

## **A Comparative Analysis of Economics Education in the Philippine Social Studies Curricula**

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### **Abstract**

Recognizing the critical importance of aligning educational curricula with established standards, this study aimed to determine the similarities and differences in the Grade 9 economics concepts between the Philippine K to 12 and new MATATAG Social Studies Curricula and their alignment with the National Center on Education and Economy (NCEE) standards. Using a qualitative approach as a research method, it analyzed two (2) important documents, the K to 12 and MATATAG Social Studies curricula. Content analysis was employed to categorize and analyze the gathered data. The findings revealed that the K to 12 Curriculum demonstrates clearer alignment with NCEE standards across various topics while the MATATAG Curriculum does not adhere closely to the full scope of NCEE standards and focuses its concept on a locally relevant economic situation. Based on the results of the comparison, it is highly recommended that MATATAG Curriculum should be subjected to change depending on the future demands, innovations and changes in our economic sphere (Elo & Kyngas, 2007).

Keywords: *economics education, Social Studies, Philippine K to 12 curriculum, MATATAG curriculum*

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### **Introduction**

The world today is vastly changing. Society is adjusting to the changing world's new economic needs and issues. Looking into the economics curriculum in basic education for reformation is vital for promoting an economically literate society that will help learners to be well-prepared for the future. It ensures that learners will learn theoretical concepts and grasp the practical applications and implications of economic decisions in the real world. Implementing these changes will build a more informed, financially savvy, and economically competitive society. The Philippine Department of Education underwent curriculum evaluations and reviews. Curriculum implementation corresponds to the means to

accomplish desired objectives, and for the new curriculum to bear fruit, it needs to be translated into classroom practices where the topic of implementation has been widely studied in fields such as public management, public policy, organizational change, and education (Fullan & Spillane, 2008). Since the curriculum decides what knowledge and skills are most valuable to a society's citizens and what knowledge is worth imparting, it is highly cultural and political.

In the Philippines, teachers currently use the K to 12 Curriculum as their basis for providing efficient knowledge to the learners. Officially signed into law as Republic Act No. 10533, the K to 12 programs is also known as the "Enhanced Basic Education Act of 2013". This legislation opened the door for reorganizing

the nation's educational system by raising the conventional ten (10) year basic education cycle by two more years (Casama, 2018). Nevertheless, the K to 12 Program has encountered obstacles. Standardized assessments have not significantly improved Filipino students' academic performance despite their integration.

Additionally, the curriculum was reassessed and improved due to changes in children's needs and advances in the study of learning methods. The Department of Education, working with the Assessment, Curriculum and Technology Research Centre (ACTRC), initiated a thorough evaluation of the curriculum to pinpoint areas needing enhancement and enhance the overall quality of basic education. This initiative developed the MATATAG Curriculum, which outlines the curriculum evaluation process, identifies future goals, and establishes a basis for creating documents in every subject area.

Various countries and organizations generated standards. Among these is teaching economics. The NCEE organized a list of twenty (20) voluntary standards for economics used for grades 1-12 that focus on Basic Economics, Trade and International Economics, Microeconomics, Macroeconomics, and Government and Economics. Under these standards are the unpacked 51 key economic concepts (National Economic Standards, 2024). These standards and key concepts became the basis for the craft and included economics in the Social Studies K to 12 and MATATAG Curricula in the Philippines. The concepts in Economics were made out of the idea that resources are limited and choices have to be made in allocating resources to their best uses. It refers to an overriding concept for others to follow.

The Philippines aims to enhance the country's educational landscape through the curriculum reform of K to 12 to the MATATAG Curriculum. To ensure that learning continues in the face of obstacles like natural disasters, public health services, and socioeconomic needs, this initiative aims to strengthen and prepare students, teachers, and educational partner institutions. This program seeks to innovatively prepare students with the knowledge, skills, and values necessary to explore life's challenges effectively, thereby contributing to a more resilient community (Kilag & Andrin et al, 2024). It leads to the idea that education is essential to the progress and growth of the country because it produces educated individuals to take over the implementation of the laws and programs of the country, and curriculum reformation is one of the first steps in achieving such a goal.

## **Review of Related Literature**

Teachers use their Curriculum Guide to design the teaching and learning process and assessment strategies. In an educational context, its purpose is to provide not only learning standards that educators need to meet while teaching a class or subject and to be able to formulate lesson plans, but also considered details, lessons, and supporting materials that can aid teachers in conveying the content needed to ensure that students meet the learning. Curricula are designed and used in the instruction process. Moreover, they serve to deliver instruction and enhance and promote teaching and learning. Curriculum cannot be changed over a short period since there are many demands in its implementation. Curriculum reforms require changes in many aspects that might challenge the existing beliefs and subjective realities deeply embedded in individual and organizational context (Fullan & Michael, 2007).

### **Teaching Economics in Basic Education**

In basic education, economics is introduced through the Most Essential Learning Competencies, it is an educational framework used primarily in the Philippines, developed by the Department of Education (DepEd) to guide teachers in delivering quality education during challenging circumstances, such as the COVID-19 pandemic (even after the pandemic to reclogged fully loaded learning competencies).

The Grade 9 Curriculum Guide in Economics begins with basic ideas and works up to more intricate subjects, covering national and international economic issues.

First Quarter: Students explore the importance of economics in daily life and analyze different economic systems. They also examine the various systems of economics, discuss factors of production and their implications, examine factors affecting consumption, and learn about consumer rights and responsibilities. The quarter also covers concepts and factors affecting demand in everyday life.

Second Quarter: This quarter focuses on supply and demand interactions and their impact on prices and markets. Students analyze market structures and the government's role in regulating economic activities. They also study the circular flow of the economy and methods of measuring national income.

Third Quarter: Students examine concepts, causes, effects, and responses to inflation. They analyze fiscal and monetary policies and appreciate the importance of savings and investment as economic factors. The quarter also covers indicators of national progress and the roles of

Filipino citizens in national development.

Fourth Quarter: This quarter explores the roles of agriculture, fishing, and forestry in the economy, including challenges and policies supporting these sectors. Students also study the functions of the industrial, service, and informal sectors and relevant economic policies. Analyzing the Philippines' foreign economic relations and policies brings the quarter to a close. The information moves from fundamental financial concepts to more intricate domestic concerns and aligns with world economic issues.

The approach emphasizes critical thinking and analysis in the classroom, and students are expected to look at a range of economic factors and their effects. The curriculum encourages the practical application of financial concepts to daily life and national progress. Evaluating students' capacity to examine economic systems, discussing the variables influencing production and consumption, and suggesting solutions to economic problems are part of the assessment process. The teaching approach aims to create economically literate citizens who can advance the country by combining theoretical knowledge with practical skills (Olson, 2023).

Additionally, the goal is to give educators and providers of economic education evidence-based suggestions that will help them become more knowledgeable to teach the economics material in the new standard, which aims to combine content knowledge and discipline-specific skills to produce high school graduates who are civically engaged and culturally aware (Harter & Yetter, 2022). The standards integrate history, civics, economics, and geography for each grade and include an inquiry arc that requires teachers to provide opportunities for students to practice social studies skills of questioning, investigating using discipline-specific content, using evidence, and communicating evidence-based conclusions (Harter & Yetter, 2022).

Students' understanding of economic ideas is one of the biggest obstacles to teaching economics. Dynamic teaching strategies are required to foster conceptual knowledge among students—a study meant to offer a way of teaching economics apart from the conventional approach. The impact of the concept attainment model of instruction on college students' academic success was studied. A public college in Punjab province ran the ABA single-subject design experiment and lesson plans that cover the material from economics in grade XI books were created to test, and achievement tests were built (Kumar & Mathur, 2013). Instruction in the baseline was via conventional teaching techniques in the

intervention phase and the idea attainment strategy was applied to educate economic ideas. Baseline conditions were reestablished in the withdrawal phase. Findings of one-way repeated assessment of variance analysis showed that the concept attainment teaching strategy is more effective than a conventional approach to teaching economics. Including new teaching strategies in the curriculum of economics was advised to facilitate the concept acquisition enjoyably and straightforwardly (Noreen & Abid, 2024).

The Philippines has undergone three major curriculum reforms over the past three decades, the Education Act of 1982, the Basic Education Curriculum of 2002, K to 12 Curriculum of 2012. Each reform, the Department of Education, Culture and Sports, claims to have a design that addresses national issues of its time; hence, K to 10 and K to 12 have an ameliorative attitude (Abragan et.al, 2022). Notwithstanding changes, one can see that the administrative structure, instructional materials, and teaching and learning are consistent across these three main courses of study. These structures reflect the principles of the instructional paradigm outlined in the article, "From Teaching to Learning - A New Paradigm in Undergraduate Education" (May, 2002). Defined as one, consistent, ahistorical, linear, sequential, and quantifiable version of what and how one could learn from the required subjects, this teaching paradigm describes these courses fit the instruction paradigm as viewed from broad government appeals to academics, scholars, and researchers to produce textbooks, teachers' guides, and 'standard' instructional materials depending on the set curriculum (Barr & Tagg, 1995). Although having these structures, these curricula are supposed to be student-centered, as written in all the curricula developed by the government. Student-centered learning is under the learning paradigm, which opposes the instruction paradigm. The researcher explores this conundrum faced by the country's curriculum reform efforts, focusing on the 2012 (K to 12) curriculum reform (Culala & De Leon, 2018).

The implementation papers the Department of Education sent directly to schools around the country run counter to the concepts of the student-centered learning model, raising questions regarding sustainable education (Rivera, 2017). Inspired by sustainable education, this article advocates for transforming learning that "values, sustains, and realizes the human potential about the need to attain and sustain social, economic, and ecological well-being, recognizing that they must be part of the same dynamic (Sterling, 2001)." Examining this puzzle offers a path for a critical discussion not only in sustainable education but

also in the curriculum field and the orientation of the country's basic education curriculum.

### **Curriculum Reform in Teaching Economics in Basic Education**

Changes to the curriculum complement developments and society's needs and the educational scene changes to prepare students as the world changes correctly. Changes in economic value, political savvy, globalization, and economic development call for paradigm and curriculum material changes (Waks, 2003). Updated curriculum took effect from the school year 2024-2025 that tackles issues with the present K to 12 Curriculum, including many contents, erroneous prerequisite learning competencies, social inequalities, and disparities in thinking demands. It further tackles the flaws of current systems and promotes discussion on the adaptation to humanized learning. Changes to the curriculum include a proactive attitude to satisfy the ever-evolving needs and a reaction to difficulties. Though not just a blank idea, the MATATAG agenda's background could be seen as a national movement. Indeed, education cannot be put at risk here since it shapes the next generation's country in terms of what and how (Estrellado, 2023).

The researchers want to consider curriculum reform necessary for schools to enter the twenty-first century and react to a rapidly changing society. Many OECD nations have recently changed their curriculum to provide kids with the information, tools, and competencies required for tomorrow (Gouédard et.al, 2020). However, starting such a transformation most appropriately and efficiently is still tricky. In other words, there is a gap between the desire and the actualization of this curriculum renewal, therefore crystallizing what has been called in the literature "the implementation gap". This examines the literature on curriculum reform in light of the OECD's suggested implementation framework, supporting, among other things, the inclusive involvement of stakeholders. Though traditionally viewed from a "top-down" angle, curriculum reform has gradually moved towards a more "bottom-up" approach, stressing the central importance of teachers in the process. The study ends with a particular tool for nations to turn the lessons learned into action using a consistent curriculum implementation approach, and it is enhanced by successful practices and examples from other countries (Pierre et al., 2020).

In this research, the researchers will focus on document analysis of Economics in the Social Studies K to 12 and MATATAG Curricula, which involves change in the objectives of learning, specifically the competencies, knowledge, values,

and attitudes that students should acquire.

### **Research Objectives**

Finding the similarities and differences was the aim of this study. The Grade 9 economics concepts between the Philippine K to 12 and the new MATATAG Social Studies Curricula and their alignment with the NCEE standards. Specifically, it sought to answer the following:

1. What are the similarities and differences in the Grade 9 economics concepts between the Philippine K to 12 and the new MATATAG Social Studies Curricula?
2. How do the Grade 9 economics concepts in the Philippine K to 12 and new MATATAG Social Studies Curricula align with the National Council on Economics Education standards?

### **Methodology**

#### **Research Design**

This study used a qualitative research method to determine the differences, similarities, and alignments of documents as a data source and utilized a content analysis approach. The Qualitative Research Method is a means for exploring, understanding, and analyzing data inductively, building from particulars to general themes, and the researcher interpreting the meaning of data (Cresswell, 2007).

#### **Unit of Analysis**

The unit of analysis is the part of the content that will guide decisions made during the code development (Roller & Lavrakas, 2015). In this study, the unit of analysis is based on the level of words to compare K to 12 and MATATAG Curricula and their alignment with the NCEE standards.

#### **Research Instrument**

Document Analysis is a valuable research method that is a potential source for qualitative analysis, as it analyzes various types of documents, including books, newspaper articles, academic journal articles, and institutional reports (Patton, 2015). Conducting a document analysis allows researchers access to data that would otherwise take enormous effort and time to collect (Badchuk, 2016). The researchers used two tables to categorize data based on themes in this study. The first table presented the analysis of the comparison between the concepts of K to 12 and MATATAG Economics Education in Social Studies curriculum from the first grading to fourth grading and the second table identified the alignment of the first grading to fourth grading concepts of K to 12 and

MATATAG Economics Education in Social Studies curriculum to the NCEE standards by taking notes on concepts, patterns, and recurring themes.

### **Data Collection**

The study began with a thorough group collection of curriculum guides and relevant literature related to economics education in the Philippines K to 12, as well as the new MATATAG Social Studies Curriculum and the NCEE standards. Key documents included Department of Education (DepEd) curriculum guides, the Enhanced Basic Education Act of 2013, various reports on implementing Economics education in the Philippine Social Studies curriculum, curriculum reforms, and outcomes.

### **Data Analysis**

The data were analyzed using a document analysis technique. Document analysis provides supplementary research data, and information and insights from documents can be valuable additions to a knowledge base. (Bowen, 2009) emphasized that researchers should, therefore, browse for documents to be analyzed as part of the research process. (Bowen, 2009) implies that document analysis depends on document interpretation since the goal is to understand the content of papers and their practical influence on the intended organization.

## **Results and Discussion**

Both the K to 12 and the MATATAG Social Studies Curricula offer economics in Grade 9. The analysis of the two curricula involves first identifying the economic content and pinpointing the differences between them. Subsequently, the identified economics content of the MATATAG Curriculum is verified for alignment with the NCEE Economics Standards. The results and discussion are presented in the following paragraphs. A summary of the analysis is provided in tables.

### **Similarities and Differences of Economics Content in the K to 12 and MATATAG Social Studies Curricula**

Table 1 shows that both curricula focus on introducing and defining economics in the first quarter. Subsequently, the content diverges, with the MATATAG Curriculum introducing the "Likas-kayang Pang-unlad" concept not covered in the K to 12 Social Studies. The K to 12 Social Studies then addresses "pangangailangan" (needs) and "kagustuhan" (wants), while the MATATAG

Curriculum covers "Alokasyon at Sistemang Pang-ekonomiya" (Allocation and Economic Systems). The first quarter of the K to 12 Social Studies ends in allocation but was earlier discussed in the MATATAG Curriculum. Instead, the MATATAG Curriculum concludes with the study of "Produksyon: Konsepto at Implikasyon" (Production: Concept and Implications).

The MATATAG Curriculum strongly emphasize sustainability since the concept of "Likas-Kayang Pang-Unlad" or Sustainable Development is seen in its introduction. In contrast, K to 12 Curriculum follows foundational economic understanding by introducing needs and wants before allocation. In MATATAG Curriculum, the learners will be more prepared for contemporary challenges than those in K-12 frameworks. Therefore, the instructions for implementing the curriculum must be modified to accommodate the restructured progression of topics. Economics is crucial for integrating sustainable development; studies indicate that students strongly desire to include sustainable growth in their economics education (Bradley, 2019). It is necessary to focus on sustainable development in the first quarter of economics education to provide learners with more information about the paradigm for policy-making and decision-making that will ensure responsible human behavior and actions at the international, national, community, and individual levels to uphold and promote the tenets of sustainable development in the interest of human development. (Mensah, 2019).

Table 2 shows that in the second quarter, both the K to 12 and MATATAG Curricula address key concepts of demand. While there are minor differences in presentation, the second content in the second quarter of both curricula address key concepts of supply. However, the third content in the second quarter differs between the two curricula. The K to 12 Curriculum discusses "Interaksyon ng Demand at Suplay" (Interaction of Demand and Supply). In contrast, the MATATAG Curriculum covers "Papel ng Pamahalaan sa Pagsasaayos ng Pamilihan" (Role of Government in Market Regulation). The fourth content of the K to 12 Curriculum, "Pamilihan" (Markets), has already been highlighted in the first content of the second quarter in the MATATAG Curriculum. Therefore, it does not need to be reiterated in the MATATAG Curriculum standards.

MATATAG Curriculum introduced "Papel ng Pamahalaan sa Pagsasaayos ng Pamilihan," which implies that learners will not only know market functions as considered in the K to 12 Curriculum but also the significance of government policies, regulations, and interventions in

**Table 1**

*Comparison between first quarter economic content of K to 12 and MATATAG Social Studies Curricula*

<b>K to 12 Curriculum</b>	<b>MATATAG Curriculum</b>	<b>Comparison</b>
<p>A. Pag-aaral ng Ekonomiks tungo sa Likas-kayang Pag-unlad</p> <ol style="list-style-type: none"> <li>1. Kahulugan ng Ekonomiks</li> <li>2. Batayan ng Pag-aaral ng Ekonomiks</li> <li>3. Kahalagahan ng Pag-aaral ng Ekonomiks</li> </ol> <p>B. Likas-kayang Pag-unlad</p> <ol style="list-style-type: none"> <li>1. Konsepto ng Likas-kayang Pag-unlad</li> <li>2. Sustainable Development Goals (SDGs)</li> <li>3. Kahalagahan ng Likas-kayang Pag-unlad</li> </ol>	<p>A. Kahulugan ng Ekonomiks</p> <p>B. Kakapusan</p> <ol style="list-style-type: none"> <li>1. Konsepto ng Kakapusan at ang Kaugnayan nito sa Pang- araw- araw na Pamumuhay</li> <li>2. Palatandaan ng Kakapusan sa Pang-araw- araw na Buhay</li> <li>3. Kakapusan Bilang Pangunahing Suliranin sa Pang- araw-araw na Pamumuhay</li> <li>4. Mga Paraan upang Malabanan ang Kakapusan sa Pang- araw- araw na Pamumuhay</li> </ol>	<p>The first content of the K to 12 curricula and MATATAG curricula focus on the introduction and definition of economics and guide as a foundation for teaching Social Studies in Grade-9.</p>
<p>C. Alokasyon at Sistemang Pang-Ekonomiya</p> <ol style="list-style-type: none"> <li>1. Apat na batayag Katanungang Pang-ekonomiks</li> <li>2. Alokasyon</li> <li>3. Iba-ibang sistemang Pang ekonomiya</li> </ol>	<p>C. Pangangailangan at Kagustuhan</p> <ol style="list-style-type: none"> <li>1. Pagkakaiba ng Pangangailangan at Kagustuhan</li> <li>2. Ang Kaugnayan ng Personal na Kagustuhan at Pangangailangan sa Suliranin ng Kakapusan</li> <li>3. Hirarkiya ng Pangangailangan</li> <li>4. Batayan ng Personal na Pangangailangan at Kagustuhan</li> <li>5. Salik na nakakaimpluwensiya sa Pangangailangan at Kagustuhan</li> </ol>	<p>The second content for the first quarter of the K to 12 Curricula adheres to the standard No. 1- Scarcity - set forth by the NCEE. However, the new MATATAG Curricula cannot be compared to the standard given by the NCEE because the contents of the MATATAG Curricula is not seen to the 51 key concepts or standards of the NCEE.</p> <p>In the K to 12 curricula, the emphasis of the third content is on distinguishing between "pangangailangan" (needs) and "kagustuhan"(wants), with no equivalent concept provided by NCEE. On the other hand, the MATATAG curricula addresses the concept of "Alokasyon at Sistemang Pang-ekonomiya," which aligns with NCEE Standard No. 3 on Allocation of Goods and Services under Basic Concepts.</p>
<p>D. Produksyon: Konsepto at Implikasyon</p> <ol style="list-style-type: none"> <li>1. Kahulugan at Proseso ng Produksyon at Implikasyon</li> <li>2. Mga Salik ng produksiyon at implikasyon sa pang-araw araw na pamumuhay</li> <li>3. Konsepto at Katangian ng isang Entreprenyur</li> <li>4. Mga Organisasyon ng Negosyo</li> </ol>	<p>D. Alokasyon</p> <ol style="list-style-type: none"> <li>1. Kaugnayan ng Konsepto ng Alokasyon sa Kakapusan at Pangangailangan at Kagustuhan</li> <li>2. Kahalagahan ng Paggawa ng Tamang Desisyon Upang Matugunan ang Pangangailangan</li> <li>3. Iba't- Ibang Sistemang</li> </ol>	<p>The fourth content on k to 12 curricula adheres on Alokasyon was already discussed in third content, while in MATATAG curricula study on Produksyon: Konsepto at Implikasyon which aligns with NCEE Standard No. 3 on Allocation of Goods and Services under Basic Concepts.</p>
<p>E. Pagkonsumo at Matalinong Mamimili</p> <ol style="list-style-type: none"> <li>1. Konsepto at mga Salik na nakaaapekto sa pagkonsumo</li> <li>2. Mamili: Kahulugan at mga Katangian ng Isang Matalinong Mamimili</li> <li>3. Mga Karapatan at Tungkulin ng isang Mamimili</li> </ol>	<p>E. Pagkonsumo</p> <ol style="list-style-type: none"> <li>1. Konsepto ng Pagkonsumo</li> <li>2. Salik sa Pagkonsumo</li> <li>3. Pamantayan sa Matalinong Mamimili</li> <li>4. Karapatan at Tungkulin Bilang Isang Mamimili</li> </ol>	<p>Both K to 12 and MATATAG curricula provide a thorough foundation in economics, addressing key concepts of Pagkonsumo. While there are minor differences in the presentation, the content aligns closely with NCEE standards.</p>
	<p>F. Produksyon</p> <ol style="list-style-type: none"> <li>1. Kahulugan at Proseso ng Produksyon at ang Pagtugon nito sa Pangaraw araw na Pamumuhay</li> <li>2. Salik (Factors) ng Produksyon at ang Implikasyon nito sa Pangaraw araw na Pamumuhay</li> <li>3. Mga Organisasyon ng Negosyo</li> </ol>	<p>Content of K to 12 curriculum was already been mentioned above thru MATATAG curriculum therefore, nothing to show the content from MATATAG Curricula the content aligns closely with NCEE standards.</p>

stabilizing markets, potentially leading to a stronger understanding of the reality in the real-world economic sphere. With the knowledge of government policies, regulations, and interventions in stabilizing markets, strong economic policies can create and sustain jobs even during the global financial crisis (Naqvi, 2022). With the decline of the economy in the Philippines that resulted in the rising unemployment rate and dropping in consumer spending on goods and services, it is also necessary to provide learners with the ideas of supply and demand that were identified in the second quarter concepts to prepare learners the

knowledge of governing ways as to how buyers and sellers determine how much of goods or services to trade in reaction to price changes (Perkis, 2021).

Table 3 shows that in the third quarter, the K to 12 and MATATAG curricula begin with the duplicate content. The second content in the third quarter for both curricula addresses key concepts of "Pambansang Kita" (National Income). However, the third content in the third quarter differs between the two curricula. The K to 12 Curriculum continue to discuss "Pambansang Kita" (National Income), while the MATATAG

**Table 2**

*Comparison between second quarter economic content of K to 12 and MATATAG Social Studies Curricula*

<b>K to 12 Curriculum</b>	<b>MATATAG Curriculum</b>	<b>Comparison</b>
<b>A. Demand, Suplay at Ekwilibriyo sa Pamilihan</b> 1. Konsepto ng Demand a. Kahulugan b. Mga salik na nakaaapekto sa demand 2. Konsepto ng Suplay a. Kahulugan b. Mga salik na nakaaapekto sa suplay 3. Interaksyon ng Demand at Suplay sa Pamilihan	<b>A. Demand</b> 1. Kahulugan ng "Demand" 2. Mga Salik na Nakakaapekto sa Demand 3. Elastisidad ng Demand	The First content in Second quarter, both the K to 12 and MATATAG curricula, address key concepts of demand. While there are minor differences in the presentation, the content aligns closely with NCEE standard no. 7 Markets-price and Quantity Determination under Microeconomics
<b>B. Konsepto ng Pamilihan</b> 1. Kahulugan ng Pamilihan 2. Iba't ibang estruktura ng pamilihan	<b>B. Supply" (Suplay)</b> 1. Kahulugan ng Suplay 2. Mga Salik ng Nakakaapekto sa Suplay 3. Elastisidad ng Suplay	The Second Content in Second Quarter both the K to 12 and MATATAG urricula, addressing key concepts of supply. While there are minor differences in the presentation, the content aligns closely with NCEE standard no.3 Markets-Price and Quantity Determination Under Basic Economics
<b>C. Papel ng Pamahalaan sa Pagsasaayos ng Pamilihan</b> 1. Public goods 2. Externalities 3. Asymmetric Information	<b>C. Interaksyon ng Demand at Suplay</b> 1. Interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan 2. "Shortage"at"Surplus" 3. Mga Paraan ng pagtugon/ kalutasan sa mga suliraning dulot ng kakulangan at kalabisan sa pamilihan	The third content in the second quarter of the K to 12 curricula differs from the MATATAG Curricula. In the K to 12 curricula, it is discussed under Standard No. 7 Markets-Price and Quantity Determination in Microeconomics, whereas the MATATAG Curricula aligns closely with NCEE Standard No. 16 Role of Government under Government and Economics.
	<b>D. Pamilihan</b> 1. Konsepto ng Pamilihan 2. Iba't ibang Istraktura ng Pamilihan 3. Gampanin ng Pamahalaan sa mga Gawaing Pangkabuhayan sa Iba't Ibang Istraktura ng Pamilihan	The fourth content of K to 12 "Pamilihan" has already been highlighted on the First Content in Second Quarter with MATATAG Curricula. aligning with NCEE Standard No. 3 Allocation of Goods and Services under Government and Economics. Therefore, it does not need to be reiterated in the MATATAG Curricula standards.

**Table 3***Comparison between third quarter economic content of K to 12 and MATATAG Social Studies Curricula*

<b>K to 12 Curriculum</b>	<b>MATATAG Curriculum</b>	<b>Comparison</b>
<p>A. Paikot na Daloy ng Ekonomiya</p> <ol style="list-style-type: none"> <li>1. Kahulugan</li> <li>2. 5 Sector Model</li> <li>a. Unang Modelo</li> <li>b. Ikalawang Modelo-Sambahayan at Bahay-Kalakal</li> <li>c. Ikatlong Modelo - Pinansyal na Sektor/ Bangko</li> <li>d. Ikaapat na Modelo - Pamahalaan</li> <li>e. Ikalimang Modelo - Panlabas na Sektor</li> <li>3. Kahalagahan</li> </ol>	<p>A. Paikot na Daloy ng Ekonomiya</p> <ol style="list-style-type: none"> <li>1. Bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya.</li> <li>2. Ang kaugnayan sa isa't isa ng mga bahaging bumubuo sa paikot na daloy ng ekonomiya</li> </ol>	<p>The first content in the third quarter of both the K to 12 and MATATAG curricula is the same, but there is no equivalent concept provided by the NCEE.</p>
<p>B. Pagsukat ng Pambansang Kita</p> <ol style="list-style-type: none"> <li>1. GNI / GDP</li> <li>a. Kahulugan</li> <li>b. Pagkakaiba</li> <li>c. Kahalagahan</li> </ol>	<p>B. Pambansang Kita</p> <ol style="list-style-type: none"> <li>1. Pambansang produkto (Gross National Product - Gross Domestic Product) bilang panukat ng kakayahan ng isang ekonomiya</li> <li>2. Mga pamamaraan sa pagsukat ng pambansang produkto</li> <li>3. Kahalagahan ng pagsukat ng pambansang kita sa ekonomiya</li> </ol>	<p>The second Content in third Quarter both K to 12 and MATATAG curricula, addressing key concepts of Pambansang Kita. While there are minor differences in the presentation, the content aligns closely with NCEE standard no.16 Role of Government under Government and Economics.</p>
<p>C. Suliraning Pang-Ekonomiya</p> <ol style="list-style-type: none"> <li>1. Unemployment</li> <li>a. Kahulugan, Dahilan at Epekto ng Unemployment</li> <li>b. Mga programa ng pamahalaan na tumutugon sa suliranin ng unemployment</li> </ol>	<p>C. Ugnayan ng Kita, Pag- iimpok, at Pagkonsumo</p> <ol style="list-style-type: none"> <li>1. Kaugnayan ng kita sa pagkonsumo at pag- iimpok</li> <li>2. Katuturan ng consumption at savings sa pag-iimpok</li> </ol>	<p>The third content in the third quarter of the K to 12 curricula differs from the MATATAG Curricula. In the K to 12 curricula, it is discussed under Standard No. 13 in Macroeconomics. In contrast, the MATATAG Curricula aligns closely with NCEE Standard No. 19 Unemployment and Inflation under Government and Economics.</p>
<p>D. Implasyon</p> <ol style="list-style-type: none"> <li>1. Uri</li> <li>2. Dahilan</li> <li>3. Bunga</li> <li>4. Solusyon</li> </ol>	<p>D. Implasyon</p> <ol style="list-style-type: none"> <li>1. Konsepto ng Implasyon</li> <li>2. Mga Dahilan ng Implasyon</li> <li>3. Mga Epekto ng Implasyon</li> <li>4. Paraan ng Paglutas ng Implasyon</li> </ol>	<p>The fourth content in third Quarter both the K to 12 and MATATAG curricula, addressing key concepts of Implasyon. While there are minor differences in the presentation, the content aligns closely with NCEE standard no.19 Unemployment and Inflation under Government and Economics.</p>
<p>E. Poverty / Kahirapan</p>	<p>E. Patakarang Piskal</p> <ol style="list-style-type: none"> <li>1. Layunin ng Patakarang Piskal</li> <li>2. Kahalagahan ng Papel na Ginagampanan ng Pamahalaan kaugnay ng mga Patakarang Piskal na Ipinapatupad nito</li> <li>3. Patakaran sa Pambansang Badyet at ang Kalakaran ng Paggasta ng Pamahalaan</li> </ol> <p>Halimbawa:</p> <ul style="list-style-type: none"> <li>- Policy on Priority Assistance Development Fund</li> <li>- Policy on the Privatization of GOCCs</li> <li>- Policy on Conditional Cash Transfer</li> <li>- Patakaran sa Wastong Pagbabayad ng Buwis (VAT EVAT/ RVAT)</li> <li>4. Mga Epekto ng Patakarang Piskal sa Katatagan ng Pambansang Ekonomiya</li> </ul>	<p>The fifth content for the first quarter of the K to 12 Curricula adheres to the standard No. 20 - Monetary Fiscal Policy under Government and Economics - set forth by the NCEE. However, the new MATATAG Curricula cannot be compared to the standard given by the NCEE because the contents of the MATATAG Curricula is not seen to the 51 key concepts or standards of the NCEE.</p>
<p>F. Patakarang Piskal</p> <ol style="list-style-type: none"> <li>1. Konsepto at Layunin</li> <li>2. Pagbubuwis (Kahulugan at Kahalagahan)</li> <li>3. Budget at Gastos ng Pamahalaan</li> </ol>	<p>F. Patakarang Pananalapi (Monetary Policy)</p> <ol style="list-style-type: none"> <li>1. Layunin ng Patakarang Pananalapi</li> <li>2. Kahalagahan ng Pagiimpok at Pamumuhunan bilang isang salik sa Ekonomiya</li> <li>3. Mga Bumubuo sa Sektor ng Pananalapi</li> <li>4. Ang Papel na Ginagampan ng Bawat Sektor ng Pananalapi</li> <li>5. Mga Paraan at Patakaran ng Bangko Sentral ng Pilipinas (BSP) upang mapatatag ang halaga ng salapi - Money Laundering - Easy and Tight Monetary Policy</li> </ol>	<p>The sixth content in the third quarter of both the K to 12 and MATATAG curricula, covering key concepts of "Patakarang Pananalapi" and "Patakarang Piskal." Despite different titles, all content aligns closely with NCEE Standard No. 20 Monetary and Fiscal Policy under Government and Economics. ( note: Patakarang Piskal in the K to 12 curricula appears on the fifth Content in the Third Quarter.)</p>
<p>G. Patakaran sa Pananalapi</p> <ol style="list-style-type: none"> <li>1. Konsepto at Layunin</li> <li>2. Instrumento ng Patakaran sa Pananalapi</li> <li>3. Sektor ng Pananalapi</li> <li>4. Mga Institusyong Bangko at Di-bangko</li> </ol>		<p>The concept of "Patakarang Pananalapi" in the K to 12 Curricula is already covered in the sixth content of the third quarter, aligning with NCEE Standard No. 20 Monetary and Fiscal Policy under Government and Economics. Therefore, it does not need to be reiterated in the K to 12 curricula.</p>



Curriculum focuses on "Pagsukat ng Pambansang Kita" (Measuring National Income). The fourth content in the third quarter of both curricula addresses key concepts of "Implasyon" (Inflation). While there are minor differences in presentation, both cover the topic comprehensively. The fifth content in the third quarter of the K to 12 Curriculum addresses "Patakarang Piskal" (Fiscal Policy). The sixth content in the third quarter of both curricula cover key concepts of "Patakarang Pananalapi" (Monetary Policy) and "Patakarang Piskal" (Fiscal Policy).

Despite different titles, the content in both curricula address these key economic policies. The concept of "Patakarang Pananalapi" in the K to 12 Curriculum is already covered in the sixth content of the third quarter, so it does not need to be reiterated. The eighth content in the third quarter of the MATATAG Curriculum focuses on the role of interest rates, a topic not covered in the K to 12 Curriculum.

MATATAG Curriculum emphasizes quantitative and analytical skills that will equip learners to understand better how national income is calculated and how monetary policy influences the economy's stability, investments, and inflation control, leading learners to see real-world implementation of economic indicators. Improving the learners' understanding of monetary policies and national income reduces economic and financial uncertainty and helps households and firms make more informed decisions (Carvalho & Nechio, 2014). MATATAG Curriculum also included the role of interest rates that cannot be seen in the K to 12 Curriculum. This concept benefits the learners because it is a fundamental component of the economy and especially affects many financial choices, including saving, investing, and borrowing. Higher interest rates can increase the cost of borrowing and make it more difficult for people and businesses to obtain credit. It can reduce corporate investment and consumer spending, delaying economic development (Alafif, 2023).

From Table 4, it can be seen that for the fourth quarter, both the K to 12 and MATATAG curricula start with addressing key concepts of "Konsepto at Palatandaan ng Pambansang Kaunlaran" (Concepts and Indicators of National Development). The second content in the fourth quarter for both curricula addresses key concepts of the "Sektor ng Agrikultura" (Agriculture Sector). The third content in the fourth quarter of both curricula focus on the "Sektor ng Industriya" (Industry Sector). The fourth content addresses the "Sektor ng Paglilingkod" (Service Sector). The fifth content in the fourth quarter of both curricula cover the "Impormal na

Sektor" (Informal Sector). Lastly, the sixth content in the fourth quarter of both curricula address key concepts of "Kalakalang Panlabas" (Foreign Trade).

These alignments ensure that learners from both curricula will understand the importance of agriculture, industry, services, the informal sector, and foreign trade and acquire a fundamental understanding of how these sectors contribute to economic growth and how national development is measured. Economic growth cannot be perceived without the role of financial sectors, as they constitute our economy (Lankauskiene, 2013). Since good governance increases the economic development of a nation, concepts in the fourth quarter stay centered on giving students an awareness of discussing how different industries interact with and follow the government, which helps one to appreciate economic growth, since there is no difference between the concepts of both curricula (Mahran, 2023).

### **Alignment of Economics Concepts in K to 12 and MATATAG Curricula to NCEE Economics Standards**

Designed for Grade 9 economics instruction, the MATATAG Curriculum closely match the NCEE criteria, guaranteeing that students acquire a thorough and consistent knowledge of fundamental economic ideas.

Table 5 shows that in the first quarter, the curriculum introduces and defines economics, a foundational section without a direct counterpart in the NCEE standards. It is followed by sustainable development concepts that lack a direct NCEE alignment. The curriculum then covers allocation and economic systems, aligning with Basic Economics Standard No. 3, concepts and implications of production, and the same NCEE standard. Additionally, the curriculum addresses consumption and smart consumerism, aligning with NCEE standards on consumer behavior and economic decision-making.

The lack of direct alignment of K to 12 and MATATAG Curricula to the NCEE standard may imply a shift towards integrating global issues into economic education, which prepares learners to understand economics in a modern context. The concepts that cover allocation and economic systems prepare learners for real-world economic activities, making them more applicable to their daily lives. Economic education is central to equipping future generations with an excellent understanding of basic economic concepts and skills to face global economic challenges (Thao, 2023). Introducing foundational economics, such as the definition of economics, sustainable development concepts, and basic economics in the

**Table 4**

*Comparison between fourth quarter economic content of K to 12 and MATATAG Social Studies Curricula*

K to 12 Curriculum	MATATAG Curriculum	Comparison
<p>A. Konsepto at Palatandaan ng Pambansang Kaunlaran</p> <ol style="list-style-type: none"> <li>1. Pambansang Kaunlaran</li> <li>2. Mga palatandaan ng pambansang kaunlaran</li> <li>3. Ambisyon 2040 (Katuturan, Layunin, Pagsasakatuparan)</li> </ol>	<p>A. Konsepto at Palatandaan ng Pambansang Kaunlaran</p> <ol style="list-style-type: none"> <li>1. Pambansang Kaunlaran</li> <li>2. Mga palatandaan ng Pambansang kaunlaran</li> <li>3. Iba't ibang gampanin ng mamamayang Pilipino upang makatulong sa pambansang kaunlaran</li> <li>4. Sama-sama Pagkilos para sa Pambansang Kaunlaran</li> </ol>	<p>The first content in the fourth quarter of both the K to 12 and MATATAG curricula is the same, addressing key concepts "Konsepto at Palatandaan ng Pambansang Kaunlaran". However, there is no equivalent concept provided by the NCEE</p>
<p>B. Sektor ng Agrikultura</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng agrikultura, pangangisda at paggugubat sa ekonomiya at sa bansa</li> <li>2. Mga dahilan at epekto ng suliranin ng sektor ng agrikultura</li> <li>a. Comprehensive Agrarian Reform b. Rice Tarification c. Food Security</li> </ol>	<p>B. Sektor ng Agrikultura</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng agrikultura, pangangisda at paggugubat sa ekonomiya at sa bansa</li> <li>2. Mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangangisda, at paggugubat sa bawat Pilipino</li> <li>3. Mga patakarang pang Ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangangisda, at paggugubat) Halimbawa: - Comprehensive Agrarian Reform Law - Policy on Importation of Rice - Policy on Drug Prevention</li> </ol>	<p>The second content in the fourth quarter of both the K- 12 and MATATAG curricula is the same, addressing key concepts of "Sektor ng Agrikultura". however, there is no equivalent concept provided by the NCEE.</p>
<p>C. Sektor ng Industriya</p> <ol style="list-style-type: none"> <li>1. Papel na ginagampanan ng sektor ng industriya, tulad ng manufacturing, tungo sa isang masiglang ekonomiya</li> <li>2. Ang pagkakaugnay ng sektor ng agrikultura at industriya tungo sa pag-unlad ng kabuhayan</li> <li>3. Mga patakarang pang-ekonomiyang nakaaapekto sa sektor ng industriya <ol style="list-style-type: none"> <li>a. Philippine Competition Policy b. Oil Deregulation Law</li> <li>c. Policy on Micro, Small and Medium Sized Enterprises</li> <li>d. OTOP</li> </ol> </li> </ol>	<p>C. Sektor ng Industriya</p> <ol style="list-style-type: none"> <li>1. Bahaging ginampanan ng ng sektor ng industriya, tulad ng pagmimina, tungo sa isang masiglang ekonomiya</li> <li>2. Ang pagkakaugnay ng sektor agrikultural at industriya tungo sa pagunlad ng kabuhayan</li> <li>3. Mga patakarang pang- ekonomiya nakatutulong sa sektor industriya - Filipino First Policy - Oil Deregulation Law - Policy on Microfinancing - Policy on Online Businesses</li> </ol>	<p>The Third content in the fourth quarter of both the K to 12 and MATATAG curricula is the same, addressing key concepts of "Sektor ng Industriya" however, there is no equivalent concept provided by the NCEE.</p>
<p>D. Sektor ng Paglilingkod</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng sektor ng paglilingkod sa pambansang ekonomiya</li> <li>2. Mga patakarang pang-ekonomiya na nakatutulong sa sektor ng paglilingkod</li> <li>3. Batas na nagbibigay proteksiyon at nangangalaga sa mga karapatan ng manggagawa a. Contractualization &amp; Labor outsourcing b. Salary Standardization Law</li> </ol>	<p>D. Sektor ng Paglilingkod</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng sektor ng paglilingkod sa pambansang ekonomiya</li> <li>2. Mga patakarang pangekonomiya na nakakatulong sa sektor ng paglilingkod</li> <li>3. Batas na Nagbibigay Proteksyon at Nangangalaga sa mga Karapatan ng Manggagawa - Contractualization and Labor Outsourcing - Salary Standardization Law</li> </ol>	<p>The fourth content in the fourth quarter of both the K to 12 and MATATAG curricula is the same, addressing key concepts of "Sektor ng Paglilingkod" however, there is no equivalent concept provided by the NCEE.</p>
<p>E. Impormal na Sektor</p> <ol style="list-style-type: none"> <li>1. Mga dahilan at anyo ng impormal na sektor ng ekonomiya</li> <li>2. Mga epekto ng impormal na sektor sa ekonomiya</li> <li>3. Mga patakarang pang-ekonomiya na may kaugnayan sa impormal na sektor <ol style="list-style-type: none"> <li>a. Child Labor Policy</li> <li>b. Skills and Employability</li> <li>c. Social Security</li> </ol> </li> </ol>	<p>E. Impormal na Sektor</p> <ol style="list-style-type: none"> <li>1. Mga Dahilan at Anyo ng Impormal na Sektor ng Ekonomiya</li> <li>2. Mga epekto ng impormal na sektor ng ekonomiya</li> <li>3. Mga Patakang Pang- ekonomiya na may kaugnayan sa Impormal na Sektor - Counterfeiting - Black Market</li> </ol>	<p>The fifth content in the fourth quarter of both the K- 12 and M curricula is the same, addressing key concepts of "Impormal na Sektor" however, there is no equivalent concept provided by the NCEE.</p>
<p>F. Kalakalang Panlabas</p> <ol style="list-style-type: none"> <li>1. Ang kalakaran sa kalakalang panlabas ng Pilipinas</li> <li>2. Ang ugnayan ng Pilipinas para sa kalakalang panlabas nito sa mga samahan tulad ng World Trade Organization at Asia Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng daigdig</li> <li>3. Mga kontribusyon ng kalakalang panlabas sa pag-unlad ng ekonomiya ng Pilipinas</li> <li>4. Mga patakarang pang-ekonomiya na nakatutulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino <ol style="list-style-type: none"> <li>a. Policy on ASEAN Economic Community</li> <li>b. Policy on Trade Liberalization c. Belt and Road Initiative</li> </ol> </li> </ol>	<p>F. Kalakalang Panlabas</p> <ol style="list-style-type: none"> <li>1. Ang Kalakaran sa Kalakalang Panlabas ng Pilipinas</li> <li>2. Ang ugnayan ng Pilipinas para sa kalakalang panlabas nito sa mga samahan ng tulad ng World Trade Organization at Asia Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng daigdig</li> <li>3. Mga Kontribusyon ng Kalakalang Panlabas sa Pag-unlad ng Ekonomiya ng Pilipinas</li> <li>4. Mga patakarang pang- ekonomiya na nakakatulong sa patakarang panlabas ng bansa sa buhay ng nakararaming Pilipino -Policy on ASEAN Economic Community 2015 -Policy on Trade Liberalization</li> </ol>	<p>The sixth content in the fourth quarter of both the K to 12 and MATATAG curricula is the same, addressing key concepts of "Kalakalang Panlabas". however, there is no equivalent concept provided by the NCEE.</p>

**Table 5**

*Comparison among NCEE economics standards, first quarter economic content of K to 12 and MATATAG Social Studies Curricula*

NCEE Economics Standards	K to 12 Curriculum	MATATAG Curriculum
Basic Economics Standard 1- Scarcity Basic Economics Standard No. 3: Allocation of Goods and Services Basic Economics Standard No. 3: Allocation of Goods and Services Standard No. 1: Scarcity Basic Economics Standard No. 1: Scarcity Microeconomics Standard No. 7: Markets-Price and Quantity Determination Basic Economics Standard No. 3: Markets-Price and Quantity Determination	A. Pag-aaral ng Ekonomiks tungo sa Likas-kayang Pag-unlad 1. Kahulugan ng Ekonomiks 2. Batayan ng Pag-aaral ng Ekonomiks 3. Kahalagahan ng Pag-aaral ng Ekonomiks  B. Likas-kayang Pag-unlad 1. Konsepto ng Likas-kayang Pag-unlad 2. Sustainable Development Goals (SDGs) 3. Kahalagahan ng Likas-kayang Pag-unlad  C. Alokasyon at Sistemang Pang-Ekonomiya 1. Apat na batayag Katanungang Pang-ekonomiks 2. Alokasyon 3. Iba-ibang sistemang Pang ekonomiya  D. Produksyon: Konsepto at Implikasyon 1. Kahulugan at Proseso ng Produksyon at Implikasyon 2. Mga Salik ng produksiyon at implikasyon sa pang-araw araw na pamumuhay 3. Konsepto at Katangian ng isang Entreprenyur 4. Mga Organisasyon ng Negosyo  E. Pagkonsumo at Matalinong Mamimili 1. Konsepto at mga Salik na nakaaapekto sa pagkonsumo 2. Mamili: Kahulugan at mga Katangian ng Isang Matalinong Mamimili 3. Mga Karapatan at Tungkulin ng isang Mamimili	1 <sup>st</sup> Quarter A. Kahulugan ng Ekonomiks      B. Kakapusan 1. Konsepto ng Kakapusan at ang Kaugnayan nito sa Pang- araw- araw na Pamumuhay 2. Palatandaan ng Kakapusan sa Pang-araw- araw na Buhay 3. Kakapusan Bilang Pangunahing Suliranin sa Pang- araw-araw na Pamumuhay 4. Mga Paraan upang Malabanan ang Kakapusan sa Pang- araw- araw na Pamumuhay  C. Pangangailangan at Kagustuhan  1. Pagkakaiba ng Pangangailangan at Kagustuhan 2. Ang Kaugnayan ng Personal na Kagustuhan at Pangangailangan sa Suliranin ng Kakapusan 3. Hirarkiya ng Pangangailangan 4. Batayan ng Personal na Pangangailangan at Kagustuhan 5. Salik na nakakaimpluwensiya sa Pangangailangan at Kagustuhan  D. Alokasyon 1. Kaugnayan ng Konsepto ng Alokasyon sa Kakapusan at Pangangailangan at Kagustuhan 2. Kahalagahan ng Paggawa ng Tamang Desisyon Upang Matugunan ang Pangangailangan 3. Iba't- Ibang Sistemang  E. Pagkonsumo 1. Konsepto ng Pagkonsumo 2. Salik sa Pagkonsumo 3. Pamantayan sa Matalinong Mamimili 4. Karapatan at Tungkulin Bilang Isang Mamimili  F. Produksyon 1. Kahulugan at Proseso ng Produksyon at ang Pagtugon nito sa Pangaraw araw na Pamumuhay 2. Salik (Factors) ng Produksyon at ang Implikasyon nito sa Pangaraw araw na Pamumuhay 3. Mga Organisasyon ng Negosyo

**Table 6**

*Comparison among NCEE economics standards, second quarter economic content of K to 12 and MATATAG Social Studies Curricula*

NCEE Economics Standards	K to 12 Curriculum	MATATAG Curriculum
Government and Economics Standard 16: Role of Government	A. Paikot na Daloy ng Ekonomiya 1. Kahulugan 2. 5 Sector Model a. Unang Modelo b. Ikalawang Modelo-Sambahayan at Bahay-Kalakal c. Ikatlong Modelo - Pinansyal na Sektor/Bangko d. Ikaapat na Modelo - Pamahalaan e. Ikalimang Modelo - Panlabas na Sektor 3. Kahalagahan	A. Paikot na Daloy ng Ekonomiya 1. Bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya. 2. Ang kaugnayan sa isa't isa ng mga bahaging bumubuo sa paikot na daloy ng ekonomiya
Macroeconomics Standard 13: Role of Resources in Determining Income	B. Pagsukat ng Pambansang Kita 1. GNI / GDP a. Kahulugan b. Pagkakaiba c. Kahalagahan	B. Pambansang Kita 1. Pambansang produkto (Gross National Product- Gross Domestic Product) bilang panukat ng kakayahan ng isang ekonomiya 2. Mga pamamaraan sa pagsukat ng pambansang produkto 3. Kahalagahan ng pagsukat ng pambansang kita sa ekonomiya
Government and Economics Standard 19: Unemployment and Inflation	C. Suliraning Pang-Ekonomiya 1. Unemployment a. Kahulugan, Dahilan at Epekto ng Unemployment b. Mga programa ng pamahalaan na tumutugon sa suliranin ng unemployment  D. Implasyon 1. Uri 2. Dahilan 3. Bunga 4. Solusyon	C. Ugnayan ng Kita, Pag- iimpok, at Pagkonsumo 1. Kaugnayan ng kita sa pagkonsumo at pag- iimpok 2. Katuturan ng consumption at savings sa pag-iimpok  D. Implasyon 1. Konsepto ng Implasyon 2. Mga Dahilan ng Implasyon 3. Mga Epekto ng Implasyon 4. Paraan ng Paglutas ng Implasyon
Government and Economics Standard No. 20: Monetary and Fiscal Policy	E. Poverty / Kahirapan	E. Patakarang Piskal 1. Layunin ng Patakarang Piskal 2. Kahalagahan ng Papel na Ginagampanan ng Pamahalaan kaugnay ng mga Patakarang Piskal na Ipinapatupad nito 3. Patakaran sa Pambansang Badyet at ang Kalakaran ng Paggasta ng Pamahalaan Halimbawa: - Policy on Priority Assistance Development Fund - Policy on the Privatization of GOCCs - Policy on Conditional Cash Transfer - Patakaran sa Wastong Pagbabayad ng Buwis (VAT EVAT/ RVAT) 4. Mga Epekto ng Patakarang Piskal sa Katatagan ng Pambansang Ekonomiya
Government and Economics Standard No. 20: Monetary and Fiscal Policy	F. Patakarang Piskal 1. Konsepto at Layunin 2. Pagbubuwis (Kahulugan at Kahalagahan) 3. Budget at Gastos ng Pamahalaan	F.Patakarang Pananalapi (Monetary Policy) 1. Layunin ng Patakarang Pananalapi 2. Kahalagahan ng Pagiimpok at Pamumuhunan bilang isang salik sa Ekonomiya 3. Mga Bumubuo sa Sektor ng Pananalapi 4. Ang Papel na Ginagampan ng Bawat Sektor ng Pananalapi 5. Mga Paraan at Patakaran ng Bangko Sentral ng Pilipinas (BSP) upang mapatatag ang halaga ng salapi - Money Laundering - Easy and Tight Monetary Policy
Macroeconomics Standard 12: Role of Interest Rates	H. Matalinong Pamamahalang Pampinansyal 1. Kahalagahan ng Pag-iimpok at Pamumuhunan 2. Financial Literacy (Literasi sa Pananalapi)	

first quarter, is essential and beneficial to the learners, as schools play an important role in the economic Literacy of the learners. Schools are vital arenas for acquiring knowledge, which also means that the current lack of economic knowledge risks becoming more prevalent, thereby raising questions on the kind of economic knowledge that learners need to master and the specific areas of economics that ought to be taught in schools and the preparation of the teachers in their future classroom instructions and programs. (Modig, 2021).

From Table 6, it can be seen that in the second quarter, the MATATAG Curriculum delves into demand, supply, and market equilibrium, aligning with Microeconomics Standard No. 7, and market concepts and structures, aligning with Basic Economics Standard No. 3 and Microeconomics Standard No. 7. It also discusses the role of government in market regulation, aligning with Government and Economics standard No. 16.

These alignments ensure that learners will develop a well-rounded understanding of how

markets operate and the role of government in regulation economic activities. This integrated approach provides learners with idea to understand not only economic principles but also how they are applied and influenced by government action, preparing them for more advanced discussions of economics and policies. Initial foundation can be expanded to include instruction in a broader set of economic ideas and concepts that can give learners greater capacity to understand more complex personal or national economic issues (Walstad, 1998). With these concepts aligning to the international standards, learners will gain in-depth knowledge and understanding of Macro and Microeconomics that will center around various economics concepts, such as aggregate expenditure, Equilibrium, National income, Opportunity cost, Supply and demand and prepare the learners in analyzing global economic issues. Understanding Micro-Macroeconomics interaction can help determine the economic growth potential of a given economy that is beneficial to the learners

**Table 7**

*Comparison among NCEE economics standards, third quarter economic content of K to 12 and MATATAG Social Studies Curricula*

<b>NCEE Economics Standards</b>	<b>K to 12 Curriculum</b>	<b>MATATAG Curriculum</b>
Microeconomics Standard No.7 Markets-Price and Quantity Determination	A. Demand, Suplay at Ekwilibriyo sa Pamilihan 1. Konsepto ng Demand a. Kahulugan b. Mga salik na nakaaapekto sa demand	A. Demand 1. Kahulugan ng” Demand” 2. Mga Salik na Nakakaapekto sa Demand 3. Elastisidad ng Demand
	2. Konsepto ng Suplay a. Kahulugan b. Mga salik na nakaaapekto sa suplay	
	3. Interaksyon ng Demand at Suplay sa Pamilihan	
Government and Economics Standard No.16: Role of Government	B. Konsepto ng Pamilihan 1. Kahulugan ng Pamilihan 2. Iba’t ibang estruktura ng pamilihan	B. Supply” (Suplay) 1. Kahulugan ng Suplay 2. Mga Salik ng Nakakaapekto sa Suplay 3. Elastisidad ng Suplay
	C. Papel ng Pamahalaan sa Pagsasaayos ng Pamilihan 1. Public goods 2. Externalities 3. Asymmetric Information	C. Interaksyon ng Demand at Suplay 1. Interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan 2. ”Shortage”at”Surplus” 3. Mga Paraan ng pagtugon/kalutasan sa mga suliraning dulot ng kakulangan at kalabisan sa pamilihan
		D. Pamilihan 1. Konsepto ng Pamilihan 2. Iba’t ibang Istraktura ng Pamilihan 3. Gampanin ng Pamahalaan sa mga Gawaing Pangkabuhayan sa Iba’t Ibang Istraktura ng Pamilihan

studying economics. Learners will also be able to analyze issues about Microeconomics that studies individual prices, quantities and markets and on the other hand macroeconomics that studies the behaviour of the economy as a whole that will prepare them in the real-life setting. (Zimmermannová, 2019).

From Table 7, it can be seen that the third quarter includes the circular flow of the economy, which has no direct NCEE counterpart, and the measurement of national income, aligning with Government and Economics Standard No. 16 and Macroeconomics Standard No. 13. It addresses economic issues such as unemployment, aligning with Government and Economics Standard No. 19, and inflation, aligning with the same standard. The curriculum covers poverty, without a direct NCEE counterpart, and fiscal policy, aligning with Government and Economics Standard No. 20. Financial Literacy is also included, aligning with Macroeconomics Standard No. 12.

Both curricula are strategically designed to cover theoretical and practical aspects of economics and address emerging financial Literacy and social issues. Each curriculum seeks to apply economic education to the national economic development while introducing additional content to fill gaps and ensure a well-rounded economic education for learners. Educating learners on these concepts will improve their quality of living, which will benefit society and help people experiencing poverty improve their lives by increasing family incomes to raise their living standards (Alali, 2011). Learners will realize the need for financial education under the idea of financial Literacy that fits Macroeconomics Standard No. 12. the understanding and awareness of financial ideas and hazards as well as the abilities, drive, and confidence to use such knowledge and experience to make sound decisions in many financial settings, therefore enhancing the financial well-being of people and society and facilitating involvement in economic life. It is crucial to know how financially knowledgeable people are and to what degree their knowledge of finance influences their financial decision-making (Lusardi, 2019).

Table 8 shows that the curriculum in the fourth quarter deals with national development indicators, the agricultural sector, the industrial sector, the service sector, and the informal economic sector, all lacking direct NCEE counterparts. It concludes with foreign trade and its impact on the economy, lacking a direct NCEE counterpart. The curriculum covers a range of national development indicators, including human development, income distribution, poverty rates, and GDP growth. Reading these indicators enables students to assess the nation's economic health and

development progress, as well as international organization data, to identify trends and generate informed projections of future economic conditions.

Both K to 12 and MATATAG Curricula aim to equip learners with the tools to evaluate and interpret real-world economic conditions, helping them understand how national economic growth, inequality, and human development are interconnected. The curriculum prepares learners for deeper engagement with the current economic landscape, which provides them with the knowledge and critical thinking abilities required to grasp national development without subscribing to its ideas according to the NCEE criteria. This curriculum also equips students to politically engage, economically contribute, and coexist harmoniously in society, essential for building resilience in the Philippines (Runde & Bandura, 2023). With the understanding of the concept of different sectors in the fourth grade that do not adhere to the NCEE standards, the learners will be provided with the knowledge of innovations being applied by these sectors in engaging with the different economic landscapes. Through this concept, learners will be able to understand inequality as a significant economic challenge, highlighting that inequality affects investment in public goods and will result from credit constraints that will impact education levels and overall economic growth (Ferreira, 2022).

The MATATAG Curriculum encompasses essential economic concepts that align with many NCEE standards, ensuring a robust economy. The similarities and differences between the MATATAG Curriculum from K to 12 Curriculum are the alignment of the concepts with the international standards mentioned in the NCEE. As to the tables presented, some concepts from the first quarter to the third quarter that adhere to the Economic standards mentioned in the NCEE were interchanged, and some remained as is. Lastly, Table 8 discusses concepts and alignments in the fourth quarter, to which not all the topics adhere to the international standards mentioned in the NCEE. MATATAG Curriculum, therefore, become more focused on the national standards and developments rather than the international standards because the concepts were based on the national development indicators and economic situation here in the Philippines. The fourth quarter of Economics Education in the MATATAG Curriculum will provide learners with awareness, knowledge, and information about the current economic situation in the Philippines to address its issues and concerns. Rounding off 2023 on a high note, the Philippines was the fastest expanding economy in all of Southeast Asia with a growth rate

**Table 8**

*Comparison among NCEE economics standards, fourth quarter economic content of K to 12 and MATATAG Social Studies Curricula*

NCEE Economics Standards	K to 12 Curriculum	MATATAG Curriculum
	<p>A. Konsepto at Palatandaan ng Pambansang Kaunlaran</p> <ol style="list-style-type: none"> <li>1. Pambansang Kaunlaran</li> <li>2. Mga palatandaan ng pambansang kaunlaran</li> <li>3. Ambisyon 2040 (Katuturan, Layunin, Pagsasakatuparan)</li> </ol> <p>B. Sektor ng Agrikultura</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng agrikultura, pangngisda at paggugubat sa ekonomiya at sa bansa</li> <li>2. Mga dahilan at epekto ng suliranin ng sektor ng agrikultura <ol style="list-style-type: none"> <li>a. Comprehensive Agrarian Reform</li> <li>b. Rice Tarification</li> <li>c. Food Security</li> </ol> </li> </ol> <p>C. Sektor ng Industriya</p> <ol style="list-style-type: none"> <li>1. Papel na ginagampanan ng sektor ng industriya, tulad ng manufacturing, tungo sa isang masiglang ekonomiya</li> <li>2. Ang pagkakaugnay ng sektor ng agrikultura at industriya tungo sa pag-unlad ng kabuhayan</li> <li>3. Mga patakaran pang-ekonomiyang nakaaapekto sa sektor ng industriya <ol style="list-style-type: none"> <li>a. Philippine Competition Policy</li> <li>b. Oil Deregulation Law</li> <li>c. Policy on Micro, Small and Medium Sized Enterprises</li> <li>d. OTOP</li> </ol> </li> </ol> <p>D. Sektor ng Paglilingkod</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng sektor ng paglilingkod sa pambansang ekonomiya</li> <li>2. Mga patakaran pang-ekonomiya na nakatutulong sa sektor ng paglilingkod</li> <li>3. Batas na nagbibigay proteksiyon at nangangalaga sa mga karapatan ng manggagawa <ol style="list-style-type: none"> <li>a. Contractualization &amp; Labor outsourcing</li> <li>b. Salary Standardization Law</li> </ol> </li> </ol> <p>E. Impormal na Sektor</p> <ol style="list-style-type: none"> <li>1. Mga dahilan at anyo ng impormal na sektor ng ekonomiya</li> <li>2. Mga epekto ng impormal na sektor sa ekonomiya</li> <li>3. Mga patakaran pang-ekonomiya na may kaugnayan sa impormal na sektor <ol style="list-style-type: none"> <li>a. Child Labor Policy</li> <li>b. Skills and Employability</li> <li>c. Social Security</li> </ol> </li> </ol> <p>F. Kalakalang Panlabas</p> <ol style="list-style-type: none"> <li>1. Ang kalakaran sa kalakalang panlabas ng Pilipinas</li> <li>2. Ang ugnayan ng Pilipinas para sa kalakalang panlabas nito sa mga samahan tulad ng World Trade Organization at Asia Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng daigdig</li> <li>3. Mga kontribusyon ng kalakalang panlabas sa pag-unlad ng ekonomiya ng Pilipinas</li> <li>4. Mga patakaran pang-ekonomiya na nakatutulong sa patakaran panlabas ng bansa sa buhay ng nakararaming Pilipino <ol style="list-style-type: none"> <li>a. Policy on ASEAN Economic Community</li> <li>b. Policy on Trade Liberalization</li> <li>c. Belt and Road Initiative</li> </ol> </li> </ol>	<p>A. Konsepto at Palatandaan ng Pambansang Kaunlaran</p> <ol style="list-style-type: none"> <li>1. Pambansang Kaunlaran</li> <li>2. Mga palatandaan ng Pambansang kaunlaran</li> <li>3. Iba't ibang gampanin ng mamamayang Pilipino upang makatulong sa pambansang kaunlaran</li> <li>4. Sama-sama Pagkilos para sa Pambansang Kaunlaran</li> </ol> <p>B. Sektor ng Agrikultura</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng agrikultura, pangngisda at paggugubat sa ekonomiya at sa bansa</li> <li>2. Mga dahilan at epekto ng suliranin ng sektor ng agrikultura, pangngisda, at paggugubat sa bawat Pilipino</li> <li>3. Mga patakaran pang Ekonomiya nakatutulong sa sektor ng agrikultura (industriya ng agrikultura, pangngisda, at paggugubat) Halimbawa: <ul style="list-style-type: none"> <li>- Comprehensive Agrarian Reform Law</li> <li>- Policy on Importation of Rice</li> <li>- Policy on Drug Prevention</li> </ul> </li> </ol> <p>C. Sektor ng Industriya</p> <ol style="list-style-type: none"> <li>1. Bahaging ginagampanan ng ng sektor ng industriya, tulad ng pagmimina, tungo sa isang masiglang ekonomiya</li> <li>2. Ang pagkakaugnay ng sektor agrikultural at industriya tungo sa pag-unlad ng kabuhayan</li> <li>3. Mga patakaran pang- ekonomiya nakatutulong sa sektor industriya <ul style="list-style-type: none"> <li>- Filipino First Policy</li> <li>- Oil Deregulation Law</li> <li>- Policy on Microfinancing</li> <li>- Policy on Online Businesses</li> </ul> </li> </ol> <p>D. Sektor ng Paglilingkod</p> <ol style="list-style-type: none"> <li>1. Ang bahaging ginagampanan ng sektor ng paglilingkod sa pambansang ekonomiya</li> <li>2. Mga patakaran pangekonomiya na nakakatulong sa sektor ng paglilingkod</li> <li>3. Batas na Nagbibigay Proteksiyon at Nangangalaga sa mga Karapatan ng Manggagawa <ul style="list-style-type: none"> <li>- Contractualization and Labor Outsourcing</li> <li>- Salary Standardization Law</li> </ul> </li> </ol> <p>E. Impormal na Sektor</p> <ol style="list-style-type: none"> <li>1. Mga Dahilan at Anyo ng Impormal na Sektor ng Ekonomiya</li> <li>2. Mga epekto ng impormal na sektor ng ekonomiya</li> <li>3. Mga Patakaran Pang- ekonomiya na may kaugnayan sa Impormal na Sektor <ul style="list-style-type: none"> <li>- Counterfeiting</li> <li>- Black Market</li> </ul> </li> </ol> <p>F. Kalakalang Panlabas</p> <ol style="list-style-type: none"> <li>1. Ang Kalakaran sa Kalakalang Panlabas ng Pilipinas</li> <li>2. Ang ugnayan ng Pilipinas para sa kalakalang panlabas nito sa mga samahan ng tulad ng World Trade Organization at Asia Pacific Economic Cooperation tungo sa patas na kapakinabangan ng mga mamamayan ng daigdig</li> <li>3. Mga Kontribusyon ng Kalakalang Panlabas sa Pag-unlad ng Ekonomiya ng Pilipinas</li> <li>4. Mga patakaran pang- ekonomiya na nakakatulong sa patakaran panlabas ng bansa sa buhay ng nakararaming Pilipino <ul style="list-style-type: none"> <li>- Policy on ASEAN Economic Community 2015</li> <li>- Policy on Trade Liberalization</li> </ul> </li> </ol>

of 5.6 percent, just shy of the government's target of 6.0 to 7.0 percent. Should the projection hold, the Philippines is expected to again show significant growth in 2024, proving its resilience despite various global economic pressures (Canto & Renz, 2024). Moreover, MATATAG Curriculum considered concepts that align and adhere to international standards mentioned in the NCEE, seen in the first to third quarter of the Economics Education in MATATAG Curriculum, to produce globally competitive learners.

By integrating these components into economic education, the Philippines hopes to foster more knowledgeable and accountable youth who can positively impact sustainable development. This method ensures that students are prepared to handle domestic and international economic difficulties by encouraging a thorough awareness of the nation's financial background.

### Conclusion

The research determined the similarities and differences in the Grade 9 economics concepts between the Philippine K to 12 and the new MATATAG Social Studies Curriculum and their alignment with the NCEE standards. Based on the results, both curricula often cover similar economic concepts, albeit with minor differences in presentation and focus. The MATATAG Curriculum introduce additional concepts not directly mirrored in the NCEE standards. The K to 12 Curriculum consistently align with various NCEE standards across different quarters and contents, covering specific topics. In contrast, the MATATAG Curriculum shows alignment with some NCEE standards, particularly those related to government and economics, but not across all key concepts identified by NCEE. The MATATAG Curriculum introduces specific local economic concepts and policies crucial for understanding the Philippine economic landscape, but not part of the NCEE standards. While both the K to 12 and MATATAG curricula provide comprehensive coverage of fundamental economic concepts, the K to 12 Curriculum demonstrates more precise alignment with NCEE standards across various topics. The MATATAG Curriculum, while innovative in introducing locally relevant economic concepts, does not adhere closely to the full scope of NCEE standards. This divergence may reflect a strategic choice to emphasize local economic contexts and policy relevance over strict alignment with international educational benchmarks.

Integration of Economics Education in the Philippine Social Studies Curriculum is pivotal for the country's development through critical thinking, Financial Literacy, and the crucial conception of

the socioeconomic sphere among learners. Since one of the goals of MATATAG Curriculum is to localize its concepts at the end of the quarter, the researchers highly recommend that the delivery of learning in the implementation of Economics Education in the Philippine Social Studies Curriculum should start with the most basic foundation to the major concepts and must be more of experiential learning so that learners will achieve the goal of the curriculum through the application of real-life situations. Curriculum concepts should also clearly emphasize and consider practical economics in a global, national, and local context in their curriculum implementations. As to the curriculum reformations, based on the results of the comparison, it is highly recommended that the MATATAG Curriculum be subjected to change depending on future demands, innovations, and changes in our economic sphere.

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