

The Social Studies Curriculum Standards in Junior Secondary Schools; Input to Quality Instruction and Students' Civic Competence

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Abstract: Appraisal on the adequacy of Social Studies Curriculum Standards in ten Themes was the main objective of the research study. This endeavor was intended to provide input to quality Social Studies instruction in the Kto12 Basic Education Program and to help contribute to an enhanced students' civic competence.

The study utilized the quantitative descriptive research design with the questionnaire as the main instrument in gathering data from one hundred teachers in Department of Education, Zone 1, Division of Zambales, the Philippines during the School Year, 2017-2018.

Findings established high adequacy of Social Studies Curriculum Standards on Themes: Culture; Time, Continuity and Change; People, Places and Environments; Power, Authority and Governance; Production, Distribution, and Consumption; Science, Technology and Society; Global Connections; and Civic Ideals and Practices. The themes which should include experiences for the study of Individual Development and Identity; and interactions among Individuals, Groups, and Institutions were assessed adequately. The Analysis of Variance result revealed a no significant difference in the perception towards dimensions on the adequacy of Social Studies Curriculum Standards in the Junior Secondary Schools. It was recommended that the teachers with the support of the School Heads should attend conferences focused on themes - Individual Development and Identity and Individual, Groups, and Institution in order to gain more insights how these themes be meaningfully presented to students in different Social Studies lessons, hence, contributes to the attainment of the intended goals of the Program.

Keywords: Social Studies, Social Studies Curriculum Standards, Social Studies Themes, Junior Secondary Schools, Appraisal, Adequacy

1. Introduction

Education is an age-old concept that has existed since man inhabited the universe. Education is a process of transmitting what is worthwhile from generation to generation [1]. For [2], effective education should be one

that prepares members of the society to be able to fulfill their personal needs and to perform their civil obligations. Education may unlock the door to modernization, but it is the teacher who holds the key [3]. Successful implementation of any educational program can only be assured through teachers who have acquired

necessary competencies in terms of knowledge, skills, values, and attitudes.

Naturally, the relevance of any school subject in the educational system is primarily based on its potentials in achieving the overall goals of education of that society. This is mostly so because both the goals of education and those of the various school subjects are derived from the needs, problems, and aspirations of the wider society. Social Studies as a subject was introduced during the America occupation of the country aimed for social competency and citizenship education. Social Studies is one of the core school subjects at the basic education level in Philippine which is expected to contribute significantly to national development if effectively taught.

The National Council for the Social Studies (NCSS) [4] an apex professional Body for the Social Studies education in the United States of America (USA) defines Social Studies as the integrated study of the social sciences and humanities to promote civic competence. Social Studies as a discipline is the development of socio-civic and personal behavior [5] and by relating them to their society by means of appropriate knowledge and experiences selected from the Social Sciences (Political Science, Geography, Sociology, Economics, and Anthropology) and other disciplines such as History and Religious studies [6]. By proactively identifying the needs of each student, Social Studies teachers are better able to make decisions regarding curriculum adaptation, instructional design, and instructional tools integration [7].

In the Philippines, as stipulated in the DepEd Discussion Paper [8], every graduate is inculcated with the respect for human rights and values, notably, *Maka-Diyos, Maka-tao, Makabansa, at Maka-Kalikasan* (God-fearing, Humane, Patriotic and Naturalist). This makes every graduate empowered to effect positive changes in his/her life and that of others. The Learning Standards for the K to 12 [9] emphasized the equipping of students with the necessary skills and social habits which should help them to adapt to the society in which they may find themselves. If Social Studies will achieve its goals, the curriculum must be well planned and strictly related to solving the problems in the country and promoting civic competence among Filipino students—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

Standards articulate what a student should know, understand and be able to do by the end of the year [10]. The most generic curriculum standards for

Social Studies Program are those created by the National Council for the Social Studies [4] and [11]. These standards seek to create a broad framework of themes within which local decision can be made about specific content. Specifically, the ten thematic strands include: Culture; Time, Continuity and Change; People, Places, and Environment; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Society; Science, Technology, and Society; Global Connections; and Civic Ideals and Practices [12]. It will be the job of the teacher to break down the standards into more specific bundles of knowledge and skills.

Moreover, it will always be the teacher's responsibility to organize learning goals into units and create lesson objectives that purposely lead to the achievement of the larger goal [10]. It is however evident that many problems exist in the Philippines nowadays despite the teaching of Social Studies and other related subjects that work towards solving socioeconomic and political issues in the country. The existence of these problems brings doubt into the minds of people and makes them wonder if subjects like Social Studies and moral studies which are necessarily meant to produce young adults with 'descent' minds and behave like good citizens ever exist in Philippine school set up.

Designing and implementing appropriate mechanisms for tracking adequacy and appropriateness of Social Studies curriculum standards is a complex endeavor. For [13], the Social Studies teacher is a curtail figure in the implementation of the Social Studies program; his/her actions can make the realization of program goals. Hence, there is a need for a constant evaluation by the teacher implementers of Program's effectiveness.

The findings of this study would enable the curriculum planners to determine the adequacy of the coverage of the Social Studies Program and the strengths and weaknesses of the program through a systematic approach and emphasize the proper implementation of the Social Studies curriculum in junior secondary schools in the country. By so doing, weaknesses and needs of the Social Studies program can now be further and adequately addressed. This study would also provide school administrators/school heads the information regarding the extent Social Studies Education as a curricular instrument in creating the effective Filipino citizen. School Administrators are frequently concerned with long-range educational plans and thus need to be aware if the Social Studies teacher implementers are adequately attaining the Social Studies curriculum.

The study enables the Social Studies teachers to be aware of the strengths, weaknesses, and problems which they encountered in the course of implementing Social Studies Education in the Kto12 Program. Sound understanding of Social Studies curriculum standards will help them to know measures that would be taken for addressing the issues. Evaluation is necessary for teachers and students in learning Social Studies because it determines how far the objectives are achieved and how instruction was effective in achieving the objectives. This research study is also towards helping students to acquire more traits towards civic competency, develop a global outlook and respect to cultural diversities and become lifelong learners. This is, in fact, the essence Kto12 Education Program in the Philippines within the social framework of a democratic country.

Moreover, society as a whole could also benefit from the findings of this study. The essence of schooling is to make or build up students that will be functional and contributors to nation-building. One of the importance of Social Studies learning is that it brings students to real life situation and enabling them to articulate and find ways of solving their problems in collaborating with others. Finally, findings could provide empirical research information for researchers that are interested in the area.

2. Theoretical Framework

The researchers considered the utility of an in-depth review of theories as interpretative lenses and the foundation of the present study. The Functionalist Theory of Education as advanced by Comte, Durkheim, Parsons, Davis, and Moore, among others, is concerned with the function of education for the individual and the society at large. That is the assessments of the contribution of education to the maintenance of civic competence of people, social responsibility, value-laden society, and social solidarity. The model, therefore, is concerned with the preservation of cultural heritage and fostering nationalistic loyalties [14]. The citizenship model of teaching Social Studies is in line with the structural-functionalist approach which discusses how social norms and values are transmitted within the context of school.

The teacher efficacy theory is a construct derived from Albert Bandura's Theory of Self-Efficacy [15]. Bandura hypothesized therefore that a person rating high on both factors would behave assuredly. A teacher who cannot effectively implement the Social Studies curriculum, cannot serve as a model to the students. Social studies are focused on society and are created to sharpen the creative potentials of the learner, in terms of

thinking creatively and contributing ideas towards identifying societal problems and solution [16]. Social Studies teacher should, therefore, possess the skills, abilities, interest, and experience, which will help produce students' achievement. This will invariably improve the self-concept and self-worth of the teacher.

The Theory of the Teacher as the Core Curriculum Implementer. This theory anchors that teachers occupy a central position in curriculum implementation as a significant implementer [17]. These curriculum implementation related theories emphasize the essential place of execution in the overall curriculum process effectiveness. Curriculum designers and implementers should consider the questions such as What knowledge, skills & values are most worthwhile? How should the young acquire and develop them? Social Studies teachers are responsible if the curriculum for the Social Studies program is implemented and learning has taken place.

3. Objectives of the Study

The main purpose of the research study was to appraise the adequacy of Social Studies Curriculum Standards, in the Kto12 Basic Education Program; an input to quality instruction and students' civic competence. A study conducted in the Division of Zambales, Philippines during the school year 2017-2018. Specifically, it sought to determine the (1) profile of the Teachers in terms of Sex, Area of Specialization, Academic Rank/Position, Educational Qualification and Years of Teaching Experience; (2) perceived adequacy of Curriculum Standards in Social Studies in Themes such as Culture; Time, Continuity and Change; People, Places and Environments; Individual Development and Identity; Individuals, Groups and Institutions; Power, Authority and Governance; Production, Distribution and Consumption; Science, Technology and Society; Global Connections; and Civic Ideals and Practices; and (3) tested if there is a significant difference in the perception of the adequacy of Curriculum Standards in Social Studies.

4. Methodology

Descriptive design of research was utilized in this study. This study described how Social Studies teachers ascertain the adequacy of the Curriculum Standards in Social Studies. The respondents of the survey were Social Studies Teachers employed in sixteen (16) Junior Secondary Schools of three Districts (Cruz District, Candelaria District, and Masinloc District) of Zone 1, Division of Zambales, Philippines. A total population of one hundred (100) teachers participated as

respondents. The main instrument of the research study was a survey questionnaire. In the preparation of the survey questionnaire, the researchers conducted literature reviews to identify the items/indicators of the research instrument. The items/indicators of the questionnaire were based and patterned from National Council for the Social Studies [4] and [11], Curriculum Standards for Social Studies; and [14], Assessment of the Implementation of Social Studies Curriculum.

The survey questionnaire has two (2) parts. First part gathered a personal related profile of the teacher respondents. Second part ascertained the coverage of the Curriculum Standards in Social Studies presented in 10 Themes, each with 5 indicators. The respondents answered on a five-point scale of 5 (Highly Adequate), 4 (Adequate), 3 (Moderately Adequate) 2 (Not Adequate) and 1 (Highly Not Adequate). The research instrument was subjected to validity and reliability tests since the instrument was the researcher's made. An expert checked it in the Social Science Department of Arts and Science and Social Studies Division of the College of Education of Ramon Magsaysay Technological University (RMTU), Iba, Zambales. Their corrections, comments, and suggestions were highly considered in the finalization of the instrument. The survey questionnaire was pilot tested. The pilot test was conducted among twenty (20) Social Science teachers of two Local Colleges of Zambales.

First, that was undertaken in the process of data collection was to secure a written permit and endorsement from the Schools Division Superintendent of Department of Education, Division of Zambales, After which, the researchers sought permission and assistance of the School Principals/Heads of the Junior Secondary School participants of the study. The administration of the instrument was conducted in the first week of January 2018 and was retrieved after a week. For a smooth administration of the survey instrument, the objectives of the study were discussed to them and their responses are treated with utmost confidentiality. After the retrieval of the survey questionnaire, items/indicators were coded, ready for SPSS spreadsheet for the tabulation. The study used descriptive statistical techniques such as frequency counts, simple percentage, rank and mean. Analysis of Variance (ANOVA) was used as inferential statistics.

4. Results and Discussion

Table 1. Frequency, Percentage and Mean Distribution of Respondents' Profile (N=100)

Profile Variables		f	%
Sex	Male	43	43.00
	Female	57	57.00
Total		100	100.00
Specialization	Social Studies	36	36.00
	Social Science	6	6.00
	Geography	8	8.00
	Political Science	15	15.00
	History	11	11.00
	Sociology	5	5.00
	Others	19	19.00
Total		100	100.00
Educational Qualification	BS Degree	36	36.00
	BS Degree with MA units	40	40.00
	MS degree with Doctoral units	22	22.00
	Doctoral Degree	2	2.00
Total		100	100.00
Academic Rank	Teacher 1	34	34.00
	Teacher 2	54	54.00
	Teacher 3	9	9.00
	Master Teacher 1	3	3.00
Total		100	100.00
Mean of Length of Years in the Service = 11 years			

As shown in Table 1, out of one hundred (100) teacher-respondents, there are 43 or equivalent to 43.00% males and 57 (57.00%) females. Women represent the majority of the respondents of the present study. Consistent with this finding on sex variable, there are 83 (63.85%) female Social Studies teachers in the study of [18] while 90 (68.20%) in the study conducted by [19]. For the teachers' specialization, there were 36 or equivalent to 36.00% whose major is Social Studies. Also gleaned from Table 1 that most of the respondents are majors in Social Studies while the rest specializes in other Social Science disciplines. Also, [19] found that almost half (59 or 44.70%) of their teacher-respondents specializes in Social Studies, while 75 (57.69%) for [18]. On teachers' educational qualification, most (40 or 40.00%) are holders of BS Degree with Master's units followed by 36 (36.00%) who are Bachelor's Degree holders. These suggest that the teacher-respondents pursue advanced education and comply with the Department of Education's (DepEd) call for continuous education. Finding on educational qualification of the present study supports the previous studies of [18] and [19]. These previous studies reported that majority the Social Studies teacher-respondents (94 or 72.31% and 94 or 71.20% respectively) were Bachelor's degree holder with Master's units. Teachers, according to [20] must undertake appropriate ongoing professional development to promote competence in teaching. As for the academic

position or rank of the teacher-respondents, more than half (54 or 54.00%) are Teacher 2; followed by 34 or equivalent to 34.00%. The computed mean years of service of the teacher-respondents was 11 years. The data provide clear manifestation that most of the respondents are entirely new in the teaching profession. In support of this result, half of the population (50.00%) in the study of [19] had served as professional teachers ranging for 6-10 years.

Perception of Adequacy in the Social Studies Curriculum Standards

Theme 1 - Culture

Table 2. Perception towards Adequacy in the Social Studies Curriculum Standards under the Theme - Culture

	Culture	W M	QI	Ran k
1	Explore and describe similarities and differences in the ways societies, and cultures address human needs and concerns	4.7 1	H A	1
2	Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives	4.5 3	H A	2
3	Describe ways in which components of culture serve as expressions and influence behavior of people	4.3 4	H A	3
4	Compare ways in which people from different cultures deal with their physical environment and social conditions	4.1 5	A	5
5	Give examples and describe the importance of cultural unity and diversity within and across groups	4.3 3	H A	4
	Overall Weighted Mean	4.4 1	HA=Highly Adequate	

The teacher-respondents perceived "highly adequate" on exploring and describing similarities and differences in the ways societies, and cultures address human needs and concerns with a weighted mean of 4.71 and (Indicator 1, ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards as to Culture was 4.41 with the qualitative interpretation of "highly adequate." The theme of Culture was rated by the teacher as highly adequate. The teachers highly considered that the study of culture would primarily include recounting and understanding similarities and differences in the ways societies, and cultures address human needs and concerns. The results of the study of [21] indicated that Social Studies students exhibited a greater level of moderate to the high appreciation of cultural diversity as a result of exposure to the Social Studies curriculum. Results from the study of [22] found that the Social Studies construct that was most emphasized includes a

range of racial, ethnic, and cultural groups that reflect the diversity within life and society.

Culture serves as the focus for the wide-ranging subfields of Anthropology. [23] wrote that anthropological content is a part of the social studies curriculum, and anthropology subject matter is contained within a variety of standard courses, but this subject is seldom taught as a separate course in either elementary and secondary school. Nonetheless, learning and understanding culture require the students and educators not to be judgmental in describing different human practices and cultural values as expressed in the traditions, customs, and rituals of the culture.

Theme 2 - Time, Continuity and Change

Table 3. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Time, Continuity and Change

	Time, Continuity and Change	WM	QI	Rank
1	Demonstrate the ability to use correct vocabulary, construct timelines; and examples of cause and effect relationships	4.42	HA	3
2	Compare/contrast accounts about past events, people, places and identify how they contribute to the understanding of the past	4.39	HA	4
3	Identify and use various sources for reconstructing the past, such as documents, letters, maps, textbooks, photos, and others	4.62	HA	1
4	Demonstrate an understanding that people in different times and places view the world differently	4.25	HA	5
5	Use knowledge of facts and concepts drawn from history using inquiry, to inform decision-making and action-taking	4.45	HA	2
	Overall Weighted Mean	4.43	HA=Highly Adequate	

Identifying and use various sources for reconstructing the past, such as documents, letters, maps, textbooks, photos, and others obtained the highest computed weighted mean of 4.62 (Indicator 3, ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards under the theme Time, Continuity and Change was 4.43 with the qualitative interpretation of "highly adequate." It was revealed that the teachers have highly considered the adequacy of the contents, skills, and processes in the Social Studies programs of the theme - Time, Continuity and Change which aimed to provide for the study of the ways human beings view themselves in and over time or the study of History.

The study of history plays an essential role in the education of secondary school students [24]. The Kto12 instruction in the Philippines prefer student-centeredness of teaching, but Social Studies teachers should also look and employ appropriate and effective teacher-directed approaches and strategies in teaching History [25]. The historical process consists of three essential operations in which information is collected, organized, and interpreted [23]. The students in Social Studies program like the Historians should be trained in skills of locating information. At the same time, original sources of information and other credible sources, written documents and other records of human activities that have influenced the study of people and accounts which may lead geographically, politically and economically [23]. Social Studies is concerned with human beings and their relation to society, and thus the curriculum should address the totality of human experience over time and space.

Theme 3 - People, Places, and Environments

Table 4. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - People, Places, and Environments

	People, Place, and Environment	WM	QI	Rank
1	Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	4.61	HA	1
2	Use appropriate resources, data sources, and geographic tools and maps to generate, manipulate, and interpret information	4.44	HA	2
3	Locate and distinguish among varying landforms and geographic features, such as mountains, islands, oceans, etc.	4.39	HA	4
4	Explore ways how earth's physical features have changed over time and how these changes may be connected	4.23	HA	5
5	Deliberate about social and economic effects of environmental changes, crises, and phenomena (floods, storms, and drought)	4.41	HA	3
Overall Weighted Mean		4.42	HA=Highly Adequate	

The teacher-respondents perceived "highly adequate" on interpreting, use, and distinguish various representations of the earth, such as maps, globes, and photographs which obtained a weighted mean of 4.61 (Indicator 1, ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards as to People, Place, and Environment was 4.42 with the qualitative interpretation of "highly adequate." This particular finding signifies that the Social Studies program for Junior Secondary Schools has adequately provided

contents to study modern geography that is dedicated to the study of the physical geography and the various human activities that take place on the surface of the earth. According to [26], in the Philippine setting, Geography lessons such as Introduction to Geography, Geography of Asia, World, Oceania were treated as exclusive topics and also integrated to other lessons or topic in Social Studies (*AralingPanlipunan*) of Grade 7, 8 9 and 10. Students are encouraged to learn several related skills associated with maps, charts, and tables. Geography, according to [27] helps learners to understand the beginnings of nations and helps put events in perspective.

Moreover, this result signifies that the teachers have created a classroom that reflects geographer's skills related to interpreting and applying information about the physical features of the earth. With this background, according to [28], the syllabus for Geography should allow learners to acquire appropriate skills such as studying human conditions and activities in response to the various environments; discover new physical relationships; and human interactions. The study of [1] stressed that Geography enables man to adapt to his situation, utilize available resources for his betterment, appreciate his ecological limitations and conditions as well as preserve his environment.

Theme 4 - Individual Development and Identity

Table 5. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Individual Development and Identity

	Individual Development and Identity	WM	QI	Rank
1	Describe personal connections to place—especially place as associated with immediate surroundings	4.01	A	5
2	Identify and describe ways family, groups, and community influence the individual's daily life and personal choices	4.20	HA	2
3	Explore factors that contribute to one's own identity such as interests, capabilities, and perception	4.16	A	3
4	Analyze a particular event to identify reasons individuals might respond to it in different ways	4.22	HA	1
5	Work independently and cooperatively to accomplish goals.	4.03	A	4
Overall Weighted Mean		4.12	A=Adequate	

The teacher-respondents perceived "highly adequate" on indicator 4, analyzing a particular event to identify reasons individuals might respond to it in different ways (WM=4.22, ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards as to

Individual Development and Identity was 4.12 with the qualitative interpretation of "adequate." Social Studies programs focused on the theme Individual Development and Identity where the different classroom experiences, activities, and discussions primarily on analyzing a particular event, and reasons why individuals respond in different ways towards different issues was assessed highly adequate. However, the teachers considered adequate in Social Studies lessons aimed for the students to describe ways family, groups/communities influence the individual's daily life and personal choices; work to independently and cooperatively with others to accomplish goals, and to describe personal connections with others and places. The understanding and practice of appropriate human relationships for [29], is desirable aspect of Social Studies because this will help the child to be able to assume the responsibilities of citizenship and become a worthy member of society, and for [12], the content is selected and pursued by the students themselves so that it is embedded in the nature, needs, and interests of the learners.

Theme 5 - Individuals, Groups, and Institution

Table 6. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Individual, Groups, and Institution

	Individual, Group, and Institutions	WM	QI	Rank
1	Identify roles as learned behavior patterns in group situations such as student, family member, peer	4.13	A	4
2	Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure	4.19	HA	2
3	Identify patterns of institutions and describe the interactions of people with institutions	4.11	A	5
4	Identify and illustrate examples of tensions between an individual's beliefs and government policies and laws	4.17	A	3
5	Give examples of the role of institutions in furthering both continuity and change	4.21	HA	1
	Overall Weighted Mean	4.16	A=Adequate	

Giving examples of the role of institutions in furthering both continuity and change was assessed by the teacher-respondents as "highly adequate" (Indicator 5, WM=4.21, ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards under the theme Individual Group and Institution was 4.16 with the qualitative interpretation of "adequate." The teachers assessed the coverage of the theme Individual, Groups and Institution in the Social Studies Curriculum

Standards as adequate. This result signifies that the teachers adequately implemented Social Studies program that included different learning opportunities, activities, and experiences that provide for the study of interactions among individuals, groups, and institutions. This particular theme is a significant element in the discipline Sociology in which the interests and concerns include the social processes through which groups and institutions are formed, why they persist, break up, relationships that are formed and the behaviors that result. According to [23], students like the sociologist's methods of working individually with learning about human groups and societies through the application of observational skills. For [29], this is important to promote peaceful co-existence and a need for integration. In the Social Studies program, students have to be guided to put interest on studying human behaviors (e.g., tensions, conflicts, interactions, communication, etc.) and human interactions within the social setting of the group.

Theme 6 - Power, Authority and Governance

Table 7. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Power, Authority and Governance

	Power, Authority and Governance	WM	QI	Rank
1	Examine the rights and responsibilities of the individual about his or her social group	4.31	HA	5
2	Explain the purpose of government	4.33	HA	4
3	Give examples of how government does or does not provide for the needs and wants of people	4.52	HA	1
4	Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations	4.47	HA	2
5	Recognize and give examples of the tensions between the wants and needs and concepts such as fairness and equity	4.41	HA	3
	Overall Weighted Mean	4.41	HA=Highly Adequate	

For the theme Power, Authority and Governance, the teacher-respondents considered "highly adequate" on indicator 3, stated as giving of examples of on how government does or does not provide for the needs and wants of people (WM=4.52, ranked 1st). The computed overall weighted mean of the perceived adequacy of Social Studies Curriculum Standards under the theme Power, Authority and Governance were 4.41 with the qualitative interpretation of "highly adequate." The result signifies the sufficiency of contents and experiences in learning Power, Authority and Governance. With this result, the students would benefit from the skills and knowledge of how people create and change structures of

power, authority, and governance. The theme - Power, Authority and Governance would allow for a significant and relevant classroom discussion focused on meeting needs through public services; making public decisions; resolving personal, group, and community conflicts; and understanding the purpose of the government. From the report of [30], the knowledge of structure and function of the government; the factors that contribute to cooperation and disputes; expressions of public and political behavior helps the students learn how the government operates and thus provides them with means of assessing the system.

Theme 7 - Production, Distribution, and Consumptions

As shown in Table 8, using and applying economic concepts such as supply, demand, and price to help explain events in the community and nation obtained a computed weighted mean of 4.67 and interpreted as "highly adequate" (Indicator 5, ranked 1st). The computed overall weighted mean of the Social Studies Curriculum Standards as to Production, Distribution, and Consumptions was 4.52 with the qualitative interpretation of "highly adequate."

Table 8. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Production, Distribution, and Consumptions

	Production, Distribution, and Consumptions	W M	QI	Rank
1	Give examples that show how scarcity and choice govern our economic decisions	4.53	HA	3
2	Distinguish between needs and wants	4.62	HA	2
3	Identify examples of private and public goods and services	4.38	HA	4
4	Give examples of the various institutions that make up economic systems (families, government agencies, small businesses, and large corporations)	4.39	HA	5
5	Use and apply economic concepts such as supply, demand, and price to help explain events in the community and nation	4.67	HA	1
	Overall Weighted Mean	4.52	HA=Highly Adequate	

Social studies programs focused on the theme Production, Distribution, and Consumptions where the different experiences provide the study of how people organize for production, for the distribution, and consumption of goods and services were highly adequate. Specifically, adequacy was significant in using and applying economic concepts to help explain events in the community and nation such as current local, regional and global economic issues. For [23], the students, just like

the Economists often illustrate changes in economic behavior by preparing tables, charts, graphs, and for [31], show presentations that depict past, current, and future trends. As for the present study, secondary students in the Social Studies program have to be taught of different economic processes and economic skills. Therefore, students should have the competency to illustrate information to help others understand the nature of the economic condition and make critical financial decisions.

Theme 8 - Science, Technology and Society

Table 9. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Science, Technology and Society

	Science, Technology, and Society	WM	QI	Rank
1	Identify and describe examples in which science and technology have changed the lives of people	4.42	HA	2
2	Identify and describe examples in which science and technology have led to changes in the physical environment	4.51	HA	1
3	Describe instances of differences in values, beliefs, and attitudes have resulted from new scientific and technological knowledge	4.20	HA	5
4	Identify examples of laws and policies that govern scientific and technological applications	4.36	HA	3
5	Suggest ways to monitor science and technology to protect the physical environment, individual rights, and the common good	4.35	HA	4
	Overall Weighted Mean	4.37	HA=Highly Adequate	

The teacher-respondents assessed "highly adequate" on indicator 2, identifying and describe examples in which science and technology have led to changes in the physical environment (WM=4.51, ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards under the theme Science, Technology and Society was 4.37 with the qualitative interpretation of "highly adequate." The highly adequate responses could be attributed on the perceptions, experiences, and knowledge of the teachers on the great extent of adequacy of Science, Technology and Society contents, learning experiences and skills development in which science and technology have led to changes in the physical environment; peoples' lives; protection of the physical environmental; and scientific and technological applications. Social Studies is the study of people in society with all these various aspects (social, physical, technological elements) working together. The respondents in the study of [32] reported that Social Studies teachers have the responsibility to provide

classroom discussions and experiences to point out how new scientific and technological knowledge changes peoples' values, beliefs, and attitudes.

Theme 9 - Global Connections

Table 10. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Global Connections

	Global Connections	WM	QI	Rank
1	Explore ways that cultural elements may facilitate comprehensive understanding or lead to misunderstanding	4.37	HA	5
2	Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations	4.40	HA	4
3	Examine the effects of changing technologies on the global community	4.61	HA	1
4	Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues	4.43	HA	3
5	Examine the relationships and tensions between personal wants and needs and various global concerns	4.44	HA	2
	Overall Weighted Mean	4.45	HA=Highly Adequate	

Examining the effects of changing technologies on the global community was perceived as "highly adequate" (Indicator 3, WM=4.61 and ranked 1st). The computed overall weighted mean of Social Studies Curriculum Standards as to Global Connections was 4.45 with the qualitative interpretation of "highly adequate." The finding signifies that Teachers in the Social Studies program have found enough contents and experiences to help the students of the Junior Secondary Schools to further develop competencies for understanding global connections, independence, and interdependence of countries. Specifically, the teachers and their learners have encountered contents directed for examining the effects of changing technologies on the global community and of strengthening the connection of elements (e.g., language, art, music, lifestyles, values belief systems) to facilitate global understanding or otherwise. The Social Studies curricula, according to [33] should be reviewed to prepare young ones for the new millennium the most recently available information on global connections; and globalization.

Theme 10 - Civic Ideals and Practices

Table 11. Perception of the Respondents towards Adequacy in the Social Studies Curriculum Standards under the Theme - Civic Ideals and Practices

	Civic Ideals and Practices	WM	QI	Rank
1	Identify key ideals of the Philippines' democratic republican form of government	4.40	HA	3
2	Identify examples of rights and responsibilities of citizens	4.31	HA	4
3	Identify and practice forms of civic discussion and participation consistent with the ideals of a democracy	4.59	HA	1
4	Recognize that a variety of formal and informal factors influence and shape public policy	4.47	HA	2
5	Describe how public policies are used to address issues of public concern	4.30	HA	5
	Overall Weighted Mean	4.41	HA=Highly Adequate	

Indicator 4 stated as to identify and practice forms of civic discussion and participation consistent with the ideals of a democracy obtained the highest weighted mean of 4.59 with the qualitative interpretation of highly adequate (ranked 1st). The computed overall weighted mean on the responses towards adequacy in the Social Studies Curriculum Standards as to Civic Ideals and Practices was 4.41 with the qualitative interpretation of "highly adequate."

The Social Studies program of the Junior Secondary Schools has included experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic society. The teachers primarily identified that the Social Studies program significantly focused on contents aimed for identifying and practicing forms of civic discussion and participation consistent with the ideals of democracy. The researcher [12], argued that beliefs in civic ideals and citizenship education should consist of developing a positive self-concept and a strong sense of personal efficacy among students. However, still, the teacher-respondents believe that content must further address students' needs to learn public policies and public concerns which can help them more also to participate in the community affairs to help develop a good society. On the findings of the study of [23] stressed that courses in a government attempt to help students gain more general knowledge of political system; the structure and organization of the local, national, state, and the civic nature of democracy, including the rights and responsibilities of citizens.

Test of Differences on the Adequacy of Social Studies Curriculum Standards

Table 12. Analysis of Variance to Test Differences on the Adequacy in Social Studies Curriculum Standards

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.139	9	0.015	1.00577	0.451535	2.124029
Within Groups	0.615	40	0.015			
Total	0.754	49				

Decision: Accept Null Hypothesis: Not Significant

The Analysis of Variance to test differences on the adequacy in Social Studies Curriculum Standards is shown in Table 12. The computer-generated P-value of 0.451535 which is greater than (>) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is Accepted. Hence there are no significant differences in the perception towards adequacy on Social Studies Curriculum Standards. The data provide clear manifestation on the similarity of knowledge, insights, and understanding towards the relevance of Social Studies Curriculum Standards in ten (10) presented Themes. The result also signifies that the teacher-respondents indicate likeness of perceptions and knowledge on the status of the sufficiency of Social Studies learning standards which can contribute to students to quality instruction and enhance students' civic competence. The study of [10] stressed that it would be the teacher's job to interpret standards using curriculum guides, and other teaching plans. The Social Studies teacher, according to [12] have to provide social knowledge, develop students' skills, and values, including how best to organize them concerning specific subject matters (e.g., history, geography, anthropology, etc.).

5. Conclusion and Future Scope

Based on the results and discussions, the researchers have arrived at the conclusions that the majority of the Social Studies teacher-respondent are female, Teacher 2, holders of BS degree with Master's units and have been in the teaching profession for a decade. The high adequacy of Social Studies Curriculum Standards was established on themes Culture; Time, Continuity and Change; People, Places and Environments; Power, Authority and Governance; Production, Distribution, and Consumption; Science, Technology and Society; Global Connections; and Civic Ideals and Practices. The theme which should include experiences that provide for the study of Individual

Development and Identity; and the subject that consist of experiences that provide for the study of interactions among Individuals, Groups, and Institutions was assessed adequately. Moreover, the result revealed that there are no significant differences in the perception towards dimensions on the adequacy of Social Studies Curriculum Standards in the Junior Secondary Schools of Zone 1, Division of Zambales.

Based on the conclusions arrived at, the researchers recommend that the Social Studies teachers with the support of the School Heads should attend conferences focused on themes - Individual Development and Identity and Individual, Groups and Institution in order to gain more insights how these themes be meaningfully presented to students, thereby contributes to the attainment of the goal of Social Studies Program in the Philippines. The conduct a similar or parallel study with in-depth analysis and examination so as to validate the findings obtained in the study is also suggested.

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