

Content Analysis of Grade Three Social Studies Learning Resources on Provincial Symbols

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Abstract: *One of the contents included in Second Quarter of Grade Three K-12 curriculum in Social Studies (Araling Panlipunan) is about valuing symbols of one's province or regions. A Province and/or Regions are geographic and political subdivision of places in the Philippines. The learning competency expected within this content is to discuss the meaning of each symbol in one's province or regions (Code: AP3KLR-IIe-4). The objective of this paper is to analyze the content of Social Studies Grade Three learning resources on the basis of legislated official provincial symbols of Bulacan. In order to determine and inspect the provincial symbols content in Grade Three learning resources, the resources were examined by means of content analysis method. Upon analysis of the content of Social Studies Grade Three learning resources in the Province of Bulacan, it seemed that only symbols found in the province official seal were given much attention and somehow failed to include the legislated provincial symbols. This serves as a reminder to all textbook writers to observe accuracy and updated information they included in the learning resources. Furthermore, the study encourages the teachers to widen their knowledge on the symbols that represent their own province and not to be too dependent on the information coming from the teacher's guide and learner's materials.*

Keywords: content analysis, learning resources, symbols

1. Introduction

The content of the books contains the most essential executive policy for achieving the targets of every educational system. That is why it is imperative to develop accurate and fact-based textbooks. Textbooks play important roles in determining the educational content and policy. (Gharbavi, 2011).

Textbooks play an important role in daily constructs and activities of teaching in school classes. The teacher uses textbooks to motivate the students and give them the maximum awareness, understanding and cognition of a specific subject matter. Textbooks are used constantly by teachers and student because of their pivotal role, and even they are used as the material for the whole of the curriculum. Research show that the degree of dependency on the textbooks varies in accordance with subject matter's variety. This degree is measured for different textbooks: Social Studies: 72%, Sciences: 49%, Mathematics: 45%, and Second Language: 44%. This fact that textbooks are most frequently used materials in curriculum should be considered, too. Thus, they have been the focus of education authorities, textbook designers, researchers, and teachers' attention. (Babaei, et. al, 2014)

With the K to 12 Basic Education Program in place, DepEd is implementing the K to 12 Basic Education Curriculum. The curriculum guides teachers and learners on the standards and competencies that they should meet and develop, respectively. The curriculum is the basis for the content of learning resources. Thus, learning resources are expected to:

- 1) Reflect the K to 12 curriculums' philosophy and vision of producing citizens imbued with the values and 21st century skills essential for life in a global world;
- 2) Provide sufficient content for a complete school year of instruction (i. e. maximum of 205 days);
- 3) Sufficiently cover and develop all learning competencies specified in the K to 12 curriculum guides; and

- 4) Adequately meet the K to 12 curriculum's content and performance standards and provide materials that will enable the learners to develop the learning competencies for the intended grade level.
 - Content Standards refer to the topics or concepts in a particular subject that should be covered for a specific grade level.
 - Performance standards refer to acceptable level of proficiency in which learners acquire and apply the knowledge and skills in a specific subject and grade level.
 - The learning competencies are the general skills that the learners should acquire and which they can apply in real-life situations.

To facilitate ease in identification, codes have been set for each learning competency in a curriculum guide and these should be incorporated into the objectives of each lesson, chapter, and unit in a learning resource.

- In this paper, it focus mainly on the Learning resources for Grade Three Social Studies specifically with Learning Competencies in Second Quarter coded AP3KLR-IIe-4: "*Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon*"
- As per Provincial Administrative Code C-004 s.2007 passed by the Sangguniang Panlalawigan on February 19, 2007 stipulated on Chapter I Sections 21-34 there were 12 legislated provincial symbols: march, hymn, hero, month, battle cry, tree, plant, flower, fish, cultural dance, fruit and animals. It also includes the seat of government, and list of provincial legal holidays. Surprisingly, the *Sangguniang Aklat Pangkalamansa Araling Panlipunan 3* for Region Three that was distributed in 2014, failed to integrate most of the official provincial symbols of Bulacan.

This study sought to review and evaluate the content of the DepEd Learning Resources intended for Grade Three Social Studies on learning competencies coded AP3KLR-IIe-4 focusing on the

Volume 11 Issue 10, October 2022

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Provincial Symbols of Bulacan. Specifically, the study was designed to:

- Find out the most common provincial symbols presented in the Grade Three Social Studies learning resources
- Determine to what extent are the provincial symbols considered or presented in the illustrations, text, and exercises of Grade Three Social Studies learning resources

2. Methodology

The method used in the present paper is called content analysis. According to Tuomi and Sarajarvi cited by BahareBabaei and Ali Abdi (2014), content analysis is one of the basic methods for qualitative research and with this; it is possible to execute different kinds of studies. Content analysis enables the systematic and objective analysis of a textual data and it can also be used in quantitative studies.

Krippendorff (2004: 18), postulates content analysis provide new insights and increases the understanding of the studied phenomena. Its desire to discover meanings is the main

reason for choosing content analysis instead of some other method. Furthermore, Tuomi and Sarajarvi (2009: 95-96), describe the difference between content analysis and discourse analysis. The former, searches for meanings while the latter aims to find out how these meanings are created. There are three different approaches to content analysis: data-based, theory-guided and theory-based approaches. In the data-based approach, the aim is to form a theoretical schema based on the data. The approach used in the present paper is data-based since the aim of this study is to analyze the content of Social Studies learning resources specifically competency coded as AP3KLR1I-e-4on the basis of the legislated provincial symbols.

The sample of the study consisted of Grade Three Social Studies learning materials such as Learner’s Material (480 pages), Teacher’s Guide (247 pages) and Reference Book in Araling Panlipunan for Region 3 (271 pages). So, the illustrations, texts and exercises of the learning materials are studied and examined. In order to analyze the content of the mentioned books, Provincial Administrative Code C-004 s.2007 Chapter I, Section 21-34 is used to observe the frequency of the official provincial symbols.

Table 1: Official Provincial Symbols of Bulacan

Chapter I	Official Provincial Symbols
Sec.21. Seat of the Provincial Government	Provincial Government at Malolos City
Sec.22 Provincial March	Bulacan March
Sec.23 Provincial Hymn	Himno ng Bulacan
Sec.24 Provincial Hero	Marcelo H. del Pilar
Sec.25 The Bulacan Month	August 15-September 15
Sec.26 Provincial Battle Cry	“TaasNoo, Bulakenyo”
Sec.27 Provincial Legal Holidays	February3-Blas Ople Day, April 2-Balagtas Day, August 15-Foundation Day, August 30-Marcelo H. del Pilar Day, September 11-Araw ng mga Barangay sa Bulacan
Sec.28 Provincial Tree	Bulak or Kapok
Sec.29 Provincial Plant	Yerba Buena, S. N. SaturejsDouglasii
Sec.30 Provincial Flower	Sampaguita, S. N. Jasminum Sambac
Sec.31 Provincial Fish	Milkfish or Bangus S. N. Chanos-chanos
Sec.32 Provincial Cultural Dance	Pandanggo kay Sta. Clara
Sec.33 Provincial Fruit	Mango or Mangga, S. N. Mangifera indica
Sec.34 Provincial Animal	Carabao or water buffalo

Table 2: Examination of Bulacan’s official Provincial Symbols in the texts or passages AP Gr.3 Learning Resources

Provincial Symbols	Learner’s Materials (Kagamitan ng Mag-aaral) frequency	Teachers Guide (Patubay ng Guro) frequency	Reference Book for Region III (Pagtuklas Rehiyon III Sangguniang Aklat Pangkaalaman) frequency
Sec.21. Seat of the Provincial Government Provincial Government at Malolos City	0	0	0
Sec.22 Provincial March Bulacan March	0	0	0
Sec.23 Provincial Hymn Himno ng Bulacan	0	0	1
Sec.24 Provincial Hero Marcelo H. del Pilar	0	0	2
Sec.25 The Bulacan Month August 15-September 15	0	0	2
Sec.26 Provincial Battle Cry “TaasNoo, Bulakenyo”	0	0	0
Sec.27 Provincial Legal Holidays February3-Blas Ople Day, April 2-Balagtas Day, August 15-Foundation Day, August 30-Marcelo H. del Pilar Day, September 11-Araw ng mga Barangay sa Bulacan	0	0	0
Sec.28 Provincial Tree Bulak or Kapok	0	0	2

Sec.29 Provincial Plant Yerba Buena, S. N. SaturejsDouglasii	0	0	0
Sec.30 Provincial Flower Sampaguita, S. N. Jasminum Sambac	0	0	0
Sec.31 Provincial Fish Milkfish or Bangus S. N. Chanos-chanos	0	1	0
Sec.32 Provincial Cultural Dance Pandango kay Sta. Clara	0	0	3
Sec.33 Provincial Fruit Mango or Mangga, S. N. Mangifera indica	0	1	0
Sec.34 Provincial Animal Carabao or watr buffalo	0	1	3

Table 2: Examination of Bulacan’s official Provincial Symbols in the **exercises** of AP Gr.3 Learning Resources

Provincial Symbols	Learner’s Materials (Kagamitan ng Mag-aaral)	Teachers Guide (Patubay ng Guro)	Reference Book for Region III (Pagtuklas Rehiyon III Sangguniang AklatPangkaalaman)
Sec.21. Seat of the Provincial Government Provincial Government at Malolos City	0	0	0
Sec.22 Provincial March Bulacan March	0	0	0
Sec.23 Provincial Hymn Himno ng Bulacan	0	0	1
Sec.24 Provincial Hero Marcelo H. del Pilar	0	0	2
Sec.25 The Bulacan Month August 15-September 15	0	0	0
Sec.26 Provincial Battle Cry “TaasNoo, Bulakenyo”	0	0	0
Sec.27 Provincial Legal Holidays February3-Blas Ople Day, April 2-Balagtas Day, August 15- Foundation Day, August 30-Marcelo H. del Pilar Day, September 11-Araw ng mga Barangay sa Bulacan	0	0	0
Sec.28 Provincial Tree Bulak or Kapok	0	0	0
Sec.29 Provincial Plant Yerba Buena, S. N. SaturejsDouglasii	0	0	0
Sec.30 Provincial Flower Sampaguita, S. N. Jasminum Sambac	0	0	0
Sec.31 Provincial Fish Milkfish or Bangus S. N. Chanos-chanos	0	1	0
Sec.32 Provincial Cultural Dance Pandango kay Sta. Clara	0	0	3
Sec.33 Provincial Fruit Mango or Mangga, S. N. Mangifera indica	0	1	0
Sec 34: Provincial Animal Carabao or water buffalo	0	0	3

Table 2: Examination of Bulacan’s official Provincial Symbols in the **illustrations** of AP Gr.3 Learning Resources

Provincial Symbols	Learner’s Materials (Kagamitan ng Mag-aaral)	Teachers Guide (Patubay ng Guro)	Reference Book for Region III (Pagtuklas Rehiyon III Sangguniang Aklat Pangkaalaman)
Sec.21. Seat of the Provincial Government Provincial Government at Malolos City	0	0	0
Sec.22 Provincial March Bulacan March	0	0	0
Sec.23 Provincial Hymn Himno ng Bulacan	0	0	0
Sec.24 Provincial Hero Marcelo H. del Pilar	0	0	2
Sec.25 The Bulacan Month August 15-September 15	0	0	0
Sec.26 Provincial Battle Cry “TaasNoo, Bulakenyo”	0	0	0
Sec.27 Provincial Legal Holidays February3-Blas Ople Day, April 2-Balagtas Day, August 15- Foundation Day, August 30-Marcelo H. del Pilar Day, September 11-Araw ng mga Barangay sa Bulacan	0	0	0

Sec.28 Provincial Tree Bulak or Kapok	0	0	0
Sec.29 Provincial Plant Yerba Buena, S. N. Saturejs Douglasii	0	0	0
Sec.30 Provincial Flower Sampaguita, S. N. Jasminum Sambac	0	0	1
Sec.31 Provincial Fish Milkfish or Bangus S. N. Chanos-chanos	0	1	0
Sec.32 Provincial Cultural Dance Pandango kay Sta. Clara	0	0	3
Sec.33 Provincial Fruit Mango or Mangga, S. N. Mangifera indica	0	0	0
Sec.34 Provincial Animal Carabao or water buffalo	0	0	3

3. Conclusions and Implications

- 1) The result of the content analysis, specifically the extent to which the official provincial symbols of Bulacan mentioned, seen and used in the passages, illustrations and exercises in AP3 learning resources were insufficient in the minimum desired learning competency AP3KLRII-e-4 (discuss the meanings of signs and symbols of ones own province and region).
- 2) The Learner’s Material distributed to all learners (1: 1) was somehow irrelevant to some localities. Most of the symbols being used, illustrated and given exercises were symbols of others localities. Most examples were attributed to provinces of Region IV-B.
- 3) Most of the provincial symbols being mentioned were intended to discuss the symbols found in each official seal of the provinces in order for them to meet the competency AP3KLRII-e-5 but compromising other official provincial symbols. Only Pandango Kay Sta. Clara was mentioned as provincial symbol. Others, such as Bulacan Hymn, Bulak, Sampaguita, Marcelo H. del Pilar, Milkfish and Mango were included in the learning resources but not mentioned as provincial symbols.
- 4) Official provincial symbols such as Bulacan March (provincial march); TaasNoo, Bulakenyo (provincial battlecry); Yerba Buena (provincial plant) were never mentioned in any of the three learning resources.
- 5) Symbols which part of the official seal of the province were always mentioned in the learning resources such as Barasoain Church, Sampaguita, Kakarong de Sili in Pandi, Biak naBato Cave, First Philippine Republic, and KawayangBukawe.
- 6) Other prominent Sagisag Kultura with historical significance in the province was mostly mentioned in the reference book. They were Casa Real de Malolos, Kamestizuhanhouses, Carabao festival, Singkaban festival, Gregorio del Pilar, Trinidad Tecson, Francisco Balagtas, and Pinagrealan Cave.

4. Recommendations

Based on the findings of this paper, the following are hereby presented for consideration:

- 1) The Provincial Government thru the History, Arts and Culture Office may convene the three Schools Division to conduct Training of Trainers/ or Mass Training of Grade Three teachers to produce supplemental learning resources that will suffice the need of an updated and
- 2) Through the initiative of the Curriculum Implementation Division of a Schools Division, it may conduct an in-house content review of the learning resources and have an in-service training of teachers as refresher course on provincial symbols and its significance.
- 3) Massive dissemination of copies of Provincial Administrative Code C-004 s.2007 to all schools in the Province for them to utilize the information derive in the code, so that teachers will not rely solely on Teacher’s Guide coming from DepEd learning resources.
- 4) Contextualization of learning materials will not happen if the knowledge content of teachers are insufficient, therefore it is necessary to provide more avenue of academic enhancement or Local History retooling of teachers.

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