

Issues, concerns and prospects: teacher training institutions' views on K-12

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Abstract: In the event of the K-12 curriculum implementation in the Philippines, the challenges to tertiary education, specifically teacher education, have been raised. This study explored the views of three deans of premier teacher training institutions concerning the impact of the K-12 curriculum to their respective programs. Having been in office for some years, these administrators provided rich data regarding their views on how their respective institutions address the changes with a mixture of excitement and trepidation in the light of the still unexplored developments. Emerging concerns were identified: 1) displacement of teachers in the tertiary level; 2) lack of information concerning the guidelines for implementation; 3) lack of university students for two years; and 4) the insufficient resources for the implementation. Despite these concerns, however, administrators find sufficient reasons to look forward to a teacher education program that meets these challenges.

Key words: *teacher training, k-12, policy implementation, qualitative study*

Introduction

Changes in the basic education curriculum of the Philippines have prompted a lot of issues, challenges, and concerns. The change from the K10 system to K to 12 beginning school year 2011 has raised a lot of critical issues. From the different sectors of the country, views were aired concerning the haste by which the implementation has to be immediate and the readiness of the existing system to adapt to the reforms.

The Philippine president, Benigno S. Aquino III endorsed the curriculum which would add two years to the country's basic education and increase capabilities among students who would opt to work after graduating from high school (Sabater, 2012). In his speech in the launching of the new K to 12 curriculum, Pres. Aquino raised the issue by his words: "Think about this: we are the only

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country in Asia, and among the three remaining countries in the entire world, that run a 10-year basic education cycle. We are unique in Asia and there are only three countries like us in the entire world—the two others are in Africa. How do we expect the Filipino to compete with the rest of the globe, if we are already disadvantaged by the number of years we spent in schools and the breadth and depth of our studying? The odds are stacked against us even before we begin. What we want are robust foundations to the education that future generations of Filipinos will receive” (Aquino, 2012).

In a press release by the Department of Education in June 17, 2012, they cited the Social Weather Survey of the first quarter of 2012, conducted from March 10 to 13, 2012, which found that 65 percent of Filipinos believe that the K to 12 Basic Education Program will give students more sufficient knowledge and preparation for work and college compared to those who finished only ten years of basic education. The Department of Education has also provided the rationale on the implementation of a K to 12 program:

1. Enhancing the quality of basic education in the Philippines is urgent and critical. Thus, we have to come up with a proposal to enhance our basic education program in a manner that is least disruptive to the current curriculum, most affordable to government and families, and aligned with international practice.
2. The poor quality of basic education is reflected in the low achievement scores of Filipino students. Many students who finish basic education do not possess sufficient mastery of basic competencies. One reason is that students do not get adequate instructional time or time on task. The National Achievement Test (NAT) for grade 6 in SY 2009-2010 passing rate is only 69.21%. Although this is already a 24% improvement over the SY 2005-2006 passing rate, further reforms are needed to achieve substantial improvement. The NAT for high school is 46.38% in SY 2009-2010, a slight decrease from 47.40% in SY 2008-2009.
3. International tests results like 2003 TIMSS (Trends in International Mathematics and Science Study) rank the Philippines 34th out of 38 countries in HS II Math and 43rd out of 46 countries in HS II Science; for grade 4, the Philippines ranked 23rd out of 25 participating countries in both Math and Science. In 2008, even with only the science high schools participating in the Advanced Mathematics category, the Philippines ranked lowest.
4. The congested curriculum partly explains the present state of education. The current basic education is designed to teach a 12-year curriculum, yet it is delivered in just 10 years. This quality of education is reflected in the inadequate preparation of high school graduates for the world of work or entrepreneurship or higher education. High school graduates also do not

possess the basic competencies or emotional maturity essential for the world of work. About 70.9% of the unemployed are at least high school graduates and 80% of the unemployed are 15-34 years old. While the availability of economic opportunities contributes to this, it also illustrates the mismatch in the labor and education markets. The World Bank Philippines Skills Report in 2009 reveals, "We need to add two years to our basic education. Those who can afford pay up to fourteen years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance at succeeding."

5. Further, most graduates are too young to enter the labor force. This implies that those who do not pursue higher education would be unproductive or be vulnerable to exploitative labor practices. Those who may be interested to set up business cannot legally enter into contracts. The current system also reinforces the misperception that basic education is just a preparatory step for higher education. For most parents, basic education is usually seen as a preparation for college education. Even this misperception falls short of expectations as most students usually have to take remedial and high school level classes in colleges and universities.

6. The short duration of the basic education program also puts the millions of overseas Filipino workers (OFWs), especially the professionals, and those who intend to study abroad at a disadvantage. Our graduates are not automatically recognized as professionals abroad. Filipinos face mutual recognition problem in other countries that view the 10-year education program as insufficient. The Philippines is the only country in Asia and among the three remaining countries in the world that has a 10-year basic education program. The Washington Accord prescribes 12-years basic education as an entry to recognition of engineering professionals. The Bologna Accord requires 12 years of education for university admission and practice of profession in European countries.

7. More importantly, the short basic education program affects the human development of the Filipino children. A Filipino is legally a child before he or she turns 18 years old. Psychologists and educators say that children under 18 are generally not emotionally prepared for entrepreneurship or employment or higher education disciplines.

Another issue that confronts the Philippines is the ASEAN 2015. Banal-Formoso (2013) identified two basic issues about this accord: 1) Filipinos will be able to apply for jobs in any Asean country without the need for a working visa. ASEAN 2015 will open up to qualified applicants from member countries all kinds of employment within member countries, not just the domestic helper jobs that our Asian neighbors are currently dangling before Filipinos, be they college graduates or not, and 2) Now, the bad news: Filipinos will be competing with

job-seekers from other countries in the region who may be better educated and prepared for what the times and the industries will need. The implementation of K to 12 system hopefully addresses this kind of issue and helps promote the Filipino graduate and worker.

Cognizant of this urgent and critical concern and in line with the priorities of the Aquino Administration, the Department of Education is taking bold steps to enhance the basic education curriculum. Hand in hand with vigorous efforts to address the input shortages, DepEd intends to raise the quality of basic education through the enhancement of the curriculum and the expansion of the basic education cycle.

The Enhanced K to 12 Basic Education Program seeks to provide for a quality 12- year basic education program that each Filipino is entitled to. This is consistent with Article XIV, Section 2(1) of the 1987 Philippine Constitution which states that “The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.”

K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the 5-year old cohort that takes a standardized kinder curriculum. Elementary education refers to primary schooling that involves six or seven years of education; meanwhile secondary education refers to high school. Under the K to 12, the intention is not just to add two years of schooling but more importantly to enhance the basic education curriculum (Department of Education, 2010, pp. 3-5). The president and the Department of Education secretary have provided sound rationale in the move to fully implement the K-12 program beginning 2012-2013 school year. Back by policies and statistics culled from various sources such as the TIMMS and National Achievement Test (NAT), such reasons seem to be plausible.

Various reactions, however, resulted from the curriculum implementation. The numbers of teachers who will have to handle the Grade 7 level seem to be inadequate. Dioko (2012) identified that an outlay of 40,000 teachers are needed to meet the needs of the new level. He also cited the lack of funds for the different entities that would be affected by the change such as salaries of teachers, classroom infrastructures and operational expenses of the schools.

Teacher Training

In the light of the concerns raised by various sectors regarding the new curriculum, the teacher training institutions seem to be one of the most affected units, considering the teachers they produce will have to be ready for the demands of the K-12 curriculum. The study of teacher education and teaching has a critical function:”It is to make the familiar strange, questioning precisely that which is taken for granted, given as consensus and

conventional" (Popkewitz, 2010, p. 419). Teacher training institutions will have to realign their curriculum to the changes in the subject offerings, theories that underlie the new curriculum and the needs of the teachers, learners, school administrators and the community. There is also the impending need for additional teachers in the field given the additional two years for high school.

"Two factors that will shape the overall context in which teachers and schools will be asked to carry out their mission in the coming decades are demographics and changing workforce requirements. These changes have important implications for the type of preparation teachers will need and the educational settings in which they will work" (Rueda & Stillman, 2012, p.251). Wang, Odell, Klecka, Spalding and Lin (2010) further cites Browns study on teacher reforms which demonstrated that " pre-service teachers (a) entered their teacher education program with an understanding that a high-stakes testing system was driving public school teachers' instruction and students' learning and (b) knew that they had to incorporate the mandated curriculum into their teaching" (p. 399). Such studies indicate that contexts play very important roles and embedded within context is the mandated curriculum for the schools.

Continuing efforts from governments all over the world in developing teacher education have always been topics of interest in research. For example, Futrell (2010) in her article on teacher education on reforming education in America has cited current reforms that would meet the P-20 (pre-school to graduate school) educational system. Foremost among the reforms that has to be met is the training of teachers in using technology to be able to enter the virtual environment which is now part of the learners' world. Professional and learning communities among teachers should also be in place. Teachers, whether professional or prospective, should find avenues where they can cultivate professional relationships that would further nurture their tasks as teachers. The National Teacher Certification Standards (NCTS) continue to ensure that the standards of the profession remain and the quality is guaranteed. These reforms in teacher education together with reforms for P-20 have always been conducted separately and the author believes that it is about time that they work together to make certain that both answer the needs of the same clients.

In Afghanistan, reforms are underway in teacher education after a marked increased in enrollment in basic education emerged. Husting, Intili and Kissam (2008) identify the lack of training and materials as the most problematic among teachers. Teachers feel inadequate since they are not given sufficient seminars and trainings regarding their craft; in fact, they even wanted to facilitators to provide training that deal specifically with their subjects or fields (Science, Mathematics, English, etc) which will help them better than a general training. "This is the dilemma for teacher training: constructing a training program that teachers and policy makers understand; that stages and quantifies improvement amidst such challenging circumstances as shortages of qualified teachers, dramatically increasing numbers of students, and insufficient classroom

resources; and that fully addresses actual, daily needs” (Husting, Intili and Kissam, 2008, p. 37).

Lovat and McLeod (2006) provide an overview of how teacher education in Australia has continuously tried to professionalize teaching through their university programs and trainings. Despite the continued attacks on the number of students being admitted to teacher education compared to other programs (like nursing and engineering education) and thus implying that teacher education is cheaper and easier, achievements in professionalizing teacher education have been gained. Backed by a US study, teachers’ performance of tasks has effect change in student achievement which is why teacher education plays a big role in learning.

In China, a study on pre-service language teachers shows that students’ preparation in the university does not actually meet their experiences in classroom teaching. Zhan (2008) states that: “Therefore, in a new approach to pre-service language teacher program at university, the teacher educators need to emphasize to students that they are making links between new knowledge and the personal knowledge and experience of the students” (p.68). In the course of her investigation, there arose several mismatches in terms of views and behaviors, aims and intended objectives, subject matter strategies and classroom teaching activities, and, students’ ways of learning and the classroom teaching activities. In the light of these mismatches, Zhan explains that the university training of teachers and their personal uniqueness contribute greatly to the perceived disparities.

Lessons from a study in Ghana by Bakah, Voogt and Pieters (2011) yielded results that would help understand how teachers in higher education see their roles in terms of curricular reforms. Though limited in size and in specialization, the teachers find that they can contribute more to reforms if they are consistently subjected to training and development. Since the teachers involved in the study belonged to a technical school, they also prioritized the “industrial attachment to update practical skills”.

Method

Qualitative in approach, the study made use of interviews as primary tool for data gathering. Citing DiCicco-Bloom and Crabtree and May, Knox and Burkard (2009), concurs that single interview, the most prevalent approach, may be preferred when access to participants is difficult or when the topic can be effectively examined in a single interaction. Interviews are utilized also “to collect data which are not directly observable, such as feelings, motivations, attitudes, accomplishments, and experiences of individuals (HasanHuseyin, 2009, p. 14)”. The semi-structured interview type was chosen as the best type of interview used for this purpose because it allowed the researcher to follow the line of topic at hand at the same time allowing a certain degree of flexibility in

getting desired answers when prepared questions seem to be insufficient or confusing for interviewees during the interview.

Interviewees were chosen based on the very good performance of their universities in the national board examinations and the length of existence of the education program. Only deans or vice-deans of the colleges were considered. Letters of invitation for the interviews were given to the respective schools. Follow ups were through phones, texts and e-mails. After two weeks of communication, three deans agreed to the interview and dates were set for the meeting. Interviews were conducted in the offices of the deans and these interviews lasted from 45 minutes to an hour. Interviews were transcribed and after the warm and cool analysis, themes emerged from the data.

Respondents

Dean A has been the head of the college for 12 years. She is about to retire after the school year. She has been teaching for more than 30 years and has experienced being an administrator for more than half of her teaching career. She has finished her doctorate program in educational administration prior to her becoming the dean. Under her administration, the education program has received the Center of Excellence status from the Department of Education and for the past three years, the College has produced topnotchers in the licensure examination.

Although having been dean only for two years, Dean B has held various administrative positions in the institution which is part of a specialized university in teacher training. He has experienced various curriculum changes having been exposed to basic education in the public or government-run schools for 38 years. He has doctorate degree in educational administration and is currently handling courses both in the undergraduate level and the graduate level. The university which he served was the first institution of higher learning established during the American colonization and is currently enjoying the mandated status as the National Center for Teacher Education in the Philippines.

Currently the vice dean of her college, this respondent has already served two deans. Serving as a vice dean for five years now, she has with this institution for 13 years and has finished her doctorate degree in applied linguistics. The College of Education, which she serves, is quite young compared to the two other institutions, having been re-established only as a college in 1997. Its population is also not as many as the two other institutions having 800 students only compared to 1,000 and 4,000; and it has more enrollees for the graduate level than the undergraduate level.

Findings

The K-12 curriculum, though currently being implemented in the basic education sector, has a very big impact on teacher training. State-level policy has been shown to have a considerable impact on teacher education programs and practices (Rueda & Stillman, 2012). Its implications in the course offerings, materials preparation, and teacher orientation of the teacher training institutions will have to be gradually but importantly realized.

All three administrators agree that the implementation of K-12 is past due. All believe that the new curriculum will address needs of the old woes that beset the former curriculum.

“Well I’d like to believe that the K-12 curriculum is revolutionizing the basic education program not just because of the addition of two years but in terms of the practices. The K-12 curriculum is a response, this is a response to the, ASEAN 2015, aside from the fact that there are global trends and developments that can influence the educational practices in the Philippines.”

“I think would provide sufficient time for mastery, skills, knowledge. Tapos sabi nila (They say that) it would develop life-long learners, tapos(after which) spare from tertiary education; skills development, employment and entrepreneurship. Parang (Like) it’s more of skills development towards a meaningful learning experience because the student has the choice whether to pursue college degree, or work, or establish his own business.”

In the light of the features of K-12, one dean found this to be advantageous in the light of globalization.

“So I think more or less it will standardize the crediting system. For further studies and employment also, like for example in Thailand, they would not hire teachers from other countries kasi kulang nga daw ng basic Ed (years in basic education is insufficient.”

As mentioned earlier, the Philippines is one of the three countries left with a K-10 curriculum and countries all over the world are setting standards for their employment and education. Students or workers from the Philippines who wish to study or join the work force in other countries will have to meet the requirements set by these countries. In fact, this reality more often than not affects a certain population of Filipino workers who continue to seek employment in other countries. In a speech presented by Ms. Carmelita Dimzon, Deputy Administrator, The Philippine Overseas Employment Administration, presented during JobsDB's Business Forum for CEOs held last March 17 at the Holiday Inn, Manila Galleria, she stated that there are 7.6 million Filipinos working in other countries, that 2,700 Filipinos depart daily for work, that 197 countries all over the world host Filipino workers and that forty percent of these

population have reached college level. Given such number of Filipinos gearing for work in other countries, academic preparation is out most important in ensuring the competitiveness of the Filipino.

As indicated in the discussion paper of the Department of Education (2010), the following benefits of K-12 are highlighted:

Graduates could now be recognized abroad. Filipino graduates, e.g. engineers, architects, doctors, etc., could now be recognized as professionals in other countries. Those who intend to study abroad will meet the entrance requirements of foreign schools.

The Philippine education system will be at par with international standards.

K+12 will facilitate mutual recognition of Filipino graduates and professionals following the Washington Accord and the Bologna Accord.

Another considered the K-12 system to have broadened the playing fields of interests of students.

"What is new only is the addition of two years where there will be explanatory electives that would be offered especially from Grade 9, 10, 11 and 12 that is to prepare the basic education graduates to enter into different streams like academics, TESDA-based, or vocational-based programs and the cultural, the arts and the sports program. I think that is one very important feature of the K-12."

Understanding that learners have different learning styles or multiple intelligences, the K-12 seem to promise the recognition of these styles or potentials. As Al-Salameh (2012) points out, Gardner might have identified nine intelligences but it's not the number that matters but the "plurality of the intellect" and the "biological potential".

Concerns

Despite the promise of K-12, the deans still see some areas that need to be addressed. These concerns include: 1) displacement of teachers in the tertiary level; 2) lack of information concerning the guidelines for implementation; 3) lack of university students for two years; and 4) the insufficient resources for the implementation. These concerns cannot be addressed separately from one another as each greatly impinged on all the other apprehensions.

Displacement of Teachers and Lack of University Enrollees

With two deans of a privately-owned university, the lack of enrollees thereby affecting the teachers' services is a great apprehension.

“Cause we have to let go of a lot of teachers like I mentioned, we have to wait for two years to more or less get college students.”

“So yun muna i-ca-cater namin then we have to strengthen, tapos ung iba magleave muna, sabbatical leave, kasi un nga wala kaming studyante...Di ko nga alam kung san ilalagay ung mga college teachers eh” (We will cater to the needs of our teachers. Some may go on a sabbatical leave because we don't have students...I don't know where to place our college teachers.)

“There's none. Because faculty is also a problem, what will happen to the faculty now? If they teach 11 and 12, will the salary be the same, will the tuition be the same as college? Hanging, everything is still hanging. “

Due to the lack of students who would be entering the university level in two years time, schools are in a quandary as to how they will deal with their present faculty roster. Most of these teachers are handling general education courses like science, mathematics, English, humanities and philosophy. These courses are soon to be undertaken by the Grades 11 and 12 curricula. The teachers, however, are not prepared to handle basic education subjects since they have not been trained in the pedagogy of high school learners. These teachers will have to undergo retraining and retooling, including taking the licensure examination for basic education which is not a requirement for tertiary teaching.

Students who will enter the university will decrease immensely since some of them may move towards the vocational or technical track which they can enroll in technical schools or specialized schools. Those who will not enter yet the universities will have to finish the Grades 11 and 12 to finally see the full implementation of the K-12 curriculum.

Such concern has to be addressed by the tertiary institutions. Universities will have to think of ways to guarantee the financial viability of the university vis-à-vis their program offerings. One area they should consider exploring is the proposal of new programs that will meet the interests of learners and the interest of employers. Highly specialized programs could now be considered given the premium status accorded to higher learning in the K-12 curriculum.

The state-owned university does not exactly think the same way since teachers here are protected by the civil service appointments which guarantee their services and salaries even without the enrollees.

Lack of Implementing Guidelines

The speed by which the new curriculum has hit the tertiary education level has far been hasty and furious. By January of 2013, the K-12 curriculum has been signed into law after a prompt deliberation in the House of Congress. Before it

was even signed into law, the Department of Education has already begun its implementation in 2011 by offering the universal kindergarten and by 2012, the Grade 7 level.

The tertiary level, especially the teacher education program, however, has to rely on their university top-level administrators to steer them into the direction that the university takes.

"Number one, we have to have muna the compliance document of the K-12 curriculum. I think no amount of preparation would be valid without the complete document of the K-12 curriculum because that is basic in the preparation of the teacher education curriculum."

"Yes, number one is that they have already implemented it, and they are still so vague about it. They can't even tell us what should be the course outline. They are talking of adding two years; they are talking of a new method to be used."

"It's hard to say, hard to tell them, kasi nga I have no idea on what the curriculum is going to be."

Ambiguity should not be a concern in curriculum change as one learns from the China experience. "After two to three years of enthusiastic introduction and interpretation of the blueprint of the new curriculum, when the new curriculum began to be implemented in more and more provinces, complains about the ambiguity and inappropriateness of the new curriculum and worries about what the new curriculum would bring for the young generation of Chinese began to accumulate (Jiangjun, 2012, p. 64). Clearly, curriculum planners should have prepared better blueprints that would further clarify the organization of the curriculum and set directions for implementers to take. Darling-Hammond (2006) citing the National Academy of Education Committee on Teacher Education, identifies the "understanding of curriculum content and goals, including the subject matter and skills to be taught in light of disciplinary demands, student needs, and the social purposes of education" as part of the Framework for Understanding Teaching and Learning.

Implementation of reforms should learn from past mistakes. As Marinas and Ditapat reported on the Philippine curriculum: Three main concerns regarding the institutionalization of curriculum reforms are the quality of local leadership, monitoring and evaluation, and sustainability. In this case, however, the guidelines for teacher education is still in the process as universities grapple with the reforms not only for the teacher education program but for all university program offerings as well.

Insufficient Resources for Implementation

Regardless to say, the three teacher training institutions agree that they lack financial and human resources for the implementation.

“Are all the physical... which buildings will offer that, what will happen, are we ready to lend our classrooms and all that? Will it only be the high school that will have the 11 and 12? It’s all like that now.”

“Of course, the major concern would be do we have competent teachers to handle or to implement the new curriculum. Do we have enough logistics, do we have enough instructional materials that would translate the new curriculum into realities in the classroom because the demands of the K-12 curriculum are a lot different compared to the basic education curriculum, although in terms of philosophy and rationale they actually have something in common.”

“Actually kino-consider na naming yan, na kailangan may mga technical people dito. As a matter of fact a requirement in the future would be parang there should be at least 40% of the faculty not necessarily in the area of education, so yun na nga these are the technical experts, and then only 60% would be in the straight education, like BSE major in ano, pero kailangan nasa staff mo na, meron kana ding BS in Architecture. So ito yung challenge nang curriculum na the more we have to recognize need for practically all kinds of discipline not necessarily in the field of education. “At the onset of the implementation, these concerns on human and financial resources readily arose. Since there was not enough time to build these resources, it is impossible not to consider these areas problematic. Universities consider the students as the life-blood of their institutions and to remove these from them would consider everything irrelevant. The universities, however, should consider this as a challenge as they should consider what they can offer to students, given the goals of the new curriculum. As one respondent concurred, “I think the university has the mandate or the responsibility to see to it that our graduates will be the kind of teachers that would see to it that the curriculum would translate to instruction.”

Prospects

Given these concerns, the administrators are still upbeat about the K-12 curriculum and its impact on teacher education institutions.

“There’s a lot of activities that the university has been doing to accommodate gradually the requirements of the K-12 curriculum like for example they have started working on the NTEd or the New Teacher Education curriculum looking at the perspectives on what is available at this point in time like the framework, the K-12 framework. There have already been initiatives to work on instructional materials like textbooks and course packs in different learning areas that can be used by the teachers who will be handling courses in the K-12 curriculum so they have deep initiatives already in the university to accommodate the demands and requirements of the K-12, it’s been very exciting on their part. Parang they welcome the whole, the way I look at it kasinga we have been invited to speak in the K-12 curriculum eh. For example, ako I have been involved in administrators training the transition management of the K-12

curriculum and most of the administrators that have attended my training were all from the private schools and it's actually sponsored by a well-known publication."

Considering their role as a provider of teachers for the country, teacher training institutions see their roles to be:

Active contributors to the enhancement of the curriculum and its effective implementation

Providers of rich resources for textbook and materials for classroom use

Transmitters of information on the new curriculum

They also see the reforms not only in the pre-service education offerings but also in the graduate and post-graduate programs.

"dito sa College of Education nag-offer kami ng ladderized, BSE tapos diretsonang MA, or pwede naming buhayin" (In the College of Education, we offer the ladderized program, that is, offering the bachelor's program which they can continue to a master's program.).

With the new curriculum, continuing professional education through the graduate school programs may be provided by the teacher-training institutions.

One administrator believed that the effect on the teacher training program will allow them more flexibility in immersing teacher trainees in the educational system before letting them graduate thereby providing experiences that will help trainees prepare themselves in the workforce.

"I think it will be beautiful there would be more training now. One whole year of practicum, and this time maybe we can do immersion. All the things that were removed from the former curriculum, like administration and supervision, we can now include it in the curriculum."

Conclusion

Primarily, the research intended to determine the issues or concerns and prospects of the impact of the K-12 curriculum to the teacher training institutions. By and large, the study was able to identify concerns: 1) displacement of teachers in the tertiary level; 2) lack of information concerning the guidelines for implementation; 3) lack of university students for two years; and 4) the insufficient resources for the implementation; and prospects: 1) viability of graduate school programs, 2) flexibility in managing the curriculum for professional education courses, and 3) empowering teacher education in developing the curriculum and resource materials. Although limited in the number of participants, the investigation has provided potential areas for further investigations in the light of reforms in teacher education in the Philippines when curriculum reorganization takes place. Foremost in the reform would be

the revision of the teacher training curriculum which should consider the tracks to be offered in Grades 11 and 12: arts and humanities, sports, academic, and technical and vocational. With the gradual unfolding of the new curriculum in the Philippines, continuous monitoring and evaluation of various aspects that affect its implementation should be prioritized.

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