

Revisiting Personalized Education Program for Future-Ready Learners: Aligning Basic Education Curriculum With 21st-Century Skills

Jude S. Oane
Sacred Heart College of Lucena City
jsoane@shc.edu.ph

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ABSTRACT

In response to the evolving demands of the 21st century, the Personalized Education Program (PEP) must be reassessed to ensure alignment with the development of future-ready learners. This study addresses the need to evaluate the current implementation of the PEP at a private Catholic school in Lucena City, Quezon Province, specifically in relation to the integration of Learning Skills (4Cs), Literacy Skills (IMT), and Life Skills (FLIPS). Despite efforts to personalize education, gaps persist in consistently cultivating critical thinking, creativity, collaboration, communication, media literacy, information literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills. This research aimed to

evaluate the extent of PEP implementation across four facets—Individual Work (IW), Normalization, Encounter, and Evaluation—assess the integration of 21st-century skills, identify hindering factors, and propose an enhanced framework to strengthen curriculum delivery. Using a sequential explanatory mixed-methods design, 60 Junior High School teachers and 277 students participated in the quantitative phase, while a qualitative phase was conducted through interviews and thematic analysis. Results revealed that while PEP is generally implemented to a great extent, opportunities for deeper 21st-century skill integration and learner autonomy require enhancement. The study proposes a refined PEP framework focused on future-ready education, balancing personalized learning with systematic 21st-century skills development.

Keywords: *21st-century skills, future-ready learners, Personalized Education Program, Enhanced Personalized Education Program*

INTRODUCTION

Preparing students to be future-ready is at the heart of 21st-century education. Institutions must nurture critical thinking, creativity, collaboration, and communication while advancing digital literacy, leadership, and resilience. The Personalized Education Program (PEP), introduced at Sacred Heart College of Lucena City in 1986, aims to individualize learning, foster self-pacing, and instill a sense of achievement.

However, with global shifts in education, a reassessment of PEP's alignment with 21st-century skills is imperative.

Although PEP espouses personalization, gaps have emerged, particularly in integrating future-ready skills systematically into learning experiences. Research by Patrick, Worthen, and Truong (2020) emphasized that personalized learning must intentionally embed 21st-century competencies to equip students for complex societal demands. Additionally, DepEd Order No. 21, s. 2019 highlights the mandate for integrating critical 21st-century skills into the Basic Education Curriculum, ensuring education remains relevant and transformative.

Hence, this study revisits PEP's current practices, focusing on how effectively Learning Skills (4Cs), Literacy Skills (IMT), and Life Skills (FLIPS) are integrated across its four key facets. The aim is to identify gaps, reinforce strengths, and propose enhancements to realign the program with the evolving educational landscape.

Statement of the Problem

This study aims to evaluate the Personalized Education Program (PEP) at private -catholic school in Lucena City. The study specifically seeks to answer the following questions:

1. What is the extent of the implementation of the Personalized Education Program in terms of the following facets:
 - 1.1. Individual Work (IW) Period;
 - 1.2. Normalization;
 - 1.3. Encounter Period; and
 - 1.4. Evaluation?
2. What 21st Century Skills are integrated in each facet in the Personalized Education Program in terms of:
 - 2.1. Learning Skills;
 - 2.2. Literacy Skills; and
 - 2.3. Life Skills?
3. What are the factors that hinder the integration of 21st-century skills in the Personalized Education Program's facets?
4. Based on the findings of this study, what enhanced PEP framework in Junior High -School can be proposed to align teaching and learning in the 21st century skills?

Conceptual Framework

The Personalized Education Program (PEP) at a private Catholic school in Lucena City fosters holistic development by promoting individualized learning rooted in the values of individualization, creativity, socialization, and autonomy, inspired by St. Pedro Poveda's philosophy. Since 1986, PEP has been structured around four core components: Individual Work (IW), Encounter, Normalization, and Evaluation. IW emphasizes self-paced mastery and independence; Encounter encourages collaboration and dialogue; Normalization fosters emotional balance and self-regulation; Evaluation supports reflection and

goal-setting. Over time, institutional reforms like the K–12 curriculum and the adoption of digital platforms (e.g., Phoenix Aralinks) led to adjustments in PEP delivery, such as grading IW and reducing Normalization time, gradually shifting its focus from personalized growth to academic compliance. In response to modern educational needs, there is now a movement to revitalize PEP by intentionally integrating 21st-century skills, classified into three domains: Learning Skills (4Cs): critical thinking, creativity, collaboration, and communication; Literacy Skills: information, media, and technology literacy; Life Skills (FLIPS): flexibility, leadership, initiative, productivity, and social skills. Each PEP facet contributes to developing these skills: IW fosters critical thinking, creativity, and initiative; Encounter enhances collaboration, communication, and leadership; Normalization promotes flexibility and media discernment; Evaluation reinforces self-motivation, responsibility, and information literacy. This research aims to propose an enhanced PEP model that aligns personalized education with the evolving demands of a dynamic, technology-driven society.

Conceptual Paradigm

Figure 1

Input, Process and Output (IPO) Model on Revisiting Personalized Education Program for Future Ready Learners: Aligning Basic Education Curriculum with 21st Century Skills: A Basis for PEP Enhanced Framework Towards School Success

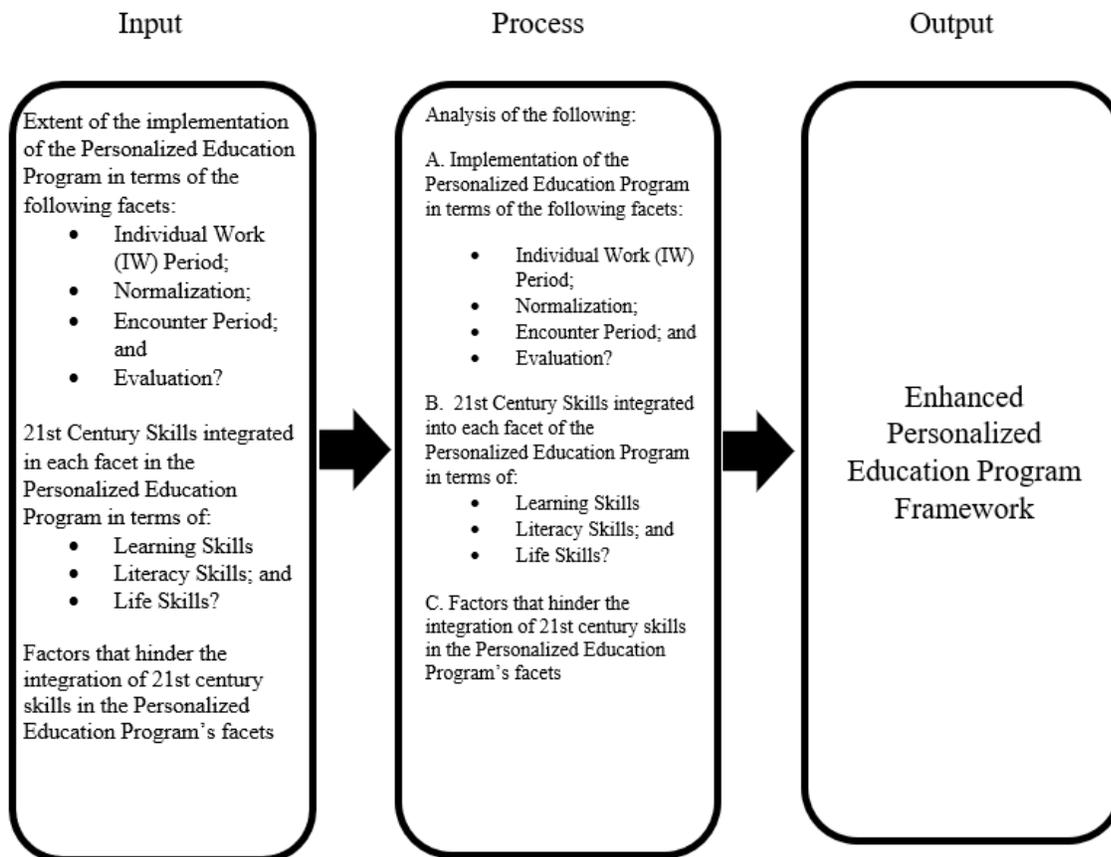


Figure 1 illustrates the Input-Process-Output (IPO) model designed to revisit the Personalized Education Program (PEP) for future-ready learners, aiming to align the Basic Education Curriculum with 21st-century skills. The model identifies the key inputs, processes, and outputs necessary to create an enhanced PEP framework that will promote both student development and school success.

The Input focuses on a comprehensive examination of the PEP's core philosophy, rooted in St. Pedro Poveda's principles of Individuality, Socialization and Communication, Creativity, and Responsible Freedom and Autonomy. It also includes an analysis of the four major PEP features—Individual Work, Normalization, Encounter, and Evaluation—tracking how their interpretation evolved over time under different school administrations. Additionally, relevant educational laws and policies, such as the Enhanced Basic Education Act of 2013, DepEd Order No. 21, s. 2019, and the Philippine Catholic Schools Standards (PCSS), are considered to ensure that the program remains aligned with national and global educational standards.

The Process involves a thorough evaluation of the PEP's historical development and current implementation using qualitative and quantitative methods, including document analysis, interviews, focus group discussions, and surveys. This process seeks to determine whether adaptations made across different leadership periods uphold the original philosophy of PEP while integrating 21st-century skills. A SWOT analysis is also employed to identify strengths, weaknesses, opportunities, and threats that influenced the program's success, particularly in cultivating Learning, Literacy, and Life Skills among students.

The Output is the development of an Enhanced PEP Framework that addresses observed gaps and inconsistencies, ensuring the program's realignment with its foundational principles while incorporating innovative, future-ready strategies. This framework aims to promote individualized learning pathways, student autonomy, and inclusivity, anchored in the school's Vincentian mission. Ultimately, it seeks to provide clear, standardized guidelines for sustainable program implementation that aligns with DepEd requirements, Philippine Catholic Schools Standards, and the demands of 21st-century education, thereby fostering greater school success and learner achievement.

Scope and Limitations of the Study

This study focused on evaluating the Personalized Education Program (PEP) implemented in the Junior High School Department of the institution. Specifically, it assessed the extent of the program's implementation and examined how 21st-century skills such as critical thinking, creativity, collaboration, communication, and digital literacy were integrated within its framework. The evaluation centered on the four key components of the PEP, namely the Individual Work (IW) Period, Normalization, Encounter Period, and Evaluation. These components represented the core features of the program through which students were expected to develop self-regulation, responsible freedom, and mastery of essential skills in preparation for the demands of modern society. The findings served as the basis for proposing an enhanced PEP framework that aligns the Basic Education Curriculum with 21st-century skills, thereby strengthening the institution's commitment to producing future-ready learners.

The study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to gather comprehensive data. In the quantitative phase, a self-constructed questionnaire was administered to 60 Junior High School teachers who were currently teaching in the department at the time of the study. The questionnaire was designed to measure their perceptions of the implementation of PEP and the degree to which 21st-century skills were incorporated into the curriculum. In addition, 277 Junior High School students from Grade 7 to Grade 10 were selected as respondents. This number was determined through Cochran's formula, ensuring an appropriate sample size from the total Junior High School student population of 986. The participants included students across all four grade levels. From Grade 7, there were 6 sections with a total population of 247 students, and 70 students were selected as the sample. From Grade 8, the total population was 212 students, and 60 students were chosen for the sample. Grade 9 had a total population of 267 students, with 75 students making up the sample. Lastly, Grade 10 had a total population of 260 students, with 72 students included in the sample. Each section within these grade levels contributed proportionately to the total sample, ensuring that the findings accurately represented the student body.

In the qualitative phase, individual interviews were conducted with five Junior High School teachers who had been with the institution for an extended period and possessed extensive experience in implementing the PEP. These teachers provided insights based on their long-term observations and direct involvement in the program. Additionally, five students, considered as products of the PEP, were interviewed to gain an in-depth understanding of their experiences and perspectives on how the program influenced their learning and personal development. The qualitative data collected through these interviews were analyzed using Braun and Clarke's six-phase thematic analysis. This process identified significant themes and patterns that offered a deeper understanding of how the PEP fostered 21st-century skills and addressed the evolving educational needs of learners.

METHODOLOGY

Research Design

This study utilized a sequential explanatory mixed-method design to gain a comprehensive understanding of the Personalized Education Program (PEP) at the institution. It followed a three-phase process: starting with a quantitative phase, proceeding to data analysis, and culminating in a qualitative phase. A descriptive-evaluative research design guided the assessment of the extent of PEP's implementation and its alignment with 21st-century skills.

The first phase involved collecting quantitative data through a self-devised questionnaire administered to 60 Junior High School teachers and a representative sample of Grades 7 to 10 students, with the sample size determined using Cochran's formula. The questionnaire assessed perceptions on the implementation of the four facets of PEP—Individual Work (IW) Period, Normalization, Encounter Period, and Evaluation—and their contributions to developing Learning Skills, Literacy Skills, and Life Skills.

The second phase centered on data analysis, where descriptive statistics, specifically the weighted arithmetic mean, were used to evaluate the extent of PEP implementation and 21st-century skills

integration. This analysis provided a broad overview of how each PEP component contributed to the cultivation of essential skills, highlighting areas that required deeper qualitative exploration.

The third phase involved qualitative data collection through a narrative inquiry approach. Individual interviews were conducted with five purposively selected teachers and five students to gather rich narratives about their lived experiences with PEP. Using Braun and Clarke's thematic analysis, key themes and patterns related to the integration of 21st-century skills and the program's overall effectiveness were identified, providing deeper insight into and elaboration of the quantitative findings.

Research Locale

The study was conducted in a private Catholic institution in Quezon Province that offers complete basic education from Kindergarten to Senior High School. This institution was chosen as the research locale due to its longstanding implementation of the Personalized Education Program (PEP), making it an ideal setting to examine the program's effectiveness and relevance in fostering 21st-century skills. The school's strong commitment to quality education and its continuous efforts to improve personalized learning approaches provided a meaningful context for the study.

The focus was specifically on the Junior High School Department, where the PEP framework, including Individual Work (IW) Period, Normalization, Encounter Period, and Evaluation, is actively practiced. The researcher's affiliation with the institution allowed for deeper insight into its operations, practices, and challenges. This familiarity with the school's programs provided an advantage in analyzing how the PEP components contribute to the development of Learning Skills, Literacy Skills, and Life Skills among Junior High School students, and helped in formulating practical, context-based recommendations for improvement.

The choice of research locale ultimately enabled a more comprehensive and grounded evaluation of the Personalized Education Program. It ensured that the study's findings were closely aligned with real-world practices and experiences within the institution, leading to more meaningful conclusions and relevant recommendations for enhancing PEP's alignment with the demands of 21st-century education.

Research Population and Sample

This study focused on two main groups from a private educational institution in Quezon Province: Junior High School teachers and students. These participants were selected to evaluate the implementation of the Personalized Education Program (PEP) and its alignment with developing 21st-century skills.

For the quantitative phase, sixty Junior High School teachers served as respondents. They were selected based on criteria such as having at least one year of teaching experience, currently handling Junior High School learners, and familiarity with the PEP framework. Their responses provided valuable insights into how PEP contributed to students' learning, literacy, and life skills.

The student respondents included all learners from Grades 7 to 10, with a total population of 986 students. Using stratified random sampling, 277 students were selected based on Cochran's formula, ensuring proportional representation by grade level and section. Students qualified if they had completed

at least one school year under the PEP, maintained regular class attendance, and actively engaged in learning activities.

Each grade level had proportional representation: Grade 7 respondents came from sections Concern, Freedom, Friendship, Revelation, Trustworthy, and Truth; Grade 8 from Compassion, Discipleship, Frugality, Industry, Integrity, and Modesty; Grade 9 from Chastity, Courtesy, Forbearance, Justice, Peace, and Temperance; and Grade 10 from Adoration, Counsel, Fortitude, Prudence, Reverence, and Solidarity. This ensured that a diverse range of learner experiences was reflected.

For the qualitative phase, purposive sampling was used to select five teachers and five students for individual interviews. Teachers were chosen for their extensive experience in PEP implementation and leadership roles, while students were selected based on active participation, articulation skills, and adviser recommendations. This allowed the researcher to collect rich, detailed narratives exploring the strengths, challenges, and overall impact of PEP on 21st-century skill development.

Data Gathering Procedures

The data gathering procedures for this study were conducted systematically and ethically to ensure comprehensive and reliable data collection. Before the study began, the researcher sought and obtained formal approval from the Vice President for Academics and the Principal of the Basic Education Department (BED) of a private educational institution in Quezon Province. A formal letter detailing the study's objectives, scope, and ethical considerations was submitted. Additionally, permission was secured from all advisers of Grades 7 to 10 to involve their students.

Since the students were minors, informed consent forms were distributed to parents or legal guardians, explaining the study's purpose, voluntary participation, and adherence to the Data Privacy Act of 2012 (RA 10173). Student assent was also obtained to affirm their voluntary participation. Both consent and assent forms emphasized that collected data would be kept confidential and used solely for academic purposes.

Before administering the questionnaire, the researcher conducted orientation sessions with student respondents. These sessions explained the Personalized Education Program's (PEP) four key facets: Individual Work (IW) Period, Normalization, Encounter Period, and Evaluation ensuring students clearly understood these concepts before answering, thereby enhancing the accuracy and relevance of their responses.

Data collection was carried out in two phases. In the first phase, the researcher distributed a validated self-devised questionnaire to 60 Junior High School teachers and 277 student respondents, representing Grades 7 to 10. Stratified random sampling ensured proportional representation from each section and grade level. The questionnaire, validated by three experts and pilot-tested with teachers and pupils, was revised based on feedback and administered securely through an online platform to protect confidentiality.

The second phase focused on qualitative data collection through individual interviews with five Junior High School teachers and five students. A validated interview guide directed the sessions, which explored the integration of 21st-century skills within the PEP framework. Informed consent was secured, and all interviews were audio-recorded with permission. Transcriptions were made verbatim to support a thorough thematic analysis.

Following data collection, quantitative data were analyzed using descriptive statistics, specifically the weighted arithmetic mean, to evaluate the extent of PEP's implementation and integration of 21st-century skills. Qualitative data underwent Braun and Clarke's thematic analysis, following six structured phases. Triangulation was conducted by consulting school administrators and curriculum experts, enhancing the study's credibility and reliability.

The entire data gathering process spanned three weeks, from February 17 to March 7, 2025. This period allowed sufficient time to complete survey administration, interviews, data analysis, validation of findings, and the formulation of well-informed recommendations based on both quantitative and qualitative results.

Throughout the process, the researcher maintained strict adherence to ethical research practices. Participant confidentiality was rigorously upheld, informed consent and assent were ensured, and data anonymization protocols were strictly followed for all research reports and presentations, maintaining the highest ethical standards.

Data Analysis

The data analysis for this study was structured according to its sequential explanatory mixed-method design, involving three phases: quantitative analysis, qualitative analysis, and the integration of both datasets. The analysis focused on assessing the extent of the Personalized Education Program (PEP) implementation and examining the integration of 21st-century skills across its four key facets: Individual Work (IW) Period, Normalization, Encounter Period, and Evaluation.

In the first phase, quantitative data were gathered using a self-devised questionnaire administered to 60 Junior High School teachers and a representative sample of students. Descriptive statistical techniques, specifically the weighted arithmetic mean, were applied to determine the level of PEP implementation. This analysis offered a broad overview of the program's effectiveness in facilitating student learning experiences.

The second phase addressed Statement of the Problem (SOP) No. 2, examining how PEP integrated Learning Skills, Literacy Skills, and Life Skills. Quantitative analysis of teacher and student responses revealed both strengths and areas for improvement in how 21st-century skills were embedded within the PEP's four facets.

The third phase involved qualitative data analysis to deepen the understanding of the factors that hinder the integration of 21st-century skills. Individual interviews with five teachers and five students were conducted using a validated qualitative interview guide, structured around Learning, Literacy, and Life

Skills. The guide ensured the reliability of the data collection and alignment with the study's research objectives.

Qualitative data were analyzed using Braun and Clarke's thematic analysis, following six systematic steps: familiarization, coding, theme searching, reviewing, defining, and reporting. Open coding was used to identify significant statements in the transcripts, which were then categorized into broader themes. For instance, remarks like "I feel more in control of my learning during the IW period" were coded under themes such as "Self-paced learning" and "Learner autonomy."

The thematic analysis resulted in a comprehensive understanding of teacher and student experiences regarding the PEP's impact on 21st-century skills development. Key themes included the effectiveness of the IW Period in fostering learner autonomy, challenges in promoting critical thinking and collaboration during the Encounter Period, and factors influencing communication, productivity, and social skills during the Evaluation and Normalization phases.

Ethical Considerations

To ensure the anonymity and protection of participants, the researcher obtained informed consent from all respondents before participation. The study's objectives, scope, and procedures were clearly explained, and participants were informed of their right to voluntarily participate or withdraw without penalty. Only those who provided formal consent were included in the data gathering process.

For the quantitative phase, participants completed printed survey questionnaires, while for the qualitative phase, individual interviews were conducted with separate consent for participation and audio recording. For students below 18 years old, parental or guardian consent was also secured, in compliance with ethical standards and the Data Privacy Act of 2012 (Republic Act No. 10173).

The confidentiality and privacy of participants were strictly maintained. No personally identifiable information was collected, and participants were assigned codes or pseudonyms. All data were securely stored and accessible only to the researcher. Prior to the study, institutional approvals were secured from the Vice President for Academics, the Basic Education Department (BED) Principal, and Grades 7 to 10 advisers.

After the study's completion, all data collection materials—including survey forms, interview transcripts, and digital files—were securely disposed of by shredding physical copies and permanently deleting digital files, ensuring that no confidential information remained.

RESULTS AND DISCUSSION

Summary of Findings

Based on the analysis of the data gathered from teachers and students, the following key findings emerged:

1. *Extent of the Implementation of the Personalized Education Program:*

- Individual Work (IW) Period

The IW Period was generally Implemented to a Great Extent (IGE). Both teachers and students agreed that it promoted self-paced, learner-centered learning, but students faced challenges related to limited opportunities to work on modules of their choice and time management. Teachers also highlighted the need for more consistent guidance to help students' complete tasks effectively.

- Normalization

Normalization was also perceived as Implemented to a Great Extent (IGE). However, there were gaps in ensuring that students remained mentally and emotionally prepared for academic tasks. Teachers noted the importance of consistent physical energizers and reflective silence, while students felt that they did not always experience the emotional readiness required for focused learning.

- Encounter

The Encounter Period was Implemented to a Great Extent (IGE) by teachers, but students rated it lower. Both groups acknowledged its role in fostering collaboration and reinforcing learning from the IW period. However, students felt limited in their opportunities to discuss and reflect on their independent work. The need for greater student

leadership and peer-driven activities was evident.

- Evaluation

The Evaluation phase was largely Implemented to a Great Extent (IGE). Both teachers and students recognized its value in addressing academic difficulties and offering feedback. However, the evaluation practices needed improvement in terms of fairness, reflection, and preparing students for future academic challenges. There was also a call for more structured opportunities for self-reflection and peer evaluation.

2. *Integration of 21st-Century Skills in Each Facet*

a. Individual Work (IW) Period

Learning Skills. The IW Period demonstrated strong integration of critical thinking, as students were encouraged to work independently, analyze problems, and find solutions. However, creativity was less integrated, as students mainly worked through structured modules with limited opportunities for creative tasks.

Literacy Skills. The IW Period offered limited opportunities for digital literacy, particularly in the

use of technology and online resources for learning. Expanding the use of digital tools could improve students' ability to search for, evaluate, and use information in the digital environment.

Life Skills. The IW period encouraged self-regulation, as students were expected to manage their time and complete tasks independently. However, greater emphasis on goal-setting and self-monitoring could further develop this life skill.

Responsibility for completing independent tasks was clear but could benefit from structured guidance.

b. Normalization

Learning Skills. The Normalization phase, while fostering emotional preparedness, also indirectly supported adaptability, as students adjusted to a calm and focused learning environment. However, it lacked opportunities to explicitly develop problem-solving skills in real-world contexts.

Literacy Skills. The Normalization phase did not directly engage with information literacy but could benefit from incorporating more activities where students evaluate, synthesize, and utilize information in an academic context.

Life Skills. The Normalization phase primarily aimed to enhance emotional intelligence, helping students manage their emotions and focus on learning. However, there was limited integration of social interaction and collaboration during this phase, which could enhance students' ability to work effectively in teams.

c. Encounter

Learning Skills (Collaboration and Communication): The Encounter Period showed potential for fostering collaboration and communication. While students worked together in discussions, the focus was often on teacher-led activities, limiting opportunities for peer-to-peer communication. Greater emphasis on student-driven projects and discussions could better foster these skills.

Literacy Skills (Media Literacy): Media literacy was not significantly integrated in the Encounter period. There is an opportunity to incorporate media literacy into discussions or projects where students analyze and critique various media sources, helping them to navigate the digital world effectively.

Life Skills (Leadership and Initiative): Leadership and initiative were underdeveloped in the Encounter phase. Although teachers encouraged collaboration, students did not have ample opportunities to take leadership roles or initiate learning activities. Providing more chances for student-led facilitation would strengthen these skills.

d. Evaluation

Learning Skills. The Evaluation phase reinforced critical thinking, as students reflected on their work and evaluated their academic progress. However, more opportunities for problem-solving in real-world scenarios would enhance this facet.

Literacy Skills. The Evaluation process provided some technology literacy, especially as students

accessed digital platforms to submit and review their work. Further integration of digital tools and technology for assessment would increase students' ability to use technology for academic purposes.

Life Skills. The Evaluation phase encouraged responsibility and accountability, as students took ownership of their learning and received feedback on their performance. However, personal initiative in the form of self-assessment or goal setting could further develop these life skills.

3. Factors that Hinder the Integration of 21st-Century Skills

a. Time Management

One of the key barriers to the effective integration of 21st-century skills, particularly critical thinking and creativity, was time management. Students struggled to complete tasks within the allotted time, which affected their ability to engage in reflective and creative work during the IW and Encounter periods.

b. Lack of Autonomy

The limited opportunities for students to choose their own modules in the IW Period hindered the development of skills such as creativity and independence. The lack of student choice restricted their ability to take ownership of their learning.

c. Teacher-Driven Approach

In the Encounter Period, the predominantly teacher-led approach limited student engagement and collaboration. The focus on teacher instruction rather than student-driven activities reduced opportunities for creativity and peer collaboration.

d. Inconsistent Teacher Support

In the IW Period and Normalization phase, students expressed a need for more consistent guidance from teachers, particularly when they encountered challenges. This lack of support affected the development of critical thinking and problem-solving skills, as students were not always able to resolve issues independently.

4. Enhanced PEP Framework

The output of the study, the Enhanced PEP Framework, aims to address these gaps by aligning the program with 21st-century skills across its four components. This framework will introduce more opportunities for creative expression, collaboration, and digital literacy within each facet of PEP, with a focus on preparing students for future-ready learning. The enhanced framework proposes:

- Incorporating more student choice and autonomy in the IW Period.
- Increasing the use of collaborative, creative, and reflective activities in Normalization and Encounter periods.

- Offering more structured teacher support during IW and Evaluation to foster independent learning and critical thinking.

CONCLUSIONS

Based on the results of the investigation, the following conclusions were drawn:

1. **Alignment with 21st-Century Skills:** The implementation of PEP shows a significant alignment with some 21st-century skills, particularly in critical thinking and communication. However, collaboration, creativity, and media literacy are still underdeveloped, particularly in the IW and Normalization periods.
2. **Implementation Gaps:** While the four key facets of PEP (IW, Normalization, Encounter, Evaluation) are generally implemented to a great extent, the findings suggest several areas for improvement:
 - The IW period lacks sufficient autonomy for students to choose modules and requires more teacher support for task completion and time management.
 - Normalization needs more consistent engagement through physical activities and reflective practices.
 - Encounter sessions need more student-driven, peer-supported activities for better collaboration.
 - Evaluation should integrate forward-looking strategies, focusing on future academic growth rather than just reviewing past performance.
3. **21st-Century Skills Gaps:** The study highlighted that while critical thinking is well integrated, creativity and collaboration need more intentional focus across all PEP facets. This reflects a gap between current practices and the holistic development of 21st-century skills, particularly in the areas of media literacy and technology use.
4. **Enhanced PEP Framework:** The output of the study, the Enhanced PEP Framework, aims to address these gaps by aligning the program with 21st-century skills across its four components. This framework will introduce more opportunities for creative expression, collaboration, and digital literacy within each facet of PEP, with a focus on preparing students for future-ready learning.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are made:

For the Basic Education Department Principal

- **Implement Data-Driven Decision Making:** Utilize the insights from this study to inform strategic decisions regarding PEP's alignment with 21st-century skills. This includes evaluating the current implementation of PEP, identifying areas for improvement, and ensuring that resource allocation prioritizes enhancing these competencies.
- **Strengthen Policy Development and Teacher Training:** Based on the recommendations of this study, the principal can focus on creating policies that support the development of 21st-century skills and offer targeted professional development initiatives. These initiatives should aim to strengthen faculty skills in integrating critical thinking, creativity, collaboration, and communication within the PEP framework.
- **Foster a Conducive Learning Environment:** Emphasize improvements in the physical and psychological learning environment that support the holistic development of students. Prioritize strategies that allow the seamless integration of 21st-century skills into the overall PEP.

For the Vice-Principal

- **Monitor Consistent PEP Implementation:** Utilize the findings to supervise and track the consistent application of PEP components, ensuring the ongoing integration of 21st-century skills. This includes regular assessments of student progress and teacher performance in fostering skills like critical thinking and collaboration.
- **Facilitate Enrichment Activities:** Organize enrichment activities aligned with the enhanced PEP framework, focusing on skill development. These activities should aim to reinforce the integration of 21st-century skills, providing opportunities for students to engage in critical thinking and creativity outside of the standard curriculum.

For Subject Coordinators

- **Embed 21st-Century Skills Across Subject Areas:** Assist in embedding critical thinking, creativity, collaboration, and communication across all subject areas by revising learning objectives, instructional strategies, and assessment tools. Encourage interdisciplinary learning that develops the skills required by students to thrive in the modern world.
- **Support Teacher Development:** Facilitate professional development opportunities for subject teachers that focus on integrating 21st-century competencies into their lessons. Offer workshops or mentoring programs to help teachers design learning activities that cater to diverse student needs while developing key skills for the future.

For Advisers

- **Promote Student-Centered Advisory Sessions:** Encourage the development of student-centered advisory sessions that focus on fostering life skills such as self-regulation, responsibility, and critical thinking. Advisers should incorporate strategies that allow students to develop a sense of ownership over their academic and personal growth.
- **Support Holistic Development:** Equip advisers with the tools to help students navigate both academic challenges and personal development. This includes advising students on time management, goal setting, and the importance of developing collaboration and creativity, in alignment with the PEP framework.

For Subject Teachers

- **Integrate 21st-Century Skills into Lessons:** Use the enhanced PEP framework to develop and incorporate learning activities that cultivate critical thinking, creativity, collaboration, and communication in students. Teachers should design differentiated learning tasks and formative assessments that cater to individual learning styles while encouraging 21st-century skill development.
- **Professional Development on Competency-Based Instruction:** Engage in professional development programs focused on competency-based instruction and innovative pedagogy. This will enable subject teachers to implement personalized effectively learning models and ensure students develop skills that are relevant for the modern workforce.
- **Foster Engagement Through Technology:** Integrate digital tools that facilitate learning, such as collaborative online platforms, problem-solving apps, and multimedia resources. This will not only improve students' digital literacy but also enhance their ability to collaborate and communicate effectively in digital environments.

For Learners

- **Take Ownership of Learning:** The enhanced PEP framework encourages students to become active participants in their educational journey by fostering a sense of autonomy. Students should be encouraged to take responsibility for their learning, develop critical thinking skills, and practice collaboration with peers.
- **Develop Future-Ready Competencies:** Actively engage in developing competencies such as problem-solving, adaptability, and creativity through project-based and inquiry-based learning. Students should be given opportunities to experiment, make decisions, and collaborate in ways that mirror real-world challenges and scenarios.
- **Embrace Reflection and Self-Assessment:** Use reflective practices to assess personal growth, focusing on strengths and areas for improvement. Students should be encouraged to apply critical thinking in all aspects of their learning, including how they approach tasks and solve problems.

For Parents

- **Support the Development of 21st-Century Skills at Home:** Parents should reinforce the importance of critical thinking, creativity, and collaboration in everyday activities. Supporting children's learning through home projects, encouraging discussions, and providing real-world problems for students to solve will help enhance the skills emphasized in the PEP.
- **Encourage Continuous Learning:** Parents should model lifelong learning behaviors, emphasizing the importance of ongoing education and adaptability in an ever-changing world. Encouraging curiosity, self-direction, and resilience will help students thrive both academically and personally.

For Partner Industries

- **Align Educational Outcomes with Industry Needs:** Partner industries should collaborate with the school to ensure that the PEP aligns with the skills required in today's workforce. This includes providing opportunities for students to engage in internships, real-world projects, and skill development programs that focus on creativity, critical thinking, and digital literacy.
- **Support Industry-Driven Learning Initiatives:** Encourage industry-led workshops, career exploration events, and mentorship programs that give students insights into how their learning connects with actual job roles and challenges in the marketplace.

For Future Researchers

- **Explore Innovative Approaches to Personalized Education:** Future research should investigate how personalized learning models, such as the PEP, can continue to evolve to meet the demands of 21st-century learners. Studies can explore how emerging technologies like artificial intelligence and virtual reality can be integrated into personalized learning environments to further enhance student engagement and skill development.
- **Evaluate the Long-Term Impact of PEP Enhancements:** Future researchers should conduct longitudinal studies to assess the long-term impact of the Enhanced PEP Framework on student outcomes, focusing on skill development, academic performance, and career readiness. This research can provide further insights into how personalized education models can be continuously improved.

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