

# **The K to 12 Senior High School Technical–Vocational Livelihood Track is Not at All Ready for Implementation**

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## **ABSTRACT**

The K to 12 program in the Philippines was enacted into law on May 15, 2013, through Republic Act 10533, otherwise known as the Enhanced Basic Education Act of 2013. The effort is an act of legislation, putting in place the K to 12 Curriculum, so that the Philippine Basic Education becomes competitive at par with other countries. The Senior High School program is believed to be one of the answers to the country's issue on the educational system. The study determined the optimal readiness of the three groups of stakeholders, namely: Division of Zamboanga del Sur, Industries, and Community in the implementation of Technical-Vocational Livelihood Track for Senior High School in 2016. The study employed descriptive research design; and used validated survey questionnaires. Results revealed that: 1) in terms of facilities/equipment, the school administrators admitted that they are “not at all ready” in the SHS Technical-Vocational Livelihood Track; and 2) the LGUs and industries are “partially ready” to support the SHS implementation. The study concludes that the K to 12 SHS program is not at all ready for implementation in Zamboanga

del Sur. It is recommended that a thorough assessment on the functionalities of facilities and equipment needed for each sub-strand of the TVL Home Economics strand be provided by concerned stakeholders prior to implementation to ensure readiness of the school to offer such strand by academic year 2016. This is also to ensure that development of the required skills among the SHS students will not be sacrificed.

**Keywords** - Education, Technology Education, K to 12, Senior High School, optimal readiness, industries, communities, descriptive design, Philippines

## INTRODUCTION

Over the years, the Philippine government has exerted so much effort to continuously uplift the standard of the country's educational system which is aimed at producing globally competitive Filipinos and providing a lead toward a progressive nation. In 2002, the Department of Education introduced the Basic Education Curriculum (BEC) to raise the quality of Filipino learners and graduates and empower them for lifelong learning. In 2010, the Secondary Education Curriculum (SEC), revised 2002 BEC incorporating Understanding by Design (UbD), was introduced. It seeks to contribute to functional literacy for all and the development of 21st century core skills needed for global competitiveness. Such skills include the development of students' abilities to think critically, reason, communicate effectively, and solve problems.

Currently, the Filipino graduates are not automatically recognized as professionals in many countries abroad because the Philippine Basic Education is short of two years. To raise the standard of the country's basic educational system, the K to 12 program was enacted into law on May 15, 2013 through Republic Act 10533, otherwise known as the Enhanced Basic Education Act of 2013. The additional two years in basic education is aimed mainly at making the Philippines competitive with the rest of the world. The newly enacted law is also hoped to holistically equip the Filipino youth with the 21<sup>st</sup> century skills after graduation. These skills make them ready for employment in middle level jobs, entrepreneurship, and higher education undertaking.

In the Philippines, the K to 12 Program was implemented in all public schools in the country in 2012. The first year of implementation started in Grades 1 and 7 during the School Year 2012-2013; Grades 2 and 8 in School Year 2013-2014 and Grades 3 and 9 in the succeeding school year. Concerted efforts intended for various purposes such as those for trainings and seminars, linkages, and programs

have been conducted in collaboration with other government agencies like the Technical Education Skills and Development Authority (TESDA), Commission on Higher Education (CHED) and Higher Education Institutions (HEIs) in preparation for the full implementation of Grades 11 and 12 in the Senior High School Program by School Year 2016-2017 (IRR of RA 10533).

The new basic education curriculum intends to alleviate the economic status of the country by providing better job opportunities and wider option for the graduates. It will be learner-centered, enriched, and responsive to the local employment needs. It will also allow students to choose electives and specializations that suit their interest. This partly addresses the problems about those who stop attending school because of the perceived lack of relevance of the curriculum (Ramos, 2013). Moreover, the new basic education curriculum is believed to be an answer to economic crisis and underemployment or unemployment in the country and other issues on education.

A proper assessment is deemed necessary because of this change in the curriculum. The starting point for any assessment is identified by the scope of the program. In the case of the senior high school (SHS) program, change is drastic considering the lack of two years of education compared with that of other Asian countries and the need for recognition of Filipino graduates in the global recruitment process. Hence, it is necessary to go beyond looking at one specific point in the system and all other relevant details in the program. Whatever the size and scope of the intended change, specifically, the Technical-Vocational Livelihood track, it is important that the key stakeholders understand whether the whole system and other elements are ready for two reasons: first, embarking on a change initiative without assessing readiness, at best risks wasting opportunities and resources and at worst risks doing damage to the existing system; second, the interrelatedness of all parts in a functioning system means that even though many may be ready, perhaps one small element could block the system from being effective (Walinga, 2008).

The Technical-Vocational Livelihood track is one of the tracks to be offered in the SHS program. It consists of four strands and these are HE, ICT, IA, and AFA. This, in particular, needs assessment as to its readiness. Facilities and equipment need further planning and preparation. In this track, with the four strands mentioned above, different facilities need to be prepared. Considering the number of strands, there is indeed a great need of preparations to be done among the facilities and equipment, not to mention the skills and competence of teachers who will be handling each strand.

Indeed, there are available facilities and equipment to be used in some strands but these need readiness assessment to determine relevance of the program. The assessment needs to consider relevance to each strand, and if nothing is available to suit specific needs, something should be created. Whatever facility or equipment is to be used should cover availability and conditions at all relevant levels of implementation.

Not all tracks will be offered in the 124 secondary schools in the Division of Zamboanga del Sur (DepEd Order No. 36 s. 2012). However, each identified Technical-Vocational school in the province must offer a unique and relevant program coupled with careful planning and assessment to select the best programs for each school and utilize the available industries in the community for students' possible hands-on work experiences. Since each track has different strands, there must be no duplication of strands to be offered by the neighboring SHS to provide more options for the students as to what strand to pursue. Each learning center should specialize in a particular strand so that they will be known for that field (DepEd Order No. 36 s. 2012). However, the industries in the province of Zamboanga del Sur is unable to provide all the skills needed by the students/On-the-Job Trainees (OJTs) and to accommodate all strands in the Technical-Vocational Livelihood track because of limited number of industries in the community.

Based on the foregoing, there is a need to determine the stakeholders' optimal readiness in the Implementation of K to 12 Senior High School Technical-Vocational Livelihood Track in the Division of Zamboanga del Sur. Hence, this study was conducted.

## **FRAMEWORK**

The study is guided by scholarly positions related to organizational change and individuals' response to change. When organizational readiness for change is high, organizational members are more likely to initiate change, exert greater effort, exhibit greater persistence, and display more cooperative behavior. The result is more effective implementation. Institutional theory asserts that organizations are characterized by rules and regulations to which organizations must conform to be successful (Meyer & Rowan, 2012; Scott & Meyer, 1983). Organizations that successfully incorporate environmentally-legitimated elements are more likely to succeed, grow, and survive over time than those that fail to conform. From this perspective, the Division of Zamboanga del Sur, its Internal Stakeholders, the Community and Industries can be viewed as organizations seeking to conform

to the regulations and requirements mandated by DepEd in realizing the SHS Program implementation. Because implementation is often considered a “team sport”, problems arise when some feel committed to implementation but others do not. Organizational readiness is likely to be highest when organizational members do not only want to implement an organizational change but also feel confident that they can do so.

Senior High School is a specialized upper secondary education that extends the old basic education curriculum for two years; students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. SHS subjects fall under either the Core Curriculum or specific Tracks.

Each student in Senior High School can choose among three tracks: Academic; Technical-Vocational-Livelihood; and Sports and Arts. The Academic track includes three strands: Business, Accountancy, and Management (BAM); Humanities, Education, and Social Sciences (HESS); and Science, Technology, Engineering, and Mathematics (STEM). Students undergo immersion, which may include earn-while-you-learn opportunities, to provide them relevant exposure and actual experience in their chosen track.

After going through Kindergarten, enhanced Elementary and Junior High curriculum, and specialized Senior High program, every K to 12 graduate will be ready to go into different paths – may it be further education, employment, or entrepreneurship. Every graduate will be equipped with: 1) information, media and technology skills; 2) learning and innovation skills; 3) effective communication skills; and 4) life and career skills.

Moreover, readiness is a concept that has been treated by scholars primarily at the individual level. It is mainly in the preparedness for change efforts. In this context, it refers to the degree of preparedness of the stakeholders in implementing the SHS program particularly the Technical-Vocational Livelihood track. Stakeholders referred to in the study are the schools, the industries, and the community – the local government unit and the students and their parents.

“The readiness is all”, concludes Shakespeare’s Hamlet, reeling from the changes in his kingdom and agonizing over how best to react. Organizational theorists’ world-wide might agree; readiness for change is often the crux to any change management strategy (Armenakis, Harris, & Mossholder, 1993). If people are not ready for change, they will resist (Lewis, 1945). The key question for change agents appears to be how people get ready for changes in their environment in such a way that they are then ready to implement changes within their organization.

Whereas many organizational change programs are initially perceived as being successful, long-term success has been elusive (Nadine & Persaud, 2003). Some authors cited a variety of reasons for failed change efforts, including a lack of urgency, contracting against the right issues and outcomes and the lack of systems thinking (Block, 2001).

From the theories mentioned, the variables of the study are presented in Figure 1 using Venn diagram which indicates an overlapping interplay of spheres of stakeholders. The intersection of the three stakeholders in terms of preferred strands to be implemented (schools); skills preference (industry/state universities and colleges (SUCs)/TESDA supervised schools); and preferred TVL tracks (community) measures the stakeholders' optimal readiness in the implementation of the SHS Program in the division of Zamboanga del Sur. The two boxes below indicate perceived major problems and remedial measures solicited from the stakeholders concerned.

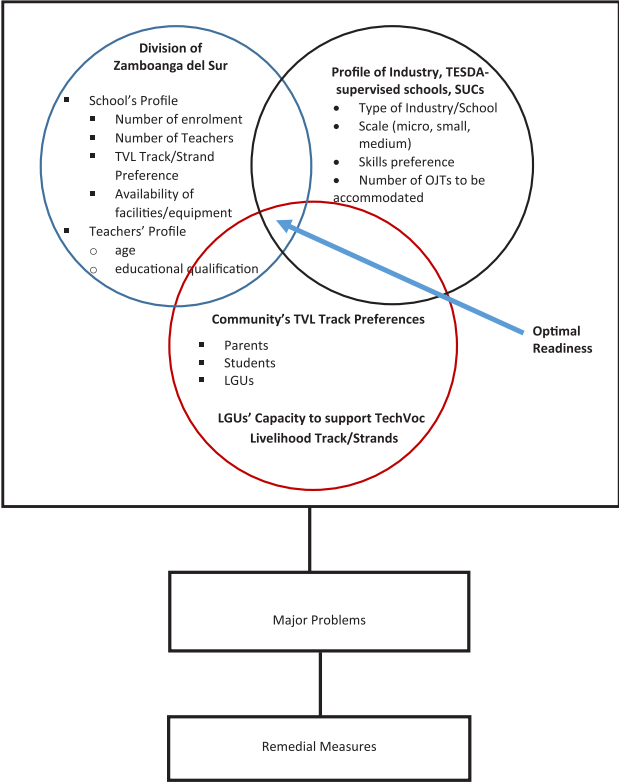


Figure 1. Diagram of the Study

## OBJECTIVES OF THE STUDY

The study determined the optimal readiness of the three groups of stakeholders, namely: Division of Zamboanga del Sur, Industries, and Community in the implementation of Technical-Vocational Livelihood Track for Senior High School in year 2016. Specifically, the study determined the following: 1) Schools in the division of Zamboanga del Sur - profile of the schools in terms of number of enrolment; number of teachers; TVL Track/Strand preference; and availability and condition of school facilities/equipment; profile of the teachers in terms of age; educational qualification/background; field of specialization; seminars/trainings attended related to TVL Track; length of service; and skills qualification; 2) Industry, SUCs/TESDA supervised schools – profile, skills preference for OJT, estimated number of OJT that can be accommodated, and perceptions of trainees; 3) Community – track/strand preference; 4) possible major problems and issues confronting the implementation of the SHS Program, particularly the TVL track; 5) possible remedial measures to be taken to address the perceived problems in implementing the SHS Program; and 6) optimal readiness of the stakeholders in Zamboanga del Sur to implement the TVL Track.

## METHODOLOGY

The study employed the descriptive research design. According to Creswell (2009) the descriptive survey design looks with intense accuracy at the phenomenon of the moment and then describes precisely what the researcher sees.

The questionnaire was used as the instrument for collecting data. As Chawawa (2012) observes, the questionnaire increases reliability because of its greater impersonality. However, as Bell (2011) posits, its major weakness is that it may invite people to lie and answer questions vaguely. This was mitigated through the use of pilot testing of the questionnaire.

The study was conducted in the Division of Zamboanga del Sur which occupies the southern section of the Zamboanga peninsula and forms the western part of the island of Mindanao. There are 124 secondary schools in the division with a total population of 25,567. The division also consists of 27 SUCs, six TESDA supervised schools and 26 local government units (LGUs). There are also industries found in the province such as fishing, manufacturing, farming, mining, trade and barter.

The participants of this study were 10 school administrators, 93 Technical-Vocational Livelihood teachers of the 30 pre-identified secondary schools, 85 LGUs, 12 SUCs, 5 TESDA-supervised schools, 1138 parents, 1261 students and 715 industries within the province of Zamboanga del Sur. The samplerespondents were chosen through purposive random sampling. The Slovin sampling technique was used in the selection of parents and students as respondents of the study at 0.5 margin of error.

The instruments used in the study were a) questionnaire for teachers' profile and competence to teach specific Technical Vocational Livelihood strands; b) questionnaire for school administrator's profile and the school's status and availability of facilities and equipment to be used in a specific Technical Vocational Livelihood Strands; c) questionnaire for students' track preferences; d) questionnaire for parents' track preferences; e) questionnaire on LGUs track preferences including its perceptions on possible major problems to be met in the SHS implementation and its possible remedial measures as well as its support mechanisms for the implementation of the SHS program specifically the Technical Vocational livelihood track and strands, and f) questionnaire for SUCs and TESDA supervised schools' profile and its availability of facilities and equipment to be used for specific Technical Vocational Livelihood strands. These instruments are researcher-made and were pilot tested in one of the secondary schools and communities in the province that was not part of the study. Each instrument was subjected to face and content validity by experts in the field. The validity test generated an index of 0.91. The survey data were analyzed using descriptive statistics: mean, standard deviation, frequency, and percentage. They were presented in tabular form substantiated with textual analysis and interpretation of findings.

## **RESULTS AND DISCUSSION**

There were 3,319 respondents included in this study. They are school administrators, teachers, students, parents, LGUs, SUCs, TESDA-supervised schools and industry.

### **Profile of the School**

The general profile of the 10 schools in terms of the variables used in this study were analyzed and compared (Table 1).



Table 1. Distribution of student enrollment and teachers

Profile of School	Mean	Standard Deviation	Minimum	Maximum
Number of enrollment	218.8	183.20	57.0	690.0
Number of teachers	11.6	9.79	4.0	36.0

Table 1 shows that in the 10 schools surveyed, the average enrollment per school is close to 219 with each school having almost 12 teachers. The maximum enrollment is 690 while the minimum is 57. The maximum number of teachers is 36 with a minimum of four teachers. This means that the average teacher-student ratio is about 1:19 making the class size relatively small. This falls within the planning standard of the Department of Education, which is 1:40. The result may support the idea of Krueger & Whitmore (2002) that smaller class size provides an opportunity for teachers to focus more on the needs of the students and greater flexibility in making innovations in the classroom, which may lead to improved teacher morale and job satisfaction.

Result also showed that seven out of the 10 schools preferred the HE strand while the other three preferred the IA, ICT, and AFA strands, respectively. This is because almost all school administrators are recipient schools of Secondary Education Development and Improvement Project (SEDIP) package in the division of Zamboanga del Sur where HE facilities, gardening tools and equipment are included in the package. Other teachers' specialization and training may not be related to HE but experience proves their capacity to teach the subject. Hence, teachers training and skills qualification are among the factors that can be attributed towards their work performance.

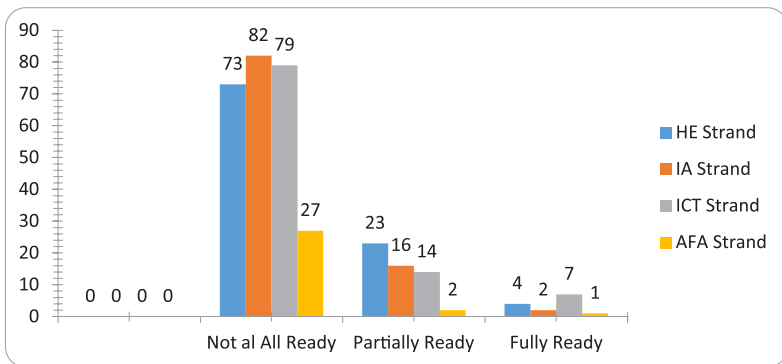


Figure 2. School facilities/equipment

Figure 2 shows that the respondents feel they are ‘not at all ready’ in terms of facilities and equipment to be used in the SHS Technical-Vocational Livelihood Track. Although they feel that way, their readiness is in the order of ICT, HE, IA, and AFA when ranked. The study theorizes that although most of the schools are recipient of the SEDIP package, some of this equipment, facilities are now outnumbered and outdated.

Majority of the teachers are within the 31-40 years age bracket. This can be considered as strength of the schools in the Division of Zamboanga del Sur. Relatively young teachers are perceived to be more dynamic and are adaptable to change, especially that the SHS program/curriculum is yet to be fully implemented comes year 2016.

Likewise, about twenty percent are full-fledged master’s degree holder and about one percent is a full-fledged doctorate degree holder. This is a manifestation that the teachers in the division of Zamboanga del Sur are highly-driven and highly-motivated individuals in which majority fall in the age bracket of 31-40 years old. This relates to the claims of Mayer and Rodriguez (2011) that young teachers have newer and more modern ideas, more fun and keep students more entertained during class.

The field of specialization of most of the teachers handling TLE subjects is Home Economics (HE). This means that there is readiness on the part of the school to offer TVL Track particularly on the HE strand. This also validates the result in Table 3 Strands Preference and Perceived Readiness of Schools that seven out of 10 schools preferred to offer HE strand than ICT, AFA and IA.

Table 2. *Skills Qualification of Teachers*

Skills Qualification	<i>f</i>	%
COC	18	19.35
AQ	0	0.00
TQ	0	0.00
NC I	1	1.08
NC II	49	52.69
NC III	0	0.00
NC IV	0	0.00
None	25	26.88
Total	93	100.00

Teachers who will be handling subjects under the TVL strands are required to be holders of at least NCII (DepEd Order No. 36 series 2012 item 3.7). It is also noted in Table 4 that about 26 percent of the teachers do not possess any skill certification. This is due to the fact that majority of the teachers handling TLE subjects are not major in TLE.

Most of the teachers handling TLE subjects are the younger ones with teaching experience ranging from one to five years. The researcher theorizes that these teachers are the product of TVET programs which was institutionalized recently in the country that give focus on skills development of the learners.

The level of seminars/trainings attended by the teachers are mostly division (41%) and regional (43%) level. Only few attended school (7%) and national (9%) level. This is a manifestation that division and regional level seminars/trainings are more accessible to teachers to attend. Schools seldom organize local trainings; it maybe because of financial constraint to conduct school-based training. For instance, the national level training is so expensive for the teachers to attend.

Table 3. Duration of Seminars/Trainings Attended by Teachers

Duration	<i>F</i>	%
1-3	31	32.98
4-6	48	51.06
Above 7	10	10.64
(missing data)	(5)	(5.32)
Total	94	100.00

Table 4. Sponsors of Seminars and Trainings

Sponsor	<i>F</i>	Percentage (%)
DepEd	66	70.21
TESDA	16	17.02
Others	7	7.45
(missing data)	(5)	(5.32)
Total	94	100.00

Tables 3 and 4 reveal that 51.06% of the seminars/trainings conducted lasted for 4-6 days only and they are DepEd led and sponsored. This is because DepEd does not want to hold trainings/seminars longer than a week because of the “180

non-negotiable teaching-learning days” scheme in support to DepEd’s time-on-task management.

### **Profile of the Industry**

Result showed that of the 715 industries located in the Province of Zamboanga del Sur, most of them (31.61%) are of the Food & Beverage/HE type and are micro industry (87.55%). The skills preference for OJT is inclined to Home Economics (43.92%) which caters mostly to 1-5 number of OJTs (93.43%). The researcher theorizes that the prevailing results are due to the geographic area of the province; hence, it is mostly suited for agricultural production and fishing (The Zamboanga del Sur Economy, 2014). It can be projected that the SHS TVL track can be accommodated ultimately in the province because the long-term plans of the province of Zamboanga del Sur include the development of tourism industry, fishing, ICT, Industrial Arts, Brewery, Factory, Mining and Agriculture.

### **Profile of the TESDA Supervised Schools**

Study reveals the skills preference of industry and estimated number of OJTs. Of the skills preference, HE (100%) is preferred mostly by the industry to cater to 1-5 (80.00%) number of OJTs. The researcher theorizes that skills and competencies provide employment opportunities to students especially in the vocational courses offering than the academic preference.

### **Profile of the State Universities and Colleges (SUCs)**

The skills preference and the number of OJTs that SUCs can accommodate were also determined. It revealed that 83% of SUCs preferred the HE strand, while 9% in ICT, 8% in AFA and 0% in IA. The SUCs unanimously preferred to accommodate 1-5 OJTs only. The researcher theorizes that the prevailing number of OJTs to be accommodated is due to lack of facilities, space, equipment and resources.

### **Summary of the Industry**

Table 5 presents the summary of the industry type and the skills preference including the number of OJTs to cater.

Table 5. Summary of industry’s skills preference and Number of OJTs

Type of Institution	Skills Preference for OJT <i>f</i>	Number of OJTs %
Industry	HE (43.92%)	1–5 (93.43%)
TESDA-Supervised Schools	HE (100.00%)	1–5 (80.00%)
SUCs	HE (83.33%)	1–5 (100.00%)

Table 5 indicates agreement of the industries, TESDA-supervised schools, and SUCs in terms of skills preference for OJT and number of OJTs they can accommodate. All of them agree that HE is their most preferred skill for OJT and that they can accommodate only 1–5 trainees.

### Community’s TVL Track Preference

Table 6. Summary of the top three preferences of the stakeholders

Rank	Stakeholders		
	Students	Parents	LGUs
<b>HE</b>			
First	Bread & Pastry	Bread & Pastry	Bread & Pastry
Second	Food & Beverages	Food & Beverages	Food & Beverages and
Third	Tour Guiding	Hairdressing	Handicraft (tie)
<b>AFA</b>			
First	Animal Production	Agricrop Production	Agricrop Production
Second	Agricrop Production	Animal Production	Animal Production
Third	Fish Production	Fish Production	Fish Production
<b>ICT</b>			
First	Computer Hardware	Computer Programming	Computer Hardware and Computer Programming (tie)
Second	Computer Programming	Computer Hardware	Illustration, Technical Drafting, and Contact Center (tie)
Third	Technical Drafting	Medical Transcription	
<b>IA</b>			
First	Automotive	Electrical Installation	Automotive
Second	Welding	Automotive and	Masonry
Third	Electrical Installation	Welding (tie)	Welding

Table 6 presents summary of the top three preferences of the stakeholders. In the HE strand, the stakeholders agreed on the ranked first and second preference, which are bread & pastry and food & beverages, respectively. For the AFA strand, the parents and the LGUs have similar rankings. In the ICT strand, basically the

stakeholders agreed on the first and the second rankings while for the IA strand, only the LGUs have quite different rankings of the preference compared with the students and parents whose preferences are quite close.

### LGUs Support Mechanism in the SHS Implementation

Table 7 indicates the LGUs support mechanism in the SHS implementation. More than one-half (51.76%) of the 85 LGUs said that they can support the SHS implementation through offering Scholarships/Financial Aids.

Table 7. LGU support mechanism

Support Mechanism	<i>F</i>	%
Scholarship/Financial Aid	44	51.76
Equipment/Facilities Equity	22	25.88
Teachers' Training	16	18.82
Honoraria/Incentives of Teachers	3	3.53
Total	85	100.00

More than one-fourth (25.88%) of them said the support can be in terms of equipment/facilities equity. The rest said that the support may come through teachers' training and the least of them said it may be through Honoraria/Incentives of teachers.

### Readiness to Support SHS implementation

Table 8 shows the readiness of the LGUs to support SHS implementation. The table suggests that LGUs are 'partially ready' to support SHS in terms of the five indicators indicated in the questionnaire (skilled workers, OJTs, trainings, budget, and collaboration).

Table 8. Readiness to support the SHS implementation

	Mean	Descriptive Equivalent
Overall	2.13	Partially Ready

**Note.** 1.00 – 1.50 - Fully Ready  
 1.51 – 2.50 - Partially Ready  
 2.51 – 3.00 - Not All Ready

The LGUs feel that they are ‘most ready’ in terms of willingness to accept OJT’s from the graduating SHS class (indicator 2), but ‘least ready’ in preparing for additional budget in catering OJT’s (indicator 4). Overall, they are ‘partially ready’ to support SHS.

### **Perceived Issues and Problems in the Implementation of the TVL Track of the SHS Program**

The administrators and LGUs agreed that the top three major problems and issues in the implementation of the SHS are skilled teachers, equipment/facilities, and classrooms. The insufficient availability of these individuals and equipment/facilities will hinder the smooth implementation of the program in the coming School Year 2016-2017. It implies that while the Philippine government has invested a great amount of money in education, one can hardly tell if it is well-spent or wasted.

### **Possible Remedial Measures to address the Perceived Issues and Problems in the Implementation of the TVL Track of the SHS Program**

School administrators and LGUs were asked to provide possible remedial measures that would address the perceived issues and problems in the implementation of the TVL Track of the SHS Program. To address the perceived issues and problems confronting the SHS implementation, the administrators forwarded top three solutions: 1) provide adequate equipment/facilities; 2) build additional classrooms; and 3) motivate the teachers to undergo more trainings. On the other hand, the top three solutions from the LGUs’ point of view are: 1) provide additional government/LGU support; 2) increase the DepEd budget; and 3) hire and train more teachers.

The findings could have been richer and more meaningful if the study determines the priority strands of the K to 12 SHS which should be offered in the Division of Zamboanga del Sur with the support of the stakeholders. It would also be noteworthy if it tests the relationship between personal/cultural values and cultural/social emic in choosing strands. The values within systems philosophies, and on the integral relationship among social work values, ethics, and culturally competent practice should have been investigated.

## **CONCLUSIONS**

The current state of Philippine education on adding two more years of SHS is very much demanding. It means the need to reinforce the necessary resources

–more classrooms, better textbooks, better facilities/equipment, continuing professional teaching growth, and compensating teachers' salaries.

The optimal readiness of the stakeholders to implement the SHS is not evident. Although HE strand is the most preferred strand by the stakeholders in the program offering because of the HE laboratory package provided by DepEd, teachers training and skills qualifications remains a primordial concern in the implementation of the SHS TVL track. The availability of school facilities and equipment is not supportive to the preferred strand of the stakeholders in the school.

The remaining one year for the government to prepare all the needed inputs to K to 12 SHS program implementation is indeed short. Orchestrating the school communities and their stakeholders entails strategic cooperation and usually requires longer time.

Therefore, the K to 12 SHS program is not at all ready for implementation in Zamboanga del Sur. The K to 12 SHS program will surely be implemented in June 2016. There is no other choice for all stakeholders but to exhaust all efforts to expedite preparations to move forward and progress as a nation. It is a milestone for all Filipinos because in the end, education will always stay as one of the best ways to rise above poverty and ignorance.

## **TRANSLATIONAL RESEARCH**

The findings of the study may be best translated to various media of communication for information dissemination, if not, further awareness campaign. Indigenous materials such as wall newspaper, one-act play, among others may be designed for stakeholders from the remote areas, and social media, mass media (TV, newspaper, and radio) may be used in the information dissemination.

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