

THE MEANING OF K-12 UNDER THE VISION OF PARENTS AND FACULTY OF HIGHER EDUCATION

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ABSTRACT

The study uncovered the meanings of the lived experiences of faculty and parents in higher education institutions towards implementing the K to 12 curriculum. This study utilized the phenomenological approach. A recorded focus group discussion was utilized in the data collection. Thematic analysis was also utilized. Results showed that the faculty conceptualized the meaning of K to 12 as a curriculum that will place Philippine education at par with global standards, expedient for student preparation and learning for life, and a curriculum that calls for continuous faculty development and upgrading. The parents also conceptualized the meaning of the new curriculum as one that will place Philippine education at par with global standards, expedient for student preparation and learning for life, exciting and academically challenging, financially demanding, and calls for deeper parental involvement. Both parents shared the same concept that K to 12 is the globalization of Philippine education and expedient for student preparation in learning for life. However, faculty participants only described K to 12 as a curriculum that demands continuous faculty development and upgrading. In contrast, parent participants viewed K to 12 in terms of challenges to academics, finances, and parental involvement.

Keywords: - faculty, higher education, K to 12 curriculum, parents, phenomenology

1. INTRODUCTION

The Philippine education system faces challenges like poor graduate quality, weak communication skills, and an unresponsive curriculum to national development. Graduates' skills often do not meet the needs of the labor market, and we lag behind other Asian countries despite Western influence on our education.

With the continuing changes in our educational system and response to the introduction of the K to 12 Curriculum, the faculty in higher education is also working on revising learning plans and teaching approaches to adapt to the new system (Medallon, 2012). Parents must also adjust to support their children (Phillipson, 2010) as changes enter the higher education portals. However, not all receive proper orientation or information dissemination (Cabansag, 2014; Valenzuela et al., 2012), and training opportunities are mostly for basic education faculty (Enteria, 2013), leaving higher education faculty and parents behind (Cabansag, 2014).

With the vacuum of information dissemination to the faculty and higher education parents, they have different understandings about the K to 12. Some faculty believed that K to 12 is the beginning of virtual classroom in basic education (Singleton, 2014), while parents believed that K to 12 should become project and problem-based in actual classroom engagement (Carter, 2013).

In answer to the urgent and critical concern (DepEd Discussion Paper 2010), the Philippine Congress (2013) approved the passage of RA 10533, otherwise known as the Enhanced Basic Education Act of 2013, to replace the Revised Basic Education Curriculum (Valenzuela et al., 2012). It aims to prepare students to enter higher education, employment, and entrepreneurship (RA 10533 2013). Hence, it is considered the biggest education reform in the country's history (Garcia, 2016) because it will eventually affect tertiary education (Bautista, 2013). In other words, it overhauls the country's entire education system (Acosta & Acosta, 2017).

The K to 12 curriculum changes mandated by the Philippine Congress only apply to basic education, but higher education must also align with them (DepEd Order 43 2013). CHED has set new general education courses and ordered higher education institutions to update their curriculum accordingly (CHED Memorandum Order 20 2013). This has caused significant challenges for these institutions (Baustista, 2013).

This study used Self-Perception Theory (Bem, 1972), which suggests that people interpret their attitudes and preferences based on their behavior and the situations that trigger it. Individuals may rely on external factors if their intrinsic factors are weak or difficult to comprehend (Bem & McConnell, 1970). For example, if a parent or faculty member cannot understand their attitude towards the K-12 curriculum, they may anchor their understanding on the situations that trigger their behavior.

With these concerns, this study aims to explore the meaning and insights of higher education faculty and parents regarding the K-12 curriculum, as their understanding is crucial for the government to position itself appropriately in the communication gap (Cabansag, 2014) and ensure the success of the program in uplifting Filipinos from poverty (Bautista, 2013). Additionally, Palupit et al. (2016) emphasized that these groups play an important role in the success of the K-12 program.

This study sought to answer the following questions:

1. How do the higher education faculty conceptualize the meaning of the K-12 curriculum?
2. How do the parents from higher education conceptualize the meaning of the K-12 curriculum?
3. What are the commonalities and distinctions of the meaning of K-12 curriculum between the two groups?
4. What insights can the participants share with the academe?

2. METHODS

2.1 Research Design

This study employed a phenomenological methodology to examine the perceptions of faculty and parents about K-12 curriculum implementation and its perceived effects on higher education (Cohen & Manion, 1989; Anderson, 1998). Phenomenological techniques are used to explore and examine the lived experiences of individuals and gain insight into specific phenomena (Kvale, 1996; van Manen, 2002). The approach enables a researcher to unassumingly examine participants and concentrate on their responses to understand their experiences better (Cross et al., 2003). Overall, the phenomenological approach was deemed most appropriate for this study to gain an understanding and description of human experience (Cohen & Manion, 1989; Anderson, 1998).

2.2 Research Participants

Informal talks were held with potential participants from Davao Oriental State College of Science and Technology, Cateel Extension Campus, to identify suitable candidates for focus group discussions. The study included 11 faculty members and nine parents, who met the criteria of having witnessed the decline in student population due to the full implementation of the K-12 curriculum. Faculty participants were selected from six programs on the campus, with a minimum of two years of college experience. Parents were college students with children in elementary and/or high school.

2.3 Data Sources

Data were retrieved from the participants through a focus group discussion which lasted from 50 to 90 minutes. In this session, each participant was given ample time to relate his/her opinion or experiences towards K-12 curriculum implementation in the context of their world in the higher education institution. The primary data sources were the participants' responses during the focus group discussion. However, during the validation of results, they could still add more data depending on their agreement or disagreement with themes that would arise.

2.4 Data Analysis

The data were analyzed using phenomenological analysis as described by Hycner (1985) and cited by Cohen and Manion (1989). However, personal interpretation, beliefs, judgment, or everyday understanding were not suspended during the analysis, as argued by Heidegger in van Manen (2002). A data analyst was hired to transcribe the recorded discussions and establish units of meaning relevant to the phenomenon. Themes were generated from

clusters of meanings, and a summary incorporating these themes was sent to the participants for review to ensure consistency of interpretation. Pseudonyms were used to protect the participants' identities. Finally, the themes were placed back into the context of the overall phenomenon, and a composite summary of all interviews was produced to capture the essence of the investigation (Cohen et al., 2000).

3. RESULTS

3.1 K-12 in the Lens of Faculty

Faculty participants had evoked 19 core ideas as to their meaning on K-12 which could be categorized into three major themes, namely: a curriculum that will place Philippine education at par with global standards, a curriculum expedient for student preparation and learning for life, and a curriculum that calls for continuous faculty development and upgrading.

3.2 K-12 in the Lens of Parents

Parent participants evoked 25 core ideas in describing K-12. However, these ideas could be categorized into five themes, namely: a curriculum that will place Philippine education at par with global standards, a curriculum expedient for student preparation and learning for life, a more exacting and academically challenging curriculum, a financially-demanding curriculum, and a curriculum that calls for deeper parental involvement.

Table 1: Major Themes and Core Ideas on the Conceptualization of K-12 Curriculum of Faculty and Parents

Major Themes	Core Ideas	Commonalities and Differences
A curriculum that will place Philippine education at par with global standards	Involves 12 years of basic education like most countries around the world with mandatory kindergarten	Common
	New curriculum will improve the current education system; at par with the rest of the world	Common
	K-12 curriculum integrates global skills and competencies; no more bridging abroad	Common
	K-12 is the education modernization program; it is outcomes-based	Common
	Curriculum is spiral; same topics but increasing degree of difficulty; ensures mastery of concepts	Faculty only
	Emphasis on authentic assessment of targeted outcomes	Faculty only
	Focus on employable skills and competencies of students	Faculty only
	The child learns at an early stage with mandatory kindergarten; early development of social skills	Parents only
A curriculum expedient for student preparation and learning for life	Students are given time to master subjects; become better prepared for college	Common
	It helps students prepare for College; concentrate on major subjects	Common
	K-12 is a positive move; it is advantageous for the students	Common
	K-12 program will facilitate faster and better quality of learning	Common
	K-12 prepares students for their preferred field of specialization.	Common
	The K – 12 curriculum is a big help in the area of students' learning.	Common
	Focuses on what students need to learn based on industry need	Common
	Offers early opportunity for employment	Common
A curriculum that calls	Teachers given opportunity to earn master's	Faculty only

for continuous faculty development and upgrading	degree; paved way for CHED scholarships	
	Need to enroll in MA degree to be more competitive in this profession.	Faculty only
	Faculty members must have master's and doctorate degrees.	Faculty only
	Upgrading and development of skills needed to cater to 21 st century learners	Faculty only
A more exacting and academically challenging curriculum	More time is demanded of the students with the high-level lessons; they have to do a lot of reading	Parents only
	Children are now doing assignments up to late evenings; too many requirements	Parents only
	More demands/work are being given to students	Parents only
	Child in grade school is so advanced compared to lessons before	Parents only
	K to 12 is more on activities rather than lectures	Parents only
	Lessons are so difficult; parent could not even answer child's assignment	Parents only
A financially-demanding curriculum	It means more financial demands for children with added years in senior high school.	Parents only
	There is difficulty in meeting the financial need of child's schooling; requirements demand money	Parents only
	School is full of activities and costly requirements, unlike before	Parents only
A curriculum that calls for deeper parental involvement	Teachers are always in constant contact with parents	Parents only
	Whenever there is difficulty with child's learning, parents are called for conference	Parents only
	Parents before seldom come to school except on meetings or graduation; today it is different.	Parents only

3.3 Commonalities and Distinctions

Participants agreed that K to 12 is the globalization of Philippine education and is expedient for student preparation in learning for life. However, faculty and parent perspectives differed based on their respective roles in the academe. Faculty emphasized the need for continuous development, while parents focused on academic and financial challenges and parental involvement.

Table 3: Major Themes and Core Ideas on Insights Shared by the Participants

Major Themes	Core Ideas	Commonalities and Differences
K-12 is a boon to Philippine education	Its impact to higher education is refined/improved quality of education	Common
	It will improve and strengthen our curriculum and education system	Common
	It is an opportunity to strengthen curriculum; align quality of education to global standards	Common
	Curriculum enhanced, quality education improved; global competence will be achieved.	Common
	It made HEIs upgrade their standards, practices and processes.	Faculty only
K-12 will enable schools to produce competitive and quality graduates	K-12 graduates are better prepared for college or even for work/employment locally & abroad	Common
	Students are guided in their career path because of specific track chosen	Common
	Students will be more academically equipped	Common

	Quality graduates will be produced	Faculty only
	College students are now more matured; ready to face challenges.	Faculty only
	Students acquire skills in SHS which makes them better suited to work.	Faculty only
Faculty standards are rising; professional development needs strengthening	There will be an increase number of faculty with high professional profile	Faculty only
	Faculty must be well trained/qualified to teach specialized subjects; have master's degree	Faculty only
	Faculty will have to shape up in terms of teaching methodologies.	Faculty only
	Increased capability of the faculty because of opportunities for educational development	Faculty only
	K – 12 will increase the number of masters and PhD holders	Faculty only
	Faculty will be strengthened, well equipped and focused on specialized field	Faculty only
Standards for student engagement in their education is getting stringent.	Many teachers are making their requirements more difficult; students need to keep up.	Parents only
	Students are now required to do research in grade 11	Parents only
	Pre-K-12 students need to finish college before curriculum is entirely changed	Parents only
	SHS students are already having their OJT or immersion in industries	Parents only
	The major challenge is multi-tasking to enable students to accomplish things on time.	Parents only
Quality of education at risk with inadequately trained track specialists	There are specialized faculty (track specialists) but not trained for teaching	Faculty only
	Increased/urgent demand for specialists which are non-education grads and thus are not qualified	Faculty only
	Mass hiring of non-education graduates -risky to student learning	Faculty only
Student's choices will be limited by available course offerings.	DepEd should also consider if the college is also prepared.	Faculty only
	Some local schools and colleges might not be able to cater to them all	Faculty only
	Problem is if the local college does not offer students' preferred track	Faculty only
	Students' choices might be limited to what is offered in local schools	Faculty only
	Students will be forced to enroll in another course if chosen track not offered	Faculty only
Education will be costlier and more prohibitive	Concerned about financial implication when children go to college; will be costly.	Parents only
	It will be very financially demanding	Parents only
	It will be expensive if child will go to the city for preferred specialization	Parents only

3.4 Insights to the Academe on K-12

Faculty and parent participants also shared some views as to the impact of K-12 on the academe. Both participants believed K to 12 is a boon to Philippine education and will enable schools to produce competitive and

quality graduates. However, they also walked differently on some issues of K-12 in the academe. Faculty participants believed that faculty standards are rising; professional development needs strengthening; quality education is at risk with inadequately trained track specialists; and available course offerings will limit students' choices. Meanwhile, the parent participants believed that with K-12, the standards for student engagement in their education are getting stringent, and education will be costlier and more prohibitive.

4. DISCUSSION

4.1 K-12 in the Lens of Faculty

A Curriculum that Will Place Philippine Education at Par with Global Standards. Faculty participants described the K–12 curriculum as our means of keeping up with the high education standards worldwide. The K–12 curriculum was created to be in line with international standards like the Program for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS), according to the Department of Education (DepEd) in the Philippines (Department of Education 2015). These tests are used to assess student achievement in many nations and serve as a standard for evaluating the efficacy of educational institutions.

Additionally, research has demonstrated that the K–12 curriculum has raised the standard of education in the Philippines and helped close the achievement gap with other countries. The K–12 curriculum, notably in mathematics and science, has improved students' abilities and understanding, according to the Philippine Institute for Development Studies (PIDS) (Cagas, 2019). It has also received recognition for emphasizing the development of 21st-century skills like critical thinking, creativity, communication, and teamwork, which are crucial abilities in the global workforce (Espinosa, 2017). The K–12 curriculum in the Philippines was created to align with international standards, and it has successfully raised student performance.

A Curriculum Expedient for Student Preparation and Learning for Life. Faculty participants also described K-12 as a curriculum that gives students practical learning. The curriculum focuses on the holistic development of students, intending to produce graduates who are academically competent, socially responsible, and globally competitive (DepEd, 2013). This curriculum was developed to recognize the need to align the Philippine education system with international standards and best practices. It is designed to provide students with the necessary knowledge, skills, and values to succeed in the 21st century.

The K-12 curriculum is a curriculum that prepares students for lifelong learning, employment, and entrepreneurship (Garcia & Reyes, 2016). The curriculum emphasizes the development of critical thinking, problem-solving, communication, and collaboration skills, which are essential for success in the 21st century. Furthermore, the curriculum allows students to explore their interests and talents and develop a sense of social responsibility and national identity. In conclusion, the K-12 curriculum of the Philippines is an essential tool for student preparation and learning for life, as it provides students with the necessary knowledge, skills, and values to succeed in the 21st century.

A Curriculum that Calls for Continuous Faculty Development and Upgrading. Faculty participants considered K-12 a curriculum for continuous faculty development and upgrading. This is because the K-12 curriculum aims to prepare students for college, work, or entrepreneurship, and teachers play a crucial role in achieving this goal. According to the Department of Education (DepEd), "teacher quality is the single most important determinant of student learning" (DepEd, 2017). Thus, it is essential to ensure that teachers have the knowledge and skills to deliver the curriculum effectively.

4.2 K-12 in the Lens of Parents

A Curriculum that Will Place Philippine Education at Par with Global Standards. Parents view the K-12 curriculum as a way of coping with global standards and providing their children with more opportunities for higher education or employment abroad (SWS 2015). This is supported by the curriculum designed to meet the international standards of UNESCO and APEC. Additionally, parents believe that the K-12 program will equip their children with the necessary skills and competencies to compete in the global job market (PSA, 2018), as it includes tracks and strands aligned with the needs of the labor market, such as the Technical-Vocational-Livelihood track and STEM strand.

A Curriculum Expedient for Student Preparation and Learning for Life. Parents see the Philippines' K-12 curriculum as a practical and effective means of equipping students with academic and life skills, as demonstrated in a study by Aranas and Ablaza (2015). Parents believe that the K-12 curriculum promotes competencies in critical thinking, problem-solving, decision-making, creativity, communication, and social and emotional intelligence, which are viewed as essential for higher education and the workforce. The K-12 program is also recognized by parents as being focused on career readiness, according to a survey by the Philippine Institute for Development Studies (PIDS) (2018). The K-12 curriculum is perceived as an investment in their children's future and a means of preparing them for the challenges of the job market, particularly in STEM fields.

A More Exacting and Academically Challenging Curriculum. Parents have perceived the 2013 implementation of the K-12 curriculum in the Philippines as a more demanding and rigorous academic program (Gonzales & Mendoza, 2019). The new curriculum requires students to undergo two additional senior high school years. It emphasizes critical thinking, problem-solving, and practical application of knowledge, including subjects such as entrepreneurship and financial literacy (Mercado, 2015). Although parents reported difficulties with their children adjusting to the increased workload and higher academic standards, the K-12 curriculum aims to equip graduates with the necessary skills for success in college and the workforce.

A Financially-Demanding Curriculum. The additional two years of senior high school in the K-12 curriculum have significantly increased expenses for families in the Philippines, including tuition fees, transportation, uniforms, and other school-related costs (Garcia et al., 2015). Parents from low-income families expressed concern over the program's financial burden and noted the lack of government support in providing financial assistance (Garcia et al., 2015). The shift to a 12-year curriculum has also increased demands for resources such as classrooms, teachers, and materials, further exacerbating parents' financial challenges. A 2017 survey by the Philippine Institute for Development Studies cited high education costs as a top reason for school dropouts, with government funding shortages for the K-12 program contributing to the financial strain on parents (Philippine Institute for Development Studies 2017).

A Curriculum that Calls for Deeper Parental Involvement. The K-12 curriculum in the Philippines has increased parental involvement in their child's education, as two additional years in senior high school encourage parents to provide academic support, guidance, and progress monitoring. Garcia, Balilo, and Tapang (2015) found that parents express interest in involvement and welcome K-12 opportunities to do so, such as attending parent-teacher conferences. Moreover, K-12 encourages parents to support their child's learning at home by providing a favorable environment, necessary materials, and homework monitoring. According to Ampatuan's study (2017), parental involvement is crucial to a child's academic success, as it provides emotional and moral support and assists in learning at home. Thus, K-12 fosters a collaborative effort between schools and families, increasing parental involvement in education.

4.3 Commonalities and Distinctions

The Commons. Faculty and parent participants both believed that K to 12 is the globalization of Philippine education and expedient for student preparation in learning for life (Manuel & Quina, 2017). Both participants described K to 12 as a program that mandates kindergarten and adds two more years in high school. They both expect that with 12 years in basic education, Filipino graduates are at par with the rest of the world and would no longer require bridging programs if they were abroad. However, only parent participants appreciated the mandatory kindergarten that offers early learning for children, including social skills. On the other hand, faculty participants were the only ones who discussed K to 12 in a spiral curriculum that carries authentic assessment to ensure matching competencies for the job market (Manuel & Quina, 2017).

Both participants described K to 12 as beneficial because it prepares students for college education and offers practical learning (Manuel & Quina, 2017). With the additional years in high school, students are more equipped to face tertiary education because most minor subjects in college are now already in senior high, allowing them to be more mature in choosing a career decision. Different tracks, which are their field of specialization in senior high school, also prepare students for employment if they choose to. Their field of specialization matches our graduates to the industry's demand (Manuel & Quina, 2017).

The Distinctives. Faculty participants were the only ones who described K to 12 as a curriculum that demands continuous faculty development and upgrading. They were challenged to upgrade themselves in response to the curriculum upgrade. They expected new students to come to the college soon, so they needed to prepare. They were offered Scholarships for post-graduate studies, providing great opportunities to meet what they saw as an impending challenge to their profession (Manuel & Quina, 2017).

In contrast, parent participants viewed K to 12 in terms of challenges to academics, finances, and parental involvement. They perceived K to 12 as a more academically challenging curriculum, with their children being given difficult assignments that demanded significant effort, and they expressed their concern that the focus was now more on activities rather than lectures. Additionally, parent participants described K to 12 as a financially-demanding curriculum, with more frequent school activities and requirements that demanded more financial resources from them despite the tuition fee being subsidized by the government. Lastly, they viewed K to 12 as a curriculum that demands deeper parental involvement, not just to accompany their children in kindergarten but also to answer the call of teachers whenever their children had problems in the learning process, thus increasing their responsibility towards their children's education (Manuel & Quina, 2017).

4.4 Insights to the Academe on K-12

K to 12 is Boon to Philippine Education. K-12 is viewed as a beneficial addition to Philippine education by faculty and parent participants, K-12 leading to improved quality of higher education. Parents perceived K-12 as providing their children with better education, particularly in developing soft skills and providing practical experiences (Rivera & Mercado, 2017). Similarly, Azucena et al. (2019) found that faculty members perceived K-12 as a curriculum that prepares students for the real world and makes them more competitive in the job market. Manuel and Quina (2017) found that parents and faculty considered K-12 essential for student preparation in lifelong learning and viewed it as the globalization of Philippine education. Overall, these studies indicate that K-12 is widely seen as a positive development in Philippine education, catering to the changing needs of society and equipping students for future success.

K to 12 Will Enable Schools to Produce Competitive and Quality Graduates. Parents and faculty widely perceive the K-12 curriculum in the Philippines as a means to produce competitive and high-quality graduates. Limsan et al. (2017) found that the K to 12 program was designed to equip graduates with the necessary skills and knowledge to meet the demands of the global workforce. Both parents and faculty believe that the additional two years in senior high school, with specialized tracks and practical learning, provide a more comprehensive education that prepares students for college and the workforce (Balilo et al., 2015; Limsan et al., 2017). Additionally, the K-12 program allows schools to enhance their curriculum and teaching methods and offer more support to students through various programs and interventions (Balilo et al., 2015). Overall, the K to 12 program is a positive step towards improving the quality of education and producing competitive graduates in the Philippines.

Faculty Standards are Rising; Professional Development Needs Strengthening. K-12 implementation has resulted in a heightened faculty profile, with educational institutions prioritizing the development of well-prepared and competent teachers (Anderson & Davis, 2018). This has led to more rigorous faculty standards in K-12 education, and professional development has become critical in ensuring that faculty members meet these standards. Continuous professional development is necessary for teachers to improve their competencies and skills and provide quality education to students (Anderson & Davis, 2018). Similarly, the National Council on Teacher Quality (NCTQ) highlights the significance of teacher preparation programs in meeting faculty standards (NCTQ 2017). However, some studies (Lavoie et al., 2020) have noted that despite the growing recognition of the need for professional development, it still needs to be effectively implemented in some cases. Therefore, stronger professional development programs are needed to support faculty in meeting the rising standards in K-12 education.

Quality Education at Risk with Inadequately Trained Track Specialists. The quality of K-12 education is at risk when track specialists, such as teachers of technical-vocational courses, are inadequately trained. These teachers are critical in providing students with the skills and competencies necessary for success in the workforce. However, according to a study by Gregorio et al. (2018), many technical-vocational teachers need more training and qualifications to teach their subjects effectively. This is supported by a report by the National Skills Coalition (2017), which found that technical-vocational teachers often have limited access to professional development opportunities. Furthermore, Peralta et al. (2015) suggest that the lack of training and inadequate preparation of track specialists may contribute to the low performance of K-12 students in technical-vocational subjects. Therefore, it is

essential to prioritize track specialists' professional development and training to ensure quality education in the K-12 curriculum.

Student's Choices Will be Limited by Available Course Offerings. Faculty participants believed there are tracks in senior high school that the college needs to offer, leading to a mismatch of tracks offered in senior high school and the course offerings in college (Peralta & Echem, 2018). This mismatch can have an adverse effect on the course offerings in college as the decline of enrollees in college can lead to limited course offerings. This can result in problems for faculty when attempting to shift students to other programs due to limited course offerings. Standards for Student Engagement in their Education is Getting Stringent. Parent participants believed that with K-12, students' engagement in their classes is getting tougher (Fernandez, 2016). The difficulty level had increased, and even senior high school students had to do research which they also had in college (Galupo, 2017). Parent participants were worried about their plight in college because of the impending entrance of first senior high school graduates (Galupo, 2017). Aside from the curriculum changes, they feared the increasing difficulty in basic and tertiary education (Fernandez, 2016). With the tougher curriculum of K-12, they were challenged to manage their time and effort to meet those challenges (Fernandez, 2016).

Education will be Costlier and More Prohibitive. Parent participants also considered that with K-12, education becomes expensive, mostly if their children would prefer to go to the city simply because the track in senior high school they wished to enroll in is not offered in local schools (Javellana & Uy, 2018). In short, faculty and parent participants agreed that with K-12, Philippine education is expected to flourish, and competent graduates are also expected. However, only faculty participants mentioned that because K-12 faculty standards will be rising, including their professional development, the quality of education is at risk with the unreadiness as it was launched formally. Course offerings will be limited both in senior high school and also college. On the other hand, only parent participants were made to believe that with K-12, classroom engagements are getting more difficult and education will be much costlier.

4. CONCLUSIONS AND RECOMMENDATIONS

Faculty and parent participants shared to some degree in their description of K-12. They both believed that the K-12 curriculum is a curriculum that will place Philippine education at par with global standards and expedient for student preparation and learning for life. However, they also have their unique appreciation for it in their world. Faculty participants only described K-12 as a curriculum that demands continuous faculty development and upgrading. On the contrary, only parent participants described K-12 in terms of challenges to academics and finances and parental involvement.

From the insightful standpoints of the participants about the K-12 curriculum, they both believed that it is a boon to Philippine education and will enable schools to produce competitive and quality graduates. However, the faculty alone believed that the faculty standards are rising; thus, professional development needs strengthening, the quality of education is at risk with inadequately trained track specialists, and students' choices will be limited by available course offerings. On the other hand, parents have these insights that standards for student engagement in their education is getting stringent, and education will be costlier and more prohibitive. The study captured insights into the meaning K-12 through the lens of faculty and parent participants. Their similarities and differences were found. Nevertheless, future studies and K-12 might consider exploring its impact on operations in tertiary institutions, from incomes to college activities affected by its implementation.

Additionally, good research in the future about K-12 of the differences and commonalities of experience between 1st batch graduates and 5th batch graduates because the transition period speaks a lot in terms of delivery. Another phenomenological study along this line is a good exploration in the future. Lastly, future researchers might consider a case study of senior high school graduates from remote areas. Their case surely marks a difference in terms of qualitative description from those in the urban areas.

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