The Project- Based Learning (PBL) Approach in Secondary Social Studies Instruction at Zone 2, Division of Zambales, Philippines

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Abstract— Essential to Project-Based Learning (PBL) approach is the notion that learning is most effective when learners put theory into practice. This study established what PBL approach in teaching Social Studies can contribute in students' skills and competencies and determined the difficulties (teacher's capability, classroom management and assessment of project) in the utilization of PBL as perceived by teachers in public secondary schools in Zone 2, Division of Zambales, Philippines which was conducted during the second quarter of the school year 2017-2018 among 132 Social Studies teachers. The study made used of descriptive quantitative research design with survey questionnaire as the main research instrument. The data was processed using descriptive and inferential statistical tools. The study concludes that utilizing the PBL approach in teaching Social Studies allows learners to develop skills and competencies such as team work/collaboration, increased motivation, self-esteem and self-discipline. It was found that the frequently observed and encountered difficulty in the utilization of PBL approach was teacher's capability aspects specifically adopting to not totally familiar learning perspective which significantly focus on the students learning process and perceived preference to teacher-centered strategies. The respondents also met classroom management issues and difficulties in assessment of outputs and projects. The analysis of variance test revealed that there is a significant difference on the perceived teacher's capability challenges in utilizing PBL as to teachers' specialization and length of service; significant on classroom management challenges as to teachers' area of specialization and sex; and significant on assessment of outputs/works challenges as to teachers' area of specialization.

Index Terms— Difficulties, Project-Based Learning (PBL), Public Secondary Schools, Social Studies, Skills and Competencies,

1 INTRODUCTION

The Kto12 Basic Education Program in the country requires the schools and educators to help students today build important life skills in order to help them to succeed in our more advanced time. Moylan [1] argued that teachers should maintain a setting wherein learning takes place and help students acquire new set of skills to participate in the advancing workplace. This discussion evidently supports the provision in Article III, Section 1 of the Code of Ethics of Professional Teachers [2] which states that "a teacher is a facilitator of learning and the development of the youth; he shall, therefore, render the best service by providing an environment conducive to such learning and growth." The Social Studies Program contributes in the realization of this policy since Social Studies educators help students to grow (academic, skill and behavior sense). The National Council for Social Studies (NCSS) stressed that Social Studies teachers promote among students the civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.

With Social Studies education, students improve their values, inquiry, problem solving, critical thinking and decision making skills in social issues, therefore authentic activities and learner centered instruction should be highly considered and utilized [3]. One of this learner centered approaches is Project Based Learning (PBL). DepEd Order No. 8 [4], Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program, the Performance Task Component of the Summative Assessment allows learners to show what they know and are able to do in diverse ways. They may create products or to do tasks. This Component in Social Studies was given bigger weight in determining the quarter grade of the students (Written Work 30%, Quarter Assessment 20% and Performance Task 50%). Simulations, role play, portfolio, student presentation, map construction, research work and many others are outputs and tasks which are produced by students in project based setting and processes, therefore the very essence and objective of the Project Based Learning (PBL) approach which are authentic activities, child centered, output and performance oriented are highly considered and emphasized in determining academic achievement and performance of students in the high school level.

Project Based Learning is needed to ensure student success and ability to compete in today's society [5]. Wagner believes that schools and teachers need to be focusing their curriculum around critical thinking and problem solving skill building instead of how to memorize facts for multiple choice tests. Ilter [6] argued that Project Based Learning in a Social Studies classroom provides a venue for teachers to use projects for skill building activities tied to the curriculum, while allowing students to experience their education in a variety of beneficial ways. Moylan [1] claimed that PBL has been identified as a key methodology for closing the gap between current student learning and developing the necessary 21st century knowledge and skills. Licht [7] argued that PBL is essential to teaching the 21st century skills of critical thinking, communication, collaboration, and creativity.

Like other teaching approaches, PBL face difficulties in its implementation [8]. Unequal division of labor and students' poor attendance or dropping out were significant issues identified by Gibbes & Carson [9], lack of experience and understanding of the value of collaborative work [10] and adapting to an unfamiliar student-centered approach and work management shifts [11] were some of the identified and observed proofs of difficulties utilizing the PBL approach and have to be

addressed by the teachers and administrators for the students to maximize PBL benefits. This study therefore was conceptualized to contribute to the literature on PBL approach as regard to its benefits and drawbacks. Moreover, it is hoped that readers and educators further understand the valuable contribution of the PBL as a student-centered approach that aims to improve the academic achievement, enhance awareness and responsiveness to social problems and acquire life skills since these are what Kto12 Basic Education Program wants to pursue and achieve for its learners.

The findings of the study hope to contribute something new and different to the resources that are already written in order to help further establish PBL as innovative approach in the 21st century Social Studies classrooms. With the findings, curriculum planners and school administrators would have empirical and vital evidence as regard to the advantages of PBL approach in Social Studies and of the difficulties met by their teachers of carrying out the PBL. Through their leadership, they may prioritize PBL environment in Social Studies in their respective schools. On the other hand, teachers would be more responsive on the difficulties identified towards improved Social Studies instruction. With these, the academic community would work hand in hand to look/identify ways to further enhance the use of PBL and overcome the challenges at hand.

2 Objectives of the Study

This research study aimed to ascertain the skills and competencies which can be developed by students in the usage of Project-Based Learning (PBL) approach in teaching Social Studies and the difficulties in the utilization of PBL as perceived by Social Studies teachers at public secondary schools in Zone 2, Division of Zambales, Philippines.

Specifically, the study sought to; identify the profile of the teacher-respondents terms of sex, specialization, academic rank/position, highest educational attainment and length of years in service; determine the skills and competencies which can be developed by students from the utilization of Project-Based Learning (PBL) in teaching Social Studies; describe the difficulties of utilization of Project-Based Learning (PBL) in Social Studies instruction in terms of teacher capability aspect; classroom management aspect and assessment of works/outputs aspect; and test the difference on the perceived difficulties in the utilization of Project Based Learning in teaching Social Studies when grouped according to teacher-respondents' profile.

3 Materials and Methods

This study employed descriptive research method with the survey questionnaire as the research instrument. Descriptive research as described by Salaria [12] involves and employs the process of inquiry, interpretation and attempts to develop knowledge.

The study was conducted during the first quarter of the academic year 2017-2018 among the Social Studies teachers of public secondary schools of Zone 2, Division of Zambales, Philippines. All Social Studies teachers employed in Zone 2 were included as participants. A total of one hundred thirty-two (132) teachers were identified.

The instrument used in gathering the data for the study was survey questionnaire. The questionnaire provides a convenient way of gathering information from a target population. The survey questionnaire was developed by the researchers after an intensive literature review most especially of the works of Harmer & Stokes [13], The Benefits and Challenges of Project-Based Learning; and DepEd Order No. 8 [4] Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program. First part of the questionnaire focused on the profile of the teacher respondents. The second part of the questionnaire determined the students' skills and competencies which can be developed from the utilization of Project-Based Learning (PBL) in teaching Social Studies lessons. This category consists of 10 items. Respondents answered on a 5point Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Assessment on the difficulties of employing Project-Based Learning (PBL) categorized into Teacher Capability, Classroom Management and Assessment of Output and Works Aspects was the third part of the research instrument. Each of the aspects of difficulties has 10 items and with 5point Likert scale ranging from 5 (Always) to 1 (Never). The instrument in its first draft was checked by panel of experts in professional education courses in Ramon Magsaysay Technological University (RMTU), Iba Zambales, Philippines. Their expertise was sought in terms of the extent of clarity and appropriateness of the indicators. The proposed amendments cited by the examiners in their recommendations were highly considered in the finalization of the research instrument. Pilot test was conducted to further ensure the validity and reliability of the research instrument.

The researchers secured the approval from Schools Division Superintendent of Department of Education (DepEd) Division of Zambales, Philippines to administer the survey questionnaire to the Social Studies teacher respondents to public secondary schools in Zone 2 (Municipalities of Botolan, Iba and Palauig). Figures and data which were collected from the survey questionnaires were analyzed, interpreted and summarized accordingly. The statistical treatment of this study utilized descriptive tools such as percentage, frequency count and mean. ANOVA was used as inferential statistics.

4 Results And Discussion

Table 1 shows the frequency and percentage distribution on the teacher-respondents' profile as to sex, area of specialization, academic position, highest educational attainment and length of years in the service.

Out of one hundred thirty-two (132) teacher-respondents, 42 or 31.80% are males and 90 or equivalent to 68.20% are females. This means that the majority of the teacher-respondents of the present study is represented by women. As for the result on teachers' area of specialization, 17 or 12.90% are majors in History; 38 or 28.80%, Political Science; 2 or 1.50%, Social Science, 59 or 44.70, Social Studies and 16 or 12.10% who specialized in other discipline. This result signifies that the respondents are teaching aligned with their specialization.

Table 1
Frequency and Percentage Distribution on the Respondents Profile Variables

Sex	Frequency (f)	Percentage (%)
Male	42	31.80
Female	90	68.20
Total	**132**	**100.00**
Area of Specialization		
History	17	12.90
Political Science	38	28.80
Social Science	2	1.50
Social Studies	59	44.70
Others	16	12.10
Total	**132**	**100.00**
Position		
Teacher 1	63	47.70
Teacher 2	54	40.90
Teacher 3	9	6.80
Master Teacher 1	6	4.50
Total	**132**	**100.00**
Highest Educational Attainment		
BS Degree	14	10.60
BS Degree with MA units	94	71.20
Master's Degree	21	15.90
Master's Degree w/ Ed. D. Units	3	2.30
Total	**132**	**100.00**
Length of Years in the Service		
1-5	51	38.60
6-10	66	50.00
11-15	8	6.10
16-20	2	1.50
21-25	4	3.00
31 and above	1	0.80
Total	**132**	**100.00**
Mean of Years of Service	**7.12**	

On academic position, majority with 63 or equivalent to 47.70% are Teacher 1 followed by 54 or 40.90% who are Teacher 2. Teacher 1 position constitute the largest percentage of respondents in the present study. Finding of de Guzman, Ababan & Gallardo [14] with respect to public teachers' academic position is consistent with the present study's result which indicates that most of the teacher were Teacher I. As for the result on highest educational attainment, an overwhelming majority of 94 or equivalent to 71.20% are BS with Master's units followed by 21 or 15.90% holders of Master's degree. This clearly suggests that the teacher-respondents pursues advanced education and manifests an evidence that teachers comply with the Department of Education's (DepEd) call for continuous education by enrolling in graduate programs. The result for length of years in the service shows that 66 teachers or half of the population (50.00%) had served for 6-10 years followed by 51 or 38.60% who had served for 1-5 years. The computed mean on length of service was 7.12 years suggesting that the teachers are quite new in the teaching profession.

Assessment on the Skills and Competencies Developed from Utilization of Project Based Learning (PBL)

Table 2 shows the respondents' weighted mean, qualitative interpretation and ranking assessment on skills and competencies developed from the utilization of Project Based Learning (PBL).

The respondents assessed strongly agree on indicators (1), Team work/collaboration, with computed weighted mean (WM) of 4.57 and ranked 1st; (2) Increased motivation (WM=4.25, ranked 2nd); (7), Increased self-esteem and self-discipline (WM=4.21, ranked 3rd) and (3), "Subject knowledge and deep understanding" (WM=4.20, ranked 4th).

Table 2
Perceived Assessment on Skills and Competencies Developed from the Utilization of Project Based Learning (PBL)

Indicators	WM	QI	Rank
1. Team work/collaboration	4.57	SA	1
2. Increased motivation	4.25	SA	2
3. Subject knowledge and deep understanding	4.20	SA	4
4. Application of knowledge in practice	4.09	A	7
5. Time and project management	4.11	A	5.5
6. Problem solving skills	4.08	A	8.5
7. Increased self-esteem and self-discipline	4.21	SA	3
8. Resourcefulness, creativity and uniqueness	4.11	A	5.5
9. Creative/Innovative thinking and critical thinking	4.05	A	10
10. Inter-personal skills and social relations	4.08	A	8.5
Overall Weighted Mean	**4.10**	**Agree (A)**	

The Social Studies teacher-respondents strongly agreed that Project-Based Learning (PBL) allows and assures development of students' skills and competencies such as team work and collaboration; increased enthusiasm, self-esteem, self-will and deeper subject knowledge and understanding. This result signifies that PBL is an approach in teaching and considered most effective when students put theory into practice, a learning through task-oriented problem solving performance and working on projects that closely tied to Social Studies Program objectives. Findings of the present study supports previous literatures. PBL enhances the students' interest, motivation, engagement and collaborative skills [15], improve students' intrinsic motivation to learn [16], increased students understanding due to increased student collaboration and authentic-

ity [17], improved outcomes and collaboration skills through PBL than traditional instruction [18].

Educators in Social Studies may develop Project Based Learning environment wherein students can succeed academically [6] and construct their content knowledge effectively through projects [3]. Moreover, in PBL, students often understand deeply, remember and retain what they learn than from traditional instruction ([19] and gain a deeper appreciation for the subject [20].

The respondents assessed agree on indicators (5), Time and project management and 8, Resourcefulness, creativity and uniqueness (WM=4.11, ranked 5.5th) respectively; (4), Application of knowledge in practice (WM=4.09, ranked 7th); indicator 6, Problem solving skills and (10), Inter-personal skills and social relations (WM=4.08, rank 8.5th) respectively; and (9), Creative/Innovative thinking and critical thinking (WM=4.05, ranked 10th). The Social Studies teacher-respondents also agreed that students develop competencies and skills such as management of time for project accomplishment; ingenuity and uniqueness; problem solving and social skills; and creative and critical thinking because of their involvement and practice of PBL. Project-Based Learning (PBL) provides meaningful learning for students by engaging in projects [15]. Aside from gaining a significant amount of knowledge, for Zhang, Peng & Hung [21] and Mergendoller, et. al. [22], project-based and collaborative project allowed students to practice of higher-order thinking, critical thinking, problem solving and research skills. Moreover, the study of [18] concludes that PBL helps students improve attitudes towards learning, and promotes social learning [15].

The computed overall weighted mean (OWM) was 4.10 with verbal interpretation of Agree. The teacher-respondents agreed that PBL can contribute to the development of different skills and competencies of students in order to grow or progress (academic and behavior sense).

Assessment on the Level of Difficulty in Utilizing Project Based Learning (PBL) in terms of

Teacher's Capability Aspects

Table 3 shows the respondents' weighted mean, qualitative interpretation and ranking assessment on the level of difficulty in the Utilizing Project Based Learning (PBL) as to teacher's capability aspects.

The respondents assessed frequent on indicators (3), Requires teachers to adopt a "learning perspective" and focus on the "students" learning process with computed weighted mean (WM) of 4.12 and ranked 1st; (4), Adapt to new and unfamiliar teaching methods and facilitation of group work (WM=3.96, ranked 2nd) and (1), Preference for traditional teaching styles or more teacher centered strategies (WM=3.87, ranked 3rd). Results revealed that the frequently observed and encountered teacher capability difficulty in the utilization of PBL by the Social Studies teachers were on accepting a shift of perspective from traditional concept of teaching to students' centeredness of instruction in which students take responsibility of own learning. Moreover, the need to be aware and knowledgeable on the nature, dimensions and dynamics of project-based learning. A teacher is the heart of successful Project-Based Learning (PBL) most especially in their ability to support and direct students in the accomplishment of different tasks in different topics in Social Studies Program. But previous studies showed that PBL implementers met some notable challenges. Implementation of Project-Based Learning (PBL) is difficult according to Tally [23] because of the tendencies of teachers to control the flow of information and the difficulty to balance the need for student to work with independence and teachers' involvement. Ertmer & Simons [24] concludes that adjusting from a directive to a facilitative role was a distinct difficulty in PBL implementation.

Table 3
Perception on the Level of Difficulty in the Utilizing Project Based Learning (PBL) as to Teachers Capability Aspects

Teacher Capability Aspects	WM	QI	Rank
1. Preference for traditional teaching styles or more teacher centered strategies	3.87	F	3
2. Teachers are forced to re-examine their pedagogical views behind PBL to avoid conflicts with deep seated teacher beliefs	3.71	F	7.5
3. Requires teachers to adopt a "learning perspective" and focus on the "students" learning process	4.12	F	1
4. Adapt to new and unfamiliar teaching methods and facilitation of group work	3.96	F	2
5. Limited techniques in maintaining motivation among pupils	3.66	F	9
6. Difficulty of choosing a project which can accommodate variations in student numbers	3.71	F	7.5
7. Handle unfinished work or task because of member's (student) poor attendance	3.74	F	6
8. Handle resentment of student if not provided an outline work and contribution of work is not equal	3.65	F	10
9. Demand significant time from teachers in terms of guidance	3.84	F	5
10. Teacher raised their students in a traditional classroom and have been recipients of knowledge, not generators.	3.85	F	4
Overall Weighted Mean	**3.83**	**Frequent (F)**	

The respondents also assessed frequent on indicators (10), Teacher raised their students in a traditional classroom and have been recipients of knowledge, not generators (WM=3.85, 4th rank); (9), Demand significant time from teachers in terms

of guidance (WM=3.84, ranked 5th); and (7), Handle unfinished work or task because of member's (student) poor attendance (WM=3.74, ranked 6th). Results revealed that the Social Studies teachers found difficulty in shifting the classroom from traditional to student-centered and demands from teachers' close supervision and guidance and monitoring of students' product, performance and attendance. Project-Based Learning classroom according to Licht [7] stressed the importance of students' tasks and the critical role they play in learning. On the other hand, the study of Ertmer & Simons [24] have noted that central to PBL was creation of culture of collaboration and teamwork and scaffolding of learning, hence, implementation should be done through close supervision, monitoring and guidance.

The respondents also assessed frequent on indicators (2), Teachers are forced to re-examine their pedagogical views behind PBL to avoid conflicts with deep seated teacher beliefs, and (6), Difficulty of choosing a project which can accommodate variations in student numbers (WM=3.71, ranked 7.5th) respectively; (5), Limited techniques in maintaining motivation among pupils (WM=3.66, ranked 9th) and (8), Handle resentment of student if not provided an outline work (WM=3.65, ranked 10th). Re-examining and considering instructional views and beliefs in PBL, choosing projects for different students and sustaining students' motivations and handling students' predicaments related to given task were also difficulties met by Social Studies teachers in PBL utilization. Result of the present study supports the finding of Harris [25] who revealed that some teachers also struggle to transform their entrenched beliefs particularly allowing students to be responsible and see their interest and explore those through activities and projects. On the other hand, identifying and developing appropriate problems and project were also noted as time-intensive [26], unequal division of work and students' poor attendance were significant concerns identified in the practice of PBL [11], students' resentment when not given the needed materials to work into [9] and resentment between students regarding unequal contribution of work [27].

The computed overall weighted mean (OWM) was 3.83 with verbal interpretation of Frequent. The Social Studies teacher respondents frequently observed and encountered teacher capability difficulties in the utilization of Project Based Learning (PBL).

Classroom Management Aspects

Table 4 shows the respondents' weighted mean, qualitative interpretation and ranking assessment on the level of difficulty in utilizing Project Based Learning (PBL) as to classroom management aspects.

The respondents assessed frequent on indicators 6, Materials for the project needs to be carefully planned with a weighted mean (WM) of 3.96 and rank 1st; and (1), Demand bigger space for the accomplishment of output, tasks and performances, and (7), Demand more time from students to work on the project (WM=3.86, 2.5th rank) respectively. Results revealed that the most often observed and encountered difficulties of Social Studies teachers in terms of management of classroom in PBL were on planning of needed materials for the project, and demands for spacious work place and enough time on the part of the students to complete their work. The use of instructional materials is an indicator of a successful teaching and learning process. According to Gutierrez, et al. [26], it needs proper planning and preparation before sharing the learning content to the students. Time and resource intensive nature of Project-Based Learning (PjBL) were significant challenges identified by Harmer & Stokes' [13] study.

Table 4
Perception on the Level of Difficulty in the Utilization of Project Based Learning (PBL) as to Classroom Management

Classroom Management Aspects	WM	QI	Rank
1. Demand bigger space for the accomplishment of output, tasks and performances	3.86	F	2.5
2. Limited resources such as materials and teaching aids	3.80	F	4
3. Conflict among members (students) in the accomplishment and/in doing the project	3.77	F	8.5
4. Demand more time in identifying and developing appropriate problems and projects	3.77	F	8.5
5. Accomplishment of projects or activities can overran classes	3.73	F	10
6. Materials for the project needs to be carefully planned	3.96	F	1
7. Demand more time from students to work on the project	3.86	F	2.5
8. Worried about time management as projects or activities overran deadlines	3.78	F	6.5
9. Limited instructional resources, equipment and work space	3.79	F	5
10. Larger group sizes, which complicated communication and division of work	3.78	F	6.5
Overall Weighted Mean	**3.81**	**Frequent (F)**	

Assessed frequent by the respondents were indicators (2), Limited resources such as materials and teaching aids (WM=3.80, 4th rank); (9), Limited instructional resources, equipment and work space (WM=3.79, rank 5th), (8), Worried about time management as projects or activities overran dead-

lines and (10), Larger group sizes, which complicated communication and division of work (WM= 3.78, rank 6.5th). Limitation of instructional resources and work space inside the classroom or within the department; worries of overrunning deadlines, large sizes of groups, and communication and division of work issues were also found to be difficulties of PBL utilization in Social Studies. In a specific cooperative learning method is chosen, according to Adams [28], teachers should also assess the mastery of learning materials by the students on a group and individual basis. On the other hand, Stauffacher, et al. [29] found that group work was frequently identified as the most significant challenge faced by learners undertaking Project-Based Learning. The difficulties with group work according to Joyce [30] are attributed to large group sizes, which complicated students' interaction and division of work.

Also assessed frequent by the respondents were indicators (3), Conflict among members (students) in the accomplishment and/in doing the project and (4), Demand more time in identifying and developing appropriate problems and projects (WM=3.77, 8.5th rank) respectively; (5), Accomplishment of projects or activities can overrun classes (WM= 3.73, ranked 10th). Conflict among team members, time spent in identifying appropriate topics and problems for projects and management of time in accomplishing projects were issues and difficulties also found by the teachers when PBL is used in teaching Social Studies. The study of Gutierrez, et al. [26] and Meehan & Thomas [8] also found that the respondents observed conflict among students who are members of the PBL group. Danford' [31] study proved that identifying and developing appropriate problems and projects are noted as time-intensive may and may overran classes.

The computed overall weighted mean (OWM) was 3.81 with qualitative interpretation of Frequent. The Social Studies teacher respondents frequently observed and encountered difficulties on the classroom management aspect of Project Based Learning (PBL) utilization.

Assessment of Output/Work Aspects

Table 5 shows the respondents' weighted mean, qualitative interpretation and ranking assessment on the level of difficulty in utilizing Project Based Learning (PBL) as to assessment of output/work aspects.

The respondents assessed frequent in indicators (2), Validity and reliability of assessment results have to be considered with weighted mean (WM) of 3.81 and was ranked 1st; (9) Know how to convert student's works and output into grade so as to give them the rating they deserved (WM=3.84, rank 2nd); and (1), Relevant projects have to be chosen, adjusted or designed to meet the project standards (WM= 3.80, 3rd in rank). The most frequently observed and encountered difficulties in the assessment of output/work of students in PBL by the Social Studies teachers were on the validity and reliability of assessment results, converting the rating of students' output into grades and identifying relevant projects that should meet the standard of the Social Studies program. The result is consistent with Guliker, et al. [32] who claimed that assessment tools should be valid and reliable to assure that the assessment of students' output were made in accordance to the principles and rules of assessment. Tally [23] stressed that authentic assessments are difficult to design and for Lai [33], assessment for project and performance based have lower reliability and generalizability than selected-response items because of efficiency issues between the two task types.

Table 5
Perception on the Level of Difficulty in the Utilization of Project Based Learning (PBL) as to Assessment of Output/Work Aspects

Assessment of Output/Work Aspects	WM	QI	Rank
1. Relevant projects have to be chosen, adjusted or designed to meet the project standards	3.80	F	3
2. Validity and reliability of assessment results have to be considered	3.86	F	1
3. Develop an assessment instrument since they cannot find rubric sample from books or internet	3.64	F	9
4. Limited time in the preparation of rubrics, rating scale and rating sheets	3.65	F	8.5
5. Objective assessment were unexpected and students was given underserved high or low mark	3.58	F	10
6. Analysis and assessing works and outputs take lot of time	3.73	F	5.5
7. Limited approach to the interpretation of data obtained from rubrics, rating scale and rating sheets	3.65	F	8.5
8. Testing accountability requirements have to be considered and met	3.76	F	4
9. Know how to convert student's works and output into grade so as to give them the rating they deserved	3.84	F	2
10. Assessment of the prepared tasks and output done by students take long time because of crowded classes.	3.73	F	5.5
Overall Weighted Mean	**3.72**	**Frequent (F)**	

The respondents also assessed frequent on indicators (8), Testing accountability requirements have to be considered and met (WM=3.76, rank 4th), (6), Analysis and assessing works and outputs take lot of time and (10), Assessment of the prepared tasks and output done by students take long time because of crowded classes (WM=3.73), 5.5th in rank respectively. Considering the required testing responsibility and taking a lot of time to assess students' products and performances in

PBL were also problems met by the Social Studies teachers. Parallel to the result was Metin's [34] who reveals that not being able to determine appropriate assessment criteria for the subject and taking long time for the assessment were problems in the assessment of PBL outputs.

Also assessed frequent by the respondents were indicators (4), Limited time in the preparation of rubrics, rating scale and rating sheets and (7), Limited approach to the interpretation of data obtained from rubrics, rating scale and rating sheets (WM=3.65), ranked 8.5th respectively; (3), Develop an assessment instrument since they cannot find rubric sample from books or internet (WM=3.64, rank 9th) and (5), Objective assessment were unexpected and students was given underserved high or low mark (WM=3.58, rank 10th). The Social Studies teachers also experienced time limitation in developing and preparing alternative assessment tools for PBL outputs as well as giving of objective interpretation of the results of assessment. These findings support Metin's (2013) whose teacher-respondents also encountered problems while determining and assessing the assessment criteria and interpreting on the product and performance and output. Stauffacher, et al. [28] found the lack of clarity around assessment creates uncertainty for students and Chun [35] revealed the inconsistencies of assessment types adopted in different class levels and subjects.

The computed overall weighted mean (OWM) was 3.72 with qualitative interpretation of Frequent. The Social Studies teacher respondents frequently observed and encountered difficulties on the assessment of outputs/works of students in Project Based Learning (PBL).

Table 6
Summary Table on the Perceptions towards Level of Difficulty in the Utilization Project Based Learning (PBL)

Aspects of Difficulties	OWM	QI	Rank
Teacher Capability Aspects	3.83	F	1
Classroom Management Aspects	3.81	F	2
Assessment of Output/Work Aspects	3.72	F	3
Grand Mean	**3.79**	**F**	

Table 6 shows the summary table on the responses towards level of difficulty in utilizing project based learning (PBL). The respondents assessed Frequent on teachers' capability aspect with overall weighted mean (OWM) of 3.83 and was good as 1st rank; classroom management aspects (OWM= 3.81, ranked 2nd) and assessment of output/work aspects (OWM=3.72 and 3rd in rank). The computed Grand Mean on the level of difficulty in the utilization of Project Based Learning (PBL) was 3.79 with qualitative interpretation of Frequent. The teachers frequently observed and encountered Teacher Capability aspects of difficulties in the utilization of PBL in Social Studies instruction.

Test of Differences on Level of Difficulty in Utilizing Project Based Learning (PBL)

Table 7 shows the Analysis of Variance to test differences on the perception towards level of difficulty in utilizing Project Based Learning (PBL) as to Teachers' Capability, Classroom Management and Assessment of Output/Work aspects when grouped according to profile variables.

Table 7
Summary of ANOVA to Test the Differences on Perceived Level of Difficulty in the Utilization of Project Based Learning (PBL) when grouped according to Profile Variables

Sources of Variations	Teachers' Capability Aspects		Classroom Management Aspects		Assessment of Output/Work Aspects	
	F	Sig.	F	Sig.	F	Sig.
Sex	0.639	**0.426**	5.423	**0.021***	0.565	**0.454**
Area of Specialization	4.286	**0.003***	11.123	**0.000***	11.179	**0.000***
Academic Position	2.126	**0.100**	2.516	**0.061**	1.214	**0.307**
Highest Educational Attainment	1.468	**0.226**	0.871	**0.458**	0.485	**0.693**
Length of Years in the Service	3.956	**0.002***	0.719	**0.610**	1.120	**0.353**

****Significant***

For the result on the Techers' Capability aspects, the computed significant values of sex (0.426), academic position (0.100) and highest educational attainment (0.226) which are higher than 0.05 alpha level of significance, therefore the null hypothesis is accepted, hence there is no significant difference on the perception. On the other hand, the significant values of area of specialization (0.003) and length of years of service (0.002) are lower than 0.05 alpha level of significance, therefore the null hypothesis is rejected, hence there is significant difference on the perception towards teachers' capability aspect when the respondents are grouped according to area of specialization and length of service. There exists dissimilarity of teachers' perception on the difficulties in the teachers' capability aspects of PBL used in teaching Social Studies lessons. Teachers' different area of specialization and accumulated years of teaching were the identified variables as the source of this dissimilarity of perceptions.

For the Classroom Management Aspects, the computed significant values of academic position (0.061), highest educational attainment (0.458) and length of years in the service (0.610) which are higher than 0.05 alpha level of significance, therefore the null hypothesis is accepted, hence there is no significant difference on the perception. On the other hand, the significant value of sex (0.021) and area of specialization (0.000) which are lower than 0.05 alpha level of significance, therefore the null hypothesis is rejected, hence there is significant difference on the perception towards classroom management aspect of difficulty in the utilization of PBL when grouped according to teachers' sex and area of specialization. There exists dissimilarity of teachers' perception on the diffi-

culties in the classroom management aspects of PBL used in teaching Social Studies lessons. Teachers' area of specialization and sex differences were the identified variables as the source of this dissimilarity of perceptions.

For the Assessment of Outputs/Work Aspects, the computed significant value of sex (0.454), academic position (0.307), highest educational attainment (0.693) and length of years in the service (0.353) which are higher than 0.05 Alpha level of significance, therefore the null hypothesis is accepted, hence there is no significant difference on the perception. On the other hand, the significant value of area of specialization (0.000) which is lower than 0.05 alpha level of significance, therefore the null hypothesis is rejected, hence there is significant difference on the perception towards assessment of output/work aspect of difficulty in the utilization of PBL when attributed to teachers' area of specialization. There exists dissimilarity of teachers' perception on the difficulties in the assessment of outputs/works aspect of PBL used in teaching Social Studies lessons. Teachers' different area of specialization (major) was the identified variable as the source of this dissimilarity of perceptions.

5 Conclusions and Recommendations

Based from the summary of the investigations conducted, the researcher concludes that the respondent who specialized in Social Studies is a typical female, Teacher I, with Master's units and have been teaching for not quite long. It was revealed that the teachers agreed that students can develop skills and competencies such as team work/collaboration, increased motivation and increased self-esteem and self-discipline in a Social Studies classroom utilizing the Problem-Based Learning (PBL) approach. It was also found that the most frequently observed and encountered difficulty in utilizing PBL approach was teacher's capability aspects specifically adopting to quite unfamiliar learning perspective that significantly focus on the students learning process and the perceived preference to teacher-centered strategies. The respondents also met classroom management difficulties in utilizing PBL like planning of materials for projects and issues on space and time for accomplishing projects. The assessment of outputs and projects of students was also perceived by the teachers as common difficulty in PBL utilization. Accordingly, issues on validity and reliability of assessment tools, meeting project standards and on giving accurate rating to students' projects were the assessment difficulties identified. Revealed further that a significant difference on the perceived teacher's capability challenges in utilizing PBL as to teachers' specialization and length of service was found; also a significant difference on classroom management challenges as to teachers' area of specialization and sex; and a significant on assessment of outputs/works challenges as to teachers' area of specialization were established.

This study encourages teachers to be familiar with the dimensions and the learner-centered nature of Problem-Based Learning (PBL) approach and appropriate strategies and techniques for the approach. Solicit resourcefulness and innovativeness from teachers in the making and selecting various instructional resources appropriate in PBL utilization as well as identifying conducive space and providing enough time for the students to work. School administrators are encouraged to provide teachers with professional development opportunities focused on improving validity and reliability of assessment tools and alternative assessment techniques aimed at objectively appraising and evaluating students' projects (performances and products). Several limitations of the study were noted. First, all the participants were only from one particular Zone of the Division of Zambales and the perceptions of private secondary schools were not solicited. It is suggested therefore to conduct a follow-up study of wider scope so as to confirm and corroborate the findings obtained in the present study. Variables which may be included in future research may focus on effective planning of PBL activities and strategies and techniques of teaching compatible to the PBL approach.

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