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Research Article

Implementation of K To 12 Among Home Economics Teachers in the Division of Northern Samar

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Abstract

This study assessed the implementation specifically of the Home Economics among Grades 7 to 10 teachers of the Division of Northern Samar. The descriptive undertaking qualitative determined the problems met by the teachers and administrators, the students, and the parents in the implementation of the K to 12 program. Issues and concerns were documented and analyzed; solutions to the problems met were forwarded. All were perceptual as interviews with/to the identified sets of stakeholders were conducted. It surfaced that the lack of IM's and subject references was the most observed problem. Basic Home Economics theoretical underpinnings and activities were not given more focus rather entrepreneurship was given more focus. Insufficient structures and lack of equipment and the lack of teachers' skills and training were the identified issues and concerns of the Home Economics Teachers. Solutions forwarded which the government agencies may consider were the allotment of enough funds solely for Home Economics and the proper assignment of teachers according to their field of specializations. This hoped to improve the learners' competencies along with Home Economics.

Keywords: *Kto12, home economics, Philippine education system*

Introduction

With the mandate of the Philippine educational system, the K to 12 program is now in its fifth-year implementation in which the curriculum of the program is expected to develop Filipino learners holistically with 21st-century skills and be prepared for higher education, middle-level skills development, employment, and entrepreneurship. In a more specific context, the learners are expected to acquire mastery of basic competencies, be emotionally mature and socially aware, pro-active, involved in public and civic affairs be adequately prepared for higher education or the world of work (employment or entrepreneurship).

The implementation of the program is grounded on the Philosophical and Legal Bases such as the 1987 Philippine Constitution, Education Act of 1982, RA 9155 Philippine Government

Act, Department of Education Vision and Mission Statement, SOUTELE 1976, Edcom Report of 1991, Basic Education Sector Reform Agenda (BESRA) and that of UNESCO.

Furthermore, the curriculum of the program aims to fully develop the nature of the learner in body and spirit, intellect, free will, emotions, multiple intelligences, learning styles**, a c**onstructor of knowledge, and active maker of meaning and not a passive recipient of information. It is in this context that the teachers need to be excellent instruments in the development of the learners' life skills and self-actualization.

All these are for the academic community to be part in the realization of the national and global intentions towards poverty reduction and human development, strengthening the moral fiber of the Filipino people, development of a strong sense of nationalism, development of productive citizens who contribute to the building of progressive, just and humane society, ensuring environmental sustainability and be a significant ingredient in the global partnership for development.

The Home Economics as an avenue in the development of skills and a learning area that prepares the young needs to look into the readiness of the teachers to play their role, functions, and responsibilities in terms of skills and content for effective delivery and good output in terms of the quality of graduates, thus this study.

Methodology

A researcher-made questionnaire was designed and was the major tool in satisfying the objectives of this descriptive research. For a closer look, consideration, and validation of the realistic responses of the teachers, an interview was conducted, too by the researcher. Documentary analysis was conducted among High Schools of the Division of Northern Samar. Teachers handling Junior High School Home Economics and School Heads were interviewed relative to the problems, issues, and concerns in the implementation of K to 12 along with Home Economics. The whole division was considered; however, only six schools were the sources of the respondents; two schools for every area, the Balicuatro, Central, and Pacific. All Junior High School Home Economics teachers in Laoang Trade School, Catubig Valley National High School, Catarman National High School, Bobon School for Philippine Craftsmen, Balicuatro College of Arts and Trades, and San Isidro Agro-Industrial School and principals were the respondents. To facilitate the recording of complete details and access to follow-up and follow-through questions, the interviews were personally conducted by the researcher. The researcher-made questionnaire was also distributed and retrieved by the researcher herself.

Results and Discussions

Relative to the problem posed in the study, teachers' profile variables include age, sex, BS course and year graduated, highest educational attainment, number of years in the teaching service, number of years as Economics teachers, and seminars, conferences, and/or trainings attended.

Teachers' Profile

In terms of age, 37.5 percent is forty to forty-nine years old and only 6.25 percent is near to retirement age. On average, the majority (56.25%) of the respondents fall within the age

bracket of 30-49 which simply means that the teachers are still in their prime years in teaching.

Eighty-one-point twenty-five (81.25) percent of the Home Economics teachers are female and only 18.75 percent are male. This implies that Home Economics as a field of specialization is female-dominated and calls for a mechanism to motivate males to be in the field.

Similarly, the majority of the Home Economics teachers are graduates of BSHE, TLE, or related courses (68.75 percent) and 18.75 are second coursers. Second courses are those who finished four-year courses and took Professional education subjects that qualified them for the teaching profession, and the majority of the Home Economic teachers graduated during the school year earlier than 1999 which means more enhancement is needed to keep pace with the trends in Home Economics.

On the educational attainment of the teachers, 56.25 percent are bachelor's degree holders; 25 percent have earned their masters, and only 18.75 percent have at least completed their academic requirements. This data indicates that these Home Economics teachers have yet to pursue their graduate and post-graduate programs.

Furthermore, 68.75 percent have been in the teaching profession for 10 years and below; 18.75% have rendered more than 21 years already, and 12.5% is in the career for 11-20 years. With the given data, it may be implied that the majority of the home economic teachers are already established in the teaching profession.

The majority of the respondents have been teaching the subject for 5 years already with 68.75 percent; all the rest have already rendered more than 6 years as Home Economic teachers. This finding implies that the majority of the Home Economic teachers are new in handling the subject.

In terms of seminars, conferences, trainings attended 37.5% of the teachers attended the national level and 6.25% have not attended. However, all have attended division and local seminars. This is certainly because of the need for professional advancement as teachers.

School Assessment

In the assessment of the teachers' preparation in the implementation of K to 12 in terms of skills and content, the school was also assessed with the belief that the school plays a vital role too, in the teaching-learning enterprise.

Among the six schools considered in the study, 50 percent have facilities or equipment available in their schools for the use of Home Economics while others still lack equipment/facilities for instructional purposes and even for students' hands-on experiences. The non-availability of the equipment and facilities in schools significantly in laboratory courses may hinder the goal of complementing the curriculum and the giving of dynamic teaching experience and the teaching style to be inclusive of different modes of learning.

On the student-teacher ratio, it was found that 62.5 percent have less than 50 students while 18.75 percent have more than 50 students. This means that Home Economics classes have the standard number of students thus quality is not compromised.

The monthly Maintenance and Other Operating Expenses monthly allocation among 3 schools were adequate which amounted to 7,000-9,000 while the other two schools have 6,000 pesos and below, and 1 school has 10,000 pesos and above MOOE allocation. This

implies that schools run by the government are given a subsidiary allowance to help defray their monthly expenditures.

Skills of the Home Economic Teachers

Data on the skills of the teachers indicated that they are much skillful in managing a classroom free from mannerisms and are likewise 'very skillful' in showing command of respect and attention; showing dynamism and enthusiasm; possessing a well-modulated voice; having a systematic way of checking attendance; checking assignments; a systematic way of checking practice exercises; checking group work/project; and showing order and discipline in passing in and out of the room and showing order and discipline in correcting, distributing and collecting paper.

Visual aids were found to be within easy reach of the teacher during his/her teaching. Other excellently observed skills were probing for learner's understanding for helping pupils articulate their ideas and thinking process; promoting risk-taking and problem-solving; encouraging convergent and divergent thinking; stimulating curiosity, and helping students ask questions.

These all mean that the Home Economics teachers have acquired skills enough to make their classroom an avenue of independent, interactive, and responsible learning. It further implies that they are skilled and confident that they can help their students achieve what they deserve.

Content Potentials of Home Economic Teachers

Teachers were found to demonstrate in-depth knowledge of the subject matter; relate lessons to actual life situations; keep abreast of new ideas and understanding in the field; give sufficient and concrete examples to create meaningful learning experiences, method/s used is/are suited to the needs and capabilities of the pupils; and adapt innovative, interactive, and integrative learning activities.

Similarly, teachers were found outstanding in using visual aids and other examples to illustrate the lesson and use effective evaluation tools to assess pupil's learning.

It can be deduced that in a classroom setting, the Home Economics teachers prepare lesson plans covering topics such as balancing work and family time, managing home finances, interpersonal family communication, and consumer sciences. Although Home Economics teachers use traditional lecturing techniques, many also incorporate hands-on learning activities.

Problems Met by the Home Economics Teachers in the Implementation of K to 12

The data gathered showed that 7 out of 7 or 100% of HE teachers from the Balicuatro area, 12 out of 12 or 100% of HE teachers from the Pacific, and 6 out of 6 or 100% of HE teachers from the Central area, experienced lack of supply resources such as IMs and reference materials. This implies that HE teachers have no instructional aids which compromise the quality of concrete and experiential learning.

It was also shown that 4 out of 7 or 57.14% of teachers from the Balicuatro area, 9 out of 12 or 75% of the teachers from the Pacifica area, answered that the present curriculum is more concerned on the entrepreneurship rather than focusing on basic activities of Home Economics. This means that the curriculum overlooked the basic skills necessary for mastering complex life skills.

In addition, 7 out of 7 or 100% of HE teachers from the Balicuatro area, 12 out of 12 or 100% of teachers from the Pacific area, and 6 out of 6 or 100% of teachers from the Central area

said that there is lack of trainings and seminars to aid in the improvement of skilled HE teachers.

Also, 7 out of 7 or 100% of HE teachers from the Balicuatro area, 12 out of 12 or 100% of teachers from the Pacific area, and 6 out of 6 or 100% of teachers from the Central area replied that there is the insufficient provision of equipment to aid in the teaching and learning of specific skills for Home Economics. This implies that hands-on activities are less practiced or prioritized due to the unavailability of equipment.

Furthermore, 7 out of 7 or 100% of HE teachers from the Balicuatro area, 12 out of 12 or 100% of teachers from the Pacific area, and 6 out of 6 or 100% of teachers from the Central area answered that there is also an insufficient number of school structures that will serve as laboratories for different specialized areas or skills. This implies that there are no functional laboratories where students could have obtained strong and relevant HE skills.

Perceived Solutions to the Concerns of Home Economics Teachers in the Implementation of K to 12

The data revealed that from the Balicutaro area, 7 out of 7 or 100% of the respondents believed that the solution to the problems in the implementation of the K to 12 program in Home Economics is that there should be the availability of resources and this should be handed to concerned teachers. From the Pacific area, 2 out of 12 or 16.67% of the respondents thought that a suitable utilization of available facilities is the solution to the said problem, 9 out 12 or 75% of the respondents said that provision of equipment and facilities is the solution to the problem, while 1 out of 12 or 8.33% of the respondents answered that office concerned should be properly informed of the problem encountered. From the Central area, 2 out of 6 or 33.33% answered that teachers must be assigned according to their area of specialization, 2 out of 6 or 33.33% said that there should be more funds from the government, and 2 out of 6 or 33.33% that there must be a provision of the required facilities and equipment or trainings for teachers.

Test of Relationships Between the Teachers and Schools' Profile and their Skills and Content Potentials

Considering the relationship between respondents' profile and their skills and content potentials, data revealed that only sex significantly influences the teachers' content potential in Home Economics. Significantly, female teachers have expected potentials than males given the breadth and width of topics in the curriculum.

On the other hand, the test of the relationship between the school profile and the teachers' skills and content potentials revealed that are significantly related to the teachers' skills and content potentials. This shows that the equipment and facilities play a great role in the teaching-learning process that influences the skills and content potentials of Home Economics teachers. Classroom size matters too, the lesser the number of students, the greater time for the teacher to attend to the specific learning needs of the students; the larger the class size, the lesser is the chance of collaborative and interactive strategies.

Conclusions

Home Economics teachers are dominantly in their prime years of academic service, female, with appropriate educational preparation but, need enhancement in advance training. Program implementation has a corresponding government subsidy. Furthermore, Home Economics teachers possess the appropriate skills and manifested the potentials essential in the development of skills and delivery of the expected competencies to the learners.

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