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Issues and Challenges Confronting History Teachers in the Implementation of K-12 Curriculum in the Province of Sulu

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ABSTRACT

The K-12 program intended to produce graduates will be more prepared to enter the labor force. However, the problem concerning the implementation of the K-12 curriculum is the cost. Indeed, the benefits of K-12 implementation are correlated with the problems and challenges of its implementation for teachers and other stakeholders. This study aimed to determine the issues and challenges confronting history teachers in the implementation of the K-12 curriculum in the province of Sulu. This study used a survey research design. The data in this survey were sourced from the respondents, library works, and internet research. The participants of this survey study consisted of history teachers from the different public and private high schools in Sulu. Purposive sampling was employed in this study. It was purposive for the fact it uses history teachers in public and private high schools in some of the municipalities and provinces of Sulu for the school year 2018- 2019. The data from the respondents were obtained through the questionnaire. The result revealed that the history teachers strongly agreed on the issues and challenges that would serve as problem areas in the curriculum implementation namely, learning resources and needs, teacher's competency, administrator's competency and teaching, supervisor's competency, monitoring, technical assistance, evaluation, and assessment. In conclusion, history teachers must improve their educational attainment and read more about techniques and strategies for history subjects in implementing the K-12 curriculum.

1. Introduction

The momentum for significant education is clear: the realities of our modern world required productive and competitive breed of Filipino citizens.^{1,2} They must be a lifelong learner, holistically developed and globally oriented and locally grounded. Seminars and trainings were launched to prepare teachers in the implementation of the K-12 basic education curriculum in all subject areas.³ 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.^{4,5} They ensured the effectiveness of K-12 basic education curriculum.

The K-12 program intended to produce graduates will be more prepared to enter the labor force.⁶⁻⁸ 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.⁹ This study aimed to determine the issues and challenges confronting history teachers in the implementation of K-12 curriculum in the province of Sulu.

2. Methods

This study used a survey research design. The data in this survey were sourced from the respondents, library works, and internet research. The participants of this survey study consisted of history teachers from the different public and private high schools in Sulu. These schools were the ones under the supervision of the Department of Education and private schools, which are responsible for implementing the K-12 basic education curriculum. Purposive sampling was employed in this study. It was purposive for the fact it uses history teachers in public and private high schools in some of the municipalities and provinces of Sulu for the school year 2018- 2019. The data from the respondents were obtained through the questionnaire. The questionnaire utilized the Likert scale; very strongly agree (4.50-5.00), strongly agree (3.50-4.49), moderately agree (2.50-3.49), disagree (1.50-2.49), and strongly disagree (1.00-1.49). Obtained data were presented in tables and narrative explanations.

3. Results and Discussion

The respondents in the study are composed of 45 history teachers, purposely selected to determine the

perception and actual implementation of the K-12 curriculum. In this study, the respondents 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 the age category of 31- 40 years old, and 20.0 % or 9 belong to the age category of 41 years old and above. Of the educational attainment of the respondents, 66.7% or 30 of them are bachelor's degrees, 28.9% or 13 are master's degrees, and the doctoral 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. The respondent's profile in terms of seminars/training attended was 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 7 times and above.

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 or doctoral degree. The effectiveness of teaching is dependent on the mastery of content, the initiative of teachers to improve strategies, and the degree earned, which elevates the status of teachers.

Table 1 shows 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 values of all issues and challenges fall in the interval range of 3.50 – 4.49 with a description of strongly agree.

The result revealed that the history teachers strongly agreed on the issues and challenges that would serve as problem areas in the curriculum implementation, namely, learning resources and needs, teacher's competency, administrator's competency and teaching, supervisor's competency, monitoring, technical assistance, evaluation, and assessment. The previous study 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. According to the study, teachers need proper evaluation, monitoring, and assessment in addition to a supportive environment

for a successful curriculum implementation because collaborative relationships and networking are crucial factors that motivate teachers for better implementation.

Table 1. Perception of teachers on issues and challenges of K-12 grade 7 history curriculum implementation.

No	Issues and challenges	Mean	SD	Description
1	Learning resources and needs	3.535	0.6765	SA
2	Teacher's competency: method, approach, and technique	3.543	0.6148	SA
3	Administrator's competency and teaching	3.504	0.5123	SA
4	Supervisor's competency	3.572	0.5782	SA
5	Monitoring	3.628	0.6418	SA
6	Technical assistance	3.524	0.6214	SA
7	Evaluation	3.501	0.6124	SA
8	Assessment	3.520	0.4800	SA

Notes: VSA: very strongly agree (4.50-5.00); SA: strongly agree (3.50-4.49); MA: moderately agree (2.50-3.49); D: disagree (1.50-2.49); and SD: strongly disagree (1.00-1.49).

In this study, regardless of the stated profile, the history teachers considered the issues and challenges that served as problem areas in the actual implementation of the K-12 curriculum. In a previous study, it was elaborated that higher levels of teacher education were generally linked with higher classroom quality in elementary and higher levels, but in terms of early high school education, there are no great distinctions.⁹⁻¹¹ In other words, it cannot be concluded that the variables gender, age, educational attainment, and length of service Grade 7 teachers have higher quality classrooms with fewer problems. History teachers with demographic profiles are exposed to problems during curriculum implementation as effective pedagogy is complex and does not depend on a single criterion. That is, the history teacher needs help in providing materials. If the school principal is unwilling to cooperate in finding the necessary materials, this may affect both teachers with higher and lower levels of education. Also, if the school administration advocates only art activities, not science and math-related activities, then teachers with higher and lower levels of education may have problems while implementing those kinds of activities regardless of their profile.^{12,14}

Seminar attendance is one of the basic factors that would increase the knowledge and new skills among teachers on the implementation of the K-12 History curriculum.^{15,16} The more the teachers exposure to the seminars on the K-12 curriculum, the more knowledge and skills that will be developed in them. The Department of Education in Sulu should send the history teachers to various seminars in teaching History in line with the new K-12 curriculum. The saying that goes "more practice makes perfect" can be true in terms of teaching new curriculum like the K-12 program. In this study, the perceptions and actual observations of the teachers exposed to many seminars differed significantly on problems and issues concerning assessment. The teachers attended below four times considered the assessment system of the K-12 programs as a great problem, while the teachers exposed to more than four times attendances in seminars considered this problem as minimal. This can be observed between the means of the responses of the group. The teachers below four seminars attended strongly believed that assessment is a problem in the implementation of the K-12 history curriculum.

4. Conclusion

History teachers must improve their educational attainment and should read more about techniques and strategies for history subjects in the implementation of the K-12 curriculum.

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