcomes and practical considerations. These indicators included college readiness, employability, financial burden, and time consumption. The variables used in this study were adopted from previous studies conducted by Abragan et al. (2022), Loquias and Bauyot (2024), and Mamba et al. (2020). These references served as the conceptual basis for developing the research instrument used to collect the data.

Data and Data Sources

The respondents consisted of 600 parents of elementary school students enrolled in three public schools in the province of Laguna, Philippines. These parents were selected as they represent key stakeholders in educational decision-making within the family. To ensure accurate representation, only one parent per student was included as a respondent in the survey. This approach prevented duplication of responses from the same household. The students whose parents participated in the study were selected using the fishbowl technique, a form of simple random sampling. This sampling method ensured that each student had an equal chance of being selected. As a result, the sampling process helped minimize selection bias and improved the representativeness of the data.

Data Collection Technique

Data were collected using a structured survey questionnaire consisting of 24 items. The questionnaire was designed to measure parental preferences regarding the K–12 and K–10 curricula. Each item was rated using a 4-point Likert scale. The response options included 4 for "Strongly Agree," interpreted as Highly Preferred. A score of 3 represented "Agree," interpreted as Preferred, while 2 corresponded to "Disagree," interpreted as Somehow Preferred. Meanwhile, a score of 1 indicated "Strongly Disagree," which was interpreted as Not Preferred.

The survey questionnaire was administered using both in-person and online methods. The face-to-face distribution was conducted during scheduled school-related activities involving parents. Meanwhile, the online survey was distributed through digital platforms to reach respondents who were unable to participate in person. This dual-mode approach was implemented to increase the accessibility of the survey for all participants. It also allowed respondents to complete the questionnaire at their convenience. As a result, the data collection process helped maximize participation while maintaining efficiency and flexibility.

Data Analysis

The collected data were analyzed using descriptive statistical techniques. Frequency and percentage were computed to summarize the demographic characteristics of the respondents. These measures also helped describe the distribution of responses for each survey item. In addition, mean scores were calculated to determine the overall level of parental preference for each curriculum. The analysis focused on four key indicators: college readiness, employability, financial obligation, and time consumption. These indicators were used to compare how parents perceived the K–12 and K–10 curricula. The descriptive statistics provided an overview of the general trends in parental preferences across the identified indicators.

To further examine differences in parental perceptions, an inferential statistical test was conducted. Specifically, an independent samples t-test was employed to compare the preferences of mothers and fathers. This test was used to determine whether a statistically significant difference existed between the two groups. The analysis aimed to identify whether parental gender influenced perceptions of the two educational systems. Through this test, the study examined variations in responses related to the four key indicators. The results provided additional insight into how mothers and fathers may evaluate the advantages and challenges of each curriculum. Consequently, the

inferential analysis strengthened the interpretation of the findings by identifying possible gender-based differences in parental preferences.

Ethical Considerations

This study adhered to all ethical research principles. Participation was entirely voluntary, and no respondent was coerced into answering the survey. The data collected were used exclusively for this research, ensuring the confidentiality and anonymity of all responses. Respondents' names were not recorded, and their responses remained private. Before taking part in the survey, they were fully informed about the study's objectives, scope, and the identity of the researcher. They were explicitly asked whether they were willing to provide information on their sexuality and perceptions towards the two educational structures. Participation was conditional upon their consent, and they were not required to answer the questionnaire if they chose not to. Additionally, respondents were informed beforehand that they would not receive any form of compensation for participating in the study. The researcher, hereby, confirm that this study adhered strictly to Republic Act 10173, also known as the Data Privacy Act of 2012 in the Philippines, as well as to the Declaration of Helsinki of 1964 on informed consent, ensuring that respondents' privacy rights were not compromised. The ethical guidelines established by the Directorate General for Research and Innovation of the European Commission, specifically those outlined in the document "Ethics in Social Sciences and Humanities," were also taken into account. Lastly, as a signatory of the San Francisco Declaration on Research Assessment (DORA) and a supporter of the ICMJE Recommendations, the researcher ensures that this research from the conduct to the publication phase did not commit any malpractices. By following these ethical standards, the researcher guarantees that the study was conducted with integrity, and with careful consideration of the rights and welfare of all participants.

RESULTS

This section presents the findings of the study on parental preferences between the K–10 and K–12 curricula based on selected key indicators. The results are organized according to the four dimensions examined, namely college readiness, employability, financial obligation, and time consumption. Descriptive statistics, including mean scores, were used to determine the level of parental preference for each curriculum. In addition, inferential analysis using an independent samples t-test was conducted to identify any significant differences in perceptions between male and female respondents. The presentation of results aims to provide a clear and systematic overview of the trends and patterns observed in the collected data.

Table 1. Preference Between K-10 and K-12 Curricula

Factors	K-10	K-12	Interpretation
College Readiness	3.20	3.13	Both K-10 and K-12 curricula are preferred by the parents
Employability	2.83	2.98	Both K-10 and K-12 curricula are preferred by the parents
Financial Obligation	3.30	2.99	K-10 is highly preferred, while K-12 is only preferred
Time Consumption	3.13	2.65	Both K-10 and K-12 curricula are preferred by the parents
Composite Mean	3.11	2.93	Both K-10 and K-12 curricula are preferred by the parents

Table 1 presents the comparative mean scores of parental preferences between the K–10 and K–12 curricula across four key indicators: college readiness, employability, financial obligation, and time consumption. The composite mean scores show that both curricula were generally preferred by parents, with K–10 obtaining a slightly higher overall mean (3.11) compared to K–12 (2.93). This indicates that while both educational systems are viewed positively, K–10 was marginally more favorable among respondents. In terms of college readiness, both curricula received high levels of agreement from parents. The K–10 curriculum recorded a mean score of 3.20, while the K–12 curriculum obtained a slightly lower mean of 3.13. Despite the difference, both were interpreted as preferred, indicating that parents generally believe that either curriculum can adequately prepare students for higher education. The minimal gap between the two suggests that the perceived effectiveness of college preparation does not significantly differ between the systems.

For employability, the results show a slightly different pattern. The K–12 curriculum obtained a higher mean score of 2.98 compared to 2.83 for K–10. Both scores still fall within the “preferred” category, suggesting that parents believe both systems can produce employable graduates even without a college degree. However, the relatively higher score for K–12 indicates a slight preference toward this curriculum in terms of preparing students for the workforce. With regard to financial obligation, a clearer distinction emerged between the two curricula. The K–10 curriculum received a mean score of 3.30, interpreted as highly preferred, while the K–12 curriculum obtained a mean of 2.99, interpreted only as preferred. This result indicates that parents perceive K–10 as less financially burdensome compared to K–12. The difference in scores suggests that cost considerations play a significant role in shaping parental preferences. Similarly, time consumption showed a notable difference between the two systems. The K–10 curriculum recorded a mean score of 3.13, while the K–12 curriculum obtained a lower mean of 2.65. Both were still within the preferred category; however, the higher score for K–10 indicates a stronger preference due to its shorter duration. This suggests that parents value a quicker educational pathway for their children.

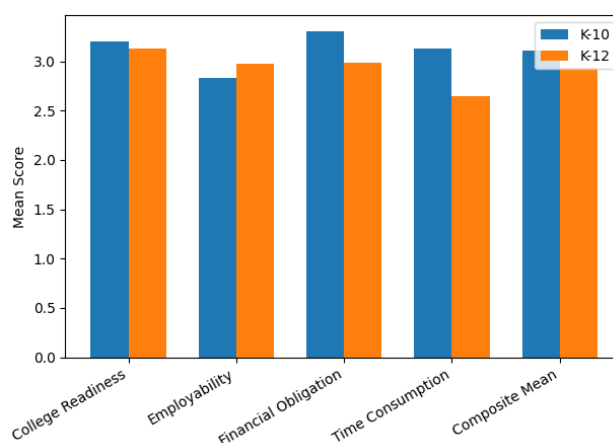


Figure 1. Comparison of Parents’ Preferences Between K–10 and K–12 Curricula Across Selected Factors

The Figure 1 illustrates a comparison of parents’ preferences between the K–10 and K–12 curricula across several factors. Overall, both curricula are positively perceived, as indicated by mean scores above the midpoint on all factors. In terms of college readiness, K–10 (3.20) is slightly more preferred than K–12 (3.13), suggesting a marginal advantage in preparing students for higher education. Conversely, for employability, K–12 (2.98) shows a slightly higher preference compared to K–10 (2.83), indicating its perceived relevance to job readiness. A more noticeable difference is observed in financial obligation and time consumption, where K–10 obtains higher mean scores (3.30 and 3.13) than K–12 (2.99 and 2.65), implying that parents consider K–10 to be more economical and time-efficient. This pattern is further reflected in the composite mean, where K–10 (3.11) slightly exceeds K–12 (2.93), indicating a generally stronger overall preference for the K–10 curriculum.

Table 2. Difference Between the Preferences of Male and Female Respondents

Factors	P-Value	Interpretation
College Readiness	0.231	Not Significant
Employability	0.457	Not Significant
Financial Obligation	0.018	Significant
Time Consumption	0.049	Significant

Table 2 presents the results of the independent samples t-test examining differences between male and female respondents. The analysis revealed no statistically significant differences in perceptions of college readiness ($p = 0.231$) and employability ($p = 0.457$), as both values exceeded the 0.05 level of significance. This indicates that mothers and fathers share similar views regarding the academic and employment-related outcomes of the two curricula. However, significant differences

were found in financial obligation ($p = 0.018$) and time consumption ($p = 0.049$), as both p -values were below the 0.05 threshold. These results indicate that gender plays a role in shaping perceptions related to economic and temporal aspects of education. Specifically, mothers demonstrated stronger concerns regarding the financial and time demands associated with the K–12 curriculum.

Overall, the findings indicate that both the K–10 and K–12 curricula are generally accepted by parents. Despite this overall acceptance, the K–10 curriculum is slightly preferred. This preference is particularly evident in terms of financial and time-related considerations. Parents tend to view K–10 as less costly and more time-efficient compared to K–12. On the other hand, the K–12 curriculum demonstrates a relative advantage in terms of employability. This suggests that parents recognize its potential to better prepare students for the workforce. Furthermore, no significant gender differences were observed in parents' perceptions of college readiness and employability. However, gender-based differences were evident in practical concerns, particularly those related to financial cost and time duration.

DISCUSSIONS

The findings of this study provide important insights into how parents perceive the K–10 and K–12 curricula in the Philippines. One of the key results indicates that both curricula are generally viewed as capable of preparing students for college. This suggests that parents do not necessarily associate longer years of schooling with better academic preparedness. The slightly higher preference for K–10 in this area may be influenced by historical familiarity, as previous generations successfully transitioned to higher education under the 10-year system. This observation aligns with the argument that educational effectiveness is often shaped by accumulated experience and established practices rather than structural reforms alone. At the same time, the comparable rating for K–12 indicates that the newer system has gradually gained acceptance among parents (Abragan et al., 2022; Anca, 2024). This supports the idea that curriculum reforms can achieve legitimacy over time when consistently implemented and supported.

In terms of employability, the slightly higher rating for K–12 reflects parental recognition of its intended purpose, particularly the inclusion of specialized tracks such as the Technical-Vocational-Livelihood strand. These tracks are designed to equip students with job-ready skills even without pursuing higher education, which aligns with the objectives of the K–12 reform (Catelo, 2020; Deysolong, 2023). However, this perception may not fully correspond with labor market realities, where employers still tend to prioritize college degree holders (Atienza, 2024). Previous studies have also highlighted the mismatch between the skills acquired in senior high school and the competencies required by industries (Felismino, 2024; Orbeta & Potestad, 2020). This indicates that while parents may believe in the employability potential of K–12, there may be limited awareness of actual employment conditions. As a result, parental expectations may not always align with labor market outcomes, which could affect students' career trajectories. Therefore, strengthening school-industry alignment remains a critical area for policy improvement.

Financial obligation emerged as one of the most decisive factors influencing parental preference. The strong preference for K–10 reflects the economic realities faced by many Filipino families, particularly those from low-income backgrounds (Basaluddin, 2021). The additional two years required under the K–12 curriculum translate into increased expenses, including tuition, transportation, and daily school-related costs. Although government interventions such as the Senior High School Voucher Program aim to reduce this burden, the findings suggest that these measures may not be sufficient to fully address parental concerns (Antiquina, 2023; Rosali et al., 2024). This implies that financial assistance programs, while beneficial, may not comprehensively cover the actual cost of extended schooling. Consequently, parents continue to favor educational structures that minimize economic strain. These findings highlight the need for more inclusive and sustainable funding mechanisms to support families under the K–12 system.

Time consumption also played a significant role in shaping parental perceptions. The preference for K–10 indicates that many parents value shorter educational pathways that allow their children to enter college or the workforce earlier. This perspective reflects practical considerations, particularly in households where financial resources are limited. Extended schooling may delay income generation

and prolong financial dependency, which can create additional pressure on families. Previous research supports this concern, indicating that some parents question the added value of senior high school in relation to the time invested (Santos, 2022). Furthermore, prolonged educational duration may affect long-term family planning and economic stability. This suggests that time efficiency remains a critical factor in evaluating the acceptability of educational reforms.

The absence of significant gender differences in perceptions of college readiness and employability suggests a shared understanding between mothers and fathers regarding educational outcomes. This indicates that both groups recognize the potential of either curriculum to prepare students academically and professionally. However, the presence of significant differences in financial and time-related concerns highlights the gendered dimensions of educational decision-making. Mothers, in particular, expressed greater concern about the financial and temporal demands of the K–12 system. This finding may be explained by the traditional roles of mothers in managing household finances and overseeing their children’s education (Alampay & Jocson, 2012; Lirio et al., 2022). As primary caregivers, mothers are often more directly involved in day-to-day educational expenditures and logistics. Consequently, they may experience a greater sense of burden associated with extended schooling requirements.

These findings underscore the importance of incorporating household-level perspectives into educational policy discussions. Educational reforms such as the K–12 program cannot be evaluated solely based on intended outcomes or structural improvements. Instead, they must also be assessed in terms of how they are experienced by families, particularly those who bear the direct costs of implementation. The results suggest that while K–12 has gained a degree of acceptance, significant concerns remain regarding its practicality. This supports the broader argument that effective policy reforms should be responsive to the socio-economic context of stakeholders (Abragan et al., 2022; Anca, 2024). Policymakers must therefore consider both macro-level goals and micro-level realities. In doing so, educational reforms can become more inclusive, equitable, and sustainable in the long term.

In conclusion, the study highlights the complex relationship between educational reform and socio-economic realities. While the K–12 curriculum offers potential advantages in skill development and employability, its extended duration and associated costs continue to influence parental preferences. The findings suggest that successful implementation of educational reforms requires more than structural adjustments. It also demands alignment with the lived experiences, financial capacities, and expectations of families. Without such alignment, even well-intentioned reforms may face resistance or limited acceptance. Therefore, future policy directions should aim to balance educational quality with accessibility and affordability. This will ensure that reforms not only achieve their intended goals but also remain responsive to the needs of the community.

CONCLUSION

The Philippine education system has long mirrored the American model, a legacy of the country’s colonial past. Yet despite these roots, the Philippines lagged behind its global counterparts in implementing a full K-12 basic education cycle. For many years, it remained one of the few countries in the world offering only ten years of basic education before college admission, placing its students at a disadvantage in both local and international contexts. The eventual shift to the K-12 curriculum in 2013 marked a historic reform in Philippine education. It was envisioned to elevate the quality of education, better prepare students for higher education, enhance employability, and align the country with global standards. However, more than a decade into its implementation, questions about the effectiveness and practicality of the K-12 system have emerged. Despite the promises of college readiness and employability, many parents, educators, and stakeholders have raised concerns about the actual outcomes of this reform. The lived experiences of families, particularly with regard to the financial and logistical challenges posed by two additional years of schooling, have led to a growing clamor to revisit, revise, or even revert to the old K-10 system. Current proposals to remove senior high school as a mandatory requirement for college admission reflect a growing momentum toward systemic change once again. It is in this context that the present study gains its relevance and timeliness. By systematically capturing and analyzing the perspectives of parents, the primary stakeholders in their children’s education, this research offers crucial insights that can inform policy decisions at a pivotal time. The novelty of this study lies in its comparative approach, examining not

only parental views of K-12, but also how these views measure up against the traditional K-10 system. Moreover, it recognizes that educational reforms do not exist in a vacuum; they are implemented, absorbed, and assessed within real households with diverse socio-economic realities. The implications of the study are far-reaching. First, any reform or revision to the current curriculum must be guided not only by pedagogical standards but also by a deep understanding of how families perceive and experience these systems. Policymakers must take into account that while many parents recognize the benefits of both educational structures, concerns such as cost, duration, and employability remain central in shaping their preferences. The study also reinforces the need for more inclusive dialogue that values parental input in educational planning, especially as these decisions directly affect their household dynamics and long-term aspirations for their children. Furthermore, the study sheds light on the importance of evaluating reforms not just through academic performance metrics or international benchmarks, but also through the lens of equity, accessibility, and sustainability.

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