SEEING THROUGH A MAGNIFYING LENS:
A QUALITATIVE INQUIRY OF K-12 READINESS OF
FACULTY MEMBERS FROM HIGHER EDUCATION
INSTITUTIONS IN THE PHILIPPINES

Imee C. Acosta,

Virginia Commonwealth University in Qatar
Technological University of the Philippines.
Taft Avenue, Manila, Philippines.

Alexander S. Acosta, Ph.D.

Philippine School Doha,
Al Messila, Doha, Qatar Technological
University of the Philippines.
Taft Avenue, Manila, Philippines

ABSTRACT

A major education reform is currently happening in the Philippine Education System as a resulting development of the Philippine Education for All (EFA) 2015 initiative. One of the critical production tasks created is the adoption of a 12-year program of formal basic education by adding two more years to the existing 10-year basic education schooling in order to synchronize the country's educational system with the rest of the world through the Enhanced Basic Education Program or K-12. With the participation of a select group of faculty members from the higher education institutions in the Philippines, this qualitative research utilized phenomenology as its research inquiry that is designed to determine readiness of college faculty members to the implementation of the K-12 program by obtaining results from a semi-structured interview. The shared experiences of the respondents afforded to ardently classify four essential themes pertaining to preparation plan process, namely: hindsight preparation, insight preparation, foresight preparation, and mindsight preparation. Findings from this study provide implications for practice to ensure a smooth transition and successful implementation of the country's biggest education reform agenda.

Keywords: K-12 curriculum, Readiness, Senior High School, Basic Education, Education Reform.

INTRODUCTION:

Education has been strongly viewed as the pillar of national development and the primary avenue for social welfare and economic mobility in developing nations (UNESCO Report, 2014; Petrosino, Morgan, Fronius, Tanner-Smith, & Boruch, 2012). In the Philippines, when Benigno Aquino III became the President in 2010, he made it a priority to add two years to the basic education to give the Filipino children an even chance at succeeding and meeting the demands of the 21st century; which suggests that the country's basic education system must undergo reforms. To align with the current administration's commitment, the Department of Education prepared the K-12 Basic Education Program with the aid of various international organizations and members of the private sector (Department of Education, 2012). The Enhanced Basic Education Act of 2013 or Republic Act 10533 came into Law on May 15, 2013 which enabled the implementation of the K-12 program nationwide (Official Gazette, 2013). The change in the education cycle and the implementation of the Enhanced Basic Education Program or K-12 is beset with oppositions, challenges, issues, controversies and inquiries on its effectiveness, implementation, and transition. Loopholes to the implementation are causing worries and fears to various stakeholders particularly the employees of the higher education sector due to the perceived downsizing implication to their employment (Cruz, 2013; CHED, 2015; Shahani, 2015).

Before the K-12 program has been enacted into law, debates between and among law makers, educators, parents, and community members, alike, were at the forefront of the heated discussion about this educational reform as their bone of contention. Few have expressed their opposing views while others believed that the K-12 program is packed with benefits. Confirming to this view, there are studies that revealed positive responses towards the K-12 program. These studies believe that the added years in the basic education system is viewed for the holistic development of the 21st century learners equipped with necessary life skills that can contribute to the economic and social development of the family and community (Cabansag, 2014). It is argued that the K-12 program is not only an educational reform purposively for adopting change to be at par with the international demand and global competitiveness but it is also believed that in order for a nation to be in the pedestal of the global arena, reform should start from the education sector and the rest will follow. This also enables the new-breed of Filipino graduates to become globally competitive which leads to better employment opportunities in the country or abroad (Crisol and Alamillo, 2014). The positivity shown in these studies suggests readiness for change.

This study posits a challenge to all Filipinos in all walks of life upon which the researcher tries to ponder upon and gets inspired of. Although readiness for change has been conceptualized in various and in different fields, some elements are common to all (Rogers, 2003; Adelman and Taylor, 2003). This research attempt, looked into the readiness of higher education faculty members to adopt the new program. It examined their engagement in preparing alternatives for the anticipated impact brought about by the implementation of the new K to 12 curriculum. Such undertakings are considered vital to facilitate readiness for change (Howley, 2012). Since, educators are valued as critical partners to ensure sustainable implementation of the K-12 program; determining their readiness to adopt the new system can assist in building a strong momentum to best pursue reform. Their preparations for readiness demonstrate active involvement to ensure a smooth transition and successful implementation of the country's biggest education reform agenda. The purpose of this phenomenological inquiry is to capture the entire scenario of K-12 readiness among faculty members of selected Higher Education Institutions (HEIs) in the Philippines. The shared experiences of the respondents serve as a meaningful tool that shed light on both faces of this ambitious and impressive rigor in the Philippine Education System. It is hoped that the insights gained from this study will fuel the vessel that moves this educational reform agenda.

METHOD:
STUDY DESIGN:

This study is Qualitative in orientation, utilizing phenomenological design. This design according to Lester (1999) illuminates the specific, to identify phenomenal through how they are perceived by the actors in a situation. The researcher identifies the essence of human experiences about a phenomenon as described by the participants (Moustakas, 1994). For Giorgi (2009), the operative word in phenomenological research is 'describe'. The aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. The main concern is the understanding of the social and psychological phenomena from the perspectives of people involved (Groenewald, 2004).

STUDY LOCUS AND SAMPLE:

The targeted population was college faculty members from different tertiary level or higher education institutions in the Philippines. This study applied qualitative purposive sampling (Landreneau, 2009; Tongco, 2007; Teddlie,

2007) of which a total of twelve (12) faculty members from higher education institutions in Manila, Cebu, and Butuan were purposely chosen as participants of this research study. The researcher choose the faculty members of higher education institutions as respondents because they are the persons who can provide the needed information by virtue of knowledge and experience (Teddlie, 2007; Tongco, 2007). In phenomenology, certain number of respondents like 2-10 (Groenewald, 2004), 5-25 (Creswell, 1998), or at least 6 (Morse, 1994) are more than enough to indicate the effectiveness and trustworthiness of the data. In a qualitative study, saturation of sample speaks of the concrete lived experiences that could fascinate the researcher's point of view. There is a point of diminishing return to a qualitative sample since more data does not necessarily lead to more information. This is because one occurrence of a piece of data, or a code, is all that is necessary to ensure that it becomes part of the analysis framework (Mason, 2010; Ritchie, Lewis and Elam, 2003).

The respondents are composed of 7 females and 5 males; among them, 9 are married, 3 are single and the age group ranges from 30-60 years old. As regards to educational attainment, two have completed Doctoral Degree, seven have completed Master's Degree, and three hold a Bachelor's Degree. As regards to teaching experience, five of them are teaching in the public higher education sector, two are teaching from a locally funded college, and five are teaching from private higher education institutions. As to courses taught, seven are teaching specialized or major subjects and five are teaching general education subjects. In terms of employment status, majority are holding a full-time permanent status, while two are part-timers or temporary. All of them hold a professional license except for one respondent. They have been teaching from 5-20 years except for one who has been teaching for more than 30 years.

INSTRUMENTATION:

Before the implementation of the interview, a researcher-constructed semi-structured interview questionnaire was referred to three experts including the researcher's local adviser for validation. It was then enhanced according to the suggestions and recommendations given. Data was collected from various sources of which the results generated an overall picture of the problem being investigated. Data needed in this research study were gathered using a 2-part instrument. The first part was based on the 'robotfoto', a Dutch term means facial composite, (Keltchtermans & Ballet, 2002) given to the respondents before the actual interview. The demographic file such as: gender, age, education, number of years working as college educator, were sought from the respondents. The second part was the semi-structured interview. This kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided (Harrell & Bradley 2009).

DATA COLLECTION:

The main source of data in this research was the responses of the respondents' interview since they provide access to perceptions and opinions that are effective for gaining insight of problems that are not immediately perceptible but that nonetheless cause concern in certain areas (Laforest, 2009). In addition, Fontana and Frey (1994), described interview as one of the most powerful ways in which we try to understand our fellow human beings using a semi structured questionnaire. Prior to the interview of the respondents, written permission was sent to the Deans of colleges and universities. When the endorsement was sought, it was forwarded to the heads of the departments who gave the go signal to schedule the interviews of the selected college educators, then, the appointment of time and place for the interview was arranged. Information from interviews were recorded using audio tape and by making handwritten notes (Creswell, 2003; Bernard, 2002).

DATA ANALYSIS:

Research flow is empirically observed using the following steps in data analysis: (1) transcription of data; (2) emic to etic transcription by reading and re-reading the transcripts to surface the essence of the phenomenon; (3) coding the data by segmenting, comparing, and labeling the text; (4) identifying themes by comparing and grouping similar codes; (5) verifying the themes through interrater reliability check to ensure credibility and reliability of the themes; (6) analyzing the themes by reviewing the data within the themes until an understanding of each theme was reached; (7) creating the simulacrum, this is the visual model or representation of the findings of the qualitative phase of the study. To validate and increase the trustworthiness and rigor of the qualitative findings, triangulation, member checking, peer review, rich and thick descriptions of the themes, and research advisor's auditing were the strategies used (Ivankova & Stick, 2007; Creswell & Plano

Clark, 2006; Leech & Onwuegbuzie, 2007; Olive, 2014; Franklin, 2009).

FINDINGS:

The interview analysis led to four major themes based on the respondents' major statements pertaining to the preparation plan process for the K-12 implementation. Evidently, the articulations, verbalizations, and narratives were analyzed from cool to warm analysis and have generated themes, namely: hindsight, insight, foresight, and mindsight. Hindsight is driven by reflecting on the past; insight is looking at the present; foresight is preparing for the future; and mindsight is keeping at the peak state of self-realization.
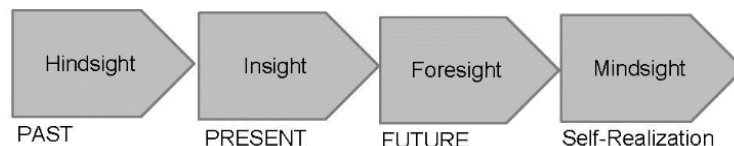
Figure 1. Preparation Plan Process

HINDSIGHT:

Many have expressed concern about the implementation of the Education reform which might result to similar reform failures in the past. Despite the worries, oppositions, and challenges, many still showed support to the government's new endeavor because of the intent to improve our education system and be aligned with the global education platform. That's why several schools and educators pursue the implementation and supported the program. Statements below confirmed:

> *"When I found out that there is a big difference between the previous curriculum and the K-12 curriculum; I really liked it. For me, it is good. I like the program because it is more personal, with practical life applications of which was not the focused of the previous curriculum."* (R8)

> *"I am supporting the K-12 program. It is very good because it is attuned to the needs of the time."* (R7)

> *"When K-12 was implemented, I feel happy because it will stretch the number of years in school that will increase the quality of education"* (R11)

These accounts are affirmations that the school administrators and educators are considering the positive aspects of the aims and goals of the new curriculum by looking at the previous state of our education system and must reflect on the significance of its effects and benefits. This recollection is an act of reflecting on the previous experience, and is called hindsight. In this sense, hindsight is a catalyst that changes the way a person acts to a more enlightened future that drives him or her to make preparations and alternative actions to counter any negative implications. Through hindsight, one is able to embrace the new curriculum and make preparations to help make the program successful. Revelation of the respondent proved:

> *"We found out that the subjects are truly intensive, what has been offered in the college is now offered in the senior high. For the high school teachers, these subjects are new to them. Training the current high school teachers is needed and experience is needed. But for the college professors, these subjects are not new to them, that's why they need teachers from the college to go to the senior high."* (R1)

Furthermore, the foregoing statement is mirrored by this respondent:

> *"Life is a gamble, you do not know what is going to happen to you in the future, five years from now, you'll never know what will happen to you. If you do not venture in retooling, you are not willing to discover new things. If you are not open to changes, nothing will happen. But if you are open to changes, you are open to everything"*. (R4)

Hindsight is the recognition of the nature or requirements of a situation, event, after its occurrence and reflecting on it. It is the ability to understand, after something has happened, what should have been done or what caused the event. The revelation is a manifestation of hindsight not only by looking back but also by having the ability to reflect on the past as a springboard to plan strategically for the future.

INSIGHT:

Changes in the Philippine education system have created a ripple effect to various colleges and universities in terms of enrollment, administrative functions, curricular offerings, and faculty workloads and employment. But, having an insight underpins positive attitude toward initiating solutions to existing challenges. It is the ability to visualize the present problem and the solution internally. The internal process of analyzing the problem through gathered data brings to the realization on how to solve the problem, hence, initiating solutions. These accounts of the respondents illustrate the principles of insight in this study:

> *"Regarding the number of enrollment, we are concerned of the number of enrollment going down because definitely it will happen. While it's a concern we will not worry about it because it is sure to come. What we will do is just to prepare how we can mitigate the impact. So, the school will be offering senior high school, Grade 11 and 12 here in the main campus and in our other branch so that we can help address the shortage of classrooms in the public schools and also absorb the teachers who will be displaced".* (R12)

> *"Yes, we are preparing. In terms of program offering, we are hoping to offer courses that are attuned to TechVoc that do not require a lot of equipment, like electricity and drafting. Right now, we only have computer technology and electronics technology".* (R7)

Given that the number of college enrollments, curricular offering, and employment of employees of the Higher Education Institutions will be adversely affected in 2016 and beyond; finding resolutions to an existing problem occurs in a variety of ways. But in this context, the solution is created by the person or an institution by means of own ingenuity through preparation plans pushed by the present scenario. This attitude of looking at potential tools to equip oneself and finding solutions to existing challenge involve insight preparation. This is evident as narrated by these respondents.

> *"I will find any possible ways, like retooling or learning new skills so that I can be placed anywhere".* (R3)

> *"I have already equipped myself. We have to make ourselves secure, like me, I always go to training because this is what has been advised to us; so that anywhere you go, at least you are prepared".* (R 2)

Despite all the impediments, those who have developed a proper insight are able to craft their own specific programs and plans to address the negative impact of K-12 through understanding the current situation. To make this program successful, the approach is to deal all the issues with proper insight to find the most suitable and relevant solution that complements the enhanced basic education curriculum.

FORESIGHT:

The implementation of the new education system in the country requires foresight to raise awareness of possible benefits and threats, generate strategic actions for successful transition during the implementation. It creates a commitment among concerned agencies to support and enhance basic education curriculum, then, minimize the negative implications to the labor sector. The interviewees described how they use foresight in making preparation plans, this is evident in this statement:

> *"Before K-12 became a law, we already have an inkling that it will happen because it was one of the campaign agenda of President Ninoy Aquino in 2009. So, when he became president in 2010, we had already started our preparation in terms of employee rationalizations. Resignations in 2009 were not replaced. We have trimmed down our offices and the number of staff in each office. With that, we have saved a lot already."* (R12)

The verbalization above describes foresight as a preparation process based on what will happen in the future. The succeeding verbalizations, strengthened this. They mused:

> *"As to faculty preparedness, some of them, even if they hold a Doctorate degree, are enrolling to finish their NC II or TM I. So for them, whatever happens in 2016, they have the option to teach in TechVoc. With that, we are able to identify where to allocate our teachers and they can also teach in the Senior High School."* (R1)

"One of the preparations of the university is the strategic planning, part of the strategic plan is faculty development. We are identifying how many teachers are pursuing graduate studies in 2016 because this is the time when there will be lesser enrollment." (R8)

These statements imply that a person can develop a sense of foresight by simply looking at the future. Having a right foresight compels a person to see new perspectives, to grab opportunities, and to gauge capabilities.

MINDSIGHT:

The internal shift from 10 to 12 years of basic education has gained a lot of reactions and stirred various emotions among school administrators, educators, parents, students, citizens, and worried families about additional cost, schools are concerned about longer education cycle that would lead to higher dropout rates and shortage of qualified teachers during the transition period; and college professors fear of having the massive retrenchment. Others believe that the implementation is done in great haste, which resulted into various problems that are bound to affect the efficient implementation of the K to 12 Program. Many have touted on their negative feelings about it, but there are those who remain positive as expressed below:

"It did not really affect me so much because at the back of my mind, I have a belief that there is always a plan for transition. There are plans of how things are going to be done and I know that these things are also considered very well." (R8)

"My preparation is mind conditioning. We have to prepare ourselves because it's already a law. It is a law and it has to be implemented." (R 4)

The various responses to the implementation of the K-12 program seem to appear that our society's opinion regarding the K-12 is divided on so many issues but those who have acquired the right mindsight believed that investing in the education for the Filipino children shall lead to the success of our nation. They have gained understanding to the aims of the new program, because they have developed proper mindsight through self-realization. Through self-realization, they have seen the long-term benefits of the new program and have looked forward to its success. The interviewees agreed to this, and they said:

"When K-12 was implemented, I realized that we can now compete with the other Asian countries and our students will gain more knowledge and learning. These are the implications of this program." (R11)

Based on these accounts, it can be deduced that in the long run, the K-12 program is implemented for the betterment of our education system and of the economy; thus, beneficial for all Filipinos. This can be achieved if a person has reached the self-realization stage, therefore, gaining mindsight. So, it is imperative for the leaders of the academe and educators, who are considered the major players in supporting the nation's biggest educational reform to have a proper mindsight to help achieve the vision of a world class education that produces globally competitive graduates.

DISCUSSION:

The captured, lived and fascinating stories of the select group of college faculty members in this phenomenological inquiry unveiled themes such as hindsight, insight, foresight, and mindsight respectively that preclude ambiguity as to the effect of the K-12 program. Transcribed from emic to etic, data were analyzed via a dendogram from cool to warm analysis. Furthermore, it also underwent treatment through thick bracketing and reduction of responses. Reading and re-reading of texts are supported by a member-checking procedures to ensure trustworthiness of the phenomenon. The Senior High School Program which is considered the highlight of the K to 12 program has been implemented nationwide in June 2016. Subsequently, schools in the public and private sectors that are going to offer their own SHS program have been stepping up preparations to ensure that the school is ready for the opening of the much anticipated additional two years in high school. Aside from facilities preparation and making changes to their curricula, college faculties are also making preparations to help cope with the major changes in the education system, particularly those who might be displaced, retrenched or lose their jobs.

HINDSIGHT:

Keeping informed of the current reforms that are happening in the education sector of the Philippines, there is a need to reflect on the past to understand the present. When reforms happen, according to the Emir of Qatar, Sheikh Tamim bin Hamad Al-Thani; "What is needed is to take advantage of past lessons and deal with the current situation so that it reflects positively" (Walker, 2016). This statement clearly explains hindsight. With hindsight, there is a careful contemplation of the past experiences that generates understanding (Ebener & Smith, 2015). A hindsightful person possesses final knowledge, that is, he or she knows what has really happened (Monti & Legrenzi, 2009). Hence, leaders of the academe and college professors are able to develop strategy scenarios to prepare and plan for the future based on hindsight of the past.

Hindsight tends to emphasize the value of experience and evidence gained from what has happened making people look at the future through the eyes of the past. With hindsight, one can create strategic preparation plans that are doable after assessing from the previous educational system as it relates to the dynamism of education based on needs assessment constantly adjusted from time to time (Pail, 2009; Johnson, 2011) to be better prepared for the future. Although it is central to reflect on the past and learn from it, we should be careful not to become overly focused on the past because there is a tendency for hindsight to be biased about what was perceived that occured in the past especially in light of what we know in the present (Pail, 2009). Acording to Roese and Vohs (2012) hindsight bias occurs when people feel that they "knew it all along," that is, when they believe that an event is more predictable after it becomes known than it was before it became known. Fischhoff (2007), was the first to study what he called hindsight bias; a person's tendency to distort a previous judgement in the direction of the new information after learning the real outcome of a situation or the correct answer to a question. It is based on empirical evidence showing that individuals, after receiving final information, claim to have "known it all along," that is, once events have passed, they seem more understandable and also more predictable than they seemed at the beginning. The study of Monti and Legrenzi (2009) revealed that people with hindsight bias show overconfidence in their predictions and decisions that could result in high risk exposure. Also, hindsight bias can hinder our learning from our past experiences, hence limiting the extent to which we can improve our planning skills through experience (Goodwin, 2010).

As the country gears up to the full implementation of the enhanced basic education curriculum, educators and leaders of the academe need to be cognizant of the tendency of hindsight to be biased. It should be noted that a right hindsight should help maintain the right strategic focus to avoid experiencing potentially negative effects at the start of Senior High School. As, Knutson (2012) mentioned, to avoid hindsight bias from happening one needs to plan just like in military parlance, you need to assess potential threats and weaknesses, develop alternative courses of action, and develop responses to possible situations. Hindsight can be strengthened through organized planning and strategic action that help one to see forward with much lucidity. In the context of this study, myths and misconceptions about K-12 deter others to suport the program because they tend to be dependent and reliant on the bad past that can hamper progress and development of the education system. Hindsight from the context of positivity influence others to plan strategically and effectively. Proper use of hindsight combined with top-down planning and action for potential risks give the tools necessary to mitigate the negative repercussions to the labor sector and improve the lives of everyone. What remains imperative is for educators to be prepared for the constantly changing nature of education and create alternatives when the past situation is not favorable.

INSIGHT:

Insight is one of the problem solving and preparation plan processes enthused by the present circumstances (Ebener & Smith, 2015). However, the term insight has been used in many different ways relating to problem solving in various literatures. Insight is a problem solving experience associated with suddenness, ease, positive affect, and the feeling of being right (Topolinski & Reber, 2010; Bowden, Jung-Beeman, Fleck, & Kounios, 2005); Bowden, et. al., 2005) This definition puts insight as a surprising, gratifying, rewarding, and self-assuring method in solving a problem. Insight appears after an impasse, that is, a period of unsuccessful attempts, rather than by gradually homing in on the solution through an analytical approach. Insight is an aspect of creativity; if we understand insight perhaps we can teach people to be more creative. In addition, insight as the reorientation of one's thinking, including breaking of the unwarranted fixation and forming of novel, task-related associations among the old nodes of concepts or cognitive skills (Weisberg, 2006; Shettleworth, 2012; Ash, Jee & Wiley, 2012). In here, insight occurs whenever one suddenly sees a current problem in a new way, connect the problem to another relevant problem/solution, and see the recent problem in a larger, more coherent context (Shettleworth, 2012; Boundless, 2015). For Ollinger, Jones, and Knoblich (2008), insight occurs when the problem solver suddenly realizes that the solution requires different solution methods. These definitions

clearly imply that insight is a creative and unconventional problem solving method. But as fashioned on the perspective of this study, insight is used as a problem solving method goaded by the present that leads to preparation for plans. Insight occurs when one suddenly realizes how to solve a problem by making preparation plans through self-initiative. The current wide-ranging effects of the K-12 program causes insight planning to suddenly occur when people discover the negative implications of the current situation. With proper insight, individuals are able to identify their strengths, key professional development needs, and enabling them to creatively craft effective alternative plans and solutions to existing situations.

By and large, the first batch of senior high school students in the K-12 program are on their way to embark on the compulsory additional two-years of basic education in June 2016 which highlights the full implementation of RA 10533 or K-12. Inevitably, this scenario is causing a downside implication to college enrollment that ripples to the employment status of more than 25,000 college personnel as reported by the Commission on Higher Education (CHED, 2015). The affected employees, therefore, see the opportunity to plan for strategic actions to ensure a smooth transition and reduce the negative impact of the of the K-12 implementation; such as, pursuing their graduate studies, learning new skills, establishing a link with other educational institutions for collaborative teaching and applying to teach in the SHS, and do research work. Approaching a challenge in a new way is an adaptive mechanism to craft strategic solutions and plans to successfully transition from the present to the future. It is an automatic coping effort moved by looking at the present and aimed at novel resolution of issues (Rivers, 2014; Ash, Cushen & Wiley, 2009). Logically, the shift of the curriculum from K-10 to K-12 has caused serious challenges, but insight planning will invariably help improve the situation. K-12 is obviously a work in progress, but among other things, preparing for the anticipated impact poses a very real potential to make the implementation successful. Professors of the universities are among the most affected of the K-12 program but being insightful is an attitude that eliminates prejudicial impact on the effect of this educational change.

FORESIGHT:

Foresight is a systematic, participatory, future intelligence gathering and medium to long term vision building process aimed at enabling present-day decisions and mobilising joint actions (Baine, Barre, et. al., 2007). Foresight is a universal human capacity which allows people to think ahead and consider, model, create, and respond to, future eventualities and action. It is the systematic consideration of, and action on, the future (Hideg, 2007). Although, amass definitions of foresight are already in the field, emphasising different aspects of the process or its results; this inquiry presents foresight as neither a prophecy nor a prediction but for a preparation to build. It does not aim to predict the future or to unveil as if it were pre-determined, but to help build it. It bids to consider the future as something that can be created or shaped, rather than as something already decided (Baine, Barre, et. al., 2007). Having a foresight is not merely anticipating, analyzing or judging what will happen, but should be coupled with a corresponding action as preparation to help build the future.

The country's comprehensive reform to its basic education has resulted to various downside implications to the colleges and universities, and college professors in particular. However, despite the perceived challenges, this transition from K-10 to K-12 is also critical to them so they will be prepared and not be left behind when the full implementation happens. For schools to be able to prepare for the complete shift; they have to make preparation plans and adjustments such as: faculty profiling, re-assigning faculty to Senior High School, quality assurance assessment of curricular programs, re-classify faculty to academic support or administrative positions, and professional development opportunities. These preparation plans happen because the schools foresee what will happen when the K-12 program is fully implemented. Hence, foresight is a natural human activity that individuals have always practised. However, it is now used in a formalised way as a viable policy tool by governments, schools, and other concerned agencies to help frame policy for developments and to address wider concerns affecting social and educational aspirations (UNDP, 2011). Foresight involves constructively bringing awareness of long-term challenges and opportunities into more immediate decision-making. Foresight can be implemented so as to provide valuable inputs to strategy and policy planning, particularly among Higher Education Institutions and other concerned agencies, to mobilise collective strategic actions (Hideg, 2007).

Relatively, the dynamic nature of education requires the major players to have a foresight in making preparations for any possible changes to produce insights about future enhancements in learning and teaching quality and continuously be at par with the rest of the world. Thus, build a network of strong relations with the community and industries through linkages, shared perspectives, and joint vision (Warnke & Cagnin, 2007). It creates a positive, collaborative attitude among different organizations, educational institutions, and educators. Furthermore, foresight is something that involves systematic attempts to look into the future of education,

society and the economy; and their interactions, in order to promote social economic development (Uathanakuljarus, 2004; Jeradechakul, Sripaipan, & Jewell, 2003; De Lattre-Gasquet, 2006). Foresight arises from a convergence of trends underlying recent developments in the fields of education, hence, bringing together key agents of change and various sources of knowledge in order to develop strategic visions and anticipatory intelligence (Italia, & Network, FOREN, 2001) that solidifies the inherent value of quality basic education not only for individual development but also for the overall social development of any nation (Department of Education & SEAMEO Innotech, 2012).

Foresight is a long-term thinking that makes the person better prepared to cope with future challenges of educational development and globalisation. As indicated by (Warnke & Cagnin, 2007) foresight looks at the interplay of society, education, technology, and economy enquiring how it may lead to different futures that pose different challenges and demand different strategies to pursue different visions. Havas (2007) added, that appropriate understanding of foresight improves the quality and impact of future planning by providing guidance for strategic actions being taken, not only on what to do, but also on how to do it, and when to do it, and by means of putting the stakeholders to join forces to achieve common goals. Baine, Berre, et. al. (2007) furthered that foresight improves the capability of an innovation system by way of creating   an increased awareness of possible risks, hence a basis for more effective contingency planning, and the design and development of appropriate forms of resilience. Having a foresight is therefore a way of being strategically prepared for the new K-12 program that could ensure a smooth transition during the full implementation of the country's enhanced basic education curriculum.

MINDSIGHT:

Mindsight is a term coined by Dr. Dan Siegel to describe our human capacity to perceive the mind of the self and others. It can be deduced that mindsight is a powerful lens through which one can understand the inner lives with more clarity, the integration of the brain, and of enhancing relationships with others. It is a kind of focused attention that allows one to see the internal workings of the minds. It helps one gets off of the autopilot of ingrained behaviors and habitual responses. It allows one to name and tame the emotions a person is experiencing, rather than being overwhelmed. From this definition, the context of mindsight in this study is taken. As used, mindsight is described as being able to understand own's feelings or stand on something by means of self-realization, hence, gaining acceptance of the existing situation, despite the negative commentaries and interpretations from detractors, and without being consumed by it. Siegel (2010) further indicates that mindsight is a learnable skill. It is the basic skill that underlies what one means when he or she speaks of having emotional and social intelligence. Implicitly, one of the factors that could contribute to the success of the K-12 program lies in learning the skill of mindsight for when a person develops the skill of mindsight, there will be a positive shift of focus on the new program. Corollary to this, Crabtree (2015) and Colegrove (2015) stated that mindsight teaches the power of focused attention that was used to gain understanding and acceptance. Through proper mindsight, a person can achieve well-being by becoming more responsive than reactive; more improving than observing the behaviors and reactions; rather than being controlled by them.

In similar view, mindsight is a positive attribute that suggests the ability to see the positive in a given situation by means of self-realization. Self-realization looks forward to having the positive by constructing a picture of reality and create a coherent view of the whole situation. Hence, self-realization is the force that influence mindsight that aligns with Elster's (1986) definition of self-realization, which suggests that self-realization is a process of valuable growth, the capacity of realizing oneself that is completed within the individual self (Ma, 2009). In addition, self-realization calls upon a more active individual in the face of existing life challenges (Miquelon & Vallerand, 2006). Towards this end, the recent development in the Philippine education system, the researcher believes that those who supported have acquired proper mindsight. Through internal processing of the external events, they understood the goal of the new curriculum which is to give the Filipino students enough time to master the 21st century skills and concepts needed for prospective employment, tertiary education, and become self-sufficient and employment ready. Schools and educators who are advocating the program are making preparation plans such as: establishing staffing guidelines as preparation to make adjustments with faculty movement (UP, 2013; Bongcales, 2014), creating alternative programs for the would-be affected faculty (Lacamiento, 2014; Geronimo, 2014; Arcangel, 2014), reviewing of curricular guidelines and course offerings (Lauraya, et. al, 2013), and ensuring that the welfare and interest of the affected personnel are considered (Cruz, 2013). These preparation plans are only achieved with proper mindsight. It means that the Filipino people are looking ahead coupled with the realization, that with globalization and the current economic

trends; demand for high quality education is a must. With mindsight, we can embrace the new educational system and look forward to more opportunities in the global arena of employment.

CONCLUSION:

As the findings of this study revealed the preparation plans that determine readiness among faculty members from selected higher education institutions in the Philippines to the implementation of K-12 program; there is no doubt that the current education reform agenda is geared toward the attainment of quality, excellence, and equity. Assessing readiness will serve as an impulse for enhanced implementation strategy and craft alternative interventions and measures for any anticipated negative impact. The viability of the successful implementation of the government's program efforts rests on the willingness and readiness of the education sector and stakeholders to embrace change. Impliedly, the readiness of the faculty members of the higher education institutions to adopt change is just like finding the needle in the haystack but once found its pointed edge can begin stitching the fabric of change that offers not only hope but a new beginning for a better tomorrow for the entire nation.

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