















### 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:

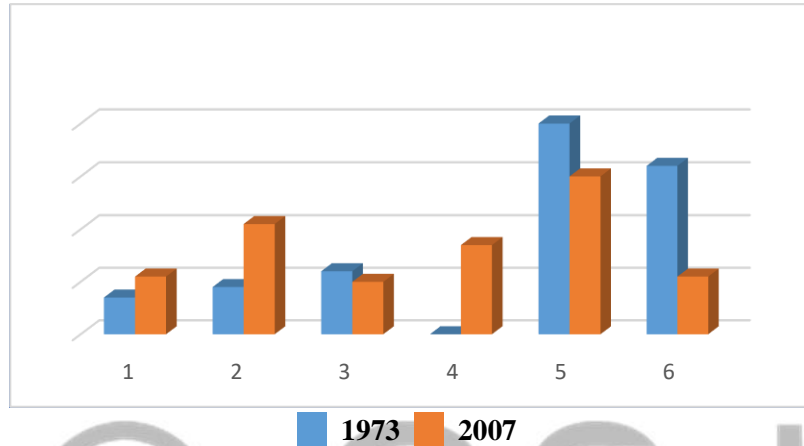
- (a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;
- (b) The curriculum shall be relevant, responsive and research-based;
- (c) The curriculum shall be culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective collaborative and integrative;
- (f) The curriculum shall adhere to the 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**

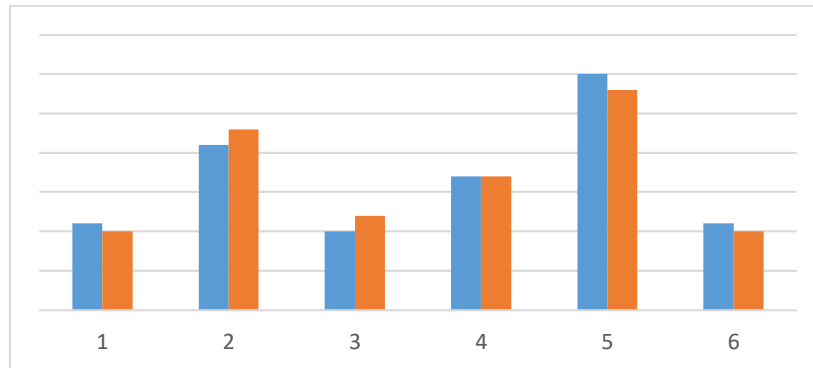
Level of Education	1973	2007	Difference	Percentile changes	Job opportunity
1. Master's degree or better	7 %	11 %	4 %	57 %	<i>Increased</i>
2. Bachelor's degree	9 %	21 %	12 %	133 %	<i>Increased</i>
3. Associate's degree	12 %	10 %	2 %	16.67 %	<i>Decreased</i>
4. Some College, no degree	0 %	17 %	17 %	17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



**Chart No. 1 Employment Trend**

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

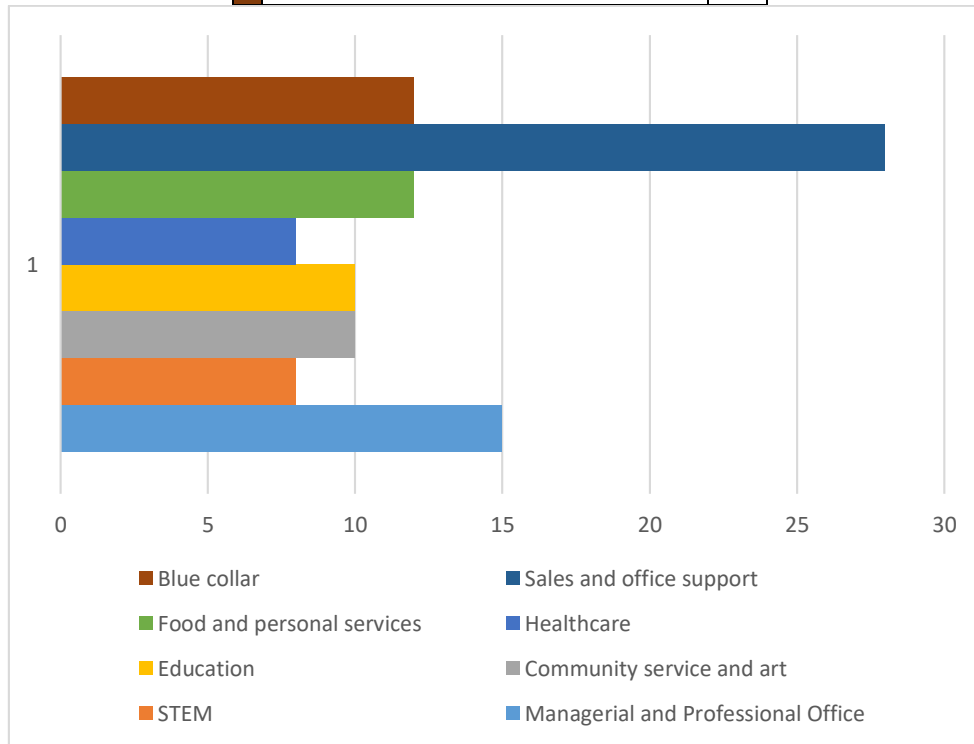
Level of Education	2007	2018	Difference	Percentile changes	Job opportunity
1. Master's degree or better	11 %	10 %	1 %	9.09 %	<i>Decreased</i>
2. Bachelor's degree	21 %	23 %	2 %	9.52 %	<i>Increased</i>
3. Associate's degree	10 %	12 %	2 %	20 %	<i>Increased</i>
4. Some College, no degree	17 %	17 %	0	0	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



**Chart No. 2 Employment Trend**

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

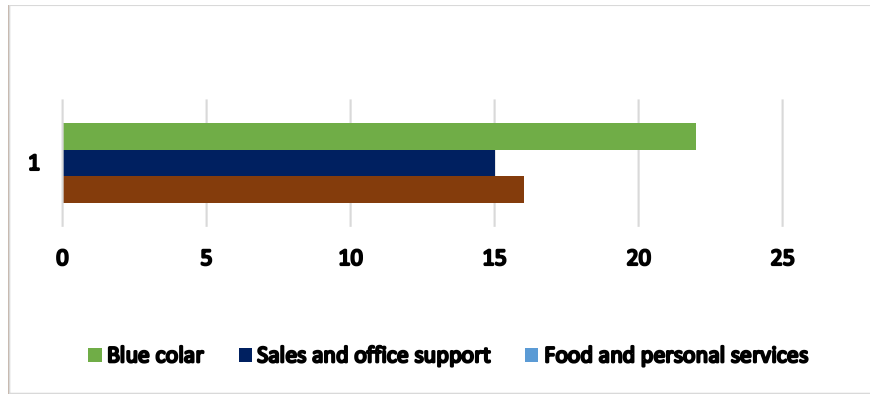
15	Managerial and Professional Office
8	STEM
10	Community service and art
10	Education
8	Healthcare
12	Food and personal services
28	Sales and office support
12	Blue collar



**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)**

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



**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 inspired 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 draw 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.

<b>K to 12 EDUCATION SYSEM</b>	<b>Yes</b>	<b>No</b>	<b>OLD SYSTEM</b>	<b>Yes</b>	<b>No</b>
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 accelarates 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 Oversears Filipino workers (OFWs) as professional abroad.		
4. Kindergarten is mandatory for five-year old children, a pre-requisite for admision to Grade 1.			4. Kindergarten (a strong foundation for lifelong learning and total development) is optional and not pre-requisite for admision 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.).