

# Instructional Practices for Secondary Araling Panlipunan in Zone II, Division of Zambales

Pamela D. Mangohig<sup>1</sup>, Edna Marie D. Punzalan<sup>2</sup>

President Ramon Magsaysay State University Iba, Zambales, Philippines

**Abstract:** *The study aimed to assess the instructional practices for Secondary Araling Panlipunan. The study used the descriptive method of research. Three hundred eighty-three (383) secondary school students from Grade 7, Grade 8, Grade 9, and Grade 10, and the thirteen (13) Head Teachers/Principals served as respondents from eight (8) national high schools in Zone II, Division of Zambales in the municipalities of Botolan, Iba, and Palauig. The findings reveal that the students perceived that Field Trip, Discussion, Movie Review, Symposium, and Community Immersion were respectively Frequent instructional practices in Araling Panlipunan. The Head Teachers/Principals perceived that Discussion, Symposium, and Movie Review, respectively were always the instructional practices in Araling Panlipunan. The field trip and community immersion respectively were Frequent instructional practices in Araling Panlipunan. There was a highly significant difference in the perceptions on Field Trips, Discussion, Movie Review, and Symposium as instructional practices in Araling Panlipunan between the students and Head Teachers/Principals. There was no significant difference in the perceptions on Community Immersion between the students and the Head Teachers/Principals. Based on the findings and conclusions of the study, it is recommended that the teachers may continue to adopt field trips, discussion, movie review, symposium, and community immersion as instructional practices in Araling Panlipunan to improve the teaching-learning process, the Head Teachers/Principals may recommend that Araling Panlipunan teachers undergo training to effectively use field trips, discussion, movie review, symposium, and community immersion as instructional practices in Araling Panlipunan, and a similar study relating student's academic performance to instructional practices in Araling Panlipunan may be undertaken to validate the findings of this study.*

**Keywords:** Instructional practices, Secondary Araling Panlipunan, Zone II, Division of Zambales

## 1. Introduction

Teachers in the 21<sup>st</sup> century hold multiple roles and view children through various lenses, and recognize that their personal and professional identities are continually evolving. Teachers are to builder of relationship, scaf folder of children's learning, planner for learning and teacher as learner. They adapt instruction to meet the needs of individual learners. Bender (2008) states that effective teachers of Social Studies are responsive in the implementation of the curriculum, utilize differentiated instructional strategies, and student products, incorporate a variety of techniques in the instruction, assessment, and grouping of students because not everyone learns the same thing at the same time with the same approach. The National Council for the Social Studies states that the primary purpose of Social Studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS, 2010). The ultimate goal of instruction in the Social Studies classroom is to help all students experience success, regardless of their learning capabilities. By proactively identifying the needs of each student, Social Studies teachers are better able to make decisions regarding curriculum adaptation, instructional design, and instructional tools integration (Chick & Hong, 2012).

In the country, as stipulated in the DepEd Discussion Paper (2010), every graduate is inculcated with the respect for human rights and values, notably, Maka-Diyos, Maka-tao, Makabansa, and Maka-Kalikasan. This makes every graduate empowered to effect positive changes in his/her life and that of others. Teachers are one of the most important components of these educational institutions (Akkus, 2015). For this purpose, Akkus argues that schools will not develop

without fostering teachers' skills and abilities. Teachers' instructional practices are evident on designing activity experiences on planning content that will allow students to experience progressive levels of achievement and in providing students with knowledge, skills and values necessary for the development of citizen participation and civic duties. Teaching practices according to Khader (2012) are closely linked to teachers' strategies, establishing appropriate learning atmosphere and learning activities.

Critically reflective teaching practices encourage teachers to regularly evaluate their approaches to teaching and learning, understand more about the positive impacts of high-quality effective pedagogies on children's learning, become more aware of the importance of high-quality interactions, including strategic intervention. The importance of understanding the sources of instructional practices among Araling Panlipunan teachers is noteworthy. But little is known about the appropriate Araling Panlipunan instructional practices to meet the demands of the current Araling Panlipunan Program and the new trend of learner-based/centered instruction. Additionally, little if any data exist of the aspects of teaching practices of Araling Panlipunan teachers in the Filipino context. Providing this next level of data will help to develop strategies and enhance the competencies and effectiveness of the Araling Panlipunan teacher across a program of study.

## 2. Objectives of the Study

An assessment on the instructional practices for Secondary Araling Panlipunan as perceived by the Students and Head Teachers/Principals was the main objective of the proposed study. The secondary purpose was to establish the difference in perceptions between the two groups of respondents. Specifically, it sought to describe the instructional practices

in terms of Field Trips, Discussion, Movie Review, Symposium, and Community Immersion by the Araling Panlipunan student-respondents and by the Araling Panlipunan Head Teacher/Principal respondents; and test significant difference between the perceptions of the two groups of respondents on the instructional practices in Araling Panlipunan.

### 3. Materials and Methods

Since the study discloses the instructional practices in Araling Panlipunan and the correlation between the perceptions of the AP Head Teachers/Principals and students of public secondary schools, the methodology the researcher adopted the descriptive method. The analysis is quantitative in nature. Descriptive research includes surveys and fact-finding inquiries of different kinds. The respondents were the three hundred eighty-three (383) secondary school students from Grade 7, Grade 8, Grade 9, and Grade 10, and the thirteen (13) Head Teachers/Principals in eight (8) national high schools of DepEd in Zone II, Division of Zambales. Table 1 shows the distribution of the respondents. There were two groups of respondents: the Araling Panlipunan Head Teachers/Principals and the secondary school students from Grade 7, Grade 8, Grade 9, and Grade 10. The purposive sampling technique was used in selecting the Head Teachers/Principals. The purposive sampling enables the researcher to use his/her judgment to choose people that are presented or are available to best meet the researcher's objectives or target groups (Driscoll, 2011).

The study was conducted eight (8) National High Schools of DepEd Zone II, Division of Zambales. These schools include: (1) Rofulo Landa National High School, Palauig; (2) Amungan National High School, Iba; (3) Zambales National High School, Iba; (4) Botolan National High School, Botolan; (5) New Taugtog National High School, Botolan; (6) Baquilan National High School, Botolan; (7) Beneg National High School, Botolan; and (8) Panan National High School, Botolan. The researcher prepared a questionnaire adapted from Khader (2012), University of Northern Iowa's Center for Social and Behavioral Research (2015), and Rosenshine, (2012) as a tool to assess the instructional practices in Araling Panlipunan and by reviewing the pedagogical literature related to teaching Social Studies (K to12 Gabay Pangkurikulum Araling Panlipunan Baitang 1-10, 2013). The tool consisted of (35) indicators spread over five (5) domains which are: Field Trip, Discussion, Movie Review, Symposium, and Community Immersion, each with seven (7) indicators. The 5-point Likert scale was used to assess the extent at which the instructional practices.

The researcher sought the approval of the Schools Division Superintendent of DepEd Division of Zambales to float the survey questionnaires to the Araling Panlipunan Head Teachers/Principals and secondary school students (Grade 7, Grade 8, Grade 9, Grade 10) in eight (6) national high schools in Zone II, Division of Zambales (Appendix B). Upon the approval of the request, the researcher personally distributed copies of the questionnaire to the respondents and were retrieved three days later. The

objectives of the study were explained to the participants and the confidentiality of their responses was also emphasized to assure a 100% retrieval of the questionnaire. Data collected from the questionnaire were analyzed, interpreted and summarized using the Statistical Package for Social Sciences (SPSS) version 11.5.

### 4. Results and Discussion

Table 1 shows the summary of perceptions of student-respondents on instructional practices in Araling Panlipunan.

**Table 1:** Summary of Perceptions of Students on Instructional Practices in Araling Panlipunan

Instructional Practices in Araling Panlipunan	Weighted Mean	Qualitative Interpretation	Rank
Field Trips	3.45	Frequent	5
Discussion	3.95	Frequent	1
Movie Review	3.68	Frequent	3
Symposium	3.72	Frequent	2
Community Immersion	3.57	Frequent	4
<b>Grand Mean</b>	<b>3.67</b>	<b>Frequent</b>	

The students perceived that among the Frequent instructional practices in Araling Panlipunan, discussion with a weighted mean of 3.95 ranked first, followed by symposium (3.72, ranked 2<sup>nd</sup>), movie review (3.68, ranked 3<sup>rd</sup>), community immersion (3.57, ranked 4<sup>th</sup>), and field trips (3.45, ranked 5<sup>th</sup>), with a grand mean of 3.67.

Table 2 shows the summary of perceptions of Head Teachers/principal-respondents on instructional practices in Araling Panlipunan. The Head Teachers/Principals perceived that discussion was Always an instructional practice with a weighted mean of 4.56 ranked first, followed by symposium (4.36, ranked 2<sup>nd</sup>), and movie review (4.31, ranked 3<sup>rd</sup>).

**Table 2:** Summary of Perceptions of Head Teachers/Principals on Instructional Practices in Araling Panlipunan

Instructional Practices in Araling Panlipunan	Weighted Mean	Qualitative Interpretation	Rank
Field Trips	4.13	Frequent	4
Discussion	4.56	Always	1
Movie Review	4.31	Always	3
Symposium	4.36	Always	2
Community Immersion	3.97	Frequent	5
<b>Grand Mean</b>	<b>4.27</b>	<b>Always</b>	

Field trips (4.13, ranked 4<sup>th</sup>) and community immersion (3.97, ranked 5<sup>th</sup>) were perceived Frequent instructional practices by the Head Teachers/Principals. Overall, the Head Teachers/Principals perceived that Instructional Practices were Always used in Araling Panlipunan.

Table 3 shows the t-test of difference in the perceptions on instructional practices in Araling Panlipunan between students and Head Teachers/Principal.

**Table 3:** t-test of Difference in the Perceptions on Instructional Practices in Araling Panlipunan between the Students and Head Teachers/Principals

Instructional Practices in Araling Panlipunan	t	df	Sig. (2-tailed)
Field Trips	-2.45*	394	0.01
Discussion	-4.75*	394	0.00
Movie Review	-2.65*	394	0.01
Symposium	-2.79*	394	0.01
Community Immersion	-1.61 <sup>ns</sup>	394	0.11

\*Significant at the 0.01 alpha level of significance, Ho is rejected  
<sup>ns</sup> Not significant at the 0.05 alpha level of significance, Ho is accepted

There was a significant difference in the perceptions on Field Trips (Sig. = 0.01), Discussion (Sig. = 0.00), Movie Review (Sig. = 0.01), and Symposium (Sig. = 0.01) as instructional practices in Araling Panlipunan between the students and Head Teachers/Principals. The computed significance values (Sig.) were less than or equal to the 0.01 alpha level of significance. The negative t-values resulted from the higher rating given by the Head Teachers/Principals to each instructional practice was compared to the rating given by the students on Field Trips, Discussion, Movie Review, Symposium, and Community Immersion.

There was no significant difference in the perceptions on Community Immersion (Sig. = 0.11) between the students and the Head Teachers/Principals. The computed significance value (Sig.) is greater than the 0.05 alpha level of significance.

For the Head Teachers/Principals, field trips provide experiences central to the schools educational mission not only to provide economically useful skills in numeracy and literacy, but also to produce civilized young men and women who would appreciate arts, and culture. For disadvantaged students, field trips may mean additional expense for the family Both the Head Teachers/Principals and students perceive that the community serves as partner in development and not as mere recipient of any given project. The community is also a resource for students' acquisition of knowledge, skills, and attitudes as the students immerse themselves in the very situation of the people

## 5. Conclusions and Recommendations

The students perceived that Field Trip, Discussion, Movie Review, Symposium, and Community Immersion respectively are Frequent instructional practices in Araling Panlipunan. The Head Teachers/Principals perceived that Discussion, Symposium, and Movie Review are Always the instructional practices in Araling Panlipunan. The field trip and community immersion are perceived as Frequent instructional practices in Araling Panlipunan. There is a highly significant difference in the perceptions on Field Trips, Discussion, Movie Review, and Symposium as instructional practices in Araling Panlipunan between the students and Head Teachers/Principals. There is no significant difference in the perceptions on Community Immersion between the students and the Head Teachers/Principals. Thus, it is recommended that teachers may continue to adopt field trips, discussion, movie review,

symposium, and community immersion as instructional practices in Araling Panlipunan to improve the teaching-learning process. The Araling Panlipunan teachers in all secondary schools may be encouraged to conduct symposium. The Head Teachers/Principals may recommend that Araling Panlipunan teachers undergo training to effectively use field trips, discussion, movie review, symposium, and community immersion as instructional practices in Araling Panlipunan. The mechanics may be prepared by the school administrators and disseminated so that the students appreciate the advantage of adopting field trips, discussion, movie review, symposium, and community immersion as instructional practices in Araling Panlipunan. The DepEd officials may propose an instructional practice that could substitute for community immersion. The teachers may adopt a practice to discuss community issues to make Araling Panlipunan class more interesting and relevant.

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