

## THE DOMINO EFFECT OF REMOVING HISTORY SUBJECT IN HIGH SCHOOL

*by:*

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Having lessons in Philippine history for students is merely an aspect of their education since it goes beyond memorizing dates, people, and events. It is a cornerstone in their progress into well-informed, rounded, engaged, and rightful citizens. Realization of the significance of having Philippine history as part of the education curriculum reveals and results in its composite role in molding individuals' identity, instilling national pride, and promoting a cohesive society.

In an article written in Phil Star Global dated January 17, 2024, a study titled "Disjuncture in Philippine History Education Since the K to 12 Reform remarked that the six-year learning gap that resulted from moving the Philippine History Subject to grade school became more pronounced when seen from the standpoint of higher education.

A stand-alone course on Philippine History has been removed from High School, and it is now only taught at elementary level specifically Grade 5 and 6 and in college through Readings in Philippine History since the curriculum shifted to the K to 12 Curriculum. It is in fact basic to ponder Philippine History since it makes a difference in molding one's behavior and culture, it moreover makes mindfulness on civic obligations in our society. It broadens our understanding of the native land pre-colonial time, the Genuity of this era and its authentic cultural practices and heritage.

Here are some effects that arise in college if history subject is removed from High School.

- Vulnerability in disinformation- a six-year gap between elementary and college-level history classes may lead for historical distortion and misinformation. It's quite alarming for young Filipino learners that were considered as digital natives and highly exposed in new media, social media platforms and technologies to fully absorb historical inaccuracies.
- Unable to reap full gains-During college days, educators noted that there were topics that remain difficult to teach because students have lack of stock knowledge in historical events which expected to have been recovered during basic education level.

Agreeing to the ponder conducted by a teacher from Manila, he emphasized that Tertiary level understudies are just to bargain with verifiable questions centered on why and how, so they expected that questions such as whom, what, when and where have been covered during elementary grade level, but sadly it ends up poorly.

Including Philippine history in High School curriculum surely contribute for the holistic development of every learner. It is a formative period where students develop their identities, awaken on their roles in society and to prepare themselves in future responsibilities. Moreover, Philippine History offers lesson from the past that provides a global perspective and set down stronger foundation for further education. Meanwhile, integration of history subject in high school education ensures not only knowledge in cultural heritage but for preparation in positive contribution of it in nation and in world.

#### *References:*

<https://www.philstar.com/headlines/2024/01/17/2326465/why-loss-history-subject-high-school-causes-ripple-effect-college>