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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 study is a descriptive research which looked into the issues and challenges related to the implantation of K-12 curriculum. More importantly, this research undertaking identified various problems confronting the teachers.

A survey questionnaire was used in gathering the data. Respondents were History teachers in National High Schools, Laboratory High Schools and Notre Dame Schools in some municipalities in the Province of Sulu. They were purposely chosen in the investigation of issues and challenges confronting History Teachers in the implementation of the K-12 curriculum.

The teachers-respondents were majority male at the age category 31 to 40 years old, finished only Baccalaureate Degree, and the teaching History subject for 5 to 10 years. The Male History Teachers in the High Schools of Sulu at their age category 31 to 40 years old have not pursued educational growth in spite of their 5 to 10 years in service.

The study concluded that the History teachers are not growing professionally in terms of their educational attainment. They strongly agreed in their perceptions and actual observations that problems did exist on the implementation of the K-12 curriculum to wit: Learning Resources and Needs, Teacher's Competency: Method, Approaches and Technique, Administrator's Competency and Teaching, Supervisor's Competency, Monitoring, Technical Assistance, Evaluation, and Assessment.

Based on the result of the study on the Issues and Challenges Confronting History Teachers in the Implementation of K-12 curriculum in the Province of Sulu, History Teachers should improve their educational attainment, they must earn at least Master's Degree in line with his or her major because I believed the more the teachers spent time in schooling the better their method of teaching would be developed. We need to be lifelong learners, holistically developed and globally oriented and locally grounded and that is our modern world required us a productive and competitive Filipino citizen.

1. Introduction

The momentum for significant 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

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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 History teachers in the implementation of K-12 curriculum in the province of Sulu.

Research Questions

This study focused on the issues and challenges confronting History Teachers in the implementation of K-12 Curriculum in the province of Sulu. More specifically, it answered the following queries:

1. What is the demographic profile of the teacher respondents in terms of gender, age, educational attainment, length of service and seminars or trainings attended?
2. What are the issues and challenges related to the implementation of K-12 curriculum as prescribed by the History teachers?
3. What are the issues and challenges related to the actual implementation of K-12 curriculum as observed by the History teachers?
4. Is there a significant difference on the issues and challenges related to the actual implementation of the K-12 curriculum when the data are grouped according to profile of teachers such as gender, age, educational attainment, length of service and seminars or trainings attended?
5. Is there a significant difference between the perceptions and actual implementation of the K-12 Curriculum?

Objectives Of The Study

This study purported to ascertain the Issues and Challenges Confronting the Teachers in the

Implementation of the K-12 Curriculum in the Province of Sulu, to wit:

1. To determine the demographic profile of the teacher respondents in terms of gender, age, educational attainment, length of service and seminars or trainings attended;
2. To discover the issues and challenges related to the implementation of K-12 curriculum as perceived by the History teachers;
3. To determine the significant difference between issues and challenges when the data are grouped according to profile of teachers such as a gender, age, educational attainment, and length of service; and
4. To determine the significant difference on issues and challenges when grouped according to seminar or training attended.

2. Literature Review

This section provides an overview on the relevance, importance and purpose conducting the issues and challenges on the implementation of K-12 curriculum.

International Studies

These problems and challenges of teachers are not only in the province of Sulu. It could happen elsewhere in the world. Accordingly, both personal and environmental factors create difficulties on the shoulder of teachers and in that case, the issue of teachers' problems faced regarding the curriculum implementation is brought into discussion. In one of the studies, conducted by Cisneros, Cisneros-Chernour and Moreno (2000), Mexican Kindergarten teachers' problems and dilemmas was explored after K-9 curriculum reform. The conflict between the school and home, lack of continuity and compatibility between kindergarten and elementary school, differences in role expectations from teachers by the schools and the Mexican Department of Education, lack resources, dealing with children with limited Spanish and not knowing how to include those children are the major

problems. (Chernour and Moreno, 2000)

In Turkey, preschool refers to a school for children between 3-6 years. Kindergarten, on the other hand, refers to the year before the first grade in primary school. It is less formal than primary school but it prepares children to primary school. Kindergarten, currently in Turkey, is a part of preschool however, in the following years, it will be the part of primary school system. According to the initiative conducted by Ministry of National Education (MONE), Kindergarten will be compulsory within the four years as in case of primary schooling, which is 8 year-long. Now, by the beginning of 2009-2010 education-instruction years, 32 cities of Turkey were chosen as pilot cities. In these cities, parents having children at Kindergarten age were acknowledged about the initiative and expected to send their children to Kindergarten. The number of the pilot cities will be increased each year and by 2015-2016 education and instruction year, it will be expanded all around Turkey. (Ministry of National Education)

In another study, Wai-Yum (2003) tried to find out the problems of early childhood teachers experienced in the process of top-down curriculum reform at a local Kindergarten in Hong Kong. The purpose of the study was to reveal the lived experience of the real people in real context. The qualitative method was used through individual and focus-group interviews. At the end of the study, teachers explained four major difficulties regarding the new curriculum reform. The first problem was that teachers had to fulfill too many tasks by the implementation of the curriculum however they do not have adequate time to finish those and they became over burdened by the heavy-workload. Second was the frequent supervision and intervention of the principal into the classroom teaching so teachers felt that the principals do not trust and these lead teachers to lose confidence in their activity? Third problem was the lack of getting answers from principals regarding the new curriculum reform.

Teacher's added that despite the expectation was

high from teachers; it was surprising to see that the administrators do not know much about the things to be implemented. Finally, teachers were having the problem of lack of support and encouragement from the administrators and parents. There is a need for collaboration among the teachers, principal and parents for the proper implementation of the new curriculum. (Wa-Yum, 2003.)

On the other hand, in the study of Dusek (2008), the views of early childhood teachers (N=91), schools principals (N=22) and inspectors (N=27) about the 2006 Early Childhood Curriculum were gathered. The data were collected in the city of Ordu and both questionnaires and interviews were used. Inspectors, school principals and early childhood teachers all reached a consensus that the new curriculum was child-centered and more flexible compared to the previous one. School principals and early childhood teachers also appreciated that there was an emphasis on the parent involvement by the new curriculum. Besides, inspectors and school principals indicated the appropriateness of the new curriculum with the curriculum used in primary education.

In the study of Jake Lavin and his co-authors on Managing Technology Efficiency in California K-12 Schools: Policies and Practices for Minimizing the Total Cost of Ownership (TCO) emphasized the cost of technology in education. This study gives overview on the future of the K-12 Curriculum in the Philippines. The developer of the concept of K-12 has stressed the students in the Senior High school are able to work in their early stages of life because they will be equipped with the knowledge and skills of technology. However, this curriculum planner is not conversant of the cost of technology, from the technical assistance aspect to the ownership of the computer. Jake Lavin mentioned that TCO for school technology is important because political and non-political forces are determined to put computers in schools. The Clinton administration has been a leading proponent of using technology in education. For example, it helped condition the

deregulation of the local telephone business on the creation of a \$2.25 billion/year fund to subsidize internet access and wiring for schools (Borland, 1998). The administration is also proposing \$800 million in educational technology grants/ initiatives in FY 2000, and will provide additional funding through the Telecommunications and Information Infrastructure Administration, National Science Foundation, and School Block Grants (President's proposed budget and Rosebthal, 1998). California has made educational technology a priority as well. The Digital High School Grant (DHS Grant) started in 1997 and will award \$151 million in grants this year to schools demonstrating an eagerness and ability to use technology in education (Keegan, 1999). In addition, Member Mazzoni has proposed a bill to fund school facilities modernization, including technology infrastructure (California AB 695). On the Senate side, Senator Figueroa is sponsoring a bill to extend the DHS Grant down to Junior High schools (California SB 20). Finally, numerous non-profits, firms, and educational reform groups are supporting and sponsoring educational technology initiatives. Public and private sources for educational technology are projected to total \$30 billion nationwide (Carter, 1998).

The cost of the implementation of the K-12 curriculum in the future for the senior students is a burden to the Philippine government. The hope for success of the K-12 implementation is very serious consequence of the government, not so long when the government is sincere to divert some government funding to improve the funding for Science and Technology.

Lack of technical expertise is another that impairs schools in technology management. Technical expertise is required to plan, support, and evaluate the program. Many schools lack technical expertise; or, the expertise is unevenly distributed among schools. The lack of expertise is partly due to a generation gap. As younger, more technically savvy teachers and administrators replace their predecessors, the gap will be alleviated

somewhat. However, the problem may be more entrenched. Technical expertise demands a premium price, and high-paying technical jobs lure skilled technology workers to the private sector. In sum, technology management is a challenge. K-12 schools not only lack technical expertise, they do not have an incentive to manage technology efficiently and organizations ranked improving cost of lack sustained funding. Of course, these are all macro-level problems. At every school site, the problems in managing technology range from establishing network connections to pencils jammed into disk drives.

In the study of Benjamin Jones (2012) *Harnessing Technology to Improve K-12 Education in the US* setting contributes to the theory of this study. He wrote that technological progress has consistently driven remarkable advances in the U.S. economy, yet K-12 education sees little technological change compared to other sectors, even as U.S. K-12 students increasingly lag behind students in other nations. This proposal considers how we can take a signature American strength-innovation and apply it to K-12 education. We argue that the advent of Common Core State Standards (CCSS) and broadband Internet create promising opportunities for developing new learning technologies but that a fundamental obstacle remains: the effectiveness of learning technologies is rarely known. Not surprisingly, when no one knows what works, schools are unlikely to buy, and innovators are unlikely to create. Our proposed EDU STAR system will solve this problem by (a) undertaking rapid, rigorous, and low-cost evaluations of learning tools and (b) reporting results to the public. Coupling Internet-based real-time evaluation systems (demonstrated daily by many leading companies) with trusted reporting (modeled by Consumer Reports and others), the proposed EDU STAR platform will help schools make informed learning technology decisions and substantially reduce entry barriers for innovators. EDU STAR will bring together K-12 schools, teachers, and innovators and continually improve this critical foundation for

economic prosperity.

Similarly, Benjamin Jones mentioned the cost of the K-12 education compared to other expenditures of the government agencies. He found that Despite broad attention to education, however, the United States sees little research and development (R&D) in the K-12 education sector. Overall, 2.9 percent of total final expenditures in the United States are spent on R&D (NSF 2012). Yet in K-12 education, R&D accounts for only 0.2 percent of expenditure-one fifteenth the average rates in the economy and one-fiftieth the rate seen in highly innovative sectors. Even in a highly regulated industry such as pharmaceuticals, this happens to have total expenditures similar to U.S. K-12 education (approximately \$600 billion per year), private R&D investments as a share of the total expenditure are one hundred times what we see in K-12.

National/Local Studies

There are over 70 languages, or mother tongues, in the Philippines. Those regional languages that Filipinos commonly refer to as dialects, such as Ilocano or Bisaya, are actually languages with their own syntax and vocabularies. “Dati, hindi naman bawal pero hindi ipinapatupad dahil walang policy, walang modules. Kalimitan yung biro ng ibang mga paaralan, sinasabi raw ng ibang mga guro na bawal mag-tagalog, kailangan English lang. may mga ganon, ang nangyayari tumatahimik ang mga bata,” said DepEd Assistant Secretary Tonesito Umali on GMA News TV’s “News to Go” on Monday. Umali said the decision to shift to using the mother tongue as the medium of instruction is based on studies showing this helps children learn not only their lessons, but second or third languages as well. “Iyan ay may mga matibay napag-aaral na may pinagbasehan, na kapag saunang mga taon na nag-aaral ang bata at tinuturo yung mga konsepto sa kanilang lenggwahe o dialektong kinagisnan, yan ang mga pinakamahasay na pamamaraan para matutunan ng bataang nais nating ituro, una, at pangalawa para matuto rin siyang

ikalawa o ikatlong linggwahe,” said Umali.

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Quoting DepEd Secretary Armin Luistro, Umali said the students are expected to be happier and more active in class. “Ini-expect natin na mas masaya, mas maganda ang partisipasyon na inaasahan natin sa kindergarten at Grade 1 dahil puwede na silang magsalita sa kanilang mother tongue. Hanggang Grade 3 lang naman yan,” Umali said. With the K-12 curriculum, students will go through kindergarten, six years of elementary, four years of junior high school (Grade 7-10) and two years of senior high school (Grade 11-12). Umali says one of the goals of the new curriculum is to align the country’s basic education system with the rest of the world. “Isa sa mga layunin ng pagpapatupad ng K-12, nais natin ipatanyang curriculum na ipinapatupad natin dito sa ating bansa sa buong mundo,” said Umali. The current curriculum follows a Bilingual Education policy (BEP), consistent with the language provision in the 1987 Constitution which declares Filipino as the national language. In 1974, the DepEd (previously called Department of Education, Culture and Sports) mandated the use of Filipino and English as media of instruction in specific subjects.

In Lubuagan, Kalinga, studies conducted by Diane and Greg Dekker and Dr. Stephen Walter under SIL International and the DepEd show that children educated using their mother tongue perform better than those educated in Filipino-first and English-first. The Lubuagan district has implemented the First Language Component program for approximately ten years, during which children are instructed in their first language for the first three years of schools. They were found to be well prepared for learning in English and Filipino. On the combined measure of all subjects, the Grade 3 children’s comparative was found to be higher in those who were instructed in their first

language.

The study concludes that “children are not compromised in their educational development by beginning in first language contrary widely expressed concerns that this apt to be the case.” “Second, the subject for which the greatest benefits are derived by the first language program is the most cognitively demanding-math. Given the strong national concern about lagging performance in this area, the evidence from this experimental program should be encouraging,” it adds. (Dekker and Walter)

Meanwhile, others have argued that English should be reinforced in schools, as it is the “language of technology.” The years devoted to teaching in the mother tongue are years taken away from concentrating on teaching in the *Lengua Franca* of the world, or so the thinking goes. Under House Bill 5167, the proposed Act Strengthening and Enhancing the Use of English as the Medium of Instruction, English shall be promoted as the language of interaction in schools, and will be the teaching language in all academic subjects from Grade 4 to 6, and in all levels of high school. (Dekker and Walter)

There are those who firmly believe the mother tongue should be used as the medium of instruction, based on language-in-education research worldwide. Associate Professor in linguistics Dr. Ricardo Nolasco explains that such research has consistently shown that students learn best when they are taught in the learner’s first language. The reason for this is simple, as Nolasco explains in his commentary published by the *Philippine Daily Inquirer*. “Cognitive development and language development are inextricably tied. We cannot think in a language that we don’t know. In developing deeper thinking skills, we must use a language that allows us to examine ideas and articulate our own thought processes,” wrote Nolasco.” Nolasco believes the K-12 curriculum falls short of global standards when it comes to medium of instruction.

“The best results are achieved when L 1 (first language) is used for at least six to eight years as

learning medium and the L 2 (second language) is taught strongly non-native learners before this becomes a MOI. On the other hand, the worst results have been recorded whenever children in an L 2, or when they are exited early after two to three years of L 1 education,” wrote Nolasco. In another commentary, Nolasco refers to a study by linguistics expert Stephen Walter, who found that in an L 2 instructional model, reading skills are acquired in five to six years. With an L 1 model, reading skills are learned in at most three years.

Saying it is unfortunate that this research goes unheeded in the K-12 program design, Nolasco notes that the first language as the medium of instruction only up to Grade 3 is the worst condition for learners. Nolasco explained that the debate on language policy has been going on for years. “In the 1950s, Jose Aguilar came up with findings in Iloilo that supported the mother tongue as the medium of instruction, but the Americans were afraid. They neutralized these findings. We have to learn from our past experiences and do our homework,” said Nolasco. According to Nolasco, the DepEd wants to train teachers this summer in time for a nationwide implementation in June. Nolasco believes this is hoping for too much, and it would be better to introduce it gradually. “There are 1000 schools pioneering all over the country. This can be expanded,” he said. He noted that it was good that it will be implemented now so that the DepEd can accumulate experience. (Nolasco, 2011)

In “The Filipino is Multilingual,” Mila Aguilar writes about the Sta. Barbara Language Experiment, which was conducted in the 1940s by her father Jose V. Aguilar. She points out that English is not necessarily the language of connection, since full three-quarters of the world don’t speak it anyway. “One does not have to connect using English; one connects by communicating with the eyes using one’s Filipino smile. The language, whatever language that is, comes after,” she wrote (VVP/HS, GMA News, 2012)

The nation’s schools currently implement a

bilingual policy of using both English and Filipino as the medium of instruction, even in regions where the Tagalog-based Filipino language is not the mother tongue. The bill if made law would favor English over any other language in Philippine schools. “As a language is best learned through constant exposure and use, we have to prescribe again by law, and not simply by administrative fiat, the reinstatement of English as medium of instruction, except of course in Filipino taught as a subject,” said Cebu Representative Eduardo Gullas, one of the lead proponents of the bill. (VVP/HS, GMA News, 2012)

CEBU CITY, Philippines—A component of the government’s K-12 program is giving educators from the Visayas and Mindanao headaches. Incidentally, it is that which teachers are supported to be already good at—the use of the local language dialect. “How are we expected to teach in the mother tongue when we, here in Cebu, don’t even have a standard in Bisaya? Asked Aurelio Vilbar, a faculty member of the University of the Philippines Cebu College, echoing what he said was a sentiment common among his fellow educators. And it is something that needs to be addressed, particularly in the Visayas and Mindanao, where the total languages are as diverse as the people, says Rev. Fr. Enrico Peter Silab, OAR, president of the University of San Jose-Recoletos. “The Cebuano will speak Sugbuanon, the Ilongo their Hiligaynon, and those from Tacloban and Samar will speak their Waray-waray. In Mindanao, there are the Lanao languages of the Maranaw and the Maguindanaon, the Bahasa Sug of the Tausug, and the various languages of the indigenous communities like the Blaan, the Tiboli, the Manobos and the Teduray among others,” he said.

Vilbar, together with Dr. Edizon Fermin of the Philippine Association for Language Teaching, were the facilitators of a three-day workshop attended by some 300 educators from the Visayas and Mindanao that closed at the USJ-R last July 13. The training, organized by the Catholic Educators Association of the Philippines, centered on the use of mother tongue—

defined as “the first language learned by a child” and mandated as a “learning resource” under Republic Act 10533, or the K-12 law—in teaching Basic Education.

It is true major change in our country’s educational landscape is about to take place: the Department of Education (DepEd) is launching the K-12 curriculum as directed for its implementation. The assurance of the President Benigno Semion C. Aquino, “We need to add two years to our basic education. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public schools’ children to give them an even chance at succeeding.” In line with this, the 1987 Philippine Constitution states that, “The State shall establish maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society.” “Such mandate gives justice to the basic rights of every Filipino child: the right to quality education and the right to a quality life.” (Vilbar, 2012)

Here are some of the good reasons not to disagree with K-12 education plan in the Philippines according to Isagani Cruz (2010) in one of his columns in a local newspaper: If K-12 will be implemented, students will be able to get sufficient instructional time to do subject-related tasks which makes them more prepared and well-trained on that subject area. On the other hand, if we remain on the old system, Filipino students would continually get low achievements scores. For instance, international test results revealed that we often come at the tail end in the exams compared to other countries. (Cruz, 2010)

Another good reason why we should support K-12 is that the graduates of this program will be more prepared to enter the labor force. As we all noticed, 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 workplaces. In addition, most high school graduates are not yet reaching the legal age of 18. With the new curriculum, senior high school students can

choose a field that they are good at and that they are interested in. As a result, they will be equipped with the skills needed for a specific job even without 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. (Cruz, 2010)

Finally, with K-12, Filipino graduates will be automatically recognized as professionals abroad because we are following the international education standard as practiced by all nations. There will be no need to study again and spend more money in order to qualify to their standards. With this, Filipino professionals who aspire to work abroad will not find a hard time in getting jobs in line with their chosen field and will be able to help their families more in the Philippines as well as the country's economy with their remittances, property buying, and creation of businesses. (Cruz, 2010)

Correlated to the country's economic decline is the neglect and deterioration of its educational sector. Is it any wonder that today our country has fallen from its former prestige to the bottom of most global rankings of progress and development? The Department of Education's K-12 Program is one concrete response to reverse this study decline and to move toward its goal of long-term educational reform and sustainable economic growth. (Cruz, 2010)

The Central feature of the K-12 Program is the upgrading of the basic education curriculum to ensure that learners acquire the relevant knowledge and skills they will need to become productive members of the society. It seeks to introduce relevant skills development courses and special interest subjects that will suit the personality, strengths and career direction of each learner. With the participation of the Commission on Higher and the Technical Education and Skills Development Authority, the program has the capability of offering professionally designed classes and apprenticeships in sports, the arts, middle-level skills, entrepreneurship, and applied mathematical

and sciences.

Whereas the old system overemphasized the value of a college degree before employment, the new program designed to equip every learner who graduates after senior high school (Grade 12) with the opportunity for improved employment and entrepreneurship while ensuring that the high school graduate has the necessary competencies to pursue a college degree either immediately or at some later stage. (Velasco, 2014)

With an upgraded and better-equipped pool of human resource, industries will be able to find better and more qualified matches in their labor requirements. For graduates proceeding to tertiary education, the K-12 Program puts them at par with their international counterpart and makes them more competitive in colleges and universities both here and abroad. Similarly, higher education institutions will gain the flexibility to offer more enriched and specialized courses would have already been completed in high school. This greatly advances the graduates' chances of landing 21st century careers and acquiring self-employment skills sets. (Velasco, 2014)

As in any worthwhile investment, returns are reaped only after enough time and effort. The K-12 Program is just the beginning of what we hope to be answer to the Philippines' comeback to the global stage, and a sustained path toward progress and development for its people. If we want to see our country back on the right track, we must dare take the first bold step today. (Velasco, 2014)

In the study of Benson (2004), while there are many factors involved in delivering quality basic education, language is clearly the key to communication and understanding in the classroom. Many developing countries are characterized by individual as well as societal multilingualism, yet continue to allow a single foreign language to dominate the education sector. Moreover, instruction through a language that learners do not speak has been called submersion because it is analogous to holding learners

under water without teaching them how to swim. Compounded by chronic difficulties such as low levels of teacher education, poorly designed, inappropriate curricula and lack of adequate school facilities, submersion makes both learning and teaching extremely difficult, particularly when the language of instruction is also foreign to the teacher.

Further, use of a familiar language to teach beginning literacy facilitates an understanding of sound-symbol correspondence. Learning to read is most efficient when students know the language and can employ psycholinguistic guessing strategies; likewise, students can communicate through writing as soon as they understand the rules of the orthographic (or other written) system of their language. In contrast, submersion programs may succeed in teaching pupils to decode words in the L 2, but it can take years before they discover meaning in what they are reading.

Batas Pambansa bilang 232 or the Education Act of 1986 defines elementary education as the first stage of compulsory, formal education and usually corresponding to six or seven grades, including preschool. To achieve universal primary education, and objectives of education for all (EFA) the inclusion of preschool, currently known as kindergarten in the basic education cycle, making it free and compulsory is presently being considered at the policy level. Kindergarten education or the K-12 will prepare 5 years old children physically, socially, emotionally, and mentally for formal schooling. K-12 will increase the children's chance of surviving and completing formal schooling, reducing drop outs incidence and insuring better school performance. The universal Kindergarten education will provide the readiness and foundationally skills of the children to be ready for the primary grades. The other advantages are presented: (1) Enhancing the quality of basic education in the Philippines is urgent and critical. (2) The poor quality of basic education is reflected in the low achievement scores of Filipino students. One reason is that students do not get adequate... Due to the government's lack of budget,

facilities, and teachers, the K-12 curriculum will be hard to implement. The Philippines needs better education, not more education. The problem of poor education should be solved first. The Department of Education (DepEd), it is the executive department of the Philippine government responsible for the management and governing of the Philippine system of basic education, should first ensure the people that the quality of their education is excellent. The problem of basic education in the Philippines is not the length, but the content. Actually, earlier than the K-12 curriculum, the DepEd started updating the way the students are taught. The Understanding by Design (UBD) was introduced as a tool for preparing lesson plans. The original authors of the UBD, Grant Wiggins and Jay McTighe, state that the UBD is not good for preparing lesson plans. The DepEd should fix the current curriculum for better education, instead of adding new subjects which will probably increase the problem of poor-quality education. The curriculum in the Philippines from the past is not good, and the new K-12 curriculum will only add complication to our present education system. (Velasco and Tanya, 2012)

Filipinos are known to be competitive in the international community. While this may be true, our current education system hinders us in becoming more competitive among other countries. The K-12 education plan offers a great solution to that problem. However, it is undeniable that there seems to be problems arising as we implement the program such as lack of government budget, classrooms and school supplies and also the module for teachers. But, if we focus on the long-term effect of K-12, we can conclude that it is very beneficial to us Filipinos. Therefore, we must have the strong will in supporting K-12 Educational Plan for the betterment of our education system and economy. (<http://newsinfo.inquirer.net>)

3. Methodology

This section centered with the discussion of the research method such as research design, sources of

data, population and locale of the study, Sampling procedure, data gathering procedure and tools, and statistical treatment of data.

Research Design

This study used a survey research design that aimed to find out the issues and challenges confronting 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 the 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 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 History teachers in public and private High Schools in some of the municipalities, province of Sulu for school year 2018-2019.

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:

1. 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;

2. Asked permission from the Principal of the different school;
3. Launched the questionnaires;
4. Retrieved the questionnaires;
5. Tabulated the data; and
6. 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.

Problem 1 – What is the demographic profile in terms of gender, age, educational attainment, length of service, and seminars/training attended treated using Frequency and percentage distribution.

Problem 2 – What are the issues and challenges related to the implementation of K-12 curriculum as perceived by the History teachers.

Problem 3 – What are the issues and challenges related to the actual implementation of K-12 curriculum as observed by the History teachers was treated using Mean and description.

Problem 4 – Is there a significant difference on the issues and challenges related to the actual implementation of K-12 curriculum when the data are grouped according to profile of teachers such as gender, age, educational attainment, length of service, and seminars/ trainings treated using One Way ANOVA.

Problem 5 – Is there significant difference between perceptions and actual implementation of the K-12 curriculum, T-test was used to treat the data.

4. Results And Discussion

This section provides the result and discussion of the problem and hypotheses of the study which were generated from the History teachers in the National High Schools, Laboratory High Schools and the Notre Dame High Schools.

The presentation follows the specific sequence of questions posited in this particular study.

The first problem in this study sought to answer is, “What is the demographic profile of the teacher respondents in terms of gender, age, educational attainment, length of service, and seminars/training attended?”

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. Table 6.1 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 2 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 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.

The Second problem in this study sought to answer is, **“What are the issues and challenges related to the implementation of K-12 curriculum as perceived by the History teachers?”**

Table 2 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 2. 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 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.

The Third question this study sought to answer is, **“What are the issues and challenges related to the actual implementation of K-12 curriculum as perceived by the History teachers?”**

Table 3 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 3 Mean and Standard Deviation of the Responses on Actual Implementation of the K-12 curriculum as observed by the History teachers

Actual observation of 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	3.856	.8142	SA

	Technique			
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 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.

The Fourth question in this study sought to answer is **"Is there a significant difference of the issue and challenges related to the actual when data are grouped according to profile of teachers such as gender, age, educational attainment, length of service and seminars/training attended?"**

The basis of determining the significant differences is by comparing the significant level and the significant value. If the significant level is smaller than the significant value the null hypothesis is accepted which is meant that there is significant difference. In contrary, the null hypothesis is not accepted which means that there is significant difference.

Table 4.1 shows that the significant level is smaller than the significant values of all issues and challenges. Statistically the research hypothesis is **accepted**. It indicated that there is no significant difference of their responses on the issues and challenges on actual implementation of K-12 curriculum concerning History teachers. Both male and female teachers who taught History equally looked upon all the issues and challenges as problem areas in the implementation of K-12 Curriculum.

Table 4.1. The Significant Difference of the Responses on the Issues and Challenges related to Actual

Implementation of K-12 Curriculum in terms of Gender

Variable	Mean		F. Com Puted	Signifi Cance Level	Signifi Cant Value	Decision
	Male	Female				
A. Learning Resources and Needs	3.61	3.515	.78	0.05	.52	Not Significant
B. Teacher's Competency: Method, Approaches and Technique	3.84	3.875	1.68	0.05	.45	Not Significant
C. Administrator's Competency and Teaching	3.36	3.29	.84	0.05	.47	Not Significant
D. Supervisor's Competency	3.88	3.79	.65	0.05	.55	Not Significant
E. Monitoring	3.92	3.91	.26	0.05	.66	Not Significant
F. Technical Assistance	3.77	3.70	.69	0.05	.57	Not Significant
G. Evaluation	3.64	3.59	.71	0.05	.55	Not Significant
H. Assessment	3.88	3.74	1.24	0.05	.41	Not Significant

Table 4.1 shows that the significant level is smaller than the significant values of all issues and challenges. Statistically the research hypothesis is accepted. It indicates that there is no significant difference of their responses on the issues and challenges on actual

implementation of K-12 curriculum concerning History teachers. Regardless of age, the Teachers who taught History equally looked upon the issues and challenges as problem areas in the actual implementation of K-12 Curriculum.

Table 4.2. The Significant Difference of the Responses on the Issues and Challenges related to Actual Implementation of K-12 Curriculum in terms of Age

Variable	Mean			F. Com puted	Signifi cant Level	Signifi cant Value	Decision
	Below 30 yrs. Old	31-40 yrs. Old	41 yrs. Old				
A. Learning Resources and Needs	3.49	3.63	3.50	.82	0.05	.53	Not Significant
B. Teacher's Competency: Method, Approaches and Technique	4.02	3.82	3.76	1.68	0.05	.44	Not Significant
C. Administrator's Competency and Teaching	3.66	3.72	3.64	.69	0.05	.70	Not Significant
D. Supervisor's Competency	3.82	3.88	3.76	.78	0.05	.59	Not Significant
E. Monitoring	3.90	4.02	3.65	1.60	0.05	.27	Not Significant
F. Technical Assistance	3.76	3.81	3.53	1.12	0.05	.41	Not Significant
G. Evaluation	3.56	3.67	3.44	.79	0.05	.47	Not Significant
H. Assessment	3.84	3.87	3.65	.99	0.05	.47	Not Significant

Table 4.3 shows that the significant level is smaller than the significant values of all issues and challenges. Statistically that research hypothesis is accepted. It indicates that there is no significant difference of their

responses on the issues and challenges in the actual implementation of K-12 curriculum concerning History teachers. The Teachers who taught History equally looked upon the issues and challenges as problem

areas in the actual implementation of K-12 Curriculum.

Table 4.3. The Significant Difference of the Responses on the Issues and Challenges related to Actual Implementation of K-12 Curriculum in terms of Educational Attainment

Variable	Mean			F. Computed	Significant Level	Significant Value	Decision
	Bacc. Degree	Master's Degree	Doctor's Degree				
A. Learning Resources and Needs	3.52	4.64	3.75	1.03	0.05	.49	Not Significant
B. Teacher's Competency: Method, Approaches and Technique	3.86	3.86	3.75	.69	0.05	.57	Not Significant
C. Administrator's Competency and Teaching	3.67	3.74	3.89	1.27	0.05	.39	Not Significant
D. Supervisor's Competency	3.83	3.86	3.80	1.19	0.05	.51	Not Significant
E. Monitoring	3.94	3.85	4.00	.78	0.05	.63	Not Significant
F. Technical Assistance	3.78	3.68	3.60	1.32	0.05	.43	Not Significant
G. Evaluation	3.68	3.52	3.40	1.84	0.05	.25	Not Significant
H. Assessment	3.82	3.81	3.80	.42	0.05	.49	Not Significant

Table 4.4 shows that the significant level is smaller than the significant values of all issues and challenges. Statistically the research hypothesis is accepted. It indicates that there is no significant difference of their responses on the issues and challenges on actual

implementation of K-12 curriculum concerning History teachers. The Teachers who taught History looked equally upon the issues and challenges as problem areas in the implementation of K-12 Curriculum.

Table 4.4. The Significant Difference of the Responses on the Issues and Challenges related to Actual Implementation of K-12 Curriculum in terms of Length of Service

Variable	Mean			F. Computed	Significant Level	Significant Value	Decision
	Below 5 yrs.	6 – 10 years	11 yrs. & above				
A. Learning Resources and Needs	3.54	3.62	3.45	.91	0.05	.45	Not Significant
B. Teacher's Competency: Method, Approaches and Technique	3.76	3.84	4.12	1.35	0.05	.41	Not Significant
C. Administrator's Competency and Teaching	3.64	3.72	3.78	1.15	0.05	.47	Not Significant
D. Supervisor's Competency	3.76	3.32	4.09	2.18	0.05	.25	Not Significant
E. Monitoring	3.88	3.85	4.20	2.40	0.05	.22	Not Significant
F. Technical Assistance	3.66	3.78	3.80	2.37	0.05	.28	Not Significant
G. Evaluation	3.57	3.67	3.54	1.62	0.05	.39	Not Significant

H. Assessment	3.71	3.87	3.88	3.18	0.05	.19	Meaningful
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In table 4.5 the significant level is smaller than the significant values of all the variables from A to G which indicates that the research hypothesis is accepted. It shows that there is no significant difference of their responses on the issues and challenges of the actual implementation of K-12 curriculum. However, variable H-Assessment the significant level is greater than the significant value which indicates that the research hypothesis is not accepted. Statistically, there is significant difference on the responses on the actual issues and challenges in the actual implementation of K-12 curriculum. The History teachers with less

attendance in seminars met tougher task or difficulty in teaching the subject.

Pedhazur (1974 in Julhamid 2009: 146) explained that significant value greater than .05 but less than .20 is meaningful. This means that there is a good reason not to drop off this variable but to affirm or disaffirm its construction in any future research endeavor. Variable B- Teacher's Competency: Method, Approaches and Technique with significant value .09, variable E- Monitoring with significant value .12, variable F- Technical Assistance with significant value .10 and variable G- Evaluation with significant value of .10 is meaningful.

Table 4.5. The Significant Difference of the Responses on the Issues and Challenges related to Actual Implementation of K-12 Curriculum in terms of Seminars/Training attended

Variable	Mean			F. Com puted	Signifi cant Level	Signifi cant Value	Decision
	1 – 5 times	6 – 10 times	11 times & above				
A. Learning Resources and Needs	3.56	3.56	3.58	1.33	0.05	.48	Not Significant
B. Teacher's Competency: Method, Approaches and Technique	4.31	3.84	4.73	4.11	0.05	.09	Meaningful
C. Administrator's Competency and Teaching	3.92	3.54	3.67	2.99	0.05	.22	Not Significant
D. Supervisor's Competency	3.88	3.74	3.89	1.08	0.05	.41	Not Significant
E. Monitoring	3.95	3.71	4.04	2.23	0.05	.12	Meaningful
F. Technical Assistance	3.86	3.57	3.82	3.10	0.05	.10	Meaningful
G. Evaluation	3.66	3.47	3.72	3.10	0.05	.10	Meaningful
H. Assessment	4.08	3.65	3.85	4.71	0.05	.04*	Significant

In this study, regardless of the stated profile, the History teachers considered the issues and challenges served as problem areas in the actual implementation of K-12 curriculum. In one of the studies (Berry, Tout

and Zaslow, 2006), it is 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 is no great distinctions. In other words, it cannot be

concluded that the variables gender, age, educational attainment and length of service Grade 7 teachers have, the higher quality classrooms with fewer problems. In addition, Alva, Benden, Bryant, Burchical and Maxwell (2007) detected no association with profile of teacher and higher classroom quality in early high school education. History teachers with in demographic profile is exposed to problems during curriculum implementation as the effective pedagogy is complex and do not depend on single criterion (Field, Clifford and Maxwell, 2006).

That is, History teacher needs help in providing materials, if the school principal is unwilling to cooperate in finding them necessary materials, this may affect both teachers with higher and lower level of education. Also, if the school administration advocates only the art activities not the science and math related activities, then teachers with higher and lower level of education may have problems while implementing those kinds of activities regardless of their profile.

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. The more the teachers' exposure to the seminars on the K-12 curriculum the more knowledge and skills that would be developed in them. The DepEd of 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 seminar considered this problem as minimal. This can be observed between the means of the responses of the group. The teachers below four (4) seminars attended strongly believed that assessment is a problem in the implementation of K-12 History curriculum.

The Fifth problem in this study sought to answer is **"Is there significant differences between the perceptions and actual implementation of the K-12 Curriculum?"**

In table 5, the significant level at 0.05 is greater than the significant value (2- tailed) at .000. It shows that the null hypothesis: There is no significant differences between the perception and the actual implementation of the K-12 curriculum not accepted. Statistically, it is meant that there is significant difference between the perception and the actual implementation of the K-12 curriculum. The teachers who taught History subject experienced tougher task in the actual implementation of the K-12 curriculum.

Table 5. The Significant Difference between the Perception and Actual Implementation of the K-12 Curriculum

Variable	Mean	t-test	Significant Level	Significant Value (2-tailed)	Decision
Perception	3.54	5.503	0.05	.000	SIGNIFICANT
Implementation	3.74				

5. Findings

The study of issues and challenges confronting History teachers in the implementation of K-12

curriculum in the province of Sulu consisted of History teachers as respondents. They were purposely chosen in the investigation of problems and issues on the

implementation of the K-12 curriculum. Forty-five (45) History teachers were given checklist questionnaire for the analysis of data. There were five problems answered in this study: (1) What is the demographic profile of the teacher respondents in terms of gender, age, educational attainment, length of service and seminars or trainings attended? (2) What are the issues and challenges related to the implementation of K-12 curriculum as prescribed by History teachers? (3) What are the issues and challenges related to the actual implementation of K-12 curriculum as observed by the History teachers? (4) Is there a significant difference on the issues and challenges related to the actual implementation of the K-12 curriculum when the data are grouped according to profile of teachers such as gender, age, educational attainment, length of service and seminars or trainings attended? (5) Is there a significant difference between the perceptions and actual implementation of the K-12 Curriculum?

There are two hypothesis that were posited: (1) There is significant difference on the issues and challenges when the data are grouped according to profile of teachers such as age, gender, educational attainment and length of service, (2) There is significant difference between perception and actual implementation of K-12 Curriculum.

Both descriptive and inferential statistics were used in the analysis and treatment of data: frequency and percentage for problem number 1; Mean, standard deviation and description for problem numbers 2 and 3; analysis of variance one-way factor, problem 4 and hypothesis 1; and t-test for problem 5 and hypothesis 2.

Analysis and interpretation of the data, it revealed significant findings after the thorough analysis:

- The data for 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 in the high schools of Sulu at their age category 31 to 40 years old 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 spent time in schooling the better their method of teaching would be developed.

- History teachers strongly agreed in their perceptions that the problems areas they faced during curriculum implementation 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.
- History teachers strongly agreed in the actual implementation that the following areas serve as problems in the actual implementation of K-12 curriculum considered the following: (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.
- Regardless of the demographic profile, there is no significant differences of the perception and actual observations of the History teachers on the K-12 curriculum implementation. The teachers who taught History looked equally upon the issues and challenges as problem areas in the implementation of K-12 curriculum.
- There is significant difference between the perception and actual implementation of K-12 curriculum. The History teachers experienced tougher tasks in the actual implementation of K-12 curriculum.

6. Conclusion

In the light of the findings, the study concluded that:

- 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.

7. Recommendation

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

- 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.

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