



Globalization has changed the system of education, shaping the education doesn't make any changes

¹EDILMAR P. MASUHAY, MSMathEd, ²FERNANDO T. HERRERA, Ph.D.

¹Surigao State College of Technology-Mainit Campus, Magpayang, Mainit, Surigao del Norte, Philippines

²Caraga State University, Ampayon, Butuan City, Philippines

¹yahusamedilmar@gmail.com, ²fernan_herrera@yahoo.com

Corresponding Author: EDILMAR P. MASUHAY, MSMathEd

Surigao State College of Technology Mainit Campus,

Magpayang, Mainit, Surigao del Norte

8407 Philippines

yahusamedilmar@gmail.com

Telephone #: 8130067

Cellphone #: 09382459966

Abstract: in response to globalization, the Philippines is on its way to 21st Century Education longing to provide quality education to attain excellence learning, appropriate teaching, and advanced resource teachers. Scenario cited systems of education first, the K-12 basic education program, the present and second, the previous/old system, distinct comparison of this two system has been examined in favor to the later, the significance of its program to globalization are observed, documentations traced the functions of the new system, and evidently showed partial records of phenomena that globalization changed the system, but shaping the education doesn't made any changes. Literature is a paradox to some extent that this study recommends to pursue relative research for comparative and justification of the previous.

Keywords: Globalization, K-12 Basic Education Program, 21st Century of Education, CHED K TO 12 Transition Program, Ra 10533 K To 12 Education.

1. Introduction

1.1 Rationale

Based on the Basic Kto12 Education Program in the Philippines, K to 12 is an educational system under the Department of education aims to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment. "K" stands for Kindergarten and "12" refers to the succeeding 12 years of basic education (1 year kindergarten, 6 years of elementary education, 4 years of junior high school, and 2 years of senior high school), illustrated under figure 1. At present, the Philippines is the last country in Asia and one of only three countries in the world with a 10-year pre-university program. In fact, K to 12 has been push through because of its conclusive reasons: (see the tabulated comparison between old new curriculum) [1], [2].

K to 12 EDUCATION SYSTEM	OLD SYSTEM
K-12 Program offers a decongested 12-year program that gives students sufficient time to master skills and absorb basic competencies.	Student lack mastery of basic competencies due to a congested ten-year basic education curriculum.
Student at the new system will graduate at the age of 18 and will be ready for employment, entrepreneurship, middle-level skills development, and higher education upon graduation.	Graduates of an old curriculum are younger than 18 years old and are not legally read to get a job start a business.
K-12 program accelerates mutual recognition of Filipino graduates and professionals in other countries.	Foreign countries perceive a ten-year curriculum as sufficient. They do not automatically recognize

	Overseas Filipino workers (OFWs) as professional abroad.
Kindergarten is mandatory for five-year-old children, a pre-requisite for admission to Grade 1.	Kindergarten (a strong foundation for lifelong learning and total development) is optional and not pre-requisite for admission to Grade 1.
The new curriculum gives the students the chance to choose among the three tracks (i.e. Academic; Technical-Vocational-Livelihood; and Sports and Arts) and undergo immersion, which provide relevant exposure and actual experience in their chosen track.	Old education system offers a broad curriculum that does not include enough practical applications.

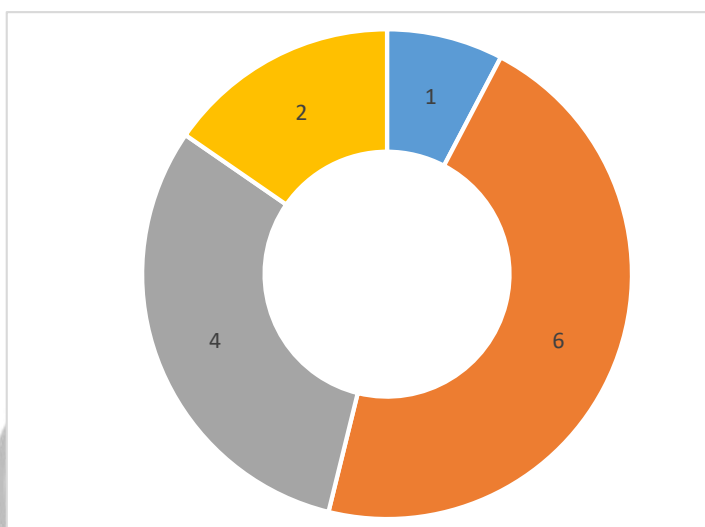


Figure 1. K-12 Basic Education
Data Source: [1].

1.2 Research objectives

This study redounds to befit the understanding of parents, teachers, students, educators, school administrators, and the government on K-12 Basic Education Program. Issues on K-12 to its transit effects forward to globalization should be given more emphasis, Revelations of K -12 advantages and paradigm should be displayed to provide more precise understanding on issues therein.

Research questions:

1. K-12 Basic Education Program, significant to globalization?
2. K to 12 is an educational system to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment?
3. Is it K-12 that provides an excellent learning, appropriate teaching, and advance resource teachers?

Research hypotheses:

H₀₋₁: K-12 Basic Education Program has no significance to globalization.

H_{a-1}: K-12 Basic Education Program has significant to globalization.

H₀₋₂: K to 12 is an educational system doesn't have the sign to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment.

H_{a-2}: K to 12 is an educational system has the significant to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment.

H₀₋₃: K-12 doesn't provide excellent learning, appropriate teaching, and advance resource teachers.

H_{a-3}: K-12 has to provide excellent learning, appropriate teaching, and advance resource teachers.

1.3 Theoretical Framework

This study described issues about the K-12 Basic Education Program, gathered previous studies, literature, specified issues, categorized phenomena, theories are critically analyzed tested by mathematical computations, described statistically with the Spreadsheet application, an analysis is drawn thru figures, charts, and tables.

2. LITERATURE REVIEW

Students and Parents understanding about K-12 Basic Education Program

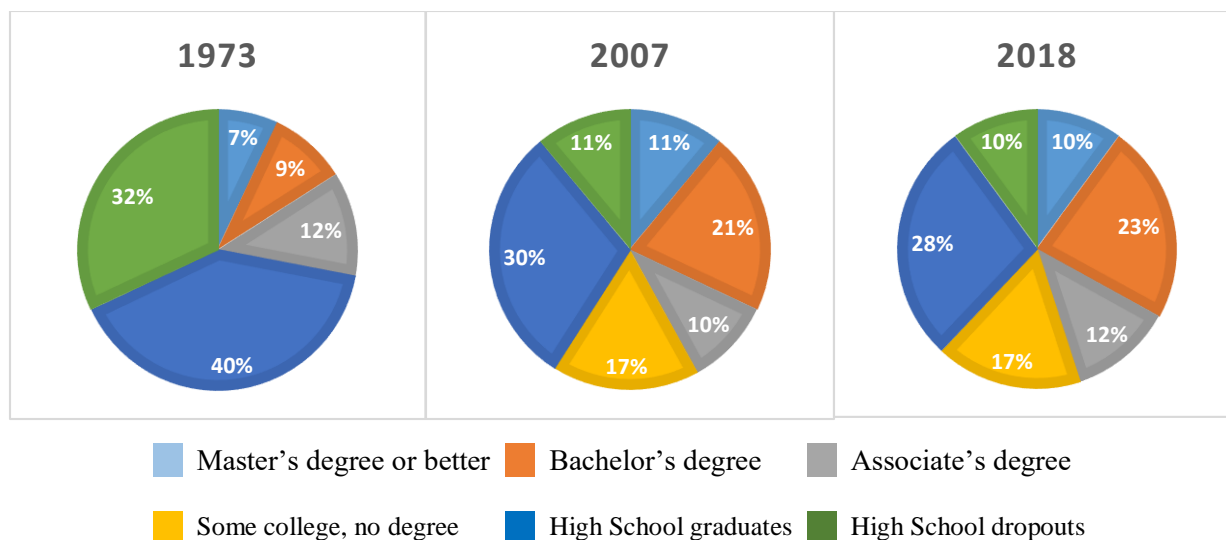
At first, Students and Parents understand differently the K-12 Basic Education Program in the Philippines because of no proper orientation, parents have more uncertainties and some of them relied only to what they heard from knowledgeable professionals and seems that they are on its anxieties of what really the effect of K-12 and how this really help them. In fact, parents' recommends that supposed instead of two years additional studies for their children supposed this means should use to hire additional experts, teachers. Opinions from the parents tell that this program only geared them to spend more money for another two years of education, however, the benefit was precisely explained by the educators and helped the parents understood the concept of K-12 Basic Education Program. Moreover, this study should be thoroughly scrutinized and the records gathered should be thematically analyzed thru the application of Opinionnaire methods using survey questionnaire with like scale as a measuring tool in analyzing the data. [3], [12].

The role of education in the 21st century

In this 21st century, it is expected that educators should prepare a curriculum wherein the learners should understand the issues and problems wherein the world had faces. The lessons are not based on textbooks, instead, they are project based. Skills and content relearned through their research and projects. And expected that all students have full access to technology and if possible every student has a laptop. While it may take some time before school and teachers are equipped to properly educate in the 21st century, they keep learning no matter where they are and foster a love of learning, as truly it is the role of education in the 21st century. [5].

Shaping education for the 21st century

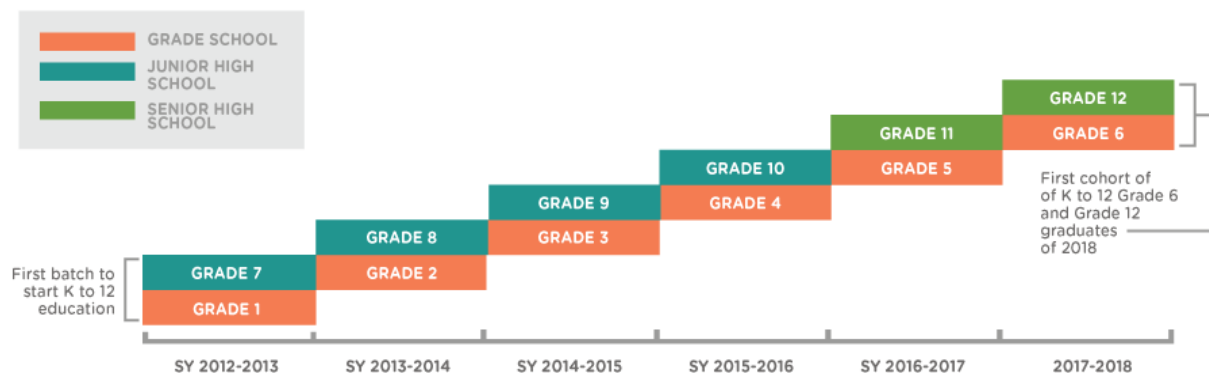
Eventually, the reality tells that the Philippines education system is copied from other progressive nation like the USA, wherein K-12 Basic Education Program are given more emphasis. Looking back the historical views of education onward to employment, below are figures of descriptive results from previous scholarly studies that trace the effect of education to employment, and globalization from 1973, 2007 and to the present era, see Figure 1, below: [6].

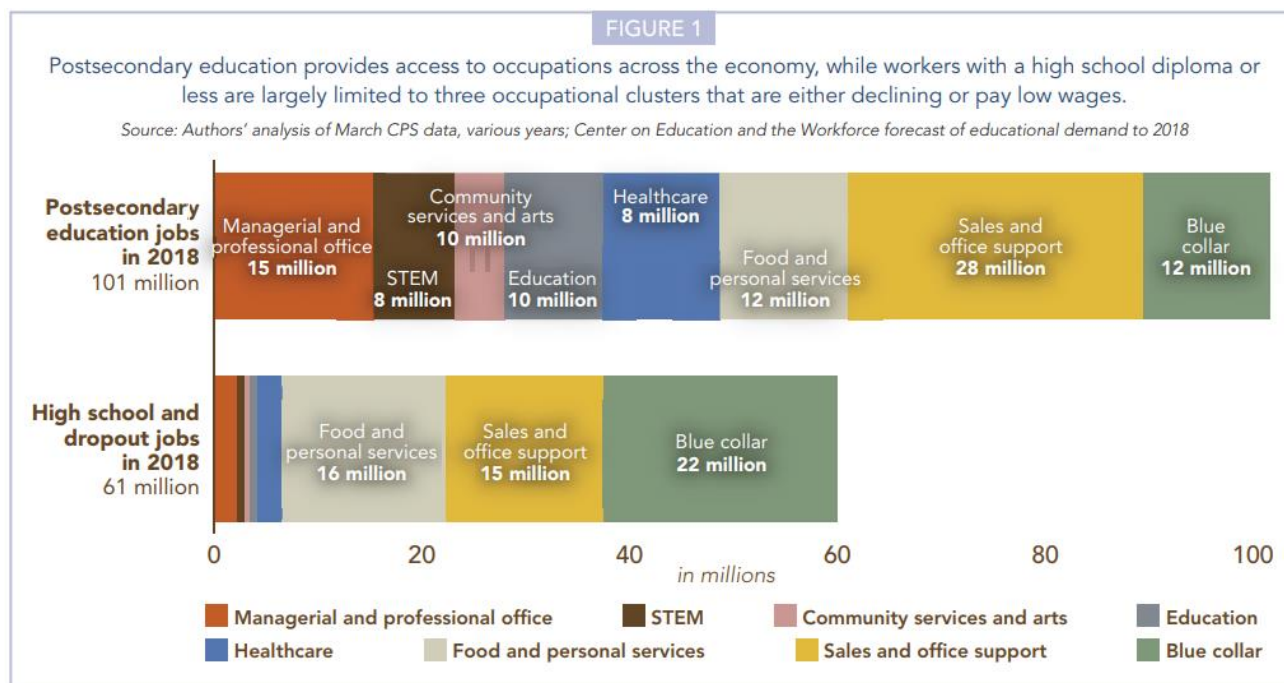


Sources of Data or Content: March CPS data, various years; Center on Education and the Workforce.

Figure 1. Tracing the effect of *education to employment trends*.

In order to understand the K-12 Implementation and Transition Management, the author recognized Images from Carnevale, A. P., Smith N., & Strohl, J. Help Wanted: Projections of Jobs and Education Requirements through 2018, see below copied figures for illustrations [10].





The Georgetown University Center on Education and the Workforce

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Defining 21st Century Education in effect to globalization

According to National Statistics Office (Philippines), most of an unemployed are young adults, and one of the options to resolve unemployment is to align basic education to employment opportunities.

A student who fails to master basic literacy and numerical skills in the earlier grades either has the option to remediate or drudge oneself into subjects that are even more challenging and therefore beyond what this student could possibly comprehend. How a student can do not know how to add, subtract, multiply, and divide appreciate algebra? How can a student who has not been taught how to make measurements be interested in engineering? How can the student who does not how to read enjoy reading a book? Critical thinking without substance is not critical thinking. It is simply hot air.

As a climate change in which the problems may seem distant in the future, education reformers tend to focus mainly on the later years thinking that the solutions are within this period. Senior high school or whatever schooling that happens after basic education can only be reformed to a certain point to conform to the perceived challenges and opportunities of the society but without addressing those problems earlier, the problems of a failing basic education system, none of these solutions will work. It is the earlier grades that a student forms a general attitude towards learning. Failing at this point guarantees a difficult time in schooling in the later years. No reshaping of a curriculum in high school can cure the ills of poor elementary education. Shaping education for the 21st Century has not really changed what basic education should be. The goal of basic education remains the same. Education in the early childhood years is still the most important step. Reforming high school with attending to the problems in elementary school is a simple exercise in futility. It may be true that doing well in the early childhood education and the elementary years does not necessarily guarantee a basic education aligned to the needs and challenges to the 21st Century. However, it is with certainty that a poor elementary education will lead to a failure in basic education no matter what century. [7].

Philippine Education system in 2018

According to the Philippine National Development Plan, "the number of higher education institution in the Philippines is ten times more than its neighboring countries. The Philippines has lusters performance in producing innovators, researchers (81 researchers per million population versus 205 in Indonesia and 115 in Vietnam) and knowledge producers (28 out 777 journals or 3.6 percent are listed under Thomson Reuters, Scopus or both) indicates that the country has lagged behind many of its Asian neighbors in producing researchers, innovators and solutions providers need to effectively function in a knowledge economy."

Although the participation in higher education in the Philippines has expanded in recent years, with the gross tertiary enrolment rate growing from 2.2 million in 1999 to 4.1 million in 2016, the information from the Philippine National Development Plan that we have a shortage in local "researchers and innovators" should not be overlooked nor ignored. Enrolment rates for college students are expected to expand even more, with the bold decision of President Duterte in 2017 to make education at state universities and colleges tuition-free, yet this does not automatically mean that such changes can result in producing a new generation of researchers and innovators.

On the other side, the previous administrations K-12 reforms have inevitably led to the decreased rate of college enrollees too, at least in the short term, since many of the students that would usually have entered higher education after Grade 10 now have to complete two additional years of school.

In 2013 the Philippine government initiated the extension of the country's basic education cycle from ten to twelve years –a major reform that former education Secretary Armin Luisitro has called "the most comprehensive basic education reform initiative ever done in the country since the establishment of the public education system more than a "century ago". Between 2015-16 and 2016-17, the total number of tertiary students already dropped from 4.1 million to 3.6 million decrease that is particularly apparent when looking at undergraduate enrollment rate, according to data from the Commission on Higher Education.

Despite some predicaments, qualitative improvements and achievements in the Philippine education system are still notable in a number of areas. This includes a slight increase in the number of higher education faculty holding higher degrees. The percentage of instructor with master's and doctorate grew from 38.87 percent and 11.09 percent in 2010, respectively, to 40.34 and 12.62 percent in 2015.

The number of higher education institutes with accredited education programs which is not mandatory in the Philippines, increased by more than 40 percent between 2010 and 2017, while the passing rates of candidates sitting for professional licensing exams, a measure of academic effectiveness, jumped from 33.9 to 58.6 percent between 2010 and 2015.

In fact, historic views tell that despite the shortage innovators, researchers and knowledge producers in the country, it is great to note that Filipinos are generally prioritizing higher and advance education, there are more than 10,000 Filipinos gone to Australia, a global education powerhouse with some of the world's best facilities and educators, providing students with over 22,000 courses across, 100 institutions to achieve International education. The Education Centre of Australia (ECA) is one of the top institutions in the country that helped Filipinos achieve their aspirations in international education. ECA is a diverse education group that operates at the forefront of Australia's higher-education sector. Over the past two decades, the education center has helped Filipinos transform their lives through English language courses, undergraduate pathways, postgraduate degrees, and targeted internships. ECA works in partnership with quality university providers and operates several highly successful colleges. [8].

CHED Kto12 Transition Program

Pursuant to section 31 of the Implementing Rules and Regulations (IRR) of the Republic Act No. 10533 the “Enhanced Basic Education Act”, the Department of Labor (DOLE), Department of Education (DepEd) Technical Education and Skills Development (TESDA) and Commission on Higher Education (CHED) issued the “interagency joint Guidelines” on the implementation of the labor and management component of the Act. This guidelines was issued to ensure the sustainability of private and public institutions to protect the rights, interests, and welfare of teaching and non-teaching personnel and to optimize employment retention or to prevent, to the extent possible, displacement of faculty and non-personnel in private and public higher education institution (HEIs) during the transition from existing ten (10) years basic education cycle to the enhanced program or K to 12. [13].

Denoted from Section 5 of the RA 10533, the K to 12 Education, an act enhancing the Philippine basic education system by strengthening its curriculum and and increasing the number of years for basic education, appropriating funds threfore and for other purposes, that the DepEd shall formulate the design and details of the enhanced basic education curriculum. It shall work with the Commission on Higher Education (CHED) to craft harmonized basic and tertiary curricula for the global competitiveness and Filipino graduates. To ensure college readiness and to avoid remedial and duplication of basic education subjects, the DepEd shall coordinate with the CHED and he Technical Education and Skills Development (TESDA). To achieve an effective enahnced basic education curriculum, the Dep Ed shall undertake consultations with other national government agencies and other stakeholders including, but not limited to, the Department of Labor and Employment (DOLE), the Professional Regulation Commission (PRC), the private and public schools associatons, the national students organizations, the teacher organizations, the parents-teachers associations and the chambers of commerce on matters affecting the concerned stakeholders. The DepEd shall adhere to the following standards and princiles in developing the enhanced basic education curriculum:

- (a) The currilum shall be learner-centered, inclusive and developmentally appropriate;
- (b) The curriculum hall be relevant, responsive and research-based;
- (c) The curriculum shall be culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective collaborative and integrative;
- (f) The curriculum shall adhere to the pinciples and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are from what they already knew proceeding from the known to the unknown, instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available;
- (g) The currilum shall use the spiral progrssion approach to ensure mastery of knowledge and skills after each level; and
- (h) The curriculum shall be flexible enough to enable and allow schools to localize, indignize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encuraged and approval of these materials shall devolve to the regional and division education units. [14].

3. METHODOLOGY

3.1 Data Collection

Gathered data by documentation, collated related scholarly articles, used deductive strategies and determined the most appropriate to include for the studies, as a basis for facts findings. [4].

3.2 Research Methods

The research is historical and confirmatory in nature. Previous studies that relate and touches issues concerned on the effects of K-12 Basic Education Program are entertained and studied. Organized a bulk of data that demonstrated phenomena or events that directly and indirectly describe the new system of education has showcase progressive developments in effect to the country's globalization.

Conveniently, randomly Parents and Students encouraged and participated, confirmed their points of views regarding the two options of the educational system.

Educators, Professionals, Authorities purposively extended their belief and opinions about the confirmatory results of the viva voice survey regarding the parents, students' points of views about K-12 Basic Education Program against to the old system.

Hence, the study is phenomenal and hypothetical, this enjoined everyone from elsewhere within the territorial domain of the country to be a part and to contribute anything for the success of this endeavor thereby and this makes sense to execute gathering of data in preference nor in reference, as well as target proponents are able to participate accordingly.

3.3 Instrumentation

Used Opinionnaire as a tool in questioning a key persons in the system and known educators with exemplary performance, interviewed about the opinions regarding on the study's findings, as basis to check the statements in a list with which is in agreement, to indicate degree of agreement or disagreement, and inferring one's attitude reaction to projective techniques, in order to evaluate the "Philippines KTO12 Education Program, and its transit effect to globalization". And analyzed and displayed data by SPSS application. [12].

3.4 Data Analysis

Applied documentation from previous literature and used simplified mathematical calculations to generate the result on proportions, frequencies, and percentages on affirmative and contradiction to certain phenomena or events, and to generalized characteristics or dimensions of structured systems. Then, used the gathered data as an input to construct a descriptive statistics thru Spreadsheets application. Nevertheless, Results was analyzed by means of figures, charts, and tables.

4. FINDINGS

4.1 Findings as to the problems and hypotheses

4.1.1. What are the transit effects of K-12 Basic Education Program in significant to globalization?

Answer: the globalization has changed the Philippines old system of education into the K-12 Basic Education Program. Shaping education for the 21st Century has not really changed what basic education should be. However, it is with certainty that a poor elementary education will lead to a failure in basic education no matter what century. Mainly the new system: *first*, increased the number of years of the basic education; *second*, technically null and void the old system diploma and certificates, graduates are advice to take the bridging program for the new General Education Curriculum (GEC); and *third*, opens a window of opportunity to compete with ASEAN neighbors under the CHED K to 12 Transition Program [15].

4.1.2 Is there a significant difference between K to 12 Basic Education Program and the old system to enhance learners' basic skills, to produce more competent citizens, and to prepare graduates for lifelong learning and employment?

Answer: The k-12 Basic Education Program is more effective in enhancing the skills, produce more competent citizens, and prepare graduates for lifelong learning hence it has more two more additional years of extensions and but in terms of employability or in job opportunities there is no significant difference because the qualification criterion of which every applicant of this present generation should be considered. In fact, from March CPS data employment opportunities projected a continuous decreased, from 1973 to 2018, 78% downed to 38 % of the workforce are belongs to high school and dropouts, and noted that they're clustered into three low wages job opportunities: Food and personal services; Sales and office support; and Blue collar jobs. However, it was observed also that 40% of employed personnel with post-secondary qualification clustered also to the same mentioned job opportunities.

4.1.3. Is it K-12 provides excellence learning, appropriate teaching, and advance resource teachers?

Answer: K-12 Basic Education Program is about the implementation and Transition Management and has no significant relation towards excellence learning, appropriate teaching, and advanced resource teachers. However, in effect to globalization, the education shaped to adopt the 21st century of teaching for quality education. It is revealed that in the earlier grades the student forms a general attitude towards learning, failing at this point guarantees a difficult time in schooling in the later years.

4.14. Research hypotheses: (acceptance and rejections)

H_{0-1} : K-12 Basic Education Program has no significant effects regarding globalization. This hypothesis is accepted. In fact, K-12 Basic Education Program has no effect in globalization, although it helps high school graduates to acquire master basic skills and basic competencies.

H_{a-1} : K-12 Basic Education Program has significant effects regarding globalization. This hypothesis is rejected because K-12 Basic Education has no significant effects regarding globalization, but the Philippines education system changed the old system to the K-12 Basic Education Program for a cause.

H_{0-2} and H_{a-2} , K to 12 is an educational system has, or has no significant in effect to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment. This hypotheses recommends another research that showcase frequencies and percentages that supplements the claims thru survey and evaluation if those target objectives under CHED Kto12 Transition Program are fulfilled and satisfied.

H_{0-3} and H_{a-3} , K-12 doesn't, or provide excellent learning, appropriate teaching, and advance resource teachers. The study rejected the hypotheses, as it was emphasized that "No reshaping of a curriculum in high school can cure the ills of poor elementary education. Shaping education for the 21st Century has not really changed what basic education should be. The goal of basic education remains the same. Education in the early childhood years is still the most important step. Reforming high school with attending to the problems in elementary school is a simple exercise in futility."

4.1 Findings as to program objectives

Theories are counterfeited, in fact, **First**, Jobs occupations and opportunities has been portrayed in Tables 1 to 4, Charts 1 to 4, that global employment opportunities are: Managerial and Professional Office; STEM; Community service and art; Education; Healthcare; Food and personal services; Sales and office support; and Blue collar. And scholarly studies that according to National Statistics Office (NSO) of the Philippines, most of an unemployed are young adults, and one of the options to resolve unemployment is to align basic education to employment opportunities. If critically observed based on findings unemployment is not due to educational alignment but it is because of the qualification standards set by the employer, yet they are looking quality work force and preferably with experienced but still give prestige of those with higher degree holder. **Second**, based on the IRR of CHED KTO12 Transition Program that the following agencies: DOLE, DepEd, TESDA and CHED has an “interagency joint Guidelines on the implementation of the labor and management component of the Act, in order to protect the rights, interests, and welfare both the teaching and non-teaching personnel and to optimize employment retention. **Third**, Besides, It shall work with the Commission on Higher Education (CHED) to craft harmonized basic and tertiary curricula for the global competitiveness and Filipino graduates. To ensure college readiness and to avoid remedial and duplication of basic education subjects, the DepEd shall coordinate with the CHED and the Technical Education and Skills Development (TESDA). To achieve an effective enhanced basic education curriculum, the DepEd shall undertake consultations with other national government agencies and other stakeholders including, but not limited to, the Department of Labor and Employment (DOLE), the Professional Regulation Commission (PRC), the private and public schools associations, the national students organizations, the teacher organizations, the parents-teachers associations and the chambers of commerce on matters affecting the concerned stakeholders. The DepEd shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

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- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective collaborative and integrative;
- (f) The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are from what they already knew proceeding from the known to the unknown, instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available;
- (g) The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and
- (h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units. [14].

5. RESULTS and DISCUSSIONS

In Figure. 1, it traces that in the 1973 employment opportunities for a high school level of education (high school graduates and high school dropouts) are exploded with a total percentile of 72 %, and zero percent in Some college, no degree. However in 2007, more or less 40 years after or 4 decades later employment opportunities for high school level shrunk to 43.6 %, while, it opens an opportunity up to 17 % for some college or undergraduate and increases to 100 % for the bachelor's degree and master's degree or better. Below are tabulated statistical results that trace the effect of education on employment nor the effect of globalization in shaping the system of education.

Table 1. Mathematical calculations of employment as to the level of education: (in %) from 1973 to 2007

Level of Education	1973	2007	Difference	Percentile changes	Job opportunity
1. Master's degree or better	7 %	11 %	4 %	57 %	<i>Increased</i>
2. Bachelor's degree	9 %	21 %	12 %	133 %	<i>Increased</i>
3. Associate's degree	12 %	10 %	2 %	16.67 %	<i>Decreased</i>
4. Some College, no degree	0 %	17 %	17 %	17 %	<i>Increased</i>
5. High School graduates	40 %	30 %	10 %	25 %	<i>Decreased</i>
6. High School dropouts	32 %	11 %	21 %	34.4 %	<i>Decreased</i>

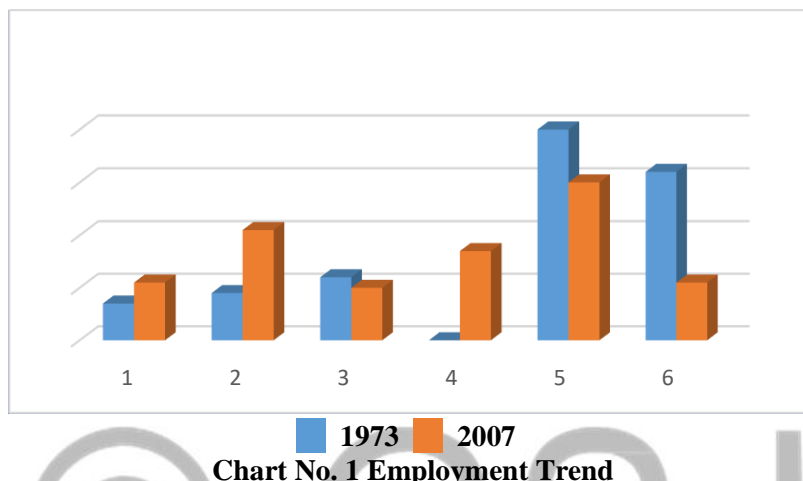


Table 2. Mathematical calculations of employment as to the level of education: (in %) from 2007 to 2018

Level of Education	2007	2018	Difference	Percentile changes	Job opportunity
1. Master's degree or better	11 %	10 %	1 %	9.09 %	<i>Decreased</i>
2. Bachelor's degree	21 %	23 %	2 %	9.52 %	<i>Increased</i>
3. Associate's degree	10 %	12 %	2 %	20 %	<i>Increased</i>
4. Some College, no degree	17 %	17 %	0	0	<i>No changes</i>
5. High School graduates	30 %	28 %	2 %	6.67 %	<i>Decreased</i>
6. High School dropouts	11 %	10 %	1 %	9.09 %	<i>Decreased</i>

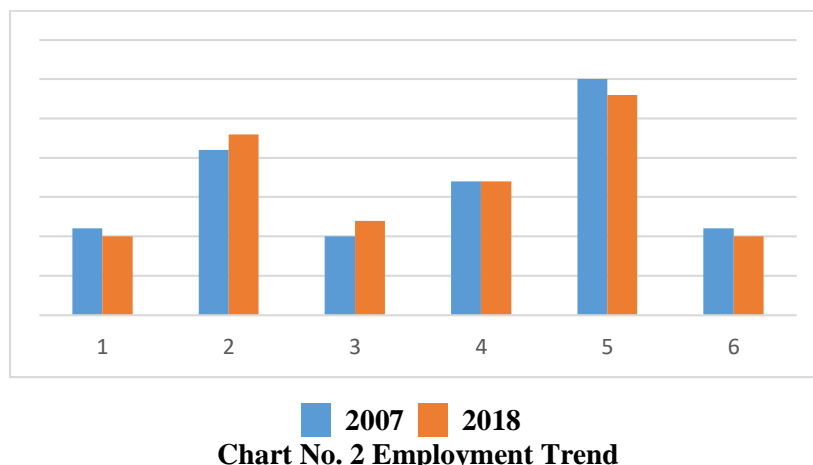


Table 3. Jobs Occupation for Post-Secondary Education in 2018 (in Millions)

Managerial and Professional Office	15
STEM	8
Community service and art	10
Education	10
Healthcare	8
Food and personal services	12
Sales and office support	28
Blue collar	12

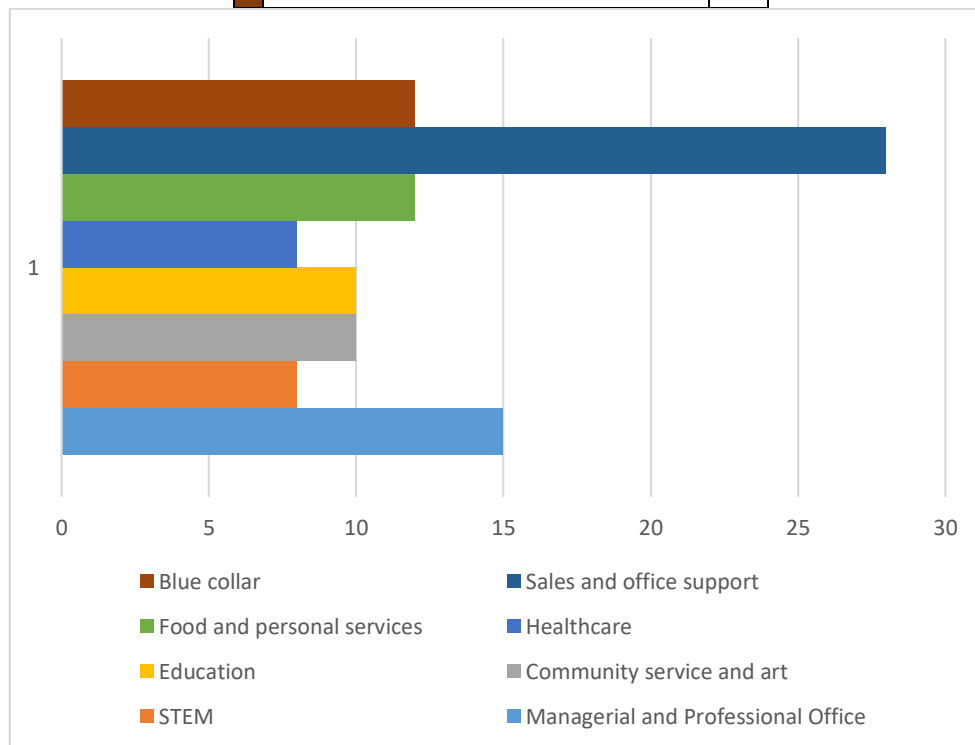


Chart No. 3. Post-Secondary Education Jobs Occupations in 2018 (in Millions)

Table 4. Jobs Occupation for High School and dropouts in 2018 (in Millions)

Food and personal services	16
Sales and office support	15
Blue collar	22

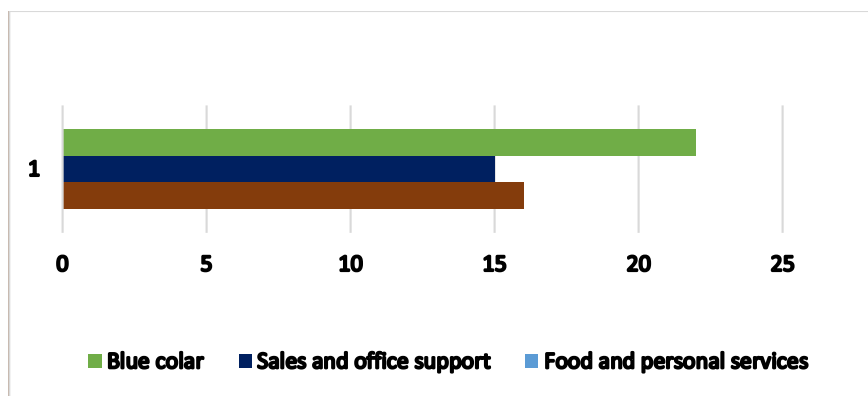


Chart No. 4. Jobs Occupation for High School and dropouts in 2018 (in Millions)

6. CONCLUSION of the Results

The study accepted the H_0 but rejected the H_a findings explained that K-12 Basic Education Program add-on two-years of additional studies in the high school education that allows students to acquire mastery on skills and basic competencies but based on statistical results from the year 1973 until to 2018 employment opportunities for high school level of education shrunk continuously from 72% to 38%, Table 2. Mathematical calculations of employment as to the level of education: (in %) from 2007 to 2018, showcase results that the highest percentage of employment opportunities is within the brackets of Bachelor's degree, Associate degree and some college, no degree. This eventually, explained that globalization has shaping the qualification of standards of employment's applicant and shaping the education has nothing to do with it although K-12 Basic Education Program is a universal system of education of this 21st century.

Results of findings indirectly tell demarcation of employment opportunities for high school and dropouts are only for three clustered: Food and personal services; Sales and office support; and Blue collar jobs. If this employment trends will continue, discrimination prevails that employment qualification as to managerial and professional office, health, community services, education, and STEM are preferred for Bachelors' degree and Master's degree holder or better.

The IRR was promulgated by only by four agencies; DepEd, CHED, TESDA and DOLE but then to achieve an effective enhanced basic education curriculum, the Dep Ed shall undertake consultations with other national government agencies and other stakeholders including, but not limited to, the Department of Labor and Employment (DOLE), the Professional Regulation Commission (PRC), the private and public schools associations, the national students organizations, the teacher organizations, the parents-teachers associations and the chambers of commerce on matters affecting the concerned stakeholders. And DepEd shall adhere to the following standards and principles in developing the enhanced basic education curriculum. While, Civil Service Commission (CSC) was not included.

Noticed that the Philippines education new system has tried to draw a straight line but shorelines, it's described to be vertical but agitated and in a hurry based on the author's interpretation as aspired by Mika Lee designed of lines [16].

RECOMMENDATION:

The study has come to an end, and perhaps research problems, questions, and hypotheses are satisfied but hence, the K-12 Basic Education Program has just ended the first implementation and management transition, therefore, is quite a paradox if those parents and students who pursued are fulfilled and satisfied. So, the author has come to drawn an output "Viva Voice Survey Questionnaire" see on

Appendix A. This survey questionnaire distinctly indicate the proportions, frequencies, and percentages of affirmative side or the contradiction side. The Viva Voice Survey will serve to clarify issues about the K-12 Basic Education Program, if premises, categorized phenomena, and theories are true, in fact, gathered data thru this instrument shall be tested by a mathematical model thru tautology, and either Spreadsheet or SPSS application are employed to drawn any possible purposive presentation soon for the next research/study.

It could be better if there should be a separate study that elucidate findings on the previous studies regarding the revelation that “it is in the earlier grades that the student forms a general attitude towards learning, failing at this point guarantees a difficult time in schooling in the later years” and so, we could have a transitive means of educational system.

ACKNOWLEDGMENTS

According to John F. Kennedy "As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them" [11].

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Appendix A: Viva Voice Survey Questionnaire

Proponent's Name: _____ Status: _____ Gender: _____ Age: _____
Please check (✓) if you are: () Student () Parent () Professional () Non-working

Viva Voice Survey (Designed by Edilmar P. Masuhay)

Purpose: This survey questionnaire distinctly accounted the proportions, frequencies, percentages of affirmative side or the contradict side (agreement or disagreement) on the particular system, tabulated below:

Instructions:

- If you think you desire to agree on the old system. Then check (✓) Yes column.
- If you think you desire to disagree on the old system. Then check (✓) No column.

K to 12 EDUCATION SYSEM	Yes	No	OLD SYSTEM	Yes	No
1. K-12 Progam offers a decongested 12 year program that gives students sufficient time to master skills and absorb basic competencies.			1. Student lack mastery of basic competencies due to a congested ten-year basic education curriculum.		
2. Student at new system will graduate at the age of 18 and will be ready for employment, entrepreneurship, middle level skills development, and higher education upon graduation.			2. Graduates of old curriculum are younger than 18 years old and are not legally read to get a job start a business.		
3. K-12 program accelerates mutual recognition of Filipino graduates and professionals in other countries.			3. Foreign countries perceive a ten-year curriculum as sufficient. They do not automatically recognize Overseas Filipino workers (OFWs) as professional abroad.		
4. Kindergarten is mandatory for five-year old children, a pre-requisite for admission to Grade 1.			4. Kindergarten (a strong foundation for lifelong learning and total development) is optional and not pre-requisite for admission to Grade 1.		
5. The new curriculum gives the students the chance to choose among the three tracks (i.e. Academic; Technical-Vocational-Livelihood; and Sports and Arts) and undergo immersion, which provide relevant exposure and actual experience in their chosen track.			5. Old education system offers a broad curriculum that does not include enough practical applications.		

Sources of data: (K-12 Basic Education Curriculum| K12 Philippines n.d.).