

# **Level of Awareness, Preparedness and Readiness of the Technical– Vocational Education Institutions in the Implementation of the K to 12 Curriculum in Zamboanga Peninsula**

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## **ABSTRACT**

The K-12 curriculum is the main focus of the educational system of the Philippines today. Technical-Vocational Education Institutions are mandated to offer the Technical-Vocational Livelihood Track of the K-12 curriculum. The study determined the level of awareness, preparedness and readiness of the Technical-Vocational Education Institutions (TVEI) in the implementation of the K-12 curriculum in Zamboanga Peninsula. The sample consisted of three hundred eight (308) faculty and staff of the selected TVEI in Zamboanga Peninsula for the School year 2014-2015. Both quantitative and qualitative research design using descriptive survey method and total enumeration sampling in the selection of the respondents was employed. A Likert-Type questionnaire was used in the gathering of data. The findings showed that there was a significant relationship in the level of awareness, preparedness and readiness of the TVEI in the implementation of K-12 curriculum in terms of curriculum, faculty, equipment, facility, funding and infrastructure. However, there are still possible problems that the TVEI had identified in the implementation of the grades 11 and 12 as perceived by the respondents. These are lack of facilities and equipment, insufficient teachers' manual, poverty among students and lack of books. The study recommends that TVEI in Zamboanga Peninsula, partners

with CHED, DepEd, TESDA and other agencies to offer or implement the K-12 curriculum in their institution starting school year 2016. TESDA motivates the different TechVoc institutions in terms of fundings and whichever support in assessing the curricular offerings offered by the institution.

**Keywords** — Technical Vocational Education Institution (TVEI), K-12 Curriculum, descriptive design, Philippines

## INTRODUCTION

The Philippine Basic Education Curriculum should be aligned with that of the global standards, by adding two years of senior high school to the current four year secondary education, and another year for mandated kindergarten. Thus, the Republic Act 10533 or the Enhanced Basic Education Act of 2013 or the K-12 Curriculum was approved.

While the K-12 curriculum is in the process and in less than 2 years the first batch of the curriculum will already be in grade 11, TVEI by this time should be more or less be prepared to cater these students. They should have already plans and programs to deal with the K-12 curriculum. This study seeks to answer the following (1) What is the status of the TVEIs in terms of curriculum, faculty, equipment, funding, facilities and infrastructure? (2) What is the level of awareness, preparedness and readiness of the TVEIs in the implementation of the K-12 Curriculum? (3) Is there a significant relationship on the level of awareness, preparedness and readiness of the TVEIs in the implementation of the K-12 curriculum? (4) Is there a significant difference on the level of awareness, preparedness and readiness of the TVEIs in the implementation of the K-12 Curriculum? and (5) What possible problems would the TVEIs encounter in the implementation of Grades 11 and 12?

The result of the study showed that the TVEIs in Zamboanga Peninsula are very much aware, prepared and ready to implement the K-12 Curriculum. This meant that the Technical Vocational Livelihood Track of the K-12 curriculum could be offered in the TechVoc Institutions in Zamboanga Peninsula. The possible problems that these TVEIs would encounter if the enrolment increases are lack of facilities and equipment, insufficient teachers' manual, poverty among students and lack of books. These could be addressed by constant consultation with CHED, DepEd and TESDA as these are the main offices in the implementation of the K-12 curriculum.

## METHODOLOGY

The study adopted the descriptive quantitative – qualitative research. It used questionnaire-checklist to gather data to determine the level of awareness, preparedness and readiness of the TVEIs in Zamboanga Peninsula in the implementation of the K-12 curriculum. Moreover, it has also attempted to determine the significant relationship and difference on the level of awareness, preparedness and readiness of the of the TVEIs in Zamboanga Peninsula in the implementation of the K-12 curriculum in terms of curriculum, faculty , facilities, equipment, funding and infrastructures. The quantitative data were obtained from the responses of the employees of the institutions on the questionnaires given them while the qualitative data were responses as a result of interview using guide questions.

The respondents of the study were the employees of the TVEIs in Zamboanga Peninsula. Both teaching and non-teaching staff (regardless of gender, social status and academic position) of the institutions were taken as part of the respondents of the study.

The questionnaire that determined the status of the institution and the level of awareness, preparedness and readiness of the TVEIs in the implementation of the K-12 curriculum are statements that were already being used by past researchers in the previous studies. The questions were lifted from the studies of the following: Dr. Bashiruddin A. Ajihil, Fr. Paul Zwaenepoel and Mr. Edmund Mendoza, Dr. Samuel R. Calisang (2006) and Dr. Roseller B. Sebastian. The questionnaire to identify the possible problems that will be encountered by the TVEIs in the implementation of the Grades 11 and 12 was patterned from the set of questions to identify the problems encountered by the Basic Education Curriculum (BEC) which was lifted from the research of Dr. Mildred D. Dayao (2010). However, to ensure that the instruments really measure what is really to be measured, these questions were subjected for validation by consulting at least three experts namely, Dr. Emelyn K. Abao, Dr. Elizabeth Jane P. Sebastian and Dr. Catalina P. Martinez who helped formulated the final instruments together with the adviser of the researcher. The questionnaire was answered in 3 to 5 minutes by the respondents.

Letters of permission were sent to the different heads of the institutions that were part of the research. At the same time, schedule/s of the distribution and retrieval of the questionnaires were arranged. These questionnaires were distributed to all departments of the institution. At least two weeks were allotted

before the questionnaires were retrieved. The answers were tallied and treated statistically. Interviews were set after the respondents answered the questionnaires; the answers were collated to come up with the final answers for the questions.

The statistical tools employed to facilitate the analysis of the data were the Weighted Mean, Pearson Product Moment and the Analysis of the Variance (ANOVA). For qualitative data, the responses were transcribed and classified. Similar responses were put together and segregated from other responses.

## RESULTS AND DISCUSSION

As shown in table 1, the status of the TVEIs in terms of curriculum, faculty, equipment, facilities, funding and infrastructure was rated to be “very good”.

Table 1. Mean of the Responses of the TVEIs in the implementation of the K12 Curriculum in Zamboanga Peninsula

Variables	Status	Level of		
		Awareness	Preparedness	Readiness
Curriculum	3.9	3.82	3.72	3.69
Faculty	4.06	3.91	3.87	3.84
Facilities	3.48	3.62	3.55	3.52
Equipment	3.48	3.59	3.56	3.52
Funding	3.60	3.70	3.63	3.58
Infrastructure	3.52	3.54	3.50	3.43

Most of the TVEIs in Zamboanga Peninsula have curriculum that was designed to produce graduates that will be legally employable with potential for better earnings. The faculties of TVEIs are very competent and qualified to teach the subjects assigned them. TVEIs are allowing students to handle or manipulate equipment and teaching devices are available for lecture and demonstration for the development of skills. TVEIs have an annual budget covering operations and reflecting through its allocated resources, the relative priorities of its objectives/policies. TVEIs also have enough funds to sustain the operation of the institutions and the buildings were properly planned and located to provide for expansion

The TVEIs in Zamboanga Peninsula are very much aware, very much prepared and very much ready to implement the K-12 curriculum. The results also showed that there is a significant relationship among the level of awareness, preparedness and readiness among the TVEIs in Zamboanga Peninsula. This indicates that a high awareness would also imply that TVEIs have high level of

preparation and readiness and vice versa in all the variables: curriculum, faculty, equipment, facility, funding and infrastructure. This further implies that indeed, TVEIs in Zamboanga Peninsula are very much aware, prepared and ready for the implementation of the K to 12 curriculum come school year 2016-2017.

The ANOVA result revealed that except for the variable *faculty*, there is indeed a significant difference among the TVEIs in the level of awareness, preparedness and readiness in the implementation of the K to 12 curriculum in terms of *curriculum, equipment, facility, funding and infrastructure*. Thus, at least 2 of the TVEIs differ from each other. In view of this, Post Hoc analysis was done to identify the TVEI that differ from the group.

All the TVEs have the same level of awareness preparedness and readiness in the implementation of the K to 12 curriculum in terms of faculty. TVEIs have faculty members who are competent and are capable of handling the subjects in the K to 12 curriculum.

Table 2 presents the Post Hoc analysis in the level of awareness among TVEIs in the implementation of the K to 12 curriculum.

Table 2. Post Hoc Test Analysis on the significant difference in the level of Awareness of the TVEIs in the Implementation of the K to 12 curriculum

TVEIs	Level of Awareness				
	Curriculum	Equipment	Facility	Funding	Infrastructure
TVEI-A	3.82	3.66	3.77	3.72	3.66
TVEI-B	3.80	3.58	3.5	3.66	3.50
TVEI-C	3.85	3.81	3.80	3.92	3.68
TVEI-D	4.23	3.95	3.84	3.93	3.89
TVEI-E	3.69	3.45	3.39	3.54	3.30

As shown in table 2, TVEI-D is relatively more aware than TVEI-E in the implementation of the K to 12 curriculum in terms of curriculum, equipment, facility, funding and infrastructure. TVEI-A, TVEI-B and TVEI-C are not significantly different from each other. This implies that they have the same level of awareness in the implementation of the K to 12 curriculum in terms of the different variables mentioned.

Table 3 presents the Post Hoc analysis in the level of preparedness among TVEIs in the implementation of the K to 12 curriculum.

Table 3. Post Hoc Test Analysis on the significant difference in the level of Preparedness of the TVEIs in the Implementation of the K to 12 Curriculum

TVEIs	Level of Preparedness				
	Curriculum	Equipment	Facility	Funding	Infrastructure
TVEI-A	3.77	3.72	3.76	3.67	3.68
TVEI-B	3.75	3.52	3.55	3.54	3.53
TVEI-C	3.81	3.76	3.80	3.86	3.66
TVEI-D	4.13	3.90	3.84	3.92	3.97
TVEI-E	3.53	3.33	3.33	3.42	3.21

As shown in table 3, TVEI-D is relatively more prepared than TVEI-E in the implementation of the K to 12 curriculum in terms of curriculum, equipment, facility, funding and infrastructure. TVEI-A, TVEI-B and TVEI-C are not significantly different from each other. This implies that they have the same level of awareness in the implementation on the K to 12 curriculum in terms of the different variables mentioned.

Table 4 presents the Post Hoc analysis in the level of readiness among TVEIs in the implementation of the K to 12 curriculum.

Table 4. Post Hoc Test Analysis on the significant difference in the level of Readiness of the TVEIs in the Implementation of the K to 12 Curriculum

TVEIs	Level of Readiness				
	Curriculum	Equipment	Facility	Funding	Infra-structure
TVEI-A	3.74	3.58	3.54	3.65	3.64
TVEI-B	3.68	3.51	3.53	3.46	3.45
TVEI-C	3.78	3.79	3.81	3.82	3.64
TVEI-D	4.07	3.88	3.84	3.93	3.92
TVEI-E	3.49	3.26	3.27	3.34	3.17

As shown in table 4, TVEI-D is relatively more aware than TVEI-E in the implementation of the K to 12 curriculum in terms of curriculum, equipment, facility, funding and infrastructure. TVEI-A, TVEI-B and TVEI-C are not significantly different from each other. This implies that they have the same level of awareness in the implementation on the K to 12 curriculum in terms of the different variables mentioned.

However, TVEIs are anticipating that if the population of students increases as they offer the TVL track of the K to 12 curriculum then, the following were listed as the possible problems that will be encountered by the TVEIs in the implementation of the K to 12 curriculum.

Table 5 presents the possible problems that will be encountered by the TVEIs in the implementation of the K to 12 curriculum

Table 5. Possible Problems that will be Encountered by the TVEIs in the implementation of the K to 12 curriculum

Statements	Weighted Mean	Descriptive Rating
Lack of facilities and equipment	2.65	Serious
insufficient of teacher’s manual	2.54	Serious
Poverty among students	2.54	Serious
Lack of books.	2.53	Serious
Students negative attitudes and motivation to learn	2.49	Somewhat Serious
Insufficient learning materials and teaching aids.	2.45	Somewhat Serious
Poor health and nutrition	2.39	Somewhat Serious
Lack of support from the government.	2.34	Somewhat Serious
Inadequate teacher’s perception	2.31	Somewhat Serious
Unqualified and poorly trained teachers	2.24	Somewhat Serious
<b>Overall</b>	<b>2.45</b>	<b>Somewhat Serious</b>

**Note:** Very Serious (3.26 - 4.0); Serious (2.51 - 3.25); Somewhat Serious (1.76 - 2.5); Not Serious (1.0-1.75)

The table shows that the overall mean of 2.45 with a descriptive rating of somewhat serious is being perceived by the respondents of the TVEIs in the implementation of grades 11 and 12. Lack of facilities and equipment, insufficient teacher’s manual, poverty among students and lack of books were among the serious problems that will be encountered by the TVEIs in the implementation of Grades 11 and 12 school year 2016-2017.

### CONCLUSION

Based on the results and findings of the study, it can be concluded that the TVEIs in Zamboanga Peninsula has a “very good” status in the level of awareness, preparedness and readiness in the implementation of the K-12 curriculum. The

TVEIs in Zamboanga Peninsula are very much aware, prepared and ready for the implementation of the K-12 curriculum in terms of: curriculum, faculty, equipment, facilities, funding and infrastructure. Comparison of the relationship on the level of awareness, preparedness and readiness shows that TVEI - D is more aware, prepared and ready to implement than TVEI – E in terms of: curriculum, faculty, equipment, facilities, funding and infrastructure. Comparison of the different TVEIs shows that TVEI - D is more aware, prepared and ready to implement the K-12 curriculum than TVEI – E in terms of: curriculum, faculty, equipment, facilities, funding and infrastructure. The possible problems that will be encountered by the TVEI in the implementation of the grades 11 and 12 as perceived by the respondents in the implementation of grades 11 and 12 are lack of facilities and equipment, insufficient teacher’s manual, poverty among students and lack of books.

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