

LEVEL OF AWARENESS OF TEACHERS AND PARENTS ON HOUSE BILL 11213 ENTITLED “EDUCATION PATHWAY ACT”: A COMPARATIVE STUDY

**Mary Ann Sorita Campus
Marlon Marquez**

Graduate School, FEU Roosevelt, Cainta, Rizal, Philippines

Corresponding author's email: maryann.sorita@deped.gov.ph

ABSTRACT

In this study, the researchers tend to get the perception of the teachers and parents in the proposed house bill 11213 titled “An education pathways act”. The study included 50 parents and 50 teachers from San Isidro National High School it was chosen using a convenient sampling technique. This research used Correlational Quantitative Research Design to seek to understand the relationship between the variables, and a survey test questionnaire was given to the respondents. Result found that most of the parents and teachers strongly agree in the survey question about the HB11213 “an education pathways act” when it comes to the career guidance weighted mean of parents is 4.50 with the description of Strongly Agree and teachers weighted mean of 4.34 which description indicates of Strongly Agree. In Assessment the parents weighted mean of 4.38 and which description indicates of Strongly Agree and teachers weighted mean of 4.44 which indicates of Strongly Agree. In Scholarship programs the parents weighed mean of 4.47 which indicates of Strongly Agree and teachers weighted mean of 4.41 which indicates of Strongly Agree in overall composite mean of parents weighted mean of 4.45 which indicates strongly Agree in overall composite mean of teachers weighted mean of 4.41 which indicates strongly Agree. It indicates that the parents and teachers are both strongly agreed when it comes to their level of awareness of the house bill 11213. It also revealed that There is no significant difference in the relationship between demographics profile in terms of age and sex of the parents and teachers and the level of awareness in HB 11213 “An Education Pathways Act” then the null hypothesis is not rejected. But there is a significant difference in the relationship between demographics profile in terms of educational background and economic status of the parents and the level of awareness in HB 11213 “An Education Pathways Act” then the null hypothesis is rejected and there is also significant difference in the relationship between demographics profile in terms of subject area and teaching experience of the teachers and the level of

awareness in HB 11213 “An Education Pathways Act” then the null hypothesis is rejected. Since the researchers found that both parents and teachers are positively agreeing to the goals of HB 11213 when it comes to the Career guidance, Assessment, and Scholarship Program, Researcher presented Advocacy Program for HB 11213

Keywords: *education pathways, career guidance, assessment, scholarship program*

INTRODUCTION

Philippines set to value a standard when it comes to education, we have a lot of curricula implemented to have quality education and to set the same quality standard into the foreign country. We started into BEC (Basic Education Curriculum): This was a previous national curriculum focusing on foundational skills and a balanced education then into NESC (National Elementary School Curriculum): Primarily focused on elementary education, emphasizing mastery learning and minimum learning competencies and NSEC (New Secondary Education Curriculum): Focused on secondary education, emphasizing science, mathematics, communication, and values development, K-12 Program: This is the current education system, expanding basic education to include Kindergarten through 12th grade. It is structured into primary, junior high, and senior high school levels. (Senior High School (SHS): Offers different academic tracks and vocational tracks, allowing students to specialize in areas like Business, Accountancy, Management (BAM), Humanities, Education, Social Sciences (HESS), and Science, Technology, Engineering, Mathematics (STEM)), MATATAG Curriculum: This is the recently revised basic education curriculum, replacing the K-10 curriculum and aiming to reduce learning competencies. It is being implemented in phases.

The Philippines started its "K to 12" Program in 2012, which involved a thorough overhaul of the country's basic education system. With this reform, the Philippines is valuing kindergarten highly and catching up to international standards in secondary education. The educational system is being improved and reformed in terms of its philosophy, curriculum, and structure. A "holistically developed Filipino" is the goal of the new policy, which emphasizes "eligibility" for admission to both domestic and foreign higher education institutions, "preparation" for higher education, and "employability" of graduates. This Republic Act 10533 also known as Enhanced basic education Act of 2013" an introduction to K-12 education by increasing the number of years studying from 1 year of kindergarten, 6 years of elementary education, 4 years of junior high school and additional 2 years of senior high school, this curriculum significantly strengthened, enriched and inquiry based to ensure quality education and global competitiveness. This RA 10533 transform education to meet the demands of international standards. We all know that RA 10533 has also shortcomings in which trying to address by the so called MATATAG curriculum, from financial to social burdens, Teachers training and even materials have this grey area. Based on the research coming from the Inquirer and ResearchGate, many Filipinos are struggling in covering the cost of the tuition, uniforms, transportation and even their daily allowances, additional or longer years of studying significantly affected all families when it comes to financial burdens. Instead of working

after graduation of college sometimes high school when needed, employability is decreasing despite the programs promise as job readiness, we also know that students today are more likely to have shorter span on focusing, that may cause them boredom, or a brain drain situation that led to information overload or no contentment professionalism.

This policy has certain socioeconomic and pedagogical issues, despite its seeming admirability and timeliness. Latter to amend A new House bill has been proposed.

House Bill 11213, titled "An Education Pathways Act," gives students "two educational pathways" to ease the burden of tuition costs on parents.

Based on the key details given by the house bill 11213 "Education pathways act", before it comes to implementation, will the parents and teacher be openly aware of this matter, we all know that SHS got a big impact to the adjustment of the Filipinos, parents, students and even teachers are affected at this. Now that there will be an upcoming house bill for the educational pathways of the student for SHS and college, are they aware what are this and possible help and benefits would offer of this house bill.

Background of the Study

Instead of focusing on strengthening the foundation curriculum of the k to 12 to become more globally competitive. Law makers suggest a new house bill entitled "An Act Providing Education Pathways for Basic Education Students" (HB 11213) or "The Education Pathways Act", it does not make two years of formal training after Junior High School (JHS) optional, as some have suggested, but mandates JHS graduates to choose between two pathways: one pathway leads them to college; the other pathway leads them to integration into the job market in the Philippines or beyond. There is no announced provision that a JHS graduate can opt out of both programs, which would make SHS as we now know it truly optional. The either/or option is mandatory: "Upon completing Junior High School, the students shall choose between two education pathways: the University Preparatory Program under the Department of Education (DepED) or the Technical-Vocational Program under the Technical Education and Skills Development Authority (TESDA)."

Based on the HB 12113, this proposal may cause a positive impact to the families who have struggling into financial yet students are competitive, they may choose to different pathways by taking the qualifying exam, if our grade 10 students are globally competitive, they may entry to higher education pursuing their college or vocational career sooner, and achieve their goal, and financial burdens maybe reduce by skipping additional 2 years in Senior High School. Students and their parents may have flexible options and choices for their pathways and assess their readiness in their career choices. Based on the reaction paper from the university of Eastern Philippines, one positive aspect of this bill is that it provides students with the flexibility to choose a pathway aligned with their goals and capabilities, for Filipino students, this pathway could reduce unemployment and address industry shortages while offering a more affordable alternative for families unable to finance college education. However, there are notable challenges associated with this proposed reform. The removal of SHS strands may limit students' access to a well-rounded education Filipino students under this bill might

lack exposure to diverse fields, potentially restricting their adaptability to future career shifts.

In San Isidro National High School, most of the student, parents and teachers' population is coming from the two major barangays in which are San Luis and San Isidro, upon asking and hear say according to this House bill 11213 "Educational Pathways Act" they concern if the SHS will vanished or remove, they not truly aware what is the main stream of this house bill, especially for students and parents. For the teachers they just know hints and ideas about this house bill.

Concept of Awareness

Awareness is a fundamental concept in understanding how individuals perceive and respond to policies, programs, and reforms. It refers to the extent to which individuals are informed about a particular issue and their ability to comprehend its meaning, relevance, and implications. In education, awareness goes beyond simple recognition of policies; it involves understanding how these policies affect teaching, learning, and decision-making processes.

Awareness is commonly categorized into different levels such as low, moderate, and high. These levels describe how deeply individuals understand a concept or policy. High awareness indicates a strong understanding and active engagement, while low awareness suggests limited knowledge and possible misconceptions. In this study, awareness refers to the level of understanding of teachers and parents regarding House Bill 11213 or the Education Pathways Act.

A study by Marvilyn P. Tayo (2026) examined the relationship between political and civic awareness and engagement among senior high school students in the Philippines. The findings revealed that students were generally aware of political and civic issues, and that awareness significantly predicted engagement, particularly in civic activities. However, awareness alone did not guarantee active participation, as mediating factors such as school environment and digital exposure influenced outcomes.

Local studies in the Philippines highlight the importance of awareness in the implementation of educational policies among teachers and parents. Research shows that teachers generally demonstrate high levels of awareness of policies such as the Child Protection Policy, which positively influences their attitudes and responsiveness in implementation (Dela Fuente, 2021; Alcala & Cornelia, 2025). However, despite high awareness levels, gaps between knowledge and actual practice remain evident, indicating that awareness alone does not guarantee effective policy execution.

On the other hand, studies involving parents reveal varying levels of awareness of educational reforms such as the K to 12 curriculum. Findings suggest that many parents require structured orientation programs to fully understand policy implications and actively participate in school-related decisions (Aurelio, 2025). This indicates that while teachers are often directly exposed to policies through professional responsibilities, parents may rely heavily on schools for information dissemination.

Overall, these studies suggest that awareness is a foundational factor in policy implementation but is influenced by training, communication, and stakeholder engagement. This creates a gap in ensuring that both teachers and parents are equally

informed, particularly regarding newly proposed policies such as legislative measures or house bills.

House Bill 11213 (Education Pathways Act)

House Bill 11213, also known as the Education Pathways Act, is a proposed legislation that aims to strengthen and diversify the Philippine education system by providing multiple learning pathways for students. These pathways include academic, technical-vocational, and employment-oriented tracks designed to align education with industry needs and career opportunities.

The bill promotes a learner-centered education system where students can choose pathways based on their interests, abilities, and future goals. It also emphasizes collaboration among schools, government agencies, and industries to ensure effective implementation.

Despite its potential benefits, the success of this reform depends largely on the awareness and understanding of key stakeholders, particularly teachers and parents. Without adequate awareness, implementation may face challenges such as misunderstanding, resistance, or lack of participation.

House Bill No. 11213, also known as the Education Pathways Act, represents a significant proposed reform in the Philippine K to 12 education system by introducing alternative pathways for students after completing Grade 10. The bill allows learners to choose between a university preparatory track under the Department of Education or a technical-vocational pathway under the Technical Education and Skills Development Authority, thereby promoting flexibility and career alignment (Lalu, 2025). In addition, the policy provides opportunities for high-performing students to bypass senior high school through placement examinations, addressing concerns on time and financial costs of extended schooling.

However, the implementation of such policy reforms requires a high level of awareness among key stakeholders, particularly teachers and parents. Teachers serve as primary implementers of educational policies, while parents play a crucial role in guiding students' academic decisions. The bill itself emphasizes informed decision-making, necessitating adequate dissemination of information and understanding among stakeholders (Philippine News Agency, 2025). Despite this, concerns have been raised regarding the readiness of the education system, potential inequities, and the possible weakening of the senior high school program, indicating that awareness must go beyond basic knowledge to include critical understanding of policy implications.

Lone Pasig Rep. Roman Romulo, Chairman of the House Committee on Basic Education and Culture, said the bill, which was recently approved on second reading, allows qualified students to skip senior high school (SHS) and move directly into college or university, or enroll in a technical-vocational program.

"An Honors Exam or advance placement examination shall be made available to graduating Grade 10 students, providing them the opportunity to BYPASS senior high school (Grades 11 and 12), contingent upon successful completion and passing of said exam," the lawmaker said.

Called the “University Preparatory Program,” it aims “to develop and implement a comprehensive curriculum for SHS that shall prepare students for college admissions.”

The larger chamber also approved unanimously on third and final reading HB 11213, or the proposed “Education Pathways Act,” with 200 votes. The bill would provide young learners with the option to graduate after four years of high school or prepare themselves for another two years of pre-university education after high school, if they choose.

Under the bill, students who complete junior high school may either go for 1) the University Preparatory Program under the DepEd, and 2) the Technical-Vocational Program under the Technical Education and Skills Development Authority.

Under the bill, junior high school students can choose whether they would take up a preparatory program for college under the Department of Education (DepEd) or the Grade 11 and Grade 12 of the senior high school system — or a technical-vocational program of the Technical Education and Skills Development Authority (Tesda).

“The DepEd shall develop and implement a comprehensive curriculum for Grades 11 and 12 that prepares students for admission to colleges and universities. This curriculum shall encompass fundamental subjects to improve and guarantee that students acquire functional literacy and practical skills, and elective courses to allow students to explore their interests and meet college and university admission requirements of their chosen degree,” the bill stated. (house congress press conference, 2025)

Considering the option for some students may take for SHS as a college preparation pathway,

The DepEd shall develop and implement a comprehensive curriculum for Grades 11 and 12 that prepares students for admission to college. The curriculum shall encompass fundamental subjects to improve and guarantee that students acquire functional literacy and practical skills, and elective courses to allow students to explore their interests and meet college and university admissions requirements of their chosen degree.

There is no effort to relate the content of the SHS pathway to the previous content of the K-12 reform or to the DepEd’s recently published SSHSP; there is no explanation why “functional literacy” is included in a SHS curriculum, while this is supposed to have been achieved in grade school. Meanwhile, the DepEd must simply make the University Preparatory Pathway known to the students; it must see to it that universities inform prospective students of their requirements.

It would have been more responsible for the authors of HB 11213 to have profited from the concrete efforts of the DepEd to decongest the original SHS curriculum under RA 10533— whose four tracks—but especially whose academic track—are a college preparatory curriculum. They could also have taken position on some of the serious questions this effort raised (Tabora J., 2026)

The Philippines implement the K-12 program 100533 in 2013, which meant to enhance the quality of basic education and the competencies of Filipino students and equipping them with the skills to enter the workforce without going to college. But Pasig Rep. Roman T. Romulo told the House plenary that senior high school graduates find it

challenging to find employment as companies continue to favor college graduates. "The reality of the job market has not aligned with these expectations," he said in his sponsorship speech on the measure. (Basilio, K, 2025)

According to DepEd Memo 48, s. 2025 about the pilot implementation of strengthened senior high for grade 11 SY. 2026-2027. The Strengthened SHS Curriculum introduces key structural, instructional, and content-related reforms to enhance learner choice based on ability and aspirations and improve workforce readiness. These changes are designed to ensure that learners acquire relevant skills and competencies aligned with the demands of higher education, middle skills development, employment, and entrepreneurship.

The SHS Program shall switch from the current four-track structure into two primary educational pathways: Academic Track and the Technical-Professional (TechPro) Track. Schools shall realign their subject offerings according to this two-track model.

The Strengthened SHS Curriculum design shall also exclusively emphasize the core subjects and elective offerings to minimize overlaps and simplify learning areas.

A new House bill has been proposed to amend the K-12 education system.

House Bill 11213, titled "An Act Providing Education Pathways for Basic Education Students," gives students "two educational pathways" to ease the burden of tuition costs on parents.

Lone Pasig Rep. Roman Romulo, Chairman of the House Committee on Basic Education and Culture, said the bill, which was recently approved on second reading, allows qualified students to skip senior high school (SHS) and move directly into college or university, or enroll in a technical-vocational program.

"An Honors Exam or advance placement examination shall be made available to graduating Grade 10 students, providing them the opportunity to BYPASS senior high school (Grades 11 and 12), contingent upon successful completion and passing of said exam," the lawmaker said.

Called the "University Preparatory Program," it aims "to develop and implement a comprehensive curriculum for SHS that shall prepare students for college admissions."

According to Romulo, the curriculum "shall not be divided into tracks or strands but shall consist of subjects that are eligible for credit in higher education, regardless of the degree program pursued by the students."

Meanwhile, students who do not meet the academic requirements for four-year university programs will be eligible for enrollment in the Technical-Vocational Program administered by the Technical Education and Skills Development Authority (TESDA).

"It is imperative to establish multiple education pathways tailored to the diverse abilities, talents, and skills of students while fostering their potential to excel by prioritizing and cultivating their individual strengths," Romulo added.

PIDS also revealed that the other half of those who enter the labor force after Grade 12 "choose to pursue higher education as they realize that employers prefer applicants with higher education credentials."

These figures paved the way for Romulo to seek to provide "every Filipino with various pathways in order for them to attain whatever they desire" in their educational attainment.

"Students who exhibit scholastic proficiency will be encouraged to remain in the academy, while those possessing TechVoc skills will be afforded better opportunities to refine and develop their abilities, thereby contributing to the betterment of society," Romulo explained. (Acebuche Y, 2025).

Teachers' Awareness of Educational Policies

Teachers play a vital role in the implementation of educational policies. Their awareness directly influences how policies are interpreted and applied in classroom settings. Teachers who are well-informed are more capable of aligning instructional practices with policy goals.

Local studies support this claim. Asio, Bayucca, and Jimenez (2020) found that teachers' awareness of the Child Protection Policy significantly affects school responsiveness and policy implementation. Similarly, Bayucca (2020) emphasized that increasing teachers' awareness through training and professional development improves the execution of school policies.

These studies suggest that teachers' awareness is influenced by factors such as years of service, access to training, and institutional support. However, gaps in awareness may still exist, particularly when policies are newly introduced or inadequately disseminated.

Parents' Awareness of Educational Policies

Parents are essential stakeholders in education because they support and guide their children's academic and career decisions. Their awareness of educational policies helps them make informed choices and actively participate in school-related matters.

Foreign literature supports this idea. Wati and Sahid (2022) found that parents' awareness is influenced by educational planning, perceived quality of education, and expected outcomes. Parents with higher awareness are more likely to engage in informed decision-making.

In the Philippine context, Capillo and Naanep (2025) found that stakeholders, including parents, demonstrated higher awareness levels when schools effectively communicated educational programs. However, other studies reveal that many parents still have limited awareness due to lack of access to information and low engagement in school activities.

Comparative Perspective of Teachers and Parents

Comparative studies show that teachers generally have higher levels of awareness than parents due to their professional responsibilities and direct exposure to policy implementation. Teachers frequently receive updates through seminars, training, and official communications.

In contrast, parents rely on secondary sources such as schools, media, and community networks. This difference creates a gap in awareness between the two groups.

Research indicates that such gaps may affect the effectiveness of educational reforms. When stakeholders are not equally informed, misunderstandings and resistance

to policy implementation may occur. This highlights the importance of examining differences in awareness between teachers and parents.

Perception and Attitudes Toward Educational Reforms

Awareness is closely linked to perception and attitude. Individuals who are more aware of a policy tend to have more informed and positive perceptions of it. Positive perceptions increase acceptance and support, while negative perceptions may lead to resistance.

In the case of the Education Pathways Act, stakeholders' perceptions will significantly influence its acceptance and implementation. Understanding the policy allows teachers and parents to better appreciate its goals and benefits.

Theoretical Framework

This study is anchored on several theories that explain how awareness is developed, how individuals process information, and how stakeholders respond to educational policies such as House Bill 11213 (Education Pathways Act).

1. Diffusion of Innovations Theory (Rogers, 2003)

The primary theory guiding this study is the Diffusion of Innovations Theory by Everett Rogers (2003). This theory explains how new ideas, concepts, or policies spread within a social system over time. It emphasizes that individuals pass through stages of awareness, interest, evaluation, trial, and adoption before fully accepting an innovation. In the context of this study, House Bill 11213 is considered an "innovation" in the education system. Teachers and parents must first become aware of the policy before they can understand and support it. According to Rogers, awareness is the first and most critical stage in the adoption process. Without sufficient awareness, stakeholders may not progress to a deeper understanding or acceptance of the policy. This theory supports the idea that differences in awareness between teachers and parents may exist due to variations in access to information, communication channels, and social exposure.

2. Information Processing Theory (Atkinson & Shiffrin, 1968)

Another supporting theory is the Information Processing Theory, which explains how individuals receive, process, store, and retrieve information. According to this theory, learning occurs when individuals are exposed to information and actively process it through cognitive structures such as attention, perception, and memory. In relation to this study, teachers and parents receive information about House Bill 11213 through different channels such as school communications, media, or interpersonal interactions. However, the level of awareness depends on how effectively they process and understand the information received. This theory suggests that differences in awareness may be attributed to variations in cognitive processing, prior knowledge, and exposure to information.

3. Social Cognitive Theory is a cognitive formulation of social learning theory that explains human behavior as a dynamic interaction between personal factors, environmental

influences, and behavior. It integrates concepts from cognitive, behavioristic, and emotional models of behavior change and emphasizes the importance of observational learning, reinforcement, self-control, and self-efficacy in influencing behavior. This theory can be applied to nutritional intervention for disease prevention and management, as well as other areas of behavior modification.

Conceptual Framework

Figure 1 is the paradigm that present a conceptual process of the effect of the HB 11213 from the perspective of parents and teachers at San Isidro National High School.

It is shown that the objective of the researcher is to create a survey questionnaire about teachers and parents' respondents in terms of their profile and gives questions in terms of the level of awareness about House Bill 11213 under sub factors such as Career Guidance, Assessment and Scholarship program. In this process survey will perform first gather the result coming from the survey questionnaire and analyzed the results by the statistician, and interpret, once the researchers get the result then researchers propose possible advocacy program.

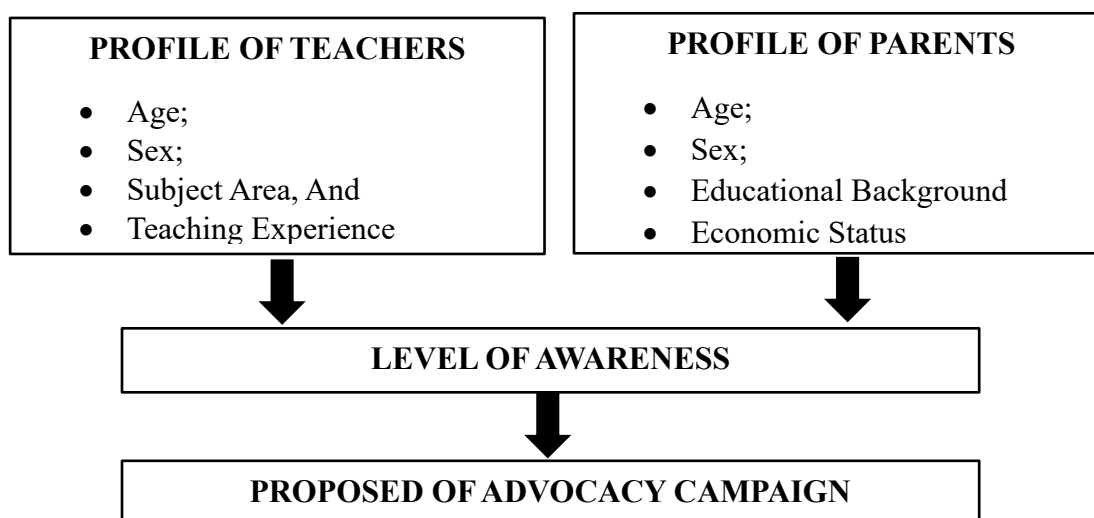


Figure 1: A conceptual process of the HB 11213 to the level of awareness of parents and to the teachers at San Isidro National High School

The conceptual framework of the study is anchored on the Input–Process–Output (IPO) model, which explains how the profile of respondents influences their level of awareness and how the results lead to a proposed intervention. The first frame consists of the demographic profile of teachers (age, sex, subject area, and teaching experience) and parents (age, sex, educational background, and economic status), which serve as

independent variables that may affect awareness. The second frame represents the level of awareness of teachers and parents regarding House Bill 11213, considered as the dependent variable. The third frame presents the output of the study, which is the proposed advocacy campaign designed to enhance awareness and understanding of the policy. The framework assumes that variations in respondents' profiles influence their awareness levels, and the findings will serve as the basis for developing targeted interventions.

Research Questions

The study's main goal is to get the perspective of the teachers and parents about the house bill 11213 "An Education Pathways Act".

It sought to answer the following questions in particular:

1. What is the profile of the teacher respondents in terms of;
 - a. age;
 - b. sex;
 - c. subject area; and
 - d. teaching experience?
2. What is the profile of the parent-respondents in terms of.
 - a. age;
 - b. sex;
 - c. educational background; and
 - d. economic status?
3. What is the level of awareness of the teacher-respondents with the following.
 - a. career guidance.
 - b. assessment; and
 - c. scholarship program?
4. Is there a significant relationship between the demographic profile and the level of awareness of the teachers of the following indicator above-mentioned?
5. What is the level of awareness of the parent-respondents with the following.
 - a. career guidance;
 - b. assessment; and
 - c. scholarship program?
6. Is there a significant relationship between the demographic profile and the level of awareness of the parents of the following indicator above-mentioned?
7. Based on the findings, what advocacy campaign is to be proposed for the house bill 11213?

Hypothesis

Ho: There is no significant relationship between the demographic profile and the level of awareness of teachers and parent- respondents towards House Bill 11213 in terms of career program, assessment, and scholarship program.

Scope and Delimitation of the Study

This research measures the level of awareness and attitude of the teachers and parents toward the House Bill 11213 "An Act Providing Education Pathways for Basic Education Students," gives students "two educational pathways".

Through the convenient sampling, the respondent of this study is 50 parents from grade 10 and senior high graduates and 50 teachers at San Isidro National High School Division of Antipolo City. Quantitative research to measure variables from collective data.

METHODOLOGY

Research Design

This research uses Correlational Quantitative Research Design because it likewise makes no attempt to influence the variables, correlational research is very similar to a quantitative descriptive research design. Another similarity is that the researcher conducts the study measures or evaluates the variables involved. The main difference between descriptive and correlational studies is that a correlational study seeks to understand the relationship between the variables.

A correlational study can also establish whether this relationship has a positive or negative direction. A positive correlation means that both variables move in the same direction. In contrast, a negative correlation means that the variables move in opposite directions.

For example, a positive correlation might be expressed as follows: "As a person lifts more weights, they grow greater muscle mass." A negative correlation, meanwhile, might be expressed as follows: "As a waiter drops more trays, their tips decrease."

Note that a correlational study can also produce findings of zero correlation. For example, the presence of muscular waiters might not be correlated with tips.

The fact that correlational research cannot be used to establish causality is a common point of confusion among new researchers. After all, it certainly seems to be causal in nature that a waiter who drops trays frequently would receive smaller tips. However, the key is that correlational studies do not provide definitive proof that one variable leads to the second variable.

Research Locale

The study will conduct in San Isidro National High School in Antipolo City. San Isidro National High School is a public institution that has a unified mission, vision, and core values with the Department of Education. It is located at C. Lawis Ext. Brgy. San Isidro Antipolo City Rizal. San Isidro National High School started 1999 first located at the lower C. Lawis Ext. Brgy. San Isidro National High School in present time San Isidro Elementary School now, then it was relocated on the said location. The first Principal in San Isidro was, Mr. Reynaldo Agustin, more than half of his service was in San Isidro since 1999 up to 2010, then it was followed by Mrs. Delia Granale from 2010 – 2016, the Mr. Ronaldo Ata from year 2016 up to year 2019 and Mr. Nixon Maximo 2019-2021 and Mr. Esteban Casauay, from year 2021 up to 2024 and Mr. Ronaldo I. Ata 2024 up to present. San Isidro National High School was an integrated school composed of one

hundred thirty nine teachers (139), (15 English, 15 Filipino, 10 Edukasyon sa Pagpapakatao, 14 MAPEH, 15 Araling Panlipunan, 16 TLE, 16 Mathematics, 15 Science and 32 Senior High School Teachers). The total population of the school is 4263. There are 2149 male students and 2114 female students, part of the student population are students with special needs. San Isidro NHS is the one of the Implementer in CIP or Continuous Improvement Program, and recently overall winner in MTAP by the grade student. San Isidro National High School was also actively joining into street dancing in Maytime festival in Antipolo City.

Participants of the Study

The focused of the study are the grade 10 and senior high school graduates' parents and teachers from San Isidro National High School district 1-B. Grade 10 comprised of 15 sections, the respondent of the study would be selected through convenient sampling, 50 parents and 50 teachers. The researcher will conduct the survey questionnaire into the respondent.

Research Instruments

In the study, researchers will use survey questionnaire related to HB 11213 awareness, knowledge and attitudes towards the said bill.

Data Collection

This study will employ a systematic process in gathering data to determine the level of awareness of teachers and parents on House Bill 11213 (Education Pathways Act): A Comparative Study.

Prior to the actual data gathering, the researchers will seek approval from the school administration and concerned authorities, including the principal and the Schools Division Office (SDO), to conduct the study. Upon approval, a formal request letter will be distributed to the identified respondents to inform them about the purpose, scope, and significance of the study.

After securing permission, the researchers will prepare and finalize the research instrument, which is a structured questionnaire designed to measure the level of awareness of teachers and parents regarding House Bill 11213. The questionnaire will be validated by experts to ensure its reliability and appropriateness for the study.

Once validated, the questionnaire will be administered to the selected respondents using a combination of face-to-face distribution and online platforms, depending on the availability and convenience of the participants. Clear instructions will be provided to ensure that the respondents understand how to complete the questionnaire properly.

The respondents will be given sufficient time to answer the survey. After completion, the questionnaires will be collected immediately or retrieved through online

submission. The researchers will then check all responses for completeness and accuracy to ensure the validity of the data gathered.

All collected data will be tallied, organized, and encoded for statistical analysis. The responses will be kept confidential and will be used solely for academic purposes. Ethical considerations will be strictly observed throughout the data collection process to ensure the privacy and protection of the respondents.

Finally, the encoded data will be analyzed using appropriate statistical tools to determine the level of awareness of teachers and parents and to identify any significant differences between the two groups.

Data Analysis

To determine the significant difference in the level of awareness of the parents, and teachers towards House Bill 11213, T-test will be used. A paired t-test is used to compare two population means where you have two samples in which observations in one sample can be paired with observations in the other sample. (Shier, 2004)

To answer Research Question 1. What is the level of awareness on the proposed house bill 11213 of the following:

- 1 teachers and
- 2 parents

The weighted mean will be used with the raw score of the respondents.

To answer Research Question 2. Is there a significant difference relationship between the demographic profile and the level of awareness of the teachers and parents towards House Bill 11213? Paired T-Test is used to determine the significant differences.

Tools for Data Analysis

The following tools were employed to treat the data statistically:

1. Frequency and Percentage

These were used to answer sub-problem numbers 1 and 2.

The formula is:

$$P = \frac{f}{N}$$

Where:

P = Percentage

f = frequency

N = Number of respondents

2. Weighted Mean

This was utilized to answer sub-problem numbers 3 and 5.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum fx$ = the sum of the products per column

N = the number of respondents

Data gathered were interpreted by using the following references:

Legend:	Scale	Verbal Interpretation
	4.21- 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)
	2.61 – 3.40	Neutral (N)
	1.81 – 2.60	Disagree (D)
	1.00 – 1.80	Strongly Disagree (SD)

Ethical Considerations

According to Five Principles of APA code of ethics researchers considered the following, Respect for the intellectual property, citation of all literature and studies were observed properly. To avoid plagiarism, give proper credit to your sources by using author-date in-text citations for quotations from them and ideas (for example, credit the creators of theories). Give recognition to the author of the original research study if you model your study after one written by someone else. Researchers also followed for being conscious of multiple roles to avoid bias in any aspect of the study in such design, data analysis and even in interpretation of the data. Researchers disclosed any personal and financial interest that may affect the study. They also followed informed consent rules as the dean of Summons College School of Health Studies states that “the federal standards are that the person must have all the information that might reasonably influence their willingness to participate in a form that they can understand and comprehend – Kcoocher”. Researchers also respect their confidentiality and privacy to participate and are properly informed that they have the right to stop if they are feeling uncomfortable and all the information given is in the utmost privacy.

RESULTS AND DISCUSSION

Research Question 1. Profile of the teachers on the following:

- 1.1 Age
- 1.2 Sex
- 1.3 Subject area
- 1.4 Teaching Experience

Table 1.1
Profile of the Teachers in Terms of Age

Age	Frequency	Percentage
less than 30	5	10
30-39	20	40
40-49	20	40
50-59	5	10
Total	50	100

Based on the result above it shows that the age of the teachers is between 30-39 and 40-49 are both 20 in frequency and it is 40% of the respondent's populations, the other 10% is in the age of 50 – 59 and less than 30 years of age.

Resalaiti Rouze (2022) Young teachers, as class teachers, should not only cultivate students' professional interests but also cultivate their professionalism and enthusiasm for learning professional knowledge. Because young teachers have the advantages of age, education and so on, but because of the lack of students' actual situation, psychological characteristics, disconnection from the actual operation and so on, schools and senior teachers should give support from their own point of view, so as to urge young teachers to give full play to their advantages in the position of the class teacher.

Table 1.2
Profile of the Teachers in Terms of Sex

Sex	Frequency	Percentage
Male	29	58
Female	31	62
Total	50	100

Based on the result shown above Male respondent is in the frequency of 29, and it is 58% of the respondent population while female respondent frequency is 31 and it is 62% of the respondent population.

The Condition of Education (2021) research shown about 76 percent of public-school teachers were female and 24 percent were male in 2017–18, with a lower percentage of male teachers at the elementary school level (11 percent) than at the secondary school level (36 percent). Overall, the percentage of public-school teachers who were male was 2 percentage points lower.

Table 1.3
Profile of the Teachers in Terms of Subject Area

Subject Area	Frequency	Percentage
ARALING PANLIPUNAN	5	10
ENGLISH	9	18
ESP	5	10
FILIPINO	7	14
MAPEH	5	10
MATH	7	14
SCIENCE	6	12
TLE	6	12
Total	50	100

Based on the table above it shows eight (8) subject area that teacher's taught, Araling Panlipunan in a frequency of five (5) with the percentage of 10%, English with the frequency of Nine (9) with the percentage of 18%, ESP in a frequency of five (5) with the percentage of 10%, Filipino in a frequency of seven (7) with the percentage of 14%, MAPEH in a frequency of five (5) with the percentage of 10%, Math in a frequency of seven (7) with the percentage of 14%, Science in a frequency of six (6) with the percentage of 12%, and TLE in a frequency of six (6) with the percentage of 12%.

According to Learnorg.com (2005) A high school teacher is typically responsible for creating the lesson plans, assignments, and exams for the specific subject that he or she teaches. Some high schools may also offer courses for varying skill levels, like advanced or college credit courses, which may require teachers to adapt their lesson plans.

Outside the traditional core subjects like math, English, social studies, and science, most high schools need educators to teach elective courses, such as foreign languages, physical education, and the fine arts. Some of these teachers may hold additional roles in the school related to their area of teaching, like a coach or band director.

Table 1.4
Profile of the Teachers in Terms of Teaching Experience

Teaching Experience	Frequency	Percentage
Less 6 years	26	52.0
6-12 years	12	24.0
13-18 years	5	10.0
19-24 years	7	14.0
Total	50	100.0

Based on the table above the result shown that most of the teachers teaching experience are less 6 years in a frequency of twenty six (26) with the percentage of 52% while 6-12 years of experience with the frequency of twelve (12) with the percentage of 24%, 13- 18 years of teaching experience with the frequency of five (5) with the percentage of 10% and 19- 24 years of teaching experience with the frequency of seven (7) with the percentage of 14%.

The findings from this research suggest that Beginning teachers are doing as well or better than teachers with more years of experience, but that the overall quality of teaching could be higher. As such, better support and professional learning is necessary to improve the quality of teaching for *all* teachers, not just those at the beginning of their career (Graham L. etc., 2020) Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years but continue to be significant as teachers reach the second, and often third, decades of their careers.

Research Question 2. Profile of the parents on the following:

- 2.1 Age
- 2.2 Sex
- 2.3 Educational Background
- 2.4 Economic Status

Table 2.1
Profile of the Parents in Terms of Age

Age	Frequency	Percentage
30-39	26	52
40-49	17	34
50-59	7	14
Total	50	100

Based on the result above it shows that the age of the Parents is between 30-39 in a frequency of twenty-six (26) with the percentage of 52% of the respondent population, 40-49 is seventeen (17) in frequency and it is 34% of the respondent's populations, the other 14% is in the age of 50 – 59.

Table 2.2
Profile of the Parents in Terms of Sex

Sex	Frequency	Percentage
Male	11	22
Female	39	78
Total	50	100

Based on the result shown above Male respondent is in the frequency of 11, and it is 22% of the respondent population while female respondent frequency is 39 and it is 78% of the respondent population.

Table 2.3
Profile of the Parents in Terms of Educational Background

Educational Background	Frequency	Percentage
HIGH SCHOOL GRAD	22	44
ALS GRAD	1	2
UNGERGRAD COLLEGE	5	10
COLLEGE GRAD	18	36
VOCATIONAL	4	8
Total	50	100

Based on the result above shown that the parents respond in terms of educational background, most of them were High School Graduate in a frequency of twenty-two (22) with the 44% of the total respondent population, next were college graduate with the frequency of eighteen (18) with the percentage of 36%, college undergraduate with the frequency of five (5) in which 10% of respondents population, Vocational courses in frequency of four (4) with percentage of 8% and ALS graduate frequency of one (1) with 2% of the total respondent population.

Table 2.4
Profile of the Parents in Terms of Economic Status

Economic Status	Frequency	Percentage
Average	45	90
Low	5	10
Total	50	100.0

Based on the result above table shown in terms of Parent economic status, most of the respondents are in the average state in which frequency is forty-five (45) and it is 90% of the total respondent population, while the remaining 10% are in the low state with the frequency of five (5).

Research Question 3. Level of awareness of the teachers' respondents with the following:

- 3.1 Career Guidance
- 3.2 Assessments
- 3.3 Scholarship Program

Table 3.1
Level of awareness of the Teachers Respondents in Terms of Career Guidance

Career Guidance	WM	VI
1. A proposed law that would allow junior high school graduates to choose between two education pathways after completing grade 10.	4.28	SA
2. House Bill 11213 aims to assess students' readiness to pursue their chosen pathways.	4.34	SA
3. House Bill 11213 is expected to help students find jobs more easily.	4.2	SA
4. Students are expected to be more successful in choosing their pathways.	4.48	SA
5. The first Pathway, through the University Preparatory Program under the Department of Education (DepEd), will help prepare students for higher education.	4.38	SA
6. The second Pathway, through the Technical-Vocational Program managed by TESDA, focuses on skills and knowledge for direct employment or entrepreneurship.	4.54	SA
7. The bill aims to provide students with information on different career options and plans to help them set and achieve both short-term and long-term career goals.	4.46	SA
8. Students will have more options and a clearer path to their desired career, whether it's in a university or a technical field.	4.36	SA
9. A proposed law that would allow junior high school graduates to choose between two education pathways after completing grade 10.	4.38	SA
10. House Bill 11213 aims to assess students' readiness to pursue their chosen pathways.	4.28	SA
Composite Mean	4.34	SA

Legend:	Scale	Verbal Interpretation
	4.21- 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)
	2.61 – 3.40	Neutral (N)
	1.81 – 2.60	Disagree (D)
	1.00 – 1.80	Strongly Disagree (SD)

Based on the table it shows that Teachers are Positively choose strongly to agree to the phrases and sentences about choosing to the career pathways of the student. It shows in the composite mean that the parents Strongly agree with mean score of 4.34. The second Pathway, through the Technical-Vocational Program managed by TESDA, focuses on skills and knowledge for direct employment or entrepreneurship. And Students are expected to be more successful in choosing their pathways and are both highest phrases that teachers strongly agree with.

Table 3.2
Level of awareness of the Teachers Respondents in Terms of Assessment

Assessment	WM	VI
1. Students who want to enter the workforce or are not suited for a university path can enroll in technical-vocational courses managed by TESDA to gain practical skills.	4.44	SA
2. The Department of Education (DepEd) shall administer assessments like the Early Language, Literacy, and Numeracy Assessment and National Achievement Tests to evaluate students' competencies and strengths.	4.48	SA
3. Successful passers of the assessment will be considered graduates of Senior High School and will be enrolled in their chosen degree.	4.46	SA
4. This curriculum shall encompass fundamental subjects to improve and guarantee that students acquire functional literacy and practical skills, and elective courses to allow students to explore their interests and meet college and university admission requirements of their chosen degree.	4.46	SA
5. The results must be communicated to the students and their parents or guardians to provide them with ample time to consider their educational and career paths. These results also serve as a guide to the DepEd and teachers in adjusting and refining their teaching approaches to enhance effectiveness in student learning.	4.48	SA
6. This advanced placement exam shall give students a grade that corresponds to their level of proficiency and determines their eligibility to enroll in their chosen degree in a college or university.	4.34	SA
Composite Mean	4.44	SA

Legend:

Scale	Verbal Interpretation
4.21- 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Neutral (N)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

Based on the table it shows that Teachers are Positively choose strongly to agree to the phrases and sentences about choosing to the assessment of the student. It shows in the composite mean that the teacher Strongly agree with mean score of 4.44. The Department of Education (DepEd) shall administer assessments like the Early Language, Literacy, and Numeracy Assessment and National Achievement Tests to evaluate students' competencies and strengths. And The results must be communicated to the students and their parents or guardians to provide them with ample time to consider their educational and career paths. These results also serve as a guide to the DepEd and teachers in adjusting and refining their teaching approaches to enhance effectiveness in student learning are the phrases with 4.48 score that teachers strongly agree.

Table 3.3
Level of awareness of the Teachers Respondents in Terms of Scholarship Program

Scholarship Program	WM	VI
1. The goal is to provide students with more choices and to potentially reduce the burden of tuition costs for families	4.44	SA
2. The goal of House Bill 11213 is to provide students with more choices and potentially reduce the burden of tuition costs for families.	4.50	SA
3. House Bill 11213 would help parents reduce the cost and burden of school tuition fees and other related expenses.	4.50	SA
4. Scholarships in the Technical-Vocational Education Pathway shall be made available to learners with disabilities, indigenous learners, and those coming from marginalized communities.	4.48	SA
5. Educational support programs include scholarships for their respective students that properly and sufficiently address the accessibility and availability of the pathways to the marginalized communities and learners.	4.40	SA
Composite Mean	4.46	SA

Legend:	Scale	Verbal Interpretation
	4.21- 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)
	2.61 – 3.40	Neutral (N)
	1.81 – 2.60	Disagree (D)
	1.00 – 1.80	Strongly Disagree (SD)

Based on the table it shows that teachers are Positively choose strongly to agree to the phrases and sentences about choosing to the Scholarship programs of the student. It shows in the composite mean that the teacher Strongly agree with mean score of 4.46. The goal of House Bill 11213 is to provide students with more choices and potentially reduce the burden of tuition costs for families. And House Bill 11213 would help parents reduce the cost and burden of school tuition fees and other related expenses are both phrases that are highest answer that teachers strongly agree with the scale of 4.50

Table 3.4
Summary of Level of Awareness of Teachers Respondents

Variables	WM	VI
1. Career Guidance	4.34	SA
2. Assessment	4.44	SA
3. Scholarship Program	4.46	SA
Composite Mean	4.41	SA

Legend:	Scale	Verbal Interpretation
	4.21- 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)

- 2.61 – 3.40 Neutral (N)
 1.81 – 2.60 Disagree (D)
 1.00 – 1.80 Strongly Disagree (SD)

Research Question 4 Relationship between the demographic profile and the level of awareness of the teachers to the following indicator abovementioned.

Table 4
 Relationship Between the Demographic Profile and the Level of Awareness

Demographic Profile	Computed Chi-Square Test Value	p-value	Decision	Interpretation
Age	3.25	0.534	Do not Reject the Hypothesis	Not Significant
Sex	2.45	0.543	Do not Reject the Hypothesis	Not Significant
Subject Area	15.34	0.045	Reject the Hypothesis	Significant
Teaching Experience	13.25	0.049	Reject the Hypothesis	Significant

Note: p-value $\leq$ 0.05 – significant, p-value $>$ 0.05 – not significant

Since the critical p-value (0.05) is greater than the computed p value of (0.534) of the relationship between the demographic profile when it comes to age and the level of awareness of the teacher then the null hypothesis is not rejected and there is no significant difference between the relationship of the demographic profile when it comes to age and the level of awareness of the teacher in House bill 11213 “An Education Pathways Act”. In terms of demographic profile when it comes to sex the computed p value is (0.543) and it greater than the critical p value of (0.05) then the null hypothesis is not rejected and there is no significant difference between the relationship of the demographic profile when it comes to sex and the level of awareness of the teacher in House bill 11213 “An Education Pathways Act”. When it comes to Subject Area the computed p value is (0.045) in which less than the critical p value of (0.05) then the null hypothesis is rejected and there is a significant different between the relationship of demographic profile when it comes to subject area and the level of awareness of the teacher in House Bill 11213 “An Education Pathways Act”. In the teaching experience the computed p value is (0.049) in which it is less than the critical p value of (0.05) then the null hypothesis is rejected and there is a significant different between the relationship of demographic profile when it comes to teaching and the level of awareness of the teacher in House Bill 11213 “An Education Pathways Act”.

Research Question 5. Level of awareness of the parents' respondents with the following:

- 3.1 Career Guidance
- 3.2 Assessments
- 3.3 Scholarship Program

Table 5.1
Level of awareness of the Parent's Respondents in Terms of Career Guidance

Career Guidance	WM	VI
11. A proposed law that would allow junior high school graduates to choose between two education pathways after completing grade 10.	4.32	SA
12. House Bill 11213 aims to assess students' readiness to pursue their chosen pathways.	4.5	SA
13. House Bill 11213 is expected to help students find jobs more easily.	4.48	SA
14. Students are expected to be more successful in choosing their pathways.	4.5	SA
15. The first Pathway, through the University Preparatory Program under the Department of Education (DepEd), will help prepare students for higher education.	4.56	SA
16. The second Pathway, through the Technical-Vocational Program managed by TESDA, focuses on skills and knowledge for direct employment or entrepreneurship.	4.36	SA
17. The bill aims to provide students with information on different career options and plans to help them set and achieve both short-term and long-term career goals.	4.5	SA
18. Students will have more options and a clearer path to their desired career, whether it's in a university or a technical field.	4.5	SA
19. A proposed law that would allow junior high school graduates to choose between two education pathways after completing grade 10.	4.47	SA
20. House Bill 11213 aims to assess students' readiness to pursue their chosen pathways.	4.32	SA
Composite Mean	4.50	SA

Legend:

Scale	Verbal Interpretation
4.21- 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Neutral (N)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

Based on the table it shows that Parents are Positively choose strongly to agree to the phrases and sentences about choosing to the career pathways of the student. It shows

in the composite mean that the parents Strongly agree with mean score of 4.50. The first Pathway, through the University Preparatory Program under the Department of Education (DepEd), will help prepare students for higher education is the phrase with the highest mean of 4.56.

Table 5.2
Level of awareness of the Parent's Respondents in Terms of Assessment

Assessment	WM	VI
7. Students who want to enter the workforce or are not suited for a university path can enroll in technical-vocational courses managed by TESDA to gain practical skills.	4.32	SA
8. The Department of Education (DepEd) shall administer assessments like the Early Language, Literacy, and Numeracy Assessment and National Achievement Tests to evaluate students' competencies and strengths.	4.4	SA
9. Successful passers of the assessment will be considered graduates of Senior High School and will be enrolled in their chosen degree.	4.34	SA
10. This curriculum shall encompass fundamental subjects to improve and guarantee that students acquire functional literacy and practical skills, and elective courses to allow students to explore their interests and meet college and university admission requirements of their chosen degree.	4.42	SA
11. The results must be communicated to the students and their parents or guardians to provide them with ample time to consider their educational and career paths. These results also serve as a guide to the DepEd and teachers in adjusting and refining their teaching approaches to enhance effectiveness in student learning.	4.36	SA
12. This advanced placement exam shall give students a grade that corresponds to their level of proficiency and determines their eligibility to enroll in their chosen degree in a college or university.	4.42	SA
Composite Mean	4.38	SA

Legend:

Scale	Verbal Interpretation
4.21- 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Neutral (N)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

Based on the table it shows that Parents are Positively choose strongly to agree to the phrases and sentences about choosing to the assessment of the student. It shows in the composite mean that the parents Strongly agree with mean score of 4.38. This curriculum shall encompass fundamental subjects to improve and guarantee that students acquire functional literacy and practical skills, and elective courses to allow

students to explore their interests and meet college and university admission requirements of their chosen degree. This advanced placement exam shall give students a grade that corresponds to their level of proficiency and determines their eligibility to enroll in their chosen degree in a college or university. Both phrases have the highest scale score of 4.42 in which parents' respondent is strongly agreed.

Table 5.3
Level of awareness of the Parent's Respondents in Terms of Scholarship Program

Scholarship Program	WM	VI
6. The goal is to provide students with more choices and to potentially reduce the burden of tuition costs for families	4.50	SA
7. The goal of House Bill 11213 is to provide students with more choices and potentially reduce the burden of tuition costs for families.	4.54	SA
8. House Bill 11213 would help parents reduce the cost and burden of school tuition fees and other related expenses.	4.48	SA
9. Scholarships in the Technical-Vocational Education Pathway shall be made available to learners with disabilities, indigenous learners, and those coming from marginalized communities.	4.44	SA
10. Educational support programs include scholarships for their respective students that properly and sufficiently address the accessibility and availability of the pathways to the marginalized communities and learners.	4.40	SA
Composite Mean	4.47	SA

Legend:

Scale	Verbal Interpretation
4.21- 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Neutral (N)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

Based on the table it shows that Parents are Positively choose strongly to agree to the phrases and sentences about choosing to the Scholarship programs of the student. It shows in the composite mean that the parents Strongly agree with mean score of 4.47. The goal of House Bill 11213 is to provide students with more choices and potentially reduce the burden of tuition costs for families this phrase gets the highest score of strongly agree with scale of 4.54.

Table 5.4
Summary of Level of awareness of Parent's Respondents

Variables	WM	VI
1. Career Guidance	4.50	SA
2. Assessment	4.38	SA

3. Scholarship Program	4.47	SA
Composite Mean	4.45	SA

Legend:	Scale	Verbal Interpretation
	4.21- 5.00	Strongly Agree (SA)
	3.41 – 4.20	Agree (A)
	2.61 – 3.40	Neutral (N)
	1.81 – 2.60	Disagree (D)
	1.00 – 1.80	Strongly Disagree (SD)

Research Question 6. Relationship between the demographic profile and the level of awareness of the parents to the following indicator abovementioned.

Demographic Profile	Computed Chi-Square Test Value	p-value	Decision	Interpretation
Age	1.34	0.436	Do not Reject the Hypothesis	Not Significant
Sex	2.31	0.411	Do not Reject the Hypothesis	Not Significant
Educational Background	12.32	0.041	Reject the Hypothesis	Significant
Economic Status	11.33	0.044	Reject the Hypothesis	Significant

Note: p-value $\leq$ 0.05 – significant, p-value $>$ 0.05 – not significant

Since the critical p-value (0.05) is greater than the computed p value of (0.436) of the relationship between the demographic profile when it comes to age and the level of awareness of the parent then the null hypothesis is not rejected and there is no significant difference between the relationship of the demographic profile when it comes to age and the level of awareness of the parent in House bill 11213 “An Education Pathways Act”. In terms of demographic profile when it comes to sex the computed p value is (0.411) is greater than the critical p value of (0.05) then the null hypothesis is not rejected and there is no significant difference between the relationship of the demographic profile when it comes to sex and the level of awareness of the parent in House bill 11213 “An Education Pathways Act”. When it comes to educational background the computed p value is (0.041) in which less than the critical p value of (0.05) then the null hypothesis is rejected and there is a significant different between the relationship of demographic profile when it comes to educational background and the level of awareness of the parent in House Bill 11213 “An Education Pathways Act”. In the economic status the computed p value is (0.044) in which it is less than the critical p value of (0.05) then the null hypothesis is rejected and there is a significant different between the relationship of demographic profile

when it comes to economic status and the level of awareness of the parent in House Bill 11213 “An Education Pathways Act”

Research Question 7. Based on the findings of the study, what advocacy campaign can help to approve the house bill 11213 can be proposed?

Table 7
Advocacy Campaign

The Changes we Want (Objective)	Widen knowledge about House Bill 11213		
What would make these changes happen?	1. Raise awareness of the situation amongst the student, parents and teachers and get involved 2. Provide viable information and alternative ways to widen knowledge about HB 11213 3. Get the student, parents, and teacher voices listened to them (ideas, opinions and suggestions)		
How	To Do	By Whom	Remarks
1. Raise awareness of the situation amongst the student and get involved	- Host a campus event to draft shared request in a student, parent and teacher “Memorandum: Understanding House Bill 11213” - Build Social Media Connection for regular communications - Hold a demonstration		
2. Provide viable information and alternative ways to widen knowledge about HB 11213	- Research details about HB 11213 concept, and goals - Draw up different options		
3. Get the student, parents, and teacher voices listened to them (ideas, opinions and suggestions)	- Understand how they choose a career path - Meeting and debriefing for the feedback about HB112113		
Managing Risks	Risk	Avoid	Deal with
	- Lost of motivation with slow moving change - Being ignored or manipulated because of lack of understanding how's things work	- Be realistic about expectations with everyone, (SMART) - Track Involvement - Understand the HB 11213	- Step up the pressure if interest fades
Monitoring Success	What to monitor	Sources	When
	Number of Participants Level of awareness of the Participants	Signatories Programs Stake holders	TBA

		Other groups offer involvement	
--	--	--------------------------------	--

Summary of Findings

Among the important findings of this research were:

1. Majority of the Parents and teachers Age between 30-39 and 40-49 in which parents' frequency in terms of age is 30-39 are twenty-six (26) with the 52% of the respondent population and 40-49 frequency are seventeen (17) with the 34% of the respondent population.
2. After the questionnaire was given most of the respondents answer strongly agree about the goals, when it comes to career guidance parent's answer 4.5 weighted mean, while teachers have 4.34 weighted mean. In Assessment, Parents' Weighted Mean was 4.38 and Teacher's Weighted mean are 4.44. In scholarship program, Parents weighted mean are 4.47 and 4.46 for the teachers weighted mean.
3. There is no significant difference in the relationship between demographics profile in terms of age and sex of the parents and teachers and the level of awareness in HB 11213 "An Education Pathways Act" then the null hypothesis is not rejected. But there is a significant difference in the relationship between demographics profile in terms of educational background and economic status of the parents and the level of awareness in HB 11213 "An Education Pathways Act" then the null hypothesis is rejected and there is also significant difference in the relationship between demographics profile in terms of subject area and teaching experience of the teachers and the level of awareness in HB 11213 "An Education Pathways Act" then the null hypothesis is rejected.
4. Since the researchers found that both parents and teachers positively agree to the goals of HB 11213 when it comes to the Career guidance, Assessment, and Scholarship Program, Researcher presented Advocacy Program for HB 11213.

Conclusions:

Based on the foregoing findings, the following conclusions were drawn:

1. The demographic profile of the respondents shows that most of the parents and teachers belong to the age groups 30–39 and 40–49. This indicates that the majority of respondents are in their mature and productive working or parenting stages, which may influence their capacity to understand and evaluate educational policies.
2. The level of awareness among both parents and teachers is generally high, as reflected in their strong agreement on the key components of the proposed policy, particularly in terms of career guidance, assessment, and scholarship programs. This suggests that respondents have a positive perception of the objectives of House Bill 11213 and recognize its potential benefits for learners' academic and career development.
3. The study reveals that there is no significant difference in awareness when respondents are grouped according to age and sex, indicating that these demographic factors do not strongly influence awareness levels. However, significant differences were found based on educational background and economic status of parents, as well as subject area and teaching experience of teachers. This implies that exposure, experience,

and socioeconomic factors play a crucial role in shaping the level of understanding of the policy.

4. Since both parents and teachers showed positive awareness and agreement toward the goals of the policy, particularly in career guidance, assessment, and scholarship provisions, it is concluded that there is readiness among stakeholders to support the implementation of the proposed policy. However, variations in awareness across certain demographic variables highlight the need for targeted information dissemination.

Recommendations

In the light of the conclusions drawn from the study, the following are hereby recommended:

1. It is recommended that DepEd and relevant education authorities strengthen the information dissemination campaign regarding House Bill 11213. Since awareness varies based on educational background, economic status, subject area, and teaching experience, communication strategies should be simplified, targeted, and accessible to ensure that all stakeholders clearly understand the policy's provisions, especially on career guidance, assessment, and scholarship opportunities.

2. School leaders are encouraged to conduct regular orientation programs, seminars, and policy briefings for both teachers and parents. These activities should focus on clarifying the goals and implications of the Education Pathways Act to ensure consistent understanding and to address misconceptions. Administrators may also integrate policy awareness discussions during PTA meetings and faculty development sessions.

3. Teachers are advised to actively engage in professional development and policy literacy programs, especially those related to educational reforms and learner pathways. Since teaching experience and subject area influence awareness levels, teachers should take initiative in understanding policy updates and in integrating career guidance and academic pathway discussions in classroom instruction.

4. Parents are encouraged to participate in school-based orientations and community learning sessions to enhance their understanding of educational policies affecting their children. Since educational background and economic status affect awareness, targeted parent education programs should be provided to ensure that all parents, regardless of background, can make informed decisions about their children's academic pathways.

5. Future studies may explore other variables that affect policy awareness such as media exposure, digital literacy, or geographical location. Researchers may also conduct comparative studies across different regions or expand the scope to include student awareness of House Bill 11213 to further enrich the literature on educational policy implementation.

6. The proposed advocacy campaign should be implemented as a structured intervention focusing on awareness enhancement, policy explanation, and stakeholder engagement. It is recommended that the program prioritize groups with lower levels of awareness and utilize multiple platforms such as seminars, printed materials, and digital campaigns to maximize reach and effectiveness.

REFERENCES

- Acebuche, Y. (n.d.). House Bill allowing K-12 students to choose from two academic paths after Grade 10 passes second reading. Philstar Life. <https://philstarlife.com/news-and-views/569102-house-bill-11213-passes-second-reading?page=2>
- Adora, B.E (2025) Reaction Paper on House Bill 11213: Education Pathways Act Stoducu. <https://www.studocu.com/ph/document/university-of-eastern-philippines/agricultural-and-biosystem-engineering/reaction-paper-on-house-bill-11213/118399514>
- Asio, J. M. R., Bayucca, S. A., & Jimenez, E. C. (2020). Child protection policy awareness of teachers and responsiveness of the school: Their relationship and implications. *Shanlax International Journal of Education*, 9(1), 1–10. <https://doi.org/10.34293/education.v9i1.3384>
- Bayucca, S. A. (2020). Teachers' awareness and school's responsiveness to the child protection policy: Basis for a development plan. *International Journal of Academic Multidisciplinary Research*, 4(6), 59–65.
- Capillo, R. P., & Naanep, N. D. (2025). Stakeholders' awareness and attitude towards inclusive education in Philippine elementary schools. *Journal of Interdisciplinary Perspectives*.
- Department of Education. (2012). K to 12 basic education curriculum guide. DepEd Philippines.
- Department of Education. (2016). Policy guidelines on daily lesson preparation for the K to 12 basic education program. DepEd Philippines.
- Republic Act No. 9155. (2001). Governance of Basic Education Act of 2001. Official Gazette of the Republic of the Philippines. <https://www.officialgazette.gov.ph>
- Capillo, R. P., & Naanep, N. D. (2025). Stakeholders' awareness and attitude towards inclusive education in Philippine elementary schools. *Journal of Interdisciplinary Perspectives*.
- CEDTyClea. (2025, January 22). House OKs bill overhauling Philippine education system. *BusinessWorld Online*. <https://www.bworldonline.com/the-nation/2025/01/22/648423/house-oks-bill-overhauling-philippine-education-system/>
- De Leon, I.P (2023) A decade of tweaking, rethinking: Looking back at K-12 program *News Inquirer*. <https://newsinfo.inquirer.net/1872796/a-decade-of-tweaking-rethinking-looking-back-at-k-12-program>
- DepEd Memo 048 s. 2025 PILOT IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM FOR GRADE 11 IN SCHOOL YEAR 2025-2026
- DepEd Order No. 43 s. 2013 Implementing Rules and Regulations (IRR) of Republic Act 10533 otherwise known as The Enhanced Basic Education Act of 2013
- Department of Education. (2016). Policy guidelines on daily lesson preparation for the K to 12 basic education program.
- GCE Editorial Team. (2026, April 7). Types of quantitative research design methods. *GCU Blog*. <https://www.gcu.edu/blog/doctoral-journey/types-quantitative-research-methods-designs>
- Graham, L.J., Cologon K., Pianta R.C., White S.L.J., (2020) Do teachers' years of experience make a difference in the quality of teaching? <https://doi.org/10.1016/j.tate.2020.103190>
- House of Representative Congress (2025) House Works Overtime to Pass Vital Bills On Education, Health, Agri, Excise Tax *House of Congress*. <https://www.congress.gov.ph/media/view/?content=5762&title=HOUSE+WORKS+OVERTIME+TO+PASS+VITAL+BILLS+ON+EDUCATION%2C+HEALTH%2C+AGRI%2C+EXCISE+TAX+>
- Kento, W. (2025) What Is Analysis of Variance (ANOVA)? How To Use This Statistical Analysis *Investopedia*. <https://www.investopedia.com/terms/a/anova.asp>
- Lalu, G.P. (2025) House approves education pathways bill on 3rd reading *News Inquirer*. <https://newsinfo.inquirer.net/2028970/house-approves-education-pathways-bill-on-3rd-reading>
- Michael, B. (2019, July 16). What high school subjects can I teach? *Learn.org*. <https://learn.org/articles/what-high-school-subjects-can-i-teach>
- Okabe M. (2013) Where does Philippine education go? The "K to 12" program and reform of Philippine Basic Education - *Institute of Developing Economies*. (n.d.). *Institute of Developing Economies*. <https://www.ide.go.jp>
- Republic Act No. 9155. (2001). Governance of Basic Education Act of 2001. Official Gazette of the Republic of the Philippines.

- Rouze, R. (2022) Talking about Young Teachers Being as Class Teachers and Cultivating Students' Professional Interest Published by BON VIEW PUBLISHING PTE. LTD. This is an open access article under the CC BY License(<https://creativecommons.org/licenses/by/4.0/>). 116 Received: 12 July 2022 | Revised: 28 July 2022 | Accepted: 26 August 2022 | Published online: 29 September 2022 Contemporary Education and Teaching Research 3(3):116-118
https://www.researchgate.net/publication/375719897_Talking_about_Young_Teachers_Being_as_Class_Teachers_and_Cultivating_Students'_Professional_Interest
- Tabora, V. a. P. B. J., SJ. (2025, January 29). [ICSI] | The Education Pathways Act (HB 11213) is Not Ready for Legislation. Fr. Joel E. Tabora, S.J. Blog.
<https://taborasj.wordpress.com/2025/01/29/icsi-the-education-pathways-act-hb-11213-is-not-ready-for-legislation/>
- Teacher and Staff (2021) The Condition of Education 2021: Characteristics of Public School Teachers National Center for Education Statistics.
- Violon, J., & Violon, M. (2024). Analyzing the impact of RA 10533 on implementing K-12 curriculum. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.4986203>
- Wati, A. P., & Sahid, S. (2022). Factors influencing parents' awareness of children's education investment: A systematic review. Sustainability, 14(14), 8326. <https://doi.org/10.3390/su14148326>