

Challenges of the K+12 Program Implementation in the Public Elementary Schools of Pangasinan, Philippines

¹ Christopher J Cocal, ² Gertrudes Marcellano

¹ Pangasinan State University, Philippines

² Department of Education, San Carlos City Schools Division, Philippines

Abstract

The implementation of K+12 means larger budget for the Department of Education and more expenditure for the families who will be sending their children to school. K+12 is not only an issue of economics, is more importantly an issue of personal and professional growth and development that will serve as catapult of economic development. This study determined the anticipatory resource management employed by the principals in the different schools of Pangasinan to ensure greater and successful implementation of the K+12 program. The respondents of the study were the 230 out of 539 principals of the different public elementary schools of the six schools divisions of Pangasinan. Results of the study show that the existing physical plant and facilities and instructional resources of the different public elementary schools in Pangasinan do not meet the standard requirements set by the Department of Education. There is a great need for the schools to improve their physical facilities and instructional resources to effectively and efficiently implement the K+12 Program. Financial resource is the major problem of the schools with regards to the implementation of the K+12 Program.

Keywords: K+12 program implementation, pangasinan, Philippines

1. Introduction

Quality and relevant education for national development is an urgent need of the country today. Upgrading it means a positive effect in the attainment of these goals. With the current status of high school education, students are found not prepared to be part of the working force or to pursue entrepreneurial activities after graduation. Many students in the Philippines who finished basic education are not college ready as they do not possess sufficient mastery of basic competencies. One reason is that students do not get adequate instructional time or time on task. More, high school graduates are not emotionally prepared and do not have the skills needed by the industry. Statistics show that about 70.9% of the unemployed are at least high school graduates and 80% of the unemployed are 15-34 years old. Further, most graduates are too young to enter the labor force as they were not equipped with the needed trainings and skills. High school graduates who do not pursue higher education became part of the ineffective and unproductive human resources of the country.

The Philippines is committed to achieving its Education for All (EFA) goals not only for the development of each Filipino, but also for the overall social and economic progress of the country. Part of the education for all plan of action 2015 is the expansion of basic education, targeting that by 2015, the Philippines has lengthened its cycle of basic education schooling to make it twelve years. Beginning in the 1950s, the 'theory movement in educational administration' focused attention on the need to improve scholarly activity through the application of scientific principles based on empiricism rather than ideological belief, personal experience, and prescription. Principal leadership makes a difference in the quality of schooling, school development and student learning (Heck and Hallinger, 2011) ^[9].

At present, the Philippines is the only country in Asia and among the three remaining countries in the world that uses a 10-year basic education cycle. According to a presentation made by the South East Asian Ministers of Education Organization (SEAMEO-INNOTECH) on Additional Years in Philippine Basic Education (2010), the comparative data on duration of Basic and Pre-University Education in Asia shows that the Philippines allots 10 years not just for the basic education cycle but also for the pre-university education while all the other countries have either 11 or 12 years in their basic education cycle.

The present curriculum is described as congested. This means that students do not get enough time to perform tasks because the curriculum is designed to be taught in a span of 12 years and not 10 years. The more obvious result of this is the fact that most high school students graduate without the readiness to take upon higher education or employment. These students are not equipped with the basic skills or competencies needed at work. Furthermore, the short duration of the basic education program puts Filipinos who are interested to either work or study abroad at a disadvantage. This is because other countries see our 10-year program as incomplete, which then, causes Filipino graduates to not be considered as professionals abroad.

The Department of Education (DepEd) and allied stakeholders are responding to the urgent and critical need to improve the quality of basic education in the Philippines through a major education reform known as K to 12. K+12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the 5-year old cohort that takes a standardized kinder curriculum. Elementary education refers to primary schooling that involves six or seven years of education; meanwhile secondary education refers to high

school. Under the K+12, the intention is not just to add two years of schooling but more importantly to enhance the basic education curriculum (DepEd discussion paper, 2010) ^[6]. The implementation of K+12 in 2016 is therefore timely in order to address the current needs for reforms in the quality of basic education in the Philippines.

This new setup “seeks to provide a quality 12-year basic education program that each Filipino is entitled to”. Furthermore, the purpose is not simply to add 2 more years of education “but more importantly to enhance the basic education curriculum”. The K-12 curriculum aims to enable every child “to achieve mastery of core competencies and skills” and develop tracks based on the student’s interests and competencies. The focus of K-12 is twofold: curriculum enhancement and transition management (DepEd discussion paper, 2010) ^[6].

The implementation of K+12 means larger budget for the Department of Education and more expenditure for the families who will be sending their children to school. K+12 is not only an issue of economics (additional expenses). It is more importantly an issue of personal and professional growth and development that will serve as catapult of economic development. The implementation of the Program entails more physical plant and facilities and instructional resources.

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking (Lackney and Picus, n.d.). The quality and adequacy of the physical plant and facilities of a learning institution determine to a large measure the successful implementation of its curricular programs. In a broad sense, physical plant and facilities include school site, campus, buildings and other physical infrastructures, equipment and complement institutional and program effectiveness.

The school plant and facilities are the pillars and support of all teaching and learning activities. The site, size, arrangement and other aspects of the classroom, support facilities such as labs, toilets and other equipment can either be welcoming or repulsive to teachers and students alike. This simple fact has been noted to profoundly influence the acts of teaching and learning. Adequacy of lighting, the availability and adequacy of specialized facilities (such as science labs and music rooms), and the size of the school are important in achieving better educational outcomes (Schneider, 2002) ^[12]. Gonzales (2013) ^[8] found in her study that the academic performance of Filipino students was affected by the extent of compliance with Department of Education’s standards on physical plant and facilities in terms of site and textbooks and other instructional materials as well as the extent of management practices in terms of planning and budget allocation. There is a need to have a facility management program in order to maintain the equipment and facilities even without the trained physical plant and facilities maintenance and operations staff.

Educators have always been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning (Bolick, 2003) ^[2]. Instructional materials available for instruction are classified into prints, visuals and audios or various combination of these trios make up all we have in instructional media (Orakwe, 2000; Adekeye, 2008) ^[11, 1]. Teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups (Ema & Ajayi, 2004) ^[7]. Instructional media today are very gradually finding their ways into the classrooms where modern and versatile teachers are exploring new ways of transferring learning to the younger generation the use of prints, visuals and audios or various combination of these trios make up all we have in instructional media (Orakwe, 2000) ^[11]. Instructional materials assist the teachers in the teaching-learning process. They are not self-supporting, they are supplementary devices. Through these materials, the learning become more interactive and teaching becomes more effective (Brinkley, 2004) ^[3]. Audio- visual materials play an important role in education by helping to improve communication (Zacarria, 2000). Instructional materials provide accurate image which can make the lesson understandable to the learner. Instructional materials must be properly used, should become an integral part of planned teaching-learning system that the teacher continues to play a leading role in the selection, use and evaluation of different aids (Dale, 2003). Without the teacher who is knowledgeable, instructional materials cannot create change and progress the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its values (Ema & Ajayi, 2006). With the resource requirements in the implementation of the K+12 program, it is important to assess the resource management implemented by the different schools heads and principals as part of the school-based management to ensure greater and successful implementation of the K+12 program, hence, this study. This study determined the status of the public elementary schools of Pangasinan, Philippines in the implementation of the K+12 Program. Specifically, this study determined: (1) the status of the different schools of Pangasinan in terms of adequacy and the level of compliance along (a) Physical Plant and Facilities, and (b) Instructional Resources in the implementation of the K+12 Program; (2) the extent of problems encountered in the implementation of the K+12 program; and the (3) resource management practices of the School heads to ensure greater and successful implementation of the K+12 Program.

2. Methods

The research employed qualitative - quantitative methodology employing descriptive-evaluative design. The study was conducted in the Province of Pangasinan covering the six schools divisions namely: Pangasinan 1, Pangasinan 2, Alaminos City Schools Division, Dagupan City Schools Division, San Carlos City Schools Division, and Urdaneta City Schools Division. The sources of data of this study were the 230 out of 539 public elementary school principals in Pangasinan, Philippines for the school year 2014 – 2015.

The main instrument used in gathering the pertinent data was a questionnaire checklist using the five-point Likert Scale. The researchers requested permission from the schools divisions’

superintendents to conduct the study and administer the questionnaire among the school heads who served as respondents of the study.

Data were analyzed using descriptive statistics such as frequency counts and percentages. The level of compliance were rated as Very highly compliant (91 – 100%); Highly compliant (61 – 90%); moderately compliant (31 – 60%); Low

compliant (10 – 30%); and not compliant (0 – 10%). On the other hand, the seriousness of the problems encountered were rated as Very serious (5); Serious (4); Moderately serious (3); Least serious (2); and Not serious (1). The extent of practice of anticipatory resource management was interpreted Always (5); Often (4); Sometimes (3); Seldom (2); and Never (1). SPSS 17 was employed in the analysis of the data.

3. Results

Table 1: Compliance of the Public Elementary Schools in Pangasinan along Physical Facilities Requirements of the K+12 Program

Facility/Equipment	Totally not Compliant	Least Compliant	Moderately Compliant	Highly Compliant	Very Highly Compliant
	%	%	%	%	%
1. Classrooms	2.17	3.48	31.30	33.91	29.13
Armchairs per room	3.48	6.52	34.35	36.96	20.00
Teacher’s table	0.87	8.70	27.39	39.13	23.91
Desk	1.30	10.00	36.96	33.91	17.83
Electric fan (ceiling, wall, stand fan)	3.48	10.00	34.35	38.70	13.48
Whiteboards/blackboards	6.52	12.17	32.61	33.04	15.65
2. Comfort Rooms	3.04	16.09	28.70	34.78	17.39
Male comfort room	3.04	16.09	29.13	35.22	16.52
Female comfort room	3.04	16.09	30.43	33.04	17.39
3. Covered court / Gym	17.83	10.00	23.91	27.39	20.87
4. Computer room	14.78	14.35	23.91	30.43	16.52
Computer units	14.35	18.70	25.65	26.96	14.35
Interactive board	23.91	17.83	23.48	20.43	14.35
Internet Connection	23.48	19.57	26.52	19.57	10.87
Printers	22.61	15.65	23.04	23.91	14.78
Air Conditioning units	24.78	17.39	25.65	20.87	11.30
5. Laboratory rooms for Science	43.48	13.91	13.48	22.61	6.52
6. Laboratory equipments for Science	51.74	16.52	10.87	15.65	5.22
7. Audio Visual Room	49.13	16.52	12.17	16.96	5.22
8. Guidance Center	44.35	13.48	20.00	16.96	5.22
9. Canteen	25.65	21.30	26.09	22.17	4.78
10. Drinking faucet/Wash area	3.91	20.87	26.09	36.09	13.04

Among the different physical facilities and equipments, the public elementary schools in Pangasinan were found to have the highest compliance in terms of classrooms (including arm chairs, teacher’s table, desk, electric fan, and blackboard), comfort rooms, and covered court. However, the schools have

the lowest compliance in terms of audio visual rooms (49.13% totally not compliant), Guidance center (44.35% totally not compliant), laboratory equipments for Science (51.74% totally not compliant), and laboratory rooms for Science (43.48% not compliant) (Table 1).

Table 2: Compliance of the Public Elementary Schools in Pangasinan along Instructional Material/Equipment Requirements of the K+12 Program

Material/equipment	Totally not Compliant	Least Compliant	Moderately Compliant	Highly Compliant	Very Highly Compliant
	%	%	%	%	%
1. Audio					
Radio	3.91	22.61	24.35	32.61	16.52
Recorder	18.26	17.83	32.61	17.83	13.48
CD/CD Player	21.74	23.04	26.09	18.70	10.43
Lapel	18.70	16.96	34.35	20.43	9.57
2. Visuals					
<i>A. Non- projected</i>					
Curriculum guide	21.74	15.22	24.35	24.35	14.35
Teachers Guide/ Manual	3.48	9.13	30.00	40.87	16.52
Learners Materials (Non-MTB)	1.30	7.83	33.48	42.17	15.22
Learners Materials (MTB)	1.74	12.61	33.91	36.09	15.65
Big/small books(Eng/Fil)	1.74	17.39	31.30	33.48	16.09
Big/small books(MTB)	3.48	18.26	34.35	29.57	14.35
Textbooks	3.48	18.26	30.43	34.35	13.48
Educational toys	2.61	19.13	33.04	32.61	12.61

Flash cards	3.48	24.35	33.48	23.91	14.78
Posters	3.48	21.74	38.70	23.91	12.17
Pictures	2.61	18.70	27.39	35.22	16.09
Dictionaries (MTB)	5.22	20.43	28.70	28.26	17.39
Games/Puzzles	7.83	21.30	37.83	23.04	10.00
<i>B. Projected</i>					
LCD/ Overhead projector	10.87	20.43	36.52	20.00	12.17
Slides	34.78	14.35	19.57	18.26	13.04
3. AUDIO-VISUAL					
Television	20.87	22.61	25.65	17.39	13.48
Desktop computer	23.04	23.04	27.39	14.35	12.17
Lap top	32.17	20.43	24.35	13.48	9.57
Video player	34.35	21.74	16.96	12.61	14.35
E-Learning Package	32.17	20.43	24.35	13.48	9.57
Movie clips	37.39	21.30	16.09	10.43	14.78
Video Cam	15.22	15.22	21.74	23.04	24.78

Majority of the schools have complied with the audio materials/equipments as required by DepEd. Greatest compliance was on radio wherein only (3.91%) have not complied and (22.61%) have complied least. The rest have moderate to very high compliance. On the other hand, lowest compliance was on cd/cd player: (21.74%) have not complied with the requirements. Along visual materials, a large percentage of the schools have complied with the non-projected material requirements. However, (21.74%) have not complied with curriculum guide. In terms of projected materials, (34.78%) of the schools have not complied with the required slides to enhance the teaching-learning process. A

large percentage of the schools have not complied with the different audio-visual requirements which includes television, computer units, laptop, video player, e-learning package, and movie clips (Table 2).

The Enhanced K+12 Basic Education Program seeks to provide for a quality 12-year basic education program that each Filipino is entitled to. This is consistent with Article XIV, Section 2(1) of the 1987 Philippine Constitution which 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 society.*”

Table 3: Extents of Seriousness of Problems in the Implementation of the K+12 Program along Physical Facilities

S. No	Problem	AWM	Descriptive Rate
1	No enough funds to put –up new facilities.	3.36	Moderately serious
2	Facilities needed are not available.	3.33	Moderately serious
3	There are insufficient funds to manage school facilities.	3.22	Moderately serious
4	The classrooms can no longer provide the variety of learning settings necessary to successfully support project-based, real-world authentic learning.	3.04	Moderately serious
5	The school facilities management program that provides sufficient information for effective decision-making regarding resources and operations is weak.	2.85	Moderately serious
OAWM		3.16	Moderately serious

The school administrators encountered moderately serious problems in the implementation of the K+12 Program along physical facilities. This was shown by the overall average weighted mean value of 3.16. Of the different problems related to physical facilities, having no enough funds to put – up new facilities was the most encountered problem by the school heads followed by the non-availability of needed facilities. Average weighted mean values of 3.36 and 3.33 were computed respectively, descriptively rated as sometimes

encountered. On the other hand, the facilities management program that provides sufficient information for effective decision-making regarding resources and operations being weak was encountered the least by the school heads. A mean value of 2.85 was computed, descriptively rated as moderately serious. In general, the school heads encountered moderately serious problems along physical facilities in the implementation of the K+12 Program. This was shown by the overall mean value of 3.16 (Table 3).

Table 4: Extent of Seriousness of Problems in the Implementation of the K+12 Program along Instructional Resources

S. No	Problem	AWM	Descriptive Rate
1	Instructional materials are not adequate and sometimes not available.	3.37	Moderately serious
2	No enough funds to buy new and state of the art instructional materials and tools.	3.34	Moderately serious
3	Available instructional materials are obsolete and do not met the requirements for the implementation of K+12 Program.	3.27	Moderately serious
4	The teachers do not have needed skills to use state of the art instructional resources.	2.97	Moderately serious

5	Materials available for the effective instructional delivery are poorly manhandled by both the teachers and some school authority.	2.74	Moderately serious
Overall Mean		3.14	Moderately serious

Along instructional resources, instructional materials being not adequate and sometimes not available was the most serious problem encountered by the school heads having a mean of 3.37, descriptively rated as moderately serious? No enough funds to buy new and state of the art instructional materials and tools followed with a mean of 3.34, also rated as moderately serious. It is worthy to note that the teachers lacking the needed skills to use state of the art instructional resources was found moderately serious by the school heads. A mean of 2.97 was computed (Table 4).

In response to the challenges encountered in the implementation of the K+12 Program, the school heads always practice anticipatory resource management along physical facilities. This was shown by the overall average weighted

mean value of 4.41. Exploring the possibility of public-private partnership to gain support in the development of our school facilities was practiced by the school heads at the highest extent followed by employing knowledge management system in our facility development. Average weighted mean values of 4.54 and 4.43 were computed respectively. It has to be noted that government agencies are exploring and entering into public-private partnership in their development efforts. This is due to the lack of financial resources of the government. On the other hand, spearheading trend analysis on the facilities needed for the implementation of new programs such as the K+12 was performed the least with a mean value of 4.31, also rated as always practiced (Table 5).

Table 5: Extent of Practice of Anticipatory Resource Management along Physical Resources by the School Administrators

S. No	Problem	AWM	Descriptive Rate
As a principal/school head...			
1	I explore the possibility of public-private partnership to gain support in the development of our school facilities.	4.54	Always
2	I employ knowledge management system in our facility development.	4.43	Always
3	I practice advance planning for disaster preparation and recovery of our facilities.	4.40	Always
4	I assign In-House responsibilities to subordinates for them to take charge of their classroom facilities.	4.37	Always
5	I spearhead trend analysis on the facilities needed for the implementation of new programs such as the K+12.	4.31	Always
OAWM		4.41	

The school heads always practice anticipatory resource management along instructional resources. This was shown by the overall mean value of 4.36. Of the different indicators, sending teachers to trainings, workshops to gain knowledge and skills in the use of new technologies and instructional resources was practiced with the highest extent, having a mean value of 4.60, descriptively rated as always practiced. The school heads always prioritize budget allocation in the

purchase on instructional materials according to categories as high priority, relative unimportance or require no action. Likewise, the school heads always identify further information needs and monitor the needs of instructional materials in the implementation of the K+12 Program. Average weighted mean values of 4.42 and 4.33 were computed respectively (Table 6).

Table 6: Extent of Practice of Anticipatory Resource Management along Instructional Resources by the School Administrators

S. No	Problem	AWM	Descriptive Rate
As a principal/school head...			
1	I send teachers to trainings, workshops to gain knowledge and skills in the use of new technologies and instructional resources.	4.60	Always
2	I prioritize budget allocation in the purchase on instructional materials according to categories as high priority, relative unimportance or require no action.	4.42	Always
3	I identify further information needs and monitor the needs of instructional materials in the implementation of the K+12 Program.	4.33	Always
4	I establish technical team to evaluate instructional resources from time to time.	4.30	Always
5	I allocate resources to purchase instructional materials and equipment.	4.13	Always
OAWM		4.36	Always

Globally competitiveness and quality education demands state-of-the art facilities and equipment. It is worthy to note that the school heads always allocate resources to purchase state-of-the art instructional materials and equipment. Average weighted mean value of 4.13 was computed.

4. Discussion

Results of the study show that the different public elementary schools in Pangasinan do not met the standards and requirements for physical plant and facilities as set by DepEd. Effective teaching learning would not be possible without adequate physical facilities to the students and teachers. In order to improve current status of schools and making it a better place for effective teaching learning process, some implementable suggestions should be made to provide suitable

environment. There is a need for the public schools to upgrade their facilities to comply with the physical facilities requirements on the implementation of the K+12 Program. School physical plant and facilities are very essential to achieving positive outcomes in the teaching – learning process. The school plant and facilities are the pillars and support of all teaching and learning activities. The site, size, arrangement and other aspects of the classroom, support facilities such as labs, toilets and other equipment can either be welcoming or repulsive to teachers and students alike. This simple fact has been noted to profoundly influence the acts of teaching and learning. Adequacy of lighting, the availability and adequacy of specialized facilities (such as science labs and music rooms), and the size of the school are important in achieving better educational outcomes (Schneider, 2002) ^[12]. A positive school environment creates an optimal setting for teaching and learning. It is argued that the physical surroundings of an organization such as the building, layout, machinery, equipment, and uniforms may have a significant impact on the way people work and therefore the way they learn.

Results of the study also showed that there is a need for the different schools to improve their instructional materials to facilitate better teaching-learning process. The schools need to produce more audio materials to become fully compliant with the requirements of the K+12 Program. There is a need for the schools to improve their non-projected visual materials to effectively and efficiently implement the K+12 Program. It has to be noted that the K+12 Program is a newly implemented Program of the Department of Education. With the implementation of the new program, there is a need for the schools to invest in their instructional resources for them to be able to comply with the requirements. Teaching and learning could not be effective without adequate and relevant use of instructional materials. Teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups (Ema & Ajayi, 2004) ^[7]. Instructional media today are very gradually finding their ways into the classrooms where modern and versatile teachers are exploring new ways of transferring learning to the younger generation the use of prints, visuals and audios or various combination of these trios make up all we have in instructional media (Orakwe, 2000) ^[11]. Teachers use instructional materials which can help them facilitate learning. Instructional materials are the devices developed or acquired to assist or facilitate teachers in transmitting, organized knowledge skills and attitudes to the learners within an instructional situation (Nwachukwu, 2006) ^[10]. Teachers use different instructional materials to motivate learning. Scarcity of textbooks, libraries and physical facilities will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials and resources are needed.

The problem encountered in the implementation of the K+12 Program could be attributed to the limited resources of the public schools and the minimal budget provided by the government to the Education Department. Although some of the facilities needed are not available, the facilities available in the schools are being maintained and functional.

Results show that there is a need for the teachers to undergo trainings on the use of innovative and state-of-the art facilities

and instructional materials. The teachers should keep themselves abreast of the current trends and technological advancements. Instructional materials must be properly used, should become an integral part of planned teaching-learning system that the teacher continues to play a leading role in the selection, use and evaluation of different aids (Dale, 2003). Without the teacher who is knowledgeable, instructional materials cannot create change and progress the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its values (Ema & Ajayi, 2006). Results of the study also show that the school heads are very much aware of the impact of the implementation of the K+12 Program. In response, the school heads practice anticipatory resource management in order to improve the physical resources of their schools.

5. Conclusions

Based from the findings of the study, the following conclusions were generated:

1. The existing physical plant and facilities and instructional resources of the different public elementary schools in Pangasinan do not met the standard requirements set by the Department of Education.
2. Financial resource is the major problem of the schools with regards to the implementation of the K+12 Program. This is due to the minimal budget given by the Philippine government to the Department of Education.
3. The school heads are knowledgeable and capable to perform anticipatory resource management for the effective implementation of the K+12 Program.

6. Recommendations

Based from the findings of the study and the conclusions generated, the researchers recommend that the school heads should improve their existing physical plant and facilities and instructional resources to meet the standard requirements set by DepEd. This can be done by securing the help of the politicians, GOs, NGOs, and other private benefactors, and the community. Further, DepEd should bargain for a larger budget in order for them to improve their physical plant and facilities, instructional resources, and human resource to become fully compliant with the requirements of the implementation of the K+12 Program. The school heads should keep themselves abreast with technological development and integrate the same in their management practices. Likewise, the school heads should develop their full capacity to become effective administrators. They should be knowledgeable on the processes of anticipatory resource management, strategic planning, and the implementation of such.

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