

# Intention to Lifelong Learning among the College Students of Bulacan State University Bustos, Bulacan, Philippines

Joseph V. Bartolome\*, Princess Rose E. Mendoza\*, Feliciano B. Santos Jr\*.,  
Edwin A. Estrella\*, Edric DA Estrella\*\*

\*Bulacan State University, Bustos, Bulacan, Philippines

\*\*King Faisal University, Kingdom of Saudi Arabia

---

**Abstract:** This is a cross-sectional descriptive study where the researchers attempted to establish the intention to lifelong learning among the college students of Bulacan State University Bustos Campus located in Bustos, Bulacan, Philippines. The respondents are the first batch of graduates of the Kto12 curriculum which was implemented in the Philippines in 2014 with the end in view of developing lifelong learning skills among the Filipino students. The researchers were able to establish that about 98.64% of the respondents love to learn; about 97.55% of the respondents enjoy learning; about 9.78% of the respondents are not motivated to learn; about 44.84% of the respondents are good in searching and retrieving information and ultimately, about 99.18% expressed intention to lifelong learning.

**Keywords:** lifelong learning, Kto12 curriculum, Filipino students.

---

## 1. INTRODUCTION

One of the major thrusts of the implementation of the Kto12 curriculum in the Philippine educational landscape of the basic education is to produce graduates who are *lifelong learners*. As part of the long-term strategy of the government in addressing skills mismatch and ensuring employability of all graduates, it is not enough that high school graduates are academically and skilfully competent and equipped. They ought to possess a skill that will make them responsive and relevant to the challenges of the millennium.

According to the Official Gazette of the Republic in 2015, the additional years in the new academic reform aims to “provide enough time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.”

Lifelong learning has been commonly defined as the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. It encompasses all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. Therefore, not only does it enhance social inclusion, active citizenship, and personal development, but self-sustainability, competitiveness and employability as well.

Collins (2009) affirms that lifelong learning is now recognized by educators, governing bodies, accreditation organizations, certification boards, employers, third-party payers, and the general public as one of the most important competencies that people must possess. She also added that promoting lifelong learning has emerged into a major global educational challenge. Lifelong learning is now recognized as continuous collaboration yet supporting of self-direction. It demands active participation, which often results to a positive and fulfilling realizations in all aspects of life.

This research venture attempts to assess and evaluate the lifelong learning intention of first year college students pioneering the target goals of the new curriculum.

**Objectives of the Study.** The main objective of this study is to assess the intention to lifelong learning skills of the first batch of graduates of the Kto12 Curriculum. Specifically, this study aims; To establish distribution of respondents according to various demographic characteristics; To determine the proportion of first year students who: *loves to learn, enjoys learning, and is motivated to learn*; To estimate the proportion of First year students who perceived themselves as good in searching and retrieving information and to estimate the proportion of First year students with intention to life-long learning.

**Significance of the Study.** This study is deemed significant because it will produce a clear cut evaluation of the successes or otherwise, of the implementation of the Kto12 Curriculum in the Philippines. The study covers a comprehensive report on how lifelong learning skills were actually acquired by the first batch of graduates of the aforementioned program. This study couldn't be timelier especially at the moment where talks about a recall of the said curriculum is beginning to gain mileage among the teachers and significant stakeholders in the educational landscape of the nation.

This paper will serve as a testimony if the goal of the new curriculum to produce lifelong learning- skilled graduates has been achieved or not. The researchers vouch for the nobility of this undertaking in which no study of similar nature is yet to be disseminated nor published. The course of this study makes it favourable to curriculum planners, school administrators, teachers and parents in addressing modern-day academic scenarios. It is through their incessant efforts, lie the greatest motivation to hone and produce lifelong learners among Filipino students.

This study is also for benchmarking purposes, serving as reference and catharsis to other researchers who may be involved in the same realm of aspiration. In fact, each stakeholders has significant role to play in redefining the principle of education at present time, as Soni(2012) stated that the distinctive feature of the lifelong leaning policy literature is a commitment to universal participation in education and training, which is necessary for meeting the economic demands of the 21<sup>st</sup> century.

In this field of educational reforms, it is the teacher who has the ultimate control in the implementation of the curriculum and who eventually becomes the prime dispenser of academic knowledge and skills. The teacher ultimately serves as the model and the holder of expertise. Cendon (2018) strengthens this thought by emphasizing the collaboration between the shared expertise of both teachers and students. The teaching strategy of the teacher has special position within the learning strategies. Hence, learning environment is crucial for the success of the other teaching strategies.

### Methods and Techniques of the Study

The researchers used the cross-sectional descriptive design. This study attempted to establish the intention to lifelong learning among the college students of Bulacan State University Bustos Campus located in Bustos, Bulacan, Philippines. The respondents are the first batch of graduates of the Kto12 curriculum which was implemented in the Philippines in 2014 with the end in view of developing lifelong learning skills among the Filipino students.

**Data Gathering Procedure.** The researchers personally administered a self-developed 12-item questionnaire to all the first year students of the College of Education at the Bulacan State University Bustos Campus. They utilized a total enumeration of the total population under study.

**Statistical Analysis.** Data collected were recorded in a spreadsheet and uploaded in Stata MP Version 14. Descriptive statistics were generated and survey data analysis module was used in estimating the proportions required. Mean, frequencies and 95% confidence interval estimates were reported.

## 2. RESULTS AND DISCUSSION

A total of three hundred sixty-eight (368) first year college students dispersed across eight specialization participated as respondents in the study which attempted to establish the intention to lifelong learning among the college students of Bulacan State University Bustos Campus located in Bustos, Bulacan, Philippines. The respondents are the first batch of graduates of the Kto12 curriculum which was implemented in the Philippines in 2014 with the end in view of developing lifelong learning skills among the Filipino students.

**Specific Objective 1:** To establish the distribution of respondents according to various demographic characteristics

**Table 1: Distribution of Respondents According to Various Demographic Characteristics**

Demographic Characteristics	Count (n=368)	Relative frequency (%)
<u>Gender</u>		
Male	76	20.65
Female	292	79.35
<u>Age</u>		
Below 20 years old	333	90.49
20 years old and over	35	9.51
<u>Religious Affiliation</u>		
Roman Catholic	276	75
Iglesia ni Cristo	17	4.62
Protestant	1	0.27
Born-Again Christian	62	16.85
Others	12	3.26
<u>Course taken</u>		
BEd – General Education	87	23.64
BSEd – English	74	20.11
BSEd – Science	30	8.15
BSEd – Mathematics	31	8.42
BSEd – Social Studies	21	5.71
BTLEd – Home Economics	29	7.88
BTVTEd – FSM	39	10.60
BPEd	57	15.49

As expected among normal courses in the Philippines, female students outnumber male students in the College of Education in Bulacan State University, Bustos Campus. Majority of the respondents are below 20 years old and most of them are Roman Catholic, if not Born-Again Christian. The researchers used the total enumeration of the population as respondents in this study. Almost one-fourth of the total number of respondents or 87 are Generalist students or majoring in elementary education. English is also a popular major among the respondents with 74 enrollees while Social Studies seem to have the least appeal with 21 enrollees.

The result implies that girls may be more attracted to the profession than male, probably because women are the primary caregivers in families and they can deal with their own children easily so as expected of her in school practicing her profession. Tani (2019) disclosed that in Australia there was a large proportion of women are in the teaching profession. In fact, the recent data shows, among Australian University graduates, 97% of pre-elementary graduates, 85% of primary graduates and 68% of secondary teachers-graduates are female.

In the same thread, Bilton (2018), reported that there was a dramatic increase in female applicants in the Universities all over the world like in United Kingdom, Sri Lanka, Argentina, Cuba, Jamaica, Malaysia and Brunei who chose to become a teacher or a nurse as their profession. This is because, boys tend to be less interested and less focused on school works, as a result, fewer of them choose to enroll in Universities.

**Specific Research Objective 2:** To determine the proportion of the respondents who: a. loves to learn, b. enjoys learning, and c. is motivated to learn

**Table 2: Distribution of respondents as to a. loves to learn, b. enjoys learning, and c. motivated to learn**

Loves to learn	Proportion	95% Confidence Interval
Without	1.36%	0.56 – 3.23
With	98.64%	96.77 – 99.44

Enjoys learning	Proportion	95% Confidence Interval
Without	2.45%	1.27 – 4.65
With	97.55%	95.35 – 98.73
Motivated to learn	Proportion	95% Confidence Interval
Without	9.78%	7.13 – 13.28
With	90.22%	86.72 – 92.87

The table above shows that under the new curriculum, all the respondents love to learn, enjoy learning and are motivated to learn. This means that the respondents possess the skill to gain knowledge and learn new skills throughout their lives. These respondents are the kind of individuals who will continue learning or pursue equipping themselves for personal development and fulfillment, and perceive each step toward personal and career advancement.

Perhaps this attitude of the respondents towards learning has something to do with the implementation of the new curriculum. As regards, the implementation of the same, teaching strategies and methodologies are geared towards an outcomes-based approach, student-centered pedagogy, understanding by design techniques, research orientation and performance-based assessment and evaluation, the learners have developed lifelong learning skills and attitudes.

Therefore, the role of the teacher in the teaching and learning process is very significant, as mentioned by Cedon (2016), the variety of teachers and their different approaches and teaching styles was helpful depending on the needs of every learners. This also concludes that teachers are perceived important for student's own development.

However, the table also shows that 9.78% of the respondents or for every ten students, one is not motivated to learn. This means that the drive or enthusiasm to learn new things is absent in an individual and this may be significant deterrent to the individual's academic success and his or her personal advancement.

**Specific Research Objective 3:** To estimate the proportion of the respondents who perceived themselves as good in searching and retrieving information.

**Table 3: Perception among the respondents of their skill to search and retrieve information**

Searching and Retrieving Information	Proportion	95% Confidence Interval
Good	44.84%	39.80 – 49.98
Not good	55.16%	50.02 – 60.20

The table above shows the distribution of the respondents as they perceived themselves as good in searching and retrieving information. It can be gleaned from the table that 44.84% of the total number of the respondents or 5 for every 10 students believe that they are not good in searching or retrieving information. This means that they feel that their research skills are still inadequate despite the reinforcement of research subjects in the senior high school of the new curriculum.

Furthermore, this means that half of the respondents do not have the ability to search for, find, compile, analyze, interpret and evaluate the information that is relevant to the subject at hand which is a very crucial skill that a learner in the twenty-first century must have. Communication, attention to detail, critical thinking and technical skills are just some of the salient attributes needed to develop good research skills which apparently are still to be developed among half of the respondents.

**Specific Research Objective 4:** To estimate the proportion of the respondents with intention to life-long learning

**Table 4: Distribution of respondents with intention to life-long learning**

Intention to Life-long learning	Proportion	95% Confidence Interval
Without	0.82%	0.26 – 2.51
With	99.18%	97.49 – 99.74

Corollary to table 2, the above table shows that at 95% confidence interval, all the respondents manifested their intention to lifelong learning. Perhaps, the new curriculum was able to instill in the minds of the respondents the significance of this skill or it is also possible that the strategies and techniques employed by the teachers under the new curriculum develop the intention to lifelong learning among the first batch of the Kto12 curriculum who are enrolled in the College of Education of the Bulacan State University, Bustos, Bulacan, Philippines.

Consequently, this first batch of graduates of k to 12 in the country can be described as mature and responsible individuals who are open for challenges and opportunities that life may offer. The same findings were revealed by Laala (2011) claiming that individuals who are lifelong learning- oriented undergo a process of learning that directed them towards life not just only providing his needs, but also that of the relevant community. They are the kind of learners who continuously upgrade and update their skills throughout their adult lives to cope with the modern life which is the very essence of the K to 12 Curriculum. At this point, it is very significant for teachers to provide variation of teaching actions to connect content with the experience of the students.

Moreover, Cedon (2016) emphasizes that the teacher's role in this academic endeavor is clearly manifested in the strategies employed which ultimately aims to support students in becoming 'reflective learners' in order to transform their experiences and their learnings for the respective landscapes of practice. Similar point of view was brought out by Fischer (2000) as agreed upon by Soni (2012), in her paper which claims that, the direct usefulness of new knowledge for actual problem situations greatly improves the motivation to learn the new material because the time and effort invested in learning are immediately worthwhile for the task at hand.

### 3. CONCLUSION

In the light of the results, the following conclusions were drawn:

1. About 98.64% of the respondents love to learn.
2. About 97.55% of the respondents enjoy learning.
3. About 90.22% of the respondents are motivated to learn.
4. Only about 44.84% of the respondents are good in searching and retrieving information.
5. Ultimately, about 99.18% expressed intention to lifelong learning.

### 4. RECOMMENDATION

In view of the foregoing conclusions, the following are recommended:

1. Curriculum planners should design better strategies in order to improve the research skills of secondary and tertiary students in the Philippines.
2. Better ways of intrinsic and extrinsic motivation should be employed by the teachers under the new curriculum.

### REFERENCES

- [1] Collins, Jannette (200). **Lifelong Learning in the 21st Century and Beyond Lifelong Learning - Education Techniques for Lifelong Learning Free Access**. Retrieved on January 3, 2019. Retrieved at <https://pubs.rsna.org/doi/full/10.1148/rg.292085179>.
- [2] Stella Soni, (2012) **Lifelong learning - Education and Training** retrieved on June 10, 2019 at <http://www.scribd.com/document/lifelonglearning>
- [3] Cendon, E. (2018). **Lifelong Learning at Universities: Future Perspectives for Teaching and Learning**. Journal of New Approaches in Educational Research, 7(2), PP. 81-87. doi: 10.7821/naer.2018.7.320
- [4] Cendon, E. (2016). **Bridging Theory and Practice. Reflective Learning in Higher Education**. In W. Nuninger & J.-M. Châtelet (Eds.), Handbook of Research on Quality Assurance and Value Management in Higher Education (pp. 304–324). Hershey, PA: IGI Global. Retrieved from doi:10.4018/978-1-52250024-7
- [5] Marjan Laala\* (2011) **Lifelong learning: What does it mean?** Retrieved on June 10, 2019 at <http://www.researchgate.net/publication>
- [6] Fischer, G., 2000, **Lifelong Learning - More Than Training, Intelligent Systems/ Tools in Training and Lifelong Learning**, Journal of Continuing Engineering Education and Lifelong Learning.
- [7] Bilton, Isabelle (2018). **Women are outnumbering men at a record High in Universities Worldwide** retrieved June 10, 2019 at <https://www.studyinterntional.com>
- [8] Tani, Massimiliano, (2019) **Why are Teachers Mostly Female? Because Men get better Pay in Other Profession**. Retrieved on June 11, 2019 at <http://newsroom.unsw.edu.au/news>