

CHALLENGES ON THE IMPLEMENTATION OF THE 3-YEAR DIPLOMA CURRICULUM IN TESDA REGION IX

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ABSTRACT

The study aimed to find out the challenges of teachers and students during the implementation of TESDA's 3-year diploma program. In accordance, it determined whether there is a significant difference in the implementation of the 3-year diploma program when categorized into program handled by teachers and the courses taken by students. To address the challenges, this study used a quantitative research approach. Furthermore, the study employed a sampling technique based on Slovin's formula to obtain comments from 220 students and 44 teachers. The data for this study came from two TESDA-administered schools in Region IX, and the statistical tools utilized to confirm the accuracy of the replies were weighted mean and one-way ANOVA. Results revealed that teacher respondents are less challenged in addressing issues in the diploma program's execution. The student respondents believed that the challenges they had in implementing the diploma program were challenging. Similarly, there is no significant difference in the implementation of the 3-year diploma program whether it was categorized into program handled by the teachers and student courses taken. Thus, the result of this study can assist to gain a better grasp of what they need to know and do in order to overcome the TESDA challenges in a three-year Diploma curriculum.

Keywords: Challenges, curriculum implementation, teachers, students.

INTRODUCTION

Curriculum implementation is the process of implementing the official curriculum in the classroom. This approach should ideally involve school development and improvement processes, supported school leadership and ethos, in-service teacher training, and the development of new textbooks, teaching and learning materials, and resources, as well as guidelines, in the case of a new or amended curriculum.

As a result, the TESDA developed a diploma curriculum to meet the demand for industry-driven graduates. The diploma program is a competency-based program that will give specialized occupational training in all phases while adhering to industry standards. After completing the three-year program, they will get

Baccalaureate degree in the field of their specialization. Graduates of the Diploma program are expected to become globally competent, inventive, and socially and ethically responsible computing professionals working on life-long projects. They have the potential to contribute to the country's national development objectives. This initiative was made possible by the TESDA Circular # 38, s. CHED Memorandum Order No. 25, s.2015, was issued in 2017. (Revised Policies, Standards, and Guidelines for BSCS, BSIT, and BSIS Programs).

However, changes in the curriculum that have already been introduced throughout the years have had a negative impact on school administration and instructors. Some teachers, according to Maodzwa-Tarwiza and Cross (2009), argue persuasively that it is easier to stick to old

teaching practices rather than give lip respect to policies. As teachers are the major role-players in promoting quality education, this means that teacher motivation is critical to the successful implementation of any curricular modification. Inadequate curriculum implementation training, a lack of rules for implementing curriculum changes, and the difficulty of managing both the new and old curriculum at the same time presented a problem to most instructors.

Furthermore, according to Forbes and Davis (2010), teachers rely on the curriculum materials, teaching methods, topic knowledge of the curriculum, and personal experiences to complete the prescribed responsibilities. Ornstein & Hunkins (2018) stated, "Teachers influence learning." This demonstrates the significance of instructors in the curriculum implementation process. As a result, it is critical for teachers to comprehend the curriculum's content as well as the best strategies for delivering it to students.

Hence, this study may motivate teachers in implementing a change in teaching methods in order to make the new curriculum relevant, the content that should be presented should be related to the learners' immediate environment. At the same time, the study may assist teachers in overcoming their reservations and gaining a better understanding of the significant problems that will be faced in implementing the new curriculum.

OBJECTIVES OF THE STUDY

Primarily, the study aimed to find out the challenges of teachers and students during the implementation of TESDA's 3-year diploma program. It also sought to achieve the following specific objectives:

1. To describe the challenges encountered of the teachers in the implementation of the 3-year Diploma curriculum in TESDA.
2. To determine the challenges encountered by the students in the implementation of the 3-year Diploma curriculum in TESDA?
3. To evaluate the significant difference in the implementation of the 3-year diploma program in TESDA when they are

categorized into diploma programs handled.

4. To analyze the significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized in courses.

METHODOLOGY

This study focused on the challenges encountered by the teachers and students on the implementation of the diploma curriculum in TESDA Technology Institution in Region IX. The study is further delimited to all teachers handling diploma programs and students under the diploma program. Moreover, it was delimited to diploma programs offered by TESDA for the School Year 2018-2021.

Its purpose was to provide a blueprint or plan for how the research will be carried out by describing the research sites, how subjects are chosen, and data collection procedures in order to anticipate the decisions that will be made in order to maximize the reliability and credibility of the findings. This research focuses on the experiences and challenges that school stakeholders confront when it comes to curriculum implementation. To collect data, the researcher chose a quantitative research approach. Researchers can have access to the experiences and perspectives of research participants using a quantitative research approach.

Since it is difficult to conduct interviews based on the whole population of the town, purposive or judgmental type of sampling technique through Slovin's formula was used in this study. This type of sampling technique was based on selecting the most useful or representative group or sample that could give useful data and information for the case study. The selected group or sample was assumed to be representative of the whole population. The sample groups for this study are from the two administered schools of TESDA in Region IX. A study made use of a self-made survey questionnaire to determine the challenges faced by the school stakeholders. This step also includes hypotheses that state the relationships among those categories defined by the researcher.



The researcher significantly monitored the ethical principles of research throughout the study. Confidentiality of responses and anonymity of respondents were strictly observed. The researcher secured written permission from the school administrator for data gathering. Any of the respondents could withdraw participation if he/she was not anymore willing to be part of the study.

In order to get support from sampled school stakeholders, permission was sought from the research subject adviser by the researcher and was granted. After receiving the permission letter from the research subject adviser, the researcher approached school administrators of the sampled schools to request their permission to undertake the study in their schools. The researchers significantly monitored the ethical principles of research throughout the study. Confidentiality of responses and anonymity of respondents were strictly observed. Any of the respondents could withdraw participation if he/she was not anymore willing to be part of the study.

RESULTS AND DISCUSSION

1. Challenges encountered of the teachers in the implementation of the 3-year Diploma curriculum in TESDA

Table 1 exhibits the challenges encountered of the teachers in the implementation of the 3-year diploma curriculum in TESDA. It shows that the overall mean of 2.25 the statement generated as less challenged. Wherein among them, there were four (4) statements generated as challenged descriptions. This only infers that the teacher respondents were challenged in the implementation of the 3-year diploma programs. It manifests that the implementation and the change of curriculum they had experienced from diploma programs is quite easy for them it is because they only perform at the same job.

Correspondingly, there were seven (7) statements that registered a less challenged description. which indicates that most of the teacher respondents were less challenged in the implementation of the 3-year diploma programs. It shows that the implementation and the change of curriculum they had experienced in diploma programs are just normal for them.

Table 1
Challenges encountered by the teachers in the implementation of the 3-year diploma curriculum in TESDA

Teachers Challenges	Computed Mean	Description
1. Lack of professional development	3.0	Challenged
2. Lack of planning	2.0	Less Challenged
3. Working too many roles at the same time	1.41	Not Challenged
4. Resistance to change	2.66	Challenged
5. Lack of courses alignment	2.18	Less Challenged
6. Shortage of teaching and learning resources	2.64	Challenged
7. Lack of resources of the subject handled	3.0	Challenged
8. Lack of information on the guidelines for implementation	2.0	Less Challenged
9. Excessive resultant in every semester	2.39	Less Challenged
10. Insufficient time allotment in every resultant	2.0	Less Challenged
11. Lack of consistency in the implementation of the curricular policies	1.57	Less Challenged
12. Varied interpretations in the curricular policies	2.16	Less Challenged
Overall Mean	2.25	Less Challenged

On the other hand, there was only one statement that listed as not a challenge encountered by the teachers and this was working too many roles at the same time with a mean of 1.41. It indicates that the work/job of a teacher is just the same, no matter what changes they will encounter in their field. No matter how well prepared a curriculum may be, its efficient execution is a sine qua non toward accomplishing the desired goals of education.

According to the study by Asebiomo (2009). the success of the new curriculum is determined by how well it is implemented. Curriculum implementation refers to the teacher's involvement in everyday classroom activities, such as monitoring students' development and evaluating their performance. Teachers are to implement the new curriculum and determine whether it is having the desired effect on students' learning.



2. Challenges encountered by the students in the implementation of the 3-year Diploma curriculum in TESDA

Table 2 displays the challenges encountered of the students in the implementation of the 3-year diploma curriculum in TESDA, overall mean was interpreted as “challenged” with 3.2. This connotes that the students under the diploma program were experiencing a hard time in this new curriculum. Another reason, this implication provides greater benefits for the institution offering diploma programs on how to make the implementation better in the future.

Table 2
Challenges encountered by the students in the implementation of the 3-year diploma curriculum in TESDA

Students Challenges	Computed Mean	Description
1. Excessive subject loads	2.62	Challenged
2. Lack of willingness and readiness to learn	2.87	Challenged
3. Lack of facilities	3.11	Challenged
4. Availability of tools and equipment	3.17	Challenged
5. Lack of understanding about the changes	3.33	Challenged
6. Too many resultants in every semester	3.62	Highly Challenged
7. Insufficient time allotment in every resultant	3.68	Highly Challenged
Overall Mean	3.2	Challenged

On the other hand, there were two statements interpreted as “highly challenged”. It suggests that students in the diploma program underwent some difficulties in coming up with the resultants in every semester. According to Rose (2008), education should prepare students for life after school, allowing them to function and compete in the workplace after completing their basic education and preparing them to enter the workforce.

3. Significant difference in the implementation of the 3-year diploma program in TESDA when they are categorized into teachers’ diploma programs handled

Table 3 below confirms the significant difference in the implementation of the 3-year diploma program in TESDA when they are categorized into teachers’ diploma programs handled. Considering the computed mean, of f-value, p-value, and decision that reflect the findings of the problem.

Along with this, the computed f-value is $f=.210$ which is lesser than the $f= 1.27$ suggested that the null hypothesis is accepted. On the other hand, the p-value is .956 which is greater than the alpha level=0.05 asserted as “Not significant”. Both f-value and p-value have similar findings and coincide with each other.

Table 3
Significant difference on the implementation of the 3-year diploma program in TESDA when categorized into diploma program handled by the teachers

Variable	Diploma Program	Computed Mean	f-value	p-value	Decision
Diploma Program Handled by the Teachers	DHMT	2.26	.210	.956	Not significant
	DFPSMT	2.23			
	DGFDT	2.28			
	DCET	2.25			
	DECT	2.22			
	DMET	2.25			
	DIT	2.19			
	DFT	2.25			
	DWT	2.20			
	DEET	2.33			
	DAET	2.24			

Given the findings provided, the null hypothesis of “There is no significant difference on the implementation of the 3-year diploma program in TESDA when they are categorized into diploma program handled” was found out to be accepted.

The results reveal that there is no significant difference in the implementation of the 3-year diploma program in TESDA when they are categorized into diploma programs handled by the teachers which manifest those teachers are handling different diploma programs having the same way of commitment to their duties and willingness to engage themselves in the change of the curriculum for the better future of the youth. The outcomes of the study, backed with Ornstein and



Hunkins' (2004) assertion that "learning is influenced by teachers." This demonstrates the significance of instructors in the curriculum implementation process. As a result, it is critical for teachers to comprehend the curriculum's content as well as the best strategies for delivering it to students.

4. Significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized in courses

Table 4 illustrates the significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized into courses. Considering the computed mean, f-value, p-value, and decision reflected in the findings of this problem.

In conjunction with this, the computed f-value is $f = 0.741$ which is lesser than the $f_{crit} = 1.27$ suggested that the null hypothesis will be accepted. Moreover, the p-value is $p = 0.721$ which is greater than the alpha level $= 0.05$ affirmed as "Not Significant". Both f-value and p-value have similar findings and coincide with each other.

Table 4
Significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized in Courses

Variable	Diploma Program	Computed Mean	f-value	p-value	Decision
Challenges encountered by students	DHMT	3.22	.741	.721	Not significant
	DFPSMT	3.28			
	DGFDT	3.28			
	DCET	3.34			
	DECT	3.08			
	DMET	3.22			
	DIT	3.12			
	DFT	3.22			
	DWT	3.13			
	DEET	3.22			
DAET	3.12				

The findings imply that the null hypothesis of "There is no significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized in courses" found out to be accepted.

Regarding the results, it manifests that there is no significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized in courses, the students according to their courses experiencing similar challenges in the courses they enrolled in. The results supported with the study of Muskin, (2015) stated that the curriculum defined as a substantial element, it includes knowledge and skills students must know in that specific field. To fully achieve these, it is necessary to prepare a curriculum that fits students perfectly.

CONCLUSIONS

Based on the findings, the following are conclusions formulated:

1. Teacher respondents tend to be less challenged in addressing the challenges in the implementation of the diploma program.
2. Student respondents are challenged in addressing the challenges they encountered in the implementation of the diploma program.
3. There is no significant difference on the implementation of the 3-year diploma program in TESDA when they are categorized into diploma program handled.
4. There is no significant difference in the challenges encountered by students in the implementation of the 3-year diploma curriculum in TESDA when they are categorized in courses.

RECOMMENDATIONS

Based on the findings, the following are recommendations formulated:

1. Adequate facilities and resources are required for the new curriculum to be implemented successfully.
2. A school must require that the teachers are appropriately trained to be able to dominate the competencies of whatever is changing; be it a subject, a laboratory experience, or the whole curricula.

3. It was suggested that the time allotment of every resultant must be strengthened to have mastery of the skills they needed.
4. It was recommended that aside from preparing the students in the skills they need, the teacher as well in order to transmit the knowledge and skills to their students.
5. Alignment of subjects and resultants to the course or program.

The college may plan for possible offerings of a Bachelors program and Engineering so that the graduates from Diploma could pursue their higher education in the said institution.

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