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Demographic Profiles and the Percieved-Actual Responses of the Grade 7 History Teachers on the Implementation of the K-12 Curriculum in the Province of Sulu

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ABSTRACT

The primary aim of this paper was to determine the demographic profiles and the percieved-actual responses of the grade 7 history teachers on the implementation of the K-12 curriculum in the Province of Sulu. The descriptive research design was used in the study. The study was conducted in Sulu both private and public schools. The study participants were composed of Grade 7 History teachers in public and private High Schools in some of the municipalities, province of Sulu for school year 2017-2018. The results concluded that The Grade 7 History teachers are not growing professionally in terms of their educational attainment both in perceived and actual implementation of the K-12 curriculum, they strongly agreed that the following problems exist: as Learning Resources, Teacher's Competency, Method Approaches and Technique, Administrator's Competency and Teaching, Supervisor's Competency, Monitoring, Technical Assistance, Evaluation, and Assessment. It is recommended that Based on the findings of the study on the issues and challenges confronting Grade 7 History teachers in the implementation of K-12 curriculum in the Province of Sulu, the following recommendations are: Grade 7 History teachers must improve their education attainment; History teachers spontaneously read more about techniques, strategies about History on the implementation of K-12 curriculum; History teachers must earn at least Master's degree in line with his or her major; The DepEd must improve the implementation of the K-12 History curriculum in areas of Learning Resources, Teacher's Competency; Method Approaches and Technique, Administrator's Competency and Teaching, Supervisor's Competency, Monitoring, Technical Assistance, Evaluation, and Assessment; The DepEd must sponsor more seminars for the History Teachers to participate in the actual implementation of the K-12 History Curriculum; There must be similar study conducted to assist the findings of this study; and Administration must fully support the program; that is and for the progress of the teachers.

1. Introduction

The impetus for meaningful education is clear: the realities of our modern world required productive and competitive breed of Filipino citizens. They must be a lifelong learner, holistically developed and globally-oriented and locally grounded. Teachers are tasked to lead them in this educational endeavor and to showcase the concepts of "Ang Bagong Pilipino ay higit sa pagiging Maka-Tao, Maka-Diyos, Maka-Bayan, at Maka-Kalikasan ay kailangan magtaglay ng kasanayan at pananaw na angkop sa 21st Century."

Seminars and trainings were launched to prepare teachers in the implementation of the K-12 Basic Education Curriculum in all subject areas. The seminars and trainings have begun from grassroots of education, Kindergarten up to the primary levels, followed successively by Grade 7, 8, 9 and 10. Fortunately, the teachers who have been participated in the seminars and trainings were optimistic seeing the progress of positive educational development which contributes largely to the academic success of the students in the future of Philippine Education.



They ensured the effectiveness of K-12 Basic Education Curriculum.

The program aimed to uplift the quality of education in the Philippines in order for graduates to be easily employed. It is also aimed to meet the standards required for professionals who would want to work abroad. Most importantly, the system aimed to fully enhance and develop the students in order for them to be well-prepared especially in emotional and cognitive aspects. Through this, graduates will be able to face the pressures of their future workplace.

The Philippine education system can become more competitive among other countries around the world. Though there are still some problems that the government needs to solve before they can successfully implement the plan. There is still a need to enhance the number of public schools' classrooms plus the adequate supply of classroom chairs, books, etc. If the government could allot a bigger budget to educational needs, then we could be one-step ahead towards the success of the K-12 program.

Furthermore, parents (especially those who belong in the poor sector) should be properly informed and motivated of the advantages of the K-12 Education Plan. This is very important since parents play a major role in providing the child's school allowances, supplies, and fees for other school projects and activities. In addition, the support of parents towards their children in terms of guidance and teaching would greatly help sustain the needs of the children. Once this succeeds, it is best hoped that Filipino students would be more literate, skilled, and competitive to be able to find jobs more easily and contribute to the country's pride as well as the country's economy. K-12 education is an innovative education system (Tarra, 2012). This area of education has dominance over the conventional educational systems as it puts more weight on thinking and reaching own self-explanatory conclusions. The way of teaching here is completely different and phenomenal. Teachers generally follow the tactic of asking students to work on a lot of assignments since it develops an intellectual, yet interesting learning habit. In reality, this method

helps the students in revising what has been taught previously (Tarra, 2012).

The K-12 program intended to produce graduates will be more prepared to enter the labor force. Noticeably, high school graduates of the current curriculum are not yet employable for the reason that they are not yet competent and well-equipped with the skills needed in the work places. In addition, most high school graduates are not yet reaching legal age of 18. With the new curriculum, senior high school graduates can choose a field that they are good at and interested in. As a result, they will be equipped with the skills needed for a specific job even without a college degree. At the age of 18, the age when they graduate from high school, they will be employable and competitive already. Thus, adding up to the nation's manpower.

However, the problem concerning the implementation of the K-12 curriculum is the cost. The government needs enough funds to fully support today's ten years. The Department of Education still confronted with the lack of classrooms, furniture and equipment, qualified teachers, and error-free textbooks. The government must be prepared for the costs of the implementation of the K-12 curriculum. Indeed, the benefits of K-12 implementation are correlated with the problems and challenges of its implementation for teachers and other stakeholders. Hence, this study was conducted to determine the issues and challenges confronting Grade-7 History teachers in the implementation of K-12 curriculum in the province of Sulu.

2. Method

Research Design

This study used a survey research design that aimed to find out the issues and challenges confronting the Grade 7 History teachers in the implementation of the K-12 Basic Education Curriculum through answering questions administered to the selected respondents.



Source of Data

The data in this survey were sourced from the respondents, library works and internet research. The data from the respondents were obtained through the questionnaire. The questionnaire utilized following scales: 5 – Very Strongly Agree; 4 – Strongly Agree; 3 – Moderately Agree; 2 – Disagree; and 1 – Strongly Disagree. The library works and internet researches were used to obtain the data for related literature and further explanation of the research problems.

Research Locale

The samples of this survey study consisted of Grade 7 History teachers from the different public and private High Schools in Sulu. These schools were the ones under supervision of Department of Education and private schools which are responsible for implementing the K-12 Basic Education Curriculum.

Sampling Procedure

Purposive sampling was employed in this study. It was purposive for the fact it uses only the Grade 7 History teachers in public and private High Schools in some of the municipalities, province of Sulu for school year 2017-2018.

Data Gathering Procedure and Tools

In this study the researcher gathered data by securing a letter from the office of the Dean of the Graduate School of Sulu State College and then:

Asked for the approval of the Schools Division Superintendent for the National High Schools, Chancellor for the University school, President for Sate College School, and Marist Brother for the Notre Dame Schools.

Asked permission from the Principal of the different school, Launched the questionnaires, Retrieved the questionnaires, Tabulated the data, Treatment of the Data using statistical tools.

Statistical Treatment of Data

In this study the researcher used accurate statistical tools such as descriptive and inferential statistical for the treatment of the specific problems.

3. Result and Discussion

The respondents in the study are composed of 45 Grade 7 History teachers, purposely selected to determine the perception and actual implementation of the K-12 curriculum. Table 1.1 revealed that the respondents of the study were 55.6% or 25 males and 44.4% or 20 females.

In terms of age, 24.4% or 11 belong to the age category of 30 years old and below, 55.6% or 25 belong to age category of 31- 40 years old, and 20.0 % or 9 belong to age category of 41 years old and above.

Table 1. The Demographic Profile of the Respondents in terms of Gender and Age

Gender	Number Of Teachers	Percent
Male	25	55.6
Female	20	44.4
Total	45	100.0
Age		
Below – 30	11	24.4
31 – 40	25	55.6
41 – above	9	20.0
Total	45	100.0

Table 1. shows the educational attainment of the respondents 66.7% or 30 of them are Baccalaureate Degree, 28.9% or 13 are Master's Degree, and for the Doctor's Degree 4.4% or 2 of them.



In terms of the length of service, 35.6% or 16 have taught the History subject below 5 years, 48.9% or 22 of the respondents taught the subject 6

– 10 years and 15.6% or 7 of the respondents taught the subject 11 years and above.

Table 2. Demographic Profile of the Respondents in terms of Educational Attainment and Length of Service

Educational Attainment	Number Of Teachers	Percent
Baccalaureate	30	66.7
Master	13	28.9
Doctor	2	4.4
Total	45	100.0
Length Of Service		
Below 5 years	16	35.6
6 – 10	22	48.9
11 years and above	7	15.6
Total	45	100.0

Table 3 shows the demographic profile of the respondents in terms of seminars/training attended wherein 4.4% or 2 of them attended 1 – 3 times,

66.7% or 30 attended 4 – 6 times and 28.9% or 13 of them attended for 7 times and above.

Table 3. Demographic Profile of the Respondents in terms of Seminars/Training Attended

Seminars/Training Attended	Number Of Teachers	Percent
1 – 3 times	2	4.4
4 – 6 times	30	66.7
7 times and above	13	28.9
Total	45	100.0

Based on these data, in terms of gender, the majority 56% or 25 of the respondents are male, in terms of age majority 56% or 25 of the respondents are at the age category ranging from 31 to 40 years old, in terms of educational attainment majority 67% or 30 have finished only Baccalaureate Degree, in terms of Length of Service teaching History majority of the respondents 49% or 22 of them taught the History subject from 5 to 10 years, and in term of Seminars/Trainings 67% or 30 of them attended.

The data on the demographic profile of the respondents revealed that the History teachers are majority male at the age category 31 to 40 years old, finished only Baccalaureate Degree and teaching History subject for 5 to 10 years. The data indicate that the male History teachers at their age category of 31 to 40 years old in the High Schools of Sulu have

not pursued educational growth in spite of their 5 to 10 years in service. Many studies in social sciences revealed the findings that the more the teachers spend time in schooling the better their method of teaching would be developed.

The Grade 7 History teachers in the High Schools of Sulu should prepare themselves to extend their educational growth, specifically to efficiently teach the new K-12 curriculum. Mastery of the subject content by History teachers to make the new curriculum progressive and effective is much better when they are in Master's or Doctoral Degree. The effectiveness of teaching is dependent on the mastery of content, initiative of teachers to improve strategies, and the degree earned which elevate the status of teachers.



The school administration of the High Schools of Sulu should arrange time and motivate the Grade 7 History teachers to improve their educational attainment. So that in the long run they can address the teaching in History efficiently with satisfactory student performance in History. Otherwise, the new curriculum would fail due to the lack of appropriate strategies of teachers cause by lack of educational background.

Table 4 shows that the mean and standard deviation of the responses of the perception of History teachers on issues and challenges of K-12 curriculum implementation.

The mean and standard deviation posted respectively along with the issues and challenges. Learning resources and needs garnered (3.535, .6765); Teacher's competency: Method, Approaches and Technique garnered (3.543, .6148); Administrator's Competency and Teaching garnered (3.504, .5123); Supervisor's Competency garnered (3.572, .5782); Monitoring garnered (3.628, .6418); Technical Assistance garnered (3.524, .6214); Evaluation garnered (3.501, .6124); and Assessment garnered (3.520, .4800).

The mean values of all issues and challenges fall in the interval range 3.50 – 4.49 with a description **of Strongly Agree**.

Table 4. Mean and Standard Deviation of Responses on Perception of Teachers

Perceptions of Teachers on Issues and Challenges of K-12 Grade 7 History Curriculum Implementation		Mean	SD	Description
A	Learning Resources and Needs	3.535	.6765	SA
B	Teacher's Competency: Method, Approaches and Technique	3.543	.6148	SA
C	Administrator's Competency and Teaching	3.504	.5123	SA
D	Supervisor's Competency	3.572	.5782	SA
E	Monitoring	3.628	.6418	SA
F	Technical Assistance	3.524	.6214	SA
G	Evaluation	3.501	.6124	SA
H	Assessment	3.520	.4800	SA

Rating Scales Interval: 1.00-1.49=Strongly Disagree (SD); 1.50-2.49=Disagree (D); 2.50-3.49= Moderately Agree (MA); 3.50-4.49=Strongly Agree (SA); 4.50-5.00=Very Strongly Agree (VSA).

The result revealed that the Grade 7 History teachers strongly agreed on the issues and challenges that would serve as problem areas in the curriculum implementation namely as follows: (A) Learning Resources and Needs, (B) Teacher's Competency: Method, Approaches and Technique, (C) Administrator's Competency and Teaching, (D) Supervisor's Competency, (E) Monitoring, (F) Technical Assistance, (G) Evaluation, and (H) Assessment.

The result of this study supported the study conducted by Ina, Kandir and Ozbey (2009), the problems which they identified as learning

resources, teacher's competency, Supervisor's Competency, Monitoring and Technical Assistance and evaluation were also supported as the problems areas that teachers in this study faced during curriculum implementation.

Similarly, Sivgin (2005) detected the problems areas that teachers faced as the teacher's competency, administrator's competency and monitoring and parental involvement in the implementation of the K-12 History curriculum.

One of the problem areas, evaluation, monitoring and assessment, detected in this study was supported by the study conducted by Fedoravicius,



Finn- Stevenson, Desimone, Henrich and Payne (2004). According to the study, teachers need proper evaluation, monitoring and assessment in addition to supporting environment for a successful curriculum implementation because collaborative relationship and networking are crucial factors that motivate teachers for better implementation.

Moreover, Teberg (1999) also emphasized the necessity of administrative support for a successful curriculum implementation. For him, teachers without the encouragement and assistance from the colleagues and administration, it is unrealistic to expect them not to have problems in curriculum implementation.

Table 5 shows that the mean and standard deviation of the responses of the perceptions of

History teachers on issues and challenges of K-12 curriculum implementation.

The mean and standard deviation posted respectively along with the issues and challenges. Learning resources and needs garnered (3.568, .6957); Teachers competency: Method, Approaches and Technique garnered (3.856, .8142); Administrator's Competency and Teaching garnered (3.700, .6122); Supervisor's Competency garnered (3.838, .5094); Monitoring garnered (3.914, .5668); Technical Assistance garnered (3.742, .5654); Evaluation garnered (3.622, .5486); and Assessment garnered (3.980, .6194).

The mean values of all issues and challenges fall in the interval range 3.50 – 4.49 with a description of Strongly Agree.

Table 5. Mean and Standard Deviation of the Responses on Actual Implementation of the K-12 curriculum as observed by the Grade 7 History teachers

Actual observation of Grade 7 History teachers on the Actual Implementation of the K-12 Curriculum		Mean	SD	Description
A	Learning Resources and Needs	3.568	.6957	SA
B	Teacher's Competency: Method, Approaches and Technique	3.856	.8142	SA
C	Administrator's Competency and Teaching	3.700	.6122	SA
D	Supervisor's Competency	3.838	.5094	SA
E	Monitoring	3.914	.5668	SA
F	Technical Assistance	3.742	.5654	SA
G	Evaluation	3.622	.5486	SA
H	Assessment	3.980	.6194	SA

Rating Scales Interval: 1.00-1.49=Strongly Disagree (SD); 1.50-2.49=Disagree (D); 2.50-3.49= Moderately Agree (MA); 3.50-4.49=Strongly Agree (SA); 4.50-5.00=Very Strongly Agree (VSA)

The result revealed that the Grade 7 History teachers strongly agreed on the issues and challenges that would serve as problem areas in the curriculum implementation namely as follows: (A) Learning Resources and Needs, (B) Teacher's Competency: Method, Approaches and Technique, (C) Administrator's Competency and Teaching, (D) Supervisor's Competency, (E) Monitoring, (F) Technical Assistance, (G) Evaluation, and (H) Assessment.

The result of this study supported the study conducted by Ina, Kandir and Ozbey (2009), the problems which they identified as learning resources, teacher's competency, Supervisor's Competency, Monitoring and Technical Assistance and evaluation were also supported as the problems areas that teachers in this study faced during curriculum implementation.

In addition to this study, in another study, Sivgin (2005) detected the problems areas that teachers faced as the teacher's competency, administrator's



competency and monitoring and parental involvement in the implementation of the K-12 History curriculum.

One of the problem areas, evaluation, monitoring and assessment, detected in this study was supported by the study conducted by Fedoravicius, Finn- Stevenson, Desimone, Henrich and Payne (2004). According to the study, teachers need proper evaluation, monitoring and assessment in addition to supporting environment for a successful curriculum implementation because collaborative relationship and networking are crucial factors that motivate teachers for better implementation.

Moreover, Teberg (1999) also emphasized the necessity of administrative support for a successful curriculum implementation. For him, teachers without the encouragement and assistance from the colleagues and administration, it is unrealistic to expect them not to have problems in curriculum implementation.

4. Conclusion

In the light of the findings, the study concluded that the Grade 7 History teachers are not growing professionally in terms of their educational attainment both in perceived and actual implementation of the K-12 curriculum, they strongly agreed that the following problems exist: as Learning Resources, Teacher's Competency: Method Approaches and Technique, Administrator's Competency and Teaching, Supervisor's Competency, Monitoring, Technical Assistance, Evaluation, and Assessment.

5. Recommendation

Based on the findings of the study on the issues and challenges confronting Grade 7 History teachers in the implementation of K-12 curriculum in the Province of Sulu, the following recommendations are:

Grade 7 History teachers must improve their education attainment.

History teachers spontaneously read more about techniques, strategies about History on the implementation of K-12 curriculum.

History teachers must earn at least Master's degree in line with his or her major.

The DepEd must improve the implementation of the K-12 History curriculum in areas of Learning Resources, Teacher's Competency: Method Approaches and Technique, Administrator's Competency and Teaching, Supervisor's Competency, Monitoring, Technical Assistance, Evaluation, and Assessment.

The DepEd must sponsor more seminars for the History Teachers to participate in the actual implementation of the K-12 History Curriculum.

There must be similar study conducted to assist the findings of this study.

Administration must fully support the program; that is and for the progress of the teachers.

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