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Extent of Readiness of State Universities and Colleges Faculty after the First Batch of Graduates of K to 12 Education Program

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Abstract
This is a quantitative correlation study-based research evaluating the teacher's perception on the readiness of State Universities and Colleges (SUC) in Region VIII after the first batch of graduates of the K-12 Basic Education Program. The respondents of this study were 305 college faculty members who were randomly selected from (6) State University and Colleges of Region 8 namely: University of Eastern Philippines (UEP), Northwest Samar State University (NWSSU), Eastern Samar State University (ESSU), Eastern Visayas State University (EVSU), Naval State University (NVU) and Southern Leyte State University (SLSU). Percentage and mean were used to obtain primary data. Pearson r was used to correlate the independent and the dependent variables. The level of significance was set at 0.05 for accepting and rejecting the null hypothesis.

Keywords
K to 12 Curriculum, Readiness, Teacher's perception

INTRODUCTION

The secondary education community has been in the task of changing its academic landscape specifically its approaches from content based to outcomes based through its "full implementation of the K to12 program" (Acosta & Acosta, 2016) with its first batch of Senior High graduates this past school year 2017 – 2018. Some international and local secondary education institutions (Harvey, Drew & Smith, 2006; Keup & Stolzenberg, 2004; Mcinnis, James & Hartley, 2000), proved that this new paradigm in teaching attracts students for it hones an appropriate knowledge and skills of the students for them to fit in the workplace even after finishing Grade 12.

In the Philippines, higher education is also at its best of making its approaches perhaps relevant to the changing trends in the basic education. One of the major thrusts of former President Benigno Aquino's government was the enhancement of the basic education program known as the Republic Act No. 10533 series of 2012 which was signed into law on May 15, 2013. The law was enacted and promulgated because the Philippines is the last country in Asia and one of only three remaining countries worldwide with a 10-year pre-university cycle.

The higher education sector in response to the changing curriculum in the basic education has adopted the Outcomes-Based Education since 2012. The HEIS need to verify if their students can demonstrate the knowledge and skills. The Outcomes-Based Education (OBE) approach claims that it is very much after on how students can demonstrate their knowledge and skill – hence, the student outcomes. The logic there is on how the schools could assess student outcomes as required by the industries. The OBE approach is said to be on track to changing the educational system from inputs based to output based.

Unfortunately, curriculum designers and implementers of the higher education in the Philippines is saddened by the fact that yearly it is able to produce graduates that almost always add up to the unemployed and under-employed statistics. Graduates of baccalaureate degrees are said to have mismatched knowledge and skills as compared to what are being demanded by the industries. Truly, job mismatch has always been a dilemma among college graduates (Comidoy, 2014). Finding a job that would fit their education has been a huge problem among college graduates or even among those incoming college students. Local and international firms would look for theoretically and practically skilled workers. As such, HEIS in the country are being tasked to provide their students the knowledge and skills that will match industry requirements.

With the coming of expectedly significant number of the first batch of graduates from the Senior High School, the readiness of SUCS is undeniably a big challenge as to its personnel, curriculum, and facilities. Thus, the conduct of this study was proposed.

In order to comply with the envisioned changes in the education system, a new strategy and model for the transfer of knowledge and skills for lecturers have to be envisioned. A flexible learning approach has to be adopted. This approach has to challenge the educator to interpret and stimulate the student's thinking patterns and also to assist the student in the solving of problems. Thus, higher education educators will be challenged to engage and act as learners' facilitators rather than as conveyers of knowledge and information in order to adapt to the new paradigm in education. The researchers are of the opinion that this could lead to the development of higher education reforms based on the results of the studies included in this research project.

OBJECTIVES

The purpose of this study was to evaluate the readiness of State Universities and Colleges in Region VIII after the first batch of graduates of K to 12 Basic Education Program. Specifically, this dissertation aimed to attain the following objectives:

Teachers' Perceptions on their Professional Readiness for the first batch of graduates of the K to 12 Basic Education Program

1. To determine the profile of faculty in SUCS in terms of the following:
   1.1 highest educational attainment;
   1.2 teaching experience,
   1.3 trainings and seminars attended, and
   1.4 workload.
2. To describe the teachers' perception on their professional readiness for the first batch of graduate of the K to 12 Basic Education Program; and
3. To establish whether there is significant relationship between the profile of the faculty and their perception on their professional readiness for the first batch of graduate of the K to 12 in the Region VIII.

METHODOLOGY

Research Design

The study used a quantitative correlation method. Firstly, the data on profile characteristics of teachers
And their perceived readiness, readiness of SUCs as perceived by the teachers, and the readiness of SUCs after the first batch of graduates of the K to 12 programs in the Region VII were described. After which, a correlation of the variables was done to find out if there is significant relationship between the profile characteristics of faculty and their perception on their professional readiness. Further, correlation was also made to validate if there is significant relationship that exists between the profiles of SUCs and the faculty perceived readiness of SUCs in Region VIII. Creswell (2009) defined quantitative research as a means for testing objective theories by examining the relationship among variables.

Locale of the Study

The study was conducted in six (6) SUCs in region 8 which are as follows: University of Eastern Philippines (UEP), Northwest Samar State University (NWSSU), Eastern Samar State University (ESSU), Eastern Visayas State University (EVSU), Naval State University (NSU), and Southern Leyte State University (SLSU). The universities mentioned are coming from each province of the region.

Respondents of the Study

A total of three hundred five (305) college faculty members from different SUCs in Region VIII were the respondents of this study. They came from the main campuses of the universities in the provinces with the biggest number of enrolees during the school year of 2016 to 2017.

Sampling Procedure

This study used the stratified random sampling technique. The number of respondents determined from the total number of populations using the Slovin's formula. Proportional sampling was done to determine the proportional allocation for each SUC. The respondents were chosen randomly from each university.

Research Instruments

A researcher-developed questionnaire was used in gathering the needed data. In the formulation of the research questionnaire, the researcher was guided by the AACCUP Outcomes-Based Evaluation Instrument and the Institutional Sustainability Assessment of HEIs instrument used by CHED for the following areas: management and governance, curriculum and instruction, admission and retention, physical laboratories and facilities. The school culture criteria were obtained from Gruenert (2008, in Balbin, 2017). In study one, the first part of the questionnaire elicited information about the profile characteristics of the faculty respondents specifically on academic rank, highest educational attainment, teaching experience, workload, and training/seminars attended. The second part contains items about the teachers' perception on their professional readiness. The third part was focused on the profiles of the SUCs and faculty perceived readiness of SUCs in terms of the facilities and equipment, curriculum, faculty, and instructional materials which parameters are based and adopted from the AACCUP Outcomes-Based instrument.

For the validation of the instrument, the trial run of the instrument was administered by the researchers to faculty of ESSU Guiuan, since it was not included in the study, to determine its comprehensibility, usability, and administrability and to identify items not understood by the target respondents.

The feedback from the trial run of the instrument was used for its improvement. When the process and content have already satisfied the rigor or scientific research protocol, copies of the instrument were reproduced for the target respondents.

Data Collection Method

A permission letter, cover letter, and informed consent documents from the University Presidents of all SUCs in Region VIII under study were secured to allow the researchers to administer the survey questionnaire and to obtain some pertinent documents that are helpful in corroborating the answers of the respondents particularly on the staffing. Upon approval of the request, the researchers distributed personally the questionnaire to the respondents. Retrieval was done right after the questionnaires were answered.

Measurement of Variables

The educational attainment of the faculty was categorized as follows:

Description
Doctoral Degree
With Doctoral Units
Master's Degree
With Master's Units
Baccalaureate Degree

For teaching experience of faculty, the category below was used:

No. of years of Teaching Experience
41 and above
31-40
21-30
11-20
10 and below

For relevant trainings/seminars attended of faculty, the following categories were employed:

Trainings and Seminars (No. Of hours of relevant training)
33 hours and above
25 to 32hours
13 to 24 hours
12 hours and below
No training

The work load of faculty has the following categories:

Work load
21 units and above
16 units to 20 units
1l units to 15 units
7 units to 10 units
6 units and below

The Extent of Readiness of the Faculty based on their perception was categorized and coded as follows:

Range	Scale	Description
4.20 - 5.00	5	Very Great Extent
3.40 - 4.19	4	Great Extent
2.60 - 3.39	3	Moderate Extent
1.80 - 2.59	2	Less Extent
1:00 - 1.79	1	No Extent

For the SUCs profile the following categories were made:

Range	Scale	Description
4.20 - 5.00	5	Very highly evident (if the indicator being described in the item is highly evident ranging from 959%- 100% compliance rate).
3.40 – 4.19	4	Highly evident (if the indicator being described in the item is highly evident from 89% - 94% compliance rate).
2.60 - 3.39	3	Moderately evident (if the indicator being describe in the item is moderately evident ranging from 83%-88% compliance rate).
1.80 - 2.59	2	Poorly evident (if the indicator being described in the evident ranging from 77% - 82% compliance rate).
1.00 - 1.79	1	Very poorly evident (if the indicator being described in the item is very poorly evident ranging from 71% - 76% compliance rate).

To analyse the readiness level of SUCs in Region VIII as perceived by the faculty, based on the five-point assessment scale, descriptive statistics was used as guidelines for the qualitative interpretation of the data, the means of readiness level are shown below:

Range	Scale	Description
4.20 - 5.00	5	Very High Readiness Level (if the indicator being described in the item has high readiness ranging from 95% - 100% compliance rate).
3.40 - 4.19	4	High Readiness Level (if the indicator being described in the item has high readiness ranging from 89% - 94% compliance rate).
2.60 - 3.39	3	Moderate Readiness Level (if the indicator being described in the item has high readiness ranging from 83% - 88% compliance rate).
1.80 - 2.59	2	Partial Readiness Level (if the indicator being described in the item is has high readiness ranging from 77% - 82% compliance rate).
1.00 - 1.79	1	Poor Readiness Level (if the indicator being described in the item has high readiness ranging from 71% - 76% compliance rate).

Analysis of Data

To determine the profile characteristics of faculty, professional readiness, profiles of SUCs, and readiness of SUCs in Region VIII, mean, frequency, standard deviation and percentage were employed.

To establish if there is significant relationship between the profile characteristics of the faculty and their perception on their professional readiness and to validate also if there is a significant relationship between the profile of SUCs and the faculty perceived readiness of SUCs, Pearson r was used. The level of significance is set at .05 for rejecting and accepting the null hypotheses.

RESULTS AND DISCUSSION

Teachers' Perceptions on their Professional Readiness for the first batch of Graduates of the K to 12 Basic Education Program

Table 1 presents the data on the profile of the faculty of SUCs in region VIII in terms of highest educational attainment, workload, teaching experience, trainings and seminars attended on OBE.

Table 1 Faculty Profile of State Universities and Colleges in Region VIII

Faculty Profile	Frequency (n=305)	Percentage
Highest Educational Attainment		
Doctoral Degree	42	14
With Doctoral Units	48	16
Master's Degree	93	30
With Master's Units	101	33
Baccalaureate Degree	21	07
Teaching Experience of Faculty (Years)		
36 and above	03	1
26 – 35	30	10
16 – 25	78	25
06 – 15	73	24
5 and below	121	40

Relevant Trainings and Seminar (Hours)		
33 and above	28	9
25 - 32	35	11
13 - 24	20	07
12 and below	40	13
No training	182	60
Workload (Units)		
21 and above	102	33
16 – 20	60	20
11 – 15	79	26
07 – 10	49	16
6 and below	15	05
Total	**305**	**100**

The table revealed the following: majority of the faculty in this study have earned post graduate education and met the minimum qualification standard for faculty of SUCs (CMO 52 s. 2007); the respondents of this study were dominated by those faculty members who are still young in the service; most of the respondents in this research have not attended trainings and seminars on OBE implementation; most of the faculty of SUCs in region VIII carry the prescribed regular workload.

Table 2 reflects the perception on the faculty respondents on the extent of their readiness to teach the first batch of graduates of the senior high school under the K to 12 program. Results revealed that the faculty respondents perceived that they are ready to implement the new K to 12 curriculum.

Table 2 Teacher's Perception on their readiness for the first batch of graduates of the K to 12 Basic Education Program

Indicators	Mean	Interpretation
I am ready to teach college students coming from the senior high school	4.16	Great Extent
I develop personal preparation plans to mitigate the impact of the OBE implementation.	3.94	Great Extent
I feel my university is ready after the full implementation of K to 12	3.97	Great Extent
My university creates alternative plans for the would-be affected faculty	3.96	Great Extent
I am personally and my University ready for the implementation of the new curriculum in college after the full implementation of K to 12 Basic Education Program.	3.94	Great Extent
My University reviewed the admission process and policies.	4.14	Great Extent
My University thoroughly reviewed the faculty workload for a fair and effective teaching and learning activities.	3.96	Great Extent
The curricular programs offering were reviewed.	4.15	Great Extent
I joined in the different planning sessions of the university.	3.65	Great Extent
Plans and activities of the University in response to the full implementation of K to 12 Basic Education Program were properly disseminated.	3.70	Great Extent
Overall Mean	**3.96**	**Great Extent**

Relationship between the Profile Characteristics of the Faculty and their Perception on Professional Readiness

Table 3 shows that workload and highest educational attainment at 0.05 level of significance, teaching at 0.05 level of significance had significant relationship with the perception of the faculty on their professional readiness after the first batch of graduates of K to 12. Thus, the null hypothesis which stated that there is no significant relationship between the perception of the faculty on their professional readiness and their profile characteristics in terms of workload, highest educational attainment, and teaching experience is rejected.

Table 3 Relationship between the faculty profile of SUCs in Region VIII and their perceived professional readiness

Faculty Profile Independent Variable	Dependent Variable	Index of Correlation	p-value	Interpretation
Workload	Perception of faculty on their professional readiness	-0.242	0.000	Significant
Highest Educational Attainment		0.155	0.007	Significant
Teaching Experience		0.116	0.043	Significant
Trainings and Seminars		0.067	0.244	Not Significant

For the highest educational attainment and teaching experience of the faculty, there were positive correlations which mean that the higher the educational qualification and the longer the teaching experience the stronger are their belief that they are ready to teach students coming from the K to 12 curriculum.

However, workload has a significant negative correlation with the perception of the faculty as to their readiness to teach the students coming from the K to 12 curriculum. This result means that reduced load and attendance to trainings and seminars are practices that are necessary to have a better result on performance. On the other hand, the poor trainings and seminars of the faculty showed no significant relationship with the perceived readiness of the faculty. Thus, the null

hypothesis which stated that there is no significant relationship between the profile of the faculty in terms of trainings and seminars and their perception on their professional readiness to teach the new curriculum is accepted.

CONCLUSIONS

Based on the conditions under which this study was conducted and the foregoing findings, the following conclusions were drawn. The conclusions and were presented according to study:

Teachers' perception on their professional readiness after the first batch of graduates of the K to 12 Basic education Program

1. As to the profile characteristics, majority of the faculty are with master's units, most of them have teaching experience in the university for 5 years and below, a large number have admitted that they have not attended trainings and seminars on OBE, and majority of them have a maximum faculty workload of 21 units.
2. The teachers of SUCs in Region VIII perceived a great extent of professional readiness for the first batch of graduates of the K to 12 Basic Education Program.
3. The relationship between the profile of the faculty in terms of workload, highest educational attainment, and teaching experience are significant while no significant relationship has been found between relevant trainings and seminars attended and their perception on their professional readiness.

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