

Rogayan & Villanueva, 2019

Volume 5 Issue 3, pp. 233-250

Date of Publication: 09<sup>th</sup> December 2019

DOI- <https://dx.doi.org/10.20319/pijss.2019.53.233250>

This paper can be cited as: Rogayan, D. V. J., & Villanueva, E. E. N., (2019). Implementation status of K12 Social Studies program in Philippine Public Schools. *PEOPLE: International Journal of Social Sciences*, 5(3), 233-250.

This work is licensed under the Creative Commons Attribution-Non Commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

## **IMPLEMENTATION STATUS OF K12 SOCIAL STUDIES PROGRAM IN PHILIPPINE PUBLIC SCHOOLS**

**Danilo V. Rogayan Jr.**

*Faculty, President Ramon Magsaysay State University, San Marcelino, Zambales, Philippines*  
[danrogayan@prmsu.edu.ph](mailto:danrogayan@prmsu.edu.ph)

**Efreign Earl N. Villanueva**

*Faculty, Castillejos National High School, Castillejos, Zambales, Philippines*  
[efreignearlvillanueva@yahoo.com](mailto:efreignearlvillanueva@yahoo.com)

---

### **Abstract**

*Curriculum implementation needs to be gauged regularly to ensure its effectiveness, efficiency and its relevance to the needs of the students and of the industry. This descriptive-survey research gauged the status of the Social Studies program under the K12 Curriculum for its first four years of implementation. A total of 30 Social Studies teachers and 5 school administrators from three national secondary schools in one division in Central Luzon, Philippines served as respondents of the study. Results revealed that a typical teacher is a female, 37.33 years old, teaching profession for 3.07 years, and a college graduate while a typical administrator is a female, 32.20 years old, serving for about 21.60 years, and a college graduate with MA units. The secondary teachers and school administrators assessed the status of implementation of the curriculum in selected public secondary schools as “moderately observed” in terms of resource variables ( $M=3.63$ ), process variables ( $M=3.84$ ) and contextual variables (3.93). Moreover, there is no significant difference between the assessment of the teachers and administrators on the status of the implementation of Social Studies program with regard to the three components. Further, there is no significant difference in the assessment of the teachers and administrators when*

*respondents are grouped according to profile variables. A well-monitored implementation of the K12 Curriculum, specifically the Social Studies program, by stakeholders is recommended. Periodic assessment of the curriculum may also be done to ensure its alignment to the changing educational landscapes and to cope with the challenges of Education 4.0.*

### **Keywords**

Curriculum Implementation. K12 Curriculum, Social Studies Program, Implementation Status, Philippines

---

## **1. Introduction**

Education is an indispensable tool not only for personal transformation but more so of a societal change. Obtaining a quality education is the foundation to creating sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems (United Nations, 2019). Globally, more than 140 countries offer, or are in transition to, what has become the international norm for pre-tertiary education, namely a kindergarten through Grade12 (K12) school education system—kindergarten because of the preponderance of research asserting the long-term learning and social benefits of school readiness programs; and 12 years of primary and secondary schooling due to the time needed to acquire the knowledge and skills sets necessary for 21st century university education, postsecondary training, or decent work (Sarvi, Munger & Pillay, 2015) .

In the Philippines, the K12 curriculum started in School Year (SY) 2012-2013 and was concretized through Republic Act 10533 in the year 2013. Despite of the good intentions of this curriculum, it has faced many controversies from the public and critics. Among these are shortages of school equipment and learning materials; absence of concrete scientific evaluation of the program's efficiency and effectiveness after its pilot year; teachers' competence; hasty implementation and poor information dissemination; absence of academic conferences and seminar-workshops to fully understand the new curriculum; and lack of resources and mastery of subject (Umil, 2017). Moreover, the changing educational landscapes and the Education 4.0 add up to the challenges faced by the present curriculum.

The Social Studies or Araling Panlipunan program under the K12 curriculum or the Enhanced Basic Education Curriculum features new approach which made it somehow different from the usual ways of teaching it. It has Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) that describe what students should know and be able to do in civics, economics, geography, history and social study skills. It is grounded in the theories and principles of learning such

as experiential and situated learning, reflective learning, constructivism, cooperative learning and discovery and inquiry-based learning (K12 Gabay Pangkurikulum, 2016). The K12 is expected to strengthen Social Studies Education. The use of spiral progression avoids disjunctions between stages of schooling. It allows learners to learn topics and skills appropriate to their developmental/cognitive stages. It strengthens retention and mastery of topics and skills as they are revisited and consolidated (Tan, 2012).

After the four-year implementation of the K12 Social Studies program in 2016, it is necessary to determine the status of the curriculum implementation specifically in the Social Studies program. The implementation of curricular programs depends heavily on the capacity of a school system to support and sustain the curriculum being adopted. This implies that a curricular program's effectiveness depends in part on adequate implementation and its fitness within the grade-level band for which it is designed as well as whether it fits with the educational contexts that proceed or follow it (National Research Council of the National Academies Press, 2004).

Several studies were conducted regarding the implementation of the K12 program in the Philippines. These studies focused on the articulation of the foundations of K12 curriculum (Rivera, 2017), K12 science program implementation (Cabansag, 2014; Mangali, Tongco, Aguinaldo, & Calvadores, 2019), K12 mathematics program implementation (Cardona, 2017), assessment of modules in K-12 for Filipino subjects (Zamora, 2016), readiness of higher education institutions in Senior High School program (Acosta & Acosta, 2016a; Acosta & Acosta, 2016b; Acosta & Acosta, 2017), the K12 program as an education reform in the country (Abulencia, 2015). However, a dearth of literature was noted regarding the implementation status of the K12 Social Studies program in the Philippines.

The aforementioned challenges and gaps about the implementation of the K12 Social Studies Curriculum urged the researchers to conduct a study regarding the status of the implementation with focus on Social Studies Curriculum. It would be better to study the strengths and weaknesses of the curriculum to further enhance it. Hence, this study assessed the status of the implementation of the K12 Social Studies Curriculum with regards to the categories on implementation component variables such as the resource variables, process variables and contextual variables. Specifically, it aimed to answer the following research questions:

1. What is the demographic profile of teachers and administrators?
2. How do secondary teachers and school administrators assess the status of implementation of the Social Studies program under K12 Curriculum in selected public secondary schools?

3. Is there a significant difference on the assessment between the teachers and administrators on the status of the implementation of Social Studies program under K12 Curriculum with regard to the three component variables?
4. Is there a significant difference on the assessment of teachers and administrators on the status of the implementation of Social Studies program under K12 Curriculum when respondents are grouped according to profile variables?

## **2. Literature Review**

The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Department of Education, 2015). According to DepEd (2015), the K12 Program has the following salient features: (1) strengthening early childhood education (universal kindergarten); (2) building proficiency through language (mother tongue-based multilingual education); (3) making the curriculum relevant to learners (contextualization and enhancement); (4) gearing up for the future (senior high school); (5) ensuring integrated and seamless learning (spiral progression); and (6) nurturing the holistically developed Filipino (college and livelihood readiness, 21<sup>st</sup> century skills).

Curriculum is context-specific as education has to address the needs of teachers and society (Lao, 2015). Curricular programs are enacted in a variety of school settings. Curriculum designers consider these settings to various degrees and in various ways. For example, implementation depends heavily on the capacity of a school system to support and sustain the curriculum being adopted (National Research Council of the National Academies Press, 2004).

In the use of curricula in practice, many variations enter the process. The National Research Council of the National Academies Press (2004) organized the factors in the implementation component into three categories: resource variables, process variables, and contextual variables or the community/cultural influences. Resource variables refer to the resources made available to assist in implementation. Process variables refer to the ways and means in which implementation activities are carried out, decisions are made, and information is analyzed on the practice and outcomes of teaching. Contextual variables refer to the social conditions, beliefs, and expectations held both implicitly and

explicitly by participants at the site of adoption concerning learning, teaching, and assessing student work and opportunities National Research Council of the National Academies Press, 2004).

These three component variables of the curriculum were used as framework to determine the implementation status of the K12 Social Studies program in selected government-owned secondary schools in one division in Central Luzon, Philippines.

### **3. Methodology**

#### **3.1 Research Design**

The study made use of the descriptive-survey method. According to Best and Kahn (2007), descriptive research employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempts to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator. Salaria (2012) defines descriptive-survey research as a method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably.

#### **3.2 Respondents and Location**

The respondents of this study are 30 teachers in Social Studies and 5 administrators of three selected national secondary schools in one division in Central Luzon, Philippines.

#### **3.3 Research Instrument**

The questionnaire served as the main instrument in gathering the data. It is composed of two (2) parts. The first part consists of the demographic profile of the respondents. The second part includes three variables: resource variables (10 items), process variables (10 items) and contextual variables (10 items). It also included background about each component variable based on the implementing rules and regulations (IRR) and Policy Guidelines (PGs) of the K12 Curriculum. Concepts included in the tool were lifted from the National Research Council (2004).

The survey questionnaire was subjected to construct and content validity. Three experts were tapped to check the consistency of the items in each variable. A total of 5 teachers who were not part of the study were asked to answer the survey questionnaire. The responses were processed and were subjected to reliability test. The obtained Cronbach alpha values of the three variables obtained acceptable reliability: resource variables (0.870), process variables (0.794) and contextual variables (0.895).

#### **3.4 Data Gathering Procedure**

The study followed the following phases.

Phase 1. Development and validation of the research questionnaire. The researchers developed the survey questionnaire based on the survey questionnaire existing literatures. The items in the survey questionnaire were contextualized in the Philippine setting. After the checking of the face and content validity of the modified survey questionnaire by three experts, the tool was subjected to reliability testing. In the reliability testing, a total of 5 teachers were asked to answer the survey tool. Their responses were encoded in the MS Excel and were analyzed in terms of item-item reliability based on the accepted Cronbach alpha values.

Phase 2. Securing of permission and approval. The researchers secured approval from the Office of the Schools Division Superintendent. After which, letters of permission were sent to the school administrators of the selected secondary public schools, for the floating of the survey questionnaires.

Phase 3. Administration and retrieval of the survey questionnaires. The researchers administered the survey questionnaires to the junior high school teachers of the selected secondary public schools in the division. Only Social Studies teachers were asked to respond to the survey tool which measures their initial assessment of the program. A total of 15 to 20 minutes were given for each respondent to complete the survey questionnaires. Afterwards, the researchers collected the administered instruments for data organization. Interview to random respondents were done for triangulation.

### **3.5 Data Analysis**

The researchers assigned respondent numbers in each of the survey questionnaires to ensure the confidentiality of the respondents' identity as part of ethical considerations. The researchers used MS Excel and SPSS for analyzing the quantitative data. Simple statistical tools were used in the study such as frequency count, percent, mean, standard deviation, and analysis of variance (ANOVA). Mean analysis of the rating scale include: not observed (1.00-1.49), slightly observed (1.50-2.49), sometimes observed (2.50-3.49), moderately observed (3.50-4.49), and highly observed (4.50-5.00).

## **4. Results and Discussion**

### **4.1 Profile of Respondents**

Table 1 shows that out of 30 teacher-respondents, most respondents (20.00%) are within the age bracket of 30-34 and 40-44. The mean age of the respondents is 37.33 years old. It shows that this range of age is already aware on the status of the implementation of Social Studies program under the K12 curriculum. There are 21 (70.00%) female and 9 (30.00%) male respondents. It reveals that majority of the respondents are females which implies that the education sector is dominated by females. Most of

the teachers (9 or 30.00%) have been in the service for 0-4 years. The mean length of service among the teacher-respondents is 3.07 years. This reveals that the majority of the respondents are young in the teaching service, thus, they can easily assess reforms being incorporated in the curriculum. As shown, 13 (43.33%) are holders of Bachelor’s degree, and only 5 (16.67%) are Master’s degree holders. This implies that most of the teacher-respondents are pursuing advanced studies to be effective catalysts of learning specifically in Social Studies education.

Acosta and Acosta (2016) recommended that upgrading of faculty skills is regarded as the most pertinent indicator pertaining to staffing guidelines for K12 curriculum. Administrators should provide opportunities to the faculty to upgrade their skills to be able to handle specialized subjects in the program.

**Table 1: Profile of the Teacher-Respondents**

<b>Profile</b>	<b>Frequency</b>	<b>Percent</b>
<b>Age</b>		
50-54	2	6.67
45-49	5	16.67
40-44	6	20.00
35-39	5	16.67
30-34	6	20.00
25-29	4	13.33
20-24	2	6.67
<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Sex</b>		
Male	9	30.00
Female	21	70.00
<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Years of Service</b>		
30-34	1	3.33
20-24	4	13.33
15-19	7	23.33
10-14	4	13.33
5-9	5	16.67
0-4	9	30.00
<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Educational Attainment</b>		
Master’s Degree	5	16.67
BS with MA units	12	40.00
Bachelor’s Degree	13	43.33
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 2 shows that out of five administrator-respondents, two respondents (40.00%) are within the age bracket of 45-49 and 60-above while only one respondent (20.00%) is within the age bracket of 55-59. The mean age of the respondents is 32.20 years old. It shows that this range of age of the school administrators can already evaluate the status of the implementation of Social Studies program under the K12 curriculum. Furthermore, majority of the administrator-respondents (4 or 80.00%. It reveals that majority of the respondents are females. This shows that the education sector is dominated by females. It likewise reveals that 2 (40.00%) of the administrators have been in the service for 15-19 years. The mean length of service among the administrator-respondents is 21.60 years.

**Table 2: Profile of the Administrator-Respondents**

<b>Profile</b>	<b>Frequency</b>	<b>Percent</b>
<b>Age</b>		
60 – above	2	40.00
55 – 59	1	20.00
45 – 49	2	40.00
<b>Total</b>	<b>5</b>	<b>100.0</b>
<b>Sex</b>		
Male	1	20.00
Female	4	80.00
<b>Total</b>	<b>5</b>	<b>100.0</b>
<b>Years in Service</b>		
35-39	1	20.00
30-34	1	20.00
20-24	1	20.00
15-19	2	40.00
<b>Total</b>	<b>5</b>	<b>100.0</b>
<b>Educational Attainment</b>		
Doctorate Degree	1	<b>20.00</b>
Master’s Degree	1	<b>20.00</b>
BS with MA units	3	<b>60.00</b>
<b>Total</b>	<b>5</b>	<b>100.0</b>

Majority of the respondents are in the service for a long time, thus, they have experienced shift in the curricular paradigm making them critical in the implementation of the K12 curriculum specifically in Social Studies program. Most (3 or 60.00%) are holders of Bachelor’s degree with units in Master’s degree. This suggests that most of the administrator-respondents are pursuing advanced studies to be more efficient school manager.

**4.2. Assessment of the Implementation Status of K12 Social Studies Program**

**4.2.1. Resource Variables.** Table 3 shows that the teachers (M=3.60; SD=1.19) and administrators (M=3.66; SD= 1.03) perceived the status of the implementation of Social Studies program under the current curriculum with regard to Resource Variables as “moderately observed.”

**Table 3: Respondents’ Assessment on the Status of Implementation of K12 Social Studies Program as to Resource Variables**

Resource Variables	Teachers			Administrators		
	Mean	QI	Rank	Mean	QI	Rank
1. There are enough number of Social Studies teachers in the school.	3.43	SO	7	3.80	MO	7
2. The teachers who teach Social Studies are specialists.	3.83	MO	2	4.60	HO	1
3. The daily time allotted for the subject is enough to finish the lesson.	3.67	MO	5	3.60	MO	4.5
4. The class size is ideal.	3.70	MO	4	3.60	MO	4.5
5. There is enough time for the preparation of each teacher.	3.73	MO	3	3.60	MO	4.5
6. Instructional materials, manipulative and technology such as modules, computer, tablet, calculators and internet are available.	3.40	SO	9	3.40	SO	8.5
7. There are enough formative and summative tests given to the students.	3.90	MO	1	4.20	MO	2
8. There are enough seminars and trainings for professional development conducted before the implementation and during the implementation.	3.63	MO	6	3.60	MO	4.5
9. The students have access to services in addressing their needs.	3.41	SO	8	3.40	SO	8.5
10. The parents involve themselves in the implementation of the curriculum.	3.27	SO	10	2.80	SO	10
<b>Overall Weighted Mean</b>	<b>3.60</b>	<b>MO</b>		<b>3.66</b>	<b>MO</b>	
<b>Standard Deviation</b>	<b>1.19</b>			<b>1.03</b>		

*\*HO=Highly Observed; MO=Moderately Observed; SO=Sometimes Observed; SLO=Slightly Observed; NO=Not Observed*

The teachers and administrators assessed that the following indicators are greatly observed in the program: the teachers who teach Social Studies are specialists and that there are enough formative and summative tests given to the students. This implies that the Social Studies program has qualified teachers and personnel who deliver the curriculum effectively. This also implies that the assessment tools given to the students are adequate and can evaluate their holistic performance. Schools and educators have a pivotal role in preparing the future citizens of a global society in the rapidly-changing world (Tamoria, 2016). In the same vein, Rogayan (2018) emphasized that the role of educators is more than the delivery of an academic curriculum but more so, the development of good, conscious and morally-upright citizens.

The parents’ involvement in the implementation of the curriculum is the least observed as evaluated by both respondents. This suggests that parents and guardians may be encouraged further to take active role in the curricular implementation. Abulencia (2015) recommended that all the stakeholders, like the local government units, business sector, parents, NGOs (Non-Governmental Organizations), and other concern sectors, should work hand in hand in providing quality education to the young people.

**4.2.2. Process Variables**

Table 4 shows that the Social Studies teachers (M=3.64; SD=1.26) and administrators (M=4.04; SD=0.95) perceived all the indicators of the Process Variables as “moderately observed.”

**Table 4:** Respondent’s Assessment on the Status of Implementation of K12 Social Studies Program as to Process Variables

Process Variables	Teachers			Administrators		
	Mean	QI	Rank	Mean	QI	Rank
1. There is a teacher organization in the school which addresses concerns of teachers.	3.63	MO	6	4.00	MO	7
2. Teachers are involved in curricular decision-making.	3.53	MO	8	4.00	MO	7
3. The school follow the required social studies curriculum.	3.63	MO	6	4.20	MO	3.5
4. Remedial classes and counselling are held for academically-challenged learners like Social Intervention and Tutoring.	3.63	MO	6	4.40	MO	1
5. Holding of grade-level meetings at which the focus is on substantive issues of Social learning and teaching.	3.70	MO	2.5	4.00	MO	7
6. There is a review on the performance of students based on data presented such as quizzes, examinations and achievement tests.	3.90	MO	1	4.20	MO	3.5
7. The teachers and principals are encouraged to develop a culture of inquiry in their schools in order to promote a work environment that encourages reflection and thoughtful discussion among colleagues.	3.67	MO	4	4.20	MO	3.5
8. Written support materials are provided to teachers.	3.52	MO	9	4.20	MO	3.5
9. Students are grouped according to their social aptitude or ability during class discussion.	3.50	MO	10	3.40	MO	10
10. The program asks students to work on worthwhile social tasks.	3.70	MO	2.5	3.80	MO	9
<b>Overall Weighted Mean</b>	<b>3.64</b>	<b>MO</b>		<b>4.04</b>	<b>MO</b>	
<b>Standard Deviation</b>	<b>1.26</b>			<b>0.95</b>		

*\*HO=Highly Observed; MO=Moderately Observed; SO=Sometimes Observed; SLO=Slightly Observed; NO=Not Observed*

The teachers and administrators assessed that the following items are greatly observed in the program: there is a review on the performance of students based on data presented such as quizzes, examinations and achievement tests; and the remedial classes and counselling are held for academically-

challenged learners like Social Intervention and Tutoring. This connotes that the program ensures that the student assessment and planning is in place. Likewise, remediation strategies are crafted for students who have slow pacing in learning Araling Panlipunan concepts. This conforms to the study of Cabansag (2014) that the K12 curriculum provides holistic development of the 21st century learners equipped with necessary life skills who can contribute for economic and social development of the family and community. In consonance, Rogayan (2019) said that as the Philippine Education transformed its new curriculum, many changes have transpired in terms of student outcomes, instructional design and educational policies.

The least observed is that the students are grouped according to their social aptitude or ability during class discussion. This is a positive remark since ability grouping is against the concept of student diversity. The 21st century learning landscape demands more engaging, and more innovative pedagogical strategies that would increase conceptual retention, around learners’ interest and facilitate better learning for the students of the digital era (Rogayan, 2019). Rivera (2017) concluded that the newly-implemented curriculum has still loopholes especially in the articulation of pedagogical approaches to learner-centeredness.

**4.2.3 Contextual Variables**

Table 5 shows that the teachers (M=3.58; SD=1.17) and administrators (M=4.28; SD=0.76) perceived the contextual variables as “moderately observed.”

Both respondents gave the highest assessment in the indicator that the teachers are in favor of adoption and implementation of this curriculum, based on what they know so far. Cardona (2017) found out that teachers are equipped with the necessary knowledge, skills, and attitudes in the implementation of the K12 program. They are informed of the need to respond with the educational developments. Further, the teachers observed that communication to parents is available to explain this program like holding an orientation to them. On the other hand, the administrators noted the program foster students’ application of social learning at home on their own. Although the true aim of education is to nurture human being to become truly human being, however because of global competition, the need to educate and train the students to be at par with their counterparts in other parts of the world must be accentuated (Abulencia, 2015).

**Table 5: Respondent’s Assessment on the Status of Implementation of K12 Social Studies Program as to Contextual Variables**

Contextual Variables	Teachers			Administrators		
	Mean	QI	Rank	Mean	QI	Rank

1. Information is sent home to parents about children's learning.	3.67	MO	3.5	4.40	MO	3.5
2. The program foster students' application of social learning at home on their own.	3.53	MO	6.5	4.50	HO	2
3. The program foster students' application of social learning at home with their parents.	3.40	SO	9	4.25	MO	5
4. Communication to parents is available to explain this program like holding an orientation to them.	3.73	MO	2	4.20	MO	7
5. The materials provide sufficient and appropriate material for homework.	3.37	SO	10	4.20	MO	7
6. The curriculum is likely to be interesting, engaging and effective for all students, regardless of gender or ethnicity.	3.67	MO	3.5	4.40	MO	3.5
7. Teachers are in favor of adoption and implementation of this curriculum, based on what they know so far.	3.80	MO	1	4.60	HO	1
8. Parents are in favor of adoption and implementation of this curriculum, based on what they know so far.	3.53	MO	6.5	4.00	MO	9.5
9. Students are in favor of adoption and implementation of this curriculum, based on what they know so far.	3.50	MO	8	4.20	MO	7
10. The community is in favor of adoption and implementation of this curriculum, based on what they know so far.	3.63	MO	5	4.00	MO	9.5
<b>Overall Weighted Mean</b>	<b>3.58</b>	<b>MO</b>		<b>4.28</b>	<b>MO</b>	
<b>Standard Deviation</b>	<b>1.17</b>			<b>0.76</b>		

*\*HO=Highly Observed; MO=Moderately Observed; SO=Sometimes Observed; SLO=Slightly Observed; NO=Not Observed*

The Social Studies teachers rated the least the indicator that the materials provide sufficient and appropriate material for homework. Meanwhile, the administrators gauged the least the indicators: parents' favor of adoption and implementation of this curriculum, based on what they know so far; and the community is in favor of adoption and implementation of this curriculum, based on what they know so far. The impact statements from stakeholders regarding the K12 curriculum may suggest the need for close monitoring of the program implementation and provision of continuous professional trainings for teachers to clear areas of misinterpretations (Cabansag, 2014).

The status of the implementation of the Social Studies program under K12 curriculum as rated by the Social Studies teachers and administrators is summarized in Table 6.

**Table 6:** *Summary of the Assessment of the Teachers and Administrators on the Component Variables of K12 Social Studies Program*

Variables	Teachers			Administrators			Overall Weighted Mean	Rank
	Mean	SD	QI	Mean	SD	QI		
Resource Variables	3.60	1.19	MO	3.66	1.03	MO	<b>3.63 (MO)</b>	3

Process Variables	3.64	1.26	MO	4.04	0.95	MO	<b>3.84 (MO)</b>	2
Contextual Variables	3.58	1.17	MO	4.28	0.76	MO	<b>3.93 (MO)</b>	1
<b>Overall Mean</b>	<b>3.61</b>	<b>1.21</b>	<b>MO</b>	<b>3.99</b>	<b>0.91</b>	<b>MO</b>	<b>3.80 (MO)</b>	

Table 6 shows that the school administrators (M=3.99; SD=0.91) gauged the component variables higher than the teachers (M=3.61; SD=1.21) but still in the same qualitative interpretation of “moderately observed.” Overall, the assessment of the teachers and administrators to the status of the implementation of Social Studies program is marked as “moderately observed” as shown from the overall weighted mean of 3.80.

Among the three component variables, contextual variables ranked first (m=3.93) followed by process variables (m=3.84) and the resource variables (M=3.63) all interpreted as “moderately observed.” Teachers, including the school administrators, are participative and keen on the issues raised regarding the implementation and are visionary of its long term results (Cardona, 2017; Locklear, 2012; Muskin, 2015). Lubis (2019) reiterated that since society changes, education therefore must undergo changes and adapt to the societal transformations.

#### **4.3 Difference on the Assessment of the Teachers and Administrators on the Component Variables of the K12 Social Studies Program**

Table 7 shows that there is no significant difference on the assessment between the teachers and administrators on the status of the implementation of Social Studies program under K12 Curriculum with regard to the three component variables: resource variables (p=0.8833), process variables (p=0.4335), and contextual variables (p=0.1896).

**Table 7: Analysis of Variance (ANOVA) Between the Assessment of the Teacher and Administrator- Respondents on the Component Variables of the K12 Social Studies Program**

<b>Variables</b>	<b>F-value</b>	<b>p value</b>	<b>Interpretation</b>	<b>Decision</b>
Resource	0.0218	0.8833	NS	Accept Ho
Process	0.5752	0.4335	NS	Accept Ho
Contextual	1.7935	0.1896	NS	Accept Ho

\*NS-Not Significant

#### **4.4 Difference on the Assessment of the Teachers on the K12 Social Studies Program by Profile Variables**

Table 8 shows that there is no significant difference on the responses of the teachers when respondents are grouped according to age (p=0.1687), sex (p=0.1796) and highest educational attainment (p=0.2116). Meanwhile, there is significant difference on the responses when respondents are grouped according to length of service (p=0.0273). There is significant difference on the responses

when respondents are grouped according to length of service because those who have been in the service for 15-19 years are more knowledgeable on the curricular shift in the basic education.

**Table 8:** Analysis of Variance (ANOVA) on the Assessment of the Teacher -Respondents on the Component Variables of the K12 Social Studies Program by Profile Variables

Variables	F-value	p value	Interpretation	Decision
Age	1.6896	0.1687	NS	Accept Ho
Sex	1.8943	0.1796	NS	Accept Ho
Years in Service	3.0850	0.0273	S	Reject Ho
Educational Attainment	1.6456	0.2116	NS	Accept Ho

\*S-Significant; NS-Not Significant

Generally, the overall interpretation of the profile variables are not significant, it simply means that the decision is to accept the null hypotheses. There is no significant difference in the teacher-respondents' assessment on the component variables by profile variables.

#### 4.5 Difference on the Assessment of the Administrators on the K12 Social Studies Program by Profile Variables

Table 8 shows that there is no significant difference on the responses when administrator-respondents are grouped according to age ( $p=0.0568$ ), sex ( $p=0.8429$ ), length of service ( $p=0.2951$ ), and highest educational attainment ( $p=0.6988$ ).

**Table 9:** Analysis of Variance (ANOVA) on the Assessment of the Administrator -Respondents on the Component Variables of the K12 Social Studies Program by Profile Variables

Variables	F-value	p value	Interpretation	Decision
Age	16.5968	0.0568	NS	Accept Ho
Sex	0.0465	0.8429	NS	Accept Ho
Years in Service	5.7556	0.2951	NS	Accept Ho
Educational Attainment	0.4308	0.6988	NS	Accept Ho

\*NS-Not Significant

Generally, the overall interpretation of the profile variables are not significant, it simply means that the decision is to accept the null hypotheses. There is no significant difference between the profile variables and administrator-respondents' assessment on the component variables.

## 5. Conclusions and Recommendations

The study gauged the implementation status of the K12 Social Studies program in Central Luzon, Philippines in its first four years of implementation. The study revealed that a typical teacher-respondent is a female, 37.33 years old, teaching for about 3.07 years, and a college graduate. A typical administrator-respondent is a female, 32.20 years old, serving for 21.60 years, and a college graduate with MA units. The secondary teachers and school administrators, who served as respondents of the study, assessed the status of implementation of the Social Studies program under K12 Curriculum in selected public secondary schools as moderately observed in terms of resource, process and contextual variables.

The study found out that there is no significant difference between the assessment of the teachers and administrators on the status of the implementation of Social Studies program under K12 Curriculum with regard to the three component variables. Moreover, there is no significant difference in the assessment of the teachers and administrators on the status of the implementation of Social Studies program under K12 Curriculum when respondents are grouped according to profile variables.

The study recommends that a well-monitored implementation of the K12 Curriculum, specifically on the Social Studies program, may be done by the academe, the government, and other stakeholders. Comprehensive and understandable information to parents and community regarding the enhanced basic education curriculum may be fully disseminated. Full involvement of various stakeholders may also be encouraged in the full implementation of the K12 curriculum. An acceptability study may be conducted to gauge parents and community stakeholders' acceptance of the curriculum's adoption and implementation. The review and evaluation of the K12 materials and instructional resources may be considered to evaluate its alignment to the intended learning outcomes set by the Department of Education (DepEd). The Social studies teachers and administrators may undergo intensive trainings and workshops to acquaint them more on the most appropriate pedagogies and instructional tools in line with the full implementation of the curriculum. Curriculum planners, on the other hand, may conduct the same study at least every three years to gauge the implementation status of the program.

Since the study was only limited with few respondents in three selected national high schools in one division in Central Luzon, Philippines, higher number of respondents in other divisions and regions may also be considered for future studies for higher validity of the study. Likewise, qualitative methods may also be further employed for triangulation purposes. Further studies may also be conducted to assess the assessment of teachers in other disciplines on the status of the implementation of the K12 curriculum.

## 7. Acknowledgement

The researchers would like to thank the following for the help and assistance afforded to the research study: the Schools Division Superintendent of DepEd Zambales, the President Ramon Magsaysay State University (PRMSU), and Castillejos National High School (CNHS), administrator-respondents, and teacher-respondents of the three schools.

## References

- Abulencia, A. S. (2015). The unraveling of K-12 program as an education reform in the Philippines. *SIPATAHOENAN: South-East Asian Journal for Youth, Sports & Health Education*, 1(2), 229-240.
- Acosta, I. C. & Acosta, A. S. (2016a). Seeing through a magnifying lens: A qualitative inquiry of K-12 readiness of faculty members from higher education institutions in the Philippines. *Journal of Arts, Science & Commerce*, 7(4), 1-12. <https://doi.org/10.18843/rwjasc/v7i4/01>
- Acosta, I. C., & Acosta, A. S. (2016b). Teachers' perceptions on senior high school readiness of higher education institutions in the Philippines. *Universal Journal of Educational Research*, 4(10), 2435-2450. <https://doi.org/10.13189/ujer.2016.041024>
- Acosta, I. C., & Acosta, A. S. (2017). A mixed methods study on teachers' perceptions of readiness of higher education institutions to the implementation of the k-12 curriculum. *Universal Journal of Educational Research*, 5(7), 1215-1232. <https://doi.org/10.13189/ujer.2017.050714>
- Best, J.W. & Kahn, J.V. (2007). *Research in Education*. New Delhi: Prentice Hall of India Private.
- Cabansag, M. G. S. (2014). Impact statements on the K-12 science program in the enhanced basic education curriculum in provincial schools. *Journal of Arts, Science & Commerce*, 5(2), 29-39.
- Cardona, R. S. (2017). Teachers and Students' Knowledge, Beliefs, and Observations on the Implementation of Grades 7 and 8 K-12 Mathematics Program. *EDUCARE, International Journal for Educational Studies*, 10(1), 43-52.
- Department of Education. (2015). What is K to 12 program? Retrieved January 16, 2019 from <https://www.officialgazette.gov.ph/k-12/>
- K12 Gabay Pangkurikulum. (2016). Retrieved January 19, 2019 from <http://www.deped.gov.ph/wp-content/uploads/2019/01/AP-CG.pdf>

- Lao, K. L. (2015). A Comparison of the Early Childhood Curricula in Hong Kong and Singapore from the Perspective of Mathematics Education. *PEOPLE: International Journal of Social Sciences*, 1(1), 1132-1142. <https://doi.org/10.20319/pijss.2015.s21.11321142>
- Locklear, T.M. (2012). *A descriptive, survey research study of the student characteristics influencing the four theoretical sources of Mathematical self-efficacy of college freshmen* (Published doctoral dissertation). University of Kentucky, United States of America. Retrieved from [https://uknowledge.uky.edu/stem\\_etds/1](https://uknowledge.uky.edu/stem_etds/1)
- Lubis, F. T. (2019). The Bachelor of Physical Education program in higher education institutions towards the development of an enhanced curriculum. *PEOPLE: International Journal of Social Sciences*, 4(3), 1306-1318. <https://doi.org/10.20319/pijss.2019.43.13061318>
- Mangali, G. R., Tongco, C., Aguinaldo, K. P., & Calvadores, C. J. (2019). Stories of Students toward Spiral Progression Approach in Science: A Phenomenological Study. *International Journal of Multidisciplinary Research and Publications*, 2(2), 27-48.
- Muskin, Joshua A. (2015). *Student Learning Assessment and the Curriculum: Issues and Implications for Policy, Design, and Implementation*. In Current and Critical Issues in the Curriculum and Learning. Retrieved from <http://unesdoc.unesco.org/images/0023/002354/235489e.pdf>
- National Research Council of the National Academies Press. (2004). *On evaluating curricular effectiveness: Judging the quality of K-12 mathematics evaluations*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/11025>
- Rivera, J.G. (2017). Articulating the foundations of Philippine K to 12 curriculum: Learner-centeredness. *AsTEN Journal of Teacher Education*, 2(1), 59-70.
- Rogayan, D.V. Jr. (2018). Why young Filipino teachers teach? *Asia Pacific Higher Education Research Journal*, 5(2), 48-60.
- Rogayan, D.V. Jr. (2019). Biology Learning Station Strategy (BLISS): Its effects on science achievement and attitude towards biology. *International Journal on Social and Education Sciences*, 1(2), 78-89.
- Salaria, N. (2012). Meaning of the term descriptive survey research method. *International Journal of Transformations in Business Management*, 1(6), 1-7.
- Sarvi, J., Munger, F., & Pillay, H. (2015). *Transitions to k-12 education systems: experiences from five case countries*. Mandaluyong City, Philippines: Asian Development Bank.
- Tamoria, F.V. (2016). Extent of technology integration in mathematics teacher education among state institutions in Central Luzon. *AsTEN Journal of Teacher Education*, 1(1), 1-8.

- Tan, M.C. (2012, August 30). Spiral progression approach to teaching and learning. Paper presented in CEAP National Convention, SMX Convention Center, Pasay City, Philippines.
- Umil, A. M. (2017, June 6). New school year, same old problems: K to 12, shortages in classrooms, teachers. *Bulatlat Journalism for the People*. Retrieved February 12, 2019 from <https://www.bulatlat.com/2017/06/06/new-school-year-old-problems-k-12-shortages-classrooms-teachers/>
- United Nations (2019). Sustainable Development Goals – Education. Retrieved September 13, 2019 from <https://www.un.org/sustainabledevelopment/education/>
- Zamora, N.C.L. (2016). Pagtataya sa Modularisasyon ng K-12 sa Asignaturang Filipino: Tungo sa Pagbuo ng Modelo ng Ebalwasyon para Kagamitang Panturo na Tutugon sa Ika-21 Siglong Kasanayan. *The Normal Lights*, 10(2), 207-236.