



# LEARNING READINESS IN EDUCATION 5.0 AS INFLUENCED BY VALUE CREATION AND ACADEMIC PRODUCTIVITY

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## ABSTRACT

*Addressing the gaps as to trends in the teaching-learning process is the most fundamental approach to attain alignment among global demands, responsiveness to the needs of the various industries, and most of all in terms of transmitting learning among students. Thus, this study aims to determine the learning readiness level of the learners in education 5.0 considering students' value creation and academic productivity where the result may serve as the basis for designing a new learning landscape in the academe where the values of sustainability and adaptability are embedded as an essential chunk in the teaching pedagogy. As this study used a modified survey questionnaire, the study reveals that the level of value creation was "proficient," and in terms of the level of academic productivity, it was determined as "proficient." Inferentially, there were significant correlations among value creation, academic productivity, and learning readiness of learners in the education 5.0 era which entails that students' learning readiness was influenced by value creation and academic productivity. Thus, the result implies that value creation and academic productivity are of great influence on the achievement of the learners which may consider underlying factors in determining one's learning readiness. This study recommends active participation in seminars, workshops, and conferences presenting global trends to provide breakthroughs among the learners and teachers to enhance their knowhow of the relevant and responsive competencies.*

**KEYWORDS:** *Academic productivity, Education 5.0, Learners, Learning readiness, Value creation*

## INTRODUCTION

Education in today's time is in parallel with learners being treated according to their phase of learning and behavioral responses as it encompasses the academic adage "education is a continuous process where change is inevitable." In keeping the academic processes emplaced, especially in this time of pandemic where new learning modalities are introduced, it is very obvious that trends in the academe changeover as to curriculum, teaching pedagogies, learning modalities, and others. One of the recognizable changes in the academe is the education revolution where we are now, the Education 5.0 era.

Education 5.0 according to Derjoveda (2021) starts with humans, not technology. The academe revolution aims to underpin the achievement of humans as an outcome of a particular learning experience. This education era is not about providing every learner with gadgets, or even improving infrastructure and connectivity, but it is about preparing them to be globally competitive and holistically equipped considering intellectual, social and emotional factors. More so, this era aims as well to develop strong individuals and be mindful of their health and personal development.

This era's concern is on crafting appropriate strategic, methodological, and pedagogical approaches in teaching that include the ways to bring motivation, creativity, and joy of learning back to learners. Though in this time where blended learning is the pivotal learning modality, digital equipment, infrastructure, and platforms may still be crucial here, however, they only serve as enablers, and not the learning modality itself.

In the response to the implementation of education 5.0, the curriculum is placed to embed skills, concepts, and processes that students are expected to learn from kindergarten to university and the core of the aforesaid embedded essentials is academic productivity which is considered a soft skill or a personal strength that is learned through education or training where it can be improved through familiarization of common issues (Doyle, 2020) and the value creation which is the process of identifying and addressing the important needs of stakeholders better than any alternative that can be carried out by identifying the important stakeholder's needs and developing a compelling and quantified value offering (Williams, 2021).

Hence, to achieve a globally standard education and produce competitive graduates, a curriculum review has been conducted by the university to adhere to the issues pertaining to the changing needs of society at large. The curricular reform aims



to meet changing educational demands, consistency, and progression within, between, and across educational levels and courses, an orderly and systemic process that may avoid unnecessary duplication, and responsible use of resources and materials.

With the abovementioned undertakings, the researchers were prompted to determine the learning readiness level of the learners in education 5.0 as influenced by students' level of value creation and academic productivity wherein the result of this study may serve as a basis for designing a new learning landscape in the academe where the values of sustainability and adaptability are embedded as an essential chunk in the teaching pedagogy.

This study was anchored to the Sustainable Future Triangle postulated by Villarruz (2018) that by principle it is the fourth triangle overpinning the Futures Triangle theory of Inayatullah (2008) where it presents that by the weight of the past, push of the present and pull of the future, lead to a plausible future that is sustainable which defines the sustainable future and development of an organization or institution. Thus, this study looks into the learning readiness level of learners and the levels of value creation and academic productivity of the learners in the education 5.0 era where its implication was utilized as a basis for ascertaining suitable teaching pedagogy.

### STATEMENT OF THE PROBLEM

Primarily, this study aimed to determine the learning readiness level of the learners in education 5.0.

Specifically, this research study sought to determine the following:

1. level of value creation of students in education 5.0 era;
2. level of academic productivity of students in education 5.0 era;
3. learning readiness level of the students towards education 5.0; and
4. significant correlation among value-creation, academic productivity, and learning readiness level of students in the education 5.0 era.

### HYPOTHESIS

There is no significant correlation among value-creation, academic productivity, and learning readiness level of students in the education 5.0 era.

### METHODOLOGY

The descriptive-correlational research design was used in this research study as it determined the learning readiness level of the students of Capiz State University as learners in the education 5.0 era considering value creation and academic productivity as the factors. The independent variables of this study were the value creation and academic productivity of the learners and the dependent variable was the learning readiness level of the learners in the education 5.0 era.

This study has 365 respondents which were determined via sample size computation taken from the total population of 6,930 Higher Education students enrolled at Capiz State University, Roxas City Main Campus during the first semester of the academic year 2021-2022. Random sampling was employed in this study to give an equal chance of being selected as a respondent.

In determining the reliability and validity of the modified questionnaires, pilot testing was made. Upon securing that the questionnaires were reliable and valid, administration of the survey questionnaire among the respondents followed in the form of a google survey.

As to the determination of the level of value creation of the respondents, the researcher used a 12-item modified questionnaire on value co-creation by Ranjan and Read (2016). For academic productivity, the researcher used an 11-item modified questionnaire on co-creation in higher education by Dollinger, Lodge, and Coates (2018). For learning readiness, the researcher used a 20-item modified questionnaire on readiness assessment by Williams (nd). These survey questionnaires underwent content validation and reliability testing since modifications were made. The reliability results of 0.87, 0.79, and 0.82 Cronbach's alpha coefficient for value-creation, academic productivity, and learning readiness respectively were obtained, and it denotes that the survey questionnaires were reliable.

For value-creation and academic productivity, the scale and interpretation of 1.00 – 1.80 are interpreted as “beginning,” 1.81 – 2.61 are interpreted as “developing,” 2.62 – 3.42 are interpreted as “approaching proficiency,” 3.43 – 4.23 are interpreted as “proficient,” and 4.24 – 5.00 are interpreted as “advanced.”

For learning readiness, the scale and interpretation 1.00 – 1.80 are interpreted as “definitely not ready,” 1.81 – 2.61 are interpreted as “probably not ready,” 2.62 – 3.42 “possibly ready,” 3.43 – 4.23 are interpreted as “probably ready,” and 4.24 – 5.00 are interpreted as “definitely ready.”

This study used mean to analyze the descriptive data and Pearson r in the inferential analysis of data set at a 5% level of significance.

**RESULTS AND DISCUSSIONS****On the Level of Value Creation**

The result presented in table 1 reveals that the learners have a proficient (mean = 3.81) level of value-creation underscoring item 4 which says “I felt that the benefits, values, or enjoyment of learning depends on my role and environment” with a mean of 4.02. Also, looking into items 1 and 10 with the lowest mean of 3.67 expressing that “the learning process was a fresh and memorable experience for me” and “I participated in study groups, clubs, or networks that are useful during learning activities.” Thus, the result implies that the learners are able to identify and address the important needs better than any alternatives in their studies however, they still need to be guided and pointed in the direction of where to traverse since confusion is still ubiquitous. Further, in this present education 5.0 era, learners may not be that impeccable in projecting the value creation where the role of the institution as an agent of change walks in, however, the learners manifest a compassionate attitude and positivity in stressful situations by working as a team to complete the learning tasks given. More so, the learners were able to act modestly by respecting one’s perception and were able to prohibit themselves from criticizing things unfairly for they were joined with trustworthiness and each of them extends helped in motivating one another so that they could go further progressively. The result of this study conforms with the findings of Muzira & Muzira (2020) as they revealed that in education 5.0, the thrust remarkably exhibited by taking time to listen and going extra mile to make a difference, one should take ownership for completion and service, very aware that one person cannot do everything, hence, working with others is very vital. Also, being open to other person’s perspectives and being accountable for their own beliefs, ideas and attitudes, and being committed to walking the talk which shapes awareness that trust works both ways.

**Table 1. Level of value creation**

Value Creation	Mean	Verbal Interpretation
1. The learning process was a fresh and memorable experience for me	3.67	Proficient
2. I felt that learning differed depending on my participation	3.68	Proficient
3. During the learning process, I was able to do something useful for me by challenging new things	3.82	Proficient
4. I felt that the benefits, values, or enjoyment of learning depends on my role and environment	4.02	Proficient
5. During the learning process, the professor tried to meet the individual needs of each student	3.77	Proficient
6. During the learning process, I felt that participation in learning activities varied depending on my taste and knowledge	3.84	Proficient
7. The learning process provided a good overall learning experience beyond functional benefits	3.89	Proficient
8. I felt that the university needed related promotional activities for students to be completely immersed in learning activities	3.82	Proficient
9. During my learning activities, I felt an intimate relationship with my major	3.85	Proficient
10. I participated in study groups, clubs, or networks that are useful during learning activities	3.67	Proficient
11. During the learning activities, I felt that my relationship with my major or professor could be improved depending on the word of mouth on social media that students use a lot	3.87	Proficient
<b>Grand Mean</b>	<b>3.81</b>	<b>Proficient</b>

Legend	Scale	Description
	1.00 – 1.80	Beginning
	1.81 – 2.61	Developing
	2.62 – 3.42	Approaching Proficiency
	3.43 – 4.23	Proficient
	4.24 – 5.00	Advanced

**On the Level of Academic Productivity**

The level of academic productivity of the learners as presented in table 2 shows proficient level due to the computed mean of 3.73, highlighting item number 11 with a mean of 3.87 which entails that “I and the professor interacted sufficiently during the learning process” and looking into the enhancement of item number 7 which says “I thought my role was important in the learning process” with a mean of 3.50. Thus, the result implies that the learners are capable of demonstrating the soft skill or personal strength that is learned through education or training, and this personal strength that the learners were exhibiting was developed by familiarization with common issues and rationalizing using the theories, content, and context learned. More so, with



the presented result, it is further explained that the learners devote study time and had created specific goals to be guided in the learning endeavor. They also have to do list for their guidance, practice note taking, organizing review notes, and run-through details with other supplemental learning materials. The result of this study conforms with the article published by The Patriot (2019) which reveals that integrating industrial issues in the learning endeavor of students and providing a detailed landscape in the learning process contributes to effective learning.

**Table 2. Level of Academic Productivity**

Academic Productivity	Mean	Verbal Interpretation
1. The professor was open to my ideas and suggestions for existing or new learning content	3.85	Proficient
2. The professor provided enough explanation and information for me to learn	3.60	Proficient
3. I was willing to spend my time and effort sharing my ideas and suggestions for learning with the professor	3.67	Proficient
4. The professor provided an appropriate environment and opportunity to provide my suggestions and ideas	3.82	Proficient
5. I could easily access the learning content according to my interest level	3.85	Proficient
6. The learning content provided was consistent with my learning needs	3.67	Proficient
7. I thought my role was important in the learning process	3.50	Proficient
8. The professor and I used the best communication channels to share learning results	3.80	Proficient
9. I was able to express my needs conveniently during the learning process	3.71	Proficient
10. The professor gave me enough information related to learning	3.63	Proficient
11. I and the professor interacted sufficiently during the learning process	3.87	Proficient
12. During the course of learning, I played an active role in interacting with professors to get the most out of my knowledge	3.85	Proficient
<b>Grand Mean</b>	<b>3.73</b>	<b>Proficient</b>

Legend	Scale	Description
	1.00 – 1.80	Beginning
	1.81 – 2.61	Developing
	2.62 – 3.42	Approaching Proficiency
	3.43 – 4.23	Proficient
	4.24 – 5.00	Advanced

### On Learning Readiness Level of Learners in Education 5.0

The result of the learning readiness level of learners in education 5.0 is shown in table 3 which reveals a mean of 3.75 which is verbally interpreted as “probably ready” emphasizing item number 7 with a mean of 3.86 which entails that “I learn best when I figure things out for myself” and taking into consideration item number 17 with a mean of 3.50 saying “I am comfortable installing software and changing configuration settings on my computer.” The result implies that learners are able to cope with the present learning modalities and educational system which most of it is associated with technology use. However, the learners in Education 5.0 shows a need for enhancement with the guidance of their parents and teachers to teach and assist learners in identifying ways to use technology safely and only where it truly adds value since at present, there are growing pieces of evidence pointing to the disadvantages of technology on physical and mental health, as well as on motivation to learn among learners and the value of the actual learning performance seems to regress. The result of this study conforms with the findings of Dervojeda (2021) which reveals that education 5.0 is not about less or more technology but it is about making conscious, responsible choices while seeing the bigger picture and it pays special attention to the aspects of privacy, ethics, safety, and technological mindfulness.



**Table 3. Learning Readiness Level of Learners in Education 5.0**

Learning Readiness	Mean	Verbal Interpretation
1. I am good at setting goals and deadlines for myself.	3.85	Probably Ready
2. I do not quit just because things get difficult.	3.80	Probably Ready
3. I can keep myself on track and on time.	3.84	Probably Ready
4. I learn relatively easily.	3.71	Probably Ready
5. I can learn from things I hear, like lectures, audio recordings, or podcasts.	3.77	Probably Ready
6. I have to read something to learn it best.	3.72	Probably Ready
7. I learn best when I figure things out for myself.	3.86	Probably Ready
8. I like to learn in a group, but I can learn on my own as well.	3.82	Probably Ready
9. I usually study in a place where I can read and work on assignments without distractions.	3.76	Probably Ready
10. I can ignore distractions around me when I study.	3.81	Probably Ready
11. I keep a record of what my assignments are and when they are due.	3.85	Probably Ready
12. I plan my work in advance so that I can turn in my assignments on time.	3.60	Probably Ready
13. I am willing to use e-mail and other online tools to ask my classmates and instructors questions.	3.67	Probably Ready
14. I am relatively good at using the computer.	3.82	Probably Ready
15. I am comfortable surfing the internet.	3.85	Probably Ready
16. I am comfortable conducting searches, setting bookmarks, and downloading files.	3.67	Probably Ready
17. I am comfortable installing software and changing configuration settings on my computer.	3.50	Probably Ready
18. I have word processing and spreadsheet software, such as Microsoft Word and Excel.	3.80	Probably Ready
19. I have broadband access to the Internet with a fast and reliable connection.	3.71	Probably Ready
20. I have headphones or speakers and a microphone to use if a class has a video conference.	3.63	Probably Ready
Grand Mean	3.75	<b>Probably Ready</b>

Legend	Scale	Description
	1.00 – 1.80	Definitely Not Ready
	1.81 – 2.61	Probably Not Ready
	2.62 – 3.42	Possibly Ready
	3.43 – 4.23	Probably Ready
	4.24 – 5.00	Definitely Ready

**Correlation among Value Creation, Academic Productivity, and Learning Readiness**

The result of the correlation among value creation, academic productivity, and learning readiness was presented in table 4 which reveals that there were strong positive correlations between value creation and academic productivity ( $r=0.876$ ), value creation and learning readiness ( $r=0.922$ ) and academic productivity and learning readiness ( $r=0.971$ ) and value creation, academic productivity and learning readiness were significantly correlated with each other ( $sig. = 0.000$ ). The result implies that value creation and academic productivity were of great influence on the achievement of the learners which may consider underlying factors in determining one's learning readiness.

**Table 4. Correlation among value creation, academic productivity and learning readiness**

	N	Pearson Correlation	Sig. (2-tailed)	Remarks
Value creation & Academic Productivity	365	.876**	.000	Significant
Value creation & Learning Readiness	365	.922**	.000	Significant
Academic Productivity & Learning Readiness	365	.971**	.000	Significant

\*\* Correlation is significant at the 0.01 level (2-tailed).





## CONCLUSIONS

1. The level of value creation was determined as “proficient” which entails students were capable to align themselves in the global academic arena seeking minimal guidance from teachers or even from other individuals for validation.
2. The level of academic productivity was determined as “proficient,” therefore, students adopted the learning modalities via digital deliberation and were adept to the filled the gap in the learning mechanism of today’s trend however noting that supervision among teachers was still needed among students to place a clearer pathway towards success.
3. The learning readiness level of the students towards education 5.0 was determined as “probably ready” which shows that students were prepared to fish out and process learning on their own, yet progressive learning to be excellent is still pursued among students where the need of supervision from teachers are needed.
4. Inferentially, there are significant correlations among value creation, academic productivity, and learning readiness of learners in the education 5.0 era which entails that students’ learning readiness is influenced by value creation and academic productivity.

## RECOMMENDATIONS

It is recommended that teachers may enhance the collaborative-based measurement of learning tasks to fully equip the student’s potential. Moreover, they are also encouraged to develop a well-structured learning pathway and learning materials where students could take ideas on how to further advance their skills. In terms of learning readiness in this education 5.0 era, it is recommended that active participation in seminars, workshops, and fora presenting trends and global competitiveness are encouraged to provide a breakthrough among the learners and teachers to enhance their knowhow of the relevant and responsive competencies.

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