

Emergence of 21st Century Instructional Strategies in Araling Panlipunan Instruction: A Comparative Study Among Selected Secondary Schools in Eastern Samar, Philippines

Joel R. Pangilinan^{1*}

¹ Joel R. Pangilinan, Ph.D., Eastern Samar State University, Borongan City, Philippines

*Corresponding Author: joelpangilinan24@gmail.com

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Abstract: *This study is intended to investigate the level of satisfaction of the students and teachers on the emergence of the 21st century teaching strategies in Araling Panlipunan instruction in enhancing the conceptual learning of the students. The researcher utilized the correlational-comparative design of research with random and total enumeration sampling techniques, using survey-questionnaire as the main gathering tools for the data needed in the study. The data gathered were encoded, and statistically processed, and presented in tabular forms employing the weighted median, frequency count, and Kruskal-Wallis Test and Spearman's Rank using the Data Analysis SPS in the Microsoft Excel Program. In light of the findings, the following conclusions were withdrawn: both student and teacher respondents using the 21st-century teaching strategies in Araling Panlipunan were on the 'somewhat satisfied' satisfaction level; both student and teacher-respondents affirmed that 21st-century teaching strategies in Araling Panlipunan were 'effective to a great extent; there is no significant difference exists between the perceptions of the students and teachers on the effectiveness of 21st-century Araling Panlipunan strategies; there is no significant difference exists between the perceptions of student and teacher-respondents on the satisfaction in using 21st-century Araling Panlipunan strategies in instruction; and the application of the 21st-century strategies in Araling Panlipunan instruction indicates further that these strategies can also be an effective tool in enriching and revolutionizing the teaching of Araling Panlipunan concepts.*

Keywords: 21st century strategies, araling panlipunan instruction, correlated-comparative design, satisfaction, Kruskal-Wallis Test

1. Introduction

The learning of Araling Panlipunan and in History is an intricate undertaking and one of the challenges of teachers is to encourage learning among their students. Sadly, students do not consider Araling Panlipunan as an important and interesting subject (Guimba, Aquino, & Abbas, 2016). Some found it boring because they found the subject impractical to their personal life (Milo, 2015). Araling Panlipunan as a subject in Junior High School and learning history is of value as it will make them be aware of their nationalistic identity and be active participants in doing their roles and responsibility in society.

In the Philippine context with the K to 12 curricula, Social Studies is called *Araling Panlipunan*. This term in Filipino is the most recognized name of the subject or course taught in elementary and secondary schools (Pangilinan, 2015).

The researcher will determine secondary school teacher's instructional preference and learner's level of satisfaction in Araling Panlipunan among secondary schools with the least performance rating in the National Achievement Test (NAT) from 2016 - 2019.

Correspondingly, Eastern Samar Division, the Mean Percentage Score (MPS) results for Araling Panlipunan is far from the 75% passing target. In the 2017-2018 MPS result, the Eastern Samar division got 48.48% in Grade 10 NAT.

Comparatively, (Tapdasan, 2020) the Division BEIS In-charge disclosed five secondary schools in the division got the lowest MPS compared to other secondary schools. Arteche National High School (ANHS) got an MPS of 19.01%, Samar National Pilot Opportunity School of Agriculture (SNPOSA) got 20.04%, Taft National High School (TNHS) got 21.75%, Salcedo National High School (SVHS) got 21.82% and Guiuan National High School (GNHS) got 22.44%.

Matching student's and teachers' preferences in the teaching-learning process can significantly give a better learning outcome. According to (Oyibe, 2015) teachers of Social studies at all levels of education need to be familiar with the content and methods of teaching the subject to interpret the content of Social studies correctly and encourage its learning.

It is against this premise that the researcher will determine secondary school teacher's instructional preference and learner's level of satisfaction in Araling Panlipunan among secondary schools with the least performance rating in the National Achievement Test (NAT) from 2016 - 2019.

Objectives of the Study

The study aimed to correlate the current instructional preferences of secondary school teachers and student's level of cultural tendencies of selected schools in the division of Eastern Samar. Furthermore, the results of this study guide the researcher in developing instructional material in teaching Araling Panlipunan.

- 1) Determine the student and teacher-respondents' use of 21st century instructional strategies in Araling Panlipunan instruction;
- 2) Determine the student and teacher-respondents' perceived satisfaction in the use of 21st century instructional strategies in Araling Panlipunan instruction;
- 3) Test the significant difference on the use of 21st century instructional strategies in Araling Panlipunan instruction as perceived by teacher and student respondents when grouped according to schools;
- 4) Test the significant difference of respondents perceived satisfaction on the use of selected 21st century instructional strategies in Araling Panlipunan instruction as perceived by teacher and student respondents when grouped according to schools; and
- 5) Test the significant relationship between the use and perceived satisfaction on the 21st century instructional strategies in Social Science instruction as perceived by teacher and student respondents.

2. Literature Review

Teachers in this subject have an important challenge utilizing effective approaches for Araling Panlipunan education. As (Wayne, 2018) puts it, Social Studies teaching and learning should

be about uncovering the taken-for-granted elements in our everyday experience and making them the target of inquiry.

Knowledge of history is necessary but is only part of the preparation for becoming an effective history teacher. Helping students deepen their historical understanding and learn how to think like historians requires teachers to (1) understand the multiple ways diverse students learn the history and learn in general, (2) acquire and employ a repertoire of pedagogically sound instructional strategies to develop students' historical understanding, (3) develop a familiarity with effective, disciplinary-specific resources and methods of assessment, and (4) practice these in classrooms under the guidance of skilled teachers of history and/or historians (Bain, 2016). It is important to consider the teaching approaches in Araling Panlipunan so that would be interesting to both learners and teachers for the effective implementation of the curriculum content.

3. Methodology

Research Design

The researcher has chosen a correlational-comparative design. This study was determined the relationship between teacher and students perception to the utilization of the emergence of 21st century instructional strategies and student's and teachers level of satisfaction on the said instructional strategies in Araling Panlipunan.

The locale of the Study

The study was conducted in five secondary schools in Eastern Samar with least NAT or MPS in Araling Panlipunan school year 2017-2018 namely; Arteche National High School, SNPOSA, Taft National High School, Salcedo High School, and Guiuan National High School.

Participants of the Study

The respondents of the study were the Grade 10 students in five selected schools in the division of Eastern Samar. Both male and female students were chosen as respondents of the study. The respondents are selected according to the Grade level based on the NAT results for the school year 2017-2018.

Sampling Procedure

The sampling procedure that was used is the two stages of random sampling (see table 1) for students and a total enumeration count for teacher respondents. Simple random sampling was used in which a subset of individuals (a sample) was chosen from a larger set (a population). Each individual was chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of individuals has the same probability of being chosen for the sample as any other subset of individuals.

Research Instrument

The researcher has developed a survey questionnaire and was considered research literature to provide ideas on how these variables can be used in the instrument. This should be thoroughly critiqued, evaluated, and pilot tested by the sample respondents, supervisors, panel of advisers, and others before it is administered for the actual study. Besides, to test the validity of survey questionnaires as instruments in this study, this was tested in other schools to other participants, who will not be included in the study. A reliability test will be conducted on the instruments using the test-retest method.

The survey questionnaire has of two types: a survey questionnaire for the modal preferences of high school students and their level of satisfaction concerning the instructional strategies used by their Araling Panlipunan teachers and a survey questionnaire of the modal preferences of Araling Panlipunan teachers their level of satisfaction with the instructional strategies they used for their learners.

Measurement of Variables

On the scale for measuring the teacher's prefer instructional strategies utilized in Araling Panlipunan instruction, this point scale will be utilized:

Scale	Interpretation
4	At all times
3	Most of the times
2	Sometimes
1	Never

On the scale for measuring the level of students satisfaction with the instructional strategies they used for Araling Panlipunan instruction, the following five-point scale will be utilized:

Scale	Interpretation
5	= Completely Satisfied
4	= Somewhat Satisfied
3	= Neither Satisfied or Dissatisfied
2	= Somewhat Dissatisfied
1	= Completely Dissatisfied

Data Gathering Procedure

A permission letter, cover letter, informed consent documents from the Schools Division Superintendent to the school heads of the selected schools, parents, and advisers of grade levels were secured. Upon securing permission the survey questionnaire was handed to students and teachers in Araling Panlipunan who serve as respondents of the current study. All respondents who were selected to respond were informed by both cover letter and announcement that their contribution and responses would be and would remain anonymous and that participation was strictly voluntary. Individual survey results were never be used, only schools' results as a collective process, thus further ensuring respondents' confidentiality. The individual respondent was never be referred to by name to protect each from identification.

The records of this study were kept private. In any sort of report that might be published, the researcher ha not included any information that was made it possible to identify a subject or a specific school. Research records were stored securely and only the researcher has the access to the records (i.e. School officials will not see any individual's responses).

Participation in this study was voluntary. The decision of whether or not to participate does not affect the current or future relations of the teacher or principal with the researcher.

The researcher has collected all the questionnaires and was gave a grateful message to all of them for their cooperation. The collected questionnaires were scored as for the prescribed procedure and the data obtained were recorded for analysis and interpretation.

Data Analysis

For objective 1 and 2, the researcher has utilized Median since the data were ordinal. Objectives 3 and 4, the researcher was used Kruskal-wallis Test to compare the level of instructional preference or satisfaction. Lastly objective 5, the researcher used Spearman's Rank.

4. Conclusion

Based on the findings of the study, the researcher had drawn the following conclusions:

- 1) Both student and teacher-respondents using the 21st-century teaching strategies in Araling Panlipunan were on the 'somewhat satisfied' satisfaction level.
- 2) Both student and teacher-respondents affirmed that 21st- century teaching strategies in Araling Pamlipunan were 'effective to a great extent'.
- 3) There is no significant difference exists between the perceptions of the students and teachers on the effectiveness of 21st-century Araling Panlipunan strategies.
- 4) There is no significant difference exists between the perceptions of student and teacher-respondents on the satisfaction in using 21st –century Araling Panlipunan strategies in instruction.
- 5) The application of the 21st-century strategies in Aralig Panlipunan instruction indicates further that these strategies can also be an effective tool in enriching and revolutionizing the teaching of Araling Panlipunan concepts.

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