

Awareness, Preparedness and Needs of the K to 12 Senior High School Modeling Implementation

Victor C. Canezo, Jr.
Naval, Biliran

053-5009607
vcanezo@yahoo.com

Awareness, Preparedness and Needs of the K to 12 Senior High School Modeling Implementation

Abstract

This paper aimed to ascertain the awareness, preparedness and needs of the K to 12 Senior High School Modeling Implementation in Eastern Visayas. Through the use of the Descriptive-Survey and the Focused Group Discussion (FGD) research designs which were administered to the 110 SHS students, faculty and school heads, findings revealed the lead implementers are much aware of the background and rationale of the program. However, it is observed that the program implementers have a reasonably felt concerns on the preparedness and needs. The extent of support from the stakeholders is only relatively evident. Thus, there is a need to come up with contingency measures particularly on the advocacy, linkages and partnerships, curriculum development and upgrading, instructional materials development, skills enhancement and provisions of facilities and equipment for laboratory workshops. This study actually adheres also the social adaptation theory which applies to the Neo-Piagetian concepts to such content areas as attitude change and advertising effectiveness. It likewise considers dynamic adaptation through assimilation and accommodation, as well as through internal organization of information. The experiences and concerns of the senior high school modeling implementation must also elaborate on the theory in the research areas of advertising effectiveness, attitude-behavior consistency, self-concept, values, and philosophy of science.

Keywords: K to 12, Senior High School, Modeling Implementation, Eastern Visayas, Preparedness and Need

1 Introduction

The K to 12 Senior High School is believed to be the solution of the elongated dilemma of the Philippine educational system because this prepares the students in their entry to college and equips them with relevant and globally competitive skills which will foster employability.

Aquino 2011 pointed out that education is the key to long-term problems of the country. If basic education will be fixed, the long-term problems of the country will also be fixed. And if the country's problems will be fixed, it will build a truly strong society.

Prior to the full implementation of the Senior High School (SHS), a research and development process particularly on the awareness, preparedness and needs will be explored in order to come up with contingency measures prior to its full implementation in 2016

The DepEd Primer (2011) cited that the SHS modeling is a research and development (R&D) activity where some designs and strategies will be tried out by the identified model schools. As such, the model schools are given the flexibility to innovate and develop their own curriculum based on the needs of the students and demands of the local industries; design their instructional materials; and explore and experiment varied teaching-learning strategies suited to their students and learning environment.

In Eastern Visayas, the Palo National High School (PNHS) and the Merida National Vocational School (MNVS) both in the province of Leyte were identified by the DepEd Regional Office VIII per confirmation from the Central Office as official implementers of the SHS Modeling. The study aimed to find out the lead implementers awareness, preparedness and the felt needs and problems encountered of the K to12 senior high

school modeling implementation. It also intended to pioneer possible modalities and would serve as the benchmarking schools of the SHS implementers.

Theoretical/Conceptual Framework of the Study

The Social Adaptation Theory of Kahle et. al., 1985 applies Neo-Piagetian concepts to such content areas as attitude change and advertising effectiveness. It assumes that the schemata grow as a result of dynamic adaptation through assimilation and accommodation, as well as through internal organization of information. Adaptation rather than rationality animates change.

Kahle's social adaptation theory is relative in this study considering that the core of the study ascertains the awareness, preparedness and needs of the K to 12 Senior High School modeling implementation in Eastern Visayas specifically the Palo National High School and the Merida Vocational School which are both located at the province of Leyte. This also elaborates on the theory in the research areas of advertising effectiveness, attitude-behavior consistency, self-concept, values, and philosophy.

This study pursued by describing profile of the modeling school implementing the Senior High School program; ascertaining the awareness, preparedness and needs of the implementers of the K to 12 Senior High School modeling program in Eastern Visayas.

Finally, the outcome of the study focused in recommending contingency measures for the enhancement of the K to 12 Senior High School as one of the research-based activities that would serve as a benchmarking tool in the nationwide implementation in the year 2016.

2 Methodology

This study utilized the descriptive research design. It used a researcher-made questionnaire and employed the focused group discussion. The total number of 110 respondents which comprises the two (2) school heads, twelve (12) instructors, twenty-four (24), Metals and Engineering SHS students, twenty-two (22) Automotive SHS students, twenty-five Information Communication Technology (ICT) SHS students, and twenty-five (25) Tourism SHS students, and twenty-five (25) Tourism SHS students.

3 Results and Discussions

The lead implementers of the modeling schools revealed that they have adequate knowledge on the background and rationale of the program through series of advocacy gatherings and consultation. They recognized the efforts of the government, through the Department of Education, to improve the quality of education via the Senior High School Program. They understood that the program is one among the responses to the President's proposed ways to fix the Philippine Basic Education. They realized that the program is not actually adding two years in the basic education schooling rather it is minus two years in college studies and a way of reducing the expenses of the parents in sending their children to college and most importantly employment is already assured in the basic education level. They learned that the SHS is an answer on the need to address the issue on mismatch of competencies and the job requirements of industries and the business sector. They realized that program prepares to every learner for higher education, employment, entrepreneurship, and middle level skills development.

However, the lead implementers expressed that there were never enough relevant trainings intended for this program. It took them to develop and design relevant teaching

and learning materials. The workshop laboratories are not yet enough to carry out the necessary on-the job training exposures. There were only few enrollees in the Senior High Modeling program. The teaching staff are not all qualified to handle the modeling classes. There were various difficulties encountered in crafting the curriculum for the identified feasible courses proposed to be offered.

Likewise, LGUs considered the modeling implementation as the least concern among their priorities. While the parents, the local community and the Higher Education Institutions partnerships and extent of support to the lead implementers were relatively evident.

4 Conclusion

The lead implementers of K to12 senior high school modeling in Eastern Visayas are much aware of the background and rationale of the program. However, it is observed that the program implementers have a reasonably felt concerns on the preparedness and needs. The extent of support from the stakeholders is only evident. Thus, there is a need to come up with contingency measures particularly the advocacy, linkages and partnerships, curriculum development and upgrading, instructional materials development, skills enhancement of tools and equipment, provision of laboratory workshops.

This study actually adheres also the social adaptation theory which applies to the Neo-Piagetian concepts to such content areas as attitude change and advertising effectiveness. It likewise considers dynamic adaptation through assimilation and accommodation, as well as through internal organization of information. The experiences

and concerns of the senior high school modeling implementation must also elaborate on the theory in the research areas of advertising effectiveness, attitude-behavior consistency, self-concept, values, and philosophy.

References

- Aquino, Benigno Simeon, III (2009) Keynote Speech: Launching of the K to 12 Program of the Department of Education of the Philippines
- Behan, Kimberly (2008) *Teacher perceptions of mentoring in a K--12 New England Urban School District. Dissertation & Theses Collection.*
- Bunk, G.P. (2004). *Teaching Competency in Initial and Continuing Vocational Training in the Federal Republic of Germany (CEDEFOP).*
- Butcher, K. (2000) Guidelines for Determining Skill Needs in Enterprises, Vocational Training.
- Calderon, Jose F. 1993. *Methods of Research and Thesis Writing.* Mandaluyong City: National Bookstore Incorporated.
- Choy, S. (1996). *A Survey to Assess Students' Current Level of Knowledge About Competency-Based Training and Recognition of Prior Learning and Additional Information Needed. Journal of Vocational Education and Training.*
- Descy P/Tessaring M. (2001) *Training and Learning for Competency. Second Report on Vocational Training Research.*
- Department of Education Order No. 36, s. 2012. *Guidelines on the Implementation of the Senior High School (SHS) Modelling in Selected Technical and Vocational Education and General Secondary Schools Under the K to 12 Basic Education program.*
- Donnie N. M. and R. W. Health 1984. *Basic Statistical Methods.* New York Harper and Row Publishers, Inc.
- Department of Education Prime (2011).
- EducNews, The official Publication of the Department of Education, Vol. III, No. 5, May 2012

Gaylandardor, M. Bradley, V. & Warren, R. (1996). *The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes*. Cambridge, MA: Human Services Research Institute.

Gregorio, Herman C. 1996. *Principles and Methods of Teaching*. Garotech Publishing Quezon City.

Halloun, Ibrahim. A, 2004, *Modeling Theory in Education*, Kluwer Academic Publishers, 2004 ISBN: 1-4020-2139-9 (HB)

<http://www.deped.gov.com.ph> (2012)

http://www.celtcorp.com/2nd_level.jsp

http://www.ibe.unesco.org/curriculum/Asia_2006

<http://www.google.com.ph>

<http://scholarsarchive.jwu.edu/dissertations/AAI3398379>

<http://scholarsarchive.jwu.edu/dissertations/AAI3315154>

<http://scholarsarchive.jwu.edu/dissertations/AAI3234956>

<http://scholarsarchive.jwu.edu/dissertations/AAI3404243>

Matrundola, Lisa A (2010) *Massachusetts one-stop career centers: Job placement for disadvantaged students Dissertation & Theses Collection*. Paper AAI3404243.

McGee, Patrick J. (2006) *Qualities of effective high school teachers in grades 9--12: Perceptions of high school teachers and administrators from the state of Rhode Island. Dissertation & Theses Collection*.

Muhi, E.T., I.S. Panopio, and L.L. Salcedo 1993. *Dynamics of Development: The Philippine Perspective*. Mandaluyong City: National Bookstore, Inc.