

Pedagogical Views and Preparations on ASEAN Integration: A Two-Level Educational Perspective

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Abstract

The main goal of the study is to identify the pedagogical views and preparations of educators and administrators in various educational levels to ASEAN Integration in 2015, specifically in education. The respondents of the study composed of sixty-seven (67) graduate school students taking up Master of Arts in Education and Doctor of Education. The researcher utilized the mixed method of research using survey-questionnaire and focus group discussion (FGD). In light of the findings of the study, the following conclusions were drawn: majority of the respondents have moderate level of awareness ($M= 3.29$) and receptiveness ($M= 3.34$) to the prospective changes that most likely to happen in education under the ASEAN Integration; as to the advantages of the ASEAN Integration, the respondents listed global competitiveness of graduates and professionals ($N= 35$) as the predominant advantage on the profession and the synchronization of educational system in other ASEAN countries ($N= 49$) as the advantage on the educational system. Meanwhile, they listed no disadvantages that the ASEAN Integration may bring to the profession ($N= 36$) and to the educational system ($N= 35$) in general; there is no significant difference on the level of awareness ($M= 3.29, 3.30; t= 0.16; p= 0.87$) and receptiveness ($M= 3.38, 3.31; t= 1.19; p= 0.24$) of the respondents to ASEAN Integration according to affiliated educational institution

Keywords

ASEAN Integration, Education, Pedagogical views

I. Introduction

This is ASEAN's time. In the geographic heart of the world's premier growth corridor, ASEAN is poised to "seize the moment," in the words of a recent mid-term report on the fulfilment of the goals for the ASEAN Economic Community (AEC). At stake is a long-standing commitment by the ten Member States of ASEAN to "hasten the establishment of the AEC by 2015 and to transform ASEAN into a region with free movement of goods, services, investment, skilled labour and freer flow of capital" (ASEAN, 2014). Hence, 2015 is the big year for ASEAN – a year of one vision, one identity, and one community – an ASEAN integration. This ASEAN Community is expected to bring magnanimous changes in the political, economic, and socio-cultural arena of the present ten member-states of the Association of Southeast Asian Nations (ASEAN). As professionals and students here in the Philippines could apply for work and study respectively to other ASEAN countries, and so as with other ASEAN professionals and students to come here for employment and study purposes, great challenges facing the Filipino educators and administrators to equip themselves and also for the educational system to be ready for the said changes.

It is a fact now that the success of this ambitious regional endeavour is being doubted by some if it could be realized as the ten ASEAN countries concerned still have differences politically, economically, and socio-culturally, but to make the region synchronized for cultural identity and global competitiveness is worth doing for. In realizing so, in education, teachers' and administrators' role as front-liners in spearheading the ideals of this ASEAN Integration to the clientele and members of this Regional Community needs sufficient attention. Thus, the success of this Community in general may be affected if the catalysers of the ideals of ASEAN Integration, especially in education, may not be fully educated and tapped for the initial implementation of it.

In the study, focus on the ASEAN Socio-Cultural Community (ASCC) will also be highlighted. It is one of the key components of ASEAN Community, along with the ASEAN Economic Community (AEC), the ASEAN Political-Security Community (APSC), with the goal of creating an ASEAN community that is people-oriented and socially responsible, as well as of building a

regional identity. As Teodoro (2014) puts it, the ASEAN Socio-Cultural Community gives ASEAN its human face as ASCC is committed to creating an ASEAN that is people-oriented and socially responsible.

A. Statement of the Problem

As ASEAN puts it, it is a "caring and sharing society" because at the end of the day, all actions undertaken by ASEAN are meant to uplift the lives of its peoples and for the betterment of the whole Community in general. This prodded the researchers to mirror the views and preparations of educators in the elementary and secondary levels pursuing their master's and doctorate's degree to ASEAN integration. Through their level of awareness and receptiveness that the readiness of some Filipino professionals could be revealed, thereby contributing to better implementation of it. Hence, this exploratory study is made feasible

B. Research Objectives

The main goal of the study is to find out the pedagogical views and preparations of some educators enrolled in the graduate school program of a State University in province of Bataan, Philippines during the first trimester of the academic year 2014-2015. Specifically, the study sought answers to the following objectives:

1. Describe the respondents' perception on ASEAN Integration in terms of level of awareness and level of receptiveness;
2. Describe the views on the advantages and disadvantages of ASEAN Integration to the profession and to the Philippine educational system;
3. Determine the preparation to ASEAN Integration in terms of professional preparation and application of the ideals of ASCC (ASEAN Socio-Cultural Community);
4. Identify the significant difference on the level of awareness and receptiveness to ASEAN Integration of the respondents
5. Identify the significant relationship on the overall level of awareness and receptiveness to ASEAN Integration; and the implications of the result to the piloting of ASEAN Integration.

C. Conceptual Framework

The study is premised on the IV-DV model, where preparations of the respondents to ASEAN Integration in 2015 are directly dependent on their level of awareness and receptiveness to prospective changes in education brought about by the integration. It is believed that the preparations that would be initiated by the educators and administrators in the elementary and secondary levels would depend heavily on their awareness of some possible changes in education that would occur in 2015. Thus, Figure 1 is the conceptual paradigm of the study.

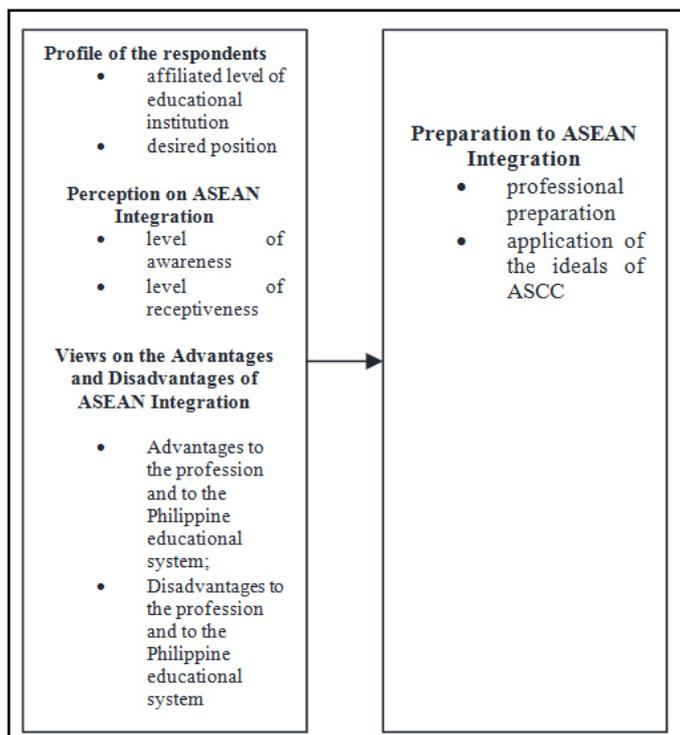


Fig.1: Conceptual Framework

Literature Review

The following areas were reviewed:

1. Impact of ASEAN Integration to Education
2. Free mobility of professionals
3. Survey of ASEAN employers
4. Level of awareness on ASEAN integration
5. Preparation to ASEAN Integration

III. Research Methodology

Research Design

This exploratory study used the descriptive method for it described the views, perceptions, and preparations of education professionals in terms of the changes that may be brought in by the ASEAN integration in 2015.

Respondents

The respondents were the sixty-seven (67) graduate school students of the Bataan Peninsula State University, to wit: 30 were employed in the elementary schools and 37 in the secondary schools. Purposive and convenience sampling techniques were considered since the researchers purposively selected the master’s and doctorate’s students employed in the elementary and secondary schools, either as teachers and/or administrators, and the students present during the actual administration of research instruments,

as respondents.

Research Instrument

The researchers utilized self-constructed survey-questionnaire and structured guide questions for focus group discussion (FGD). The questionnaire was divided into four (4) parts. The first part described the profile of the graduate school student-respondents in terms of affiliated level of educational institution and desired position. The second part described the perception on ASEAN Integration in terms level of awareness and level of receptiveness. The third part described the views on advantages and disadvantages of ASEAN Integration to the profession and to the Philippine educational system. Lastly, the fourth part described the preparation to ASEAN Integration in terms of professional preparation and application of the ideals of ASCC (ASEAN Socio-Cultural Community). Also, the researchers employed Focus Group Discussion (FGD) on how educators could apply the ideals of ASEAN Integration, having focus on the pedagogical aspect. Questions were raised and a framework for the levelling down of the ideals of the ASCC, specifically in instruction was constructed.

Data Analysis

The data gathered were encoded, coded and statistically processed and presented in tabular forms using weighted mean, percentage, frequency counts, thematic analysis, T-test, and F-test using the Data Analysis Toolpak in the Microsoft Excel Program.

Findings and Discussions

Findings of this study revealed that the Graduate School students of BPSU perceived themselves to have moderate level of awareness and receptiveness to ASEAN Integration, especially those changes that may happen in the education and socio-cultural sectors. These may mean that their engagement to this Integration and Community should be intensified further to aid them in the implementation of it, since they are the one who will level down the ideals of the ASEAN Community.

Table 1: Significant Difference on the Level of Awareness and Receptiveness to ASEAN Integration of the Respondents According to Desired Position

Perception to ASEAN Integration	Group	Descriptives			T-test		
		N	Mean	Std. Deviation	t	Sig.	Remarks
Level of Awareness	Educators	31	3.40	0.17	3.08	0.00422	Significant; Reject Ho
	Administrators	36	3.20	0.22			
Level of Receptiveness	Educators	31	3.51	0.16	5.17	0.00001	Significant; Reject Ho
	Administrators	36	3.19	0.19			

to the stakeholders of education. Good thing that they also perceived ASEAN Integration as an avenue for global competitiveness of professionals and of the educational system in general. Their affirmation that the Integration may not bring so much disadvantages to the professionals and educational system of the Philippines is also a very welcoming statement. After all, the success of this endeavour truly lies on the preparedness of its implementers, thus the willing of the respondents in equipping themselves with the changes in educational arena, particularly by enrolling to and finishing their graduate studies and by disseminating information to learners and people in the community about the ideals of ASEAN Community, particularly the ASEAN Socio-Cultural Community,

is truly commendable. Such perceptions, views, and preparations will surely spearhead the success of this One ASEAN.

This Integration may sound to be ambitious, but the vision to live in a region of harmony, peace, solidarity, and prosperity is a dream that every ASEAN individual may want to witness with.

IV. Conclusions and Recommendations

Conclusions

Based on the findings of the study, the researchers have drawn the following conclusions:

1. The respondents have moderate level of awareness and receptiveness to the prospective changes that most likely to happen in education under the ASEAN Integration.
2. As to the advantages of the ASEAN Integration, the respondents listed global competitiveness of graduates and professionals as the predominant advantage on the profession and the synchronization of educational system with other ASEAN countries as the advantage on the educational system. Meanwhile, they listed no disadvantages that the ASEAN Integration may bring to the profession and to the educational system in general.
3. There is no significant difference on the level of awareness and receptiveness of the respondents to ASEAN Integration according to their affiliated educational institution.
4. There is a significant difference exists on the level of awareness and receptiveness of the respondents to ASEAN Integration according to their desired position.
5. There is no significant difference on the overall level of awareness and receptiveness of the respondents to ASEAN Integration.
6. There is no significant relationship that exists on the overall level of awareness and receptiveness of the respondents to ASEAN Integration.

V. Recommendations

In light of the findings and conclusions cited, the following recommendations are made:

1. Intensifying of affiliations, benchmarking, and intellectual exchange regarding the ASEAN Integration should be made feasible.
2. Respondents of the study should further elevate their level of awareness, receptiveness, and involvement in the implementation of ASEAN Integration.
3. Clear implementation policy and/or mechanism on the educators' and administrators' role in the ASEAN Integration should be made and be disseminated.
4. Collaboration and capacity building efforts between and among educational sectors and institutions should be materialized so as to be abreast, adapted, and synchronized with the educational changes.
5. Further study on the pertinent variables not included in the study should be explored.

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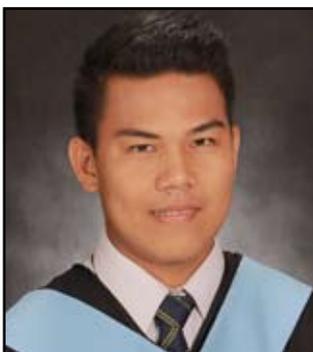
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