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Research Article

Philippine Public Secondary Economics Teachers' Level of Competence and Problems Felt in Terms of Curriculum Content, Instruction, and Assessment and Evaluation Procedures

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ABSTRACT

This quantitative-qualitative research study investigated the level of competence of 44 Economics Education teachers from Area IV of the Division of Isabela and to the Division of Santiago City as a separate chartered school's division in the province. Specifically, it aimed to study the competence level of economics teachers across curriculum content, instructional design and implementation, and assessment and evaluation procedures. Likewise, it further investigated the prevailing problems encountered and felt by the teacher-respondents in teaching economics. The respondents took an examination and answered a researcher-made survey-questionnaire to measure and determine their competence level in economics in terms of the above-mentioned three educative process. The findings revealed that the economics teachers have low competence in terms of curriculum content knowledge. Further, the result shows the teacher-respondents have lack of knowledge about the subject matter, hence, are not competent in terms of dealing with fundamental concepts in economics education. Moreover, vague concepts and textual errata were also encountered in learning materials which ultimately create misconceptions throughout the teaching-learning process. Besides, the economics teachers are competent in teaching economics in terms of instructional design and implementation and assessment and evaluation procedures. They are proficient enough in executing the lessons in economics, however technical problems like unavailability of materials, too advance learning competency and instructional activities infused in learning materials, poor results of academic performance, lack of knowledge and orientation on the use of ICT-based teaching and the like are some of the problems that challenges their competence in teaching the subject. The key findings and results of the study provide implications for further studies about other factor variables that implicates teaching competence of economics teachers.

Keywords: Teaching competence, level of competence, economics education

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Background

Competence is a basic motivation because of people's abhorrence to failure (Tulio 2004). Concerning competence and quality of teachers, it is noteworthy to pay consideration to the UNESCO World Survey depends upon the level of education and professional training of teachers. With this, the teachers' level of competence and training needs henceforth have to be determined (Ambag, 2015). In this, teachers' competency has been noted as one of the fundamental concerns of advocating and actualizing quality education by educational practitioners, not only in the Philippines, but also in advanced democratic countries as well. It further comprises the issue of teacher's knowledge and orientation about the content of the curriculum - list of subjects or courses to be taught, the art of teaching or pedagogical skills - selection and utilization of appropriate teaching strategies and methodologies to facilitate meaningful learning and identifying what kind of assessment and evaluation methods and procedures are to be considered in measuring and assessing the extent of learning gained by the learners. It has become widely accepted that high quality teachers with high level of competency are the most important asset of a school, but this recognition has not led to any consensus on the appropriate policies that should be followed to ensure that schools we have a good stock of teachers.

In the Philippines, the high regard and demand of competent teachers both in elementary and secondary is at its traditional existence in which educational institutions either private or public, with their hiring procedures are conscientiously scrutinizing teacher applicants with their academic and professional qualifications as a fundamental ground for assessing their competency to their field of specialization pursuant to the mandates and provision of the Magna Carta for Public School Teachers (R.A 4670), specifically the Executive Order 366 s. 2004, DepEd Order: Nos.: 27, s. 2014; 53, s. 2013; 66 s. 2007; 29 s.2002; DepEd Memorandum: Nos.: 271, s. 2011; 224, s. 2011; 451 and 469, s. 2004, DepEd Order No.14, s.2014, and DepEd Order no. 7, s. 2015 for the hiring procedures and recruitment in line with K-12 Basic Education Program (R.A 10533).

Social Studies in the K-12 Secondary Education Curriculum in the Philippines comprise Asian Studies and History for Grade 7, World History for Grade 8, Economics Education for Grade 9, and Contemporary Issues and Problems for Grade 10. Competencies are well-defined in which the learners must have to be equipped with as well as the teachers are expected to design their academic and extra-curricular activities, instructional practices and implementation, and in conducting assessment and evaluation procedures parallel to the instructional competencies and goals of each social studies strand and subject.

Economics Education is an important component of K-12 social science instruction in junior secondary level education in the Philippines. It is a life related discipline and it studies how people and nations are engaged in creating wealth, using it for increasing their welfare, how they learn to manage scarce resources and how wealth grows over time. Economics Education as an integral part of basic education curriculum is an evolving social science and is significantly related to the framing and managing of our daily lives so as with our resources and ultimately the economic policies and activities of our country which contributes to the shape of global economy. Moreover, Economics can illuminate the other social sciences because, ultimately, economics is the study of people making choices and regardless of the discipline choices are involved. It means there is much learning and unlearning taking place almost every day as we engage students and the teachers in the endeavour of economics teaching-instruction.

Since the Philippines had adopted and implemented the K-12 Basic Education Program, this paper aims to study the problems encountered by Economics Education teachers in teaching the subject as well as their level of competency in the light of Curriculum Content Knowledge, Instructional Planning and Implementation, and their selection of Assessment and Evaluation since prospective problems regarding in the hiring and recruitment process of teacher applicants, verticalization of field specialization issue as to whether the object of the teacher is to teach his area of specialization, misallocation of teachers e.g non-major

Economics teachers are teaching the subject, textbook content, key term contextualization, etymological origin of concepts, alignment of activities, language translation issues, arrangement of topics relevant to the global demands and reality, selection and utilization strategies and methods to facilitate the success of instruction especially those teachers that are regarded as "traditional practitioners", the issue of unbiased and objective of assessment-evaluation and the like are prevalent in the course (Abueg 2007). These issues are encountered and attested by forty-four Economics teachers Area IV of the Division of Isabela including Santiago City as a separate division on which they were purposively chosen as the respondents of the research. The prospective respondents of the study are all teaching Economics Education, with a maximum of 3-hours every week. They are immersed and exposed to different educational trainings, seminars, and higher studies, yet they still encounter difficulties in dealing with their subjects in terms of curriculum content, instruction, and assessment and evaluation, particularly in Economics Education.

In addition, there are no abundant research studies about Teachers' level of competency in Economics in terms of the three dimensions of education and on the major problems the teachers of this subject encounter most since its implementation from the Basic Education Curriculum 2002 until the advent of the implementation of the K-12 Basic Education Program. Moreover, few studies analysed the forms of assessment, both formative and summative, that teachers used in relation to the curriculum. Studies using a mixed methods approach to understand assessment practices and their relationships to pedagogy and student learning over time would fill this gap (Westbrook et al. 2013). This is applicable in the light of economics education as to its reflection of the problems cited above on the previous statements.

Thus, taking all aspects into consideration, the general goal of the study is to determine the competence of the Economic teachers, as well as problems they encounter in order to pro-

pose measures that could compensate difficulties in teaching Economics education particularly in the aspects of curriculum content, instruction, and assessment and evaluation procedures.

Methods

The study utilized both the quantitative and qualitative research approaches. The quantitative approach follows the descriptive-comparative design, where the profile, level of competency of teachers in terms of curriculum content, instructional implementation, and assessment and evaluation procedures as indicated by a test and survey questionnaires is determined. The qualitative approach gathered information as to the respondents' problems and difficulties in teaching and learning Economics course in terms of curriculum content, instruction, and assessment and evaluation procedures.

Result and Discussion

Profile of the Teacher-Respondents

Results show that a total of 44 economics teacher-respondents were included in this study, where the greatest numbers of economics teachers come from Santiago with about 18.2%, followed by Echague with 15.9%, Cordon with 13.6% and Jones with 13.6. The least number of economics teachers come from San Miguel, MLQNHS and San Isidro with 2.3 % each.

In terms of age, results indicate that among the 44 economics teachers-respondents, 65.9 % belong to the age group of 30-39, 29.5 % belong to age group of 20-29, 2.3 % belongs to age group 40-49, and 2.3 % belongs to age group 50-above.

According to sex, 65.9 % are female respondents while 34.1% are male respondents. In general, this indicates that secondary Economics teachers in Southern Isabela are dominated by females.

In terms of civil status, 20.5 % single and 79.5 % are married. Generally, it shows that majority of the teacher-respondents in the research locale are married individuals.

Among the 44 respondents, 77.3 % were passers of the Licensure Examination For

Teachers, and 22.7 % are passers of the Philippine Board Examination for Teachers. Overall, in terms of eligibility, it is clearly notable that all of the teacher-respondents are qualified enough to teach economics education as they have met the prescribed minimum requirement to teach.

Among the Economics teacher-respondents, 81.8% are bachelors' degree holders under the program of Bachelor of Secondary Education, 15.9 % have bachelors' degree in Elementary Education and 2.3% holds a Certificate in Teaching Proficiency.

Among the Economics Education teachers, 56.8 % are bachelor's degree holders, about 40.9 % have pursued their graduate studies (Masterate), while only one has a Doctorate degree. Some of the teachers interviewed have pursued Educational Management as their field of specialization in the graduate studies which is obviously not vertical with their bachelor's field of specialization due to that there is no accessible school that offers graduate Social Science/Economics related program in the province. However, there are still economics teachers enrolled in master's degree who took related degree courses in Economics like MAED-History and MAT in Social Studies. The data reveals that 56.8% are bachelor's degree holder. Furthermore, they reasoned out that the compromise and the bulk of academic and personal responsibilities obstruct them to pursue higher and advance courses in the academe.

About 93.2 % are teaching personnel, while 6.8 % are Master Teachers. This implies that most of the teacher-respondents are conventional classroom teachers who are involved in the academic instruction while the rest were teacher-administrative personnel doing research activities and exercising supervisory powers.

In terms of years of teaching economics education, about 38.7 % have longer teaching experience that belongs to the range of 15.00 years and above. 31.8% belong to the range of 1-5 years of teaching experience, followed by 13 or 29.5 % that belong within the range of 5-14 years of teaching experience. In this study, the data reveal that majority of the teacher-respondents are experienced teachers since they

have adequate teaching experience of more than fifteen (15) years.

Curriculum-Content Knowledge of Economics Teacher

This section presents the mean frequency and mean percentage of correct responses of Economics teachers as revealed by a test in Economics Education course. The table is divided into two major sections according to the nature and approach of studying Economics course: Microeconomics and Macroeconomics. Test items are capsulated under the different specific topic-cluster they are categorized with. Under the approach of Microeconomics, topics are clustered into four major subject-matter areas, a) Household Behavior and consumer choice, b) The production process, c) Utility, and d) Market structure. Macroeconomics approach includes a) Fiscal policy and exchange rate, b) Economic planning and development, c) Economics theories, and d) Issues in economic development.

Results show that the economics teachers in the Southern Division of Isabela: Area IV and Division of Santiago City displayed poor performance and competence in teaching economics education in terms of curriculum content to which they are rated "*Needs Improvement*". They encounter problems and difficulty dealing with the fundamental concepts and in major competencies of economics education course which include household behavior, the theory of the firm and production process, the basis of choice: utility, market structure, economic planning and development, theories in economics, fiscal policy and exchange rate, banking systems and regulations, and issues in economic development. However, the teacher-respondents fostered satisfactory competence in terms of household-firm relationship: the flow of production and in recognizing the relationship between aggregate demand and supply. Further, the result of the overall tabulated data regarding the performance of economics teachers in the light of the curriculum indicates that they need to further master the course and undertake refresher course activities and improving measures to further enrich their scope of knowledge competence shrouded in the curriculum.

Teacher's Level of Competence in Terms of Instructional Delivery and Implementation

Instructional delivery and implementation were categorized into four competencies, namely: (1) Methodological Competencies, (2) Instructional-Motivational Competencies, (3) Material Selection and Utilization Competencies, and (4) Instructional Process Competencies.

Generally, the teachers reported satisfactory performance in all the variables and core competencies of instructional praxis of which they are sharply rated as "Competent".

In terms of Methodological Competencies, the results show that the economics teachers reported "Competent". Of the three methodological skill variables and competencies, it is noted that the teacher-respondents were Very Competent which indicates that the teachers are proficient enough to execute lessons in economics education through situation-based instruction so as to attain desired meaningful learning outcome.

Teacher's Level of Competence in Teaching Economics in Terms of Assessment and Evaluation Procedures

Results reveal that the economics teachers were recounted "competent" in all the assessment and evaluation practices in teaching economic education course. As further shown in the table, the teacher-respondents had established satisfactory performance (competent) on 20 items identified assessment and evaluation skills and competencies.

Of these twenty assessment and evaluation skills and practices, it is noted that the economics teachers gave the highest rating on becoming effective in constructing a valid and reliable standardized test imbued with the procurement Higher Order Thinking Skills in economics. Also, among the twenty identified assessment and evaluation competencies, the economics teachers can easily and efficiently construct unconventional test anchored on the principle of higher order thinking skills.

With being effective on test construction, the respondents were rated "Competent" on

the following: administration of formative assessment e.g quizzes, hands-on experiences, oral presentations, and essays, in teaching-learning process of economics instruction, finding various ways and strategies of developing my understanding of Economics education, recognize intelligently the unethical, illegal, and other inappropriate assessment methods and uses of assessment information in teaching-learning economics education, determine perceptively and consider the results of the various educational assessment procedures as basis for designing assessment tools, regular administration of diagnostic test to students, being consistent in conducting summative test and on becoming conscientious in communicating assessment results to students, parents, other lay audiences, and other educators, diligently choosing and utilizing differentiated assessment and evaluation procedures considering the learning differences and persistently providing appropriate and timely feedback for students to help them monitor their own learning objectively through the use of rubric and other learning criteria and standards.

However, they achieved least performance on becoming aware and consistent in considering the level of formality of assessment and evaluation procedures in teaching-learning economics education. This observation indicates that the economics teachers found lacking and have the difficulty to contextualize and in fitting appropriate assessment and evaluation tools suited to the ability of the students.

With the difficulty on being aware of the level of formality of assessment and evaluation, the teacher-respondents are slightly competent in utilizing religiously assessment results as in making sound decisions, on being effective and objective in administering, measuring, and interpreting the results of employed assessment methods as well as in keeping empirically accurate records of each student's progress and level of learning, judiciously develop assessment methods relevant and correspond to the instructional decisions and objectives of economics education, on being cautious using effective and appropriate educational assessment procedures considering the diversity of

learners, being objective in selecting assessment and evaluation tools without any cultural and academic biases and discrimination and in constructing valid and reliable test items in economics course considering the three educational dimensions/domains of learning, systematic in conducting assessment procedures in teaching process of economics instruction, and on being organized in utilizing various educational assessment procedures.

Similarly, effectiveness in constructing test that procures higher order thinking tops among the other assessment and evaluation competencies and sub-skills. This observation indicates that they are knowledgeable and well-profiled in terms of constructing standardized test that is used to examine the extent of student's learning in the course. This can be associated to the factor that teachers are consistently attending seminars and training about education, specifically educational issues and trends, teaching strategies, writing action research, and other related training akin to test construction. Overall, it can be seen in the gathered data that all the presented variables are rated as "competent." This indicates that the respondents are proficient (competent) and can accurately assess and evaluate the students' learning progress in Economics Education subject, to which it is interesting to note as well. Moreover, the economics teachers in the Area IV of the Division of Isabela were competent in all the strands and practices of Assessment and Evaluation procedures which involve the selection of appropriate assessment and evaluation tools, the utilization of differentiated assessment tools to determine the weakness and strengths of the learners considering the individual differences, providing of feedbacks, the principles of test construction and administration, the validity and reliability of exams/tests, evaluation of test results, the conducting of types of assessment and evaluation in accordance with demands of time and of the students, objective evaluative measure in analyzing and interpreting the extent of learning of the students, and reflection on the obtained learning outcome and the extent of academic achievement of the students. Probably, the performance of the economics teachers as they were

rated as "competent" in the practice of Assessment and Evaluation is contrived with their teaching experience and knowledge on the practices of such educative process. Their length in service as economics teachers as shown in the previous table presentation would be a justification for them to execute and practice objectively and efficiently the procedures in assessing and making unbiased evaluation measure in measuring and judging the level of performance and achievement of the students. In addition, as they engaged every day with diverse nature of learners, perhaps their knowledge about practical ways on how to address the holistic needs of diverse students through assessment and evaluation procedures are honed resulting to a remarkable impact on their satisfactory competence in teaching economics education integral to valuation and diagnosing students' abilities and inclinations.

Problems of Economics Teachers in Terms of Curriculum Content, Instruction, and Assessment and Evaluation

It is recognizable that the Economics teachers in the Area IV of the Division of Isabela encounter perpetual problems and difficulties in subject-matter content on which these were attested by the respective teacher-respondents. These problems and compensatory mechanism of the teacher-respondents are enumerated and presented as follows:

Curriculum Content

1. Unfamiliarity of the subject-matter content
As opined by Teacher A of Echague National High School:

"I am not that so familiar with the subject and its concepts that is why I often find difficulty in the concepts of economics. In this regard, I usually sort to various learning materials like newly published textbooks, making internet-based researches, read journals and other reliable references".

2. Obsolete/outdated textbooks with erroneous information

Teacher B of Don Mariano Marcos National High School attested that:

"Typically, I only have limited knowledge of economics education because I am not that at

par with the new trends and information across the subject. To add, some of the concepts of the subject in line with the competencies of the newly implemented K-12 Basic Education Program are shallow in explanation to which it focuses more on to the proliferation of activities than deepening of principles which often result to insubstantial learning outcome. To cope with such problem, I usually tend to refer to other references with comprehensive explanation of concepts e.g. college references, making internet-based research, and reading relevant articles in economics education to further supplement the insufficiency of information”.

3. Difficulty in contextualizing economics education concepts

This is attested by Teacher C of Ramon National High School on which she claimed that:

“I am a non-major of social science/economics education. That is why I find difficulty in teaching the subject more often, especially the terminologies and concepts used are not explained contextually. Another problem is that the prescribed competencies of the discipline is too high on which they do not correspond to the ability and level of the students wherein from time to time it eventually results to poor learning results. To enhance my teaching technique and familiarity with the subject itself, I do make peer teaching, consulting other knowledgeable others to make comprehensive and group discussions, and continuously learning through web-based simple researches”.

4. Numerous/bulky instructional lessons and competencies

“My very problem in teaching economics education in terms of subject-matter content is that, there are many topics in a module wherein I cannot able to deliver and execute effectively due to the issue of time management. The bulk of lessons infused in learning materials creates excessive information to the students wherein as a matter fact, they cannot able to accommodate at all. In my point of view, it is better to include only the important topics/lessons relevant to the life of the students and to their needs. That is why most of the time, I read a lot from other references and economics books, make discussions

with my fellow economics teachers, and search other unfamiliar information from the internet”.

The attestation of the Economics teachers above revealed that, economics teachers must master basic economic concepts and give more emphasis to the advancement of knowledge competence among basic concepts of the subject towards to the realization of an effective economic education instruction in the K to 12 curricula. Furthermore, it is noted that because of the nature of teaching profession which numerous and loaded academic content and responsibilities, economics teachers do not have ample time for extensive review and study, hence, effective and knowledge proficiency is not assured of.

Instruction Implementation

1. Problem in terms of integrating technology in the teaching-learning process

Technology-based/integration instruction in economics education is still an issue and a problem to some of the respondents on which they revealed that they lack knowledge on the use of ICT in teaching-learning process. This was claimed by Teacher A of the Municipality of Echague, Isabela and Teacher B of the Municipality of Ramon, Isabela on which they stated that:

“As we all know, we are now in the 21st-century era and everything comes into stout continuous change. In terms of education, of course there are changes and innovations from which teachers and administrators should at par with just like the use of technology, curriculum review and revisions, and even the framework of our instructional philosophy and practice. As a traditional teacher, I am not that competent and knowledgeable in using technology in teaching, rather I am fonder of employing ‘chalk and board’ method which on my part is the easiest and accessible to use. However, I’m trying to learn how to use technology in teaching but as you can see now there are no technologies in the school. Another problem of mine is that, there is a lack of references from where we should get information and instructional activities in teaching the subject. Of course we have to become innovative in teaching where if possible we should

always remember to consider the use of technology in teaching, student's involvement, and the principle of eclectic method, but in reality, I usually stuck in traditional discussion/lecture method just to finish the lesson of the session without any assurance if learning really took place. All I can do to cope with such problem is that I typically refer to some other references to broaden up my knowledge in teaching economics education and sort to practical ways e.g. simple computer-generated instruction, use of multi-media, group activities (learner-centered), and others to improve my teaching performance".

2. Unavailability of teaching materials and references

In the same manner, Teacher B of the Municipality of Cordon, Isabela has also problems in teaching economics course to which he had elucidated and further confirmed:

"I have a huge dilemma in teaching economics education: whether the subject is to be taught as if like taken for granted: conventional mode of teaching or to sacrifice my own means and use my own expense to provide learning materials just to attend to their academic needs. I cannot do nothing else, only but by choosing between the two because even though the K-12 is implemented, still we are running out of references and learning materials, which in effect significant learning does not takes place. Students are just learning like they are 'out of the blue' on which at the end of the day, it actually results to poor score and low performance. This is of course a shame on my part, because I believe that if students fail, burden is on the teacher".

3. Misalignment of instructional activities

On the other way around, Teacher C of the Division of Santiago City has the same experience in terms of instructional problematic from which the center of his concern is on the nature of instructional design and its suitability to the learning abilities of the learners. He further explained that the suggested activities in the learning modules do not merely correspond to the learning capabilities of the learners which often results to difficulty in coping up with such prescribed instructional and learning competencies. Furthermore, he explicated that it is just an issue of time compromise wherein it

only adds the task of teachers to think and design other instructional activities suited to the holistic learning aptitude of the students. He further recounted that,

"Some Instructional Designs indicated in the learning module are not suited to the ability of the learner. It should be in line with the k to 12 Basic Education Program. Well, that is another problem again, because the competencies of the new education program are too advanced wherein the learners cannot able to cope with. Lack of knowledge about the use of technology in teaching, and of course, the lack of technology in schools just as here are perennial problems to be considered and addressed by our government. To further supplement my teaching economics education, I usually attend to seminar-workshops about innovative instructional practices. In addition, I also practice web-based research and the use of differentiated instruction e.g. games and simulations, outdoor activities, first-hand experience, etc. considering the diverse nature of my students. I also run-through the Localization of instructional materials for it really works towards the generation of learning".

4. Lengthy instructional activities shrouded in the learning materials

Teacher D of the Municipality of San Agustin, Isabela correspondingly affirmed his instructional problem that goes,

"The infused activities in the learning modules of economics are too lengthy wherein the students cannot able to accommodate at all the prospective competency suited to them".

Assessment and Evaluation

1. Difficulty of students in coping/dealing lessons with mathematical operations

The said problem is verified by Teacher A of the Municipality of Echague, Isabela which he stated that:

"The students were very slow in coping up lessons, especially if the topic involves mathematical problems/operations and analysis. It's difficult to adjust learning activities and assessment tools intended for the whole class because the distribution and sectioning of students is heterogeneous. Well, I have to address each students' needs and demands because the class size is big enough, so I usually tend to give assessment procedures depending on the inclination of

the students and on level of academic performance for them to be greatly benefited".

2. Difficulty in formulating analytical questions and incongruity between assessment tools infused in the learning modules and ability of the learners

Teacher B in the Municipality of Cordon, Isabela shared his experience and problem in assessment and evaluation in teaching economics education on which he recounted that:

"I have the difficulty in formulating good questions. Another problem is that the designed given assessment activities in learning modules of economics education do not at some extent corresponds to the ability of the students. The assessment and evaluation competencies are too advanced wherein the students finds to cope with such. To suffice my weakness and problem involves my desire in attending seminar-workshops about differentiated instructional and assessment methods to further refine my knowledge and competence in contextualizing evaluative activities parallel to the abilities of the students".

3. Suitability of the educational standards and competencies to the student's learning ability and cultural patterns and behavior

Teacher C in the Division of Santiago City has also encountered problem in terms of assessment and evaluation to which he had this to say:

"Actually, my dilemma is on choosing appropriate evaluation tool, I mean I find difficulty in terms of aligning educational standards to the level of the students. This is so because aside of the large number of my class, it is also a diverse class from which students have different and various interests and preferences. In addition, most of them came from different cultural communities and affiliations, in particular, Muslims, Kapampangan, Ilokano, Tagalog, Ibanag, and others. I consider it as a dilemma because in the first place, I have to be very objective in assessing and evaluating their learning and on providing tools without any grasp of discrimination especially the nature of economics education is practical on which they can actually be apply the lessons on own communities. To address such, I usually attend to educational fora and seminar-workshops about assessment and evaluation

procedures, especially in the case of multicultural classes. I also read journals and articles about assessment to further supply my knowledge about such. Moreover, I usually construct and administer NAT type of test to equally measure the extent of learning of the learners as well to realign the prescribed competencies to their level of academic achievement and performance".

The aforementioned opinions and experiences of the Economics teachers in terms of assessment and evaluation procedures are definite reflection of the actual learning environment in the research locale.

In general, Economics teachers in Area IV of the Division of Isabela, as well in the Division of Santiago City foster satisfactory performance as they were rated 'competent' in teaching economics education in terms of instructional design and implementation and assessment and evaluation procedures. Meanwhile, in terms of their knowledge and competence in curriculum content, they exhibit low competence on which academic measures to improve their subject-matter proficiency in such area is paramount and necessary.

However, despite their being instructional competent and their proficiency in assessing student's learning, problems and difficulties were still encountered by them as they teach economics education. Case of the point includes unfamiliarity to some economics concepts, language used and translation, abstract mathematical operations, vague and inconsistent terminologies, contextualization of concepts, and high level and too advanced academic requirements permeated in the learning modules were the enumerated problems and milestone of difficulties in terms of curriculum content. Likewise, unavailability of teaching materials, lack of books and references, technological lag and minimal knowledge on technology usage, and the inaccessibility of localized teaching materials and tools were the encountered hitches in terms of instructional design and implementation. Furthermore, in the course of Assessment and evaluation procedures, poor learning outcomes and low quizzes results, mismatch of assessment activities, too lengthy instructional

activities, dilemma in choosing indiscriminative assessment and evaluation tools, and the alignment of assessment activities in accordance with the level of proficiency and ability of the learners are the commonly encountered problems that affects their competence in teaching economics education.

The teachers-respondents then were agreeable to each other that undertakings such as reading some other references, searching information from the internet and exclusive websites, attending seminar-workshops about modern pedagogical practice in economics education e.g. ICT integration and incorporation to multiple kinds of educational technology, localizing and contextualizing teaching materials, resourcefulness in the selection of instructional tools, conducting peer teaching and group discussions, and planning relevant activities suited to the level of the students are their practical ways and measurable techniques to cope and address their problems as well to compensate their weakness in teaching economics education.

Proposed Output: Project Enhancement Program to Further Capacitate Economics Education Teachers

Prospective resolutions were aimed to revitalize and make significant curricular analysis, instructional reforms, and assessment and evaluation review which shall contribute to the improvement and enrichment of economics teacher's competence within Area IV of the Division of Isabela and to the Division of Santiago City.

Title of the Project/Program: ECON-TEAMS: Economics Teachers' Appraisal, Monitoring, and Support

Background and Rationale of the Proposed Plan

Economics education is an important component of social sciences discipline in the Philippine secondary education curriculum. It incorporates theories and principles by which students can think economically and practically, hence, a constituent of laboratory of life.

The collective perspective among economic educators is that high-school students learn the

most when: (1) teachers foster thorough knowledge and clear understanding to the content, (2) teachers are trained in teaching economics through a well-designed course, and (3) teachers utilize relevant high-grade curriculum activities, quality and responsive instructional materials, and excellent assessment and evaluation skills and practices. However, the economics teachers still encountered problems in difficulties in teaching economics on which their competence and teaching performance is compromised. In particular, such problems includes unfamiliarity of economics concepts, vague explanations, translation and contextualization of concepts, unavailability of teaching materials, lack of references and books, and high-level assessment tools and activities that are not incongruent with the learning ability of the students. Nevertheless, they are agreeable that the most effective way to cope with such problems and hitches are seminar-workshops, in-service training, engaging students into practical and experiential teaching-learning processes, ICT integrated teaching and the like. These are attested compensatory factors to strengthen their competence and to supply their shortcomings in teaching-learning process. As the research revealed that they are in need of improving measures to upgrade their competence in teaching economics specially in the light of curriculum content, thus technical assistance and specialized curriculum training must be provided. This purports the idea of planning and designing academic undertakings and measures to further enrich their teaching performance as reflective to the national and international standards of competence.

Based on this, the researcher developed a seminar-workshop and training focused on robust economics content mastery, interactive instruction discussion centered on new trends of 21st-century education theories and practices, and lesson demonstrations. The special features of the program are its emphasis on economics education across the curriculum, pedagogy, and assessment and evaluation procedures. It is on these grounds and reasons that this project was crafted for the economics teachers.

Objectives

This project was designed with the following specific objectives:

1. To advance the level of competence among economics teachers in terms of their teaching roles across curriculum content, pedagogical praxis, and assessment and evaluation dealings;
2. To revitalize their curriculum knowledge, pedagogical skills, and assessment and evaluation techniques in line with national and global standards;
3. To improve or re-familiarize the fundamental concepts and basic principles and theories in economics education; and
4. To expose economics teachers to effective new trends and innovative teaching practices and approaches in economics education.

Expected Outcome

After the implementation of the designed enhancement program, economics teachers in Area IV of the Division of Isabela and at the Division of Santiago City are expected to become:

- a. More advanced and knowledgeable about various topics in Economics Education;
- b. Confident to teach the subject due to that they are well-trained and have remastered the fundamental concepts, principles, and theories of the discipline;
- c. Proficiently innovative in their pedagogical and assessment practices and approaches as well as in the selection of instructional materials;
- d. Exceptionally competent along the three areas (curriculum, pedagogy, and assessment and evaluation) of teaching-learning process; and
- e. Contributor in producing economically literate and analytical students who were taught a lesson by well-rounded economics teacher reported that the lesson was memorable, well-prepared, and applicable to their life.

Findings of the Study

Economics teachers in Area IV of the Division of Isabela and of the Division of Santiago City are female-dominated and

belonging to the age group of 30-39 on which most of them are married. Bachelor's degree holders dominate the group and most of them are teaching personnel, mostly ranked as Teachers I and III. In addition, in terms of field of specialization, the research revealed that most of them are majors in social sciences which economics education is one of its strands. In terms of the number of years in teaching, most have been in the profession for more than 15 years.

As to the curriculum-content knowledge of the Economics teachers, test result shows that Economics teachers have lack of knowledge about the subject-matter, hence, are not competent in terms of dealing with fundamental concepts in economics education. They encounter conceptual difficulties and problems in economics as written in textbooks and available learning materials, and they attested unfamiliarity with some terminologies due to lack of contextualized explanations. Furthermore, vague concepts and textual errata were also encountered in learning materials which ultimately create misconceptions.

As to the level of competency in terms of instruction and assessment and evaluation procedures, Economics teachers assessed themselves to be proficient and competent across four areas of Instructional Design and Implementation like (a) Methodological Competence, (b) Material Selection and Utilization, (c) Instructional Motivational Competence, and (d) Instructional Processes and practices. Though proficient and competent in terms of Instructional Design and Implementation, they attested that instructional problems in teaching economics education were still encountered by them such as lack and unavailability of teaching materials either technology (ICT, LCD, Projector, charts, etc.) or traditional instructional materials, language issues as to what medium of instruction should be utilized in teaching economics especially in contextualizing unfamiliar terminologies, lengthy and inappropriate instructional activities, lack of references, lack of knowledge in employing technology-based instruction,

and the issue and compromise of time in planning relevant activities.

Results also revealed that the Economics teachers assessed themselves to be proficient and competent across practices of Assessment and Evaluation procedures. Though proficient and competent, they still encounter problems in assessing the extent of student's learning as confirmed by them such as the continuance of prevalence of slow learners, art of questioning techniques, the selection and utilization of objective assessment and evaluation tools, the level of competence of the prescribed competencies imbued in the learning modules, and the alignment of educational assessment and evaluation activities to the three dimensions of learning among students. The Economics teachers are sorting and referring to variety of sources like journals and magazines, other economics textbooks, internet, and websites to further broaden up their knowledge, teaching performance, and enhance their level of competence in teaching economics education.

Conclusion

1. Economics teachers in Area IV of the Division of Isabela and Santiago City are relatively qualified to teach economics education in terms of age, educational attainment, years of experience in teaching economics, and teaching position;
2. Generally the economics teachers are found wanting in terms of curriculum competence in economics course or topic contents. This is attributed to not having enough specialization or training in the field of economics;
3. The economics teachers are proficient and adaptable with instructional design and implementation such as in methodological competence, material selection and utilization, instructional motivational competence, and instructional processes and practices. They also see themselves to be proficient and competent across practices of assessment and evaluation procedures; although proficient and competent, they still encounter problems in assessing the extent of student's learning as confirmed by them such as the continuance of prevalence of slow learners, art of ques-

tioning techniques, the selection and utilization of objective assessment and evaluation tools, the level of competence of the prescribed competencies imbued in the learning modules, and the alignment of educational assessment and evaluation activities to the three dimensions of learning among students; and

4. The proposed plan is seen as relevant in enhancing the curriculum competence of economics teachers as well as their instructional design and implementation and assessment and evaluation.

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